

Creativity, Activity & Service: A Handbook for DIS Students & Families

(updated 2026)

Sample Activities



Playing with Children who are ill at Gaslini



Recycling our School Rubbish



Learning to Debate Global Issues



Food Distribution Projects



Volunteering with the Ambulance Crew



Rowing with people with Autism

This document is based on the CAS Guide for students graduating after 2017 (click on logo to download from Managebac)



“This document will help DP students and their families get a fuller understanding of how we run the CAS Programme here at Deledda International School. This “Core” subject is also presented at orientation meetings in MYP3 and MYP5, for students and parents, as well as other induction days, Open Days etc. At the end of MYP5 and beginning of DP1, workshops are run where students can get familiar with the Core values and start working on CAS activities from the summer of MYP5/DP1 onwards.”

Mark Ebury CAS Coordinator

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1: General Introduction:

CAS is a portfolio of **documented** activities done over nearly 2 academic years of the DP, intended to enlarge the experience of students in areas outside of normal academic life.

“CAS formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service.” CAS Guide

You can do more in certain periods (holidays for example) and less in others (mock-exam time) but, generally, it should be constant. What you do in the summer of MYP5/DP1 can also be documented in your portfolio.

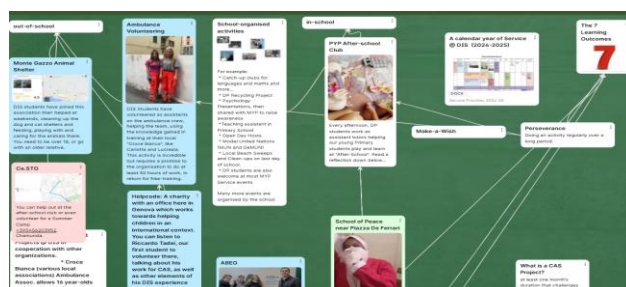
It is divided into **Creativity, Activity and Service** and completion will show that successful students are generous, active, creative people who give more than they take.

They will also have a better CV, get a better school letter of reference, and have more experience to draw upon in life. They will have more to say during any form of selection interview and will be valued more by those around them. They can make a difference.

We expect some activities, and at least one project, to be large-scale, over 10 hours of work, and these should be written-up properly with **photos, screenshots, supporting documents and substantial reflections** on how they made a student feel etc.

“Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.” Page 9: CAS Guide

There is a Padlet below which shows how some DIS CAS work applies to each Area of Learning.



<https://padlet.com/ebury3/cas-at-dis-this-is-an-area-we-hope-will-inspire-and-inform-o-udsvfjlx6x7di39v>

You will be shown how to use Managebac (MBAC) in September of DP1. There are help guides on MBAC too.

2. Documenting your CAS Activities on MBAC

Keeping a record of your work is as important as doing it.

Adult Supervisor

Every CAS activity/project should have an **adult supervisor** who can vouch for you; who knows what you are doing and when.

This can be a teacher or CAS Coordinator if it is a **school-based activity** or an adult linked to the **organisation** you work with for out-of-school activities.

If you are working on an **out-of-school independent** activity (not for an organisation, but set up by yourself) put your **parent's** name and email address as the **supervisor**.

Every CAS activity should have a **short description** of what you did, or what **you plan to do and why (when possible, referring to one or more of the 7 areas of learning)** on your **CAS summary page**.
Eg. *"I plan to go to the Refugee Centre, once a week for 2 months, to teach Italian and English to members of the refugee association CESTO* **"developing new skills in the process"**.

After starting, you can edit *"I plan to go"* to *"I am going...."* and, finally, to *"I went...."*, upon completion. Easy!!!

When it is finished, or after a few weeks of activity for long-term projects, you should add either a finished **reflection** or a **"first-impressions reflection"** (for unfinished projects). You should also add **photos** and/ or other **visual documentation** (please label the photos before saving them).

The predicted number of hours you intend to dedicate to each activity can be outlined in your summary. When you finish it, you can add the real total of hours to MBAC in the space provided.

For long term activities, please add a one paragraph reflection every 4 weeks.

The CAS supervisor will check this work is done, adding comments and reminders.

In addition.....

"There are three formal documented interviews students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme. "

In practice, we meet much more often and the CAS Coordinator has a dedicated office with meetings set up easily on a shared google calendar.

3: CAS Project v CAS Experiences/Activities

There must be **at least** one major project covering **one or more of the 3 disciplines** or strands and demanding a **greater amount of time**, organisation, effort and documentation. Often, students refer to this project at interview, on references or on other occasions later in life. It is your **“flagship”** project.

“Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.”

A one-off activity may be a worthwhile experience and can be documented in your CAS portfolio. If you repeat it, and it becomes regular and deeper in importance, it may transform into a project, not just an experience.

As soon as you see that an idea or an activity is, or is about to become, something more important, you can start to view it as a project; and projects involve planning.

“Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.”

Some of these projects, started off life as one-off experiences which developed into important, life-changing experiences. When this happens, a deeper approach to planning is required.

The CAS Stages may be used for some experiences:

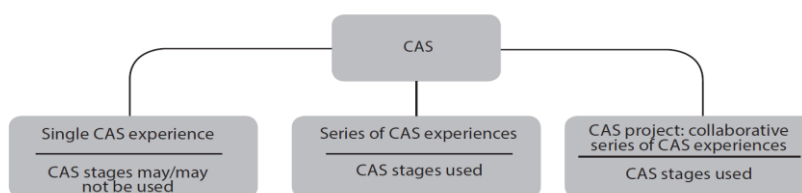


Figure 3
CAS experiences and stages

Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than unplanned/singular experiences. A series of planned CAS experiences are recommended for a more engaging CAS programme.

CAS experiences may incorporate one or more of the CAS strands. For example:

- Going for a mountain hike could be a singular experience within the “Activity” strand.
- A student plans a number of visits to a nursing home resulting in a series of CAS experiences within the “Service” strand.
- A group of students plan and stage a basketball tournament for the local community, resulting in a series of CAS experiences involving the strands of “Activity” and “Service”.

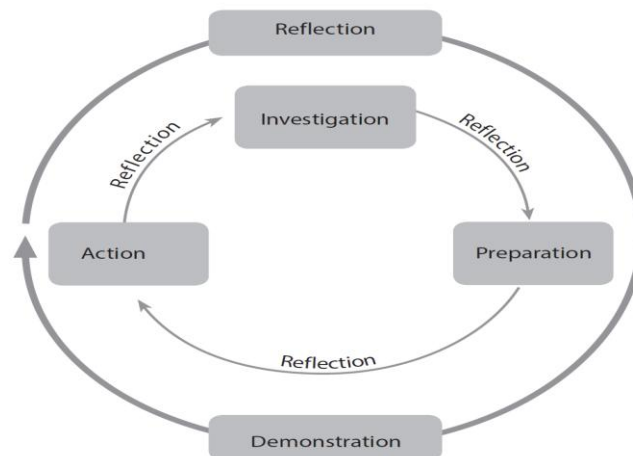


Figure 4

The five CAS stages

There are two parts as noted in the diagram. **The centre** represents the process with four key parts: **investigation, preparation, action, and reflection** (occurring intermittently in response to significant experiences). The outer circle has two parts and guides students in summarizing their experience: **reflection and demonstration**.

Details of this investigation, preparation, action, demonstration and reflection will be on Managebac in your **CAS portfolio**. The bigger/more important the project is, the more documentation and reflection is required. An important CAS activity should have a reflection of not less than 100 words. The CAS project, even more.

We encourage students to do their CAS project while still in DP1 and insist on doing the Service work then too. The CAS project does not have to be for Service, but it must show initiative and planning.

“ students undertake a CAS project of **at least one month’s duration** that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project. “ CAS Guide

To sum up, in DP1 , we expect a long-term Service activity to be started and preferably completed, as well as the CAS project, which is over 10 hours of work, lasting more than a month. All of this should be written-up properly with photos, screenshots, supporting documents and substantial reflections on how the project(s) was initiated and how it made a student feel etc.

In DP2, towards the end, you should also add links to your academic subjects and/or TOK, when possible, to your reflections.

4: CAS Project Sample

Here is a real-life example of a CAS project from Tommaso C., copied from his activity description on Managebac:

Activity Description

"After having discussed my idea with the CAS Coordinator and then the President of my rowing club, I came up with the plan to develop a substantial CAS Project about teaching autistic people how to row. My first idea was to develop such a course for people with Down syndrome, however this presented some difficulties and would require a much larger staff presence and there are too few of us in my club to run such a course. A project with autistic people was more feasible thanks to some of my rowing mates who offered to volunteer. I then contacted ANGSA (ASSOCIAZIONE NAZIONALE GENITORI SOGGETTI AUTISTICI) and, with their help, we were able to create a group project whose participants were delighted with my idea and were willing to help me in developing my project. ANGSA selected a group of autistic volunteers, with their respective tutors, from their association who were capable of attending a rowing course. I had a meeting at dinner in the restaurant of my rowing club (Canottieri Elpis) with my President and two volunteers from Angsa to discuss how to carry out this project. Before starting the project, I had to guarantee both some dates of the course and the presence of some of my friends who would help me. I was really motivated to do this project as rowing is my biggest passion and I love sharing this feeling with some people who, at the beginning, could not experience this pleasure, but now, thanks to my project, can."

Areas of Learning

1. Demonstrate that challenges have been undertaken, developing new skills in the process
2. Show commitment to and perseverance in CAS experiences
3. Demonstrate the skills and recognize the benefits of working collaboratively
4. Recognize and consider the ethics of choices and actions
5. Identify own strengths and develop areas for growth



CAS Project Guidelines

What can you do?

From the CAS Guide:

The following **examples** are provided to help generate further ideas without limiting the scope and direction of a CAS project.

Creativity: A student group plans, designs and creates a mural.

Activity: Students organize and participate in a sports team including training sessions and matches against other teams.

Service: Students set up and conduct tutoring for people in need.

Creativity and activity: Students choreograph a routine for their marching band.

Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.

Service and creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.

Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

5: Sample CAS activities done by DIS Students.



In order to help you decide what to do for CAS, here is a selection of sample CAS activities done here at Deledda International School over previous years so you can see what our local conditions allow.

Name	Title and summary copied from MBAC
P. Tommaso	Chinese Catch Up: Helping younger students of my school with Chinese, on Tuesday afternoons from 3:30 pm to 5 pm.
N. Mark	<p>English Summer Camp Project</p> <p>The activity consisted of helping children speak English and write it, learning to behave and interact with their mates, engaging in some games. My goal was to interact with the children successfully, as a responsible figure but young and fun. I also had to coordinate with the camp directors and help with logistics such as going from the base camp to outside activities (Genoa piazza della Vittoria until San Desiderio, for example).</p>
Jacopo L	Teaching English to kindergarten Kids in the San Luigi kindergarten.
P. Matilde	Helping middle school students during after-school hours in the school I attended during my elementary and middle school years. The school is Scuola Secondaria di I grado Paritaria "Santa Maria Immacolata". I helped the students during after-school hours twice a week.
Chiara M	<p>Athletics</p> <p>I am doing a competitive athletics (middle distance runner: 800m and 1500m). I am doing it 5 times a week, for 2.30 hours long (17.30 to 20), in Villa Gentile, Genova.</p>
I. Giacomo	<p>TEACHING CHILDREN TO SAIL IN CAMOGLI</p> <p>During the summers I was the sailing instructor in CLUB VELA CAMOGLI. I was in charge of planning the courses throughout the weeks and to bring children in the water to teach them how to sail.</p>
R Lucrezia	<p>ADOV (Associazione Donatori di Voce) is an association who wants to give people who have higher difficulty in reading, such as dyslexic and visually impaired, complete access to books and audio books. I am recording at least one chapter of a book every month (there's no limit to how many chapters you can record) and through the use of different softwares, put the audio on a book's pdf. The book will then be available on their website for everyone to read and listen to. I dedicate about 3 hours every weekend to record a chapter or some pages because the due date of one chapter is the 25th of each month.</p>
Elena D	<p>Volunteering at the Center for Autistic Children</p> <p>I decided to volunteer at the Emozioni Giocate Onlus, an association looks after kids and teens diagnosed with autism. I chose this center because I really like children and psychology, and a friend mine told me they really needed help on Fridays, which is when I go now. There are many university student volunteers, and a couple educators and psychologists who tell us how to properly interact with them. On Fridays, which is when I go, we help them socialize with dogs, since most children are scared of animals.</p>
S. Sara	<p>Ambulance volunteering in Croce Bianca</p> <p>Once a week, I went to Croce Bianca in Piazza Palermo to work as an ambulance volunteer. I got on the ambulance with other workers and volunteers in order to accomplish different missions. A mission involved either a transfer of old or disabled people or an emergency, which was classified according to the type and severity.</p>

	I began to volunteer as an observer: I observed what the rescuers did and helped by performing basic tasks such as getting some equipment from the ambulance and filling in a report of the current mission. I have attended a course and I have qualified as a third rescuer, whose responsibility was to handle the wheelchair and the stretcher of the ambulance during missions.
Claudia R	I did volunteering at Scuola della Pace every Friday afternoon from 15:45 until 19:00 in Genova's Vicoli. It is a community where immigrants kids can get together after school and get help from young volunteers like myself to do their homework and study, since their parents can't look after them in those hours. We brought them snacks and helped them read, do their homework, study and play together.
B Arianna	
V William	Recycling: Me and five other students, as a group project, decided to help keep the school clean by dedicating three hours of our free time during the week, to go around the school and collect all of the recycling in each classroom and then throwing it away in the appropriate bins.
S Emanuele	[SERVICE] Afterschool help at Ce.Sto every thursday, I am going to help at an afterschool in Genoa. I start at 4pm and end at 6.30 pm.
Rahman M	Helping kids at "Il Laboratorio Cooperativa Sociale" every Friday afternoon for at least until Christmas.
P FILIPPO	Coach for F.C.Bogliasco This year I am going to work as a coach for F.C.Bogliasco. I'll train kids and I will share all my knowledge in this field, in order to help the club and the other coaches. I train on Wednesday and Thursday for 1 hour and 30 minutes.
M Edoardo	Helping children to learn how to ski: I will help my ski team's trainers to teach young children how to ski when I'm in Prato Nevoso training instead of being in other places having competitions. I will help them 2 hours per day after my afternoon training session. I will conduct this activity until the skiing season in Prato Nevoso ends.
Nikita C	ABEO project From January I have been volunteering at the ABEO association in Genoa. I go there every two weeks for two or more hours. My role as a volunteer is to play and entertain the children hosted by ABEO.
PMarta	Kindergarten I am spending every Wednesday afternoon at the kindergarten "Scuola d'infanzia Bertoncini" where I organise games and activities for the kids. I am doing the activity with other classmates and we are really enjoying it as we all represent an example and icon for the little kids. We try to make them learn English by having fun even though they do not read nor write yet. However we are trying to overcome these difficulties by planning engaging and cool activities using colours, shapes and other simple and easily understandable things.

6: CAS Completion

To complete your CAS Portfolio you need to encounter all 7 areas of Learning at least once. Don't worry initially about this because you will cover many of them as you go along. By the end of DP1 we can see what you need to do next, after discussing it individually with your CAS Coordinator. Note: CAS lasts approximately 18 months, just because you complete all of the 7 areas, you don't stop doing CAS.

The 7 Learning Outcomes

“Some learning outcomes may be achieved many times, while others may be achieved less frequently. Not all CAS experiences lead to a CAS learning outcome. Students provide the school with evidence in their CAS portfolio of having achieved each learning outcome at least once through their CAS programme. The CAS coordinator must reach agreement with the student as to what evidence is necessary to demonstrate achievement of each CAS learning outcome. Commonly, the evidence of achieving the seven CAS learning outcomes is found in students' reflections.”

There are also 7 areas of learning that must be covered.

The 7 areas are:

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognize the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognize and consider the ethics of choices and actions”

7: Service @ DIS

At DIS, we like to make sure we focus on Service in DP1. This is because many students do lots of sports anyway and don't need encouragement, while Creativity sometimes needs to wait for the right moment of inspiration. Service, however, is a key, constant element in our school ethos and one that we emphasise.

“Four types of service action

It is recommended that students engage with different types of service within their CAS programme. These types of action are as follows.

Direct service: Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.

Indirect service: Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting.

Advocacy: Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.

Research: Students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.”

8: A Final CAS Reflection

Even though, since 2017, students are no longer required to write a final 500 word reflection on their CAS Portfolio, it is still interesting to read one account from a 2016 DIS student:

A Final CAS Reflection: What did I learn? How did I feel?

During the IB diploma program I have always been told that CAS was of great importance, and now that I finished it I understand why. CAS involves three important types of activities that creativity, action and service, which have to be carried out during the two years program.

One of the activities I am most proud of is a project that I began last summer which consisted of a first-aid course to become second rescuer on the ambulance. Through the experiences I had thanks to this activity I learnt how to work in a team and cooperate with people of every age and thus I became more open-minded. By going even more than twice a week for a long time I have showed perseverance and commitment. Additionally, I became acclimated to work in busy and time-pressured situations and this helped me to effectively deal with problems. This activity has opened my eyes to the world of medicine, it has stimulated me to work harder and it has helped me to be more responsible and caring. This activity was a new challenge as I had never done something like this before and thanks to it I increased my passion related to the medical field.

For what regards the "action" part of CAS, I improved my skiing skills and I developed a new skill by practicing a new sport, athletics. This was a sport I had never done before and which I really enjoyed as it gave me the chance to do several athletic sports, such as running, high jumping, triple jump...etc. At the beginning I had planned to go once a week, but after several times I decided to go more than once as I enjoyed it a lot. Thanks to this activity I increased awareness of my strengths and areas of growth and I showed perseverance and commitment since I managed to reach my goal.

Additionally, I took part at the Gemun, which is the model united nation in the city of Genoa, where I live. I participated as a delegate. Firstly, it was an international environment where I had the opportunity to meet people from different countries and discuss with them. Furthermore, I learnt how to discuss in public and I engaged with

issues of global importance. Thanks to this experience I widened my knowledge about cultures in different countries but also about global problems such as poverty, food and agriculture, terrorism, etc. This activity especially helped me to strengthen my ability to communicate as well as to be thoughtful when debating about such important issues and lastly I learnt to consider ethical implications when taking important decisions in a global environment.

Other CAS activities I did during the last two years are taking piano lessons and performing songs in rest homes and churches, thanks to which I developed a new skill and I undertook a new challenge; I also took part in an acting activity in a church which helped me to effectively collaborate with others and I organised the school prom for both middle school and high school students, which helped me to improve my organisation skills.

In conclusion, CAS was a very important component of my IB diploma as it opened my eyes to many aspects of the world in which we live today, it helped me to improve and develop many skills and it helped me to become a more open-minded, caring, responsible and organised person. Thanks to CAS I also developed my passion for medicine as many activities helped me to strengthen my communication skills and involved me in issues of global importance but especially I learnt the importance of helping others.

End of document: Revised March 2026