

CAS Project: No Shave November
May 2018
Personal Code: gkj064

Table of Contents

CAS Project Reflection Essay:	Pp. 2-3
Experiences:	Pp. 4-12
Evidence:	Pp. 12-16
Final Interview Reflection:	pp.

CAS Project Essay

The IB learner profile identifies 10 key traits that, hopefully, should be present and emphasized in every IB student. It is fortunate for me, over the course of the IB experience, that many of my personal values align with the goals of IB and of CAS. To focus particularly on one strand that I value highly, my project confirmed to me the importance of being a communicator. This topic is addressed in depth throughout my reflections, but I feel that it is significant enough to address here. One issue that was present in the completion of my project was the initial reluctance of the school administration to support the idea for a No Shave November. Their reasoning was sound: a large group of unshaven men does not make a good impression of our school. As a whole though, the charitable benefits from this event far outweighed the hits that it may have delivered to our school image. To convince the administration, I had to communicate effectively in meetings with the School President - which included making and delivering a presentation. Of course, all this work took place in conjunction with Conor Forrestal, who I had to make sure I was communicating with the entire time. Overall, this was the most creative service project that I have ever been involved in. However, there were still key areas that could've been improved. The prize-giving and awards for best beard and best moustache were by far the most difficult to organize. We tried to have teachers judge, but a lack of established criteria meant that many of the choices were essentially arbitrary. This also led to certain biases from the teachers, which were unable to be accounted for. At the conclusion of the project, I am able to say, with confidence, that I am considerably better at organizing than I give myself credit for. With the appropriate motivation, I was able to put into practice an event that was simply an

idea last August. My problem-solving and decision-making skills have been both enhanced, and exposed by this personal project.

CAS Experiences

Experiences:

- 1. 5 July 2017:** Throughout this summer, I have been attempting to overcome a personal obstacle, as asked in question 5, that would prevent me from achieving my IB diploma - the Extended Essay. To me, long research projects have always been a problem, with my major issue being that I simply do not get started on it early enough. However, over the summer, I have been attending Extended Essay workshop sessions run by Mr Stepnowsky, that allow me to have a focused space dedicated to starting this paper. In my first session, I researched my topic, in particular looking for first-hand quotes and descriptions from Napoleon, and other military leaders in the Napoleonic Wars. Over the whole summer I will be attempting to attend more of these sessions and actually getting started on my essay before the last minute rush.
- 2. 26 July 2017:** Over this summer, I have got my first job - albeit a minimum wage job at Romeo's Pizza in Elyria. To me, referencing question 1, this represents a whole new and different set of skills that I have to learn. Not only do I have to learn the basics of pizza making, but I have to commit to an endeavour that matters more than school does. Furthermore, especially as school work begins to come back into my life, I have to start balancing my time better. I have set myself the challenge of actually knowing what is going on in my life over the next two weeks, in order to plan effectively, and am trying to develop this as the summer goes on. Finally, a challenge that I have faced all my life is with meeting new people and interacting with them. Since I am starting at a place where I know no-one, this will be integral to my experience here.

- 3. 16 August 2017:** As part of my work for my school, I was elected Senior Class Council Vice-President, and have been conducting meetings over the summer to initiate new activities, and revitalize old activities. This has demonstrated my leadership, as asked by question 3. One major thing that we are re-vitalizing is homecoming, which we feel is too expensive for the experience that the student is giving. To solve this, we are not employing a DJ, rather we are running the music ourselves. This enables us to go all out on decorations - especially since our theme is Mardi Gras. In this, my leadership role has been important, as I was the one who suggested the Mardi Gras theme, and now I am responsible for the promotional materials that we will be putting out before the event.
- 4. 15 September 2017:** For this experience, I set up a school spirit rally, and led the chants during the rally. During the planning for this, we faced problems - asked by question 6 - in figuring out exactly what we were going to do during said rally. For example, we had to find a way to combine all of the fall sports into a game that was representative of all of them, while at the same time being fun to participate in. This was solved by taking the best parts of each sport (throwing a football, putting a golf ball, shooting a soccer ball, and running) and amalgamating them into a relay race. This proved both competitive and fun to watch. A second challenge that we faced was that our task for the rally was both to fire everyone up for the football game, while at the same time presenting necessary information for all sports games over the coming year. We managed this by having our principal, Mr Reid, as well as the Class President, Charlie Green, present the necessary information - and then having the football captain, Omar Fattah, psych up the crowd.

Series of Experiences:

- 1. 16 May 2017:** For the CLEIMUN18 Model UN conference, I have been appointed as the Secretary-General - in effect the student leader for the programme. Throughout the upcoming 10 months or so, I will be tasked, in conjunction with the other student leaders and the adult supervisors, with putting on the conference and making sure it runs smoothly. Primarily at this stage, it involves with creating a leadership team for the conference. In relation to question 3, I will be showing leadership by using my ideals for a Model UN leader, in order to create and train other leaders. I have planned the first meeting for June, and have set objectives to be achieved by the end of summer. These objectives include creating topics, writing research reports, and becoming experts in the art of chairing. Over the course of this series of experiences, I will be trying to grow myself by becoming more efficient in leadership, and getting work done ahead of deadlines. I will try to grow the club by expanding it internationally, and not limiting it to Northeast Ohio.
- 2. 31 May 2017:** With regard to question 1, some of my personal strengths include knowledge of foreign relations and current affairs in the world today. However, in Model UN, to set up this conference, I have to apply this knowledge into creating prompts and ideas for others, which I find difficult. The work that I put in for this experience was having meetings in order to create a theme for the Model UN conference CLEIMUN18. Simply from this I am already seeing personal growth as I was able to work with the leadership team and come up with the theme in efficient time. Furthermore, a thing that I have struggled with in the past is adhering to deadlines, and finishing things before the

last possible minute. In this I have also improved, as this theme is not technically due for a few months.

- 3. 14 August 2017:** For this series of experiences, working with others is the most important aspect - and this can be addressed through question 4. On top of working with my Co-Secretary General, I have to work with the other members of the Secretariat. This was especially evident in this meeting, on July 2nd. Within this meeting we worked on the specific topics for each committee within the conference, an objective which involved much back and forth between the chairs, myself and the supervisors. Specifically, we went around the group and discussed the topics that each chair had brought. All of our input was taken on each topic, and it was my job to moderate this discussion and ensure that in the end we reach a satisfactory decision. The final list of topics will be shown in Appendix A.
- 4. 16 August 2017:** As part of my work on the CLEIMUN18 Model UN conference, I am responsible for the training of new members of the Secretariat, and their introduction to the world of CLEIMUN. This so far has taken place in meetings on August 13, and will continue on August 20. Going off of question 6, this will directly impact the local community as, with their new training, they will be able to help people at their own schools learn about the CLEIMUN style, which is different than all other Model UN styles. This knowledge will spread, and will hopefully impact the Northeast Ohio region. Furthermore, I believe that the people who work on CLEIMUN are on track to become the next generation of diplomats and businessmen/women. Hopefully some of the skills

that I teach them will stay with them, and eventually make an impact on the national level.

CAS Project:

- 1. 26 April 2017:** For my project so far, I have conducted research into the precise nature of what the service will be. I have decided that the most effective avenue to conduct service and reach a large amount of people would be through the school. This is because St Edward has a reputation around north-east Ohio for a good service community, and therefore the school could be a good medium by which to access helpful people. Me and my partner, Conor Forrestal, are not entirely sure what form our project will take as of yet. However, we do intend that it will contribute to the Thanksgiving Food Drive in the fall. This donation drive always barely meets its goals, but we hope we can help it to vastly exceed them this year. In relation to question 6, through my initial research I have concluded that our project will have a major impact on the local community. The school Thanksgiving Food Drive benefits the homeless community in the city of Lakewood, as well as anyone who needs a Thanksgiving meal provided for them. The money donated goes towards buying turkeys, apple pie, and the other ingredients for a delicious meal.
- 2. 25 October 2017:** In relation to question 4, I have worked collaboratively with Conor Forrestal throughout the CAS project process. Specifically in this instance, we held a meeting where we considered changing our idea to a rugby camp. However, this quickly proved not to be feasible due to conflicts with the local rugby organizations. Instead of the rugby camp idea, I decided to create a No Shave November fundraising event for my

school. In this event, people would donate \$10, and then be allowed to be unshaven for the entire month of November. To help me with the logistics of this, I am working with Conor Forrestal as well as other members of the Student Leadership team. One major issue that we had to work collaboratively on was the convincing of the administration to accept our idea. First we had to collaborate to create a pitch for the administration, which meant finding out how much everything we needed would cost, and writing a persuasive document on top of that. Secondly we actually had to meet with the President of the school formally, as he was the last obstacle for us to implement the idea.

3. **26 October 2017:** For this project, I have been implementing much of my organizational skills that I have learnt during my time at school, and through my extracurriculars.

However, in relation to question 2, I have also had to learn some new skills on the spot.

Chief among these was elements of graphic design necessary to introduce my project to the wider school community. An example of this was today, when I helped to design the posters that will be put up around the school to promote the idea of No Shave November and get maximum participation. This poster is show below. Furthermore, my graphic design skills were tested when I had to, in conjunction with my partners, work on creating wristbands to ensure that only those who had donated were exempt from the school policy on shaving. These wristbands are also shown below. Specifically today, we started to put up the posters around the school, while we are waiting for the wristbands to be shipped in.

4. **15 November 2017:** For this project - again referencing Question 4 - I had to work with others specifically in the carrying out of the project. Before school every day for a week,

Conor Forrestal and I sat in the hallway at the school in order to try to get people to sign up for the No Shave November. This effort involved corralling people towards the table, as well as stepping up our advertising. In addition to the posters we had been putting up before the event, we were also persuading people to sign up and pay their money right there. This involved working collaboratively with Conor, as one of us wrote down the names and one of us collected the money. Furthermore, we coordinated with Mr Kubrak, the Director of Service and Outreach, as he collected money of people who were planning to participate in No Shave November. We had to work with him to coalesce the information and distribute it to teachers.

5. **13 December 2017:** In order to attract interest and participation within our project, we organized a competition for the best beard and worst moustache on campus. The prizes for these competitions were \$50 Amazon gift cards to the winner, and \$20 gift cards to the runners up. Some of the finalists are pictured below. Our ethical dilemma, asked by question 7, became evident when we set up at the end of the month to judge the contest. As we are students ourselves, it was impossible for us to remain objective and not give the prizes based on issues that were separate from the contest. This was capitalized on when a member of our group decided to enter into the contest himself. To solve this, we decided to delegate the responsibility to a committee of teachers - all of whom had impressive beards and/or moustaches. In this way they were able to choose an accurate winner.
6. **13 December 2017:** My project, as it approaches its final stages, is pretty clearly aimed at the local community - as defined by Question 6. Within my school, St Edward High

School, over the past few years there has been a perceived lack of school spirit.

Following my project, this has markedly increased - with actual productive involvement from the senior class as they see the impact they can have. While this was not a stated aim of our project, it is a useful side effect and fits in to the broader scope of our aims. To publicize our success, of raising over \$1600 dollars to donate to the Thanksgiving Food Drive, I gave a presentation to my religion class detailing much of what I have described in previous CAS reflections. Hopefully, this will allow the project to inspire some seniors, and even some juniors to carry it on past next year. This presentation is linked below.

- 7. 2 February 2018:** Coming into this project, I was under the impression that one of my strengths was communicating with people, and being able to get large groups working together efficiently. As I conducted this project I found that this was only true to an extent. I found that, previously, I was only good at this at the last minute - when the stakes were very high. For this project I had to communicate and get organized months in advance. This organization, in particular, was one of the ways that I grew most through this project. To get it approved, and to implement it throughout a whole school environment took dedication and preparation. Specifically, we had to inform the student population - many of whom just simply did not care. However, input from Mrs Fairfield was particularly valuable in this regard, and she made sure that we were up and running long before the project was scheduled to take place. In my school career, and in my life, I have never been the most organized person, but I believe that this project will be the turning point for me.

Student Profile:

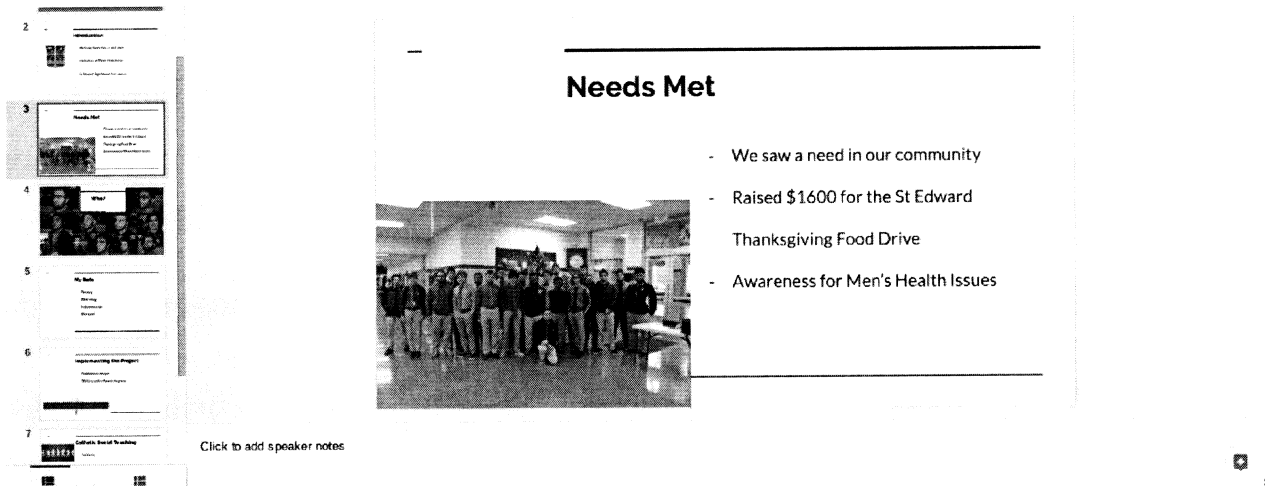
In order to understand the significance of this Personal Project, it is necessary that I take the time to introduce myself. My name is Anthony Perrins, and I am a Senior at St Edward High School. Throughout my life, I have been interested in Foreign Affairs (which I hope to study in college) and the sport of Rugby. However, over the previous two years I have developed an intense love for my school and a desire to raise the standard of participation within it. As part of this, I ran for Senior Class Council and ended up winning. This meant that I was part of the team in charge of school spirit (including rallies, student sections, homecoming, spirit week, and other events of this nature). While the influence of the sport that I love, Rugby, can be seen in the change of personal project that almost happened, it is clear to see over the course of my project that this desire for school unity has been key. However, this increase in school unity can only be accomplished over many years - though I hope that my project will have started that process. In the short term, this project aimed to benefit a fundraising charity programme that the school puts on every year, but that always struggles to raise the required funds. This Thanksgiving Food Drive was the clear short-term goal for this project.

Appendix:

A.

B.

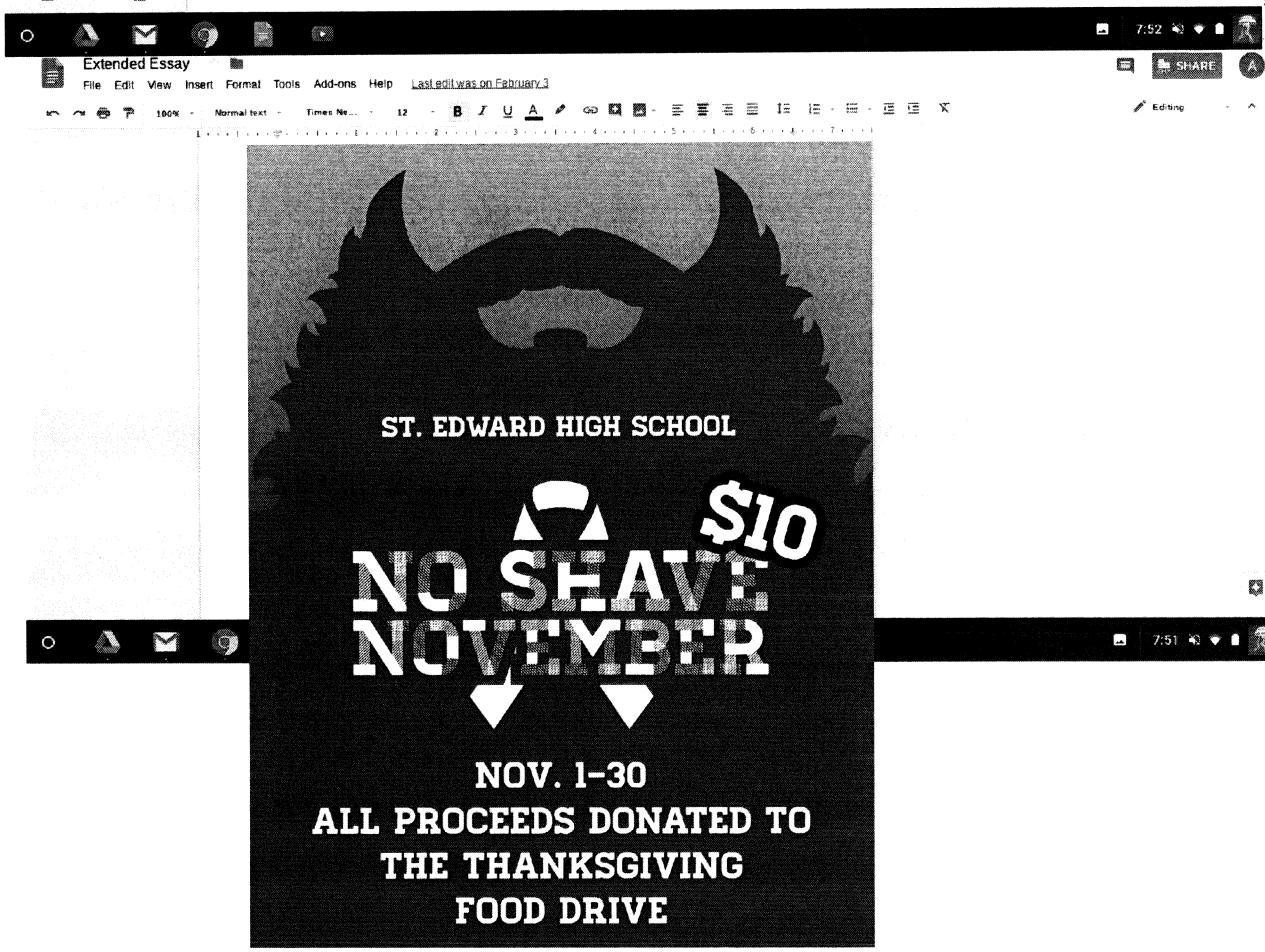
C.



The screenshot shows a Beamer presentation slide titled "Needs Met". On the left is a vertical navigation pane with slide thumbnails numbered 2 through 7. The main slide content includes a photograph of a group of people standing in a hallway, and a bulleted list of achievements:

- We saw a need in our community
- Raised \$1600 for the St Edward Thanksgiving Food Drive
- Awareness for Men's Health Issues

Below the slide, a text prompt reads "Click to add speaker notes".



The screenshot shows a Microsoft Word document titled "Extended Essay" with the text "LastEditWas on February 3". The document content is a poster for "NO SHAVE NOVEMBER". The poster features a large black silhouette of a beard and mustache. Text on the poster includes:

- ST. EDWARD HIGH SCHOOL
- \$10
- NO SHAVE NOVEMBER**
- NOV. 1-30
- ALL PROCEEDS DONATED TO THE THANKSGIVING FOOD DRIVE

The poster is centered on a white background within the Word application window.

D.

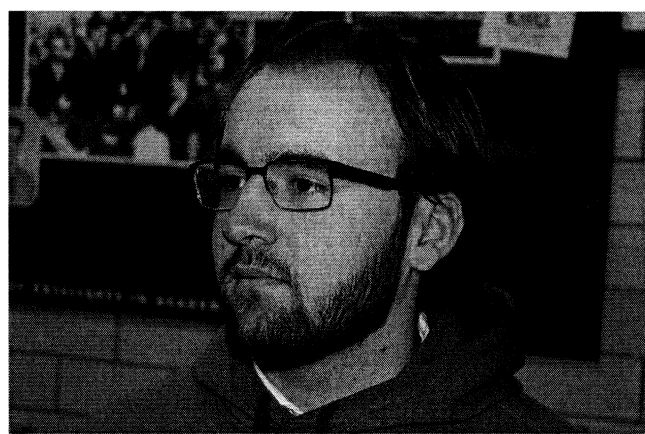
E.

Wristband Preview

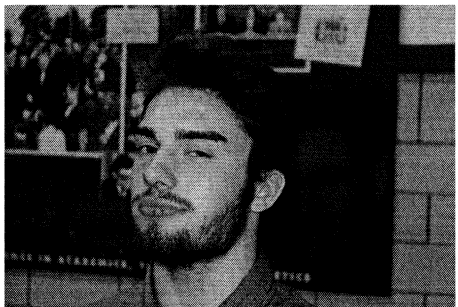


[300]

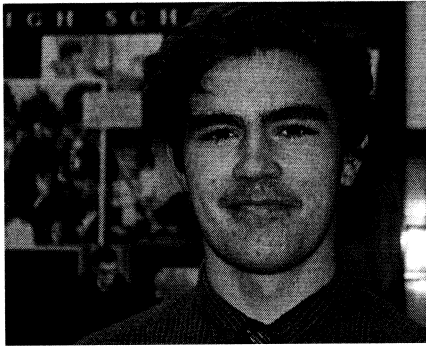
F.



G.



H.



I.

ST. EDWARD HIGH SCHOOL

in:sent cleimun

7 of 15

Mail -

COMPOSE

Inbox (2)

Starred

Sent Mail

Drafts (10)

Notes

More ▾

Dear Members of the Secretariat,

Yesterday, we were missing numerous people at the Secretariat and Charing meeting at St. Ed's. We know that some of you had prior conflicts that you informed us of and we know that these things do happen. However, many of you stated that you would be unable to attend the meeting the morning of.

Attendance at the Secretariat meetings has not been amazing thus far and we would like to reiterate that when you agreed to be a member of the Secretariat you agreed to attend our meetings and be active members. We need everyone to be an active member of the Secretariat in order for our conference to be successful. These meetings have always been, and continue to be mandatory for all Secretariat members.

One thing that we do toward the end of each meeting is schedule the date for the next meeting - which we do so that we can find a date that everyone can attend. That is the time to let us know that you have a conflict.

There are many people who applied to be on the Secretariat, and out of those we thought chose you in hope that you would perform the best. Please do your best to live up to our expectations.

Regarding the meeting yesterday, thank you to those who did come. We got a good deal of work done on editing research papers. If yours has already been turned in, someone should have added comments or sent some sort of feedback to you regarding the paper; please take these comments into consideration and edit them a bit. If you have not already turned in your paper, you need to by Friday. We have given a week already on top of the due date, and we are still missing 10 research reports.

Our next meeting is on Sunday, August 20th, from 2-4 pm. All Secretariat members, but especially those who have never chaired a CLEIMUN conference before need to be there. All of you need to email us back about whether you will be there.

Thank You for Your Cooperation,
Anthony Perrins & Claudia Stephens

J.

ST. EDWARD HIGH SCHOOL

in:sent cleimun

10 of 15

COMPOSE

Mail

Inbox (2)
 Starred
 Sent Mail
 Drafts (10)
 Notes
 More

CLEIMUN18 Meeting of June 4th Agenda Inbox

Perrins, Anthony <perrinsant@sehs.net> 5/28/17
 to Alexis, vglidden, Joseph, Catherine, Quinn, Vikas, Karli, Marshall, Claire, Aoife, Shivani, Izzie, Christian, Lily, monakhalaf17, Michael, j Johnson, David, John

Hi all,

Here is the agenda for the first CLEIMUN meeting next week. Please bring laptops and something to write with as we will be beginning our work for the conference.

Agenda for CLEIMUN18 Meeting (June 4th)

- I. Introduction to CLEIMUN18 (SGs)
- II. Secretariat Introduction (SGs)
- III. Introduction to Slack (Head of Logistics)
- IV. Split into Committees (All)
- V. Topic Creation (SGs)
- VI. Scheduling (All)

Cheers,
 Claudia Stephens and Anthony Perrins
 Co-Secretaries-General of CLEIMUN18

Perrins, Anthony <perrinsant@sehs.net> 5/28/17
 to Owen

Third Interview Reflection

Throughout the CAS process, I have developed my personality and developed positive character traits that have helped me with IB, and will help me even more going forward. The process of this is detailed in the reflections above.

One thing that I have become aware of throughout this project is that one of my strengths is management - delegating effectively and organizing others. This was integral to managing the No Shave November project, as well as my series of experiences that came through leading the CLEIMUN18 conference. As part of this, I have addressed one of my major areas of growth - communicating better. I have vastly improved my communication techniques and abilities as part of the CAS project.

For me, a charity event was a completely new experience for me. My prior experience with charitable enterprises has been confined to volunteering at a low level, or even simply donating to support a cause. This time, I was a leader that created an event to raise money - but this was a challenge that I embraced.

The vast majority of experiences in the past two years that I have recorded as part of CAS have involved planning or initiating activities. For CLEIMUN18, I was responsible for creating meetings, agendas for meetings, and making sure people were learning things at these meetings. For No Shave November, I was also tasked with organizing meetings as well as taking more active steps like devising posters to raise awareness.

Additionally, much of this work involved collaboration with others. For both my CAS project and my series of experiences, I was part of a team that led the organization. Specifically

in my CAS project I worked closely with St Edward student Conor Forrestal, and we effectively divided the work between us.

Perseverance came into my CAS project through the antipathy that the school administration showed - initially - to my project. Despite this opposition, we pushed forward and persuaded those who were opposed, rather than just giving up.

Throughout the CAS project, we affected an issue of global importance - namely that of men's prostate cancer. In all aspects of the project, we tried to promote awareness of this key issue. This was inspired by the fact that the No Shave November movement was designed to raise money to cure prostate cancer and, although we decided to donate our money to a more local cause, we wanted to continue this theme. This local cause, also, had global significance as the problem of poverty and hunger is worldwide. Hopefully by raising money for the Thanksgiving Food Drive we made an impact on this area.

As shown in my reflections, I considered the ethical implications of my CAS project at numerous stages of planning and implementation. Ethical issues were not too much of a problem, although with greater foresight I could have avoided the problems addressed in Reflection 5.

As stated earlier in this reflection, the major skill that I developed was that of communication. The emails that I have included as evidence show some, but not all, of the communication that went into designing this project and the experiences that supplemented it.

