



**VCAL**

**TRIVIA NIGHT**

INTERMEDIATE

**PROJECT LOG BOOK**

Student Name: \_\_\_\_\_

## **VCAL ASSESSMENT TASK**

**School:** Western Port S.C

**Overview of task:** Trivia Night to raise profile and funds for VCAL program

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### **Description of Task:**

To organise a Trivia Night ran at the College to raise the profile of the VCAL program. The night will also raise money for projects/camps/uniforms for the class.

Students are to organise the facilities, hosts, guest lists/tables, refreshments, questions, games and prizes. They are also to collect tickets, advertise the night and liaised with Principal class and Leading Teachers for permission to use facilities, advertising space in newsletters and use of the auditorium etc.

### **What worked well?**

**If you repeated this activity/task would you do anything differently? Could the activity be an integrated activity?**

## **TRIVIA NIGHT PROJECT**

While you will be working as a team to complete your project, you must have your own responsibilities that you individually organise and manage.

**GROUP MEMBERS:** \_\_\_\_\_

**RESPONSIBILITIES OF THIS GROUP:**

1.

2.

3.

4.

5.

**MY RESPONSIBILITIES FOR THIS PROJECT:**

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**AIM(S) OF THIS GROUP:**



# TASK OUTLINE

**To successfully complete this assignment you will need to do the following:**

## **Part 1**

Spend time planning your parts of the project with your team members (documentation of this planning is to be done in this book). Ensure that you read the outcomes to ensure you adequately cover each.

## **Part 2**

Keep a journal of the tasks you have done and how you have participated as a group / individual.

## **Part 3**

Compile evidence (e.g. photos, newsletter, video, letters etc) to demonstrate that you have met each outcome. This should be kept in THE 'Evidence' section of your folder as your 'portfolio of evidence'. Use the checklist in this book to help you.

## **Part 4**

Self, project and peer evaluation is required to indicate what you have learnt and how well you have researched, communicated and participated as a team member.

## **Part 5**

Class presentation – your team will orally present an overview of your part of the project to the class. You will need to ensure you aim your presentation at your audience (class) and make use of technology (e.g Power Point, Photo Story, Video, audio recordings, podcasts, etc)

## **Part 6**

Self Assessment Guide – you need to make a note of what activities / things you did to complete the criteria. Document this under the column 'portfolio of evidence'. If you have collected pictures, video, letters etc as 'proof', write it in this area and add it to your 'portfolio of evidence' which should be in your Literacy/PDS Folder

# PERSONAL GOAL ACTION PLAN

Ensure you discuss, evaluate and decide on your goal and objectives as a team

## GOAL 1

Identify a goal that you hope to achieve by the end of the project.	How you will achieve this goal	How you will evaluate this goal

## GOAL 2

Identify a goal that you hope to achieve by the end of the project.	How you will achieve this goal	How you will evaluate this goal

## GOAL 3

Identify a goal that you hope to achieve by the end of the project.	How you will achieve this goal	How you will evaluate this goal

# OVERVIEW OF TRIVIA NIGHT OUTCOMES

<b>PDS OUTCOMES</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>
Trivia Night	✓				✓
<b>LITERACY OUTCOMES</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>
Trivia Night	✓				
<b>ORACY OUTCOMES</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>
Trivia Night		✓	✓		

## **PDS – OUTCOME 1** *Plan and organise a complex activity*

<b>1.1</b>	<b>1.2</b>	<b>1.3</b>	<b>1.4</b>
Plan, organise and carry out a project or activity involving a number of steps and processes and three or more people.	Identify and use support systems related to an activity or project goal.	Identify values that influence individual behaviour and motivation in group situations.	Carry out the activity or project to completion.

## **PDS - OUTCOME 5** *Utilise interpersonal skills to communicate ideas and information.*

<b>5.1</b>	<b>5.2</b>	<b>5.3</b>	<b>5.4</b>	<b>5.5</b>
Apply communication skills in a range of social contexts.	Use interpersonal communication skills to resolve a conflict.	Identify causes of communication breakdowns.	Participate in a public debate that requires expression of an opinion to others.	Apply active listening skills to facilitate understanding.

## **LITERACY OUTCOME 1** *Writing for self expression*

<b>1.1</b>	<b>1.2</b>	<b>1.3</b>	<b>1.4</b>	<b>1.5</b>
Use the processes of planning, drafting and editing to produce written texts.	Use language and tone appropriate to text purpose and audience.	Sequence and structure information, ideas and events to suit purpose.	Link several pieces of information within a text rather than treating them as separate units.	Spell, punctuate and use grammar with reasonable accuracy.

## **ORACY OUTCOME 2** *Oracy for Knowledge*

<b>2.1</b>	<b>2.2</b>	<b>2.3</b>	<b>2.4</b>
Give an oral presentation answering questions if appropriate.	Identify key points and supporting information in an informative talk.	Comment on the content and effectiveness of an informative talk.	Make systematic notes from a spoken text in a chosen field of knowledge.

## **ORACY OUTCOME 3** *Oracy for Practical Purposes*

<b>3.1</b>	<b>3.2</b>	<b>3.3</b>
Give instructions in several steps.	Identify the key points in an oral text that offer support, advice or service.	Comment on the content and effectiveness of oral instructions and transactions.

# EVIDENCE CHECKLIST

## Instructions

1. **Sign** next to any of the evidence details once you have used them to complete your project. Add anything else that you think is evidence.
2. Insert the date that you collected this evidence. Eg. If you wrote a letter to the principal, insert the date you did this. If you took photos, you will include the date when the photos were taken. Include more than one date if a piece of evidence was used on more than one occasion.
3. Keep pieces of evidence in clear slips in the 'Evidence' section of your folder

No.	Details – circle/ highlight the information you have from this list	Your Signature	Date Completed
1	Research on trivia nights		
2	Personal development log book		
3	Mind Map / action plan / strategies to meet objectives		
4	Written evidence of planning or action taken to complete tasks e.g. newsletter item, letter		
5	Visual evidence of project eg photos, video, power point etc		
6	Written acknowledgement of activity eg letter from principal, local business owners		
7	Presentation of project to class		
8	Self, peer and teacher assessment		
9			
10			
11			
12			
13			
14			
15			
16			



## TEAM MEETINGS

Team Meeting 1

Date: \_\_\_\_\_

Why have we met? \_\_\_\_\_

What tasks will each member do to complete this project this week?

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Notes: (phone calls, decision made, contacts, information you need to know – research)

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What did we achieve during this meeting?

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Did we experience any problems? If no, explain why not? If yes, how did we resolve them?

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Did we complete set tasks/goals in the given time? YES / NO

Tasks that we need to work on next time we meet

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Our next meeting will be \_\_\_\_\_

STUDENT SELF EVALUATION`

## TEAM MEETINGS

Team Meeting 1

Date: \_\_\_\_\_

Why have we met? \_\_\_\_\_

What tasks will each member do to complete this project this week?

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Notes: (phone calls, decision made, contacts, information you need to know – research)

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What did we achieve during this meeting?

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Did we experience any problems? If no, explain why not? If yes, how did we resolve them?

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Did we complete set tasks/goals in the given time? YES / NO

Tasks that we need to work on next time we meet

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Our next meeting will be \_\_\_\_\_

STUDENT SELF EVALUATION`

## TEAM MEETINGS

Team Meeting 2

Date: \_\_\_\_\_

Why have we met? \_\_\_\_\_

What tasks will each member do to complete this project this week?

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Notes: (phone calls, decision made, contacts, information you need to know – research)

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What did we achieve during this meeting?

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Did we experience any problems? If no, explain why not? If yes, how did we resolve them?

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Did we complete set tasks/goals in the given time? YES / NO

Tasks that we need to work on next time we meet

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Our next meeting will be \_\_\_\_\_

STUDENT SELF EVALUATION`

## TEAM MEETINGS

Team Meeting 3

Date: \_\_\_\_\_

Why have we met? \_\_\_\_\_

What tasks will each member do to complete this project this week?

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Notes: (phone calls, decision made, contacts, information you need to know – research)

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What did we achieve during this meeting?

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Did we experience any problems? If no, explain why not? If yes, how did we resolve them?

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Did we complete set tasks/goals in the given time? YES / NO

Tasks that we need to work on next time we meet

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Our next meeting will be \_\_\_\_\_

STUDENT SELF EVALUATION`

## TEAM MEETINGS

Team Meeting 4

Date: \_\_\_\_\_

Why have we met? \_\_\_\_\_

What tasks will each member do to complete this project this week?

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Notes: (phone calls, decision made, contacts, information you need to know – research)

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What did we achieve during this meeting?

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Did we experience any problems? If no, explain why not? If yes, how did we resolve them?

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Did we complete set tasks/goals in the given time? YES / NO

Tasks that we need to work on next time we meet

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Our next meeting will be \_\_\_\_\_

# COMMUNICATION LOG

In order to avoid any misunderstandings it is important to keep records of communications with people. Communication can occur in meetings, telephone conversations, emails, letter or discussions about your project.

- Meetings are recorded in the form of Minutes. Minutes of meetings are a formal record of discussions, outcomes, responsibilities and deadlines.
- You should keep copies of all emails and letters you send and ones you receive
- Discussions and telephone conversations should be recorded in a Communication Log so that you have a record.

## **Avoid Misunderstandings**

Communication Logs help to avoid any misunderstandings or responses like “I don’t remember saying that”. It also enables you to keep people accountable. If you’ve kept a record, then you can remind people of the date, discussion and outcome of the conversation.

## **What to record:**

1. The date of the conversation
2. Person’s name
3. Whether it was a telephone conversation (T) or a personal discussion (D) and the details of the topic of conversation
4. Any agreed outcome or course of action as a result of the conversation

## COMMUNICATION LOG

Date	Contact	Description	Outcome
Eg 14.02.11	Principal	To seek permission to use the Art Centre for our trivia night	

# EVIDENCE CHECKLIST

## Learning Outcomes

**Purpose** -The purpose of this unit is to focus on the development and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

## Focus –

- Subject specific knowledge applicable to a relevant personal, social, educational, community goal.
- Skills applicable to a relevant personal, social, educational, community goal.
- Organisational skills
- Leadership skills
- Decision making skills for a group or team
- Team work and Conflict resolution skills

## YOUR TASK

During term 1, in small groups, you will develop and organise a component of a complex activity project (Trivia Night). Your project will involve the wider school community as its participants.

To begin you must investigate how Trivia nights work, what is involved, and then what parts of the night your team would like to commit to.

Plans are to be presented orally to the class on \_\_\_\_\_.

The next page is left blank for you to use as you investigate trivia nights

**The box below is for you to write your groups preferences for the complex activity *after* you have investigates and discusses with the class.**

### PREFERENCES

1.

2.

3.

4.



## **INITIAL RESEARCH QUESTION FOR TRIVIA NIGHT**

1. What is a trivia night?
2. How do Trivia Nights work?
3. How do we make money through the Trivia Night?
4. What things will we need to run a successful trivia night?
5. What will we have to organise?