



Keys Please

Overview of the unit

In this unit students organise a *Keys Please Information Session* for a Year 10 class at their school or another secondary school, or for a group of local secondary schools. *Keys Please* offers information and practical ideas for Year 10 students on how to use the learning to drive period, get 120 hours of practice and become safe drivers. The free information session is run by a VicRoads presenter in schools during the day. The session takes 70 minutes and there are plenty of opportunities to ask questions.

This Unit is designed to facilitate and support schools/VCAL providers and their students to organise and run a *Keys Please* session. The Learning Activities include guidelines and tasks related to planning the session, organising it, running the event and then debriefing about the *Keys Please* session and the tasks and activities undertaken in order to run it.

Purpose

Road safety:

Keys Please shows participants how to get maximum benefit from the learner period and become a responsible and safe driver. Although *Keys Please* sessions are held during the day, parents and carers are still welcome to attend. As some supervising drivers won't be able to attend a session, it is recommended that they view the online resource **Lessons from the Road** for tips and videos from parents who've been there. Please visit the VicRoads website to view **Lessons from the Road**.

VCAL:

The purpose of this *Keys Please* activity is to focus on the development of organisational and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in planning and running an event. The focus of the activity is to:

- improve subject specific knowledge about how to get maximum benefit from the learner period
- learn skills applicable to planning, organising and running an educational and community focused goal related to learner drivers
- develop an understanding of social issues and civic responsibility
- develop problem-solving skills
- learn skills of planning, organising and working in teams
- develop self management skills
- develop leadership skills
- develop interpersonal communication skills
- develop teamwork skills.

Teacher information

Key features of *Keys Please*

Keys Please is a free, 70 minute information session for learner drivers and their parents/carers. It shows how to get the maximum benefit from the learner phase and for learner drivers to become responsible and safe drivers.



The 70 minute session includes information and activities about:

- why young drivers are at risk and why driving experience is important
- the importance of learning to drive in stages – from simple tasks on quiet roads to more difficult drives in all sorts of road, weather and traffic conditions
- the importance of developing a positive partnership between learners and their parents, including tips for managing stress
- working with driving instructors
- risks for new drivers.

Students can book a *Keys Please Information Session* by telephoning VicRoads on 13 11 71, (Mon to Fr 8.30 am to 5 pm), and asking for the VicRoads Keys Please Coordinator in their region.

It is assumed that this unit would be undertaken in conjunction with other units related to road safety, for example *Road to freedom* and *Safety in numbers*.

Resource requirements

Unit material	Handout 1: Sample thank you letter Handout 2: Sample feedback questionnaire
Published material	The facilitator will bring the <i>Keys Please</i> materials
People	Facilitator
Places	Classroom or Hall (depending on numbers)
Facilities & equipment	Data projector and speakers (The VicRoads <i>Keys Please</i> facilitator will bring their own laptop and presentation). Separate table and chair for auditor (who may observe the session).

Alignment of the unit to VCAL

VCAL units

Personal Development Skills Unit 2

Reading and Writing

Oral Communication

VCAL level

Activities in this unit are predominately focused at **Foundation** and **Intermediate** levels. The major difference is that students working at Intermediate level should work more independently and show leadership skills in organising and undertaking the required tasks.



Learning outcomes

Activity	Units and learning outcomes
<p>1. Planning the session</p>	<p>Personal Development Skills Foundation Unit 2: Students who undertake all the activities in this unit are likely to cover the learning outcomes:</p> <ul style="list-style-type: none"> 2. Plan and organise a simple activity within a community 4. Communicate effectively to resolve problems related to a social issue or community activity 5. Demonstrate teamwork skills or work effectively as a group/team member <p>Personal Development Skills Intermediate Unit 2: Students who undertake all the activities in this unit are likely to cover the learning outcomes:</p> <ul style="list-style-type: none"> 2. Plan and organise a complex community project or activity 5. Actively contribute to group cohesion to manage a complex social issue or community activity <p>Oral Communication Skills Foundation:</p> <ul style="list-style-type: none"> 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic <p>Oral Communication Skills Intermediate:</p> <ul style="list-style-type: none"> 3. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems
<p>2. Organising the session</p>	<p>Personal Development Skills Foundation Unit 2: Students who undertake all the activities in this unit are likely to cover the learning outcomes:</p> <ul style="list-style-type: none"> 2. Plan and organise a simple activity within a community 4. Communicate effectively to resolve problems related to a social issue or community activity 5. Demonstrate teamwork skills or work effectively as a group/team member <p>Personal Development Skills Intermediate Unit 2: Students who undertake all the activities in this unit are likely to cover the learning outcomes:</p> <ul style="list-style-type: none"> 2. Plan and organise a complex community project or activity 5. Actively contribute to group cohesion to manage a complex social issue or community activity <p>Reading and Writing Skills Foundation:</p> <ul style="list-style-type: none"> 2. Writing for practical purposes: Write a short instructional or transactional text on a familiar subject <p>Oral Communication Skills Foundation:</p> <ul style="list-style-type: none"> 3. Oracy for practical purposes: Use and respond to spoken language in short transactions in familiar contexts (elements (a) and (b)) 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic



	<p>Oral Communication Skills Intermediate:</p> <p>3. Oracy for practical purposes: Use and respond to spoken language in instructions and transactions (element (a))</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems</p>
<p>3. The session</p>	<p>Personal Development Skills Foundation Unit 2: Students who undertake all the activities in this unit are likely to cover the learning outcomes:</p> <p>2. Plan and organise a simple activity within a community</p> <p>4. Communicate effectively to resolve problems related to a social issue or community activity</p> <p>5. Demonstrate teamwork skills or work effectively as a group/team member</p> <p>Personal Development Skills Intermediate Unit 2: Students who undertake all the activities in this unit are likely to cover the learning outcomes:</p> <p>2. Plan and organise a complex community project or activity</p> <p>5. Actively contribute to group cohesion to manage a complex social issue or community activity</p> <p>Oral Communication Skills Foundation:</p> <p>3. Oracy for practical purposes: Use and respond to spoken language in short transactions in familiar contexts (elements (a) and (b))</p> <p>Oral Communication Skills Intermediate:</p> <p>3. Oracy for practical purposes: Use and respond to spoken language in instructions and transactions (element (a))</p>
<p>4. After the session</p>	<p>Personal Development Skills Foundation Unit 2: Students who undertake all the activities in this unit are likely to cover the learning outcomes:</p> <p>2. Plan and organise a simple activity within a community</p> <p>4. Communicate effectively to resolve problems related to a social issue or community activity</p> <p>5. Demonstrate teamwork skills or work effectively as a group/team member</p> <p>Personal Development Skills Intermediate Unit 2: Students who undertake all the activities in this unit are likely to cover the learning outcomes:</p> <p>2. Plan and organise a complex community project or activity</p> <p>5. Actively contribute to group cohesion to manage a complex social issue or community activity</p> <p>Oral Communication Skills Foundation:</p> <p>3. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic</p> <p>Oral Communication Skills Intermediate:</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems</p>



	<p>Reading and Writing Skills Foundation: 3. Writing for knowledge: Write a short report or explanatory text on a familiar subject</p> <p>Reading and Writing Skills Intermediate: 3. Writing for knowledge: Write a report , explanatory or expository text</p>
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Please note: The activities **support** the learning outcomes listed but may not cover all the assessment criteria/elements. Please check the relevant Curriculum Planning Guide to ensure all assessment criteria/elements are covered. For assessment purposes, in the Personal Development Skills, Reading and Writing and Work Related Skills Units, all the elements of a learning outcome must be covered in the one assessment task. Where an activity doesn't cover all the elements, the activity can be used to build the student's portfolio of evidence.

Assessment

The activities in this unit have been designed as learning activities. However, documentation can be used to build a portfolio of evidence to be used for the assessment of relevant learning outcomes.

Evidence may include:

- teacher checklist and observation
- student documentation of planning and organising of the seminar
- the timeline
- materials produced as part of tasks undertaken
- advertising materials
- photos or video of the session
- final report.

Sample assessment record sheet

See next page.



Sample assessment record sheet: Foundation

Unit name: Keys Please

VCAL Level: Foundation

Student name:

Form/Group:

Unit Outline: *Keys Please* shows participants how to get maximum benefit from the learner period and become a responsible and safe driver. Although *Keys Please* sessions are held during the day, parents and carers are still welcome to attend. The purpose of this *Keys Please* VCAL unit is to focus on the development of organisational and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in planning and running an event. The focus of the activity is to:

- improve subject specific knowledge about how to get maximum benefit from the learner period
- learn skills applicable to planning, organising and running an educational and community focused goal related to learner drivers
- develop an understanding of social issues and civic responsibility
- develop problem-solving skills
- learn skills of planning, organising and working in teams
- develop self management skills
- develop leadership skills
- develop interpersonal communication skills.

Learning outcomes and performance:

Activity	Learning Outcomes	Performance	Evidence/comments
1. Planning the session	<p>Personal Development Skills Foundation Unit 2: Students who undertake all the activities in this unit are likely to cover the learning outcomes:</p> <p>2. Plan and organise a simple activity within a community</p> <p>4. Communicate effectively to resolve problems related to a social issue or community activity</p> <p>5. Demonstrate teamwork skills or work effectively as a group/team member</p>		



	<p>Oral Communication Skills Foundation:</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic</p>		
<p>2. Organising the session</p>	<p>Personal Development Skills Foundation Unit 2:</p> <p>Students who undertake all the activities in this unit are likely to cover the learning outcomes:</p> <p>2. Plan and organise a simple activity within a community</p> <p>4. Communicate effectively to resolve problems related to a social issue or community activity</p> <p>5. Demonstrate teamwork skills or work effectively as a group/team member</p> <p>Reading and Writing Skills Foundation:</p> <p>2. Writing for practical purposes: Write a short instructional or transactional text on a familiar subject</p> <p>Oral Communication Skills Foundation:</p> <p>3. Oracy for practical purposes: Use and respond to spoken language in short transactions in familiar contexts (elements (a) and (b))</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic</p>		
<p>3. The session</p>	<p>Personal Development Skills Foundation Unit 2:</p> <p>Students who undertake all the activities in this unit are likely to cover the learning outcomes:</p> <p>2. Plan and organise a simple activity within a community</p> <p>4. Communicate effectively to resolve problems related to a social issue or community activity</p> <p>5. Demonstrate teamwork skills or work effectively as a group/team member</p>		



	<p>Oral Communication Skills Foundation: 3. Oracy for practical purposes: Use and respond to spoken language in short transactions in familiar contexts (elements (a) and (b))</p>		
<p>4. After the session</p>	<p>Personal Development Skills Foundation Unit 2: Students who undertake all the activities in this unit are likely to cover the learning outcomes:</p> <p>2. Plan and organise a simple activity within a community</p> <p>4. Communicate effectively to resolve problems related to a social issue or community activity</p> <p>5. Demonstrate teamwork skills or work effectively as a group/team member</p> <p>Oral Communication Skills Foundation: 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic</p> <p>Reading and Writing Skills Foundation: 3. Writing for knowledge: Write a short report or explanatory text on a familiar subject</p>		

Unit performance codes: Y = Yet to do; NYC = Not yet completed; CS = Completed satisfactorily

Teacher's signature:

Date:

Evidence of successful completion of the unit could include:

- teacher checklist and observation
- student documentation of planning and organising of session
- the timeline
- materials produced as part of tasks undertaken
- advertising materials
- photos or video of the session
- final report.



Sample assessment record sheet: Intermediate

Unit name: **Keys Please**

VCAL Level: **Intermediate**

Student name:

Form/Group:

Unit Outline: *Keys Please* shows participants how to get maximum benefit from the learner period and become a responsible and safe driver. Although *Keys Please* sessions are held during the day, parents and carers are still welcome to attend. The purpose of this *Keys Please* VCAL unit is to focus on the development of organisational and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in planning and running an event. The focus of the activity is to:

- improve subject specific knowledge about how to get maximum benefit from the learner period
- improve subject specific knowledge applicable to getting your driver's licence
- learn skills applicable to planning, organising and running an educational and community focused goal related to learner drivers
- develop an understanding of social issues and civic responsibility
- develop problem-solving skills
- learn skills of planning, organising and working in teams
- develop self management skills
- develop leadership skills
- develop interpersonal communication skills.

Learning outcomes and performance:

Activity	Learning Outcomes	Performance	Evidence/comments
1. Planning the session	<p>Personal Development Skills Intermediate Unit 2: Students who undertake all the activities in this unit are likely to cover the learning outcomes:</p> <p>2. Plan and organise a complex community project or activity</p> <p>5. Actively contribute to group cohesion to manage a complex social issue or community activity</p>		



	<p>Oral Communication Skills Intermediate:</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems</p>		
<p>2. Organising the session</p>	<p>Personal Development Skills Intermediate Unit 2: Students who undertake all the activities in this unit are likely to cover the learning outcomes:</p> <p>2. Plan and organise a complex community project or activity</p> <p>5. Actively contribute to group cohesion to manage a complex social issue or community activity</p> <p>Oral Communication Skills Intermediate:</p> <p>3. Oracy for practical purposes: Use and respond to spoken language in instructions and transactions (element (a))</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems</p>		
<p>3. The session</p>	<p>Personal Development Skills Intermediate Unit 2: Students who undertake all the activities in this unit are likely to cover the learning outcomes:</p> <p>2. Plan and organise a complex community project or activity</p> <p>5. Actively contribute to group cohesion to manage a complex social issue or community activity</p> <p>Oral Communication Skills Intermediate:</p> <p>3. Oracy for practical purposes: Use and respond to spoken language in instructions and transactions (element (a))</p>		



<p>4. After the session</p>	<p>Personal Development Skills Intermediate Unit 2: Students who undertake all the activities in this unit are likely to cover the learning outcomes:</p> <p>2. Plan and organise a complex community project or activity</p> <p>5. Actively contribute to group cohesion to manage a complex social issue or community activity</p> <p>Oral Communication Skills Intermediate: 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems</p> <p>Reading and Writing Skills Intermediate: 3. Writing for knowledge: Write a report, explanatory or expository text</p>		
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Unit performance codes: Y = Yet to do; NYC = Not yet completed; CS = Completed satisfactorily

Teacher's signature:

Date:

Evidence of successful completion of the unit could include:

- teacher checklist and observation
- student documentation of planning and organising of seminar
- the timeline
- materials produced as part of tasks undertaken
- advertising materials
- photos or video of the seminar
- final report.



Activity 1: Planning the session

What to do

Planning a *Keys Please* session is likely to occur over a number of classes.

The initial session is likely to focus on:

- the purpose of a *Keys Please Information Session*
- who will be invited to attend the session
- how many are likely to attend the session
- where the session could be held
- possible dates and times for the session. Discussion of the benefits of different dates and times could be debated
- whether permission to run the session will be required, and, if so, who from.

Students also need to consider:

- the materials and equipment likely to be required
- if there are likely to be any legal or occupational health and safety issues that need to be taken into account
- how and where the session could be advertised
- how the session will be evaluated.

Once these items have been discussed and decisions made, a timeline will need to be drawn up which allocates tasks to individuals or groups of students. It is likely that students will work in small groups around tasks such as advertising, organising the venue and equipment, organising speakers. Tasks should be allocated on the basis of students' skills, abilities and interests.

Students could draw up a list of their skills and abilities, strengths and weaknesses and align these to the tasks to be undertaken.

A good way to start thinking about the timeline is to think about what needs to happen:

- leading up to the session
- on the day of the session
- at the session
- after the session.

The timeline will need on-going revision, particularly in the early stages as decisions about when and where the session will be held are made.

One student should take notes at each meeting, documenting decisions made and tasks to be undertaken. A different student could take notes at each meeting providing practice at note taking.

Student role and responsibilities in relation to the activities

Contribute to class discussions.

Contribute to the timeline and task allocation.

Identify tasks they will undertake.



Level of teacher support

Facilitate meetings leading to the development of the timeline and allocation of tasks.

Provide encouragement.

Provide advice on any relevant legal or occupational health and safety requirements.

Key questions

Why a Keys Please Information Session?

Who and why might people go to a *Keys Please* session?

Is timing crucial to an event? Why?

How does organisation of the event impact on how it is received?

How could the session be evaluated?

Who will do the jobs?

Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- teacher checklist
- notes from meetings
- the initial timeline and allocated tasks.

Students working at Intermediate level should work more independently and show leadership skills in class discussion, developing the timeline and in the allocation of tasks.



Activity 2: Organising the session

In this activity students carry out the tasks allocated in Activity 1.

What to do

The timeline may need revision when the date of the session is finalised. Another aspect that may influence the timeline is the availability of the facilitator.

Tasks are likely to revolve around:

- organising the session
- advertising the session.

Tasks involved in organising the seminar may include:

- seeking approval to run the session
- booking the venue/classroom
- liaising with the venue
- liaising with the school administration as required
- booking the facilitator
- organising the equipment
- organising catering (if appropriate)
- preparing a brief welcome and thank you speech
- deciding who will make the welcome and thank you speech and approaching them
- developing a feedback questionnaire to be given to participants (students and possibly parents) to ascertain their satisfaction with the session. (Handout 2 is a sample questionnaire. Students may like to use it as a model for the questionnaire they develop.)

Advertising tasks may include:

- working with personnel at the school/TAFE/centre responsible for the school/centre newsletter, website and/or radio broadcast
- preparing advertising material
- directly contacting Year 10 coordinator/s at local school(s) to ascertain their interest in a *Keys Please* Information Session.

One or more students should take notes at each meeting, documenting decisions made and the progress of tasks. If students are working in small groups, notes should be kept for each group.

A full meeting of all involved in organising the session should be held at regular intervals to ensure the flow of information between groups.

Student role and responsibilities in relation to the activities

Contribute to class discussions.

Undertake agreed tasks.

Seek assistance/support with the tasks as required.



Level of teacher support

Facilitate meetings to discuss the progress of tasks against the timeline and to modify the timeline based on finalisation of the date of the session, the venue to be used, etc.

Provide encouragement.

Remind students that commitments and timelines must be adhered to if the project is to succeed.

Provide advice to individual students or groups in relation to specific tasks when sought, for example, correct structure and format of a letter to the session facilitator, or to the school principal in relation to gaining permission to run the session and/or use the school's facilities.

Key questions

What are the consequences of having a session that is not well organised?

What are the consequences of some tasks not being completed on time?

Are some tasks more vital to the success of the session than others?

How can advertising effect the success of the session?

Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- teacher checklist
- notes from meetings
- the revised timeline
- materials produced as part of tasks undertaken
- advertising materials.

Students working at Intermediate level should work more independently and show leadership skills in organising and undertaking the required tasks.



Activity 3: The session

What to do

Tasks up to now will have been leading up to the big event. Tasks to be undertaken on the day of and at the session will have already been allocated and may include:

- setting up the venue
- managing catering
- welcoming participants and facilitator
- handing out and collecting a feedback questionnaire
- acting as the master of ceremony
- assisting the facilitator to set up
- ensuring the program runs on time
- thanking participants and the facilitator for attending
- cleaning up afterwards.

Student role and responsibilities in relation to the activities

Attend the session.

Undertake agreed tasks.

Level of teacher support

Attend session.

Act as a back up to students if problems arise. If problems arise the teacher should allow students to solve problems themselves and only assist in solving the problem if students seek teacher assistance or if occupational health and safety issues arise.

Key questions

What are the consequences of the session not running on time?

Why welcome participants and the facilitator?

Why thank participants and the facilitator for attending?

Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- teacher checklist
- photos or film of the session.

Students working at Intermediate level should work more independently and show leadership skills in running the session.



Activity 4: After the session

What to do

There are still a few tasks to complete after the session has been run. These include:

- writing a letter of thanks to the VicRoads Regional Keys Please Coordinator
- compiling and analysing the results of the feedback questionnaire
- debriefing and reflecting on the organisation of the session.

The debrief

Debrief with the students as soon as possible after it has been run – while it is fresh in their minds.

After the session, students should meet to consider how it went. The success of the session could be considered against:

- the purpose of a *Keys Please* session
- the reactions of those who attended
- the organisation of the session
- the running of the session – presentations, equipment, if it started and finished on time, refreshments, etc.

Students should also reflect on their organisation of the event and how they worked together, identifying effective processes used, any issues that arose, and how the issues were overcome or ways in which they could have been overcome. Students, as individuals, should also be asked to think about what they contributed to their group and the running of the session and how they could have better contributed to their group. You may like to ask students to list these things.

At this meeting, all students should take notes about the main points discussed and any recommendations they have for other students who might organise a *Keys Please Information Session* or other event in the future

Feedback questionnaire

Students need to compile the results of the completed questionnaires, analyse the results and present them in some way.

This part of the activity could be undertaken as a whole group exercise or by small groups. If it is undertaken as a whole group exercise, you will need to carefully facilitate it.

Thank you letter

Students should write a thank you letter to the VicRoads Regional Keys Please Coordinator. This could be undertaken by a small group or could be as a whole group exercise.

Handout 1 is a sample thank you letter which students could modify to suit their context and experience of the session. Results from the feedback questionnaire could also be used in the letter.

The final report

Students should write a short report summarising the feedback (from the questionnaires, the debrief and their own reflection), explaining how they contributed to the tasks. The report could be written by individual students or undertaken as a group activity. If it is written as a group activity it cannot be



used as an assessment task. The length and complexity of the report will decide if it is at Foundation or Intermediate level for Reading and Writing Learning outcome 3, Writing for Knowledge.

Student role and responsibilities in relation to the activities

Contribute to class discussions.

Note taking.

Report writing.

Level of teacher support

Facilitate the meeting, if appropriate, including asking leading questions.

Highlight main points to facilitate note taking.

Provide model for report.

Praise for job well done.

Key questions

What criteria were used to evaluate the success of the session?

What were the most successful aspects of the seminar for the participants?

What were the most successful aspects of the seminar for the organisers?

How does organisation effect the success of the session?

What are the consequences of jobs not being completed on time?

Extension activity

Students write instructions for others who may want to run a similar event. This should include a timeline, tasks to be undertaken, how to book a VicRoads *Keys Please* facilitator, advice about what to look for in a venue, equipment requirements, sample letters, sample advertising material and sample welcome and thank you speeches. This would cover Reading and Writing Learning outcome 2, Writing for Practical Purposes and could be written at the Intermediate or Senior levels.

Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- teacher checklist
- notes from meeting
- final report.

Students working at Intermediate level should show evidence of critical analysis in evaluating the session.



Handout 1: Sample thank you letter

School letterhead

Name of VicRoads Regional Keys Please coordinator
Address of the VicRoads regional office
Date

Dear,

Thank you for arranging for _____ (insert name of facilitator) to speak at the *Keys Please Information Session* on (insert date).

The feedback questionnaire showed that _____ (e.g. everyone learnt something new).

We really appreciated how the facilitator _____ (put in something the facilitator did well, e.g. was very approachable and it was easy to ask questions).

Could you please let the facilitator know that we all got a lot from the session.

Thank you again for arranging this *Keys Please Information Session* for the students at _____ (insert name of school).

Yours sincerely,

Name of the person signing the letter

On behalf of the students from _____ (name of school)



Handout 2: Sample feedback questionnaire

Keys Please Information Session

Thank you for attending the *Keys Please Information Session*. To help us evaluate the success of the session, please complete this survey and place it in the box by the door.



1. Are you a student? Are you a parent/carer?

2. How did you find out about the *Keys Please Information Session*?

3. What did you hope to gain from the session?

4. Did you learn anything new at the session?
Yes No

5. Did you think the session was well organised?
Yes No

6. Was the venue suitable for the session?
Yes No

7. Was the session interesting and informative?
Yes No

8. Would you recommend the session to other people?
Yes No

9. Do you have any other comments about the session?

Thank you for taking the time to complete the questionnaire.