Criteria for the
Darling Range Learning Community

Citizenship Award Project
Year 6 2019

Participation, Leadership and Excellence

"Citizenship is the chance to make a
difference to the place where you belong"
Charles Handy

What is the Darling Range Learning Community Citizenship Award?

The Citizenship Award is a process that gives Year 6 students from the Darling Range Learning Community the opportunity to demonstrate high levels of citizenship across one of three contexts: *self & family*, *school* or the *community*. When you have decided on the **one** area you would like create effective change in, you will then proceed to undertake a small project to help you improve upon your own citizenship. Once the process is complete, you will have contributed to making a valuable difference within your community and join hundreds of former students who have also participated in this prestigious award.

What is good citizenship?

A citizen is an active member of social, political and community groups. In each group, a citizen has certain rights (such as the right to vote) and responsibilities (such as the responsibility of obeying the law). Good citizens are active participants in their groups and ensure their responsibilities are fulfilled. In Australia, a good citizen is someone who upholds Australian values while participating in community activities. Some Australian values include **respect for others, equality of opportunity, peacefulness, freedom of the individual, fair play, mutual respect, tolerance and compassion for those in need.** In the Darling Range Learning Community, a student who is a good citizen **works to the best of their ability**, has **respect for other people and for property**, and is **caring and compassionate to their fellow students**.

What am I expected to do for the award?

To participate, you need to complete the following steps:
1. Reflect upon how you could improve as a citizen by creating effective change in one of the following areas: self/family, school or community, then complete the 'Citizenship Goals for 2019' worksheet. Submit this worksheet to your teacher by the end of Term 1. **This must also be included in your completed project.**
2. Plan and participate in an activity to improve your chosen area. Collect evidence throughout this process to include in your project.
3. Complete the 'My Citizenship Project for 2019' worksheet outling the Situation/Action/Outcome for your project or provide your own documentation.
4. Give a 2 minute oral presentation of your project, supported by your artefact (poster, display, portfolio, powerpoint presentation, other digital or hardcopy presentation of your choice).
5. Present your completed project, in chosen mode to your teacher, class or school by the end of Term 3

The top three students are selected by each school. These students demonstrate outstanding evidence of citizenship and improvement in the context of home, school or community, as shown in their project and will be invited by their schools to:
6. Participate in an interview with leaders of the local community where you will again orally present your completed project.

What will I need to include in my final project?

Regardless of how you choose to present your project, you will need to include the following information:
- Some information about yourself and how you strive to be a good citizen
- A copy of your 'Citizenship Goals for 2019' worksheet
- An accompanying document outlining the Situation/Action/Outcome of your chosen area of change. You may use the 'My Citizenship Project for 2019' worksheet.
- Evidence to demonstrate your participation in a cause. Evidence can include photos, a letter or certificate of recognition or participation etc.

How Will I Be Recognised When I Complete the Project?

All DRLC students who successfully complete a Citizenship Award Project will be recognised at their own school either at an assembly, open night or in class during Term 4. Participation certificates will be presented by the Darling Range Learning Community Network Coordinator.

The top three students from each school will be awarded a Darling Range Learning Community Medal of Distinction in either bronze, silver or gold.

The top three students from across the Darling Range Learning Community will be awarded a prize for their outstanding work in the local community.

All 18 finalists (3 from each school) will have their work displayed for parents, students and community members to view prior to the commencement of the Presentation Ceremony.

How long do I have to complete the Citizenship Award?

Suggested Timeline;

Action	Timeline
Complete your 'Citizenship Goals for 2019' worksheet	**Term 1 2019**
Design and begin your Citizenship Project clearly demonstrating Situation/Action/Outcome	**Term 2 2019**
Complete your Citizenship Project using a mode that you feel best promotes your work	**Term 3 2019**
Present a 2 minute oral description of project to an audience chosen by school (parents, class, whole school) accompanied by 'artefact' (poster, powerpoint, portfolio etc) **Submit project to teacher**	**End of Term 3 2019**
Participate in the Interview Panel if asked	**Term 4 2019**
Attend the Presentation Ceremony	**Term 4 2019**

How will you document and record your progress?
Students are able to choose the mode of presentation that best suits them for this project. Sample ideas of 'artefeacts' include:

- Keeping a learning journal
- Creating a blog/website
- Producing a video diary or powerpoint presentation
- Making a poster, portfolio or scrapbook with photos
- Creating a diorama or display

Examples of projects in the contexts of self/family, school or community

Self/family	School	Community
➤ Create a chore roster for the family and manage it ➤ Plant a vegetable garden and maintain it ➤ Develop a talent such as dancing, playing an instrument, magic tricks etc then perform to your family ➤ Set a goal to improve in an area of school and work consistently on it ➤ Help a younger sibling with homework ➤ Create a healthy living routine and commit to it ➤ Look after a family pet ➤ Improve the recycling system at home ➤ Create a family or personal budget	➤ Organise games once a week during lunch or recess for other students to join in ➤ Introduce a buddy bench in the playground ➤ Fundraise for needed resources such as sports equipment, books in the library etc. ➤ Read to or listen to the kindergarten or pre-primary students read before school ➤ Improve the recycling system at school ➤ Create a school vegetable garden ➤ Work with the P&C on a current project ➤ Set up a school club such as chess club ➤ Organise a school/class talent show ➤ Clean up the school ➤ Plant trees in an appropriate area ➤ Paint a school mural	➤ Hold a clothes drive and donate the clothes to the homeless ➤ Make blankets for the homeless ➤ Hold a food drive and donate the food to the less fortunate ➤ Clean up a local park ➤ Volunteer at an animal shelter ➤ Collect used books that are in good condition and donate them to the less fortunate ➤ Make toiletries bags for people living in shelters ➤ Visit the elderly in a home and perform or chat with them ➤ Work with a local charity on a current project ➤ Babysit regularly for close family and friends ➤ Help a neighbour with chores

Choose a project from one of the above contexts or think of your own project. Make sure the goal(s) you set and the actions you take are realistic, sequencial, manageable and measurable.

Citizenship Goals for 2019

1. Identify an area (self/family, school or community) you would like to create effective change in and state what your intended goal/purpose is.

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2. Identify two or three steps that will assist you in putting your goal(s) into action.

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3. Identify people or groups who can assist you in accomplishing your goal(s).

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4. Choose a mode of how you are going to present your project and explain why it is appropriate.

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5. State the intended outcomes of your project (what do you hope to achieve?).

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Refer to the ISMART Checklist to assist you with your goal(s)

My Citizenship Project for 2019

Describe the **situation** that was in need of change and what your project has achieved.
Include your main goal in the description.

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List some **actions** taken that ensured your goal(s) was successful.

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Action One: _____

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Action Two: _____

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Action Three: _____

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Explain the **outcome** of your project and the benefits to *self/family*, *school* or *community*.

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*you may need to add another sheet to explain your outcome and the benefits

ISMART checklist:

☐	I am **I**nspired by my citizenship project
☐	The goal(s) I have outlined are clear and **S**pecific
☐	I will know when I have achieved my goal (I will get some **M**easurable results)
☐	My goal is realistic and **A**chievable and I can complete my project before it is due
☐	My project is **R**elated to the context (self/family, school, community) that I have chosen to improve
☐	I will be able to complete my project in the **T**ime required (by the due date)

Student Name: _____   Date: _____

Teacher or Co-ordinator Signature: _____   Date: _____

GOAL SHEET

8-10 marks	*4-7 marks*	*1-3 marks*
➤ Intended goal(s) is clearly stated, realistic and measurable ➤ All sections are completed and relevant ➤ Work is neatly hand written or typed in an appropriate font style and size ➤ Full sentences are used ➤ Spelling and grammar are correct ➤ Goal sheet is aligned with ISMART checklist	➤ Intended goal(s) is stated and measurable ➤ All sections are completed and mostly relevant ➤ Hand written work is legible or font size and style is acceptable ➤ Full sentences are mostly used ➤ Spelling and grammar are mostly correct ➤ Some evidence of use of ISMART checklist	➤ Intended goal(s) is unclear and challanging to measure ➤ Work is difficult to read ➤ Not all sections are completed or relevant ➤ Dot points are used ➤ Many misspelt words and poor grammatical content ➤ Minimal evidence of use of ISMART checklist

SITUATION/ACTION/OUTCOME DOCUMENT

5 marks	*3-4 marks*	*1-2 marks*
➤ Situation and goal(s) is clearly stated ➤ Actions follow an orderly sequence and are relevant ➤ The outcome is clearly explained and benefits are evident ➤ Work is neatly hand written or typed in an appropriate font style and size ➤ Spelling and grammar are correct	➤ Situation and goal(s) is stated ➤ Actions are mostly sequential and relevant ➤ The outcome is explained with benefits stated ➤ Hand written work is legible or font size and style is acceptable ➤ Spelling and grammar are mostly correct	➤ Situation and goal(s) is vague ➤ Actions are not sequential or relevant ➤ The outcome and benefits are not clearly stated or explained ➤ Many misspelt words and poor grammatical content ➤ Work is difficult to read

CONTENT OF PROJECT (powerpoint, poster, portfolio, display etc)

15-20 marks	*7-14 marks*	*1-6 marks*
➤ All components of project are included and completed to a high standard (information about self, Goal Sheet, Situation/Action/Outcome Document, evidence of participation) ➤ Project is well planned and actioned; student follows through with plans in a logical sequence to achieve an outcome ➤ Project aligns with goal(s) and context she or he is hoping to create effective change in ➤ Project is thoughtful, unique, creative and realistic ➤ Project created effective change and benefits are clearly stated and visible ➤ Mode of presentation used or aretefact exemplifies chosen project ➤ Evidence (photos, letter of participation, certificate etc) provided clearly supports project and is relevant	➤ All components of project are included and completed to a satifactory standard (information about self, Goal Sheet, Situation/Action/Outcome Document, evidence of participation) ➤ Project is planned and actioned; students follow a sequence of actions to achieve an outcome ➤ Project is related to the goal(s) and context he or she is hoping to create effective change in ➤ Project is thoughtful, creative and realistic ➤ Project created change and benefits are stated and/or visible ➤ Mode of presentation used or aretact is appropriate for chosen project ➤ Evidence (photos, letter of participation, certificate etc) provided links to project	➤ Not all components of project are included and completed to a satifactory standard (information about self, Goal Sheet, Situation/Action/Outcome Document, evidence of participation) ➤ Project is planned and partially actioned; students do not follow a logical sequence to achieve an outcome ➤ Project is thoughtful but may not be related to goal(s) and/or context she or he is hoping to create effective change in ➤ Project had minimal impact with little evidence of benefits ➤ Mode of presentation used or artefact does not exemplify chosen project ➤ Little evidence (photos, letter of participation, certificate etc) is provided or is not relevant

ORAL PRESENTATION

8-10 marks	4-7 marks	1-3 marks
➢ Speech is clear, expressive and fluent ➢ Voice is at an appropriate volume and well projected ➢ Eye contact and good posture is evident ➢ Oral presentation clearly explains the overall process and links to project	➢ Speech is clear and there is some expression used ➢ Voice is audiable ➢ Some eye contact used ➢ Oral presentation is linked to project	➢ Speech is stilted ➢ Voice is unclear ➢ Minimal eye contact used ➢ Oral Presentation is loosely linked to project

PRESENTATION (overall)

5 marks	3-4 marks	1-2 marks
➢ Project is exceptionally attractive in terms of layout, design and neatness ➢ Attention to detail is obvious ➢ Spelling and grammar are correct	➢ Project is acceptably attractive in terms of layout, design and neatness ➢ Some attention to detail is obvious ➢ Spelling and grammar are mostly correct	➢ Project is messy, hard to read and poorly designed ➢ Little to no attention to detail ➢ Many misspelt words and poor grammatical content

Sections	Total Marks
Goal Sheet	/10
Situation/Action/Outcome Document	/5
Project	/20
Oral Presentation	/10
Presentation (overall)	/5
TOTAL SCORE	/50

Comments

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