# Desirable features

## High-quality performance is evidenced by:

- a well-considered plan that is collaborative, innovative, practicable, feasible, and reflective of genuine community concerns.
- flexibility in planning that indicates thoughtful responses to rising concerns and serious reflection on ongoing evaluations.
- serious, sensitive and tenacious involvement with a community plan.

## Acceptable performance (successful task completion) is evidenced by:

- feedback from the community, where there was student involvement, that a plan had been undertaken in good faith.
- an evaluation of the plan that is indicative of some student learnings having occurred.

YEARS 7–9

TASK #2

# Improving Wellbeing in the Community

## New Basics referents

**Life pathways and social futures**

- Collaborating with peers and others
- Developing initiative and enterprise

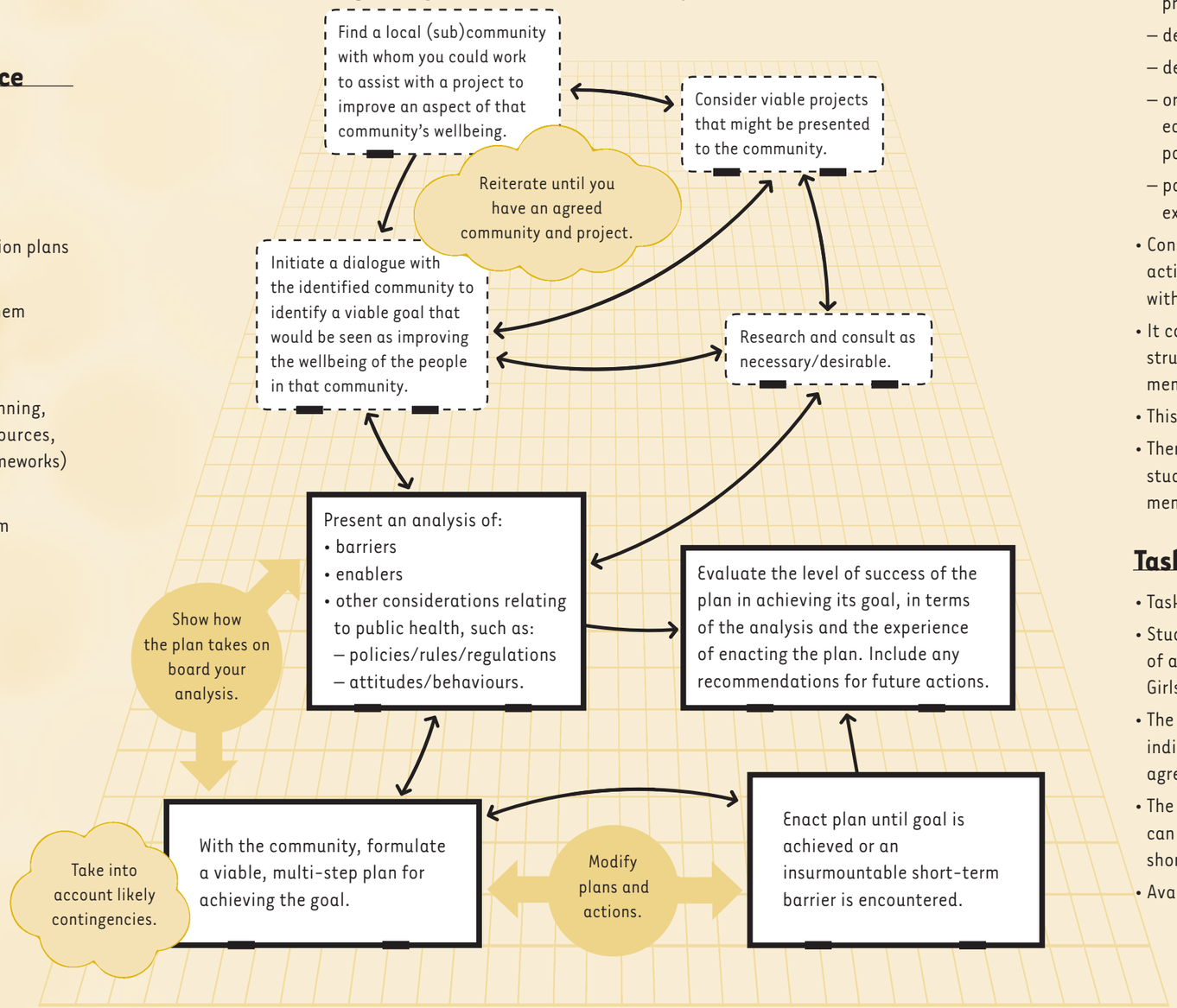
**Active citizenship**

- Interacting within local ... communities

## Targeted repertoires of practice

- Dealing with interdependency
- Developing action plans
- Evaluating and problem solving
- Extrapolating
- Implementing and carrying through on action plans
- Liaising with stakeholders
- Making recommendations and justifying them
- Monitoring and suggesting modifications
- Negotiating roles and responsibilities
- Project management (e.g. analysing, planning, consulting, utilising human and other resources, working within government policies and frameworks)
- Testing strategies
- Understanding the real meaning of altruism

**Students will develop a plan to work with a local community (that can be internal to the school) to develop a plan for improving an aspect of the wellbeing of this community and then enact the plan, modifying as necessary. They will evaluate the level of success they experience in enacting their plan and, where necessary, recommend future action.**

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## Ideas, hints and comments

- The chosen aspects of wellbeing should be non-trivial and could possibly include:
  - organising and encouraging participation in screening, immunisation or some other health program
  - developing a recreational facility
  - developing a community service
  - organising and encouraging participation in educational courses (e.g. first aid, enrichment, parenting, injury prevention)
  - participating in activities that break down existing social barriers.
- Consider analysing case histories of community action plans and why they did or did not meet with success.
- It could be helpful to devise an organisational structure in which the group and the community members present ideas and make decisions.
- This task might be thought of as longitudinal.
- There might be value in seeking feedback about student performance from the community members involved.

## Task parameters

- Task intensity: high
- Students work in school groups or as a member of an established community group, e.g. Scouts, Girls' Brigade.
- The group is to diarise the contribution of each individual. Individuals are to sign off on the agreement.
- The agreed plan must be carried through until it can be demonstrated that there are insurmountable short-term barriers.
- Available grades: 3