



REPUBLIKA HRVATSKA

XV. GIMNAZIJA

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Guidance and requirements for IB DP CAS in our School

The transition from the *Middle Years Programme* to the *Diploma Programme* represents a natural evolution in student personal and social growth. *Service as Action* in MYP Programme introduces students to meaningful community involvement through structured guidance. In DP CAS, this framework expands, requiring students to independently balance creativity, activity, and service strands with deeper self-reflection.

While the MYP focuses on developing empathy and collaborative skills through structured Service as Action projects, the DP CAS demands higher independence. CAS challenges students to take full ownership of their choices. They must initiate their own projects, balance three CAS strands, and move from descriptive to deep, analytical reflection. This vertical alignment ensures that *Service as Action* is not just a MYP graduation requirement. Instead, it is a transformative process that shapes young people into proactive, lifelong global citizens. Therefore, the requirements outlined in this document are not entirely new challenges for DP students. Instead, they are the next logical step in an educational journey that began with **Service as Action in MYP Programme**, leading toward greater independence, deeper reflection, and meaningful action in **CAS in Diploma programme**.

Ready to take the next step after **Service as Action in MYP Programme**?

This section is your handy guide to all the guidance and requirements waiting for you in IB DP CAS.

Guidance:

To successfully complete each experience, you will need to show evidence of:

- planning and organization
- effort and commitment
- active reflection by using 7 learning outcomes
- personal development and achievements

To guide your reflection, you may consider the following at different stages of an experience (prior to starting, during, and after completion):

- What do you perceive and notice?

- How do you feel about being involved?
- What do you think and feel about the activity itself?
- What does the activity mean to you?
- What value does the activity have?
- What did you learn from this activity, and how might you extend from this to apply any lesson to your life more generally?

Requirements:

An IB *CAS diary (CAS portfolio)* must document 18 months of continuous, balanced Creativity, Activity, and Service experiences, featuring regular, evidence-based reflections.

It should track, via *ManageBac*, how activities – CAS Experiences meet the 7 learning outcomes, include two month-long *CAS projects* and one *Service learning project*.

Core Requirements for a CAS Diary

- Purpose: To showcase that you have met the seven CAS learning outcomes and engaged in a balanced program
- Evidence: Include photos, videos, blog posts, or certificates
- Frequency: Regular reflection is key; do not wait until the end of the year

What to Include in Each Entry

1. Description: What are you doing? (Include goals and details).
2. Reflection: How did you feel? What did you learn?
3. Outcomes: Which of the 7 Learning Outcomes are met?
4. Evidence: Proof of participation (Include photos, certificates)

Key Reflection Questions to Guide Your Entries

- What did I plan to do, and what did I actually do?
- What were the challenges, and how did I overcome them?
- What did I learn about myself and others?
- How does this connect to the, IB Learner Profile?

Tips for Success

- Be Proactive: The CAS project and Service learning project must be student-initiated.
- Reflect Often: Aim to update your, portfolio at least one's per week.
- Focus on Process: The diary is about your personal growth, not just one sentence description of experience.
- Checklist: Ensure you have, 3 interviews with your CAS Coordinator.

Putting It All Together

During an 18-month period, students must demonstrate ongoing CAS engagement through of **CAS experiences** and **two CAS projects** and **one Service learning project in XV. Gimnazija, Zagreb, IB World School**.

All requirements should be fulfilled according to the **5 Stages of CAS**:

Investigation: Identifying interests early on in the course, your skills and talents, and how they can be used for CAS. Investigation also includes how you scout your area for volunteering opportunities.

Preparation: Creating a plan based on investigations, searching for required resources and opportunities to act on your project plan, and gaining any knowledge and skills required to move on.

Action: At this point, a plan should be ready and acted upon. This step demonstrates decision-making and critical thinking, such as having backup plans ready in case your CAS project does not end up going the way you hoped. Accounting for mishaps and situations out of your control is something IB actively searches for when looking at CAS submissions.

Reflection: After the completion of the projects, you will reflect upon your work, what you could have done better, how you could have improved the overall CAS experience, and how fulfilled you felt from your project.

Demonstration: Recording logs and documents are submitted to a CAS portfolio, which can be something as simple as a folder with all the proof of work obtained throughout your CAS experience. This portfolio should contain your reflections and notes from your supervisor.

Continuous CAS Involvement and CAS Project & Service learning project

CAS Experiences cover one or more of the CAS strands and achieve at least one or two learning outcomes.

The CAS Project, needs to be at least a month-long, involve collaboration, and have several reflections.

This project can be an individual concept, or something worked on as a group, with other students, including up to a whole classroom. Usually, most students pull inspiration and ideas from one or more of the three components and work on projects that might constitute all three.

Questions to answer when completing CAS Experience and project descriptions:

- What am I going to do?
- When and where will this experience take place?
- What is my role?
- Who am I working with?
- What outcomes and learning objectives are being met?
- What personal background do I bring to this project or experience that makes it authentic and meaningful?

Reflections

For each CAS experience, a corresponding reflection should be completed. The CAS Project requires several reflections documented at different stages of progress. Reflections include an overview of the actions taken, how the student felt throughout, and what was learned. And no, they don't *have* to be written.

CAS Diary / CAS Portfolio

The CAS portfolio is a central repository for all experiences and projects, demonstrating that the student has completed a balanced CAS engagement. Students need to correlate all strands of CAS with all learning outcomes, but there can certainly be some crossover. In addition to the description of the project and a reflection, students need to include evidence of their experience, such as a photo, the project itself, or a video. The final step is a supervision review.

The Three CAS Interviews

Over the course of the 18-month period, 3 CAS interviews will be held. Rather than a means of evaluation, their primary purpose is to allow students to reap the program's rewards and serve as a means of checking in, so no one gets left behind. CAS interviews are approached differently by each supervision, but in general they unfold according to a loosely structured framework will help guide the process and ensure students are maximizing the opportunities and possibilities of CAS.

First CAS interview

The first CAS interview will take place once a student has completed a CAS orientation and is familiar with the elements of CAS. The purpose of this interview is to gauge the student's understanding of CAS, discuss relevant interests, get the student prepared for their very first CAS experience, and review the learning outcomes of CAS—while outlining possible ways that they might be achieved.

Second CAS interview

The second interview is intended to assess whether or not the student's engagement with CAS is on track and determine the student's progress towards fulfilling CAS requirements and what evidence has been collected thus far. This interview should also act as an opportunity for the student to reflect verbally on CAS and to be reminded that CAS is meant to be enjoyable and beneficial to themselves and others with whom they are engaging.

Third CAS interview

The final and summative CAS interview should focus on achievements and the realization of the CAS learning outcomes. Students need to examine their thoughts and feelings about the overall program and reflect on the growth that they have experienced. Now is the time to dig into personal awareness and development, more robust understandings of the world, and how the CAS experience might impact future choices and actions.

CAS info:**100+ IB CAS Project Ideas & Examples:**

Find your perfect IB CAS project with our expert list of 100+ ideas. Explore examples for Creativity, Activity, Service, and combined projects to inspire you.

Link: [IB CAS Project Ideas & Examples](#)

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IB SERVICE AS ACTION (MYP) & CAS (DP) POLICY

Learning • Action • Reflection • Growth • Community • Global Citizenship



MYP SERVICE AS ACTION (SAA)

Service as Action connects learning with meaningful action within and beyond the classroom.



INVESTIGATE

Identify needs in local and global communities



PLAN

Plan actions connected to learning



ACT

Take positive and responsible action



DEVELOP

Build skills, empathy and international-mindedness

KEY FEATURES – MYP

- Integrated across all subject groups
- Linked to unit learning and global contexts
- Teacher-guided with increasing student agency
- ATL skills & Learner Profile development
- Community Project (Year 3/4) & Personal Project (Year 5) include service



DP CREATIVITY, ACTIVITY, SERVICE (CAS)

CAS empowers students to be balanced, reflective, caring and active contributors to society.



CREATIVITY

Explore and extend ideas leading to original products or performances



ACTIVITY

Physical exertion for a healthy lifestyle



SERVICE

Collaborative engagement with authentic community needs

CAS REQUIREMENTS

- Regular engagement over 18 months
- Two CAS Projects and one Service learning project
- Achievement of 7 CAS learning outcomes
- Reflection, documentation & interviews
- CAS portfolio maintained by students



RESPONSIBILITIES

STUDENTS

- Take initiative
- Participate actively
- Reflect honestly
- Document & evaluate
- Show commitment



TEACHERS & COORDINATORS

- Provide opportunities
- Guide & support
- Encourage reflection
- Monitor & give feedback
- Ensure meaningful experiences



DOCUMENTATION & EVIDENCE



ARTICULATION: FROM MYP SAA TO DP CAS



AWARENESS

MYP Years 1-2
Understand needs with guidance



PARTICIPATION

MYP Years 3-4
Take action with increasing ownership



LEADERSHIP

MYP Year 5
Lead projects & evaluate impact



INDEPENDENCE

DP Year 1
Choose & plan CAS experiences



GROWTH & IMPACT

DP Year 2
Sustained commitment & personal growth

Building confident, compassionate and responsible global citizens

Through Service as Action and CAS, we learn to care, act with integrity, reflect deeply, and make a positive difference in our communities and in the world.