THE INTERNATIONAL SCHOOL OF EGYPT

International Baccalaureate Diploma Programme

CAS Handbook

2026 - 2027

Dear Students,

This booklet is aimed at understanding fully what CAS is and what will be expected from you in the two-year Diploma program. We will be meeting regularly throughout the school year, but you are always welcome to come and talk to me at any time about the CAS program.

I can usually be found **in Room 329 on Mondays from 1:00 pm till 1:30.** I can also be contacted at: reem.gohar@isegypt.org

Enjoy your CAS program; it can be one of the most rewarding experiences of your school career.

Good luck!

Reem Gohar, M.A.
CAS COORDINATOR

Middle School Principal

ISE Mission Statement

The International School of Egypt (ISE) continues to affirm its commitment to being a co-educational, multinational, college preparatory school providing an international education founded on educational excellence, rigorous assessment, intercultural understanding, respect, collaboration, and responsible citizenship.

ISE Vision Statement

The International School of Egypt strives to create an inclusive and internationally minded learning environment in which students grow as creative, curious, caring, knowledgeable, and contributing members of a global community

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

IB Vision Statement

The International Baccalaureate's vision is to create a better and more peaceful world through high-quality international education, developing students who are inquiring, knowledgeable, caring, active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learners strive to be:



Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize
and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Why CAS?

CAS work is completed over an 18-month time period, starting September of your junior year, and wrapping up February/March of your senior year. While there is no set requirement of hours, it is a general expectation that you are regularly participating in CAS experiences. Sometimes it may be more intense than others. It is expected that each of the three CAS strands are represented in your work at least once, and there is evidence of at least five of the seven learning outcomes. Reflection is an integral part of growth. Reflection should be done regularly and incorporate evidence of the learning outcomes.

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning.
CAS is organised 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 and reciprocal engagement with the community in response to an authentic need.

The CAS program aims to develop students who:

• Enjoy and find significance in a range of CAS experiences
• Purposefully reflect upon their experiences
• Identify goals, develop strategies and determine further actions for personal growth
• Explore new possibilities, embrace new challenges and adapt to new roles
• Actively participate in planned, sustained, and collaborative CAS projects
• Understand they are members of local and global communities with responsibilities towards each other and the environment.

What is a CAS Learning Experience?

CAS – Creativity, Activity and Service is built around seven learning outcomes.

➢ **Identify own strengths and develop areas for growth**

(Students are able to see themselves as individuals with various abilities and skills, of which

some are more developed than others.)

- **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.

- **Demonstrate how to initiate and plan a CAS experience**

(Students can articulate the stages from 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.

- **Show commitment to and perseverance in CAS experiences**

(Students demonstrate regular involvement and active engagement in CAS.)

- **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.)

- **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 either locally, nationally or internationally.)

- **Recognize and consider the ethics of choices and actions**

(Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.)

The student aims to work on each one of the learning outcomes.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

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

All CAS students are expected to maintain and complete a **CAS portfolio as evidence of their engagement with CAS**. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

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. Students engage in CAS experiences involving three CAS strands. Further, 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.

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

CAS TIMELINE

Junior Year: Grade 11

- Check in meeting with CAS Coordinator (September 2026)
- Interview 1 with CAS Coordinator (January 2027)
- Working on/complete at least 5 CAS experiences
- Reflect on CAS experiences and provide evidence in Managebac
- Communicate with your CAS Coordinator as needed
- Make plan for CAS Project
- Interview 2 with CAS Coordinator (May 2027)
- Summer opportunities meeting (June 2027)
- CAS experiences over summer

Senior Year: Grade 12

- Check-in meeting with CAS Coordinator (September 2027)
- Continue engaging in CAS experiences
- Reflect on CAS experiences and provide evidence in Managebac
- Complete CAS Project (February 2028)
- Interview 3 with CAS Coordinator (March 2028) All experiences and reflections need to be completed, with evidence. This is your final interview.

Key to a student's CAS program is personal engagement, choice, and enjoyment of CAS experiences.

CAS emphasises reflection which is central to building a deep and rich experience in CAS.

Reflection informs students' learning and growth by allowing students to explore ideas, skills,

strengths, limitations, and areas for further development and consider how they may use prior learning in new contexts.

Guidelines to CAS experiences

The CAS coordinator assists students in understanding what may or may not be a CAS experience. There are four guidelines that should be applied to any proposed CAS experience.

A CAS experience must:

- Fit within one or more of the CAS strands.
- Be based on a personal interest, skill, talent, or opportunity for growth.
- Provide opportunities to develop the attributes of the IB learner profile.
- Not be used or included in the student's Diploma course requirements.

To further assist students in deciding on a CAS experience, the following questions may be useful for students to consider:

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?

  While it is not necessary for each CAS experience to address a CAS learning outcome, upon completion of the CAS program, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.

The CAS stages

The CAS stages (adapted from Cathryn Berger Kaye's **"five stages of service learning**", 2010) offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas. The CAS stages are applicable to the three strands of creativity, activity, service, and the CAS project.

The five CAS stages are as follows:

1. Investigation: Students identify their interests, skills, and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience.

In the case of service, students identify a need they want to address.

2. Preparation: Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.

3. Action: Students implement their idea or plan. This often requires decision-making and problem solving. Students may work individually, with partners, or in groups.

4. Reflection: Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.

5. Demonstration: Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

WHAT IS Service learning?

Service experiences in CAS can be approached **using a service-learning model**. Service learning is the development and application of knowledge and skills towards meeting an identified community need. In this research-based approach, students undertake service initiatives often related to topics studied previously in the curriculum, utilising skills, understandings and values developed in these studies.

Service-learning builds upon students' prior knowledge and background, enabling them to make links between their academic disciplines and their service experiences.

WHAT IS CAS Project?

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service.

CAS students must be involved in at least one CAS project during their CAS program. The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realised through an exchange of ideas and abilities. A CAS project challenges

students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

A CAS project involves collaboration between a group of students or with members of the wider community.

Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects. All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met.

A CAS project can address any single strand of CAS or combine two or all three strands. 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 organise 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.

CAS Needs Reflections

Being reflective is one attribute of the IB learner profile: "*We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.*"

Reflection is central to building a deep and rich experience in CAS.

Elements of reflection

- **Describing what happened**: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- **Expressing feelings:** Students articulate emotional responses to their experiences. The following two elements add greater depth and expand perspectives.
- **Generating ideas**: Rethinking or re-examining choices and actions increases awareness about self and situations.
- **Asking questions:** Questions about people, processes, or issues prompt further thinking and ongoing inquiry. Students can be encouraged to move forward through deeper questions.
  For example:

What did I do? could become:

- 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?

How did I feel? could become:

- How did I feel about the challenges?
- What happened that prompted particular feelings?
- What choices might have resulted in different feelings and outcomes?

CAS interviews

There must be a minimum of three interviews between a student and the CAS coordinator where student progress is discussed, and appropriate encouragement and advice is given. The interviews should occur at least twice in the first year of the Diploma Program and once in the second year. Feedback from these interviews is recorded by the CAS coordinator/adviser. The interviews are documented.

The initial interview

This interview is conducted at the beginning of the Diploma Program. The CAS coordinator ensures the student understands the requirements for CAS, explains the CAS learning outcomes and how the student might achieve these outcomes, discusses the student's interests and ideas for CAS experiences, determines what form the student's CAS portfolio should take, and reviews the CAS stages.

The second interview

This interview is normally held towards the end of the first year of the Diploma Program. The main purpose of the interview is to assess the progress of the student in CAS. Of real interest in this interview is that the students have committed to a range of CAS experiences, and they are achieving the CAS learning outcomes. Students at this stage may have completed or are planning to carry out a CAS project. The student's CAS portfolio is used as a reference in this interview and reviewed for gathered evidence including achievement of any of the seven learning outcomes.

The third interview

This is the summative interview for CAS. It may well be just before the Diploma Program finishes. In this interview the student outlines how they have achieved the learning outcomes for CAS. In addition, they discuss and evaluate their overall CAS program and reflect on personal growth. The student's CAS portfolio is used as reference in this interview. This third interview may provide the opportunity for discussion on development of the CAS program for future CAS students based on this student's personal experience. Refer to the Creativity, activity, service teacher support material for sample interview questions.

The CAS portfolio

The CAS portfolio provides students with opportunities to record their diverse CAS experiences and summarise and celebrate their achievements. The CAS portfolio is a collection of evidence and reflections (for example: photographs, visual and audio recordings, documents, posters, program of events or performances) that demonstrate participation in CAS and achievement of the seven CAS learning outcomes.

The CAS portfolio is to be discussed during the three formal CAS interviews.

The CAS portfolio is valuable evidence of a student's CAS experiences and achievements

There is no singular preferred method for the CAS portfolio. While the CAS coordinator can make this determination, involving the students in having a choice would improve the level of engagement. Students may have preferences that allow for differentiation, for example, a scrapbook, video log, blog, files, or school-organised website.

Creativity

Creativity in CAS provides you with the opportunity to explore your own sense of original thinking and expression. Creativity will come from your talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts, and composition. Students are encouraged to engage in creative endeavours that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

Types of creativity

- **On-going:** A student may already be engaged in creativity as part of a school group or club, or through some other form of creativity.
- **School-based:** These experiences could be part of the school's service CAS projects, school clubs, scheduled creativity sessions or other opportunities.
- **Community-based**: Students could join a community-based theatre or music group, contribute towards a community art gallery, create a sculpture for a park, take cooking classes, or participate in other opportunities.
- **Individual:** Students could compose music, develop a website, write fiction stories, design furniture, create arts and crafts, take photographs, or paint pictures.

Some ideas for creativity:

- Learn to play an instrument
- Undertake a challenging piece of music
- Choreograph a dance
- Learn and perform a dance
- Photography
- Design and complete a mural
- Participate in a cultural day assembly
- Take a dance class
- Participate in band or choir (not testing)
- Join a community band

- Learn to bake a family recipe
- Improve a known recipe (best chocolate chip cookies ever!)
- Design a website for a non-profit group/charity/individual
- Design an awareness campaign for a cause you are passionate about
- Participate in speech or debate
- Create/carry out new activities for student council
- Yearbook
- Take a non-testing art class
- Join an athletic team
- Start a podcast or YouTube channel
- Photography for a cause
- Write and publish short stories, poems, or a blog
- Create a school magazine or website
- Learn digital art or animation
- Compose and record original music
- Learn a new instrument
- Graphic design for a local charity
- Design posters or social media content for a cause
- Run a community mural project
- Create a cookbook for a cause
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- Teach a skill to younger students (coding, music, art)
- Organize a school talent show
- Organize a charity fashion show
- Film and edit a short documentary
- Learn filmmaking and produce a short film
- Join a drama or theatre group
- Take dance classes
- Learn pottery or ceramics
- Try sculpture or 3D art
- Learn calligraphy or hand lettering
- Start a book club
- Learn a new language
- Join a debate or public speaking club
- Enter creative writing competitions
- Design a school yearbook
- Build a personal portfolio website
- Learn coding and build an app or game
- Create an art exhibition with your work
- Start a photography club
- Learn sewing or fashion design
- Create a comic strip or graphic novel
- Organize a poetry slam or open mic night
- Learn origami or paper craft
- Produce a radio show or school broadcast
- Design sets for a school play
- Learn music production or DJing

- Write and direct a play
- Create an online blog or zine
- Join a choir or band
- Learn web design and build a site for a community group
- Start a creative writing group
- Design and paint a set for a local event
- Learn stop-motion animation
- Create an illustrated children's book
- Organize a photography walk and exhibition
- Learn printmaking or screen printing
- Start a school art club
- Design merchandise for a charity
- Create a digital storytelling project
- Learn sound design for film or theatre
- Write and perform spoken word poetry
- Organize a cultural arts festival
- Learn knitting or crochet and donate items
- Create a nature sketchbook
- Design a board game or card game
- Learn beatboxing or vocal percussion
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- Create an animated short for an awareness campaign
- Start a film club and screen student work
- Learn bookbinding and make handmade journals
- Design costumes for a school production
- Create a community art wall
- Learn puppetry and perform for children
- Write a song for a school event
- Create a recycled art project
- Organize a creative writing workshop
- Learn mosaic art
- Design an awareness campaign with original artwork
- Create a travel or nature vlog
- Learn improv comedy
- Start a craft club and sell items for charity
- Create a photo calendar for a cause
- Learn stage lighting and sound tech
- Write and illustrate a comic for a school newsletter
- Design a mindfulness colouring book
- Create a heritage or history storytelling project
- Learn woodworking or carving
- Organize a student art auction for charity

Activity:

Physical exertion contributing to a healthy lifestyle

The purpose of the activity element is to promote lifelong healthy habits related to physical well- being. Experiences may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and other forms of physical exertion that contribute to a healthy lifestyle. Students should participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit. Students with disabilities must be given the opportunity to take part in this strand. Students must reflect meaningfully on their engagement with activity looking for moments of personal significance or inspiration as a call for reflection.

Types of Activity

- **On-going:** A student may already be engaged in activity as part of a school team or club, or through some other form of sustained physical exercise.
- **School-based:** These experiences could be part of school curriculums or school sports. Students could initiate intramural activities and engage other IB students or any students within the school.
- **Community-based:** Students could join a community-based running club, a dance class, an aerobics class.
- **Individual:** Students may engage in solitary activity experiences such as running, cycling, Swimming, etc.

Some ideas for Activity

- Join a school sports team (football, basketball, volleyball, etc.)
- Take swimming lessons or join a swim club
- Train for and complete a 10K or half marathon
- Join a cycling club
- Learn rock climbing or bouldering
- Try kayaking or canoeing
- Join a rowing team
- Learn sailing
- Take horse riding lessons
- Join a dance fitness class (Zumba, aerobics)
- Practice yoga regularly
- Take pilates classes
- Join a martial arts club (karate, taekwondo, judo, boxing)
- Learn self-defence
- Join a fencing club
- Try archery
- Learn golf
- Join a tennis club
- Play badminton regularly
- Join a table tennis club
- Try squash or racquetball
- Join a rugby team

- Play field hockey
- Join a cricket club
- Try baseball or softball
- Join a netball team
- Learn skateboarding
- Try rollerblading or roller skating
- Learn ice skating
- Try cross-country skiing or snowboarding
- Join a hiking or trekking club
- Go orienteering
- Try mountain biking
- Join a running club
- Practice parkour
- Learn gymnastics or tumbling
- Try trampolining
- Join a cheerleading squad
- Take capoeira classes
- Learn breakdancing
- Join a hip-hop or street dance crew
- Take ballet or contemporary dance classes
- Try aerial silks or circus arts
- Learn juggling
- Join a dragon boat team
- Try stand-up paddleboarding
- Learn surfing
- Try scuba diving or snorkelling
- Join a water polo team
- Play ultimate frisbee
- Try disc golf
- Join a dodgeball league
- Learn boxing or kickboxing
- Try weightlifting or powerlifting
- Join a CrossFit group
- Take spin classes
- Join a boot camp fitness group
- Practice calisthenics
- Try indoor climbing
- Join a volleyball league
- Organize a weekly running group with friends
- Set a personal fitness challenge (e.g., 100 push-ups a day)
- Join a school intramural sports program
- Train for a triathlon
- Learn to swim competitively
- Try synchronized swimming
- Join a cycling charity ride
- Participate in a charity sports tournament
- Coach or referee a junior sports team

- Organize a sports day for younger students
- Lead warm-ups for a team or PE class
- Join a walking or hiking group
- Try geocaching as an active outdoor activity
- Learn fencing or kendo
- Try bouldering at an indoor gym
- Join a badminton or pickleball group
- Take a self-defence workshop series
- Join a community fitness class
- Train for a long-distance cycle ride
- Try beach volleyball
- Join a school track and field team
- Learn to longboard
- Try indoor rowing
- Join a jump rope or skipping club
- Practice tai chi
- Join a community dance group
- Try hip-hop aerobics
- Learn to unicycle
- Join a walking football or walking basketball group
- Take part in a sponsored swim
- Join a weekend hiking meetup
- Try forest bathing or nature walks
- Organize a school fitness challenge
- Lead a stretch and mobility session for peers
- Join a community softball or rounders league
- Try indoor cricket
- Learn to play squash
- Join a climbing competition
- Train for and complete an obstacle course race
- Try aerial yoga
- Join a parkour or freerunning group
- Learn to skateboard and enter a local competition
- Organize a weekend cycling trip with friends
- Join a community swim squad
- Try water aerobics
- Take up jogging with a beginner-to-5K plan
- Join a school badminton or table tennis team
- Try out for a school team you have never played before
- Learn a new sport each term (e.g., term 1: tennis, term 2: climbing, term 3: rowing)

Service:

Collaborative and reciprocal engagement with the community in response to an authentic need. The purpose of the service element is for students to understand their ability to make a meaningful contribution to their community and society. Service is often determined to be the most transforming element of CAS. Use of the CAS stages in developing service experiences is recommended. CAS service experiences are unpaid. Students must reflect meaningfully on their engagement with service looking for moments of personal significance or inspiration as a call for reflection.

Types of Service

- **On-going:** Students develop perseverance and commitment when investigating a need that leads to a plan of action implemented over time.
- **School-based:** Authentic needs must be verified that will be met through student action. Tutoring other students in school would be an example of a school-based service experience.
- **Community-based:** Participating in service within the local community advances student awareness and understanding of social issues and solutions. Interactions involving people in a service context best occur with regularity that builds and sustains relationships for the mutual benefit of all.
- **Immediate need:** In response to a disaster, students often want to take immediate acti
- on. This involves quickly assessing the need and creating a planned response.
- **Fundraising:** Students need to develop an understanding of the organisation they want to support, and the issues being addressed. Students should directly communicate with the organisation and establish accountability for funds raised.
- **Volunteerism:** Students often volunteer in service experiences organised by other students, the school, or an outside group. Student's benefit from prior knowledge of the context and the service need. Using the CAS stages prior to volunteering is highly recommended.

Some ideas for service:

- Help out at a local elementary school
- Tutor younger students in a subject you know well
- Read to children at a local library or school
- Organize a book drive for underprivileged schools
- Volunteer at a food bank or soup kitchen
- Collect and distribute winter clothing donations
- Plant trees or start a school garden
- Volunteer at an animal rescue or wildlife sanctuary
- Raise awareness about animal adoption through a campaign
- Visit and assist elderly residents at a care home
- Organize activities for seniors (games, music, crafts)
- Volunteer at a local charity shop
- Help build or repair homes with a housing charity
- Assist at a community sports league

- Teach basic digital literacy to adults or seniors
- Run a technology help desk for the community
- Volunteer at a local museum or heritage site
- Help organize a blood donation drive
- Support a mental health awareness campaign
- Volunteer at a disability support centre
- Create care packages for the homeless
- Organize a school supply drive for refugee children
- Mentor a younger student in academics or life skills
- Volunteer as a peer tutor in your school
- Help at a local youth club or after-school program
- Translate documents or materials for a community organization
- Volunteer at a cultural festival or community fair
- Assist with registration at community events
- Help maintain a local park or nature reserve
- Join a neighbourhood watch or safety initiative
- Volunteer at a crisis hotline (with training)
- Support environmental awareness campaigns in your community
- Help at a vaccination or health screening drive
- Organize a recycling program at school or in your neighbourhood
- Volunteer at a women's shelter
- Collect and donate school supplies to a local orphanage
- Teach English or another language to newcomers
- Help at a community kitchen or meal delivery service
- Volunteer at a local sports tournament
- Organize a charity bake sale
- Assist at a community centre's holiday programs
- Help with administrative work at a local NGO
- Volunteer at an art or music therapy program
- Support a literacy campaign in your community
- Help organize a community health fair
- Volunteer at a local library's reading program
- Assist with disaster relief fundraising
- Participate in a charity run or walk as an organizer
- Help set up and run a community flea market for charity
- Volunteer at a local farm or community garden
- Create and deliver thank-you cards to essential workers
- Organize a donation drive for a local shelter
- Help at a community technology centre
- Volunteer with a refugee support organization
- Teach a skill (music, art, sports) at a community centre
- Help at a local hospice
- Organize a clean water or sanitation awareness campaign
- Volunteer at a local parliament or municipality office
- Assist with a community survey or research project
- Help at a local Red Cross or Red Crescent branch
- Organize a peer support group at school

- Volunteer at a local science centre or zoo
- Create and distribute information leaflets for a health campaign
- Help at a community radio station
- Volunteer at a local theatre or arts venue
- Assist with a community garden project
- Organize a fundraiser for a local charity
- Help at a pet adoption event
- Volunteer at a local orphanage or children's home
- Support a road safety awareness campaign
- Help at a community swimming or sports program
- Volunteer as a guide at a local tourist or heritage site

CAS Agreement

As a student in **The International School of Egypt in IB Diploma Program,**

I, ----------agree to initiate, participate, and complete activities/project in order to fulfil the Creativity, Activity and Service component of the International Baccalaureate Program. I understand that I must meet the criteria listed:

· Study the CAS Handbook

· Develop a plan

· Regularly participate

· Regularly write CAS diary/log and reach all 7 learning outcomes

· Respect the deadlines

· Assume responsibility for all documentation and CAS Portfolio.

I have read this agreement; I will adhere to its specifications.

Student Signature: ----------Date----------

I have read this agreement; I will monitor my child's adherence to the agreement.

Parent Signature: ----------Date----------

CAS COORDINATOR: Reem Gohar

September 2026.

References

International Baccalaureate Organization. *Creativity, Activity, Service Guide*. International Baccalaureate Organization, 2015.