



International Baccalaureate CAS Handbook
Creativity – Activity – Service
[Class of 2019 and beyond]

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Introduction

Welcome to CAS!

Welcome to the CAS component of your IB experience! The International Baccalaureate (“IB”) designed CAS -- which stands for Creativity, Activity, and Service – to ensure that all IB students are involved in new and meaningful extracurricular experiences, as well as their IB academics. You are more than just a grade and CAS moves you out of the academic realm and encourages you to learn through real life experiences.

While CAS is an IB requirement, you can do far more with CAS than simply check off another diploma requirement. IB’s goal is to pull each of you out of your comfort zone to try new skills, have new experiences, and learn how to set personal goals.

AIM OF CAS

You will:

- Reflect on your experiences-you understand your own strengths and limitations and you identify goals and strategies for personal growth.
- Accept and design new challenges and take on new roles.
- Develop an awareness of yourself as a member of communities with responsibilities toward others and the environment
- Participate in sustained, collaborative projects
- Balance your activities in a range of experiences involving intellect, physical, creative and emotional

Important to note:

- CAS activities should continue on a regular basis over the 18-month period starting September of your Junior year and ending March 16 of your Senior year.
- Your activities should be reasonably balanced over the three areas Creativity, Action, and Service with approximately 50 hours each for a total of 150 hours.
- The guideline for the minimum amount of CAS activity is approximately the equivalent of half a day per school week (three to four hours per week).
- It is the experience and reflection upon the experience that is most important; this is not merely a logging of hours exercise.

IDENTIFYING CAS:

CAS is organized around three elements -- Creativity, Activity, and Service.

Creativity is exploring and extending ideas that lead to an original or interpretive product, activity or performance.

Activity is physical exertion that contributes to a healthy lifestyle.

Service is collaborative and reciprocal community engagement in response to an authentic need.

Creativity	Action	Service
<p>"In order for an activity to be considered creative, <i>you</i> must be making or creating something. Whether it be drawing <i>your</i> own sketches or composing your own music or dance routine and performing it, you must be the one creating it." "Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects" (IBO.org)</p> <p>Although the general rule is that you should be involved in group experiences (especially in new roles), Creativity can include a commitment as an individual (<i>e.g.</i>, learning how to paint), if that commitment complies with general CAS requirements - that you set goals, reflect on your progress, and benefit others through this effort.</p>	<p>In order for your activity to be considered action, you must be doing something physically challenging for you- physical exertion contributing to a healthy lifestyle such as hiking expeditions, camping trips, individual and team sports, yoga, martial arts, and other physical activity outside IB's curriculum. You could be playing on a sports team or dancing with a dance troop. "Action can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects" (IBO.org)</p> <p>Activity can include a commitment as an individual (<i>e.g.</i>, taking martial arts classes), if that commitment complies with general CAS requirements -- that you set goals, reflect on your progress, and benefit others through this experience or project.</p>	<p>Service encompasses a host of community and social service activities. It is an unpaid and voluntary exchange that has a learning benefit for the server.</p> <p>The rights, dignity and autonomy of all those involved are respected. It involves interaction with others. Some examples include helping children or the elderly, working in food pantries, or hospitals, or cleaning a polluted river in your neighborhood.</p> <p>Service involves interacting with individuals and groups in a community and developing a real commitment to this relationship. Community may be a school, neighborhood, town or city, or may exist on national and international levels. Service is not just doing things for others, but is also doing things with others.</p> <p>Creativity and Activity can be enhanced by incorporating the Service element. For example, if you are involved in arts and in physical activities, consider coaching underprivileged children, seniors in residential homes, homeless children, etc.</p>
Examples	Examples	Examples
<ul style="list-style-type: none"> -Newspaper -Yearbook -Literary Magazine -Creating Music 	<ul style="list-style-type: none"> Stage Crew -Sailing, diving, kayaking, hiking -Land beautification 	<ul style="list-style-type: none"> -Tutoring -Volunteering in hospitals, nursing homes, daycare, food pantry

<ul style="list-style-type: none"> -Display at an art show -Art director -Theater costumer designer/ Set designer -Participation in Band, Chorus, Orchestra, Theatre Performances -Lessons in music, art, dance, theatre, photography -Planning events and project for school, community or other organizations to which you belong 	<ul style="list-style-type: none"> projects Competitive athletics -Clubs or organizations involved with physical activity (yoga, karate) -Biking -Running/Marathon Challenging exercise program 	<ul style="list-style-type: none"> -Red Cross, homeless shelters Coaching with recognized youth organizations -Service work with scouting program -Mission projects -Habitat for Humanity -Tree planting, -Humane Society -Preparing Model UN activities Recycling/Beautification/su stainability projects
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Examples that may involve more than one CAS element

- Teaching basic literacy (C, S).
- Establishing and coaching a sports team for disadvantaged children (C, A, S).
- Establishing and leading a musical ensemble for visually impaired people (C, S).
- Teaching the elderly how to use computers (C, S).
- Environmental restoration and protection (A, S).
- Teaching disadvantaged children to swim (A, S).
- Teaching guitar to underprivileged children (C, S).
- Writing for the school newspaper (C, S).
- Teaching English to newly arrived immigrant children (C, S).
- Writing life histories for elderly relatives or the residents of a retirement home (C, S).
- Leading or participating in a mountain expedition (A, S).
- Clearing a beach of oil pollution or litter (A, S).
- Organizing a walk-a-thon to raise money for guide dogs (C, A, S).
- Organizing student participation in and raising funds for the Model United Nations (C, S).
- Working to raise money for organizations such as Amnesty International/Greenpeace/World Wide Fund for Nature (C, S).
- Creating and maintaining a service-oriented website (C, S).
- Assisting victims of a natural disaster (C, A, S).

For more ideas of worthwhile service projects can be found by visiting the websites of various IB World Schools.

WHAT MAKES IT CAS?

All CAS activities need to meet these requirements:

1. Real purposeful activities, with significant outcomes
2. Personal challenge-tasks must extend you and be achievable in scope
3. Thoughtful consideration such as planning, reviewing progress and reporting
4. Reflection on outcomes and personal learning

Does an activity qualify?

Ask yourself these questions:

- What is the Activity?
- Is the activity a new role for me?
- Is it a real task that I am going to undertake?
- Does it have real consequences for other people and for me?
- What do I hope to learn from getting involved?
- How can this activity benefit other people?
- How does this activity relate to the Learning Outcomes?
- How can I reflect on this activity?

CAS is not:

- When you are in a passive rather than an active role. There should be interaction. IF you are passive, nothing of real value, either for you or for others results from what you are doing.
- Any class, activity or project that is already part of your Diploma Programme course.
- An activity for which you are personally rewarded either financially or with some other benefit (unless this is passed on to some worthy cause).
- Doing simple, tedious and/or repetitive work (like shelving books or cans, or clerical tasks).
- Working in elder care facilities when, for example, the student:
 - Has no idea how the facility works.
 - Is just making sandwiches or some other nonspecific task.
 - Has no contact with the elderly.
- A passive pursuit, such as a visit to a museum, art exhibit, vacation tour, concert or sports event.
- All forms of duty within a family.
- Religious devotion and any experience or project interpreted as proselytizing religious beliefs.
- Work experience that only benefits the student.
- Fund-raising with no clearly defined end in sight and/or fund-raising that omits awareness for a greater cause.
- Unsupervised tutoring or helping a friend with homework.
- Volunteer work with a business or other “for-profit” organization.
- Special classes that focus on self-benefit, like SAT preparation or Driver’s Education.
- An activity where there is no leader or responsible adult on site to evaluate and confirm your performance
- Prostleytising - act of attempting to convert people to another religion or opinion.
- More of the same-what you already do with no new learning and challenge.

8 LEARNING OUTCOMES

As a result of your CAS experience as a whole, including your reflections, there must be evidence that you have:

Increased your awareness of your own strengths and areas for growth

You are able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to move forward.

Undertaken new challenges

A new challenge may be an unfamiliar activity, or an extension of an existing one.

Planned and initiated activities

Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.

Worked collaboratively with others

Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. **At least one project involving collaboration and the integration of at least two of creativity, action and service, is required.**

Shown perseverance and commitment in their activities

At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

Engaged with issues of global importance

You may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).

Consider the ethical implications of your actions

Ethical decisions arise in almost any CAS activity (for example on the sports field, in musical composition, in relationships that involve service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.

Develop new skills

As with new challenges, new skills may be shown in activities that you have not previously undertaken, or in increased expertise in an established area.

***All eight outcomes must be present for completion of the CAS requirement. Some will be demonstrated many times in a variety of activities, but completion requires some evidence of every outcome. The focus on these outcomes emphasizes the quality of a CAS activity and its contribution to your personal development as most important

YOUR CAS RESPONSIBILITIES:

The CAS programme is your responsibility. You "own" your CAS programme. Guidance will be provided; however, the CAS experience is personal and only you can build a program that meets your needs. There are requirements that must be met in order to complete the CAS programme.

Pre-planning

You must self-review at the beginning of your CAS experience and set personal goals for what you hope to achieve through your CAS programme. This will involve identifying your interests, strengths, weaknesses, and resources.

Create your CAS Plan

You must take part in a range of activities, including at least one project, which you initiated yourself. You should take part in activities that involve you in the school community, local community, national community, and the international community. You should plan on spending half a day at school week (three to four hours per week) or approximately 150 hours in total, with a reasonable balance between creativity, action and service (approximately 50 hours each). *All activities must be pre-approved by the IB or CAS coordinator*

Reminder -when creating your CAS plan it should include the following:

- Activities that vary in length and in the amount of commitment required, but none should be trivial. You should be considering activities that require a time commitment of between 10 and 20 hours. However, it is the quality of a CAS activity that is of most importance, not the hours spent on it.
 - Be involved in at least one project involving teamwork that integrates two or more of Creativity, Action and Service and is of significant duration.
 - Activities that are a new challenge to you
 - An activity that is an extension of an existing one
 - Activities where you learn a new skill
 - Participate in one or more activity that supports the IB theme "Sharing out Humanity" while engaging with issues of global importance (either locally, nationally, or internationally)
 - As a rough rule of thumb you will be taking part in between six and eight substantial activities over the two year CAS programme, with at least two activities, and no more than five, in each category.
 - At least one project that you initiated yourself
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Carry out your CAS Plan-Do it!

You must plan your activities, carry them out, and reflect on what you have learned. All activities require an adult (non-family member) supervisor and they need to complete the supervisor form. If your supervisor is on NHS campus, an email with the information will suffice. *Supervisor forms turned in upon completion of each activity and reflections on your work should be documented at least every other week and will be reviewed by the CAS coordinator.*

Reflect, Record, and Report (manageBac.com)

You must keep records of your activities and achievements, including a list of the principal activities undertaken and take photos, whenever possible. Reflect about your activity weekly. *Different kinds of reflection work for different people.* Its extent should match the significance of the particular activity to you. There is no point writing lengthy accounts about relatively routine experiences.

Reflection may be:	Documentation may be in the form of:
Public or Private Individual or shared Objective or subjective	Blogs Illustrated Displays Scrapbooks Written Notes Journals Videos

On Developing Reflection, Recording, and Reporting

Reflection is a skill that needs to be developed. We do not assume it comes naturally and acknowledge that it is uncomfortable for some. Reflection develops over time and requires guidance and practice.

Fundamentally ask yourself questions such as:

- a. What did I plan to do?
- b. What did I do
- c. What were the outcomes for me and for others with whom I was working?

Go Deeper:

- a. How did I feel?
- b. What did I perceive?
- c. What did I think about the activity?
- d. What did the activity mean to me?
- e. What was the value of the activity?
- f. What did I learn from the activity and how did this learning change my perspective? ...and that of others?

Consider ethical questions (the following examples are relating to service):

- a. What is service?
- b. Why is service to the family not considered a service?
- c. Am I trying to help or empower people with service?
- d. What obligation do I have to the person who is being served?
- e. How do I finish a service relationship?
- f. What do I do if the person does not want my service?

THE CAS PROCESS:

The following outlines the basic steps involved in planning, implementing and reporting for CAS:

Step 1:

During the summer before the start of Junior Year, students begin to plan their CAS experiences by identifying activities they are already involved in, such as athletics, band, and service and leadership clubs, and completing their NHS CAS Long-Range Planning Form (pp. 19-20), to be turned in November 8 of Junior Year.

Step 2:

November - December each student meets with the IB or CAS Coordinator to review his completed CAS Long-Range Planning Form to ensure these initial plans meet CAS guidelines and to brainstorm how to fill any gaps.

Step 3:

Students initiate CAS experiences at the second semester of Junior Year that focus separately on the three CAS elements. They write Reflections about their own growth throughout the process and collect evidence of their CAS experiences (photos, news articles, programs, etc.).

Step 4:

In the middle of the second semester of Junior Year, students identify, investigate and implement one small CAS project (the "Mini-Project").

Step 5:

In the Senior Year, Students develop and implement at least one CAS Project that integrates two or more CAS elements and is of significant duration. Students should begin to plan this project at the end of Junior Year and over the summer before Senior Year.

Step 6:

Seniors organize their CAS Project in a notebook with their initial plan, journals and evidence of their experience and present the portfolio at the end of the year.

Step 7:

Final CAS Interview.

THE CAS TIMELINE JUNIOR AND SENIOR YEAR

NOTE: Diploma students who do not adhere to published deadlines are subject to academic probation.

JUNIOR YEAR		
Date	Action	CAS Documentation
Summer before Junior Year Begins Note: this period does not count toward the 18 month CAS requirement.	-Review the CAS Long-Range Planning Form. -Identify potential experiences for each of the three CAS elements. -Identify and contact organizations for potential volunteer opportunities and begin any application processes. -Identify skills and activities outside your comfort zone that you might try as part of CAS. -Work on a draft, but concrete plan on how you will fulfill your CAS requirements.	-Complete the CAS Long-Range Planning Form.
November-December	-Meet with the IB or CAS Coordinator (Initial CAS Interview) to review your completed CAS Long-Range Planning Form.	-Bring the completed CAS Long-Range Planning Form to this meeting. -Begin to document CAS experiences in ManageBac.
January-April	-Participate in experiences for all three CAS elements. -Each of these experiences may involve more than one CAS element, but only one CAS element may be claimed for each experience. (No overlap allowed at this point.)	Log experiences into ManageBac. Write a minimum of four Reflections – one in each of these four months.
May	*Evaluate your CAS experiences from the second semester.	*Continue to log experiences and reflect on those experiences in ManageBac.
SENIOR YEAR		
Summer before Senior Year Begins	-Finish any “Catch-up” from Junior Year. -Identify the Senior Year CAS Project. -Begin to investigate (aka research) this project.	
September	-Shift to using CAS Project Notebook. -CAS classes on how to develop a longer-range CAS project and how do a write-up of the project.	-Document summer CAS experiences in ManageBac.

		-Document investigation (aka research) for Senior Year Project in ManageBac and print out for CAS Project Notebook.
End of First Quarter	-Investigation and Preparation stages of CAS Project.	*Written investigation (aka research) and preparation for CAS Project.
End of October	-Continue to review the 5 Stages. -Focus is on Action stage of the CAS Project. -Prepare first draft of CAS Project in the CAS Project Notebook.	-First draft of CAS Project in CAS Project Notebook. -On-going reflections in ManageBac and print out for CAS Project Notebook. -CAS Project Notebook check.
Beginning of December	-Focus continues on Action stage.	-On-going reflection in ManageBac and print out for CAS Project Notebook. -2nd CAS Project Notebook check
End of February		-Final Documentation. -Coordinator Review. -Candidate Revision.
April	-Prepare CAS three-part poster for CAS Fair. -Ensure that CAS Notebook is ready for CAS Fair. -CAS Fair.	-CAS Closing Interviews. -Presentations at CAS Fair.

CAS Long-Range Planning Form

IB Student's Name: _____ Date: _____

Class of: _____

- ✓ Each student should complete this form during the summer **before** the beginning of **Junior Year**. We recommend that the student discuss this form with an adult and complete it with the adult's review.
 - ✓ **Bring this completed form to your** Initial CAS Interview, which will occur in November and December. The completed form is **due at that time**.
 - ✓ **Download this form from the NHS Website**
1. List all activities/clubs/sports/groups/ classes in which you participate (both in and out of school).
 2. What do you enjoy doing?
 3. In which of the three CAS elements do you tend to participate more – Creativity, Activity, or Service?
 4. Which of the three CAS elements is most challenging for you? Why?
 5. What skill(s) or talent(s) would you like to improve?
 6. What have you thought about trying, but haven't yet?
 7. What issues concern you or make you feel passionate?
 8. What would you like to learn more about?
 9. What questions or concerns do you have about CAS?
 10. Would you be able to explain the seven IB Learning Outcomes? Do any of them still confuse you?

Junior Year: Begin to list your ideas for CAS experiences for Junior Year (these don't have to be binding or specific; this is just a chance to start listing options that appeal to you). Put a star next to ideas that would be new experiences for you.

Creativity	Activity	Service

DOCUMENTATION REQUIREMENTS

CAS requires that you “reflect” on and collect “evidence” of your CAS experiences and projects:

- ✓ **ManageBac:** ManageBac is a computer website built for IB students, teachers and coordinators. Students use ManageBac to track their CAS status, submit reflections on their experiences, personal learning and growth, document evidence, and communicate with the CAS Coordinator. The CAS Coordinator uses ManageBac to communicate with the students.
- ✓ **Reflections and the Reflection Process:** The Reflection Process is a key component of CAS. As students complete their CAS work, they reflect on and write about the experience and their growth. Students submit their Junior Year Reflections on ManageBac.
- ✓ **“Evidence” of the CAS Experience:** “Evidence” for CAS means such things as photographs, news articles, emails, programs, etc., that show the student’s involvement in a CAS experience.

The CAS Project Notebook: At the beginning of the Senior Year and in addition to using ManageBac, each student organizes a notebook for their Senior CAS Project,

Using ManageBac:

ManageBac is a computer website built for IB students, teachers and coordinators. Students use ManageBac to track their CAS status, submit reflections on their experiences, personal learning and growth, document evidence, and communicate with the CAS Coordinator. The CAS Coordinator uses ManageBac to communicate with the students.

- ✓ NHS IB students can access ManageBac at <https://NHSIB.managebac.com/login>
- ✓ Incoming Juniors will receive an email that instructs them to go to ManageBac at <https://NHSIB.managebac.com/login> and set up their individual accounts.
- ✓ Juniors and Seniors must look for – **and read** -- emails from ManageBac; these emails are from the IB or CAS Coordinator.
- ✓ Students also need to check that these emails are not going to their Spam folders.
- ✓ Students who forget their password can reset the password themselves by clicking “forgot password.”
- ✓ At various times, students will see a red flag, no flag or a green flag on their individual accounts. This will change constantly, based on CAS requirements and due dates. If a student sees a red flag or no flag on her account, she must communicate with the CAS Coordinator immediately.
- ✓ Parents can also get a ManageBac account,.

Reflective Writing:

Reflective writing allows you, as a writer, to articulate your thinking and reactions to an experience -- on paper. This process requires you to make a deliberate effort to assess the experience. By taking the necessary time to process and reflect on an experience, you should be able to make sense of what you did and why, as well as identify lessons that **you** learned from the experience.

Unlike objective writing, in which the writer conveys basic information about an event, reflective writing expresses the writer's personal response to the event. (Both are important skills for you to understand and use.) When your written reflections on an experience are the product of studied and careful reflection, the experience and personal lessons learned will be a source for your future reference.

What is a Reflection?

- A personal response to experiences, situations, events or new information.
- A "processing" phase in which thinking and learning take place.

What is Reflective Writing?

Reflective writing IS:

- Your response to experiences, opinions, events or new information.
- Your response to thoughts and feelings.
- A way of thinking to explore what you have learned.
- An opportunity for self-knowledge.
- A way to achieve clarity and a better understanding of what you have learned.
- A chance to develop and reinforce writing skills.
- A way to identify the meaning of your experience.

Reflective Writing is NOT:

- Simply conveying information, instruction or argument.
- Pure description, although reflective writing often contains descriptive elements.
- Pronouncing a straightforward decision or judgment (*e.g.*, that something is right or wrong, good or bad).
- Simple problem-solving.
- A summary of your experience/project.
- A standard essay.

How Do I Write Reflectively?

What Can I Discuss?

- Your **perceptions** of the experience.
- **Observations** about yourself.
- **What was confusing, inspiring, difficult, or interesting** to you about your experience and **why**.
- **Questions** that your experience raised for you.
- **How** you:

Solved a **problem**;
Reached a **conclusion**;
Found an **answer**;
Reached a point of **understanding**.

- **Possibilities, speculations, hypotheses or solutions** that the experience raised for you.
- **Alternative interpretations or different perspectives** that your experience may have raised.
- **Comparisons and connections** between what you learned from your experience and your prior knowledge, experience, assumptions and preconceptions.
- How new information or ideas raised by this experience **challenge** what you already know.
- **What thoughts and actions do you believe you should explore next?**

Posting “Evidence” for CAS:

In addition to Reflections, students post other “evidence” on ManageBac. Each student must clearly attribute all evidence submitted, by name or image. Evidence should be clearly recognizable and easily accessed. Each piece of evidence should support one or more of the seven CAS Learning Outcomes (see p.p. 30-32). Some of the forms of “evidence” that you can use follow:

Journals

- Your entries should happen while you are participating in the CAS experience or immediately afterwards. Record the date of each entry. Entries should be timely to be reflective.
- There should be at least three entries for each activity. One entry should represent the beginning, the next the mid-point, and finally the end of the activity. In each entry, the applicable CAS Learning Outcome(s) should be discussed, specifically referring to the language of the outcome. For example, “I experienced a new challenge when....”

Photographs: (individual and/or group images)

- If the activity/project is with a team or group, photographs should include you interacting with that team or group. A posed team or group photograph that represents the activity is also acceptable. You should be clearly recognizable in the photographs.
- If the activity/project is based on an individual commitment, photographs should show you engaged in the activity. Avoid posed photographs that are NOT in real time (e.g., posing at home in a team logo tee shirt or studying at home for an enrichment course).
- These two types of photographs are acceptable evidence: individual and team/club/group.
- Photographs should be captioned. However, the caption cannot explain the

Learning Outcome(s) indicated; the Outcome(s) should be obvious from the image.

Files: (name indicated)

- All uploaded files should be easy to access, download, and WORK.
- If you scan a document as evidence (like a certificate of completion), it must be legible and provide clear evidence of your participation, using appropriate attribution (*e.g.*, your name, dates, official organization).

Powerpoints: (name indicated)

- PowerPoints are acceptable evidence as long as there is *bona fide* attribution to you and/or your photograph is appropriately included.

Websites: (name and/or image indicated)

- Websites can be used to verify the purpose or goals of an organization with which you are involved.
- A website alone, however, does not provide clear evidence of your participation, unless the website includes a photograph of you or credits you in a manner that is easily identifiable and accessible.

YouTube and Video: (images)

- YouTube can provide evidence and documentation for individual or group performances. You must be clearly visible in action in this video.
- Any video used as documentation must present you in a real time event representing the activity. You must be clearly visible in any video.

Blogs: (images/authentic narration)

- Blogging is an easy way to complete real time journaling, reflecting, and photo captioning in a timely manner.

The CAS Project Notebook:

Seniors must assemble a CAS Project Notebook for their Senior Year CAS Project, as follows:

1. MUST be in a new or gently used 3-ring binder with a clear cover.
2. Front Cover – Title of project and first and last name of participants.
3. Typed Goals / Measurable Objectives.
4. Timeline (you may have a few drafts of the timeline).
5. Divider for each objective with evidence behind it.
6. Evidence includes a brief, typed description of what the evidence shows – how does it prove (or disprove) that the objective was met.
7. On-going Reflections. These are individual Reflections, kept in journal format. Make

sure you include the date of each Reflection. You should plan on writing them often.

Your Reflection can address:

- The timeline. Is it working? If not, why not? What do you need to do differently?
- The goals and objectives for the project. Are they realistic? Are they obtainable? If something is not working, why isn't it working? Do you need to "tweak" any of your goals or objectives? If so, why?
- What you are learning about yourself- strengths and areas of growth?
- Collaboration with others. Are you working with other people? If so, reflect on the collaboration. How is it going? Is everyone doing their share? Have any ethical issues come up? How were they handled?
- Status of fund-raising and collections. Are you fund-raising or collecting items? Are you reaching your goal? If not, what do you need to change to encourage more people to give.

