

Stage 2 Community Studies
Assessment Type 1: Contract of Work
Student Response
(A Standard)

Part 2 – Folio

Performance Standards for Stage 2 Community Studies

	Planning and Organisation	Communication and Interaction	Fulfilment of Contract of Work	Reflection
A	<p>Focused planning and exploration, and purposeful development of a contract of work with challenging and achievable individual goals, and clear strategies for completing the contract.</p> <p>Insightful identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</p> <p>Thorough exploration of relevant capabilities and clear identification of one or more capabilities for focused development.</p>	<p>Proactive interaction with community contact(s), which includes inviting and responding to feedback to enhance the community activity and achieve goals.</p> <p>Extensive and clear presentation of a record of evidence, including comprehensive reporting on the progress of the community activity against individual goals, and clear and focused development of one or more relevant capabilities.</p> <p>Purposeful, insightful, and clear presentation of the community activity and its outcome to a community audience, using relevant knowledge and skills.</p>	<p>Completion of all work in a contract</p> <p>Well-planned, organised, and significant practical action in the local or wider community.</p> <p>Perceptive selection of a variety of appropriate sources, and application of highly relevant ideas and information to inform the community activity.</p> <p>Focused and productive development and application of a range of specific knowledge, skills, and capabilities to efficiently and thoughtfully complete work in the contract.</p> <p>Highly efficient and productive independent work and, where relevant, thoughtful and worthwhile contributions to shared learning situations.</p>	<p>In-depth evaluation and review of ongoing progress of the wider community activity against individual goals, with frequent justification of choices and actions in relation to the goals and purpose of the community activity.</p> <p>Insightful reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.</p> <p>Explicit and insightful reflection on the value of the community activity to the student and to others.</p>
B	<p>Well-considered planning and exploration, and logical development of a contract of work with challenging and achievable individual goals, and several strategies for completing the contract.</p> <p>Thoughtful identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</p> <p>Well-considered exploration of relevant capabilities and identification of one or more capabilities for focused development.</p>	<p>Constructive interaction with community contact(s), which includes inviting and responding to feedback to assist the progress of the community activity.</p> <p>Thorough presentation of a record of evidence, including reporting on the progress of the community activity against individual goals, and clear development of one or more relevant capabilities.</p> <p>Clear and thorough presentation of the community activity and its outcome to a community audience, using relevant knowledge and skills.</p>	<p>Completion of all work in a contract</p> <p>Well-organised and appropriate practical action in the local or wider community.</p> <p>Thoughtful selection of different appropriate sources and application of ideas and information relevant to the community activity.</p> <p>Mostly productive development and use of specific knowledge, skills, and capabilities to thoughtfully complete work in the contract.</p> <p>Mostly productive independent work and, where relevant, thoughtful contribution to shared learning situations.</p>	<p>Some depth in evaluation and review of ongoing progress of the community activity against individual goals, with justification of choices and actions in relation to the goals and purpose of the community activity.</p> <p>Well-considered reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.</p> <p>Some depth in reflection on the value of the community activity to the student and to others.</p>
C	<p>Appropriate planning, exploration, and development of a contract of work, with achievable individual goals, some of which are challenging, and a small number of strategies for completing the contract.</p> <p>Appropriate identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</p> <p>Considered exploration of some aspects of relevant capabilities and identification of one or more capabilities for focused development.</p>	<p>Appropriate interaction with community contact(s), which includes inviting feedback, with responses often at a personal level.</p> <p>Competent presentation of a record of evidence, including reporting on the progress of the community activity against individual goals, and appropriate development of one or more relevant capabilities.</p> <p>Mostly clear and appropriate presentation of most aspects of the community activity and its outcome to an audience, using relevant knowledge and skills.</p>	<p>Completion of all work in a contract</p> <p>Mostly organised and appropriate practical action in the local or wider community.</p> <p>Appropriate selection of sources and application of ideas and information relevant to the community activity.</p> <p>Appropriate development and use of specific knowledge, skills and capabilities to complete work in the contract.</p> <p>Generally productive independent work and, where relevant, generally productive contribution to shared learning situations.</p>	<p>Competent review, with some evaluation, of ongoing progress of the community activity against individual goals, with some detail in sections.</p> <p>Considered reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.</p> <p>Considered reflection on the value of the community activity to the student and to others.</p>
D	<p>With support, the setting of some achievable individual goals and identification of at least one strategy for a contract of work.</p> <p>With support, identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</p> <p>Some identification of aspects of a capability and its relevance to the community activity.</p>	<p>Some interaction with one or more community contacts and some attempts to seek feedback and respond to it.</p> <p>Presentation of a record of evidence that reports on some aspects of progress in the community activity against individual goals, mainly in narrative, and shows some endeavour to develop one or more relevant capabilities.</p> <p>Basic presentation of some aspects of the community activity to an audience.</p>	<p>Completion of some work in a contract</p> <p>Some elements of a planned practical action in the local or wider community.</p> <p>Identification of some sources and use of some basic ideas and information.</p> <p>Application of a few skills to attempt aspects of work in the contract.</p> <p>Some engagement in independent work and, where relevant, some participation in shared learning situations.</p>	<p>Some superficial review of aspects of ongoing progress of the community activity.</p> <p>Some basic consideration of development of knowledge and skills, including the selected capability or capabilities, related to the community activity.</p> <p>Some basic description of the value of the community activity to the student.</p>
E	<p>With support, identification of some individual goals for a contract of work, and recognition of the need to identify strategies.</p> <p>Recognition, with prompting, of existing knowledge or skills, and/or literacy or numeracy skills, and knowledge or skill to be developed.</p> <p>Emerging awareness of the capabilities and their relevance.</p>	<p>Intermittent interaction with one or more community contacts.</p> <p>Report on an aspect of progress in the community activity against individual goals, mainly using description of attempted learning, and isolated attempts to develop one or more relevant capabilities.</p> <p>Description, without presentation, of the community activity to an audience.</p>	<p>Completion of a limited amount of work in a contract</p> <p>Limited elements of a practical action for a local or wider community activity.</p> <p>Identification of a source and attempt to use information or an idea from that source.</p> <p>Application of at least one skill to an aspect of work in the contract.</p> <p>Emerging independent and, where relevant, group learning skills.</p>	<p>Description of one aspect of progress, with limited detail.</p> <p>With prompting, some limited consideration of the development of a skill (or an aspect of a capability) related to the community activity.</p> <p>Brief description of the value of the community activity to the student.</p>

Evidence of Research & Engaging in Activity

Chalk board designs



This chalk board looks simple and modern. It is very practical because it features a double sided chalk board. This design will be perfect for primary school students because there no sharp edges and has two sides so the chalk board can be shared around. This is a practical design because the amount of area where people can draw on is big which is good for the kids to explore their imagination and putting that onto the open area. The frame of the chalk board looks very well put together as the end grain have been rounded to give it a more defining look. The structure looks very strong and I believe that the chalk board will sit solidly on the legs

that they have provided it with which is in a one solid piece of hardwood running down the sides.

Technical Specs

- Message Area: 24"W x 36"H
- Outside Dimensions: 26"W x 40"H x 1.5"D

<http://www.nextlevelcustomsigns.com/Chalkboard-A-Frame-Advertising-Sign-p/os-370.htm>

Date viewed, 16/03/2011



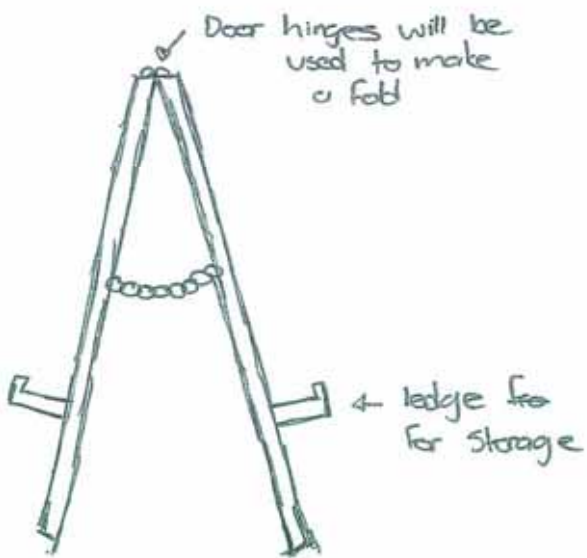
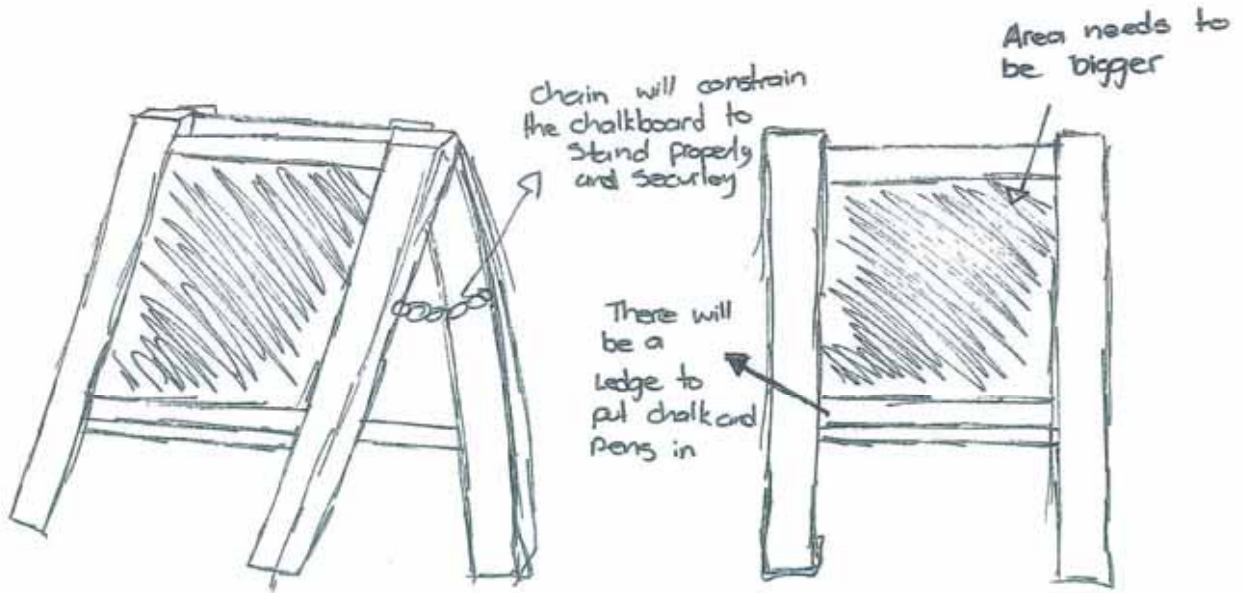
This chalk looks perfect to be in schools because it has a fun learning theme to it with the colour scheme and the patterns. Overall the design looks good but not as practical as the first one where the chalk face is larger. It contains a ledge so that chalks, pens pencils can be placed on there which provides easy storage. The only thing I would change to this chalkboard design is the amount of area that the kids can draw on as I will make it larger.

<http://www.dealsdirect.com.au/p/toy-story-3-chalkboard-magnetic-whiteboard/>



This chalkboard design is the most creative out of the three. This features pencils as legs and has a tray sitting in the middle of the stand to provide a solid and rigid platform for the chalkboard to stand. The colour scheme suits the environment which is a school. My design should have a tray like this one where it is attached to provide a solid structure, which will be good because it will be in a room full of kids and I don't want it to fall on any of them.

<http://dealsonblackfriday.net/sales-on-black-friday-pencil-shaped-kids-easel-chalkboard-and-white-board-a-paper-roll-included-kids-chalkboard/>

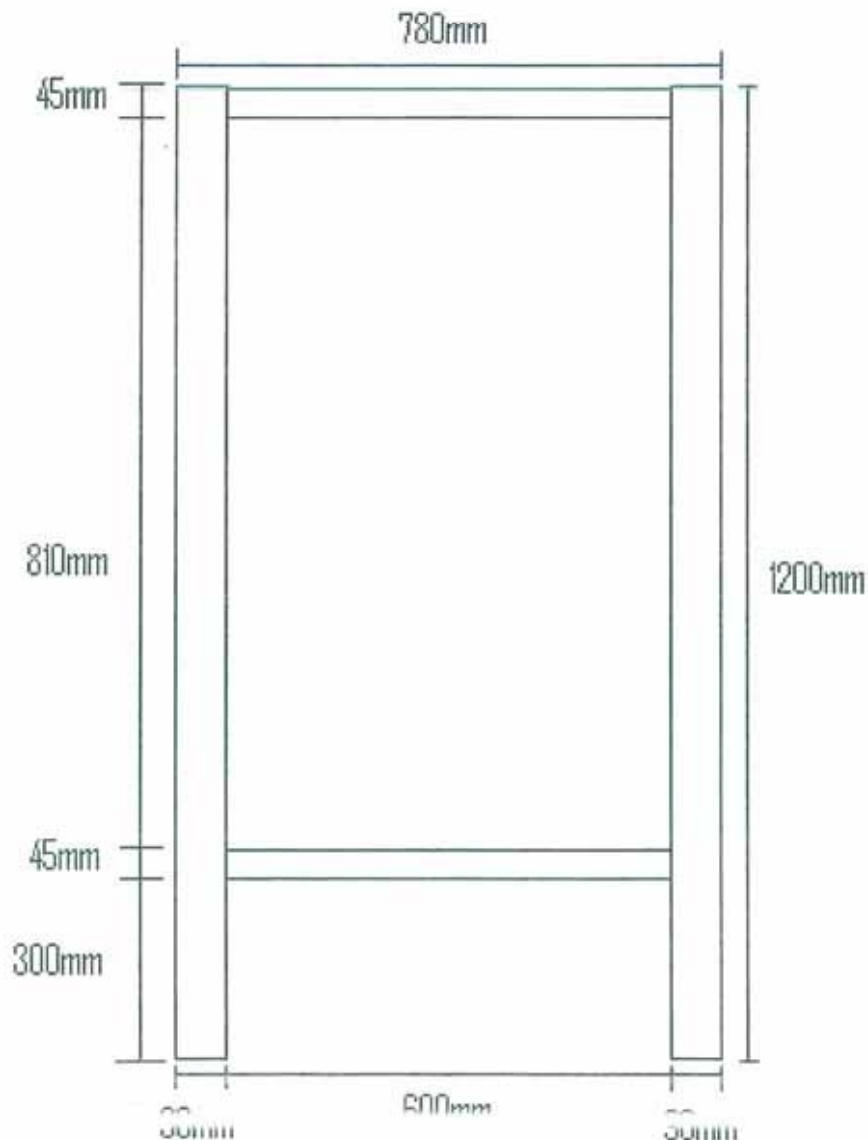


My Chalk Board Design

I chose to do this chalk board design because it is practical and easy to construct. It features a big drawing space for the little kids where it starts. The legs are very short to cater for the smaller kids and its height will also cater for the taller kids. My chalkboard will be two-sided where it folds out into an A-frame which is the most secure frame. It also features a rack where it holds chalks and dusters, pens and pencils.

Highlights – Has a wide drawing space
Legs are short so therefore small kids can use them
Easy design for easy construction
Looks modern
Looks clean and sleek
Features a rack to hold chalks, markers, pens, and pencils
Strong A-frame structure

materials - pine (solid)
dowels
PVA Glue
chalk / white
board



My steps to successfully constructing this chalk board.

1. Cut 4 of the horizontal pieces at 600mm by 45mm piece of timber.
2. Cut 4 vertical pieces at 1200mm by 90mm piece of timber.
3. Measure up the end piece of the 600mmx45mm timber and make a dowel joint.
4. Secure dowel joints to the pieces making the main structure of the chalk board.
5. Cut up a chalk board particle at 810mmx600mm.
6. Nail the chalkboard particle to the back of the frame.
7. Screw door hinges to the top of the frame and attach the two frames together.

The finish

The chalk board will be stained and varnished to finish off. The colour I will be jarrah if I choose to stain it or a light bright colour if I choose to paint it.

Dear [REDACTED]

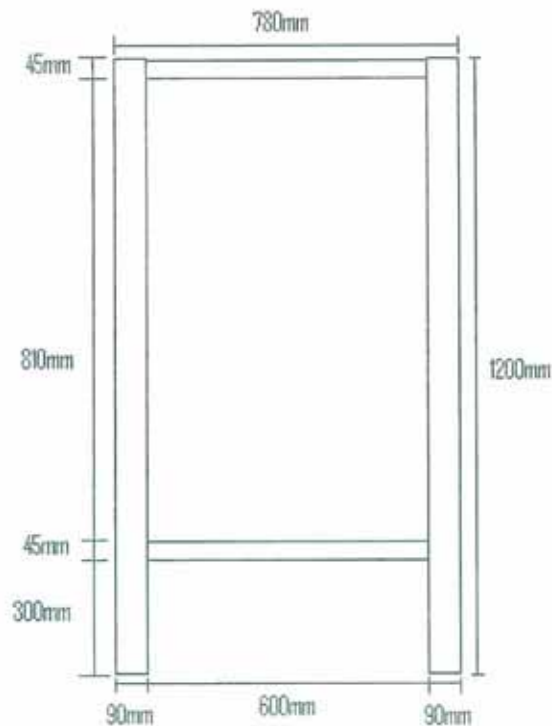
I am writing this letter in regards of seeking your permission for me to use the Tech Studies workshop for my Community Studies Project for [REDACTED]. I am intending on making 2 chalk boards/white boards and donating them to a chosen pre-school or primary school. My project is planned to be a single semester project.

I am familiar with the operation of the Tech Studies workshop and am capable to work individually without too much of your help and time. I am planning on starting my project at about week 9. I have seen your time table where the Tech room will be opened and it fits well with my timetable. Please leave a message below on whether you agree or disagree in regards of me using the Tech Studies room.

Thank You

Yours sincerely, [REDACTED]

This will be my chalkboard design.



OK for [REDACTED]
to use Tech Room
[REDACTED]
4/5/11

Journals Logbook, and communication in the Community

COMMUNITY CONTACTS/VISITS

CONTACT IN THE COMMUNITY -This can be a person, location, business, organisation etc.	DATE OF INTERVIEW, VISIT OR OBSERVATION	COMMENTS Was this visit or observation useful? Were you able to use the information for your project? Did this help you to look differently at your project that is, did they give you some new ideas?
Mr. [redacted] School	04/04/2011	Went to organise a time period for me to come into the tech room to do my chalkboard
Ms. [redacted]	04/04/2011	To get Mr [redacted] timetable and tell her about my community studies
Mr. [redacted]	02/05/2011	Finalised with the days to go in which is Mondays and Wednesdays
(Mentor) Justin [redacted]	13/05/2011	Called [redacted] to see if he can become mentor and give feedback
Justin [redacted]	22/05	Feed back
Justin [redacted]	02/06	I called him to go organise a time for him to come in to give me feedback
Justin [redacted]	07/06	Justin came back and had a look at my chalkboard and gave some feedback
Justin [redacted]	28/06	I ring Justin to ask him about him coming in again to give me final feedback.
Justin [redacted]	29/06	I ring Justin to give him an ask ask him to come in and have a look at chalkboard
[redacted] Primary	04/07	To give my [redacted] whiteboard and do a presentation.

My Community Studies Mentor

Name - Justin [REDACTED]

Community knowledge – Justin is a TAFE graduate in Carpentry

Address – [REDACTED]

Ph – [REDACTED]

Email – [REDACTED]

Connection – One of friends referred me onto Justin He is a helpful and successful individual in his field of work. He had passed his TAFE unit in Carpentry and is now a fully qualified tradesperson in carpentry.

Contact between Mentor

13/05 (Voice Call) – I called Justin to ask him about whether he could become my mentor in Community Studies. I explained my project to him and also explained what his role is in this project. He says that that is fine by him and is happy to help.

22/05 (Voice Call) – I called Justin to let him know that sometime within a few weeks he would need to come out to my school and have a look at my progress and to give me some feedback on my work so far. He told me to organise the time and day when he is free so that he can come down and have a look.

02/06 (Voice Call) – I called Justin to organise a time for him to come down and have a look at my chalkboard and give me feedback about my chalkboard. I have organised that he will be coming down next week on the 7th of July. I am looking forward in the feedback the he will give me.

07/06 (In person) – Justin came into the tech room today to have a look at the chalkboard. I asked him to write down a feedback sheet detailing about how the chalkboard is in terms of its design, quality, and what can be improved and the overall chalkboard construction. This will be kept as a bench mark because I told him that he will need to do another one when the chalkboard is finished. The feedback that he provided me was divided into subheading of Squareness, Design, Functionality, Finish, and Suggestions. This is valuable feedback as I can improve on my chalkboard so that it is to a good standard.

28/06 (Voice Call) – I rang Justin up again and ask him to come back and give me a final feedback on my chalkboard before I send it off to a school of my choice. I also asked him that if it was OK if he came along with me when I dropped off my chalkboard to the school. He told me that it is fine and told me to tell him when and where so that he can make time to attend.

29/06 (Voice Call) – I rang up [redacted] Primary School and explained to them about my Community Studies project and how they would be a help to me if they accept. I had a chat to the principal and he agreed for me to come in at 1:30pm on the 4th July, which is next Monday. The class that I will be presenting my whiteboard to is Mrs [redacted] reception class.

29/06 (Voice Call) - I rang Justin up again and arranged a time for him to come in. We both agreed that July the 1st which is this Friday is a good day for him to come down and give me some more feedback. I also asked him to come with me when I drop off my chalkboard to [redacted] Primary School, which will be on the 4th of July, which is a Monday at 1:30pm.

1/06 (In Person) – Justin came down to the school and took another look at my final product of my white board. The feedback that he has provided is again positive. He said that the overall finish of the whiteboard is done very carefully and thoughtfully. He also says that the use of water-based varnish is a good choice to use because it is less toxic if the whiteboard was to be chewed on by a little kid. "Overall very well built and finished product" – Justin [REDACTED]

4/07 (In Person) – Today my task was to go into [REDACTED] Primary School and give my chalkboard to the Reception Class. First I went into the tech room to get my whiteboard and put it in my car. Secondly I went to pick up Justin and from there we went into [REDACTED] Primary School. We went to the reception desk where the lady took us to our class. I gave my presentation, took some pictures and then went to catch up with my past teachers. Overall a great success.

Community Studies Journal

Week 1

This week in Community Studies we spent a considerable of time getting introduced our subject. I find that Community Studies is a subject where I can explore and create my own subject and conduct my own work and identify my skills. I explored the different areas that I am interested in and we wrote it up on the white board. I identified that I was interested in carpentry, real estate, and police. I am looking forward into creating and tailor make my Community project to suit me. Next week I hope to brainstorm a few ideas and slowly starting my contract. I have done Community Studies last year as a stage one subject in year 11 so I am familiar with the contracts, and recording evidence, and collating feedback from the community.

Week 2

The highlight for this week was that I created a few mind maps on Inspiration to help me decide on my Community project. I have explored the idea of work experience to helping primary school kids in either tutoring or organising a sport event. I want to stick with the primary school idea because I have been involved with primary schools in the past and it was a good experience because it brings back memories of when I was in primary school and when I was still young. I want to help out primary school kids as much as possible especially in their work because I had help from high school students when I was little. I hope that I get introduced the contract sometime in the next week so that I can put these ideas into practice.

Week 3

This week I got given the performance standards and a sample of a contract I decided that I was going to make a Word document and list all of the things that I am interested in, and my passions and my goals in the future. I also got given a task sheet outlining what Community Studies is about. The content included in the hand out was about the outline of Community Studies, the purpose, and assessment description. I have read that I will be assessed externally which is 30% of my marks. I have to prove this by collating evidence such as pictures and log book. Next week I will be given my contract and I can get started on my contract and I plan to fill it in and I hope to come up with an idea on and start designing my project.

Week 4

This week was a very busy week for me in Community Studies. The first thing I did was creating another mind map exploring the different ideas and projects that I can do. I got given my contract and I started filling out the stating my skills and capabilities. I think that I have good knowledge and skills to successfully plan and conduct my community project. I believe that one of my skills that I am confident in is communication. I believe that communication comes a long way and get you a long way as well. I got taught that I will not succeed in life if I don't talk and stay in the back line, which makes sense because the more I communicate then the more I will learn and find out information that I might not have known before. Next week I plan on getting stuck into my contract and think of a project that I could do. I think that I am going to do a construction theme where I can do Tech Studies and build something of use to the community.

Week 5

I spent considerable time this week doing my contract and explaining my skills and capabilities. I have chosen to do Design, Construction and the Community. For my community project I will be designing and constructing chalk boards. To link this with the community I chose to give it to a primary school as it will be used by primary school kids. The most relevant capabilities that I think that will be used to complete this community project are communication, personal development and citizenship. They are relevant because I will be communicating with the public, especially my community mentor which I have not decided who at this stage. Personal development is related

because I am learning everyday and improving on my skills. Finally citizenship comes in as I am doing something that is benefiting the community. I have learnt that this community project is totally up to me to conduct and complete. I believe that I will learn how to organise and plan my time effectively to make sure that I am on track. I hope to get started with the construction stage of my work. Before that however I need to go over my contract and edit some stuff and to do it to the best of my abilities.

Week 6

It was a busy week this week. I was continuing on my contract by adding more information and expanding on my capabilities, and outlining what my community project is about. I got [redacted] to go through my contract where she found some sections where I can elaborate more on. During that time it opened an opportunity for me to look up design of chalk boards which will give me an overall view on how to design and make one. I have learnt that I am more than capable to come up with a base design of what I want to see how my chalkboard will look like. I have also learnt that I will need to use a variety of different numeracy skills to plan, design, and measure to scale my chalkboard. I am finding Community Studies very easy at the moment but I am sure that as the term progresses forwards the work load will be more. I hope that next week I get my contract completed and ready to go.

Week 7

I found this week to be an average week for me. I did not feel my best so the amount of work that was completed was minimal. In saying that, I have planned some drawings and designs for the chalk boards. I also searched the internet for some chalkboard designs and I made a review about them to give me some ideas. My rough sketch of my chalk board included a wide area of chalk surface and a ledge to store chalks and pens. I hope to put this design into the computer where I can work out the measurement and work out the dimensions. This week I have learnt that making chalkboards require more than just a few bits of timber and screw. I need to look deeply in this and work out how to make my design as flush and clean as possible. This links to my capability where I used communication to talk to Mr [redacted] and Mr [redacted] about the best way on how to make my design as modern and clean as possible. I hope that next week will be a good week for me and I will get a more work done. This is a challenge that I have to overcome if I want to complete this project on time.

Week 8

I would have to say that this week was the most productive week for me. I have completed my entire contract during the weekend of last week and was drafted by [redacted]. All I need to do now is to gain my SACE registration number which can be gained from the front office so that wouldn't be a problem. I have put my sketches of the chalk board into the computer using Paint. I gave the chalk boards dimensions. The chalk board will stand at a height of 1200mm (1.2m) and has a length of 780mm (78cm). I chose a modern design look for my chalkboard because it will be easily constructed as this project is only a semester project. I need to remember to contact my mentor which at this time I don't know who as yet. I need to find one before my construction stage of my chalkboard. I hope to contact Mr. [redacted] and Mrs. [redacted] to arrange a time where I can go into the tech studies room and start commence construction.

Week 9

This is the second to last week of Community Studies but I believe that this is no time to slow down, but the time to speed up and to end the term on a high. I went to see Mrs. [redacted] to look at Mr. [redacted] timetable and comparing it with mine to see when a good time to go. I came back and wrote up a letter for permission from Mr. [redacted] to see if he allows me to go into the tech room with his supervision. I went to give that to him where I explained that he had to sign the letter to prove to the moderator that I have produced evidence of research. I am now deciding when I can go into the

tech room. This will be preferably in my SACE Study line time. I need to be careful that I concentrate on my other subjects and make time to do their work as well. I hope to begin construction in term 2. The construction stage I believe will be a hard and challenging period where I need to take photos and outline what I did.

Week 10

This week I planned my chalk board and designed the construction steps. I also decided what material it will be made out of. I chose to do a double sided chalkboard and have either a colourful patterned finish, or just a stain. I will finish it off by varnishing it with a clear coat to give the chalk board a glossy glow, as well as protecting the timber from ~~ware~~ and tear. All of the work is fitting together nicely and I look forward into building it. I have learnt that I am managing my time very well which reflects my Personal Development capability because I am able to organise and conduct to my chosen project and meet my timeline. I plan to finish the construction stage of the chalkboard my week 9 of term 2. This is a short amount of time but I thought if I give up more of my Study line time then the construction stage is finished and it will be up to the reflection and evaluation stage. Next week I need to look up different primary schools on the internet and contact them either before my construction stage or the finish to see if they are willing to accept my chalkboard as a gift.

Week 11

The last week of term 1, this did not stop me from working. This week I looked up primary schools and pre-schools with-in my area in the internet. I collated about five potential schools that I can give my chalk board to. From the five schools I prioritised them from first priority to fifth. My first school of preference is [redacted] Primary School. I chose this school to be my first choice because it was my old primary school and it would be a good opportunity to go back and see what has been changed since I left. Next term I will be at my construction stage and my main goal is to complete this stage as quick as possible, in saying that how ever my product will be made by care.

HOLIDAYS

HOLIDAYS

Week 1

The first week back from a very enjoying holiday break to start a busy and stressful term. This week I finalised with Mr. [redacted] about using the tech studies room. I will be there lesson 3&4 on Monday and lesson 2 on Wednesday. I believe that I will finish the chalkboard in 7 weeks of school. This gives me time to contact Primary schools with in the area and give a presentation to them about the chalk boards. I am going to begin construction in week 2 and hopefully finish with in my deadline. I still need to contact Justin [redacted] who I chose to become my community mentor but I have not had the time to contact him. I hope to do this by the end of week.

Week 2

I believe that this week has been the most important week in the whole community studies. This week was a productive week where I finally went into the tech studies room and measured all of timber and collected all the materials needed. After I sat down with Mr. [redacted] and discussed the design, functionality and practicality of my chalkboard. We concluded that he did not like my design for the storage rack so therefore I changed the design of my chalkboard slightly. I changed the storage rack so that it can be pulled out and put in when the chalkboard is used. This was achieved by making support beams on each side of the chalkboard and the storage rack just simply slides in and out. This is what I think in theory what will happen. I found that it is easy to conduct my own work and planning without the help of the tech studies teacher Mr. [redacted] I am fully qualified to use any machinery in the tech room without teacher supervision because I have completed my training

in year 11 with Mr. [REDACTED]. I have also contacted my community studies mentor Justin to ask him if he was willing to come down to school to help and analyse my chalk board where he will give me some feedback. Next week will be focused on the construction of my chalk board and taking pictures so that I can keep it as a running timeline and journal at the end of my project. Justin is a TAFE graduate in Carpentry and is now seeking employment and apprenticeship in carpentry. Justin would be a good mentor because he has knowledge in woodwork. It is easy to contact Justin because he is out of TAFE and has a lot of free time on his hands to help out.

Week 3

I am very pleased with my progress this week. I have finished measuring the dowel joints together and I have glued and clamped my frames together. I am very pleased with my progress as Mr [REDACTED] has allowed me to use any tools and equipment without asking for permission first. As I waited my first set of frames to dry I started my second one. I believe that my design is flawless and will work. I think that a double lesson will be enough to glue them together. I have come a long way but there are still lots of work to be done and I am determining to get it done on time but with quality and care.

Week 4

This week I am have completed my entire chalkboard frame where they are finally all attached together. This part was the hardest part where I needed to experiment and dry fit the frames together and decide on which frame fits where. After a bit of sorting out it all came together nicely. I am happy about the result of my chalkboard because sometimes dowel joints can make the frame tends to angle and bend, but this frame came out nice and flat. Next week I will be adding the final touches to the chalkboard and hopefully attach them together. I strongly believe that I will be able to get it done within the next 2 weeks.

Week 5

This week I spent most of my time organising and planning out my feedback survey. I am close to finishing my chalkboard; I believe that it can be completed in 2 double lessons. I need to arrange a time for him to come down to the school to have a look at my progress and give me tips and ideas about my chalkboard. I will need feedback from him as well. I will look at the negative stuff that he might state because those are the stuff that I can improve on. I am looking to organise for him to come down sometime next week because my chalk board will be close to completion so therefore he can have a look at my stages of construction such as finish, measurement, accuracy and tidiness of the chalk board.

Week 6

This week I have learnt many skills in the construction of my chalkboard. I have learnt that the MDF particle board that I have chosen to become by stationary holder for my chalkboard is not strong enough to attach the pine edging on. I found this out when I glued and screwed the edges together and the edge of the MDF board split in half as the screws went in. This was a down side because I spent so much time fine tuning the measurement to fit the chalkboard frame. Nevertheless I learn from this mistake and I used solid pine instead. Although solid pine is heavier than MDF, it offers much more strength because solid pine is real timber and has grains running through them. I hope that the edges won't split in half when I start drilling screws into them but I am positive that solid pine is strong and sturdy, I have to make sure that I am pre-drilling the holes before I screw the screws into place. I don't think that I have mentioned this in my contract, but I believe that I am very good at improvising and finding different solutions to a problem very well. My chalkboard frame is now all complete and now all I need to do is to make a tray for the other chalkboard and apply the finishing touches to it. I have gained some valuable feedback from my mentor (Justin [REDACTED] when he came and analysed my chalkboard. He has divided the feedback into 5 different sub headings or

squareness, design, functionality, finish, and suggestions. For squareness he says that one of my frames is spot on, but the other frame is off by 3mm but overall it is acceptable. For design he said that it is a nice and simple design, he was interested in the removable tray but said that if someone puts weight on it, that it may snap. For functionality he said that it has a nice and big chalk board area at a suitable height for primary school students. There are no sharp edges or loose screws and nails which could expose children to hazards; the timber used (45x19) is strong enough and light to be moved around. For finish he said that some glue spots needs to be sanded, he said that the overall finish and smoothness of the frames are very smooth and very well finished. He gave me suggestions such as I could rebate the edges of my chalkboard, and for me to choose my finishing coat wisely to ensure child safe and hard wearing. I am very pleased to receive feedback; I am always looking for negative feedbacks because it is the negative stuff that I will need to focus on to improve on my skills and capabilities.

Week 7

This week I focused on analysing the suggestions and feedback that Justin have provided me. I focused on the support beams where I had changed it from a small cube to a longer and thicker piece of pine, as he said that this will support the tray much better. I feel like my construction stage is falling behind of schedule because I have been focusing on my Research Project more because this subject is near the end so therefore I want to get them out the way. Next week I will be out doing work experience as well, but I believe that I will still finish my construction of the chalkboard in week 9 and drop it off to my chosen school in week 10, which I have to organise as well. I have learnt that I have used my capabilities to my best. My most relevant capability that I have majorly used so far is my communication capability. I have communicated with many people including my mentor to seek feedback and answering queries that I have. Next week I will be at work experience for my other Community Project, so I plan to continue my chalkboard in week 9 and finish it in week 9 because I have finished my Research Project.

Week 8

Away on Work Experience

Week 9

This week I have officially completed my chalkboard, I have finished off the finishing touches to such as light sanding and varnishing to ensure that the surface is smooth. I have learnt a lot through this Community Project. I believe that my most reverent capabilities are communication, because I had to communicate vastly to familiar and unfamiliar audience. I have learnt a lot through my construction stages as well such as learning new skills and ways to make my chalkboard better. I have contacted Justin again to come down and have a look at my final product. I also asked him to fill in my survey as well as to give me some written feedback on my chalkboard, like what he did last time he came down. The feedback that Justin has given me says the white board is done carefully and thoroughly. He liked the idea of the white board face as it gives the whole structure a modern look. He said that the sanding and overall finish is smooth and finished to a good standard. The only criticism he had was that the steel sheet could have been rebated into the frame to make it even safer. I have learnt a lot with the feedback that he has provided me with, and in the future I will refer to his feedback to make whatever I am doing even better. I have contacted [redacted] Primary School and they agreed for me to come down and drop my whiteboard off, and to do a presentation. I will do this on Monday next week.

Week 10

This is the last week of my Community Studies project. I have visited [redacted] Primary School to present my whiteboard. The kids there were very well mannered and listened to everything that I said. I told them a bit about myself and what I am doing, where I am from, and told them that I used to come here when I was younger. They were very interactive as one of them came up to test try my whiteboard. After my presentation I went to see one of my past teachers Mrs [redacted] who is still teaching the year 5-6 class. This visit has brought back a lot of fond memories that I have had with this school. Overall I am pleased that I have given my chalkboard to my old primary school and not somewhere else because I know that it will be in good hands and used with care. I am happy to say that I am finished with this Community Studies project. All I need to do now is my evaluation report and I am done. I have learnt a lot through this subject, and have taken on board many skills that are lifelong skills.

Construction Journal (Chalkboard)

Week 2 (Term 2)

My construction stage of my chalk board is still in the preparation stage. I went into the tech studies room and gathered all the timber that I needed. I also went to Mr. [REDACTED] to discuss how my tray for the chalk board be constructed, whether it should be permanently bolted on or be kept loose where it can be easily taken off when it's not used. We came up with the conclusion where I stick to my plan and go ahead with my design as Mr. [REDACTED] though it was an interesting idea. He had doubt that it may not work, but there was only one way to find out. Next week I will prepare the timer and cut them all to size. From there I will measure up and make dowel joints to join the frame together. I have started a photo journal as well which will also be presented in my folio. Challenges I can see is that there is only a short time frame to get these chalk board completed but if there is a will there is a way so I am determined to finish this but to a good quality as well.



The materials of the whiteboard

Week 3 (Term 2)

This week I have machined all of my timber to size and used the thickening machine to plane down the edges down so that they are square. I also measured up all of my pieces of timber ready for drilling and dowel. I also arranged the timber so that they fit together perfectly and there are no rough patches on the face of the timber. I realised that the thicknissier machine was not set up to be square and when I put my timber through, it came out the other end as an angled edge. This was easy fix as I planed the edge of the timber back to 90degrees. I also have measured and pre drilled and fixed dowels. After I glued and clamped them together. While I waited for it to dry, I went looking white metal sheets for a white board as I am planning to do one side a white board and the other a chalkboard. Next week I will still be continuing on making this chalkboard together.



Machining them to size.



Week 4 (Term 4)

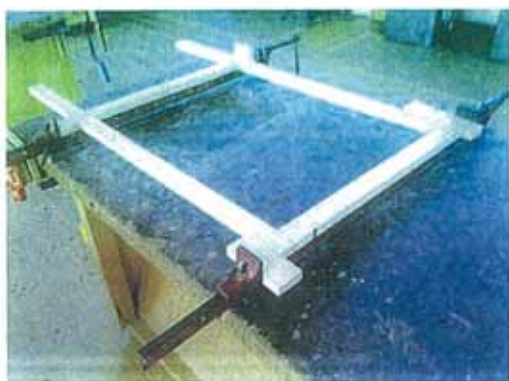
I enjoyed this week in particular, I have finally finished my main frames. The frame construction was the hardest stage of this whole process. I had to carefully measure up all of the dowel joints and rig up the dowel guiding drill bit. After this I had to dry fit the pieces together to get the perfect fit. I then glued and clamped the pieces together and it was done. I am up to my storage rack and tray. Since my frames are all complete I now have to do the finishing touches to them by applying at least 2 coats of clear gloss water based varnish and screw the chalk board onto the frame after it is dry, this process will come last. I have sanded the chalk boards down where I started from 80grit sand paper and work my way down to 400grit to give it a smooth finish off. Next week I will be adding the final touches to the chalkboard and hopefully attach them together. I strongly believe that I will be able to get it done within the next 2 weeks.



Plane the edges to make them square.



Pre-drilling holes for dowels.



Clamping of the frame.

Week 5 (Term 2)

This week I spent most of my time organising and planning out my feedback survey. I am close to finishing my chalkboard; I believe that it can be completed in 2 double lessons. Since my mentor is now Justin, I can arrange a time for him to come down to the school to have a look at my progress and give me tips and ideas about my chalkboard. I will need feedback from him as well. I will look at the negative stuff that he might state because those are the stuff that I can improve on. I am looking to organise for him to come down sometime next week because my chalk board will be close to completion so therefore he can have a look at my stages of construction such as finish, measurement, accuracy and tidiness of the chalk board.

Week 6 (Term 2)

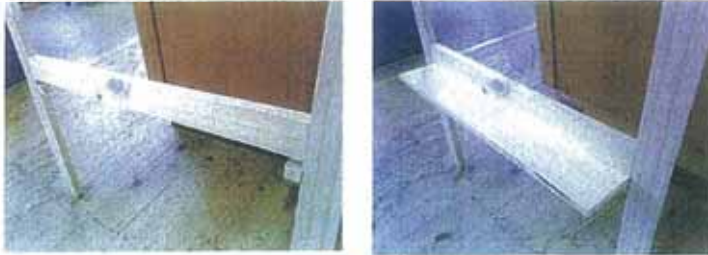
This week I have started making the trays for my chalkboard. It is a sleek design where the tray can simply slide in and out with no issues. To get to this I learnt the hard way that it was not a good idea to use MDF as a base because the MDF split as I tried to glue and screw my edges together. A solution to this as to use solid pine which I did and it worked perfectly. There was no splitting along the edges when I screwed them into place. Justin came into have a look at my chalkboard progress so far and gave me some feedback. I love receiving feedback because I can improve on my skills that I need to improve on. I see negative feedback as positive feedback because I can improve on this and make it better. I have gained some valuable feedback from my mentor (Justin [redacted]) when he came and analysed my chalkboard. He has divided the feedback into 5 different sub headings or squareness, design, functionality, finish, and suggestions. For squareness he says that one of my frames is spot on, but the other frame is off by 3mm but overall it is acceptable. For design he said that it is a nice and simple design, he was interested in the removable tray but said that if someone puts weight on it, that it may snap. For functionality he said that it has a nice and big chalk board area at a suitable height for primary school students. There are no sharp edges or loose screws and nails which could expose children to hazards; the timber used (45x19) is strong enough and light to be moved around. For finish he said that some glue spots needs to be sanded, he said that the overall finish and smoothness of the frames are very smooth and very well finished. He gave me suggestions such as I could rebate the edges of my chalkboard, and for me to choose my finishing coat wisely to ensure child safe and hard wearing. I am very pleased to receive feedback; I am always looking for negative feedbacks because it is the negative stuff that I will need to focus on to improve on my skills and capabilities.



Measuring, gluing, and clamping the tray.

Week 7 (Term 2)

This week I have been focusing on the support beams that will hold my stationary ledge together. As Justin has pointed it out, my chalkboard beams are not strong enough to withhold the weight of my stationary ledge. So therefore Justin recommended me to change the support beams to a longer and more thicker one. This is exactly what I did as I understood where he was coming from. I now have sanded all of my trays and have to sand the frame again, just to finish it off. Next week I am on work experience so therefore I am going to miss out on a week's worth of work. But I think I am on track and ready to go. I believe that week 8 will be my last week in finishing off the chalkboard, and in week 9 I will be able to drop it off at a primary school and do my reflection and I am done.



The support beam, the picture above has been replaced with a stronger, longer support beam.



The whiteboard sheet metal.



The whiteboard frame coming together.

Week 8 (Term 2)

Away on work experience.

Week 9 (Term 2)

This week I have officially completed my whiteboard. The only thing that I have changed is the surface from a chalk surface to a white board surface for better safety and modern design function of my board. This was done by cutting 2 sheets of metal and folding in the edges to make it safer. I feel very proud and pleased about the result. I have finished off the varnishing and sanding. The chalkboard is now officially called a whiteboard. The removable tray works like a treat and there were no issues with it. Overall I am happy with the result of my whiteboard in terms of quality and design. Justin came in again to give me the final feedback for my whiteboard. The feedback that Justin has given me says the white board is done carefully and thoroughly. He liked the idea of the white board face as it gives the whole structure a modern look. He said that the sanding and overall finish is smooth and finished to a good standard. The only criticism he had was that the steel sheet could have been rebated into the frame to make it even safer. I have learnt new skills and techniques in construction such as using different joint methods ensure you to have a cleaner and stronger board. I have learnt that my most relevant capabilities are communication because majority of the time I relied on communication to either gain valuable feedback or tips.



Varnishing the whiteboard.



The finished product



My tray design has worked.

Week 10 – This week I have presented my whiteboard to [redacted] Primary School. My presentation could not have gone any better; the kids just sat down and listened to what I had to say. They are an energetic bunch of kids and were very eager to have a shot with the whiteboard. I am now officially finished with this Community Studies Project. I have taken on board many skills that I will use every day. I believe that Community Studies is the best subject because there are no rules or boundaries, as you are in control of what you are doing and the sky is the limit. I am happy with everything from the planning stages, to construction, to final product and presentation, with help from teachers and Justin I have succeeded in completing this subject to the best of my abilities.



Justin and I [redacted] ready for the presentation.

The Presentation (Ms [redacted] Reception Class)



Very entertained group of kids.



Feedback

Feedback

Significance - one frame is perfect, the other is cut by about 3mm. Over all that is ~~very~~ acceptable. For the purpose it is made these tolerances are very good.

Design - Nice simple design.
Very clever way of having a removable tray for chalk storage.
- One problem may result - if a person leans heavily on the tray it may snap.

Functionality - Nice big chalk board area and at a height suitable for Junior Primary students.
- No sharp edges of timber or screws/nails showing that could potentially injure someone.
- The timber used (45x19) is strong enough for the task it is designed for while being light enough to be moved around by children.

Finish - Some glue spots that require sanding and some edges that have been sanded out a little.
Over all a very smooth finish, good use of gritted paper and smooth to the touch. No rough bits, very well finished.

Suggestions - For a very smooth finish you could rub the chalk board into the frame with a roller.
- Choose your finishing product wisely - ~~is~~ is the finish going to be Hard Wearing, aesthetic or child safe?
STAIN, OIL, VARNISH, SHELLAC?

Over all very solid work, you have met the design brief and the product will suit a primary school or kindergarten perfectly.

Final Product - Feedback

- Finishing is done very carefully and thoughtfully. The use of Water-Based Varnish is appropriate for use with small children who may attempt to chew on it. It is a relatively safe product when accidentally ingested in small amounts.
- Hinges are attached square, the use of 3 Hinges was a good idea as it gives the frame some added rigidity.
- Final Sanding was done well, the whole overall product is smooth and free from major scratches.
- The use of white board material is a good idea, more maintain than a traditional blackboard. Folding the edges back is a good way to keep the product safe, however the only criticism I have is that the steel sheet would look better and be safer if it was rebated into the timber.
- Overall very well built and finished product.