**STUDENT DETAILS**

**Interviewer**: Welcome to the Stage 2 Community Studies A interview. Could you please tell me your name and SACE registration number?

**Student**:

**Interviewer**: Great, thank you. Now, could you tell me which area of study you have chosen to undertake and whether it’s for 10 or 20 credits?

**Student**:

**DECIDING ON THE COMMUNITY ACTIVITY**

**Interviewer**: Could you provide some background information about yourself and why you have chosen this Area of Study?

**Student**:

**Interviewer**: Could you provide a broad overview of what you hope to achieve, and why? Consider achievable and challenging individual goals.

**Student**:

**Interviewer:** Will you be using any work you’ve done in another subject for Community Studies? If so, how does it relate to this subject?

**Student:**

**Interviewer**: Now, let’s talk about your community activity. What will it be? For example, a product, event, performance, display, or service.

**Student**:

**PREPARING FOR THE COMMUNITY ACTIVITY**

**Interviewer**: Sounds exciting! Now, thinking about your community activity, what specific knowledge and skills, do you already have that you can build on to complete your community activity successfully? Please include skills related to the literacy and numeracy capabilities,

**Student**:

**Interviewer**: That’s a solid foundation. What new knowledge and skills, including literacy and numeracy capabilities, and associated strategies, will you develop to complete your community activity?

**Student**:

**Interviewer**: Excellent. As a reminder, the seven capabilities are literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding. Now, which other capability, in addition to the literacy and numeracy capabilities, will be the main focus for development to complete your community activity?

**Student**:

**Interviewer**: How will the development of this focus capability help you to carry out your community activity?

**Student**:

**Interviewer**: Are there any other capabilities that you are considering developing to help you to carry out your community activity?

**Student**:

**PLANNING THE COMMUNITY ACTIVITY**

**Interviewer**: Lets take a minute to talk about what you need to do for your community project.

You’ve got some personal goals you want to achieve with this activity. What you need to do first is keep a record of how the community activity is going. This isn’t just about what’s happening with the activity itself, but also about how you’re growing and developing your skills and capabilities through this work.

It’s not enough to just set goals and forget about them. You’ve got to regularly check in and see how you’re doing compared to those goals. Think of it as a progress report you’re giving to yourself.

Next up, you’ve got to get involved. This could be something happening right in your neighbourhood, or maybe something that affects the wider community. The key is to take action, and ask for help when you need it!

While you’re doing all this, you’re going to need information to help you along the way. So, look for different sources of information that can give you ideas or help you understand more about what you’re doing.

Through all this, you’re the one in the driving seat! It’s about being able to work independently and take charge of your own learning.

So, that’s pretty much it. It’s all about setting goals, tracking your progress, getting involved, finding information, and working independently. Any questions before we continue?

**Student:**

**Interviewer**: Great, let’s move on to planning your community activity. I want you to spend some time now, on your own, creating a detailed list of the steps that you will go through to complete all aspects of your community activity. For each step, I want you to record what it is, how you will go about it, how long it might take and how you will make a record of completing this step. Go for it!

**[Attach Planning Details Here]**

**INTERACTING WITH THE COMMUNITY**

**Interviewer**: When you’re working on your community activity, it’s important to have someone you can turn to for advice and support. This person should be someone who knows a lot about the kind of work you’re doing.

Think of them as your go-to person, your mentor. You’re going to want to keep in touch with them regularly. This isn’t just about catching up, but also about learning from them.

Plan to ask them for help and feedback on your project. But remember, it’s not just about getting feedback, but also about how you respond to it. It’s all part of the learning process.

So, in a nutshell, find a mentor, stay in touch, ask for help, and learn from the feedback. It’s all part of making your community project a success! Any questions before I continue?

**Student:**

**Interviewer**: Now, let’s talk about interacting with the community. Who is your community contact with expertise in this community activity and why was this person chosen?

**Student**:

**Interviewer**: How will you document your interaction with your community contact?

**Student**:

**Interviewer**: What type of feedback will you ask for and how will you respond to it?

**Student**:

**MY COMMUNITY PRESENTATION**

**Interviewer**: Once you’ve done some great work in your community, it’ll be time to present your activity and its results.

But remember, it’s not just about telling them what you did. You’ll need to use all the knowledge and skills you’ve gained from this experience. Show them what you’ve learned and how you’ve grown. It’ll be your time to shine, so make the most of it! Any questions before I continue?

**Student:**

**Interviewer**: Great, let’s discuss your community presentation. Who will be the audience for your presentation of the outcome of your community activity?

**Student**:

**Interviewer**: What will your presentation be and what form will it take? (you could consider written, oral, visual, digital etc)

**Student**:

**Interviewer**: Why have you chosen to present your community activity in this way?

**Student**:

**Interviewer**: What type of audience feedback will you ask for? As in, will it be a written survey, interviews, something digital perhaps?

**Student**:

**SIGNING OF CONTRACT**

**Interviewer**: Thank you for your time today. Please sign the contract to confirm the details we’ve discussed.

**Student**:

**Interviewer**: Thank you. I will also sign the contract to confirm our agreement.

**FOLLOW UP INTERVIEW**

**Interviewer:** Now that you have spent some time working through your plan, what changes have been made to your original plan?

**Student:**

**Interviewer:** Thanks for sharing! Given these changes, what future steps might also need to change? Please be specific

**Student:**