**Contract Development** – **Activity**

Complete the following pages to plan your contract.

**What is involved in Community Studies?**

**What does a contract need to contain?**

**What makes your contract challenging?**

**What will be the focus of your community activity?**

**In which Area of Study is your community activity?**

***Goals***

**What do you want to achieve?** (Consider the development of your knowledge, skills and capabilities.)

**Description of outcome of the community activity (e.g. product, event, performance, display, service)**

I will create/make/present . . .

**What are some of the steps you will take to complete your community activity? (**Include planning, community involvement, contacting your community expert, and the community presentation.)

Before starting this section, work with your teacher to identify your literacy and numeracy skills.

***Capabilities*** (Complete the activity on the following page to identify your focus capability/capabilities.)

**Which capability/capabilities will you focus on?**

**Why? (How does it relate to your community activity)?**

***Skills***

**What skills do you already have in relation to your community activity?**

* 1. General knowledge of topic and skill level:
  2. Literacy skills:
  3. Numeracy skills:
  4. Capabilities:

**What are some of the new knowledge and skills you will research, develop or practise to complete your community activity?**

1. Literacy skills:
2. Numeracy skills:
3. Other skills:

**Contract Development - Capabilities**

Read and discuss each of the capabilities from the subject outline on pp. 1–4.

Highlight the one/s that you believe are the most important for you to focus on.

Record how the capabilities relate to your chosen community activity (next page).

* literacy
* numeracy
* information and communication technology capability
* critical and creative thinking
* personal and social capability
* ethical understanding
* intercultural understanding.

Literacy

Students develop their capability for literacy by, for example:

* communicating with a range of people in a variety of contexts
* asking questions, expressing opinions, and taking different perspectives into account
* using language with increasing awareness, clarity, accuracy, and suitability for a range of audiences, contexts, and purposes
* accessing, analysing, and selecting appropriate primary and secondary sources
* engaging with, and reflecting on, the ways in which texts are created for specific purposes and audiences
* composing a range of texts — written, oral, visual, and multimodal
* reading, viewing, writing, listening, and speaking, using a range of technologies
* developing an understanding that different text types (e.g. website, speech, newspaper article, film, painting, data set, report, set of instructions, or interview) have their own distinctive stylistic features
* acquiring an understanding of the relationships between literacy, language, and culture
* identifying the specific literacy skills required for the chosen community activity/community application activity.

Numeracy

Students develop their capability for numeracy by, for example:

* communicating ideas to a range of audiences, using appropriate language and representations such as symbols, tables, and graphs
* analysing information displayed in a variety of representations and translating information from one representation to another
* justifying the validity of the findings, using everyday language, when appropriate
* applying skills in estimating and calculating, to solve and model everyday problems using thinking, written, and digital strategies
* interpreting information given in numerical form in diagrams, maps, graphs, and tables
* visualising, identifying, and sorting shapes and objects in the environment
* interpreting patterns and relationships when solving problems
* recognising spatial and geographical features and relationships
* recognising and incorporating statistical information that requires an understanding of the diverse ways in which data are gathered, recorded, and presented.

Information and Communication Technology Capability

Students develop their capability for information communication and technology by, for example:

* understanding how contemporary information and communication technologies affect communication
* critically analysing the limitations and impacts of current technologies
* considering the implications of potential technologies
* communicating and sharing ideas and information, to collaboratively construct knowledge and digital solutions
* defining and planning information searches of a range of primary and secondary sources when investigating the community activity/community application activity or undertaking tasks in the area or field of study
* developing an understanding of hardware and software components, and operations of appropriate systems, including their functions, processes, and devices related to the area or field of study
* applying information and communication technology knowledge and skills to a range of methods to collect and process data, and transmit and produce information
* learning to manage and manipulate electronic sources of data, databases, and software applications
* applying technologies to design and manage projects.

Critical and Creative Thinking

Students develop their capability for critical and creative thinking by, for example:

* thinking critically, logically, ethically, and reflectively
* learning and applying new knowledge and skills
* accessing, organising, using, and evaluating information
* posing questions and identifying and clarifying information and ideas
* developing knowledge and understanding of a range of research processes
* understanding the nature of innovation
* recognising how knowledge changes over time and is influenced by people
* exploring and experiencing creative processes and practices
* designing features that are fit for function (e.g. physical, virtual, or textual)
* investigating the place of creativity in learning, the workplace, and community life
* examining the nature of entrepreneurial enterprise
* reflecting on, adjusting, and explaining their thinking, and identifying the reasons for choices, strategies, and actions taken, applying time management strategies
* setting challenging and achievable goals
* considering different possibilities, considering alternatives, and solving problems
* generating new ideas in specific contexts, seeing existing situations in new ways
* sorting out conflicting claims and weighing evidence
* making plans and being strategic.

Personal and Social Capability

Students develop their personal and social capability by, for example:

* developing a sense of personal identity
* reviewing and planning personal goals
* developing an understanding of, and exercising, individual and shared obligations and rights
* participating actively and responsibly in learning, work, and community life
* establishing and managing relationships in personal and community life, work, and learning
* developing empathy for and understanding of others
* making responsible decisions based on evidence
* working effectively in teams and handling challenging situations constructively
* building links with others, locally, nationally, and/or globally.

Ethical Understanding

Students develop their capability for ethical understanding by, for example:

* identifying and discussing ethical concepts and issues
* considering ethical and safe research processes, including respecting the rights and work of others, acknowledging sources, and observing protocols when approaching people and organisations
* appreciating the ethical and legal dimensions of research and information
* reflecting on personal ethics and honesty in experience and decision-making
* exploring ideas, rights, obligations, and ethical principles
* considering workplace safety principles, practices, and procedures
* developing ethical sustainable practices in the workplace and the community
* inquiring into ethical issues, selecting and justifying an ethical position, and understanding the experiences, motivations, and viewpoints of others
* debating ethical dilemmas and applying ethical principles in a range of situations
* taking responsibility to protect, maintain, and improve quality of life and environment for all members of society.

Intercultural Understanding

Students develop their capability for intercultural understanding by, for example:

* identifying, observing, analysing, and describing characteristics of their own cultural identities and those of others (e.g. group memberships, traditions, values, religious beliefs, and ways of thinking)
* recognising that culture is dynamic and complex and that there is variability within all cultural, linguistic, and religious groups
* learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others, and cultivate mutual respect
* developing skills to relate to and move between cultures
* acknowledging the social, cultural, linguistic, and religious diversity of a nation, including those of Aboriginal and Torres Strait Islander societies in Australia
* recognising the challenges of living in a culturally diverse society and of negotiating, interpreting, and mediating difference
* recognising, acknowledging, appreciating, and valuing the contribution of diverse cultural groups within a community
* learning to value and view critically their own cultural perspectives and practices and those of others
* communicating with others to analyse intercultural experiences critically.

**Student Worksheet**

Record how the capabilities relate to your chosen community activity

|  |
| --- |
| **Literacy** |
| **Numeracy** |
| **Information and communication technology capability** |
| **Critical and creative thinking** |
| **Personal and social capability** |
| **Ethical understanding** |
| **Intercultural understanding** |

**Community contacts**

What people and places could you access in the community for feedback and advice?

**Name:**

**Role:**

**Contact details:**

**Contact made: Y/N**

**If no, when do you plan to contact them?**

**Name:**

**Role:**

**Contact details:**

**Contact made: Y/N**

**If no, when do you plan to contact them?**

**Name:**

**Role:**

**Contact details:**

**Contact made: Y/N**

**If no, when do you plan to contact them?**

**Community Presentation**

What is the *purpose*of your presentation?

Overview of the activity Teach a skill Educate/Inform Other

What *form*will your presentation take?

Written Oral Visual Digital

Who will be your *audience*?

Class members/Peers Community members Staff Others

**Feedback**

How will you obtain feedback from:

1. your community contact
2. the audience of your presentation?

**KEEPING EVIDENCE**

**OF YOUR ACTIVITIES AND LEARNING**

You will need to keep evidence of **ALL** activities and learning throughout your community activity. You can keep this evidence in various ways.

**Calendar** **of Events**  **contact lists** *sketches*

**copies of entry tickets** emails letters

feedback receipts **thoughts on feedback** annotated newspaper articles to do lists samples **excel documents**

***timetables***  notices *transcripts*

*recorded interview* **annotated pamphlets written reports**

photographs mud maps pictures plans reflective comments brainstorming ***telephone*** scripts **interview questions** drafts DVDs survey results

PowerPoint ***Palm cards***

*(Add your own examples from other folios you have examined or from class discussions)*

**Remember – include all evidence of your learning!**

**KEEPING EVIDENCE – PLAN**

Consider how you will provide evidence of your learning and record your ideas below.

|  |  |
| --- | --- |
| **Activities** | **What my evidence will look like** |
| **Contract Development** | * **contract development activities** |
| **Preparation Tasks** |  |
| **Community Activity** |  |
| **Community Presentation** |  |
| **Feedback** |  |
| **Ongoing Reflection**  (Knowledge and skill development & Capabilities) |  |
| **Final Reflection** |  |