

**STAGE 2 COMMUNITY STUDIES**

**ASSESSMENT TYPE 1: CONTRACT OF WORK**

**STUDENT RESPONSE**

**FUNDRAISER**

**PRESENTATION**

# COMMUNITY PRESENTATION

Dear

I will be presenting my community presentation on Friday the 2<sup>nd</sup> November at 2.00pm. I would really like you to join me if you can.

From

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From

letters given  
to mentors

# Community presentation



Fund raiser for the [redacted] Jetty Pool  
Committee



# What I did?

● The performance



## Why I did it?

- ◉ Bring entertainment to the community
- ◉ Raise money for the jetty pool
- ◉ Great opportunity for students to gain Drama skills.



# My mentor



# Skills and knowledge developed

- ◉ Organising weekend workshops
- ◉ Applying for grants
- ◉ Learnt how to work with a diverse range of children.
- ◉ Time management
- ◉ Budgeting





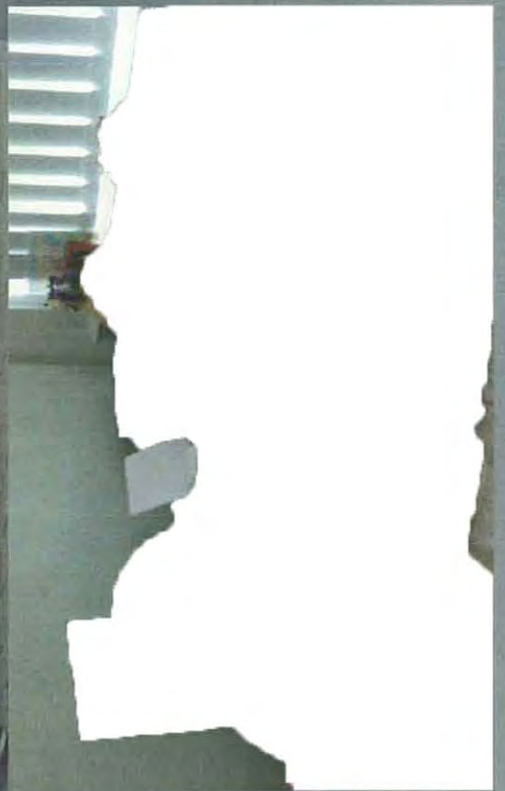
# Capabilities

- Communication
- Personal development
- Learning

## Feedback

- “I thought the performance was funny, entertaining, and well organised. The performers were engaging, confident and convincing. It's great to see our youth committing themselves to an obvious time consuming project to support another project in the community. I thoroughly enjoyed tonight's performance.”

# The process used



# Process used



## Leading up to the event

- ◉ Negotiate with teaches to have the kids on the day of the performance.
- ◉ Organise float
- ◉ Set the hall up
- ◉ Hair and make up for actors



# Made a budget including

- ◉ Cost of venue
- ◉ Cost of food and drinks
- ◉ Cost of costumes and back drops.
- ◉ Any other budgeting requirements e.g photo copying of script and posters.



# Value to me

- Working with new people to me
- Confidence
- Working with people of varying ages
- Leading teams
- Communicating effectively

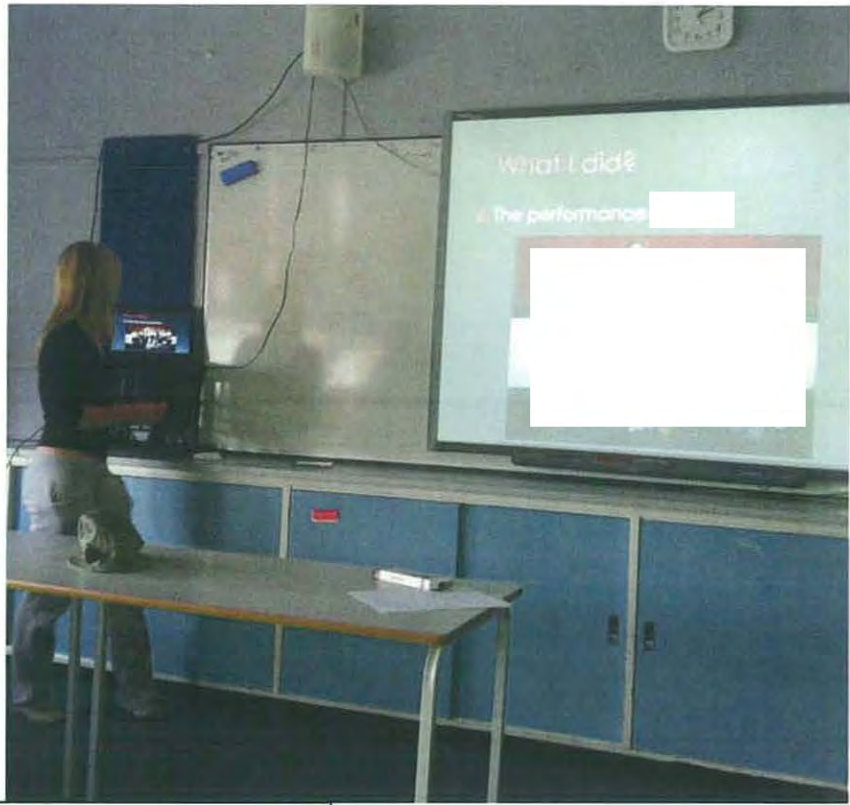


# Thankyou



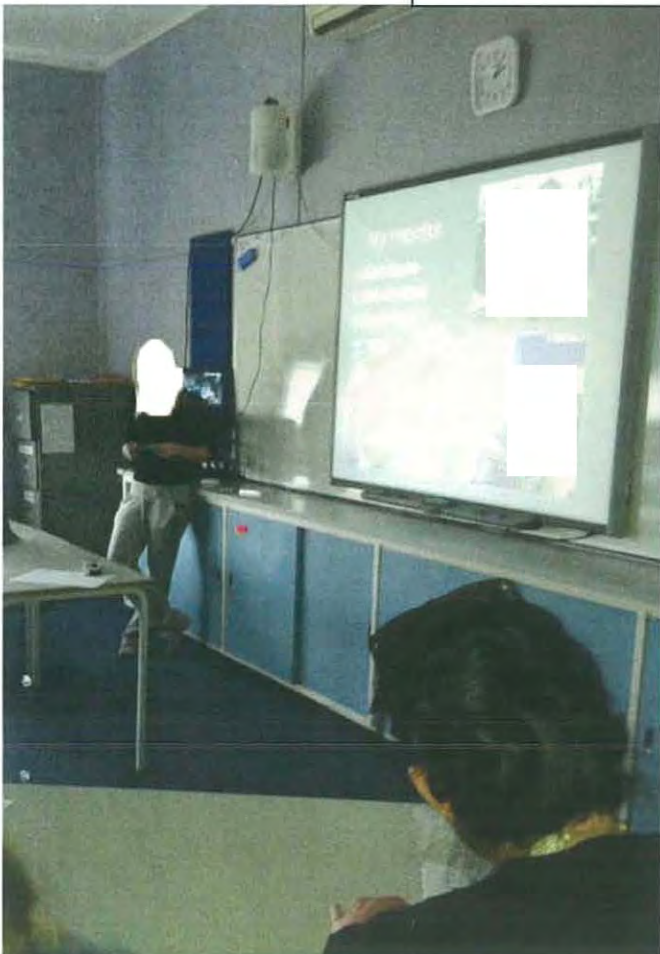
Image removed due to copyright.





Presentation to mentors

2/11/12



**Audience feedback form for community presentation**

Student: \_\_\_\_\_

Topic: \_\_\_\_\_

	Excellent	Good	Average	Fair	Poor
Was I prepared and organized?	✓				
Was my presentation clear?	✓				
Did I maintain audience interest?	✓				
Did my presentation make sense?	✓				

Comments:

Great use of technology to give visual support.  
 Using cue cards shows excellent organisation.  
 Information was clear and concise. It was

Feedback given by: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for attending my presentation

interesting to hear about the finer details  
 you worked on to put together the  
 performance (like purchase orders etc.)  
 Loved the opportunity to watch the  
 performance again.

**Audience feedback form for community presentation**

Student: \_\_\_\_\_

Topic: Community Presentation - Jetty Pool fundraise

	Excellent	Good	Average	Fair	Poor
Was I prepared and organized?	✓				
Was my presentation clear?	✓				
Did I maintain audience interest?	✓				
Did my presentation make sense?	✓				

Comments:

Feedback given by: \_\_\_\_\_

Date: \_\_\_\_\_

Thank you for attending my presentation

presentation was fantastic, easy to follow and kept the audience's interest. use of photos throughout the presentation were great.

should be very ~~pride~~ proud of her project so many positive outcomes.

- great performance for community!
- Money for the Jetty pool!
- involvement of YAC & SRC!
- FANTASTIC ACTING!

LOVED IT!

**Audience feedback form for community presentation**

Student: \_\_\_\_\_

Topic: Fund raiser for the Jetty Pool

	Excellent	Good	Average	Fair	Poor
Was I prepared and organized?	✓				
Was my presentation clear?		✓			
Did I maintain audience interest?	✓				
Did my presentation make sense?	✓				

Comments:

*Congrats! you have done an amazing job and should be proud of what you have achieved! Great presentation! It looks like you have got a true understanding of organising a community event!*

*xxx*

Feedback given by: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for attending my presentation

Audience feedback form for community presentation

Student: \_\_\_\_\_

Topic: Fundraiser for the Jolly Pool

	Excellent	Good	Average	Fair	Poor
Was I prepared and organized?	✓				
Was my presentation clear?	✓	Spoken beautifully			
Did I maintain audience interest?		✓ some more pictures would have been great			
Did my presentation make sense?	✓				

Comments:  
 I loved the way you spoke in an extended version of the dot points  
 What a huge amount of work it took to see produce a fabulous fundraising  
 presentation. Make sure you use eye contact as it makes the audience more engaged

Feedback given by: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for attending my presentation

It was a great idea to show the performance at the end of your presentation  
 How lucky I am to have worked with such a dedicated and committed student!  
 Thankyou

**Audience feedback form for community presentation**

Student: \_\_\_\_\_

Topic: \_\_\_\_\_

	Excellent	Good	Average	Fair	Poor
Was I prepared and organized?	✓				
Was my presentation clear?	✓				
Did I maintain audience interest?	✓				
Did my presentation make sense?	✓				

Comments:

Was really good and full of information.  
The end product was amazing and so funny!  
loved it!

Feedback given by: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for attending my presentation

**Audience feedback form for community presentation**

Student: \_\_\_\_\_

Topic: \_\_\_\_\_ *(Jetty pool)* \_\_\_\_\_

	Excellent	Good	Average	Fair	Poor
Was I prepared and organized?	✓				
Was my presentation clear?	✓				
Did I maintain audience interest?		✓ <i>maby. move pics through.</i>			
Did my presentation make sense?	✓				

Comments:

*bit more eye contact next time*

Feedback given by: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for attending my presentation

**Audience feedback form for community presentation**

Student: \_\_\_\_\_

Topic: \_\_\_\_\_ Performance \_\_\_\_\_

	Excellent	Good	Average	Fair	Poor
Was I prepared and organized?	✓				
Was my presentation clear?	✓				
Did I maintain audience interest?	✓				
Did my presentation make sense?	✓				

Comments:

*Very well prepared, good use of cue cards. Attractive presentation of slides. Great that the 3 mentors could make it.*

Feedback given by: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for attending my presentation



## Cue cards I used while presenting my presentation.

### What I did?

For my community studies this year I chose to plan, organize and run a performance aimed at the community.

### Why I did it?

I decided to do this project as a fundraiser for the re build of the local jetty pool. I chose to do this project because I thought it would be a great idea to bring entertainment to the community, as is such a small town and there are not many events that happen in the community.

### My mentor

I worked with three mentors this year - , and . Working and meeting frequently with my mentors was an effective way to reflect and discuss issues. Each mentor helped me in different ways. My main mentor was who I worked with on a Thursday and Friday lunch time all year. helped me direct the performance. She taught me about the requirements of a performance and how to re write a script. Kara helped me with costume ideas; make up, music, hair and props. She also gave me feedback on posters for the event.

### My mentor

was a great help at the beginning of the year when I was brainstorming ideas. She also helped me organise the Youth Advisory Committee to run the interval on the night.

who is a drama teacher, has a lot of experience with performance in schools. came to all rehearsals and provided valuable knowledge. taught me how to book the hall for the performance and the importance of tableaux and stage presence.

### **Skills and knowledge developed**

I developed a wide range of skills and knowledge this year. Organising workshops in the community was difficult and harder than I thought. I met with the Local Country Arts SA worker, \_\_\_\_\_, to apply for a Quick Response Grant of \$1500. I didn't realize that a grant would take so much time and effort.

The grant allowed me to organise a performing arts expert from Adelaide ( \_\_\_\_\_ ) to come to \_\_\_\_\_ : She worked with the students to improve their performance skills in a weekend workshop.

### **Skills and knowledge developed**

The cost for the workshop was \$1300 which was more than I expected. Left over money still allowed me to have \$200 to give to my main mentor as a token of appreciation. I learned how to work with a diverse range of children. Creating this event taught me valuable time management skills.

### **Capabilities**

The three capabilities that connected to my activity were communication, personal development and learning. Communication and personal development skills were improved by communicating with a wide range of people, including the Country Arts Officer, the school principal, year 6 – 11 students involved in the performance, Youth Advisory and Jetty Pool committee members as well as my mentors. When communicating I always made sure I used appropriate language depending on the audience.

### **Capabilities**

I communicated with people through emails, phoning and letters. I now feel more confident when talking to people outside of the school community.

I check my emails regularly now as I found it to be important to ensure I wasn't missing out on important information. I made sure I kept everything as evidence e.g. summaries of meetings and feedback, surveys, notes, meetings, interviews and reports so that I could refer back to it when necessary.

### Capabilities

Learning was a capability that I developed this year gaining skills about event organisation. Time management was vital because if my organising hadn't been completed, other people would have been let down (e.g. flights for the visiting performer needed to be booked, booking the hall for the performance, organising rehearsals and letting parents know). Throughout the year I also learnt how to edit songs on audacity and how to operate the lighting desk and music at a performance. I didn't know that screening a film to the public was expensive and a process needed to be followed to allow the movie to be shown.

### Feedback

I received positive, constructive feedback and I have learnt that it is very important to gather it and use it to improve my activity. Above is a quote from one of the audience members from the night of the performance.

### The process

Did some brainstorming about my area of interest  
wrote contract  
Identified my mentor and ask them to be my mentor  
Wrote in a weekly journal  
Went to the jetty pool committee for support  
Made a survey to give to the Youth advisory  
Attended YAC meeting  
Suggested to YAC about running a refreshment stall at the event  
Worked out what type of event I will be holding  
Talked to people who have organised events before and asked them how they done it and if they have any recommendations.  
Talked to                      about grants  
Applied for grants to get dancer/Drama experts over  
Talked to my mentor regularly  
Looked and booked a place to hold the event  
filled in appropriate paper work  
Informed Jetty pool Committee on my plans and ideas  
Advertised in the school daily notes for interested participants

### **The process**

Brainstormed performances that could be performed to the community  
Met with the participants and the drama teacher  
Wrote to the principal about the performance  
Helped organise and create back drops and costumes  
Wrote letters to parents seeking their approval of their child to be a part  
Attended performance practices and auditions  
Got sound track together  
Researched posters to help get ideas and annotate  
Made posters to advertise the event  
Advertised this event well  
Presented the event to the community  
Made thankyou notes for appropriate people  
Took photos of the development of the production

### **Leading up to the event**

Leading up to the event I had to Negotiate with teaches to have the kids on the day of the performance. I had to organise the float for the night and set up the hall. I also had to get a purchase order from the council supplied by YAC to get the food for the interval.

### **Made a budget including**

Cost of venue  
Cost of food and drinks  
Cost of costumes and back drops.  
Any other budgeting requirements e.g photo copying of script and posters.

### Value to me

This event gave me valuable skills that will help me in the work force; working with people new to me, being confident working with people of varying ages, leading teams of people and communicating effectively with varying age groups. I learnt how to manage simple accounting procedures such as costing, budgeting, record keeping and purchase orders.

### Thankyou

The [redacted] performance was a great success raising over \$700. The performance was a great opportunities for students to gain basic Drama skills while also developing their self-confidence. I would like to thank the YAC, SRC and the Youth Development Officer who helped support me throughout the year. I would also like to thank my three mentors [redacted] for your great mentorship this year.



The principal and myself presenting the cheque to president of the Jetty Pool Committee. The cast is standing behind us.



### **Assessment Comments**

This response is illustrative of an A grade (Outstanding Achievement).

### **Communication and Interaction**

CI3 The presentation provides a purposeful, insightful and clear description and explanation of all aspects of the activity, from its initial conception to the presentation of the cheque to the president of the Jetty Pool Committee.

The presentation is exceptionally well documented:

- invitations sent to community contacts included
- PowerPoint presentation includes a photographic record of the process in addition to well-considered summary points
- cue cards contain insightful and detailed information and analysis
- feedback from the audience included.

### **Fulfillment of Contract of Work**

FC4 Cue cards provide evidence of highly efficient and productive independent work.

# Performance Standards for Stage 2 Community Studies

	Planning and Organisation	Communication and Interaction	Fulfilment of Contract of Work	Reflection
<b>A</b>	<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><b>Purposeful, insightful, and clear presentation of the community activity and its outcome to a community audience, using relevant knowledge and skills.</b></p>	<p><b>Completion of all work in a contract</b></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><b>Highly efficient and productive independent work and, where relevant, thoughtful and worthwhile contributions to shared learning situations.</b></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>B</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 to a community audience, using relevant knowledge and skills.</p>	<p><b>Completion of all work in a contract</b></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>
<b>C</b>	<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><b>Completion of all work in a contract</b></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>
<b>D</b>	<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><b>Completion of some work in a contract</b></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>
<b>E</b>	<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><b>Completion of a limited amount of work in a contract</b></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>