

# Personal Development Foundation: Student Activities Portfolio

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## Personal Development Foundation: Activities Portfolio By Michael Carolan

**DELIVER Educational Consulting (978-1-925172-34-8)**

Available for VCAL and Applied Learning

- Literacy - Foundation (2018)
- Literacy - Intermediate 3ed (2017)
- Literacy - Senior (2017)
- Numeracy - Foundation (2018)
- Numeracy - Intermediate (2015)
- Numeracy - Senior (2107)
- Personal Development - Foundation (2018)
- Personal Development - Intermediate 3ed (2014)
- Personal Development - Senior 2ed (2016)
- Work Related Skills - Foundation (2014)
- Work Related Skills - Intermediate 3ed (2016)
- Work Related Skills - Senior 2ed (2014)

Available for Careers, Pathways and Work Education & VCAL

- Career Pathways 2ed (2016)
- Work Placement Journal (2015)
- Work Experience Journal (2014)
- Personal Development Planner - Introductory (2015)
- Personal Development Planner - Advanced (2015)

Available for industry-specific work education

- Retail Trade Industry - Foundation (2013)
- Retail Trade Industry - Intermediate (2013)
- Community Services - Foundation (2014)
- Retail Trade Industry - Intermediate (2014)

Also available for Industry & Enterprise

- I&E Unit 1: Workplace Participation 3rd ed (2015)
- I&E Unit 1: Workplace Participation - e-version (2015)
- I&E Units 1&2: Towards an Enterprising You 4ed (2015)
- I&E Units 3&4: Towards an Enterprising Australia 3ed (2012)

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Published January 2018 by DELIVER Educational Consulting, PO BOX 40, Moonee Vale, 3055, Victoria, Australia.

Contact: [www.deliverededucation.com.au](http://www.deliverededucation.com.au) michael@deliverededucation.com.au (03) 9939 1229

Carolan, Michael

Personal Development Foundation: Activities Portfolio (978-1-925172-34-8) for printed workbook only.

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## Attention: VCAL and Applied Learning, Careers, Pathways, and Work Education Co-ordinators and teachers.

**Full Sets of VCAL Foundation are now available!**

All new releases for 2018 now available, more details on the next page.

- ☐ Numeracy - Foundation
- ☐ PDS - Foundation
- ☐ Literacy - Foundation

Look for more information about these new resources and others online or through the emails.

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### Released in 2016

#### ⇒ Literacy - Senior

Featuring a carefully planned literacy (and oral communication) program designed to support and challenge students as they develop into young adults. For the first time for VCAL includes the option of a **master PDF e-version**.

#### ⇒ Literacy - Intermediate 3ed

Revised and refreshed and with more content, and also available as a **master PDF e-version**.

#### ⇒ Numeracy - Senior

Content geared towards situations facing Year 12 students, and with assessment tasks offering the choice to apply to personal and/or work-related situations. Also available **Numeracy - Intermediate** released in 2015.

### For WACE Career and Enterprise; and very useful for Workplace Learning programs:

The full suite of WACE Career and Enterprise Resources (each with choice of e-version master):

- ⇒ Career and Enterprise: Foundation 11
- ⇒ Career and Enterprise: Foundation 12
- ⇒ Career and Enterprise: CAE - General 11
- ⇒ Career and Enterprise: CAE - General 12/ATAR11
- ⇒ Career and Enterprise: ATAR 12

### Current resource list: 2018 (\* = new)

#### VCAL and Applied Learning (Master sets also available)

- ⇒ \*New for 2018 Literacy - Foundation Workbook/text & Activities Skills booklet !!!also available as e-version!!!
- ⇒ Literacy - Intermediate 3ed Workbook/text & Activities booklet (revised for 2016) !!!also available as e-version!!!
- ⇒ Literacy - Senior Workbook/text & Activities booklet (new 2016) !!!also available as e-version!!!
- ⇒ \*New for 2018 Numeracy - Foundation Workbook/text & Activities Skills booklet
- ⇒ Numeracy - Intermediate Workbook/text & Activities booklet
- ⇒ Numeracy - Senior Workbook/text & Activities booklet (new 2016)
- ⇒ \*New for 2018 Numeracy - Personal Development Workbook/text & Activities booklet
- ⇒ Personal Development - Intermediate 3ed Workbook/text & Activities booklet (new colour ed 2016)
- ⇒ Personal Development - Senior 2ed Workbook/text & Activities booklet (new colour ed 2016)
- ⇒ Work Related Skills - Foundation Workbook/text & Activities booklet
- ⇒ Work Related Skills - Intermediate 3ed Workbook/text & Activities booklet (new colour ed 2016)
- ⇒ Work Related Skills - Senior 2ed Workbook/text & Activities booklet

#### Industry and Enterprise

- > I&E Unit 1: Workplace Participation 3ed (& e-version)
- > I&E 1&2: Towards an Enterprising You 4ed
- > I&E 3&4: Towards an Enterprising Australia 3ed

#### Career pathways, work education and personal development (PDF e-versions also available)

##### \* Career Pathways 2ed

- > Work Experience Journal
- > Work Placement Journal
- > Personal Development Activity Planner: Introductory
- > Personal Development Project Planner: Advanced

#### Industry-specific resources (PDF e-versions also available)

- > Community Services Foundation
- > Community Services Intermediate
- > Retail Foundation
- > Retail Intermediate

#### WACE Career and Enterprise (PDF e-versions also available)

- > Career and Enterprise General 11
- > Career and Enterprise General 12/ATAR 11
- > Career and Enterprise ATAR 12
- > Career and Enterprise Foundation 12
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PO Box 40, Moonee Vale 3055 Ph & Fax (03) 9939 1229 ABN 80 922 381 610

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<b>Industry and Enterprise</b>	<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
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I&E Units 3 & 4: Towards an Enterprising Australia 3ed. 2012	_____ @ \$59.95	na	_____

<b>Industry-Specific Resources</b>	<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
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Community Services - Foundation 2015	_____ @ \$33	_____ @ \$165	_____
Community Services - Intermediate 2015	_____ @ \$33	_____ @ \$165	_____

<b>VCAL/ Applied Learning Resource Sets</b>	<b>Printed text/workbook</b>	<b>Printed activities book</b>	<b>CD Master text/workbook</b>	<b>CD Master activities book</b>	<b>Combined CD master sets</b>	<b>or license with master e version</b>
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1. List 10-12 words that you **would use** to describe your personality. Be prepared to discuss these.

1	I am...	2	3	4
5		6	7	8
9		10	11	12

PREVIEW  
SAMPLE  
ONLY:

2. List 10-12 words that you **would not use** to your describe your personality. Be prepared to discuss these.

1	I am not...	2	3	4
5		6	7	8
9		10	11	12

DO  
NOT  
COPY

## IN2 Self



Describe your favourites for each of the following categories. Add 5 more of your own. Be prepared to discuss these.

Category	My favourite is/because
e.g. food	Notburgers - I'm a vego and they are full of protein and yum!
1 person	<div>PREVIEW</div> <div>SAMPLE</div> <div>ONLY:</div> <div>DO</div> <div>NOT</div> <div>COPY</div>
2 pet animal	
3 wild animal	
4 hobby	
5 meal	
6 junk food	
7 drink	
8 TV show/series	
9 motor vehicle	
10 clothing brand	
11 tech device	
12 movie	
13 song	
14 website	
15 time of day	
16	
17	
18	
19	
20	



Give examples related to you that complete these phrases. Do the same for other people who might also suit these phrases.

Example	Description for me...	Description for others...
The type of person I am is:	PREVIEW SAMPLE ONLY:	
You can rely on me to:		
I can help you with:		
I'm likely to remember:		
I'm likely to forget:		
One thing I'm generous with is:	DO NOT COPY	
At a party I would be:		
As a manager I would be:		
As a parent I would be:		
Do ask me to:		

## IN4 Picture This



Source or create 3 images that show your personality. Be prepared to discuss these.



PREVIEW  
SAMPLE  
ONLY:



DO  
NOT  
COPY





Now source or create 3 images that show your personality. BUT NO SELFIES! Perhaps someone else should be doing the image creation. Be prepared to discuss these.



PREVIEW  
SAMPLE  
ONLY:



DO  
NOT  
COPY

## IN6 We Are Family



Who is your family? Show your family members in a diagram. You might need to turn the page to landscape.



PREVIEW  
SAMPLE  
ONLY:

DO  
NOT  
COPY



Consider each of these common family responsibilities. For each one identify who performs this role in your family (if relevant) and why them. Add 4 more of your own.

Example	Who?	Why them?
cooking		
shopping		
babysitting		
making beds	PREVIEW SAMPLE ONLY:	
making lunches		
cleaning		
garbage		
paying the bills	DO NOT COPY	
washing clothes		
dish washing		
vacuuming		
ironing		
gardening		
pet care		
driving		
barbecuing		

## IN8 My Wellbeing



1. Create 4 sentences to describe your physical health, wellbeing and fitness.

e.g. *I am quite fit as I workout 3 times a week and do cardio 4 times a week.*

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

PREVIEW  
SAMPLE  
ONLY:

2. Create 4 sentences to describe your emotional health and wellbeing.

e.g. *I normally feel Ok but lately I have been getting anxious about my future.*

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

DO

NOT

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We can all do with some improvements; either to ourselves, to how we deal with others, and even in how much we help out at home. Suggest 4 improvements you could make for each of these categories.

Self-improvements	
1	2
3	4

PREVIEW  
SAMPLE

Improvements in how I deal with others.	
1	2
3	4

ONLY:  
DO  
NOT

Improvements in helping out at home.	
1	2
3	4

COPY

IN10    Yearn to Learn



Learning new skills and behaviours is a key part of personal development. Identify areas in which you both want to and/or need to learn. How could you go about doing this?

Learning: School-related	
Want do I want and/or need to learn?	How could I learn this?

Learning: Life-skills-related	
Want do I want and/or need to learn?	How could I learn this?

Learning: Work-related	
Want do I want and/or need to learn?	How could I learn this?



1. If you had to teach, train or show others what to do, what would you be able to help them learn? How would you go about this?

One thing I could teach others right away is:

I would do this by:

PREVIEW

Another thing I could teach others is:

I would do this by:

SAMPLE  
ONLY:

DO

2. If there was one thing you'd like to learn how to do ASAP what would that be? How could you learn this? How long might it take to learn?

A thing I would like to learn ASAP is:

I reckon I might be able to learn this by/from:

The time it might take to learn this is likely to be:

NOT  
COPY

## IN12 Shooting for Goal



1. We all need to set goals. Of course we then have to do things to enable us to achieve those goals. Outline some key goals, and the strategies you could do to achieve those goals, within these time periods listed below.

Time period	Goal	Strategy
By the end of today.		
By the end of tomorrow.		
By the end of the week.	<div>PREVIEW</div> <div>SAMPLE</div> <div>ONLY:</div> <div>DO</div> <div>NOT</div> <div>COPY</div>	
By the end of the month.		
By the end of the term.		
By the end of 3 months time.		
By the end of the semester.		
By the end of the year.		
By when I finish school.		

2. What help and support might you need to achieve your goals?

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---



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---





1. What's on for the weekend? Simple question. So, what are your plans for this weekend?

2. Sounds good. But what do you need to organise in order to make those plans a reality? Consider things related to organising yourself and others; and perhaps travel, equipment, etc.. See you next week.

3. Ok. So what happened on the weekend? Did you do what you planned to do, or did things work out differently. And if so, why?

4. Well it might be time for a bit of a review of how things went. Did you enjoy yourself? Could you plan and organise things a bit better next time?

## IN14 My Intrapersonal Skills Journal



Complete this journal to reflect on your study of PDS related to **intrapersonal skills**.

Journal of: \_\_\_\_\_ Entry no. \_\_\_\_\_ Date: \_\_\_\_\_

⇒ What did I experience during these units as part of my school studies?

---

---

⇒ How did I use what I learned as part of my personal and social activities?

---

---

⇒ Which people did I most influence in a positive way during this unit and how so?

---

---

⇒ Which people had the greatest positive influence on me during this unit and how so?

---

---

⇒ What major skills and/or competencies did I develop and why?

---

---

⇒ What might be the important things for me to focus on in the next unit and why?

---

---

⇒ How would I summarise my experiences, or what's my motto for the unit?

---

---

PREVIEW

SAMPLE

ONLY:

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1. Use brainstorming to come up with a list of terms and phrases related to the **planning phase** associated with your PDS Activity.

Goals	PDS Activity: Planning Phase	Long-term

PREVIEW  
SAMPLE  
ONLY:  
DO  
NOT  
COPY

2. How could you use the skills of planning to achieve 2 personal goals this year?

i.	ii.
----	-----

## PT2 Get It Organised



1. Use brainstorming to come up with a list of terms and phrases related to the **organising phase** associated with your PDS Activity.

<b>Objectives</b>	<b>PDS Activity: Organising Phase</b>	<b>Mid-term</b>

PREVIEW  
SAMPLE  
ONLY:  
DO  
NOT  
COPY

2. How could you use the skills of **organising** to achieve 2 personal goals this year?

i.	ii.
----	-----



1. Use brainstorming to come up with a list of terms and phrases related to the **doing phase** associated with your PDS Activity. These will be specific tasks.

Roster	PDS Activity: Doing Phase	To-do lists

PREVIEW  
SAMPLE  
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2. How could you use task skills related to doing to achieve 2 personal goals this year?

i.	ii.
----	-----

## PT4 How'd You Go?



1. Use brainstorming to come up with a list of terms and phrases related to the **reviewing phase** associated with your PDS Activity.

Assess	PDS Activity: Reviewing Phase	Criteria

PREVIEW  
SAMPLE  
ONLY:

DO  
NOT  
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2. How could you use the skills of reviewing to assess your achievement of 2 personal goals this year.

i.	ii.
----	-----



Time is a resource that we each have in equal amounts with all other people.

However, it's how we use that time that makes us more efficient and better able to achieve our goals and objectives.

1. List the 9 activities at which you spend most time on a weekly basis. Estimate how many hours you give to each. e.g. *Sleeping 65 hours*. Include 'other' to make a list of ten. Rank these from 1-10.
2. Briefly explain how you could 'buy' some time from some of these activities to use in other areas. Consider, activities at which you are wasting your time; and how you could better use this time on something else.

e.g. I spend 30 hours a week on social media. If I take just 30 minutes a day from this, I can put 3 and 1/3 hours into exercising, which will help my personal health and wellbeing.

My activities	Rank	I could reduce this by:	I could use this time:
		SAMPLE	
		ONLY:	
		DO	
		NOT	
		COPY	

## PT6 So What Do You Know?



1. So **what do you know?** If you had to reflect on your level of knowledge right at this moment, what things are you confident that you know? Complete this table.

Area of knowledge	What do I know?	How does knowing this help?
Something related personal health and wellbeing.		
Something related to helping your family.		
Something related to helping others.		
Something related to health & fitness.		
Something related to computers/tech.		
Something related to vehicles.		
Something related to money/finance.		
Something related to outdoors.		
your choice		
your choice		

2. Rank your top 5 areas of knowledge.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_





1. So **what don't you know?** If you had to reflect on your level of knowledge right at this moment, what things do you feel that you should know, but that you don't know. These are your **knowledge-gaps** and/or **skills-gaps**. Complete this table.

Area of knowledge	Knowledge and skills-gaps	How could I find this out/learn?
Something related personal health and wellbeing.		
Something related to helping your family.		
Something related to helping others.		
Something related to health & fitness.		
Something related to computers/tech.		
Something related to vehicles.		
Something related to money/finance.		
Something related to outdoors.		
your choice		
your choice		

PREVIEW  
SAMPLE  
ONLY:

DO  
NOT

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2. Rank your top 5 knowledge-gaps and/or skills-gaps that you need to find out, or learn how to do.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## PT8 Nobody's Perfect



1. Briefly describe 2 'everyday' sorts of tasks that you can do very well, and that you would classify yourself as being better at, than most people.

e.g. *I'm good at walking the dog because I actually jog Rufus and get him moving.*

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

2. We aren't always perfect and can't do everything. Outline 2 everyday tasks that you are not very good at all - in fact - quite bad at!

e.g. *I am a shocker at cooking for others. I can't seem to get everything ready to serve at the same time. I usually burn some stuff and other stuff is stone cold!*

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. Ok sometimes we can be lazy and get others to do things for us. This is usually not because we can't do these things (like make yourself a coffee), but rather, that we avoid doing them for some reason, and prefer to make others do the work for us!

Explain 3 examples related to you and give honest reasons for these!

e.g. *I don't make breakfast. I'm so tired I sit there until my dad cuts up fresh fruit and puts the yoghurt in for me. Yum! But honestly, I can't be bothered, and besides, my dad makes it better than me (although I have never tried; here's LOLs to that!)*

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_



1. The way that you interact with others is a key to your personal development. Outline what you believe to be your 3 strongest skills that make you good at dealing with other people.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

2. Let's face it, people aren't always that easy to deal with! Outline 3 situations where you do, or would, find it difficult to deal with people or their behaviour.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. When your teacher says that you are going to work in groups or teams, what words or phrases come into your head? What do you think this says about your attitude to team work?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Friends are important and can help support one another. However, working with friends is not always recommended for teams. Why do you think this is the case? Use an example.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## PT10 Ineffective Communication in Action



1. Create a 6-panel storyboard narrative that uses text and/or images to illustrate people communicating **ineffectively in a personal situation**. Take a look at some comics or graphic novels to get a feel how to set this out.
2. Share this with class members and see if they relate to the communication issues shown in your storyboard narrative.
3. How about role-playing this situation for the class?



i	ii
PREVIEW SAMPLE ONLY:	
iii	iv
DO NOT COPY	
v.	vi.



1. Create a 6-panel storyboard narrative that uses text and/or images to illustrate people communicating **effectively in a personal situation**. Take a look at some comics or graphic novels to get a feel how to set this out.
2. Share this with class members and see if they relate to the communication issues shown in your storyboard narrative.
3. How about role-playing this situation for the class?



i	ii
PREVIEW SAMPLE ONLY:	
iii	iv
DO NOT COPY	
v.	

## PT12 Team Me Up Scotty

- It's great watching movies and TV series. Especially now that you can watch 18 episodes in one day and become zombified! Perhaps that's why they make so many shows about the walking dead?



Choose 2 movies or TV series that involve groups of people dealing with hardship. If there was a character based on you, what would your roles be in this group? Why so? Complete the tasks below for each.

i. TV series/movie & ii. Outline the main setting and the plot.	
iii. What do you most like about this TV series/movie?	iv. What frustrates you about the plot of this TV series/movie?
v. What would be the roles of a character based on you in this TV series/movie? Why so?	
1.	
2.	
3.	

i. TV series/movie & ii. Outline the main setting and the plot.	
iii. What do you most like about this TV series/movie?	iv. What frustrates you about the plot of this TV series/movie?
v. What would be the roles of a character based on you in this TV series/movie? Why so?	
1.	
2.	
3.	



Try to come up with as many words or phrases, each starting with a different letter of the alphabet, related to personal development you have demonstrated in your PDS studies. Then list another set of words or terms related to personal development that you still need to achieve throughout the year.

Letter	I have achieved...	I still need to achieve...
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		
K		
L		
M		
N		
O		
P		
Q		
R		
S		
T		
U		
V		
W		
X/Y/Z		

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## PT14 My Planning and Transferable Skills Journal



Complete this journal to reflect on your study of PDS related to **planning and transferable skills**.

Journal of: \_\_\_\_\_ Entry no. \_\_\_\_\_ Date: \_\_\_\_\_

⇒ What did I experience during these units as part of my school studies?

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---

⇒ How did I use what I learned as part of my personal and social activities?

---

---

⇒ Which people did I most influence in a positive way during this unit and how so?

---

---

⇒ Which people had the greatest positive influence on me during this unit and how so?

---

---

⇒ What major skills and/or competencies did I develop and why?

---

---

⇒ What might be the important things for me to focus on in the next unit and why?

---

---

⇒ How would I summarise my experiences, or what's my motto for the unit?

---

---

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Choose a community that you are part of. Complete each of these boxes related to your interactions within that community. Try for 4-6 statements for each.

What I get out of it.

What I contribute.

PREVIEW  
SAMPLE  
ONLY:

Being part of the...

DO  
Community

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How I have grown and developed.

Problems I have encountered.

## CI2 Me Online



Identify 3 online communities that you participate in.

For each online community explain the positives and the negatives that you experience, or witness others experiencing, from being part of this community.

Online community 1: \_\_\_\_\_

**Positives**

**Negatives**



PREVIEW  
SAMPLE  
ONLY:

Online community 2: \_\_\_\_\_

**Positives**

**Negatives**



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Online community 3: \_\_\_\_\_

**Positives**

**Negatives**





Imagine if you were to be without internet access for 1 month.

1. How big an impact do you think this might have on you?

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2. How might the lack of access affect your friendships?

---



---



---

3. How will you find out what is going on?

---



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4. Do you think there are any advantages that you could experience from this lack of internet access? Explain.

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## CI4 Volunteering



1. What is volunteering?

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2. Identify community groups you are aware of that require volunteers to help them out.

PREVIEW  
SAMPLE  
ONLY:

3. How does having volunteers help and assist community groups?

DO  
NOT

4. What might be some potential benefits of volunteering for you?

COPY

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5. List any volunteers you are aware of, and describe what they do.

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6. Have you ever volunteered? Why/why not?

PREVIEW  
SAMPLE  
ONLY:

7. What skills have you offered/could you offer as a volunteer?

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8. What are some causes for which you'd really like to be a volunteer? Why so?

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## CI6 What Do I Do?



What types of activities do you do in your local community? Some of these you might do as a natural part of life, without even thinking about them. Add some more of your own.

Activity	What do you do?
Socialising	
Shopping	PREVIEW SAMPLE ONLY:
Sport and recreation	
Outdoors/ nature	
Working/ volunteering	DO NOT COPY



The world has got issues and this means that people have to deal with these issues as problems. So how do these problems affect you? Some common examples are given below, but add others that are specific to your own circumstances.

Issue/problem	How this impacts on you?
<i>Environment</i>	PREVIEW SAMPLE ONLY:
<i>Money</i>	
<i>Jobs</i>	
<i>Travel</i>	
<i>Legal</i>	
<i>School</i>	DO NOT COPY
<i>Services</i>	
<i>Safety</i>	

## CI8 Brain It Out



1. Use brainstorming to come up with a list of important local community members and groups.


PREVIEW  
SAMPLE  
ONLY:

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2. Select 2 of these and go online to find out some key information about what they do for the community.

i.	ii.
----	-----





Now, we all have problems to deal with; and some of these are not always of our own making! However, a way to tackle issues and problems is to be proactive, take control and be part of the solution by making a difference.

Complete these boxes for 1 common problem; and then for a problem specific to you.

**1. An environmental problem is:**

**I can help myself by doing:**

**I can get assistance from:**

**I can help others by:**

**I can find out more by:**

**I can help in my local community by:**

**2. Another problem is:**

**I can help myself by doing:**

**I can get assistance from:**

**I can help others by:**

**I can find out more by:**

**I can help in my local community by:**

PREVIEW  
SAMPLE  
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## CI10 Me in Action



Create and describe 2 photos or images of you participating in community activities.



PREVIEW  
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Who could you turn to within your local community to get advice, support, help and other assistance related to each of these issues. List the location and/or contact details of people, community groups, agencies and others who could help you.

Issue/problem	Who could help/ Location/Contact details?
Protection and safety	PREVIEW SAMPLE ONLY:
Family support	
Financial advice	
Animal welfare	
Legal advice	
Job support	DO NOT COPY
Translating	
Health and fitness	
Caring support	
other	
other	
other	

## CI12 Community Doer Profile



Create a profile of someone who is an active member of a community that you are involved with. Summarise key points about what they do. Include an image. You could invite them to speak with the class.

Person: \_\_\_\_\_

Role in the Community: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

PREVIEW

SAMPLE

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1. Have a think about actions you could do to assist your local community. Explain things you could do to help your community, based on each of these timeframes.
2. Report on whether you did these actions, and how things turned out.

By the end of...	What could you do?	Did you do this? Report on the outcome.
Today	PREVIEW SAMPLE ONLY:  DO NOT COPY	
This week		
This month		
This semester		
This year		

## CI14 My Community Involvement Journal



Complete this journal to reflect on your study of PDS related to **community involvement skills**.

Journal of: \_\_\_\_\_ Entry no. \_\_\_\_\_ Date: \_\_\_\_\_

⇒ What did I experience during these units as part of my school studies?

---

---

⇒ How did I use what I learned as part of my personal and social activities?

PREVIEW

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SAMPLE

⇒ Which people did I most influence in a positive way during this unit and how so?

ONLY:

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⇒ Which people had the greatest positive influence on me during this unit and how so?

DO

---

---

⇒ What major skills and/or competencies did I develop and why?

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⇒ What might be the important things for me to focus on in the next unit and why?

---

---

⇒ How would I summarise my experiences, or what's my motto for the unit?

---

---



For each of these types of communication:

- List 3 examples for each.
- Describe 2 examples of situations when you prefer to use this method of communication; and why.
- Describe an example of when this method would not be a suitable for communication. (e.g. Digital - SMS: 'You're Fired!')

Communication	When I prefer to use it/Why	Not suitable for....
<b>verbal</b> e.g.	-  -  -	
<b>written</b> e.g.	-  -  -	
<b>digital</b> e.g.	-  -  -	
<b>visual</b> e.g.	-  -  -	
<b>physical</b> e.g.	-  -  -	

## CT2 Non-Verbal Communication



Form into a pair. Each of you is going to create 4 images showing different types of non-verbal communication. 2 types are chosen but you select the other 2.

Take a selfie to communicate this non-verbal communication. Some will require a head shot but others may require a whole-of-body-shot. Print these out and affix them here. Discuss with your partner who was more successful at creating each image.



*Surprise*

*Trustworthiness*

PREVIEW  
SAMPLE  
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## Non-Verbal Communication II CT3



Stay in the same pairs as for CT2. Again you are going to create 4 images showing different types of non-verbal communication. But this time, no selfies! Your partner will take the shots of you, and you will photograph your partner.

Discuss whether having someone else take the photos creates a more realistic/authentic outcome?



*Surprise*

*Trustworthiness*

PREVIEW  
SAMPLE  
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## TR4 Get Some Help



1. Identify a problem in your life that you could do with some help to deal with.

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2. Identify a problem in your school life that you could use some help to deal with.

---

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PREVIEW

3. Work with 2 different people to address each problem. Ask them to suggest possible solutions to help you deal with these problems. Do the same for them.

SAMPLE

Personal problem: Person helping is

Personal problem: Person helping is

ONLY:

DO

NOT

School problem: Person helping is

School problem: Person helping is

COPY



Use the drilling-down problem-solving method to deal with this problem. Remember to write the problem in the box at the far left. You will need to orient this page to landscape. (Alternatively you might drill-down a different problem.)

*Problem: There are not enough recreation services for young people in my local area.*

**PREVIEW  
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## CT6 Team Success



1. Brainstorm 16 different terms related to the following issue.

*“What are the key factors that make a team work well together?”*

PREVIEW  
SAMPLE  
ONLY:

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2. Select 3 of these and for each one write a one sentence action statement to guide your behaviour in team situations.

i.	ii.	iii.
----	-----	------



1. Reflect on 3 situations when you worked with others, in groups and in teams, as part of your **non-school activities** and complete these boxes.

Situation 1: \_\_\_\_\_

My positive team behaviours

How others helped me



PREVIEW

Situation 2: \_\_\_\_\_

My positive team behaviours

How others helped me



SAMPLE  
ONLY:

Situation 3: \_\_\_\_\_

My positive team behaviours

How others helped me



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2. Describe some of the team 'roles' you performed in those situations; such as leader, supporter, recorder, peacemaker, etc..

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## CT8 Me And Teams



1. Outline 4 skills/abilities that make you a good member of an activity or work team.

i: \_\_\_\_\_

\_\_\_\_\_

ii: \_\_\_\_\_

\_\_\_\_\_

iii: \_\_\_\_\_

\_\_\_\_\_

iv: \_\_\_\_\_

\_\_\_\_\_

PREVIEW  
SAMPLE  
ONLY:

2. In an activity or work team situation which type of personalities do you work well with, and also not as well with, and why so?

<i>I work well with...</i>	<i>because...</i>	<i>I don't work as well with...</i>	<i>because...</i>
<p>DO NOT COPY</p>			

3. Were you surprised at the types of personalities that you worked well with, (and not as well), in teams this year? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



1. Ask 3 people in your class to each list 3 positive traits, skills or abilities that you bring to personal/social groups and to 'work' team situations.

Person 1: \_\_\_\_\_

Positives in personal/social groups

Positives in work teams



PREVIEW

Person 2: \_\_\_\_\_

Positives in personal/social groups

Positives in work teams



SAMPLE  
ONLY:

Person 3: \_\_\_\_\_

Positives in personal/social groups

Positives in work teams



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2. Are you surprised by the responses? Use the responses to summarise your team strengths.

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## CT10 Now I Know Better



1. Explain 3 things you have **learned about teamwork** as a result of your VCAL studies.

i.

ii.

PREVIEW  
SAMPLE  
ONLY:

iii.

2. Explain 3 things that you have **changed your mind about in regards to teamwork** as a result of your VCAL studies. For each one explain why you changed your mind or opinion.

i.

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ii.

iii.





Almost finished VCAL Foundation! Take some time to reflect on all the skills you have developed across your different subjects, and how these illustrate your successful personal development.

In the table, list 10 specific skills you have developed. Reword these into action statements. You could add these as transferable skills on your résumé or for a job application over the break.

The skills I have developed are...	Rewrite these as action statements/ transferable skills.
Planning	PREVIEW SAMPLE ONLY:
Organising	
Task skills 1	
Task skills 2	
Task skills 3	DO NOT COPY
Time management	
Team work 1	
Team work 2	
Problem-solving	
Communication	

## CT12 Before PDS Foundation...



Now that you have completed PDS Foundation create a 'before' representation of yourself. You might create an artwork, a graphic, an image, a song, a profile, a CV or some other representation.



PREVIEW  
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Now that you have completed PDS Foundation create an 'after' representation of yourself. You might create an artwork, a graphic, an image, a song, a profile, a CV or some other representation.



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## CT14 My Transferable Skills Journal



Complete this journal to reflect on your study of PDS related to **communication and team skills**.

Journal of: \_\_\_\_\_ Entry no. \_\_\_\_\_ Date: \_\_\_\_\_

⇒ What did I experience during these units as part of my school studies?

---

---

⇒ How did I use what I learned as part of my personal and social activities?

PREVIEW

---

---

SAMPLE

⇒ Which people did I most influence in a positive way during this unit and how so?

ONLY:

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⇒ Which people had the greatest positive influence on me during this unit and how so?

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---

---

⇒ What major skills and/or competences did I develop and why?

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⇒ What might be the important things for me to focus on in the next unit and why?

---

---

⇒ How would I summarise my experiences, or what's my motto for the unit?

---

---

## Required Activities - Summary

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

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



Unit 1: Learning outcomes	Description of tasks required to be completed/evidence.
1 Planning & organising an <u>activity</u> .	
2 Activity knowledge and information.	
3 Activity skills.	
4 Solving-problems.	
5 Working as a team.	

PREVIEW  
SAMPLE  
ONLY:

Unit 2: Learning outcomes	Description of tasks required to be completed/evidence.
1 Community rights and responsibilities.	
2 Planning & organising an activity.	
3 Communicating activity knowledge and information.	
4 Solving-problems using communication.	
5 Working as a team.	

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Teacher: \_\_\_\_\_

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

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