



CAS HANDBOOK 2026-2027

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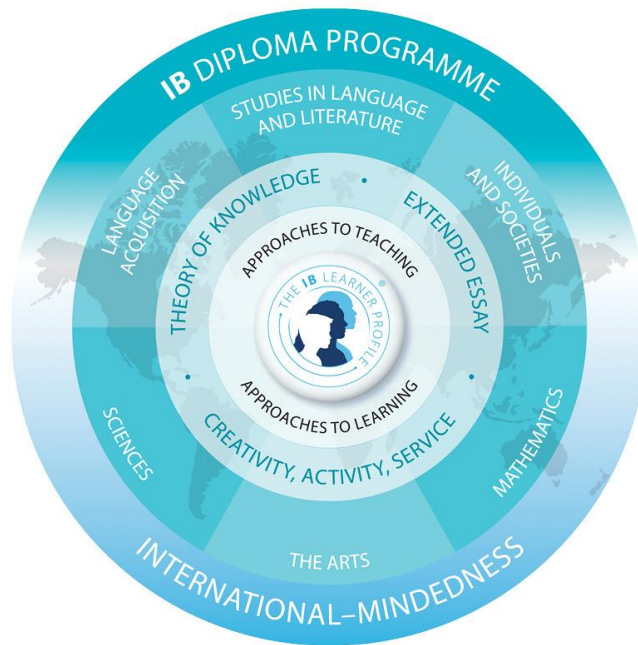
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Wellspring Mission Statement

Wellspring Learning Community aims to establish an inquiry-based learning environment in which students from diverse backgrounds are given every opportunity to optimize their social, emotional and academic capacities and talents. Our students will become confident, resourceful, creative, caring, responsible global and local citizens prepared to use their education to contribute in meaningful ways towards improving society, both locally and internationally.

What is CAS?

Creativity, Activity, Service - CAS is at the heart of the IB Diploma Programme (DP) along with TOK and the Extended Essay. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning. CAS helps students achieve the IB Learner Profile attributes. CAS supports, and is supported by academic disciplines and can lead to a deeper understanding of academic subjects. CAS involves students in a range of enjoyable and significant experiences, as well as a CAS project that serves to compliment and balance the academic experience of eleventh and twelfth grade.



IB Diploma Programme Model

CAS is organized around the three strands of Creativity, Activity and Service defined as follows.

Creativity	Exploring and extending ideas leading to an original or interpretive product or performance
Activity	Physical exertion contributing to a healthy lifestyle
Service	Collaborative engagement with the community in response to an authentic need

Why is CAS necessary?

CAS is an essential part of the IB Diploma Programme, and its benefits extend beyond IB to all Wellspring students.

- CAS provides an important counterbalance to academic pressures.
- CAS encourages students to be more confident in taking on new challenges and roles.
- CAS enables the student to be a more reflective thinker.
- Students become more aware of themselves as members of communities with responsibilities towards each other and the environment.
- Students become active participants in sustained, collaborative projects.
- CAS has a goal of fostering international-mindedness and allows students to develop self-awareness and a sense of identity.

CAS Expectations

CAS is as important as any other element of secondary school, and sufficient time should be dedicated to its achievement. CAS is a **Wellspring graduation requirement** and an **IB diploma requirement**. A student who fails to satisfy the CAS requirement will not graduate or be awarded the IB diploma even if all other diploma conditions have been satisfactorily fulfilled.

Fulfillment of CAS involves the following:

- **18 months** of continuous creativity, activity, and service experiences (beginning day one of Grade 11)
- **CAS Experiences** involving one or more strand C, A, and/or S, that collectively demonstrate a balance among the three strands and utilize the **CAS Stages**
- Complete one **CAS Project** of at least one-month duration
- Achievement of the seven **CAS Learning Outcomes**
- Completion of **CAS portfolio** (via ManageBac) to demonstrate authentic **reflection, critical reflexivity, narrative self-assessment, acquisition of competencies, and proper evidencing**
- Engage in three formal, documented **interviews** with CAS Coordinator

- **LB students** must complete **50 hours of documented service** as per MEHE requirements to graduate
- **IB courses students** must complete **50 hours of documented service** as per Wellspring graduation requirement

CAS Learning Outcomes

As a result of the CAS experience as a whole, there should be evidence/documentation that students have participated in experiences and projects that involve one or more of the following outcomes. All seven outcomes must be met for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires evidence of meeting the outcome at least once.

1. Identify own strengths and develop areas for growth: Students are aware of strengths and weaknesses and are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
2. Demonstrate that challenges have been undertaken, developing new skills in the process: A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
3. Demonstrate how to initiate and plan a CAS experience: Students can articulate the stages of conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
4. Show commitment to and perseverance in CAS experiences: Students demonstrate regular involvement and active engagement in CAS, getting involved in long-term experiences. Students are able to adapt to challenges.
5. Demonstrate the skills and recognize the benefits of working collaboratively: Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
6. Demonstrate engagement with issues of global significance: Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue locally, nationally or internationally.
7. Recognize and consider the ethics of choices: Students show awareness and accountability of the consequences of choices and activities in planning and carrying out CAS experiences. Students recognize ethical issues around them, take into account cultural context when making plans or decisions and discuss ethical principles and decisions that arise in CAS experiences.

CAS Strands

Creativity Exploring and extending ideas leading to an original or interpretive product or performance

Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking. Creativity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of students' talents, interests, passions, emotional responses, and imagination. When demonstrating creative expression, students may showcase their product or performance in a variety of ways, for example, through a recording, a presentation, an exhibition, social media or shared discussion.

If students are accomplished in a particular creative form, for example, music, painting or acting, they may choose to extend their involvement and deepen their skill level – define new challenges. For example, a musician may compose and perform a guitar solo; an artist may create a new sculpture or photographic series.

Creativity in CAS is demonstrated through active engagement in a creative process and the development of new skills, rather than simply appreciating the creative work of others. For example, attending a concert or art exhibition alone does not fulfill the Creativity strand; students must use the experience as a basis for learning, creating, or developing a creative skill.

Approaches to creativity

- **Ongoing creativity:** Students may continue current creative endeavors as part of their creativity; however, students could also be encouraged to further extend and develop their participation if appropriate.
- **School-based creativity:** In school, there may well be appropriate creativity opportunities in which the students can engage. These creativity experiences could be part of the school's service CAS projects, a school club, timetabled creativity sessions or other opportunities.
- **Community-based creativity:** Students could join a community-based theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities that involve engagement with their local community.
- **Individual creativity:** Students may decide that they wish to engage in solitary creativity experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits. Such creativity experiences are of most benefit when they take place over an extended duration of time, and students should set personal goals and work towards these in a sustained manner.

Activity Physical exertion contributing to a healthy lifestyle

Activity in CAS promotes lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit. Students with physical disabilities are still expected to participate as appropriate for each student.

Students who regularly participate in suitable activity experiences are encouraged to develop and extend their participation. Students could expand personal goals, explore different training models to enhance their existing sport or become involved in a new sport. For dedicated student athletes, maintenance of a planned rigorous training program is appropriate.

Approaches to activity

- **Ongoing activity:** Students may engage in activities in which they are already engaged; however, they should set personal goals in keeping with the principles of CAS.
- **School-based activity:** School-based experiences can be After School Activities or intramural sports during breaks. Students may elect to initiate a school-based activity and engage other CAS students or any student within the school.
- **Community-based activity:** When possible, community-based activity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of physical well-being of the students. For example, rather than a single activity experience at a community-based fun run, students could be encouraged to join a community-based running club, a dance class, an aerobics class or an out-of-school sports group.
- **Individual activity:** Students may decide that they wish to engage in solitary activity experiences such as, for example, attending a gym, bicycling, roller-skating, swimming, or strength conditioning. Such activity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained and correctly applied manner.

Service Collaborative and reciprocal engagement with the community in response to an authentic need

Service in CAS allows for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions. Service is often seen as one of the most transformative elements of CAS by promoting students' self-awareness, offering

diverse occasions for interactions and experiences and opportunities for international-mindedness.

Service within CAS benefits all involved: students learn as they identify and address authentic community needs and the community benefits through reciprocal collaboration. The community may be the school; however, it is recommended that service experiences extend beyond the school to local, national and/or international communities. From the local context, students can extend their thinking and knowledge to understanding global issues.

Community involvement includes collaboration with others, as students investigate the need, plan and implement their idea for service. Students benefit from prior knowledge of the context and the service need. Being informed and prepared increases the likelihood that the students' contribution will have personal meaning and value. Use of the CAS stages in developing a service experience is recommended for best practice. Utilizing the CAS stages prior to volunteering is highly recommended. CAS service experiences are unpaid.

Four types of service

It is recommended that students engage with different types of service within CA. These types 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, analyze 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, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

Approaches to service

- **Ongoing service:** Students that have been engaging in service can continue to do so and are encouraged to consider how to strengthen and increase the impact of their service.
- **School-based service:** While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases an authentic need must be verified that will be met through student action. Service needs met at a school may

prepare students for further action within the larger community; for example, by tutoring within the school, students may then be better prepared to tutor at a community center.

- **Community-based service:** Participating in service within the local community advances student awareness and understanding of social issues and solutions. However, single incidents of engagement with individuals in a service context can lack depth and meaning. When possible, interactions involving people in a service context best occur with a regularity that builds and sustains relationships for the mutual benefit of all.
- **Immediate need service:** In response to a disaster, immediate action to assess the need and plan a response. This should be followed by investigation to understand the causes for the disaster and, hopefully, engagement in ongoing assistance.
- **Fundraising:** Students initially develop their understanding of the organization they choose to support, and the issues being addressed. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally, students directly communicate with the organization and establish accountability for funds raised. Sharing the rationale for the fundraising educates others and advocates the chosen cause. Students can also be asked to consider other ways to augment their contribution through direct, advocacy, or research service.
- **International service:** Students are encouraged to participate locally in service before considering service opportunities outside their country. When participating in international service, students must understand the background and the circumstances of an identified and authenticated need to support their involvement. Students do benefit from serving in an international context when able to make clear links to parallel issues in their local environs and they understand the consequences of their service.
- **Volunteerism:** Students often volunteer in service experiences organized by other students, the school or an external group.
- **Service arising from the curriculum:** Teachers may plan units with service-learning opportunities in mind, and students may or may not respond and act. For example, while studying freshwater ecology in environmental systems and society, students decide to monitor and improve a local water system.

CAS Experiences

Students select their own CAS experiences to reflect a balance among the three strands and work towards meeting each of the seven learning outcomes. When planning experiences, students are encouraged to return to this handbook to consider the strands, the learning outcomes and the guidelines below.

Guidelines for CAS experiences

The following guidelines should be applied when deciding if something is a CAS experience:

1. Meets one or more CAS strands
2. Based on a personal interest, skill, talent or opportunity for growth – is fun for you!

3. Provides opportunities to develop attributes of the IB learner profile
4. Does not negatively impact you, others or the environment
5. Is not used or included in your DP course requirements
6. Service is not something for which the student is receiving money and is typically not with a for-profit company
7. Is not a family obligation

Ideas and inspirations



Check a list of ideas, resources and current opportunities is kept up to date for Wellspring students [here](#). Whenever you need inspiration, check it out or visit your CAS Coordinator!



Doubting if it is CAS. Check [this document](#).

CAS Project

All students must be involved in **at least one** CAS project. In addition to the criteria stated above, the following must be in place in order for the experience to count as a CAS project:

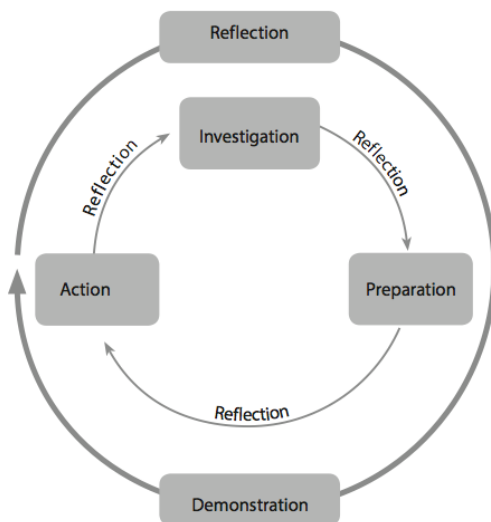
- Is at least **1 month** in length from planning to completion
- Uses the **CAS Stages** under the **IPARD Framework**
- Is **collaborative** whether with other students or community members
- Involves student **initiative and planning** in organizing the project

Examples of CAS projects, but you should come up with your own!

C strand: A student group plans, designs and creates a mural
A strand: Students organize and take part in a sports team including training sessions and matches against other teams
S strand: Students organize and conduct tutoring for people in need
C&A strands: Students choreograph a routine for their marching band
S&A strands: Students plan and participate in the planting and maintenance of a garden with members of the local community
S&C strands: Students identify that a local school needs backpacks then designs and makes the backpacks out of recycled materials
C, A, & S Strands: Students plan, budget, and execute a Basketball student-led club at school. Students train their peers and organize a Basketball tournament.

CAS Project Stages: IPARD Framework

The CAS stages provide the framework for students to consider, make plans for, carry out, and reflect on their CAS experiences/projects. The five CAS stages are as follows:



CAS Stages

1. **Investigation** – Identifying interests, skills and talents to potentially use for CAS experiences/projects and areas for personal growth and development.
2. **Preparation** – Determining roles, responsibilities, necessary resources, and an activity plan.
3. **Action** – Implementation of the idea or plan to meet the CAS experience/project
4. **Reflection** – Describing what happened, expressing feelings, formulating ideas, and making connections.
5. **Demonstration** – Make it clearly known what was learned and accomplished.

The CAS Stages are particularly useful when engaging in the CAS Project and other long-term experiences. They should help you when planning ahead.



Check the [Form with guiding statements](#).



You can download here the [Form](#) that can be filled.

Reflection

“We do not learn from experience... we learn from **reflecting** on experience.” – John Dewey

Reflection is thinking back on the experience and considering the following elements:

- Describing what happened: retelling the memorable moments and identifying what was influential; what went well or was difficult, obstacles and successes. *Why did I make this particular choice? How did this experience reflect my personal ideas and values? In what ways am I being challenged to think differently about myself and others?*
- Expressing feelings: articulating emotional responses to your experiences. *How did I feel about the challenges? What happened that prompted particular feelings? What choices might have resulted in different feelings and outcomes?*
- Generating and evaluating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations. *What is the next step to take this action further? How can you increase the positive impact for you and/or others?*
- Asking questions: Questions about people, processes or issues prompt further thinking and ongoing inquiry. *What are the underlying reasons for a particular situation? How did this experience help you move towards meeting learning outcome/s?*
- Planning for the future: considering how the experience will impact your choices and actions in the future. *How can I improve for the next time? What is my plan?*

Posting Reflective Evidence

For each CAS experience/project, students must have some sort of reflective evidence posted under the 'Reflections' tab on ManageBac. Reflective evidence may be documented in the following ways:

- Pictures (with captions)
- Journals
- Blogs
- Video
- Audio

There must be at least one form of reflection for each experience/project, but for longer-range activities, students are encouraged to submit more reflective evidence in this section. **It is recommended to provide at least one form of reflective evidence every other week that the activity occurs** (ex. For an 8-week activity, a student should have 4 forms of reflective evidence documented.).



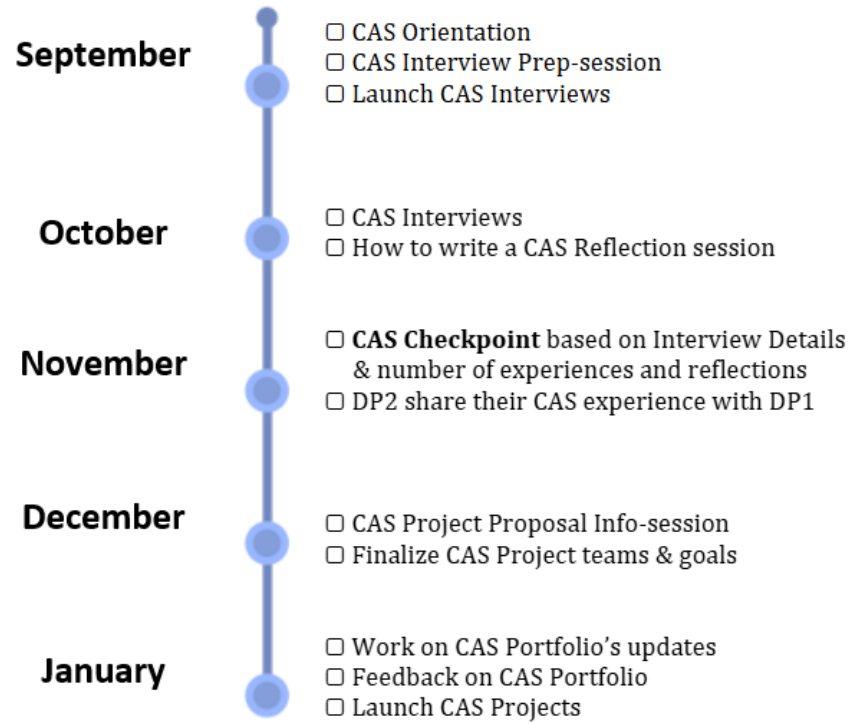
Check Form: [Sample of good reflections](#) and [Guidelines for reflections](#)

Connecting Reflection to the CAS Learning Outcomes

It is a requirement to meet each of the 7 learning outcomes for CAS and that is demonstrated by the reflections and evidence in your portfolio. Use the learning outcomes as guides for your reflections – how did an experience build your understanding of issues of global significance, or challenge you to build new skills? You can also consider the IB Learner Profile as inspiration for your reflections.

CAS Timeline

DP1 – Semester 1



DP1- Semester 2

February

- ☐ **CAS Progress Report**
- ☐ CAS Projects IPARD execution
- ☐ Launch CAS Projects

March

- ☐ CAS Interviews II Prep-session
- ☐ Launch CAS Interview II

April

- ☐ CAS Interview II
- ☐ Updates on CAS Projects
- ☐ Updates on CAS Experiences

May

- ☐ CAS Interview II
- ☐ Feedback on CAS Portfolios
- ☐ SDGs and CAS info-session

June

- ☐ Plan CAS for Summer
- ☐ **CAS Progress Report** based on balance between the 3 strands, number of reflections, quality of reflections

DP1/DP2- Summer

July	☐ Carry on with CAS experiences in a manner to balance the hours for the 3 CAS strands
August	☐ Keep CAS Portfolio Up-to-date with reflections and evidence

DP2-Semester 1 and 2

September	☐ CAS Informal Interviews ☐ Follow-up on summer CAS experiences ☐ Plan for DP2 CAS experiences
October & November	☐ Engage in CAS experiences ☐ Keep CAS Portfolio up-to-date
December	☐ Deadline for CAS Projects ☐ Feedback on CAS Portfolios ☐ Winter Break plan for CAS
January	☐ CAS Objectives Achieved and Finalized on Managebac
February & March	☐ Interview III ongoing



Download the Timeline [here](#).

CAS Portfolio Documentation & Approval

Students will document all CAS experiences/projects on [ManageBac](#). It is the students' responsibility to make sure that they keep up to date with logging their CAS experiences/projects on ManageBac. You will use the CAS section of your ManagBac.

As students enter experiences and reflections on ManageBac, the CAS Coordinator/Advisor will enter feedback using Notes in ManageBac. Sometimes, the Coordinator/Advisor will ask for clarification, further information or edits. See below steps for using ManageBac.

Adding Experiences to your CAS Portfolio

Step one: Propose an experience for approval

In order for a CAS experience/project to be approved, you do the following (via the CAS section in ManageBac):

1. Click **Add a New Experience**
2. Do NOT add experience from a group
3. Name the experience
4. Type of experience: **choose** ongoing, community-based, school-based, individual
5. A **detailed description** of the experience/project as well as your personal goal
6. **Indicate the CAS strand(s)** to be addressed (creativity, activity, service)
7. **If service**, indicate type (direct, indirect, advocacy, research)
8. Indicate planned **start and end date**
9. **Identify which of the 7 learning outcomes** will be targeted
10. Identify your supervisor & their contact information

Experience Name *

☐ CAS Project

Strands

Creativity 0.0 hours **Activity** 0.0 hours **Service** 0.0 hours

Type of Service Action

☐ Direct ☐ Indirect ☐ Advocacy ☐ Research

Approaches

☐ Ongoing ☐ School-based ☐ Community-based ☐ Individual

Start Date * September 22, 2026 End Date * September 22, 2026

Supervisor Name Supervisor Title Supervisor E-mail Supervisor Contact Number

+1 201-555-0123

Description and Goals

Please select your target learning outcomes:

☐ Awareness ☐ Ethics ☐ Global Value

☐ Initiative ☐ Perseverance ☐ Challenge & New Skills

☐ Collaboration

Entering a new experience

Step two: CAS Coordinator will review and approve the experience as appropriate for CAS, and you can begin. The coordinator may request additional information or clarification. An approved activity is given a thumbs up in ManageBac.

Step three: Input reflections and evidence.

1. **Upload evidence** that you are participating in the activity, which can include photos, certificates, screenshots of emails, videos, audio clips, etc. For example, a picture of you, a painting made, or food cooked, a video of a performance or sports game, email communication with an NGO, etc. Videos can be uploaded as files if needed.
2. **Input reflections** about the experience.
3. **Include captions** on the photos. This will differentiate between a photo as reflection and a photo as evidence.

Add New Reflection & Evidence

Journal Website Video Photos File

B /     

Add New Entry or Cancel

Adding a new reflection

Step four: Update experience information.

When you have actually undergone the activity, things may change from when you originally started. Make sure the following are updated as you participate/complete an experience: Dates of activity, Learning outcomes, Supervisor information, Description.

Step five: Complete the experience.

When you have finished an experience, do a “close out”.

1. Make sure all information is correct and your evidence and reflections are updated.
2. For long-term experiences, be sure to include a summative reflection of the experience, considering the overall process.
3. Consider how your portfolio can demonstrate that you have worked towards the selected learning outcomes, and update as needed.
4. Contact your CAS Coordinator and ask for a final review. See the example below – the CAS Coordinator will assess whether or not the experience demonstrated any of the identified learning outcomes.
5. If approved, the experience will be marked as **Completed** with a green checkmark.



Check here to download the [Guide to upload CAS experience.](#)

Student Responsibilities

1. Enjoy your CAS experiences!
2. Approach CAS with a proactive attitude
3. Use the CAS stages (IPARD) to guide CAS experiences and projects
4. Plan, do and reflect - plan activities, carry them out and reflect on what you have learned
5. Take part in at least one CAS project
6. Have a balance between the CAS strands (creativity, activity, service)
7. Keep records of CAS experiences/projects and reflective evidence in ManageBac
8. Demonstrate that all 7 learning outcomes have been achieved (ManageBac)
9. Have three interviews with the CAS Coordinator, including a final meeting to show reflection on CAS program and how the outcomes were met
10. Behave appropriately, ethically and with integrity:



Use the Wellspring Values PRACIS as an ethical and responsible CAS volunteer in your community.

Perseverance

Respect

Accountability

Creativity & Innovation

Integrity

Selflessness

CAS Interviews

All students must have three interviews with their CAS Coordinator. Any related interview documents and notes will be uploaded to the student portfolio on ManageBac.

1. *Interview one* is at the beginning of Grade 11 to plan your CAS program, clarify any questions and get to know your CAS Coordinator. You must complete your **CAS Student Profile** before this interview. This form will help students to begin making connections about how things they are currently doing or things they would like to pursue in the future may relate to their potential CAS experiences/projects. It is found on ManageBac in the CAS class files.
2. *Interview two* is at the end of Grade 11 to review your progress to date, identify areas of improvement and support and plan for the summer. You must complete the **CAS Interview 2 Form** before this interview.
3. *Interview three* is at the conclusion of CAS, which is February/March of Grade 12, to close out CAS and review your experience. Your **CAS portfolio** should be completed, and you must complete the **CAS Final Interview Form** before this interview.

CAS Coordinator

Your CAS Coordinator is Ms. Eva Mourtada. She is here to provide you with support, resources, connections to the community and opportunities in and outside of Wellspring. In addition, you will have weekly classes with her to gain information about CAS, participate in experiences and for you to work on updating your portfolio. The CAS Coordinator is always available for individual and group meetings to answer questions, clarify points and provide support for CAS experiences.

You can reach her by email at CCC-CAS-SL@wellspring.edu.lb.

This handbook is based on the International Baccalaureate *Creativity, Activity, Service Guide For students graduating in 2017 and after*.