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**COMMUNITY**

**PROJECT STAGES**

**2023 PDS Term 3-4**

**STUDENT NAME:**

**GRADE:**

**GROUP STUDENT NAMES:**



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**TERM 3-4 KEY DATES AND TIMES 2023 (Sample)**

|  |  |  |
| --- | --- | --- |
| **T3 Week 1** 11/7- 15/7 | **Continue:**  **MINI COMMUNITY TASK BOOKLET** | **Finalise:**  **BUNJIL PLACE - RISK ASSESSMENT BOOKLET** |
| **T3 Week 2** 18/7 – 22/7 | **GROUPS CREATED & FINALISED**  **(WS) Roles & Responsibilities**  **(WS) Brainstorming & Proposal**  **(WS) SMART GOALS**  **(WS) Event Timeline Template** | * **REFLECTION OF THE TASKS COMPLETED**   **How did I use INTRAPERSONAL/ INTERPERSONAL skills?**   * **What employability skills did I use?** |
| **T3 Week 3** 25/7– 29/7 | QA - **INTRAPERSONAL/ INTERPERSONAL TASKS & REFLECTIONS**  **(WS) BUDGET & MATERIALS REQUIRED** | **PORTFOLIO/REFLECTION TASKS** |
| **T3 Week 4** 1/8– 5/8 | QA - **INTRAPERSONAL/ INTERPERSONAL TASKS & REFLECTIONS**  **PROMOTIONS/ASSOCIATED 4C’s WORK** | **PORTFOLIO/REFLECTION TASKS** |
| **T3 Week 5** 8/8 – 12/8 | QA - **INTRAPERSONAL/ INTERPERSONAL TASKS & REFLECTIONS**  **STAKEHOLDERS & POSTERS** | **PORTFOLIO/REFLECTION TASKS** |
| **T3 Week 6** 15/8 – 19/8 | QA - **INTRAPERSONAL/ INTERPERSONAL TASKS & REFLECTIONS**  **PROMOTIONS/PROGRAMS & POSTERS** | **PORTFOLIO/REFLECTION TASKS** |
| **T3 Week 7** 22/8– 26/8 | QA - **INTRAPERSONAL/ INTERPERSONAL TASKS & REFLECTIONS**  **CREATING SET ROLES FOR THE DAY** | **PORTFOLIO/REFLECTION TASKS** |
| **T3 Week 8** 29/8 – 2/9 | QA - **INTRAPERSONAL/ INTERPERSONAL TASKS & REFLECTIONS**  **CREATING SET ROLES FOR THE DAY** | **PORTFOLIO/REFLECTION TASKS** |
| **T3 Week 9** 5/9 – 9/9 | **4C’s COMMUNITY EVENT@**  **BUNJIL PLACE & Reflection** | **Annotate photos & complete data**  **REFLECTION TASKS/ Survey questions** |
| **T3 Week 10** 12/9 – 16/9 | **4C’s COMMUNITY EVENT@**  **BUNJIL PLACE & Reflection** | **Annotate photos & complete data**  **REFLECTION TASKS/ Survey questions** |
| **T4 Week 1** 3/10 – 7/10 | **Finalise PP and prepare to present to the appropriate audience** | PRESENTATION |
| **T4 Week 2** 10/10 – 14/10 | **Finalise PP and prepare to present to the appropriate audience** | PRESENTATION |

**Unit 4: Community Project**

**(to be edited based on class discussions and meeting outcomes)**

**(SAMPLE)**

**This unit focuses on:**

* **student participation in an extended project relating to a community issue.**
* **cultural issues affecting the community**
* **students will look at past approaches to the selected issue in Australia and elsewhere**
* **students will consider how they will research information and formulate an objective to achieve.**
* **students will reflect on how community awareness of a selected issue can be improved**
* **students will engage in a process of planning, implementing, and evaluating responses to a selected community issue.**
* **students will conduct research, analyse findings, and make decisions on how to present the work.**
* **students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project.**
* **Students will present the project to an appropriate audience of peers or community members and evaluate the effectiveness of the chosen response to the issue.**

COMMUNITY PROJECT STAGES:

STAGE1: INITIATE

STAGE 2: PLAN

STAGE 3: PROMOTE

STAGE 4: DELIVER

STAGE 5: EVALUATE

**‘**WEEKLY NON- NEGOTIABLES:

PDWRS FIRST LESSON OF EVERY WEEK

Engage in a group meeting to ensure EVERYONE:

* has had an opportunity to try every role at least once during your meeting.
* knows what the expectations are for the week and a checklist has been created and checked for feedback and/or work to be produced or submitted.
* Check that the group goals/timeline has been met,
* If there are issues encountered – problem solve, what are you planning to do as a team to fix this?
* Discuss any potential challenges and include your teachers if you cannot come to an agreement on the day.

All this information needs to be uploaded on a shared class document.

PDWRS FINAL LESSON FOR THE WEEK:

Complete a reflection diary at the BEGINNING OF THE LAST LESSON every week responding to the tasks you completed this week Interpersonal skills /Intrapersonal skills

Collect evidence of worksheets completed and notes taken such as meeting minutes, Leadership, or any other key roles you engaged in or tasks you completed.

AT THE CONCLUSION OF YOUR WEEKLY DIARY ENTRY, UPLOAD YOUR EVIDENCE TO THE PP that will need to be prepared and updated regularly

LEADERSHIP ROLES:

1. Leader:
2. Researcher/agitator:
3. Scribe:
4. Problem-solver/explore options:

Meeting minutes:

**DATE/TIME:**

**PRESENT: ABSENT:**

* Discuss what the expectations are such as goals and tasks to complete for the week.
* A checklist has been created and checked for feedback and/or work to be produced or submitted.
* If there are issues encountered – problem solve, what are you planning to do as a team to fix this?
* Check that the group goals/timeline are consistently being met.
* Discuss any potential challenges and include your teachers if you cannot come to an agreement on the day.
* Organise new roles to be shared within the group

**INTERPERSONAL SKILLS**

**WEEKLY REFLECTION:**

**List the tasks you completed this week:**

**Reflect on the skills you used to complete these tasks or areas you may need to improve.**

|  |  |
| --- | --- |
| **Interpersonal Skills List** | P**ERSONALITY TRAITS FOR**  **BEING A “PEOPLE PERSON”** |
| * [Communication](https://zety.com/blog/communication-skills) * Conflict resolution * [Decision making](https://zety.com/blog/decision-making-skills-resume) * Leadership * Relationship building * Mediation * [Problem-solving](https://zety.com/blog/problem-solving-skills) * [Teamwork](https://zety.com/blog/teamwork-skills) / [Collaboration](https://zety.com/blog/collaboration-skills) * Negotiation * Listening | * Ability to work under pressure * Adaptability * Creativity * Dependability * Emotional intelligence * Patience * Responsibility * Self-motivation |

[**Communication skills**](https://www.skillsyouneed.com/ips/communication-skills.html)**:**

[Verbal Communication](https://www.skillsyouneed.com/ips/verbal-communication.html)**– what we say and how we say it**

[Non-Verbal Communication](https://www.skillsyouneed.com/ips/nonverbal-communication.html) **– what we communicate without words, for example through body language, or tone of voice; and**

[Listening Skills](https://www.skillsyouneed.com/ips/listening-skills.html) **– how we interpret both the verbal and non-verbal messages sent by others**

[***Emotional intelligence***](https://www.skillsyouneed.com/general/emotional-intelligence.html)**– being able to understand and manage your own and others’ emotions.**

[***Team-working***](https://www.skillsyouneed.com/ips/teams-groups-meetings.html)**– being able to work with others in groups and teams, both formal and informal.**

[***Negotiation, persuasion, and influencing skills***](https://www.skillsyouneed.com/ips/negotiation-persuasion-skills.html)**– working with others to find a mutually agreeable (Win/Win) outcome. This may be considered a subset of communication, but it is often treated separately.**

[***Conflict resolution and mediation***](https://www.skillsyouneed.com/ips/conflict-and-mediation.html)**– working with others to resolve interpersonal conflict and disagreements in a positive way, which again may be considered a subset of communication.**

[***Problem-solving and decision-making***](https://www.skillsyouneed.com/ips/decision-making-problem-solving.html)**– working with others to identify, define and solve problems, which includes making decisions about the best course of action.**

|  |  |
| --- | --- |
| **Intrapersonal Skills List** | P**ERSONALITY TRAITS FOR EFFECTIVELY WORKING “INDEPENDENTLY”** |
| * Self-confidence * Persistence * Being open to change and new ideas * Ability to overcome distractions * Time Management * Resilience * Self-discipline | The four elements of emotional intelligence is composed of four elements:  -self-awareness,  -self-management  -social awareness and  -relationship management |

|  |
| --- |
| **Self-awareness**: The ability to recognize your emotions and their impact while using gut feelings to guide your decisions. |
| Can you walk into a room, meet a stranger, attend a meeting, and quickly sense that something is not as it seems? Formerly known as “intuition,” this instinctual knowledge is based on emotional intelligence. |
| **Self-management**: the ability to control your emotions and behavior and adapt to changing circumstances. |
| Can you adequately harness your anger, disappointment, or fear so your emotions don’t interfere with your ability to listen, or problem solve? Do you know when you need help, and can you ask for it? |
| **Social awareness**: the ability to sense, understand, and react to the emotions of others and to feel comfortable socially |
| Can you tell when you are unintentionally making another person uncomfortable or when someone who is smiling is really upset? |
| **Relationship management**: the ability to inspire, influence, and connect to others and manage conflict. |
| Can you remain calm, energized, and focused in the face of another’s distress or during an upsetting situation? Can you defuse conflict with humor or by listening convincingly to another’s point of view? |

**COMMUNITY PROJECT STAGE: 1**

1. Initiate:

Initiate – What is the purpose or aim of organising this event? Is there a need in the community you hope to fulfill?

\*The 4C’s presentation was completed in the theatre by the founder explaining the purpose of the 4C’s and what this event will achieve for the stakeholders, the participating students, family, friends, and guests attending the showcase.

This included the OHS/Risk assessment to Bunjil Place

4C’s was a program created by students for students to:

* share their knowledge and understanding of the arts to reduce racism and discrimination in our schools and in our community.
* For participants to use cultural practices to support wellbeing through friendship, respect, inclusion, and creativity in various art forms.
* The partnership CESC has chosen is 4C’s, which stands for “Cultivating Creative Cultures with Communities” through inclusion, integrity, and respect combined with the CESC values of Respect, growth, achievement, and responsibility.
* the reason for planning the 4C’s event was also to make connections to the community within our South East area, especially to understand the significance and honour of organising and participating in an event sponsored by Bunjil Place.
* meet the PDWRS practical outcomes in the community project in VCAL
* build relationships or awareness of their stakeholders and the work they do in the Community
* meet the audience or target group through the participation, organisation, or guests to the event. The age groups we hope to engage are:
  + Performers (12-18 years old)
  + Organisers (16+ years old)
  + Guests: Parents/children (of all ages)
  + Community Stakeholders (Adults)
* A 4C’s QUIZ was completed at the conclusion of the presentation for students to provide evidence of knowledge and understanding.

**Term 3: Week 2**

**GROUPS & CHOICE OF TASKS**

LI: To understand the purpose of our partnership with 4C’s

SC: I can explain and articulate the relevance of making connections with 4C’s and their community connections.

Instructions:

In this lesson, students MUST spend time looking at all the tasks available or negotiating a task/s with their teachers.

Information sheets:

Once they have an idea of the groups and tasks they have chosen, they will then need to commence with completing the following worksheets.

RESOURCES/WORKSHEETS:

|  |  |
| --- | --- |
| Information sheets:  (Reading Info ONLY) | Worksheets:  (to be completed as evidence) |
| Ideas  Social Media marketing platforms  Social Media Advertisement  4C’s VCAL Project | Brainstorming & Proposal  What am I good at? |

**4C’s VCAL Project choice:**

**Cultivating Creative Cultures with Communities**

|  |  |  |
| --- | --- | --- |
| **Job Title** | **Job Descriptions** | **Extra Resources/Recommendations** |
| **Director** | Runs and directs the entire project. Organises meetings, paperwork and liaises with the school and other schools.  Keeps track of all jobs and helps where needed.  Organise running order and groups involved. | Develop a shared calendar for events. |
| **Publicist/Social Media Manager** | Oversees promoting the 4Cs on all social media platforms. | Use Facebook, Compass, Instagram (whatever is used at the school). |
| **Creators/Designers** | Create and design any artwork that will be produced for the 4Cs – All advertisement designs, t-shirt designs, team logos, etc. | Liaise with arts department at school for resources. |
| **Team Leaders** | Manage different groups that are organizing their performance for the 4Cs. Organise group rehearsals, filming, music, etc. | Liaise with director about performances and music. |
| **Website Designers** | Designs a website for the 4Cs program at the school.  Multiple students can be website designer as they can oversee different pages and parts of the website. | Wix.com (free website builder). Adobe Dreamweaver (may interest IT students, need to have a place to host the website). |
| **Editors** | Edit together the videos from the different groups into the final video product. | Video Editor (app on pc), Movie Maker, etc. Many other programs available for video editing. |
| **Researchers** | Research and develop information pages about the local cultures and dances in the area. These pages can then be posted to the website.  Research and develop extra support for minority communities. | Contact local families, local businesses and advertise on social media (with social media manager) for more information/volunteers |
| **Reporter** | Designs a page where they collate and report on the progress of the performance groups throughout the rehearsal stage. | Create a special page for year 12 performances. |
| **T-shirt/Costume design manager** | Manages the project of getting students to provide T-shirt designs for the 4Cs. Liaise with 4C’s Creators/Designers on some ideas and final product. |  |

|  |  |  |
| --- | --- | --- |
| **VET Leader**  **Promote and collect information on**  **Fashion & Design** | Manages the project by liaising with Ms. Tia. Create promotional material for schools, advertising materials on Facebook or Website CESC page. Researching images from different cultures for ideas and inspiration | Preferably a student in Fashion and Design interested in working on promoting their VET/industry. |
| **VET Leader**  **Promote and collect information on**  **Visual Arts** | Manages the project by liaising with Ms. Tia. Create promotional material for schools, advertising materials on Facebook or Website CESC page. Researching images from different cultures for ideas and inspiration | Preferably a student in Visual Arts interested in promoting their VET/industry. |
| **VET**  **Promote and collect information on**  **Wood Technology** | Manages the project by liaising with Ms. Tia. Create promotional material for schools, advertising materials on Facebook or Website CESC page. Researching images from different cultures for ideas and inspiration | Preferably a student in Wood Technology interested in promoting their VET/industry. |

**Great outcome ideas for the project:**

* Students research minority groups in the area to get them involved.
* Students assess any potential issues with work safety and their role.
* Develop a project plan for the whole project and then each element of the project.
* Students research a leadership style they will use within their role. – How will they lead their part of the project.
* Communication, decision making, conflict resolution and negotiating ideas – troubleshooting how will you deal with x,y and z
* Students run and take minutes for meetings around the project.
* Students investigate and determine the best way to use digital media for their audience
* Students discuss the implications of using digital media – copyright, permission, etc.
* Students engage with external partners to create content for the 4Cs.
* Students use literacy skills to promote the 4Cs
* Students use communication skills to liaise with others to complete the project.

**A picture containing text, clipart

Description automatically generatedHighlight or edit this matrix to highlight the tasks you will be completing for your portfolio. Make sure you update all your work in a PP ready to present at the conclusion of your community project**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Set up a weekly learning timetable | VET  Create a weekly meal plan for the performers | How to use/better use a computer program or application | Complete a creative task such as a piece of art, a craft activity | VET  Develop an  exercise routine for the performers |
| VET  Create an article of clothing using recyclable material | Update or improve any of the 4C’s material already created | Electronically create a system/folder of important 4C’s documents | Update electronic/digital photograph storage | Create a new logo for 4C’s that reflects the inclusion of multiculturalism |
| Create OHS signs to be used at Bunjil Place to guide teachers and their schools | Create a teachers pack with relevant information required prior to and during the 4C’s event | VET  Create a cultural menu with alternative ingredients for a guest with celiac issues. | Create a hashtag or a Tik Tok video promoting 4C’s  -Audience  -Appropriate material | Find multicultural music to be played as an hour set while guests are walking in and waiting for the show to start. |
| Annotate the photos you took from the excursion and organise where schools should be based on numbers | Create a budget you think should be provided for this type of community event. List and explain how you would assign the funds in your proposal for the event. | Create a cultural activity that celebrates and supports students with wellbeing challenges | Re-create any of the samples of work Ms. Tia has provided for future students to use | Negotiate a new task with your teacher |

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WHAT AM I GOOD AT?

We are all good at something! We might be good at something without even realizing it. Browse the list of strengths below and circle your inner strengths. Once you have identified your strengths, use another colour Texta to circle the strengths you would like to improve or build on during this project.

|  |  |  |  |
| --- | --- | --- | --- |
| Goal  Driven | Environmental  awareness | Social Awareness | Good Listener |
| Empathy | Patience | Optimistic | Brave |
| Creative | Spiritual | Love | Humour |
| Common sense | Love learning  new things | Open to Change | Open-minded |
| Assertive | Gratitude | Honest | Kind |
| Disciplined | Forgiveness | Self-control | Logic |
| Enthusiastic | Persistence | Cooperation | Modesty |
| Team player | Intelligence | Ambitious | Musical |
| Confident | Independent | Forgiving | Fairness |
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Strengths:

What I need to build/improve:

Brainstorming and Proposal

|  |
| --- |
| *Use this page to brainstorm several possible options for your project. Start by considering your personal beliefs and values, then move on to potential activities or strategies you could use. You will need to present these to Miss Tia for discussion and final approval.* |

|  |
| --- |
| **Personal values** –What makes you feel proud, connected and happy?      **Life Experiences** – What behaviors or attitudes make you mad, sad or worried?      **Personal Strengths** – What useful skills and expertise do project team members have?      **Networks** – Who in the local school or community could support you with the project?      **Ethics** – What sorts of causes align with team’s personal values and experiences?      **Activities** – What sorts of actions could you take to make a positive impact?      **Proposal** – Come up with one or two project ideas – what/why/how. |

**COMMUNITY PROJECT STAGE: 2**

1. Planning:

The Preparation Stage: (See wall sample displays in YP04)

* What do you need completed FIRST? (SEE WORK ROLES)
  + Promotional Posters (electronic & hardcopy)
  + Program for the night (electronic)
  + Posters for OHS
  + IT promotions
  + School Magazine – 2 page spread
  + Flags to organise (Wood Tech)
  + Newspaper article leading up to the night

What resources will you require?

* + What tasks need to be completed and due date?
  + What kind of support will you need to attain these resources? An experience student? Teacher? Specialist teacher?
  + What roles will each group accept from ANY of the duties below? Remember you can negotiate a task
  + How will the project look when it is complete? (Successful? Unsuccessful? How will I know it worked?)
  + How will the project be promoted?

RESOURCES:

|  |  |
| --- | --- |
| Information sheets: | Worksheets: |
| Ideas  Social Media marketing platforms  4C’s VCAL Project | Brainstorming & Proposal  Social Media Advertisement  Event Timeline template |

**Example: SMART Goal Setting**

**Specific**

What will you accomplish? including the transferable skills)

I want to learn how to schedule clients ‘hair appointments over the phone and assist the front desk when clients arrive and pay before leaving. This goal will develop the communication skills I need to work in a hair salon.

**Measurable**

How will you know when you’ve reached your goal? Give examples of what you’ll be able to do.

* A client will call up to book an appointment and I’ll be able to confidently answer any questions they have. I will be able to clearly communicate available times and dates. I will be able to collect all the details the salon needs before I wrap up the call.
* When they come in, I will make them feel welcome in the salon.
* During the service, I will keep them engaged and satisfied.
* I will know what to say while putting through the payment and see them off.

**Action**

What steps will you need to take to achieve your goal?

* Ask my VET supervisor if they have the time and facilities to teach me
* Find a salon or adult willing to help me if there is no opportunity to learn at VET
* Listen and watch the instructor as they explain what to do
* Ask questions and role play with the instructor before having a go with real clients
* Spend time practicing until I can do it confidently on my own
* Ask the supervisor to assess me and provide feedback

Realistic

Is your goal reachable in the timeframe? How do you know?

I think my goal is reachable because I already have a basic understanding of what happens in a salon from my own experience. I just need someone to teach me what to say and give me time to practice the process.

Timely

When will you reach the goal?

Give yourself a deadline. On xx/xx/xxxx, which is two weeks from now.

**SMART Goal Setting**

**Specific:**

What exactly will you accomplish (including the transferable skill)?

|  |
| --- |
|  |

**Measurable**

How will you know when you’ve reached your goal? Give an example of what you’ll be able to do.

|  |
| --- |
|  |

**Action**

What steps will you need to take to achieve your goal?

|  |
| --- |
|  |

**Realistic**

Is your goal reachable in the timeframe? How do you know?

|  |
| --- |
|  |

**Timely**

When will you reach the goal? Give yourself a deadline.

|  |
| --- |
|  |

Roles and Responsibilities

|  |
| --- |
| Use this table to allocate areas of responsibility. Consider personal strengths and interests when choosing who does what. Each individual may need to report back to the group about issues or progress relating to their area of responsibility. |

|  |  |  |  |
| --- | --- | --- | --- |
| Role | Description | Who? | Key Tasks |
| **Facilitator** | Lead a team meeting at the beginning of each session. Review the activity timeline and responsibilities. Discuss any hopes or concerns. |  |  |
| **Secretary** | Completes all relevant documentation within this workbook and ensures weekly activity timeline is up to date. |  |  |
| **Ideas Person** | Collect sample ideas to help inform the project. Develop visual guides and sample products as required. |  |  |
| **Planner** | Write up a list of all the materials, equipment and budgets needed to complete the project. |  |  |
| **Motivator** | Ensures people are productive and included during the project. Helps resolve conflict and include others. |  |  |
| **Networker** | Communicates with all key stakeholders (staff and community partners) to ensure people are informed and up to date. |  |  |
| **OHS Rep** | Ensures proper safety practices are taking place throughout the project. Completes and reviews Job Safety Analysis. |  |  |
| **Hands-On** | Takes responsibility for completion of practical tasks, such as building, creating, setup and pack up. |  |  |
| **Tech Guru** | Organise all technical/computer aspects, including PowerPoints, videos, and presentations. |  |  |
| **Media** | Takes photo and video evidence throughout the project for use in promotion, review, and presentations. |  |  |
| **Other?** |  |  |  |

LEADERSHIP ROLES:

1. Leader:
2. Researcher/agitator:
3. Scribe:
4. Problem-solving:

Meeting minutes:

**DATE/TIME:**

**PRESENT: ABSENT:**

* Discuss what the expectations are such as goals and tasks to complete for the week.
* A checklist has been created and checked for feedback and/or work to be produced or submitted.
* If there are issues encountered – problem solve, what are you planning to do as a team to fix this?
* Check that the group goals/timeline are consistently being met.
* Discuss any potential challenges and include your teachers if you cannot come to an agreement on the day.
* Organise new roles to be shared within the group

**Event Timeline Template**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Topic:**  **Key Message/Tone:** |  | | | | | | |
| **Key Points to include:** |  | | | | | | |
| **Event:** | **Create Timeline Below** | | | | | **Person Responsible** | **Complete** |
| **Mon** | **Tue** | **Wed** | **Thu** | **Fri** |  |  |
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**Event Timeline Template – Page 2**

(If timeline extends beyond one week)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Event** | **Create Timeline Below** | | | | | **Person Responsible** | **Complete** |
| **Mon** | **Tue** | **Wed** | **Thu** | **Fri** |  |  |
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| **Notes:** |  | | | | | | |

Materials Request Form

Student Name:

Request Date:

Needed By (Date):

Brief Description of Project:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Quantity** | **Item** | **Where can you get it?** E.g Art Room, Store | **Cost**  Write NA if none | **Person Responsible** E.g. Student’s Name or Teacher | **Approved** |
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**COMMUNITY PROJECT STAGE: 3**

1. Promote:

How are you going to promote the 4C’s event?

The two nights we are promoting are the:

* + 5th of September and the 12th of September
  + We are planning for 800 guests at Bunjil Place on both nights.
  + Can we ask our stakeholders to promote our event? If so, who are they and what type of connections do they have?
  + There will need to be a carefully constructed email/letter written within your group to ONE of our stakeholders asking for them to promote the event. You also need to attach a professionally made poster.
  + Once completed, Ms. Tia will send the letter and poster on your behalf, make sure you introduce yourself at the event and THANK them for promoting your event.

Ideas of where to promote 4C’s

* + PROMOTIONS IN CESC –
  + PROMOTIONS IN THE LOCAL PAPER –
  + PROMOTIONS IN PARTICIPATING SCHOOLS –
  + PROMOTIONS IN SHOPS & THE LOCAL COMMUNITY –
  + Word of mouth, posters, flyers, school websites
  + ASK to create an event page

RESOURCES:

|  |  |
| --- | --- |
| Information sheets: | Worksheets: |
| Stakeholders PP | Stakeholders Q&A – who are you? |

**COMMUNITY PROJECT STAGE: 4**

1. Delivery:

Where are all the materials/resources ready to be taken to Bunjil Place?

2-3 weeks before the event:

1. Students have provided parental consent to attend the event – they will need to be picked up from Bunjil Place at the conclusion of the show.
2. Go through your check list again to ensure that all the tasks you have been assigned have been completed to a high standard.
3. All the programs and lanyards and paperwork has been labeled and packed ready to go on the bus.
4. If CESC VCAL T-shirts are ready by then, have they been packed or need to be picked up ready for the event.
5. Flags – are they ready with sticks and safe from damage or possible breakage.
6. Electronics (cameras, USB, computers packed and charged ready to go.
7. See if you can add to the list:
   * Group members responsible for collecting and completing relevant tasks
   * Agenda/Running sheet for the day. Ensure that every teacher has an electronic and hard copy ready for the day.
   * Roles of students attending – including sign in/sign-out sheets
   * Risk assessment – WHAT IF? Your duties on the day

RESOURCES:

|  |  |
| --- | --- |
| Evidence: |  |
| Photos  Videos  Meet & Great students  OH&S | Stakeholders – Meet & greet  Look for potential OHS  Socialise with students  Assist where you are needed |

**COMMUNITY PROJECT STAGE: 5**

1. Evaluation:

Did you meet the specified outcomes of the project (Refer to information on Stage 1)

What evidence was collected at the event and can now be implemented into your PP?

* + Photos annotated
  + Videos – live responses from various staff, students, families, stakeholders, guests
  + What kind of atmosphere/vibe was evident on the day?
  + Did you come across any OHS potential risk assessment issues?
  + Did you participate at times you were uncomfortable and how did you overcome your fear?
  + What would you do differently when planning for an event of this size?
  + How effective were your group members in completing all the assigned tasks.
  + Finalise your PP with your teacher before preparing for the oral presentation next term.

RESOURCES:

|  |  |
| --- | --- |
| Evidence: | PP |
| Photos  Videos  Meet & Great students  OH&S | Stakeholders – Meet & greet  Look for potential OHS  Socialise with students  Assist where you are needed |

NOTES/QUESTIONS: