

Personal Development Foundation: Workbook

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Personal Development Foundation: Workbook

By Michael Carolan

DELIVER Educational Consulting (978-1-925172-33-1)

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 (2016)
- 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 (Sep 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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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
- > Career and Enterprise Foundation 11

View PDF samples on the website. Any questions please feel free to contact me.

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Order form: Current from Semester 1, 2018 (Note: All prices are GST inc.)

WACE: Career and Enterprise	Printed text	e-version master	Total
Career and Enterprise Foundation 11 (Feb 2017)	_____ @ \$49.50	_____ @ \$595	_____
Career and Enterprise Foundation 12 (2016)	_____ @ \$49.50	_____ @ \$595	_____
Career and Enterprise General 11 (2016)	_____ @ \$52	_____ @ \$660	_____
Career and Enterprise General 12/ATAR 11 (2016)	_____ @ \$55	_____ @ \$660	_____
Career and Enterprise ATAR 12 (Jan 2017)	_____ @ \$59.50	_____ @ \$770	_____

Careers, Work Education & Personal Development	Printed text	e-version master	Total
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Work Experience Journal 2015	_____ @ \$22	_____ @ \$165	_____
Work Placement Journal 2015	_____ @ \$27.50	_____ @ \$220	_____
Personal Development Activity Planner: Introductory 2015	_____ @ \$25	_____ @ \$165	_____
Personal Development Project Planner: Advanced 2015	_____ @ \$27.50	_____ @ \$220	_____

Industry and Enterprise	Printed text	e-version master	Total
I&E Unit 1: Workplace Participation 3ed. 2015	_____ @ \$33	_____ @ \$440	_____
I&E Units 1 & 2: Towards an Enterprising You 4ed. 2015	_____ @ \$42.50	na	_____
I&E Units 3 & 4: Towards an Enterprising Australia 3ed. 2012	_____ @ \$59.95	na	_____

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Retail - Foundation 2014	_____ @ \$33	_____ @ \$165	_____
Retail - Intermediate 2014	_____ @ \$33	_____ @ \$165	_____
Community Services - Foundation 2015	_____ @ \$33	_____ @ \$165	_____
Community Services - Intermediate 2015	_____ @ \$33	_____ @ \$165	_____

VCAL/ Applied Learning Resource Sets	Printed text/workbook	Printed activities book	CD Master text/workbook	CD Master activities book	Combined CD master sets	or license with master e version
*Literacy Foundation (New 2018)	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Literacy Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Literacy Senior 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
*Numeracy Foundation (New 2018)	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$99	or _____ @ \$220	na
Numeracy Intermediate 2015	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
Numeracy Senior 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
*PDS Foundation (New 2018)	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
PDS Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
PDS Senior 2ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
WRS Foundation 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
WRS Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
WRS Senior 2ed. 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
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Advice to students

- ⇒ Use this book to gain and develop skills to assist your personal development.
- ⇒ Pay particular attention to words and terms that are **bolded**. Ask your teacher to clarify these.
- ⇒ Complete the tasks in the spaces and pages provided. Use the self-reflections as part of your self-evaluation.
- ⇒ You will also need to maintain your own workbook to complete some tasks, as well as other tasks given to you by your teacher.
- ⇒ You will need to collect and keep an evidence portfolio with copies of resources, handouts and evidence of you applying personal development skills.
- ⇒ You might be directed to complete some or even all of the assessment tasks listed opposite. The order of these assessment tasks might also be changed.
- ⇒ Throughout this workbook there are a number of quick-reference *Personal Development Superskills*. Use the table opposite to locate these.
- ⇒ Your *Personal Development Activities Portfolio* and the *Personal Development Activity Planner - Introductory* will complement and extend your skills and knowledge.

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Activities I am required to organise and participate in for Personal Development Skills Foundation:

Personal Development 1

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Comments:

1.01 Introduction

Personal Development Skills 101

Welcome to your studies of Personal Development Skills - Foundation. Personal Development Skills is a specially developed unit to assist you to improve your own personal development in many areas of your life.

PDS has a set of learning outcomes that you need to meet in order to successfully complete unit 1 and then unit 2. And many of the skills that you develop in this subject can also be applied across your other VCAL or applied learning subjects. Some of these key PDS skills you will develop and apply include:

- ⇒ **personal planning** and **organising**
- ⇒ **activity planning** and **organising**
- ⇒ finding and using **information**
- ⇒ building and applying **knowledge**
- ⇒ **problem-solving**
- ⇒ **interpersonal** (team) **skills**.

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PDS as the unifier

Personal Development skills is a very important subject as part of your VCAL and applied learning study program. This is because PDS can be said to act as the unifier subject for all of your other subjects.

PDS brings together the **applied skills** that you develop in your other subjects. This gives you more skills available to improve your personal wellbeing.

You will also apply your growing sets of skills to complete personal development activities. This means that a PDS Activity might cross over with Literacy, or with Numeracy, or with Work Related Skills.



So as a class, discuss when each of these types of skills might be used in your Personal Development subject.

- ⇒ Literacy skills
- ⇒ Oral Communication skills
- ⇒ Numeracy skills
- ⇒ Work Related Skills
- ⇒ VET skills and competencies

What about me? A



Complete each of these statements as they relate to you. You could use key words (that you should underline or highlight) to provide suitable descriptive sentences about yourself. Add 1 more of your own.

e.g. A key strength I bring to a group situation is that I always meet deadlines which makes me reliable.

I really need to improve at being able to listen to others as my mind tends to wander off.

My greatest strength is that I'm _____ People can rely on me to...

People would describe me as
being...

A positive I bring to a group
situation is:

I really need to improve at....

I usually try to get out of
doing...

1.03 You and Your Life

Personal Development

Personal development can focus on many areas of a person's life. But you can't be expected to deal with all of these in your learning program this year. So it is important to be aware of the specific areas that are relevant for your Personal Development Skills program. For PDS Foundation there are five key personal development contexts. These are:

- ⇒ **self**
- ⇒ **health and wellbeing**
- ⇒ **education** (and training)
- ⇒ **family**
- ⇒ **social.**

Over the course of the unit you will investigate the first four of these contexts. (Social development tends to be relevant in each of the other four.) You will apply what you learn to varied personal development situations that are relevant for you now, as well as situations which might also be relevant for your future.

The main focus in this resource is of course, **self or personal development**, because this is the context through which all other contexts exist.

For your assessment tasks, you are likely to focus in on just one or two of these five key contexts as required.

Your teacher will have designed your learning program for this unit so that activities will link to one of the contexts of either; personal development, health and wellbeing, education or family. Your teacher will give you more explanation of your focus areas, especially when you start to work towards completing your assessment tasks.

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A Well-i-am

Imagine you are at a party with people, most of whom, you've never met. What 3 things would you like to share with these people so that they could find out a little bit more about the type of person you are?

Well, I am...		
i.	ii.	iii.

Consider each of these aspects of your life. Add 2 more of your own.

1. For each aspect identify a personal development context relating to that element. All of these naturally cross over with one another, so identify a second PDS context area that might also be relevant.
2. Outline a specific PDS example of that aspect related to you.

Explanation	PDS context 1	PDS context 2	Example related to you
e.g. I want to help out more around the house.	family	self	I want to help by doing more of the shopping; this will save my mum time and build personal skills for me.
I want to help out more around the house.			
I need to build my skills in dealing with other people.			
I want to build my skills through vocational training.			
I want to work out a suitable life plan for my future.			
I want to learn how to follow a more nutritious eating plan.			
I want help with planning and setting my goals.			
I want to participate in a volunteer enterprise to help other people.			
I want to have social media friendships that are more positive.			
I would like to build more physical activity into my daily routine.			
I want to start to contribute more to helping my family.			

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1.05 Personal Development

I'm perfect, just ask me!

Have a think about this statement by Chris, 17.

"I am so cool. I can't help it - I am! I have over 50,000 fans on Instagram who follow my life and I earn quite a bit of dosh just for using someone's products. I don't really think I can be better than I am now. I'm already the person I was destined to be. I'm young, hot and popular. What else would you want? You can't improve on perfection"

What do you reckon about Chris? Is this as good as it gets? Has Chris reached the ultimate stage of **personality development**?

✎ What about you? Do you think you have the potential to **develop**, **grow** and **evolve** over the rest of your life; or are you already the person you were 'destined' to be, just as Chris is?



"I don't think I could get any more perfect than I already am!"

Image: Wavebreakmedia/
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Are you perfect? Hope not!

Well we already know the answer to that. That's why you're here in class working on an education program to improve your personal development.

So why do so many people use social media to make out that they are perfection in a pixel? Especially those who seek approval by sharing carefully posed 'candid' images on Instagram.

Are they just enjoying reaching out to friends and sharing their lives?

Well that could be true, social media is good for building digital friendship networks. But is there too much emphasis on physical attractiveness on digital media? And really, do you need 20,000 (or more; much more) followers? And what about when the likes stop happening?

So if we were all perfect, then how would we know? Everyone would be as good as each other, and as pretty and as handsome - so therefore we would all just be 'average'.

Also we'd have nothing to learn, have no chance to grow our personality nor have our values evolve and mature. On the plus side, all of our needs and wants would be fulfilled. We would be liked by everyone, no-one would ever disagree and everyone would be happy - except for when the likes stop!

Usually, when you ask a 'perfect' person if they need to grow or develop in a certain area; then they will, if challenged by your question, say "that is 'boring'". Fair enough then. But if improving yourself is boring then why do they spend so much time trying to make themselves look better. Does this mean that, actually, they bore themselves? What do you think about this?

Your personality

Your **personality** (i.e. who you 'are') is determined by a range of factors such as your family, your genetics, your upbringing, your age, your life/social situation, your values and beliefs, your skills, your strengths and weaknesses, your fears and insecurities and many other factors.

Essentially your **self-concept** drives your personality; while at the very same time your self-concept is also driven by your personality. However, there are very few of us who are beautiful and perfect people. That's why we need to undertake **personal development** so as to make improvements.

Your personality can manifest through your:

- ⇒ **expectations** (what you want and what you think you deserve)
- ⇒ **motivation** (what drives you to act in different ways and achieve goals)
- ⇒ **attitudes** (your underlying beliefs that influence your thoughts, feelings and actions)
- ⇒ **behaviours** (how you act in different situations including towards others).



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About me A

Complete these sentences in relation to yourself. Doing so will start to build a picture of your personality.

Expectations	Motivation
One of the main things I want from my life is:	The main reason I work hard at tasks is because:
I think that in life I deserve:	At times I might not try too hard because:
Attitude	Behaviour
I would say that my attitude to life is:	Some things I would never do include:
One thing I firmly believe is that:	The way that I treat other people is:

1.07 Personal Development

Personal development

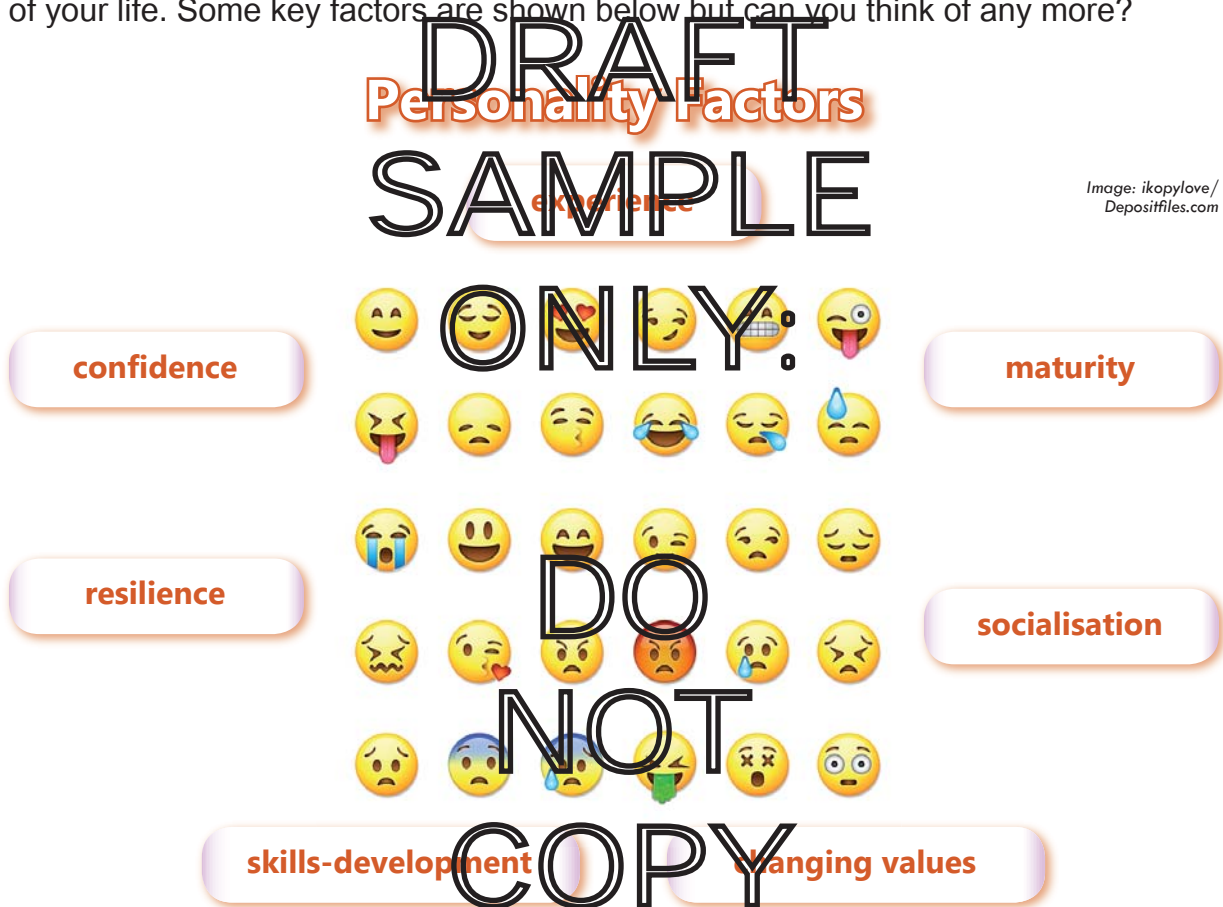
One important thing to be aware of is that your personality isn't fixed. You would hope to grow, develop and improve as a person over time.

Many online commentators and social media influencers will say that you have to, *"embrace that you are a beautiful and perfect person and if the world can't handle that then that's their problem."*

But is that true? Are you perfect?

Your personality is likely to change and evolve over time. Different factors have more importance and influence over your personality at different stages

of your life. Some key factors are shown below but can you think of any more?



Personal growth

I think you'll agree, that you're not really likely to be the same person in 50, 25, 10 or even five year's time, as you are now.

As you grow, and **evolve**, and **experience** new things in life, your personality is also likely to grow and evolve and drive you towards new experiences, fresh ideas and different **values**.

So in the future, Chris might be wondering where all 'the followers' have gone (most likely they've grown up and/or moved on to a different social media platform). However, you'll be busy just getting on with your adult life and evolving into a more well-rounded you, achieved through ongoing and lifelong personal development.

Complete this table by doing the following tasks. Use the terms on p.8 and/or add others of your own choosing.

- Provide a definition of each personal development term.
- Outline how you could develop this as part of your personal development.
- Explain how this will help your personal development in your life.

What is... (definition)	How can I develop this?	How will this help me?
experience	DRAFT SAMPLE ONLY:	
skills-development		
confidence		
maturity	DO NOT COPY	
changing values		
resilience		
other		
other		

1.09 Personal Development

Concept of self

The key element in our personal development relates to our own sense of self. As humans we have consciousness. This consciousness allows us to think and act in the interest of ourselves and for others.

Our **sense of self** can be influenced by how we perceive (or feel) about ourselves in relation to things such as our **personality**, our **intelligence**, our physical **appearance**, our **spirituality**, our ability to **relate to other people**, our willingness to **support others** and many other factors.

What we are finding is that many people, and especially (but not only) younger people, are relying on **social media** to develop and communicate their sense of self. Now this is not a bad thing in itself because having a **positive self-concept** is important for **emotional health and wellbeing**. However, the risk is that these types of people are starting to develop ongoing traits of **narcissism**, which essentially means that they are becoming self-conscious, self-obsessed and self-absorbed. Listed below are a number of words that when joined to the word 'self' can take on a specific meaning. Some of these 'self' terms describe **positive traits**, whereas others may be considered to be more descriptive of **negative traits**.

As you discuss these with your teacher it is important to remember that we all need a healthy **balance** of these **self-traits**, otherwise our self-concept may become quite distorted. So which of these relate to you?



1. Research the meaning of any of the 'self' terms from p.10 that you are not aware of. Add 2 more of your own that might be relevant.
2. Rank yourself for each of those terms from 1 (lowest) to 10 highest.



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3. Chose 3 of these 'self' terms and describe how each is a **positive** personality trait. Give an example of how this term relates to your own personal development and sense of self.

Self term	Description as a positive	Example related to me

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4. Repeat this for 3 of the terms that could be described as a **negative**.

Self term	Description as a negative	Example related to me

1.11 Family

Family

For most people their family is the most important element in their life. Therefore, family plays a huge role in personal development. Being a member of a family can provide many things, including those in the diagram. Can you think of others?



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A Family

Think about the ways that your family supports you and the role your family plays in your personal development.

Complete the table by explaining what you get out of being part of a family. Use the examples in the list above and feel free to add others of your own.

Type of support	Explanation of how this helps to support and develop you.
care	
support	
guidance	

Family unit

There is no one specific definition of a 'typical' family. Australian society continues to evolve with many different types of family structures. We call a family structure a family unit. **Family units** can consist of parents, children and siblings, as well as extended family members such as grandparents, grandchildren, uncles, aunts, cousins, nephews, nieces, step-parents, step-children, step-siblings and more.

Families usually live together in some sort of household arrangement; and a family might also make use of more than one household arrangement. As young people grow they are likely to live independently of their family unit. Common household arrangements for families can include these, but do you know of others?

- ⇒ two-parent families
- ⇒ one-parent families
- ⇒ step-parent families
- ⇒ blended families (including families with more than two parents)
- ⇒ foster families and other carers
- ⇒ couples without children
- ⇒ singles without children
- ⇒ extended inter-generational families (i.e. grandparents, grandchildren)
- ⇒ extended intra-generational families (i.e. aunts, uncles, cousins).

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My family B

1. Who makes up your family unit (don't forget your extended family)? You might be able to show this better by creating an image.

2. How would you describe your family's household arrangements?

1.13 Family

Family roles

People take on different roles within a family. Some of the main roles include:

- ⇒ parenting
- ⇒ income earning (breadwinner)
- ⇒ caring
- ⇒ household duties
- ⇒ financial management
- ⇒ transporting, and a variety of other roles.



Image: Tomwang/
Depositfiles.com

In the past, these roles may have been determined by tradition and gender stereotypes. However, as society continues to evolve we have seen that the family members who are performing these roles is changing. For example, we are now seeing a growing number of women acting as primary income-earners, more males taking on direct parenting roles and all types of family members (and children) acting as carers for other family members.

C My family's roles

So who takes on the responsibility for these roles in your family, and why? Describe examples below.

Include other roles that might suit your own family circumstances.

Family role	Person(s) responsible	Why them?
parenting		
income earning		
caring		
household duties		
financial management		
transporting		

My family and me

So what is your role in your family? You might have identified some of your own responsibilities as part of the previous activity. But family roles can go well beyond these **responsibility-tasks** into more **emotional** and **intrinsic** roles.

Successful family functioning obviously relies on love, caring, nurturing and support. Successful family functioning also involves **interpersonal skills** such as communication, negotiation, compromise and conflict resolution.

And successful family functioning can even extend to **personality roles** such as the disciplinarian, the encourager, the listener, the peacemaker, the comic, the realist and the rebel. Do you recognise yourself or other family members in these roles?

As part of your **personal development** you should consider what support you could get from your family and how this might help you to grow as a person. And you should also consider what you can give to your family to help it function more successfully. And many families are doing it tough due to economic, health and others reasons and could, at times, do with a little extra help.



So could you help your family a bit more around the house, doing outside chores, shopping, budgeting, helping with care, cooking, giving emotional support or in other ways?



My family role D

1. Outline the ways you help and support your family and family members. Choose actions from above and/or add others your own.

I help my family by...			

2. Describe 3 other ways that you could help and support your family more.

I could help and support my family more by...		

1.15 Health & Wellbeing

Personal health and wellbeing

A vital part of your personal development is the achievement of personal health and wellbeing. Achieving personal health and wellbeing, in essence, is what we all strive to achieve in our lives. But it is easier said than done!

Your achievement of your own positive personal health and wellbeing is influenced by a series of interrelated factors. So it is important that you understand that every aspect of your life influences your personal health and wellbeing, just as every aspect of your life is influenced by your personal health and wellbeing.

For example, if you have a positive and supportive home and family environment then this is likely to improve your **emotional** health and wellbeing. Having this positive mind state could lead to you experiencing more successful outcomes in other health and wellbeing areas such as your **physical health** and with your **relationships**.

As another example, if you are happy in your job this will directly improve your **career** health and wellbeing; and it can also improve your **emotional** health and wellbeing as well as your **financial** health and wellbeing.

So as a class, have a discussion about different areas of health and wellbeing and start to come up with examples of how each might relate to your own personal situations.

Image: .shock/
Depositfiles.com



A Personal health & wellbeing

So what makes you happy - what are the factors that contribute to your own personal health and wellbeing? And what about some of the things that get you down. Complete these sentences.

i. The thing that most makes me happy is...

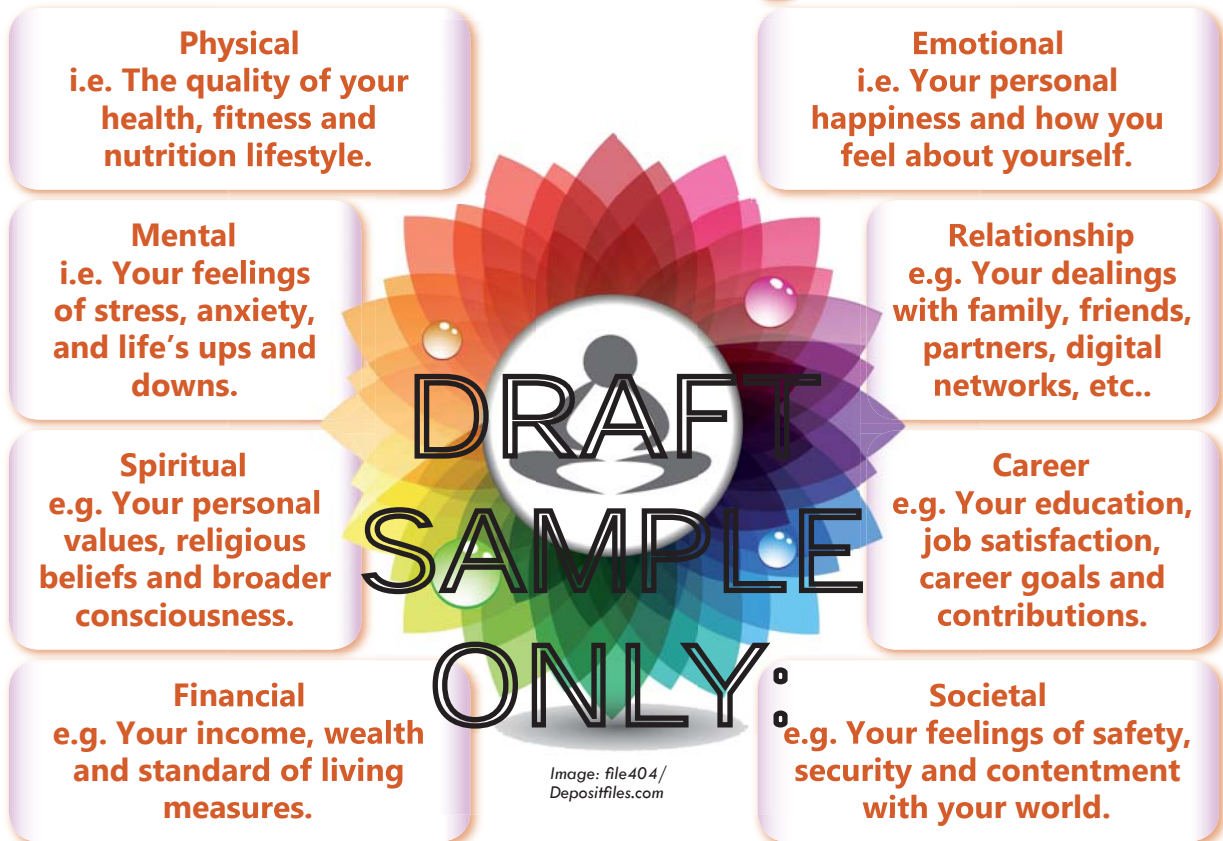
ii. However, I can feel really **contented** when...

iii. I make **other people happy** by...

iv. However, a thing that makes me **unhappy** is...

v. One area of my personal health and wellbeing I am trying to **improve** is...

Health and Wellbeing Factors



Health and wellbeing factors

B

1. Give an example that describes your level of personal health and wellbeing for each of the 8 factors shown above.

Physical	Emotional
Mental	Relationship
Spiritual	Career
Financial	Societal

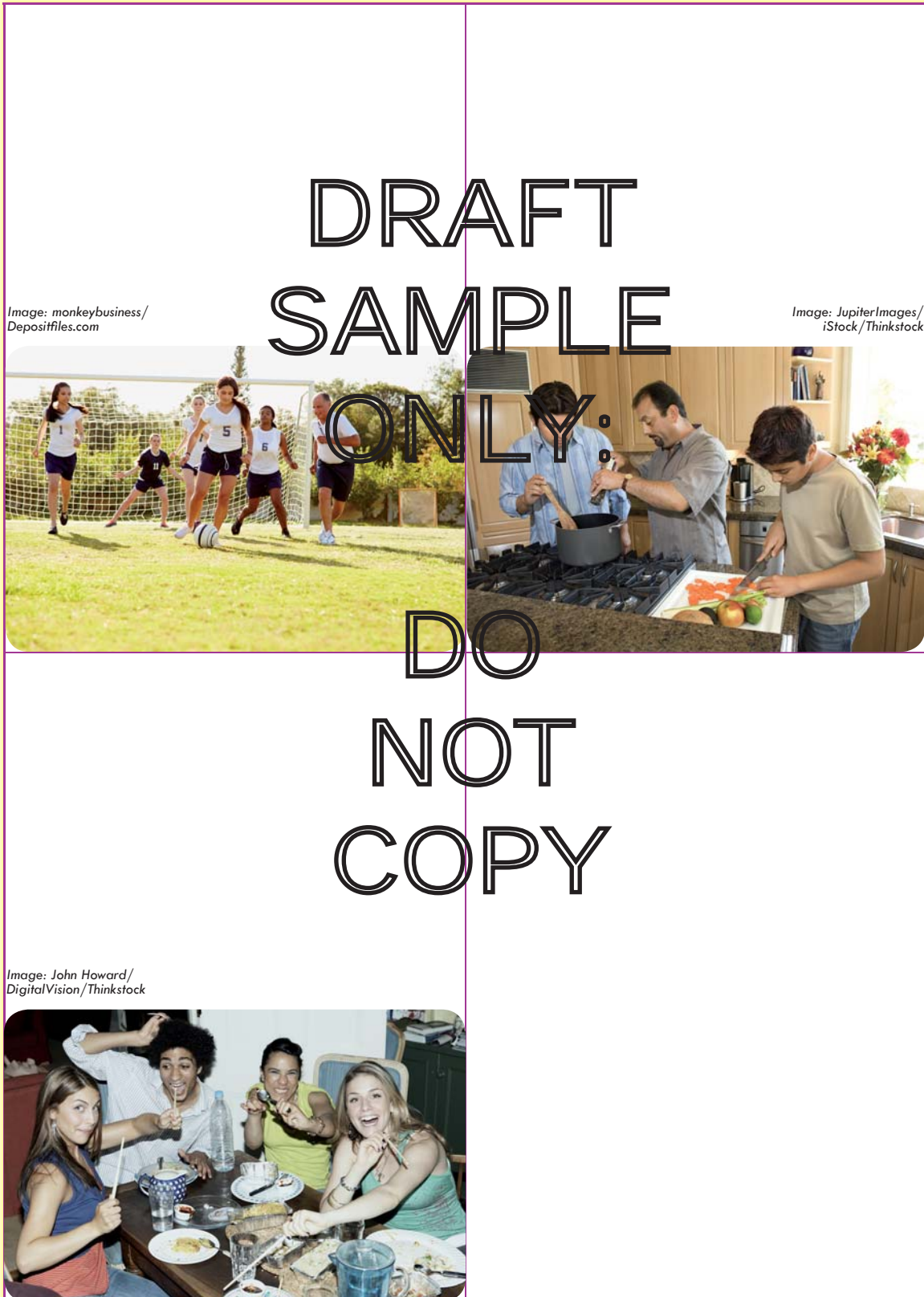
2. Outline 3 ways that you could improve your health and wellbeing.

--	--	--

1.17 Health & Wellbeing

C Health & wellbeing in action

Take a look at each of these images. Working in pairs describe the types of personal health and wellbeing that are being shown in these images. Add or create one more image of your own.



Achieving personal health and wellbeing

Achieving personal health and wellbeing is a quest for a happy life. But varied factors impact on us which can threaten our ability to achieve personal health and wellbeing. We all, at times, have to juggle feelings of **happiness**, **satisfaction** and **confidence** with feelings of **anxiety**, **stress** and even **guilt**.

The key is to build **resilience**. And a part of this resilience is the development of **proactive** actions and strategies to deal with, ride-out and overcome the **hardships** that come naturally as part of life.

And some of you have to deal with particular hardships that many people will never face. But that is not their fault - we all have our different issues to deal with - and they are all real to us. However, it is your own **personal responsibility** to deal with your issues proactively. But you don't have to do this on your own. There are people who can give you **advice**, **guidance** and **support**.

For example, Martyn has just got a part-time job at Hungry Jacks. He is doing well at school and his VET Retail course is really going well. He should be feeling pretty happy in himself. However, his partner just broke off their 3-month relationship and Martyn is very down. He can't seem to get happy about anything else.

What do you think about Martyn's situation? Many things are going well for him. But a very important element of his personal health and wellbeing - his relationship - has ended. How would you feel if you were in Martyn's shoes?

As another example, Layleen is really enjoying the volunteering for the elderly community that she does through her church group. She is really rising to the challenges of VCAL and is working towards studying a Certificate 4 in Health and Community Services in the future. But there are problems at home. Her parents have lost their jobs and are stressed-out and fighting about money. Layleen feels insecure and anxious about her future and she feels guilty that she is not out working and earning an income to help her family through this difficult time.

So how would you feel in Layleen's position; and what might you do?

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Building resilience

1. In your workbooks create a diagram that sets out the following.
 - ☐ A list of things that can happen in life that get you up; i.e. factors that **improve your personal health and wellbeing**.
 - ☐ A list of things that can happen in life that get you down; i.e. factors that **threaten your personal health and wellbeing**.
 - ☐ Show if these good and bad factors are related to one another, by using arrows or matching them up on your diagram in some way.
2. Identify key factors that threaten your personal health and wellbeing. For each, state 1 clear action or strategy that **you can do** to help deal with this problem.

1.19 Education & Training

Learning to learn

A key part of your personal development is to participate in **education** and **training** so as to build up your **skill-sets**.

You are expected to participate in **lifelong learning** as part of your personal and career growth. As you develop a broader range of **skills** you are likely to develop **confidence** and be more willing to accept **responsibility** for tasks. In essence you are learning to learn.

You can learn and be trained through formal **courses** and **qualifications**, informal **guidance**, **mentoring** and **coaching** and also by participating in a broad range of personal, social, community and volunteer **activities**, **hobbies** and **interests**. You also learn from your family by participating in household and domestic duties, caring, looking after pets, doing outdoor chores, cooking, budgeting and many other family-related tasks.

Some of the ways that you could participate in education and training are shown on the diagram. Your teacher will discuss these with your class. Have a think about types you have participated in, and also discuss others you can think of and add these to the diagram.

Education and Training Opportunities



1. Give an example of **personal development** or **skills development** you have participated in for each of these education and training opportunities. Add 2 more of your own.
2. For each one, explain what you could do to develop further and experience more personal development.

Type	What did you develop?	How could you develop further?
School	DRAFT SAMPLE ONLY:	
VET/ TAFE		
Work/work experience		
Qualification/ course		
Hobby/ interest	DO NOT COPY	
Home duties		

3. What type of education and training methods or styles do you most prefer, and least prefer; and why?
e.g. *I like online learning because I am good with computers and you can work at your own pace. However, I don't like...*

1.21 Education & Training

Multiple intelligences

Your personality, attributes, skills and ultimately the competencies you develop are strongly influenced by your varied multiple intelligences. Harvard University professor Howard Gardner is recognised as the developer of the model that describes eight ‘multiple intelligences’.

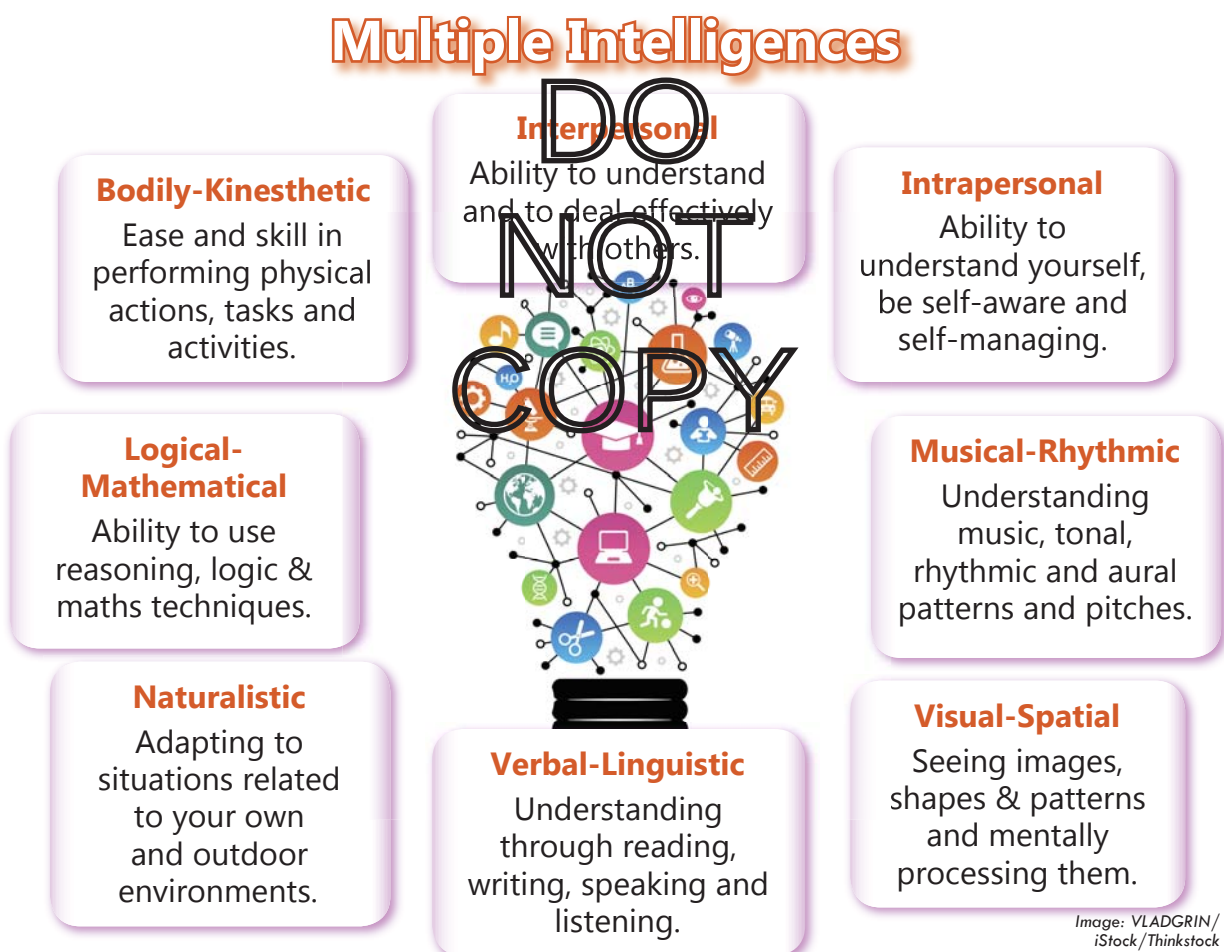
People are likely to have different levels of intelligence in each of these eight categories. So therefore you may be stronger in some areas than others.

As part of your personal development you need to recognise those areas in which you are stronger. You’ve probably been doing tasks and activities that make use of your abilities in these areas. e.g. Dancing: **musical-rhythmic** and **bodily-kinesthetic**; playing a team sport: **bodily-kinesthetic** and **interpersonal**, and fixing and working with computers: **logical-mathematical** and **visual-spatial**.

You should also understand that you are likely to have a combination of different **co-related intelligences**. These intelligences will strongly influence the type of personal tasks and activities you do in your personal lives, as well as the type of work environment and jobs you might be suited to.

You also need to take steps to develop personally in areas in which you are weaker. Doing so will help you to become a more developed and well-rounded person; and one who is better equipped to take on many of life’s challenges.

🧠 So which of these multiple intelligences sound like you?



Multiple Intelligences **B**

Identify 2 multiple intelligences that you believe might be your strongest' and 2 that you are weakest in. Briefly explain why, using examples.

My strongest MI #1:	My strongest MI #2:
<p>DRAFT</p> <p>SAMPLE</p> <p>ONLY:</p>	
My weakest MI #1:	My weakest MI #2:

Action plan **C**

Outline types and examples of education and training that you can do this year to help you achieve ongoing personal development. Add 1 more of your own choice. Oh, of course, go and do these (but not all at once!).

Complete school-based educational tasks and qualifications.	Build personal competencies through sport, recreational and hobby activities.
Learn new information and expose myself to new ideas.	Participate in personal growth and development programs.
Undertake work placement opportunities.	Undertake work-related training and vocational training courses.
Complete volunteer and community support placements.	

1.23 Self-Reflection

Self-Reflection Pro-Forma

Which Personal Development skills did I develop during this unit?

→ _____

→ _____

→ _____

How have the skills of Personal Development helped improve my personal life?

→ _____

→ _____

How have the skills of Personal Development helped me in other ways?

→ _____

→ _____

How would I rate my performance (use a circle) in developing my Personal Development skills this unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
----------------	----------	-----------------	-----------	----------------	----------------

What were my strongest areas of performance and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

Planning and Organising 2

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Comments:

2.01 Goal-Setting

Planning, organising and goal-setting

Planning and organising are vital personal development skills that you need for your everyday personal, educational, social, recreational and working lives. You will also need to develop your **planning** and **organising skills** to undertake **Personal Development activities** for this subject. In essence planning and organising is all about achieving goals and objectives. So let's have a look at **goal-setting**.



Image: almagami/
iStock/Thinkstock

Goal-setting

One of the most important ways to live a happy and healthy life is to match your **personal values** with your life goals and with your career goals.

A **goal** (or an **objective**) is something you are aiming to achieve. You can undertake personal development in a variety of areas so as to better enable you to achieve goals.

Your goals might relate to self-development, social development, helping your family, achieving an educational or learning goal, a sporting achievement, a health and wellbeing goal or some other self-improvement goal.

Regardless of the type of goal, the most effective way to achieve any longer-term goal is to break this goal down into a series of smaller, shorter-term, and more achievable, 'bite-sized' **objectives**. The standard way to start planning your future goals is to ask:

- ⇒ "Where do I see myself at the end of the year"
- ⇒ "Where do I see myself in 2-3 years time, when I am 18-20?"
- ⇒ "Where do I see myself in 6-9 years time, when I am in my mid-20s?"

Goal-Setting Process



1. Break longer-term goals down into smaller, achievable objectives.

3. Aim high but still keep your goals realistic.

5. Make short-term sacrifices to gain long-term improvements in yourself.

7. Ask for help and get advice when needed.

2. Visualise your goals and yourself in these roles; (but don't daydream).

4. Find out as much information as possible about what you need to do to achieve your goal.

6. Plan and use your time efficiently.

PDS
SUPER
SKILLS

1. Briefly outline a personal goal you have in relation to each of the following categories.

Self-development goal	Social development goal
Family-related goal	Educational or learning goal
Health and wellbeing (or sporting) goal	Some other self-improvement goal

2. Answer the following questions in relation to your own personal development.

i. What do I hope to improve or achieve in 3 months time?

ii. What do I hope to improve or achieve in 12 months time?

iii. What do I hope to achieve in 2-3 years time?

iv. What do I hope to achieve in 6 years time?

v. What do I hope to achieve in 15 years time?

2.03 Planning

Planning

Planning is the important first stage of goal achievement. We all have plans. Perhaps you plan to be the next undiscovered singing sensation like Dami Im? Or maybe you plan to develop a million-dollar app and retire at 35, filthy rich? Could be that you are planning to get drafted by an AFL team?

These are **big picture goals**. (They are also quite unrealistic as you would need some pretty special talent, skills, ambition and discipline to achieve those goals).

But have a think about a person who might achieve each of these goals. That person wouldn't get to their end goals in just one go. They would achieve their overall goal **step by step**. And most likely, once they got to this particular goal, well that's when a whole new set of plans, objectives and even harder work kicks-in all over again!

Planning timeframes

When planning for a big long-term goal it is important to be aware of different planning timeframes. We can usually classify these timeframes as:

- ⇒ **long-term goal**; which is the overall or 'big' goal,
- ⇒ **mid-term goals**; which are the step-by-step objectives that help you reach the 'big' goal, and
- ⇒ **short-term goals**; which are the specific tasks that need to be done immediately and/or regularly to get you on your way to achieving your objectives and then your 'big' goal.

Being able to break down a long-term or big picture goal into smaller timeframes is how you can better organise yourself, and perhaps others, to achieve that goal. And one other important thing to note, is to keep your plans **achievable, realistic, and timely**.

A goal without
a plan
is just a wish!

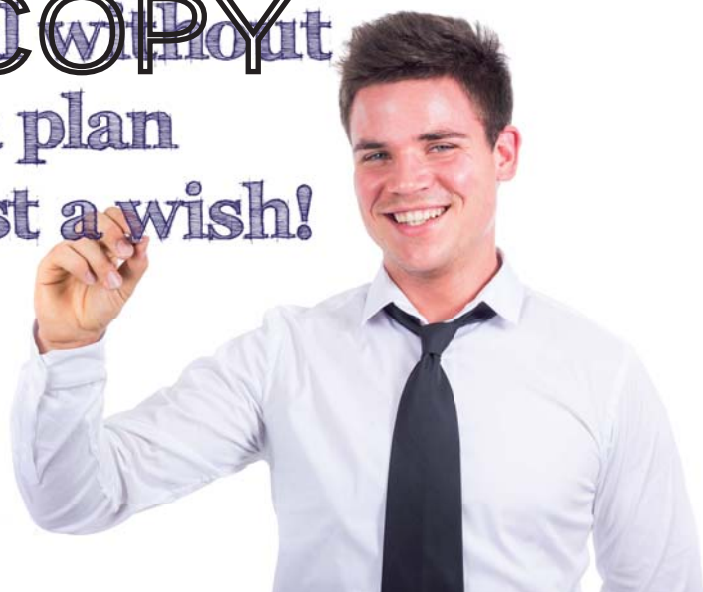


Image: zsirosistvan/
Depositfiles.com

Planning timeframes

- ⇒ **Long-term.** This is the overall timeframe for the '**big goal**' you are planning to achieve. The timeframe will change depending on the complexity of the goal. e.g.
- ✓ *This might be 2 years to save to buy a car,*
 - ✓ *1 year to complete a VET certificate, or even*
 - ✓ *3 months to improve your fitness as a part of a pre-season training program for a sport.*
- ⇒ **Mid-term.** These are the series of smaller **objectives** you need to achieve, on a regular basis, so as to work towards your big goal. e.g.
- ✓ *This might be setting a savings target every 2 months for the car,*
 - ✓ *completing assessments for the various units of the VET course every month, or even*
 - ✓ *setting weekly fitness goals for the pre-season training routine.*
- ⇒ **Short-term.** These are the ongoing, regular or immediate things (**tasks**) that need to be done so as to first achieve the mid-term objectives, and then achieve the long-term goal. These are usually pre-requisite tasks, which means they must be done first. e.g.
- ✓ *This might be a weekly budget to control spending as part of saving for a car,*
 - ✓ *submitting ongoing assignments that need to be completed in all subjects for the VET course, and*
 - ✓ *setting daily fitness and nutrition plans for the pre-season training program.*

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Planning timeframes

A

Choose one of the goals from the PDS Superskills above, or choose another long-term goal after consulting with your teacher. Then complete the table.

In 1 sentence summarise the long-term goal.

COPY

List **mid-term objectives** that will need to be achieved.

List **short-term tasks** that will need to be done.

2.05 Planning

Planning timeline

When you are making plans to achieve a long-term goal it is very important to map out a timeline. A timeline will help you to break your big goal into smaller objectives, and then break those objectives into even smaller short-term tasks. This process reflects the **plan-organise-do** parts of PODR (see p.48).

A **timeline** is a method of making sure that you plan and organise yourself, others, key resources and other important factors so as to best achieve your goals. Many people like to show timelines visually using words and numbers. Doing this is also a useful numeracy skill.

When you set out a timeline you need to know the **start date** and the **end date** so as to work out the deadlines involved. For example, what is the deadline for your first Personal Development Activity?

Once you know these dates you can calculate the **duration**, (or timeframe) you have available to achieve your goal. For example, "I have 2 years to save up for my car."

You set out your timeline using **equal time periods** such as hours, days, weeks or even months - depending on the length of the goal being achieved.

As your planning starts to move into organising you need to work out the key objectives to be achieved. These are the project **milestones**.

It is also important to organise these objectives, as well as all the required short-term tasks, in the most appropriate **order**.

As you move further into organising you will need to estimate an approximate, reasonable and likely **time required** to complete each task.

There are also other things you can add to your timeline but we will discuss these more fully in the organising stage of this section. However, what do you

think these might include?

Timelines

- ⇒ All tasks or projects have a start time or date, a completion period and an end time or date.
- ⇒ Draw a timeline noting the start date or time, and the end date or time.
- ⇒ Break the timeline into fairly equal time periods that match the length of the project (e.g. short-term, mid-term or long-term).
- ⇒ Use a to-do list to write down key milestone tasks, in the correct order, that must be completed along the way.
- ⇒ Estimate when these tasks will need to be completed. Set reminders and/or make notes in your diary and/or e-devices.
- ⇒ Note down any other information such as external people or suppliers who may need to be contacted and involved.
- ⇒ Check to make sure that you are progressing according to your timeline, and if needed, make adjustments.

POD
SUPER
SKILLS

Use the timeline below to answer the following questions in your workbooks.

1. What is the overall goal being planned?
2. What is the overall duration or timeframe of the activity?
3. What specific objectives are involved, and by when?
4. Are there any other tasks that you would include?
5. Plan a timeline for an event or activity you are interested in achieving.



Image: Adapted from: LABBELMAN/
Depositphotos.com

2.07 Planning Skills - Applied

A My plans

Now you will apply what you have learned to undertake some goal-setting and planning for your own personal development.

Follow the steps below. Your teacher will give you guidance and support when needed.

1. Outline **2 goals** you are hoping to achieve as part of your own **personal development**. *(No more than 2 sentences for each.)*

a.

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b.

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2. Choose the **most important** (and realistic) **goal** for your personal development. *(The other goal will be a back-up if you have trouble with this primary goal.)*

- i. What is the overall **timeframe** associated with this goal?

- ii. What are some **smaller objectives** that you can meet so as to achieve the overall goal. Try for at least 3 mid-term objectives (and no more than 6).

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⇒

3. Create a **timeline** to plan your achievement of this goal.

- i. Number those **objectives** in the most suitable **order** of completion.
- ii. Draw a **basic timeline** that shows when these objectives should be achieved by.

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4. Other **resources, support** and **review**.

- i. Identify any **other resources** that you might need to achieve your goal.
- ii. Outline the type of **help, support** and **guidance** you might require from other people to help you achieve your goal.
- iii. Explain how you are going to **check** to see if you are on track to meeting your objectives, and the overall goal. If not, what will you do about this?

2.09 Being Organised

Being organised

In this section you are going to investigate various actions and strategies to help you become more organised as a person.

Hopefully you will then be able to apply these strategies to assist you to be better organised when undertaking your Personal Development Activity.

Being organised is a key **enterprise behaviour**. People who have organisational skills are able to plan and achieve their goals more effectively.

If you develop your organisational skills then you will be able to more easily apply these **personal competencies** to other situations. This means that you are likely to develop **transferable skills** for personal, social, educational and work-related situations.

This helps you become a more developed person with a greater breadth and depth of skills. And that is what personal development is all about.

Personal organisation is a planning and doing skill which requires foresight and the ability to access and interpret **information**. Becoming more organised is also a good way to develop your **numerical skills**.

Building organising skills will also help to make you a more **reliable** and **conscientious** worker.

The key characteristics of an organised person are shown below. But can you think of any more that can be added to these?



Being Organised Characteristics

Being punctual and on time.

Being well presented.

Organising yourself to get tasks done.

Balancing personal, social, education, training and work-related commitments.

Keeping track of important dates and events.

Completing tasks on time.

Planning ahead and using timelines.

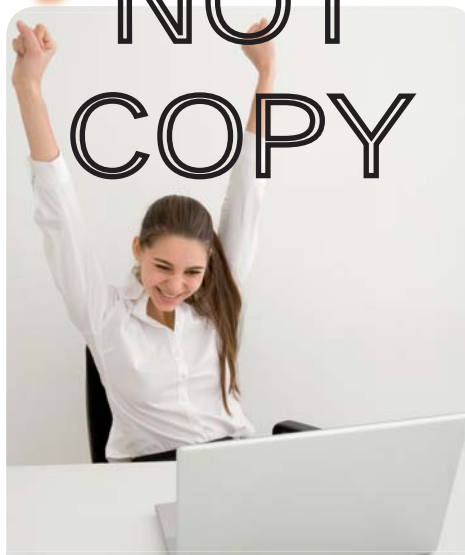


Image: sharpen1234/
iStock/Thinkstock

Being organised

So let's investigate the characteristics of being organised, as well as key actions, and some barriers, that might prevent someone from being organised. As you work through the next few pages, think about and discuss how each might apply to your own organisational abilities. Key characteristics include:

- ⇒ being punctual
- ⇒ keeping track of important dates and events
- ⇒ using timelines
- ⇒ organising yourself to get tasks done
- ⇒ completing tasks on time



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Being punctual

- ⇒ Being on time is a sign of good organisation and planning.
- ⇒ It is also a mark of respect.
- ⇒ The commercial world runs on strict timelines; i.e. Time is money!
- ⇒ When someone makes an appointment with you, they are arranging their schedule. Their time is important too!
- ⇒ Manage time using your phone to set reminders and alarms.
- ⇒ Some people cannot plan ahead and are constantly running late.
- ⇒ Some people prioritise their time over others. That is disrespectful.
- ⇒ If you are running late contact the person to let them know.
- ⇒ Plan your travel times and add a bit extra for unexpected hold-ups.
- ⇒ Being punctual allows you to be 'ready to go' on a task; and it stops you from being flustered.

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Punctuality A

Complete this table after discussing factors related to **being punctual**.

Why is it important to be punctual?	
How would you describe your own punctuality? Use examples.	What can you do, and what tools and strategies can you use, to improve your punctuality?

2.11 Being Organised



Keeping track of important dates and events.

- ⇒ People have to juggle personal, social, education and work commitments.
- ⇒ It is important to prioritise what is urgent, and needs to be done first; and deal immediately with these things.
- ⇒ People have responsibility to meet deadlines. This means they need to know when things are due.
- ⇒ People will rely on you to meet deadlines or turn up at events.
- ⇒ A diary helps you to keep track of dates.
- ⇒ A wall diary or poster is especially good for forward planning.
- ⇒ A to-do list can help you get through the day's or an activities' tasks and responsibilities.
- ⇒ Use phone (& e-calendar) reminders to alert you beforehand when an important date or event is approaching. This helps you to plan ahead.

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B Keeping track

Complete this table after discussing factors related to **keeping track of important dates and events**.



Why is it important to keep track of important dates and events?	
How would you describe your own ability to keep track of important dates and events? Use examples.	What can you do, and what tools and strategies can you use, to improve your ability to keep track of important dates and events?
List important things or responsibilities that you need to keep track of.	



Organising using timelines

- ❑ Timelines help you to project and plan forward. Then you can count back.
- ❑ Activity timeframes may be long-term, mid-term or short-term.
- ❑ Good organising involves back-ups for unexpected events and unforeseen time wasters.
- ❑ Some people like to map out their timelines in a visual format. They note key tasks, task durations and deadlines on their timeline.
- ❑ Activity success relies on effective organising (based on planning).
- ❑ Personal goal-achievement relies on effective organisation of yourself.
- ❑ Many people underestimate the time needed to complete tasks; so allow room for slippage.
- ❑ When working in teams, timelines need to be clearly communicated to all team members.
- ❑ Many deadlines are strict and final!

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Image: worldofvector/
Depositfiles.com

Organising using timelines

C

Complete this table after discussing factors related to **organising using timelines**.



Why is it important to use timelines when organising?	
How would you describe your own ability to use timelines when organising? Use examples.	What can you do, and what tools and strategies can you use, to improve your ability to use timelines when organising?
Describe when you would need to create and use a timeline.	

2.13 Being Organised



Organising yourself to get tasks done

- ❑ All the plans in the world will come to nothing unless people organise themselves appropriately.
- ❑ Organising involves setting short-term or day-to-day goals using tools such as daily planners and to-do lists.
- ❑ Organising means knowing how long tasks will take and deadlines.
- ❑ Organising involves knowing which tasks to do first (prioritising).
- ❑ Organising involves using resources to achieve goals and objectives.
- ❑ Organising means weighing up alternatives and making sacrifices.
- ❑ Organising an activity may involve organising yourself and others.
- ❑ Organising an activity may also involve organising resources such as equipment, money, stock and other things for getting the activity done.

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D Organising yourself

ONLY:

Complete this table after discussing factors related to **organising yourself to get tasks done**.



Why is it important to organise yourself to get tasks done?	
How would you describe your own ability to organise yourself to get tasks done? Use examples.	What can you do, and what tools and strategies can you use, to improve your ability to organise yourself to get tasks done?
List when you need to organise yourself to get things done.	

Completing tasks on time

- ❑ Being organised is about effectively managing time and other resources.
- ❑ Time waits for no person and time is limited; so due dates and deadlines are vital.
- ❑ In an activity, other people may be relying on you to be punctual and to keep an appointment.
- ❑ Smaller activity tasks are a part of a bigger goal. Each small task contributes and adds up to completing the activity successfully.
- ❑ Some tasks can be done at the same time (i.e. concurrently).
- ❑ But other tasks must be done first before something else can be achieved (i.e. pre-requisites).
- ❑ 'Being on time' is one thing, 'doing on time' is another thing altogether. When you turn up to work, you have to be ready to work.
- ❑ Teams consist of people and workers who rely on each other to meet their responsibilities on time.



Image: mtkang/
Depositfiles.com

Complete tasks on time

Complete this table after discussing factors related to **completing tasks on time**.

Why is it important to complete tasks on time?	
How would you describe your own ability to complete tasks on time? Use examples.	What can you do, and what tools and strategies can you use, to improve your ability to complete tasks on time?
Describe when you would need to complete tasks on time.	

2.15 Getting Organised

Getting organised

A person's ability to effectively plan and organise gets better by effectively planning and organising! There are some key tools and strategies that you can use to support and develop your ability to plan ahead and organise yourself. These include:

- ⇒ using **diaries** and planners
- ⇒ creating and using **to-do lists**
- ⇒ **estimating** how long tasks will take to complete
- ⇒ calculating and adding time for **travel**
- ⇒ factoring in **contingencies** for slippages in time.

Success in our personal lives and in the world of work demands well-developed **time management** skills. In a Personal Development Activity you will have **responsibility** for planning and scheduling your own, and perhaps even other people's, tasks and time. In a real world example, many parents and carers have to be experts at planning and organising their time and resources so as to juggle their varied family, home, work and other commitments.

So it is important that you assess your current ability to **plan** effectively and **organise** yourself. We also want you to explore and use strategies to improve your personal organisational skills. Then you can apply and transfer these skills to your Personal Development Activity.

Given that these are all practical skills, your teacher will lead you through a number of in-class activities, starting with using your **school diary** to plan and organise your daily, weekly and term commitments. They are also likely to have an ongoing term planning schedule on display in your classroom and/or use an e-scheduler.

Getting Organised: Are You...

Aware of competing time commitments and time constraints?

Able to use a diary, calendar and an e-planner?

Able to estimate how long tasks will take to complete?

Able to organise yourself to satisfy your school, work, family, social, sporting and other commitments?

Able to prioritise urgent tasks and get these done?

Able to schedule tasks in the appropriate order or sequence?

Able to plan travel and commuting times?



Image: Jorge enrique Villalobos espinosa/Hemera/Thinkstock.com

Complete a self-assessment of your personal organisation skills.

1. Identify 2-3 key actions needed as part of each organisational skill.
2. Then, honestly rate yourself from very low to very high.
3. Outline some of your strengths in each area.
4. Finally identify key strategies you need to do so as to make improvements.

Am I...	This involves...	My rating	My strengths	Improvements?
Aware of competing time commitments and time constraints?	- Listing down all my responsibilities.			
Able to use a diary, calendar and an e-planner?	- Planning ahead.			
Able to estimate how long tasks will take to complete?	- Asking advice or gaining experience.			
Able to prioritise urgent tasks and get these done?	- Not avoiding hard tasks.			
Able to schedule tasks in the appropriate order or sequence?	- Knowing what needs to come first.			
Able to plan travel and commuting times?	- Using maps and travel planners.			
Able to organise myself for school, family and other commitments?	- Planning a weekly schedule.			

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2.17 Assessment Task

AT1 Making a Change

Overview

You are required to complete a short Personal Development Activity that involves you creating a **Personal Development Profile** about yourself.

Required

In your profile you are required to include the following.

1. About you now and your **personal wellbeing** at the moment.
2. Your **hopes** for the **future**.
3. Your key **strengths, skills and qualifications**.
4. Areas you need to **improve**.
5. Self-development or **improvement strategies** that you could do.
6. People who could **help** you improve.
7. Resources and **information** you might need to make use of to improve.
8. Two clear **actions** that you can do right away to improve your personal wellbeing.
9. A **timeline** to achieve your self-improvement actions.
10. How you will **check** to see that you have made an improvement in your personal wellbeing.

Method

Stage 1: You need to create a plan and a timeline of how you will set out and complete your profile. You need to get this plan and timeline approved by your teacher.

Stage 2: You should create your profile using short, clear sentences; and perhaps using dot points under headings.

You could also add images and use multimedia to put your profile together.

Your teacher will give you more information about the requirements and due dates. Write this below.

This task focuses on:

- ⇒ **planning and organising a short PDS activity**
- ⇒ **applied use of specific knowledge**
- ⇒ **applied use of specific skills.**

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Name(s):

Key dates:

Tasks - AT1: Making a Change

Re-
quired

Due by

Done

Teacher
initials

Stage 1: Planning the profile activity

- i. Negotiate the task details with your teacher.
- ii. Create a plan for completing the profile activity.
- iii. Create a timeline for completing the profile activity.

Stage 2: Drafting the profile activity

1. About me now and my personal wellbeing.
2. My hopes for the future.
3. My key strengths, skills and qualifications.
4. Areas I need to improve.
5. Self-development/improvement strategies.
6. People who could help me improve.
7. Resources and information I might need to use.
- 8i. 1st action to improve my personal wellbeing.
- 8ii. 2nd action to improve my personal wellbeing.
9. Create a self-improvement timeline.
10. How I will check that I have made improvements?

Stage 3: Completing the profile activity

- ⇒ Prepare a draft of your profile.
- ⇒ Have your teacher check your draft.
- ⇒ Prepare your final profile.
- ⇒ Present a report to the class (if required).



Additional information:

Signed: _____

Date: _____

2.19 Self-Reflection

Self-Reflection Pro-Forma

Which Personal Development skills did I develop during this unit?

→ _____

→ _____

→ _____

How have the skills of Personal Development helped improve my personal life?

→ _____

→ _____

How have the skills of Personal Development helped me in other ways?

→ _____

→ _____

How would I rate my performance (use a circle) in developing my Personal Development skills this unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
----------------	----------	-----------------	-----------	----------------	----------------

What were my strongest areas of performance and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

PDS Activity: Planning and Organising 3

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Comments:

3.01 Personal Development Activity

Personal Development Activity

One of the major requirements of this unit involves you planning and organising a Personal Development Activity.

The type of Personal Development Activity or activities you will have to do for Foundation Unit 1 will depend on your school's VCAL program.

In some cases you might have to complete a number of smaller, or step-by-step tasks, that together will make up the overall activity.

The Personal Development Activity will relate to one or more of the following personal development goals:

- ⇒ **self development**
- ⇒ **social development**
- ⇒ **health and wellbeing**
- ⇒ **education**
- ⇒ **family.**

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A Personal development goals

What do each of these 5 personal development goals mean to you?

1. Outline the meaning of each of these goals as they might relate to you at this stage of your own personal development.
2. Your teacher will then discuss these with the class to explain how each might apply to your studies of Personal Development this unit, as well as a goal that might be suited and relevant to your own situation

PDS goal	How this relates to me?	A possible goal for this unit.
self development		
social development		
health and wellbeing		
education		
family		

Personal Development Activity 3.02

Planning an activity

As part of the Personal Development Activity you will be required to:

- ⇒ **plan** and **organise** the activity
- ⇒ demonstrate **knowledge** related to the activity
- ⇒ access **information** related to the activity
- ⇒ use and apply suitable activity **skills**
- ⇒ work **safely** and use **equipment** properly
- ⇒ **solve problems** related to the activity
- ⇒ demonstrate **teamwork** skills (where required), and
- ⇒ reflect on and **review** your performance.



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Depositfiles.com

It is likely that you will complete more than one PDS Activity for this unit. And one of these activities will involve you working successfully as a part of a team.

Your teacher will inform you of your school program's requirements, when you are likely to have to do these activities and whether you will be working with others, and/or in a team. Note these below.

Next semester as part of Unit 2, you will be required to complete a more sophisticated activity related to a social issue or a community setting.

PDS Activity B

Complete this table based on your teacher's discussion with the class.

Your teacher is likely to discuss more than 1 PDS Activity for this unit.

PDS Activity	Who is involved?	When will this occur?	Other information

3.03 PODR Planning Process

Plan-Organise-Do-Review

When you plan and organise a Personal Development Activity there are many tasks that you will be required to do.

Some tasks, such as developing a **timeline** are relevant for any PDS Activity. Other tasks are specific to the particular PDS Activity you are doing, such as developing a multimedia presentation, or organising a guest speaker.

There might also be different **task skills** that are needed depending on the type of activity you are doing. These task skills will vary:

- ⇒ when first starting or initiating the activity as part of the **planning** process
- ⇒ in the lead-up to the activity as part of the **organising** process
- ⇒ during the activity as part of the **doing** process
- ⇒ during and following the activity as part of the **review** process.

So a good planning tool that helps you work out what you need to do use is the **PODR** or Plan-Organise-Do-Review Process.

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PODR Planning Process

Got a goal you want to achieve or an activity that you need to get on top of? Then use the 4-step PODR Planning process.

1. Plan: Develop a plan for a Personal Development Activity.

2. Organise: Identify, organise and use appropriate resources, including people, to do the activity.

3. Do: Work effectively and safely to do the PDS Activity.

4. Review: Undertake review, self-assessment and evaluation of your participation in the activity.

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SUPER
SKILLS

A PODR

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Listed below are 8 potential tasks that you might be required to complete as part of a successful Personal Development Activity.

1. Match each of these up with their most likely stage of **Planning, Organising, Doing** or **Reviewing**. There are 2 tasks for each stage. (Note: Some of these tasks, such as to-do lists, could suit more than one stage. But for this example you are deciding on the most likely stage).
2. Number the tasks from 1-8, in what should be the best order to do them.

Create to-do lists to ensure that specific tasks are completed.	Create an overall activity timeline.
Come up with a clear, concise idea for an activity to achieve a goal.	Complete a self-evaluation based on your performance in contributing to the activity.
Survey customers to see if they are satisfied.	Break a big goal into smaller, achievable objectives
Work safely when performing the specific tasks required for the activity.	Develop a roster to communicate each team member's responsibilities

My Personal Development Activity

Now you are going to apply what you have learned so far to plan a simple Personal Development Activity using the **PODR process**. The key emphasis for this PDS Activity is on effective **planning** and **organising**. Later in the semester you are likely to undertake a more involved activity; and definitely an activity that involves working with others.

For this Personal Development Activity you are required to **plan, organise, do** and **review** an activity so as to achieve a Personal Development goal.

This personal development goal will require you to undertake some type of personal improvement, achievement, self-growth or skills-development over a 2-week period.

The key aim of this PDS Activity is for you to identify an area of your own life where you feel you should make some improvements.

Then you will plan your activity to enable yourself to make these improvements over a 2-week period.

And of course, after that, you can keep on improving. That will be your own personal development in action on an ongoing basis!

Your teacher will discuss with you the types of personal development goals that might suit your class, or more specifically, each of you.

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Image: luislouro/
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My PDS goal B

Describe possible things in your life that you would like to achieve; or perhaps areas in which you need to make improvements. Then briefly explain why.

After discussing these with your teacher, it's likely that one of these is going to be your personal development goal for your first PDS Activity.

I need to improve or achieve...	Because...
e.g. I want to improve my personal health and wellbeing by being more physically active.	I spend too much time online and using digital devices and I do not move or exercise anywhere near as much as I did 3 years ago.

3.05 PODR - Planning

1. Plan

The first stage of a PDS Activity involves planning and completing an Activity Brief. You will do this in consultation with your teacher. At the **planning** stage, for your brief, you should consider including the following.

- ❑ Identify just what it is you are trying to do. This is your key overall **goal**. Write your goal in one or two short sentences.
- ❑ Consider what you hope to achieve from the activity. These are the **benefits** of undergoing this Personal Development Activity.
- ❑ Identify **other people** who are involved in the activity.
- ❑ Start to plan what you (or your team) might need to do to achieve this goal.
- ❑ Work out a draft **timeline** that includes key **deadlines**.

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Jax plays many sports and she has decided to start playing Aussie rules football.

Jax wants to develop a personal training program to improve her fitness for the upcoming football season.

You can see what her goal is, she has stated this quite clearly.

But what might be a suitable timeline?



Image: michaeljung/
Depositfiles.com



Linc is very good with ICT but he wants to build his skills in dealing with people.

So Linc's PDS Activity will involve working with Year 7s to show them basic gaming coding.

How might Linc express his PDS Activity goal?



Image: lisafx/
Depositfiles.com

PDS Activity - Planning A

1. List the key words for the **planning** stage. Your teacher will discuss these with your class, so note any important information related to these.



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2. Choose a personal development improvement goal that you can complete over the next 2 weeks. After discussing the suitability of this with your teacher complete this table.

Planning: Complete an Activity Brief

What is my Personal Development goal? i.e. What will the PDS Activity involve?

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What are the main benefits of doing this activity?

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Who is involved in this PDS Activity?

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What are some of the main things involved in my PDS Activity?

What are the key overall timeframes and deadlines for my PDS Activity?

3.07 PODR - Organising

2. Organise

The **organising** stage involves working out specifically what you need to do to achieve your overall goal. This is where you start to make your plan a reality.

When organising, the key thing is to break your big goal into smaller **achievable objectives**.

You will be expected to come up with some of the specific organising requirements yourself. But you will also get feedback and support from your teacher.

Some of the other things you could do in this stage include these.

- ❑ Develop an **action plan** (such as a **to-do list**) to achieve each of these smaller objectives on a task-by-task basis.
- ❑ Develop a more specific **timeline** to map out by when these smaller tasks need to be done.
- ❑ Organise yourself, organise other people and organise any **resources** or **materials** you need to successfully complete each task.
- ❑ If in a team, develop a **roster** of people's roles and **responsibilities**.

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Image: michaeljung/
Depositfiles.com

Jax is going to set weekly objectives related to how much distance she jogs. She is also going to set times for specific running trials. She also wants to gain at least 3 kilos of weight, and would expect most of this to be lean muscle mass. By having weekly goals Jax feels she will be able to organise her training time much better.

Linc is going to have to organise times with teachers, computer access and other tasks so he'll need a pretty clear timeline?
Who should he approach first?



Image: lisafx/
Depositfiles.com

PDS Activity - Organising **B**

1. List the key words for the **organising** stage. Your teacher will discuss these with your class, so note any important information related to these.



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2. Start to organise your overall goal into smaller, achievable objectives.

Organising ONLY: Break big goal into smaller objectives		
What to do?	By when?	What do I need?
What are the key stages and steps involved; i.e. the smaller objectives?	What are the timeframes and deadlines for each of these smaller tasks?	What materials, resources and support from other people might be needed?

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3. Create a to-do list for the activity. Your teacher will guide you on a suitable format.
4. Create a timeline for the activity and show key milestone deadlines. Do this on a large sheet of paper.

3.09 PODR - Doing

3. Do

So, you have planned your PDS Activity based on your Personal Development goal, and then you have organised your key objectives, times, and potential resource and material needs. Now you arrive at the start of the **doing** stage.

Doing involves completing the **specific tasks** using the required **resources** needed to achieve each of the objectives (through organising). When combined, these objectives add up to satisfying your overall goal (from the planning stage).

At times 'doing' might be the **shortest part** of an activity. For example, 3 weeks of planning and organising a cross-cultural lunch might only involve 4 hours of actual 'doing' **work** on the day. So as part of doing it is important to develop a **specific timeline** for **activity tasks** that need to be done. It is also useful to develop **to-do lists** to make sure that you have everything covered, and so that you don't forget an important task.

However, for this PDS Activity, the doing involves you completing a series of tasks over a 2-week period to undertake some type of self-improvement or personal development. Of course the PDS Activity won't take 2 whole weeks of time. But the **duration** of the Personal Development improvement program is 2 weeks.

Jax's personal training program might involve a 3 month 'doing' program to build her fitness.

This is an ongoing doing process.



Image: iStockphoto.com

On the other hand, Linc's gaming coding activity might just involve a 1-hour 'doing' session with Year 7 class.

This is a one-off doing process.



Image: iStockphoto.com

C PDS Activity - Doing

1. List the key words for the **doing** stage. Your teacher will discuss these with your class, so note any important information related to these.



2. You can use the same type of table as for organising. It's just that now you are dealing with specific tasks. So you might need more than one table.

- ☐ Develop a specific timeline for the doing stage (use your workbooks).
- ☐ Create to-do lists for specific tasks.
- ☐ You should put tasks in the correct order in which they need to be done.
- ☐ Make sure you include all materials, resources and other people needed.

Doing: Specific task is...

DRAFT		
What to do?	By when?	What do I need?
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Doing: Specific task is:

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What to do?	By when?	What do I need?

3.11 PODR - Reviewing

4. Review

Whenever you undertake an activity it is important to **check** and review whether you are achieving the goals or objectives associated with that activity.

You might experience being reviewed (or assessed) in life by having others, such as a manager or teacher, monitor your work output. For example:

- ⇒ cooking (by the head chef **sampling** or tasting the meal, and by getting **reviews** from diners)
- ⇒ playing a game or sport (by getting **feedback** from team members or a coach)
- ⇒ working (by getting customer **comments**, checking **deadlines** and having **performance appraisal** from a manager)

Self-assessment is also an important part of review. That is when you **measure** your own performance against your goals and objectives.

Ask yourself - “Did you achieve what you set out to do?” And then follow up with; “Why so, or why not?” And finally, “What can I do better to improve?”

Peer review is also an important feedback tool. This can involve getting feedback from your team members or others you have worked with. It may involve an **evaluation** pro-forma.

For your PDS Activity you should undertake **review** during all stages of the activity - the **planning stage**, the **organising stage** and the **doing stage**. Ongoing feedback and review will help you to monitor if you are on track and meeting your deadlines.

You will also get teacher feedback as they will be supporting and guiding you through your activity.

And finally you will need to self-assess during and after the activity. You’ve chosen your personal development goal. Therefore you must monitor and assess whether you are on the way to achieving this goal.

And if you find that you’re not succeeding then you can start to work out what changes you might need to make to better achieve your goal.

Image: doomu/
depositfiles.com

Jax is going to use a fitness tracker and apps to measure her progress every week. She has a friend who already plays who she is comparing her results with.



Image: doomu/
depositfiles.com

Linc is going to use Survey Monkey to get students to give their feedback. He is also being evaluated by his teacher and the teacher of the year 7 kids.



PDS Activity - Reviewing D

1. List the key words for the **reviewing** stage. Your teacher will discuss these with your class, so note any important information related to these.



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2. Identify the ways that you are going to review your progress both **during** the PDS Activity; and the **after** the activity.

Reviewing: Check and assess my progress and if my goal is achieved.	
During the activity I will review progress by:	
Checking	Feedback
Self-assessment	Other
After the activity I will review progress by:	
Checking	Feedback
Self-assessment	Other

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3.13 Assessment Task

AT2 Personal Development Goal

Overview

For this assessment task you are required to use the 4-stage PODR planning process to complete a 2-week personal development goal. (Note: Your teacher might allow a goal that extends over a longer timeframe).

Your personal development goal might be an extension from **AT1: Making a Change**.

Or your personal development goal might be a new goal that you want for need to achieve, given that you have now worked through a number of topics for Personal Development Skills.

Some possible types of Personal Development goals might involve:

- ☐ Developing a specific **skill** or **set of skills** such as cooking or ICT.
- ☐ Completing a **training course** that adds to your personal development such as a first-aid course.
- ☐ Achieving a goal that will help you contribute more to your **family**.
- ☐ Achieving a **health, fitness, recreation** or **sporting** goal.
- ☐ Completing a **creative, arts, performance** or some other related goal.

Stage 1: Planning

- ☐ **Negotiate** your 2-week Personal Development **goal** with your **teacher**.
- ☐ Develop an **overall timeline** for your achievement of this goal.

Stage 2: Organising

- ☐ Break your overall goal into smaller **achievable objectives**.
- ☐ Develop **specific timelines** to achieve these objectives.
- ☐ **Organise yourself** to meet these objectives.
- ☐ Organise and **make use** of other **resources** to achieve these objectives.

Stage 3: Doing

- ☐ Develop **specific timelines** to achieve these **tasks**.
- ☐ Successfully **do the specific tasks** required to achieve the objectives.

Stage 4: Reviewing

- ☐ Seek and make use of **feedback** to improve your performance.
- ☐ Report on your **successes** in achieving your goal.
- ☐ Suggest further **improvement strategies** that you might need to undertake.

Note: The planner opposite is blank. That's because you will list your requirements for each of the PODR stages when you negotiate your Personal Development goal with your teacher.

This task focuses on:

- ⇒ **planning and organising a simple PDS activity**
- ⇒ **applied use of specific knowledge**
- ⇒ **applied use of specific skills**
- ⇒ **applied use of problem-solving skills.**

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Assessment Task 3.14

Name(s):		Key dates:		
My Personal Development goal is:				
Tasks - AT2: Personal Development Goal	Re- quired	Due by	Done	Teacher initials
Stage 1: Planning for your Personal Development goal.				
i.	✓			
ii.	✓			
DRAFT SAMPLE ONLY:				
Stage 2: Organising your Personal Development objectives				
i.	✓			
ii.	✓			
iii.	✓			
iv.	✓			
DO NOT COPY				
Stage 3: Doing your Personal Development tasks.				
i.	✓			
ii.	✓			
Stage 4: Reviewing your Personal Development goal.				
i.	✓			
ii.	✓			
iii.	✓			

Additional information:

Signed: _____

Date: _____

3.15 Self-Reflection

Self-Reflection Pro-Forma

Which Personal Development skills did I develop during this unit?

→ _____

→ _____

→ _____

How have the skills of Personal Development helped improve my personal life?

→ _____

→ _____

How have the skills of Personal Development helped me in other ways?

→ _____

→ _____

How would I rate my performance (use a circle) in developing my Personal Development skills this unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
----------------	----------	-----------------	-----------	----------------	----------------

What were my strongest areas of performance and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

Knowledge and Skills 4

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Comments:

4.01 Knowledge

Knowledge

So what do you know? **Knowledge** can be defined as your **understanding** of various facts, information, ideas, concepts, skills and other elements. Sometimes it is said that we acquire knowledge. One thing is for sure, we definitely require knowledge!

Theoretical knowledge might relate to an understanding of **concepts** and **ideas**. **Practical knowledge** might relate to actually becoming competent at 'doing', tasks

You can build your knowledge through **learning**, **training**, **experience**, **research** and so on.

An important aspect of knowledge is **knowing what you know**! This means that you need to have an understanding of the extent of your knowledge.

You need to have **self-awareness** of your **knowledge strengths**. By being self-aware you can be **confident** that you are able to do certain tasks, and that you understand various concepts based on your level of knowledge.

Another important aspect of knowledge is **knowing what you don't know**. This might be even more important! No

one of us knows everything (even though some people pretend they do!). When we are required to complete tasks it is important that we honestly identify just what it is we don't know. By doing this we can find ways to overcome our **weaknesses**.

We can overcome weaknesses by seeking **help**, advice and assistance, undertaking further **training** and **working with others**.

**Well I know what I know.
But how can I know what I
don't know? Can you help
me make sense of that?"**



A What do I know?

Identify 2 things in which you are confident of your knowledge. One must relate to an idea or concept or knowledge area; whereas the other needs to refer to a practical task or skill, such as how to reverse park a car!

Well, what do I know?	
i.	ii.

Building knowledge

As humans we continually build our knowledge throughout our lives. Have a think back to when you were in primary school. You certainly know a lot more now than back then.

But how did you build your knowledge? Certainly some knowledge comes from your **education**. Even right now you are learning things that you were not aware of yesterday. Think of your favourite subject ever at school (besides P.D.S. of course!) and all of the cool and interesting knowledge you picked up.

Knowledge also comes from **training**. Training is an extension from education in that you get to put your knowledge into action. For example, you might train at TAFE to use various wordworking tools. Then, during a work placement you get to put this knowledge into action by developing practical skills and competencies.

You can also build knowledge by **research**. This might involve reading and studying a manual (such as to get your L's), researching online (such as knowing all the Star Wars action figure variants) or watching an expert in action either through direct observation or by studying online video tutorials (such as a close-up magician).

So knowledge is closely related to research, study and **observation**. And then you turn that knowledge into practical skills by **practising, training** and **doing**.

But there is one thing we need to make clear. Knowledge relies on both having access to, and an understanding of, **information**. However, having information does not automatically lead to knowledge. Real practical knowledge comes from having, choosing and using the 'right' information in the most effective way.



"I learned how to play the drums through observation and training. But my mum says she sometimes wishes I had never started!"

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ONLY:

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Knowledge B

List examples of useful and interesting knowledge you have developed through these methods.

Knowledge from education	Knowledge from training
Knowledge from research	Knowledge from observation

4.03 Knowledge

C Sharing knowledge

One way to build knowledge is by helping and learning from others.

Think of some knowledge related to an area of personal development that you understand well. This might be an **idea**, a **concept** or some type of **topic**.

1. Complete these boxes to outline how your class members could be helped by you sharing this information.

What do I know well?

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How did I learn this?

ONLY:

What are the key points about this knowledge that would be useful for my classmates?

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What might be good ways for me to communicate this knowledge to the class?

How could having this knowledge help my classmates make their own personal development improvements?

Now think of a task related to an area of personal development that you know how to do well. This might be a **task**, a **process**, a **system** or some other **activity**.

2. Complete these boxes to outline how your class members could be helped by you sharing this information about how to do this activity.

Your teacher might even get you to do this task as a PDS training activity by matching up potential trainers with potential learners.

What personal development task can I do very well?

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How did I learn to do this personal development task?

ONLY:

What are the key points about how to do this task that would be useful for my classmates to understand?

DO

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What might be good ways for me to communicate how to do this task to the class?

How could having this knowledge of how to do this task help my classmates make their own personal development improvements?

4.05 Information

Information

You live in an amazing world. This is the first time in history when almost all the knowledge that has ever existed is now available to you in just a few clicks. Want to find out something, well people will say, “Just Google it!”

In the ‘old days’ if you wanted to find out something you had to ask an expert, or go to the library and look up something in a book or an encyclopedia. Or you even had to work it out yourself through trial and error! ‘Old’ people also had to use things called micro fiche readers to find historical information from the past. Ask your teacher what these are - but perhaps they are not old enough to have ever used these.

But this instant access to all the information in the world comes with problems. There is simply too much information available. How do you actually find what you want to know? Where do you start looking? What should you type into a search engine? Which sites are reputable and which are just opinion dressed up as fact?

And then, when you find the information you are looking for, how do you know that what you find is accurate, true and correct? How do you know that the information you are looking at isn’t just advertising, marketing and PR copy fashioned to ‘appear’ as true and unbiased facts. And then there is the growing problem of fake news. You’ve all heard President Trump banging on about that.

💡 So can you tell fact, from opinion, from misinformation and from just outright blatant lies?



**“Let me tell you just two words!
Fake news!”**

A Finding out

So how do you go about finding information online and how do you work out what is real from what is fake?



Types of information

Information can come in many forms. Information can include facts, figures, statistics, data, research, reports, opinion, instructions, warnings and many other examples.

Of course you know about **written** information in books, newspapers, magazines, manuals, documents and instructions, as well as written digital communication that is online, in emails and in texts.

Information might also be **verbal** such as a conversation, explanation, instruction, lecture, speech, interview, Q&A seminar, song and so on.

Some information is best communicated **visually** such as signs, symbols, maps and instructions. Many people respond to visual information in images, diagrams, infographics, icons, avatars, emojis and so on.

The world is driven by **numerical** information such as numbers, data, tables, financial statements, graphs and so on.

And information might also be **physical** such as body language, gestures and physical movements. (Check out Claude Chappe!)

In many cases complex information is best communicated using a combination of information types.

For example, a presentation about budgeting to buy a home might include a financial expert speaking (verbal), an analysis of numbers (numerical), and graphs (visual). The presentation might be filmed and then uploaded online - which further extends the type of information by becoming digital media.



Image: Anton_Sokolov/
Depositfiles.com

Types of information B

List an example of when you use each of these types of information.

written information	verbal information	visual information
numerical information	physical information	other information

4.07 Information

Sources of Information

There are so many varied sources of information available to you. It is important that you know the distinction between primary and secondary sources. You will also likely explore this in Literacy as well!

A **primary source** of information is when you gather direct evidence about a person, an event or a situation. So an eyewitness is an example of a primary source such as Millvina Dean (look her up!) Other primary sources that you might use include interviews, surveys, direct recordings, photos and official documents such as contracts, wills and house titles.

A **secondary source** of information is one that gives a summary, comment, discussion, interpretation or analysis of a primary source of information. Examples include news reports, articles, reviews, opinion pieces, summaries or other similar types of work. So a historical work of non-fiction is a secondary source of information. So too is much news reporting and almost all online commentary.

Encyclopedia and other information sources that collate and gather already existing information are called **tertiary sources** of information.

Sources of Information

Image: SergeyNivens/
Depositfiles.com



Sources of information C

Have a think about how you commonly source different types of information.

1. For each of these explain the type of information you get from this source and why you use this source. Add 2 of your own choosing.
2. Explain an alternative source of information that you could consider using in order to improve the quality or reliability of the information you get.

Source	Type of information	Which other sources/ Why?
e.g. apps	Apps: I use apps to find out information about where I am going so that I don't get lost. I like the Google maps function the best.	Books: I should also use a printed street directory more because you can see a bigger overall view of an area and you learn how to get around.
family members	<p>DRAFT</p> <p>SAMPLE</p> <p>ONLY:</p> <p>DO</p> <p>NOT</p> <p>COPY</p>	
apps		
social media		
teachers		
peers		
books		
online forums		

4.09 Demonstrating Knowledge

Demonstrating knowledge

When you are planning, organising, doing and reviewing either an individual, or a teams-based, Personal Development Activity, you have to demonstrate **knowledge** and access, collect and interpret **information**.

In order to do this successfully you have to deal with information and knowledge related to two different parts of the activity. These different, but related, parts can be summarised as, your **focus** or 'what you are doing?'; and your **process** or 'how you are going to do this?'.

1. The focus: What you are doing.

This involves identifying and then finding information and knowledge related to the personal development topic or task you are focusing on.

For example, you might be researching the history of your family coming to Australia. You have to research, describe, summarise and present information about the topic. This is your focus.

2. The process: How you are going to do this:

This involves planning, organising, doing and reviewing your activity. You are going to have to predict the information you will need and also work out the steps/stages needed to successfully undertake the activity.

For example, in researching the history of your family coming to Australia you might first have to plan who you are going to interview, organise interview times and recording equipment, do the interviews and then summarise the information and review the interviews to check that you have enough material to present to the class. This is your process. You have to manage all of the tasks within the broader activity guidelines and timelines set by your teacher. And for a teams-based activity you will need to organise much more.

Ok.
Focus = what.
Process = how.
Got it!

Image: HASLOO/
Depositfiles.com

PDS Activity: Demonstrating knowledge

For both the **focus** of the activity and the **process** of the activity you need to do the following.

- Identify knowledge.
- Access information to seek knowledge.
- Interpret information to develop knowledge.
- Present information to communicate knowledge.

PDS
SUPER
SKILLS

A Demonstrating knowledge

When you are planning a PDS Activity you need to identify knowledge and find and use suitable information. The table opposite lists many of the 'questions' you will need to answer about knowledge and information. Use this as a planning pro-forma for your PDS activities. Your teacher will guide you.

Tip: You might not answer every question, just those relevant for your activity.

Explanation	The activity focus	The activity process
i. Identify knowledge for my PDS Activity.		
<ul style="list-style-type: none"> ⇒ What do I need to know? ⇒ What do I already know? ⇒ How can I find this out? ⇒ Who can help me? 		
ii. Access information to seek knowledge for my PDS Activity.		
<ul style="list-style-type: none"> ⇒ What primary information do I need to gather? ⇒ What secondary information will assist me? ⇒ What information types & sources might best suit? ⇒ What types of media will I access; and which devices will I use? 		
iii. Interpret information to develop knowledge for my PDS Activity.		
<ul style="list-style-type: none"> ⇒ How will I organise my information, e.g. in hard copy, in digital folders; and in what order? ⇒ How will I summarise my information, e.g. headings and sub-headings? ⇒ Will I need to analyse the information, and if so who can assist me? ⇒ How can I check that the information is appropriate, true and accurate? 		
iv. Present information to communicate knowledge for my PDS Activity.		
<ul style="list-style-type: none"> ⇒ How will I communicate my information as knowledge? e.g. written, verbal, digital, video. ⇒ What types of information will I use to communicate my knowledge? e.g. statistics, images, graphs, summaries. ⇒ How will I assess that people understand my info and build their own knowledge? e.g. questions, feedback, surveys. 		

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4.11 Skills and Competencies

Skills

So what can you do? It's now time to reflect on the skills that you have.

Can you play sport, dance, fix cars, look after pets, grow vegetables or even recite the alphabet backwards?

Are you good at doing manual tasks and activities with your hands (e.g. guitar), your feet (e.g. soccer) or your whole body (e.g. trampolining?)

Are you good with your mind doing thinking tasks and solving problems such as puzzles, doing coding or managing a budget?

Are you good at creative tasks such as drawing, writing lyrics or designing clothes?

Are you good at dealing with other people such as playing a team sport, babysitting or teaching others?

Or perhaps you can do all of these things; or only some of these things; or totally different things from these.



So, have a think, what are your abilities and skills?

"Print is skilled in many different Martial Arts!"

Skills-sets

We all have different skills and competencies that we can use to complete tasks and activities. We are also expected to continue to develop our skills as part of lifelong learning. One way to classify these skills-sets is by grouping them into **personal competencies** and **social competencies**.



Image:
JupiterImages/
Stockbyte/Thinkstock

A Good and not so!

1. Describe 4 tasks and activities at which you are skilled and/or you have an ability for. These are things you are **good at**.

i.	ii.	iii.	iv.

2. Describe 4 tasks and activities at which you are not so skilled and/or you have little ability for. These are things you are **not good at**, at all!

i.	ii.	iii.	iv.

Personal competencies

Personal competencies are those things that you have a natural **ability** for. These are likely to be the types of things that you naturally enjoy doing every day. This means that these are your **personal skills**.

You can turn these skills into competencies by utilising them when undertaking varied tasks and activities. You can also enhance your personal competencies through different forms of **training**.

For example, Rex, 17, cooks dinner for his family every night. He really enjoys doing this. Therefore Rex has cooking, food preparation and kitchen skills. And as a result, he is also good at planning and organising.

Francine, 16, is mad about cars. She is always tinkering with engines. She is also restoring an old bomb. Francine has mechanical, car-body repair and tool skills. And as a result, she is also good at problem-solving.

"Perhaps you, like Francine, have become competent at practical tasks or at fixing things?"

Image: Goodluz/Depositfiles.com

Personal competencies

- ⇒ planning tasks and activities
- ⇒ organising yourself and meeting deadlines
- ⇒ fixing things
- ⇒ making things
- ⇒ using technology and devices
- ⇒ being flexible and multi-skilled
- ⇒ being creative
- ⇒ accepting responsibility
- ⇒ solving problems and many more.



NOT

Personal competencies

B

1. Identify 3 of your own strongest **personal competencies**.

2. Describe an example of how you demonstrate this competency in your life.

i.	ii.	iii.

4.13 Skills and Competencies

Social competencies

Social competencies refer to a person's skills when they are dealing with other people and interacting in social situations. Social competencies are developed by dealing effectively with other people. This means that these are your **interpersonal skills**.

You build your social competencies through your natural development as a person and your varied interactions with others. These interactions will help you develop **socialisation skills**. Socialisation skills are important to help you develop personal relationships with family, friends, peers and even partners!

Well-developed social competencies are also vital for work-related success by building positive **interpersonal relationships**. All work-related situations involve dealing with other people, many of these people will be very different from you. So you should be constantly striving to improve your own ability to deal with diverse and varied people.

For example, Rex has learned that to improve his cooking he has to ask for feedback on his meals. This means that he is becoming more customer-focused which is important if he wants to be a chef.

Francine gets a lot of mechanical tips from her Uncle as she often helps him out at his garage. She realises that communication and helping others is improving her own interpersonal skills.

Social competencies

- ⇒ communicating effectively
- ⇒ working with other people
- ⇒ helping and assisting
- ⇒ organising others
- ⇒ encouraging others
- ⇒ giving and taking feedback
- ⇒ active listening
- ⇒ empathising with others

and many more.



Image: Scott Maxwell/
Hemera/Thinkstock

C Social competencies

1. Identify 3 of your own strongest **social competencies**.
2. Describe an example of how you demonstrate this competency in your life.

i.	ii.	iii.

Transferable skills

You should think of your own personal and social competencies as transferable skills. **Transferable skills** are the personal and interpersonal skills and competencies that you might already have, or are in the process of developing.

You can apply your transferable skills in any situation including:

- ⇒ personal situations such as personal organisation skills to help run your life better
- ⇒ social situations such as showing empathy and understanding when dealing with close friends who are going through a hard time
- ⇒ work situations such as communicating effectively when dealing with customers from diverse backgrounds.

In order to achieve positive personal development growth you need to acknowledge your own strengths, and your weaknesses, related to your own personal and social competencies.

Once you do this you will move a long way towards successfully completing more complex tasks because you are applying your own transferable personal and interpersonal skills to help you, and others, in different situations.

Transferable skills D

Determine 2 of your strongest personal competencies and 2 of your strongest social competencies. For each one explain how you could use this competency in a personal, or a social or a work situation. This means that you are transferring these skills to other situations.

e.g. I am competent at looking after kids and babysitting by being patient, having responsibility and making sure that kids don't do anything dangerous. For my work experience last year at a day-care centre I used these skills to help look after a whole room of toddlers.

Personal Competency 1	Personal Competency 2
Social Competency 1	Social Competency 2

4.15 PDS Activity Skills

PDS Activity Skills

There are a range of skills you need to develop and apply to successfully complete your Personal Development Activity. These include **task skills**, **safe working skills** and **technology and equipment skills**. Of course, you might not have to demonstrate all these skills in every PDS Activity. But you should discuss all of these as a class, and if needed, in your work teams. So give them a tick if you (or your team) are required to use these skills for your PDS Activity.

PDS Activity: Task skills

There could be hundreds of tasks skills that you need for your PDS Activity. Various skills might apply at all 4 stages of Plan, organise, do & review. Some of the more common task skills likely to be needed are listed below. But you might need to predict, develop and then apply other task skills depending on the nature of the PDS Activity e.g. A budget will only be needed if the activity has financial elements to it. And for a team you will have to allocate roles and responsibilities to team members.

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PDS Activity: Task skills

- ☐ do a project brief
- ☐ plan timelines
- ☐ organise resources
- ☐ organise team members
- ☐ organise a roster
- ☐ create to-do lists
- ☐ make appointments
- ☐ prepare written information
- ☐ negotiate permission
- ☐ fill in forms
- ☐ plan budgets
- ☐ estimate quantities
- ☐ research information
- ☐ make a presentation
- ☐ organise equipment
- ☐ use multimedia
- ☐ record a presentation
- ☐ contact people
- ☐ complete evaluations
- ☐ organise guest speakers
- ☐ organise travel times

PDS Activity: Safe work skills

Whether your PDS Activity is a solo or team effort, and no matter the focus of the activity, you must work safely. This involves physical, emotional and personal safety, including digital safety. This crosses over with WRS.

PDS Activity: Working safely

- ☐ Use equipment safely including appropriate training.
- ☐ Use proper manual handling and lifting techniques.
- ☐ Move, transport and travel safely.
- ☐ Only use tested and tagged appliances.
- ☐ Use ICT devices safely and ergonomically.
- ☐ Know appropriate food preparation, hygiene and certification standards.
- ☐ Minimise stress and conflict and not harass or bully team members.
- ☐ Get supervision and assistance for dangerous tasks.
- ☐ Complete risk assessment and hazard control where needed.
- ☐ Be careful with personal information.

PDS Activity: Equipment, technology and materials skills

Many PDS activities require the use of equipment, technology and materials. This means that you have to develop and apply operational, manual and technical skills.

PDS Activity: Using technology and materials

- ☐ Determine the most suitable equipment, technology and materials for the activity.
- ☐ Follow appropriate safety guidelines.
- ☐ Undertake suitable training.
- ☐ Read and follow instructions.
- ☐ Book, set-up and return equipment.
- ☐ Use ICT devices safely and ethically.
- ☐ Seek permission for using images and other people's words and work.
- ☐ Use presentation, AV and multi-media equipment competently.
- ☐ Source and budget for suitable materials.
- ☐ Use materials and inputs sustainably.
- ☐ Follow safe handling procedures for materials.

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PDS Activity Skills A

Look at the main skills you have ticked for your PDS Activity. Match these up to the correct stage of Plan, Organise, Do & Review. (Note: Some skills might be in more than one stage).

PDS Activity:		DO	
Plan		Organise	
NOT		COPY	
Do		Review	

4.17 PDS Activity planner

A PDS Activity planner

Use this planner to guide you through the stages of Plan, Organise, Do & Review for your PDS Activity. Then present this to your teacher for checking and feedback.

1. What does the PDS Activity involve?

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2. Who is involved in this activity?

3. What are the main benefits of doing this activity?

DO
NOT

4. What are the key timelines and deadlines?

COPY

5. What equipment, technology and materials are needed?

6. What are the key requirements in the Planning phase?



7. What are the key requirements in the Organising phase?



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ONLY:

8. What are the key requirements in the Doing phase?



DO

9. What are the key requirements in the Reviewing phase?



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10. What are other important requirements including safety?



4.19 Assessment Task

AT3 PDS Team Activity

Overview

You are going to undertake a teams-based Personal Development Activity related to one or more of these focus areas: Self, social, health and wellbeing, education or family.

Your teacher will inform you of the focus area(s).

The PDS Activity might involve the same PDS goal for every member of the class; such as a leadership training program, the development of first-aid skills or completing a specific PDS Activity that is integrated with other units.

Alternatively, the PDS Activity might involve a specific goal that your smaller PDS team (i.e. 3-5 students) is aiming at achieving together.

Your teacher will describe the key requirements for your teams-based Personal Development Activity. So write these down here.

This task focuses on:

- ⇒ **planning and organising a PDS team activity related to a PDS goal**
- ⇒ **applied use of specific knowledge and information**
- ⇒ **applied use of specific skills including OH&S**
- ⇒ **applied use of problem-solving skills related to the goal**
- ⇒ **working effectively as a member of a team.**

PDS focus area is:

PDS goal to be achieved as part of the activity is:

Key dates and timelines are:

Required


For this activity you have to complete the following stages.

1. Successfully **plan** and **organise** the team activity.
2. Find, collect and use appropriate **knowledge** and **information** related to the PDS focus area goal.
3. Identify and apply appropriate **skills** to complete the activity, including **working safely**.
4. Use **problem-solving** skills to explore a social issue or problem related to the PDS focus area goal.
5. Work effectively **as a team** to complete the activity.

You will then prepare (and possibly present) a group report based on your PDS Activity.

As part of this you have to review your own and your team's performance (p.84 & p.142) in completing the PDS Activity (and the PDS goal).

Advice


- ⇒ It is recommended that you use the PODR Planning process to support you.
- ⇒ You will need to complete Sections 4 & 5 of this unit to help you with the PDS Activity.
- ⇒ When you investigate your PDS goal you will have to address a problem or problems related to that goal. Your teacher will give you support with this.
- ⇒ Your teacher will guide and support you and your team in doing this PDS Activity. So you will be expected to seek and act on feedback throughout all stages of your PDS Activity.
- ⇒ You might be called upon to apply skills from your other VCAL units.
 - ☐ Preparing your report might be a Literacy activity.
 - ☐ Developing safety guidelines might be a WRS activity.
 -  ☐ Presenting your final report might be an Oral Communication activity.
 - ☐ You will have to develop criteria to review and assess both your own and your teams's performance in relation to this activity.

Other important information

4.21 Assessment Task

Name(s):		Key dates:			
PDS Activity and goal:					
Tasks - AT3: PDS Team Activity	Re- quired	Due by	Done	Teacher initials	
Stage 1: Planning and organising					
Negotiate the PDS Activity with your teacher.	✓				
i. Complete PDS Activity planner, p. 78-79.	✓				
ii. Develop overall timeline.	✓				
iii. Identify key tasks required.	✓				
iv. Allocate roles and responsibilities.	✓				
v. Determine resources needed.	✓				
vi.					
vii. Get feedback, reflect and review.	✓				
Stage 2: Demonstrating knowledge					
i. Discuss key knowledge related to the goal.	✓				
ii. Find suitable information to support activity/goal.	✓				
iii. Interpret information to support activity/goal.	✓				
iv. Use information to undertake activity/goal.	✓				
v.					
vi. Get feedback, reflect and review.	✓				
Stage 3: Demonstrating skills					
i. Identify skills needed to complete activity/goal.	✓				
ii. Apply skills needed to complete activity/goal.	✓				
iii. Work safely to complete activity and goal.	✓				
iv. Use equipment and technology safely.	✓				
v.					
vi. Get feedback, reflect and review.	✓				

Assessment Task 4.22

Name(s):		Key dates:		
PDS Activity and goal:				
Tasks - AT3: PDS Team Activity	Re-quired	Due by	Done	Teacher initials
Stage 4: Solving problems				
i. Develop problem-solving skills.	✓			
ii. Discuss problems related to activity/goal problems.	✓			
iii. Suggest solutions to address activity/goal problems.	✓			
iv.				
v. Get feedback, reflect and review.				
Stage 5. Working effectively as team				
i. Investigate interpersonal skills.	✓			
ii. Work effectively as part of a team.	✓			
iii. Support others as part of a team	✓			
iv.				
vi. Get feedback, reflect and review.	✓			
Reporting				
i. Prepare a draft report including evaluations.	✓			
ii. Present to your teacher to get feedback and support.	✓			
iii. Prepare you final report including evaluations.	✓			
iv. Present your report to the class (if required) 				

Additional information:

Signed: _____

Date: _____

4.23 PDS Team Activity - Evaluation

Team Activity Evaluation Pro-Forma

Complete this evaluation of your own and your team's performance in undertaking the teams-based Personal Development Activity.

1. Planning and organising the PDS Activity.

0 not shown	1 low	2 fair	3 good	4 very good	5 excellent
My successes:					
My areas to improve:					

0 not shown	1 low	2 fair	3 good	4 very good	5 excellent
Team successes:					
Team areas to improve:					

2. Finding and using specific knowledge and information.

0 not shown	1 low	2 fair	3 good	4 very good	5 excellent
My successes:					
My areas to improve:					

0 not shown	1 low	2 fair	3 good	4 very good	5 excellent
Team successes:					
Team areas to improve:					

3. Identifying and using specific skills including Q4L2.

0 not shown	1 low	2 fair	3 good	4 very good	5 excellent
My successes:					
My areas to improve:					

0 not shown	1 low	2 fair	3 good	4 very good	5 excellent
Team successes:					
Team areas to improve:					

4. Solving problems.

0 not shown	1 low	2 fair	3 good	4 very good	5 excellent
My successes:					
My areas to improve:					

0 not shown	1 low	2 fair	3 good	4 very good	5 excellent
Team successes:					
Team areas to improve:					

5. Working effectively as a member of a team.

0 not shown	1 low	2 fair	3 good	4 very good	5 excellent
My successes:					
My areas to improve:					

0 not shown	1 low	2 fair	3 good	4 very good	5 excellent
Team successes:					
Team areas to improve:					

6. Briefly comment on what you most and least enjoyed doing as part of your teams-based PDS Activity.

I most enjoyed doing:	I least enjoyed doing:

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

Problem-Solving and Team Work

5

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Comments:

5.01 Issues

Issues and problems

Life doesn't always run smoothly and we can't always get things to work out the way we would like them to. At times we have to deal with issues that affect us and others. Sometimes issues present themselves as problems that need to be overcome. But there are strategies that can be used to help you deal with issues and problems.

So we are going to take an introductory look into issues and problems. You will also investigate how you might be able to anticipate and deal with issues and/or problems that might arise as part of your PDS Activity.

Issues

The world is full of issues. As people we agree and disagree over different issues because we have different values, beliefs and attitudes.

A **value** is something that you feel is important and therefore influences your decision-making.

An **attitude** refers to your **belief** or view that you have or hold about another person or a situation. Your attitude to an issue will then influence your **behaviour**.

For example, Greig feels that life is too tough and that the world owes him a living. As a result he expects to live on welfare rather than try and find work.

What makes an issue?

A concept or situation can only be an issue if it suggests a position or a point of view. Also an issue cannot simply be a fact - it must be debatable. However, we do see many people now debate facts (i.e. climate change sceptics). This approach actually confuses the issue.

So simply saying, "The Environment" is not stating an issue. However stating, "We need to reduce our consumption of plastics," is an issue. This statement expresses a point of view.

Many issues are also centred around questions. For example:

- ⇒ "Should the legal drinking age be raised to 21?"
- ⇒ "Should smoking be banned in all public places?"
- ⇒ "Should Australia legislate for marriage equality?"

🧠 So which issues are important to you both now and for your future?

Issue involve stakeholders.

A stakeholder is a person or group involved in, or affected by, a decision. In any issue there are a range of stakeholders on opposing sides. Sometimes stakeholders might clash because they have different values. These stakeholders might also have different levels of power depending on their role in the issue.



Image: mandygodbehear/
Depositfiles.com

Issues

equality issues
gender issues
economic issues
education issues
employment issues



social issues
political issues
environmental issues
family issues
security issues

Image: belchonock / Depositfiles.com

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personal wellbeing issues
SAMPLE
2017 saw the debate of a key social issue in Australia; the legalisation of same-sex marriage. Did you have a view on this?
ONLY:



Issues A

For these 2 categories, briefly describe an issue that impacts on you, or that you are concerned about. Your teacher can help you choose the correct category as some issues cross over more than one area. Choose 2 other categories.

Explain the issue in one sentence using your own words.

Environmental issue	Social issue

5.03 Issues

Analysing an Issue

Image: natalipopova/
Depositfiles.com

1. What is the issue?

- ⇒ In one sentence, clearly explain the issue.
e.g. The School Council wants to ban sugary soft drinks being sold in the canteen.



2. Who is involved

- ⇒ List the stakeholders that are involved or impacted upon by the issue.
- ⇒ Describe their role in the issue or how they will be effected.
e.g. Students: they will no longer be able to buy their favourite drinks at school.

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ONLY:

3. What are the facts?

- ⇒ Find out and/or describe any facts (not opinions) regarding the issue.
- ⇒ Do this without taking sides. You might be describing some statistics or numbers.
- ⇒ e.g. Students purchase about 500 litres of soft drink a day from the canteen.

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4. What are the main opinions?

- ⇒ Find out and summarise key opinions related to the issue. Do this without taking sides.
- ⇒ You might have to interview people and take notes.
e.g. The parents group says that this is contributing to an unhealthy life for students.

5. Conclusion & summary/recommendations

- ⇒ Prepare a conclusion that summarises the issue; and/or
- ⇒ Make recommendations based on your analysis of the issue.
e.g. I feel that this ban should be implemented first as a 2-week trial to see how it goes.

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Analysing an issue **B**

1. Complete a fuller analysis of the issue of the School Council wanting to ban sugary soft drinks being sold in the canteen. You might do this in pairs.

1. Issue?	
2. Who?	3. Facts?
<p>DRAFT SAMPLE ONLY:</p>	
4. Opinions?	5. Conclusion/recommendations

2. Your teacher is going to nominate a personal development issue that you might need to investigate for your PDS Activity. Alternatively, they might let you negotiate an issue of your own choosing. Complete this table.



1. Issue?	
2. Who?	3. Facts?
<p>DO NOT COPY</p>	
4. Opinions?	5. Conclusion/recommendations

5.05 Problem-Solving

Problems

Ok. Life is not always easy. We all have to face various problems from time-to-time.

Problems such as not having enough time to get everything done or not having enough money to buy everything we want. Problems such as interpersonal stress and conflict in our relationships.

Big problems such as not being able to find a job or dealing with personal illness.

Transport problems such as failing your driving test or your bike being stolen.

People problems. School problems. Work problems. Family problems. Health problems. Wealth problems. Relationship problems. Pet problems. Problems, problems, problems.

However, it's not all doom and gloom. People face different problems every day. But most people find ways to deal with their problems. They develop strategies to deal with their problems. They use **tools** and **strategies** to help solve their problems. They make **decisions** to overcome their problems. And then they get over it and get on with life. You too can do this. It's about building **resilience**.

Problem-solving

One of the key drivers to success, both in your personal and in your professional life is the ability to solve problems. Solving problems can assist you to achieve your goals.

The ability to solve problems is a skill that can be built and developed. Throughout this entire unit you have been learning useful strategies to assist you to deal with problems. And of course you have been developing and applying skills to deal with problems associated with your PDS activities. In the next few topics you are going to develop some applied **problem-solving techniques**.

Some key skills that support problem-solving include:

- ⇒ goal-setting
- ⇒ planning
- ⇒ organising
- ⇒ decision-making
- ⇒ reviewing
- ⇒ communicating
- ⇒ negotiating
- ⇒ compromising
- ⇒ collaborating (where appropriate).



Image: iQoncept/
Depositfiles.com

Brainstorming

When you have a problem, basically you are stuck and unable to move forward.

Brainstorming is a technique whereby you list whatever thoughts come into your head that you relate to a key concept or idea. The idea is to get a free flow of key words and terms. No suggestion is criticised or rejected (that comes after).

Brainstorming generates a list of words for a concept. Brainstorming is useful for solving problems because one word, leads to another, and then to another which can help people come up with new ideas and approaches.

In a team situation, the words of other people can drive you or someone else to come up with new solutions. When finished, you, or the group, then focus in on the 'best' ideas.

Effective brainstorming

1. Write the key idea for everyone to see; on a whiteboard, or somewhere clearly on a page.
2. Set a short time limit, between 60 seconds and 3 minutes.
3. Someone has to lead the group and write down the responses.
4. Use 'hands-up' for ideas.
5. Write down all ideas for all to see.
6. Ideas are not criticised or rejected.
7. Make sure to encourage everyone to contribute.
8. Do not allow one or just a few members to dominate.

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Brainstorming A

Brainstorm all of the words or terms that you, your team, or your class comes up with in response to a problem related to your PDS Activity (such as how to work safely). Highlight those words/terms which will be further investigated as part of the problem-solving process.

	DO NOT COPY	
	Problem?	

5.07 Problem-Solving

Problem-solving process

One way to tackle problems is to use a problem-solving process. The 4-stage **IASM** problem-solving process is an effective tool to help you, or your PDS Activity team, start to tackle a problem. The IASM stages are:

1. **Identify** the problem
2. **Analyse** the causes/facts
3. **Suggest** some solutions
4. **Manage** the chosen solution.

IASM Step 1. Identify the problem

- ⇒ Clearly identify what the problem really is. Note: Some people waste time trying to solve the wrong problem!
e.g. In our PDS group people don't know what they are supposed to do and tasks are being completed late, or not done at all.

IASM Step 2. Analyse the causes/facts

- ⇒ Work out just 'what' and/or 'who' is actually causing the problem.
⇒ Talk to stakeholders. Focus on issues that can be controlled or possibly changed.
⇒ As part of this analysis consider secondary outcomes or 'because's'.
⇒ Try to list 3-4 main reasons.
e.g. Tasks aren't being done because PDS team members do not seem to know their roles...

IASM Step 3. Suggest some solutions

- ⇒ Identify 3 possible solutions that could help overcome the problem.
⇒ Consider the pros and cons of each and then rank them based on how likely they might help deal with the problem.
⇒ Pick solutions that tackle more than one 'side' of the problem.
*e.g. One solution is to have a team meeting and clarify and clearly communicate each person's role.
Another solution could be to create a Google doc with calendar alerts so people get reminded of deadlines...*

IASM Step 4. Manage the chosen solution

- ⇒ Pick the solution(s) over which you have most control and which will go the furthest to solving the problem.
e.g. We think that an urgent meeting will go a long way towards helping people know their responsibilities...
⇒ Plan smaller changes as part of this solution. Make sure that you change behaviours to stop the problem from happening again.
e.g. Create an e-roster at the meeting which will outline all tasks and due dates...
⇒ Check to ensure the solution is working. If needed make adjustments.

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Use the IASM problem-solving process to solve a problem that you are experiencing (or might be likely to) as part of your PDS Activity.

(For example, a team member being absent from school with important work that the team needs to move forward to the next task).



1. Identify the problem

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3. Suggest some solutions

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4. Manage the chosen solution

5.09 Interpersonal Effectiveness

Interpersonal effectiveness

As people we mix with others throughout our personal, educational, social and working lives. A key part of your personal development is to be able to work with other people as part of a **team**.

One of the most important skills that you can have is your ability to work as an effective member of a team. So in order to develop yourself fully you need to build your team, or **interpersonal**, skills.

Some people, i.e. those who have well-developed **social competencies**, find they have good socialisation skills and work well with others.

For example, Jake has always played team sports and has been team captain before. When he is doing his work placement he finds it easy to communicate with other people and he is able to get people on track to achieve their shared goal. He also finds that he is quite good at instructing and assisting others - he's always done this on the field in cricket, footy and basketball. So Jake might be a good choice as team leader for a PDS Activity.

However, other people, due to their personalities and lack of experience, are not naturally suited to team work and can find it hard to adjust when dealing with and working with others.

For example, Josianne is very good at developing games using coding. She comes up with new ideas all the time and does this to all hours in her room. But when she did her work placement at an ICT firm, she found that people wasted a lot of time talking with each other and making noise. She tried to avoid these distracting people as much as possible as it stopped her from getting on with things.

In reality most of us fall somewhere between Jack and Josianne, and this can vary depending on the situation. Some people are very **communicative** in social situations but quiet and **reserved** in professional situations.

Others, who you might think are shy, actually step up and lead others when they are given **responsibility** in professional situations.

But there's one thing to be sure about. The more you work with others, the more you get out of it - depending on how much you put in!

So what are you prepared to do to help your team?



Image: Angelice/iStock/Thinkstock



Complete this table based on your experiences working with others and in teams. Explain how you could use these skills, or learn from your previous experience, for your PDS Activity.

<i>A team situation I was part of was:</i>	<i>My teams-based PDS Activity is:</i>
<i>My role in the team was:</i>	<i>My role in the team could be:</i>
<i>Things and tasks I did well were:</i>	<i>Things and tasks I could do well are:</i>
<i>Things and tasks that I found challenging were:</i>	<i>Things and tasks that might be too challenging could be:</i>
<i>I most enjoyed being and working in the team because:</i>	<i>I will most enjoy doing:</i>
<i>But things I didn't enjoy about being in the team were:</i>	<i>I am not likely to enjoy:</i>

5.11 Interpersonal Effectiveness

Working in teams 101

It's not always easy working in teams, and working in teams is not necessarily better than working alone. But it can be!

Effective teams require support, training and most of all;

communication.

Effective teamwork requires a range

of **interpersonal skills**. Working with others is often very hard and can lead to **wasted time**, **conflict** and **stress**. Interpersonal effectiveness requires **emotional intelligence** and also an understanding of varying **multiple intelligences**.

It is important to understand that team work is based upon **collaboration**. This means that members work together to achieve the objectives of the team (and not personal or selfish goals).

Collaboration creates **synergy** and often involves **flexibility**, **negotiation** and **compromise**. But not all team members are always willing to be so accommodating.

Building effective teams is about finding the right balance of people's skills and personalities. This creates **synergy**. Synergised teams consist of team members who have **complementary strengths** and **weaknesses**.

When a team works well together its members may feel a sense of **belonging**. This feeling helps to boost **motivation** and **satisfaction**. It can also help decrease conflict between team members.

Effective teams also need people who are **reliable**. Team members rely on one another to get their tasks done.

Some tasks are **pre-requisites** for others. In your PDS Activity, if others are waiting for you to finish your tasks then they can't move forward - and vice versa!

Other tasks are **co-dependant**. This means that workers rely on each (i.e. they collaborate) to simultaneously complete all tasks.

For example, a pair of furniture removalists is in big trouble if one team member keeps chucking sickies every Monday!

Image: FogStock/
FogStock Collection/Thinkstock



Effective communication is the key to successful teamwork.

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Effective teams

Make sure that your team does the following. You could consider these as **team rules**!

- 😊 **Communicate** clearly with each other.
- 😊 Have a balanced range of skills and strengths to create **synergy**.
- 😊 **Collaborate** and work positively with each other.
- 😊 Be willing to **negotiate**, and if needed **compromise**.
- 😊 Be **reliable** and complete tasks on time.
- 😊 **Support** one another; lend a hand where needed.

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Team-Related Skills



Team-related skills **B**

1. Describe how you might demonstrate these team-related skills in teams-based activities. Even better if you describe how you have actually done these while working with others.
2. Do this as well for 3 more team-related skills of your own choosing.

Communicate with colleagues	Follow instructions	Negotiate with others

5.13 Effective Teams

Effective teams

People tend to take on roles when working in teams. You will investigate these more fully in Section 9 in Unit 2.

When you are in team situations you will naturally take on certain **team roles**.

So too will others in your group. The role(s) a person plays is influenced by a combination of factors, such as their:

- ⇒ personality
- ⇒ position and responsibility
- ⇒ skills and experience
- ⇒ enthusiasm and motivation.

The way people interact in teams is a part of **interpersonal relationships**. A combination of differences in people can make teams more successful. Once again this is an aspect of **synergy**.

However, teams must be managed successfully. By following the *8 Tips For Effective Teams* shown opposite, you will function as a more effective, and therefore valuable, team member. This will also help minimise conflict.

And remember that you don't need to be good friends with everyone in teams-based situations. But just because someone isn't your friend, they're not your enemy.

In order to minimise interpersonal conflict in teams you need to be **tolerant** and **cooperative**, and **professional** rather than personal.

Four key important team member roles that are usually present in all team situations are **leader**, **recorder**, **time-keeper** and **encourager**. Your teacher will discuss

these with your class. Which of these sound like you?

A Team roles

1. Describe the types of things you would expect a person to do for each of these team roles in a PDS Activity. Add 2 more team roles that are vital for team success.
2. Rate your likelihood of being able to successfully undertake each role for a team-related activity.

Leader e.g. Set the goals.	Recorder e.g. Take notes (minutes).	Time-keeper e.g. Organise a roster.
Encourager e.g. Provide assistance to others.		

8 Tips For Effective Teams



Image: Kalawin/
iStock/Thinkstock

SAMPLE Teamwork in action B

1. For each of these situations identify what is not going well for the team.
2. What could the team do to help improve each situation?

Situations	What's the problem?	What could be done?
In team meetings Jules prefers to check her phone rather than take in what's going on.		
Beck has a habit of going missing when the tough or dirty tasks need to be done.		
Lee works hard at tasks she likes doing but doesn't really chip in for other tasks.		
Kat disagrees a lot with others especially when they suggest a different way of doing things.		
Pol leaves many things to the last moment and then does them differently from what the team has asked.		
In meetings Mick sits with his arms folded and with what looks like a scowl on his face.		
Yul asks if people want to take on tasks, but when no-one volunteers, he does them.		

3. As a class develop a set of team rules that your team could use when working in team situations or undertaking group activities. Record these in your workbooks. A poster would be good too!



5.15 Self-Reflection

Self-Reflection Pro-Forma

Which Personal Development skills did I develop during this unit?

→ _____

→ _____

→ _____

How have the skills of Personal Development helped improve my personal life?

→ _____

→ _____

How have the skills of Personal Development helped me in other ways?

→ _____

→ _____

How would I rate my performance (use a circle) in developing my Personal Development skills this unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
----------------	----------	-----------------	-----------	----------------	----------------

What were my strongest areas of performance and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

My Community

6

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Comments:

6.01 Introduction

Personal Development Skills - Foundation Unit 2

Welcome to the second unit of your Foundation PDS studies. This part of the resource is structured so that you can learn and apply tools and techniques to help you satisfy your unit requirements. You will also be expected to apply many of the skills you developed in Unit 1.

It is likely that you will have to undertake a series of ongoing Personal Development activities.

Given this, you will be expected to complete a number of individual and teams-based social and community activities depending on how your school has structured your studies for this unit.

In some cases your PDS Activity might even be integrated with other VCAL units.

Your PDS activities will explore community, cultural and social issues and will focus on your own community involvement.

Activities might involve community service, volunteering, leadership programs and other active participation so as to help address a community issue or need. So ask your teacher now what your requirements are.

PDS Foundation: Unit 2

You are expected to do the following for a social issue and/or for community activities.

- ☐ Investigate community characteristics, rights, responsibility and issues.
- ☐ Plan and organise a PDS community activity (or activities).
- ☐ Collect, interpret and communicate information.
- ☐ Communicate effectively and deal with problems.
- ☐ Demonstrate teamwork skills.

A PDS Unit 2 requirements

Your teacher will discuss your unit requirements with you and give you an overview of the tasks you need to undertake in order to complete a successful unit. Summarise these here, and if needed update them throughout the unit.

PDS Activity	Description/Explanation	Outcomes	Dates

Possible Personal Development Activities

- community service**
volunteer work
environmental programs
leadership programs
relevant structured workplace learning
relevant part-time work
relevant School-based Australian Apprenticeship
design competitions
peer-support leadership
first-aid course and training
VET, TAFE and short courses re: community services.
VET, TAFE and short courses re: active citizenship & self-improvement.
industry-specific training
 ⇒ RSA
 ⇒ licenses and certification
 ⇒ fitness instruction
 ⇒ _____
cross-age tutoring for:
 ⇒ primary school kids
 ⇒ Year 7&8s
 ⇒ older people
 ⇒ migrants
 ⇒ _____
team-building activities
outdoor education activities
mentoring programs
Landcare programs
community gardens
water-saving programs
sporting programs
coaching clinics
translation & interpreting
aged-care visits
emotional wellness
anti-bullying programs
gender-positive programs
school social organisation
- radio station**
fashion show
school uniform designs
school social organisation
radio station
fund-raising activities:
 ⇒ child sponsorship
 ⇒ Red Shield
 ⇒ Red Cross
 ⇒ Clean-Up Australia
 ⇒ RSPCA
 ⇒ Smith Family
 ⇒ Red Nose Day
 ⇒ Good Friday Appeal
 ⇒ Jeans for Genes Day
 ⇒ Walk Against Wanta
 ⇒ World's Greatest Shave
 ⇒ Now Winter
 ⇒ CanTeen
 ⇒ Guide Dogs Australia
 ⇒ Zoo Sponsorship
 ⇒ _____
fashion show
visual arts show
school uniform designs
enterprise activities
functions catering
cultural mapping
cultural days
cultural guides
indigenous programs
recycling program
small enterprise days
community service 'days'
ongoing enterprises such as:
 ⇒ second-hand books
 ⇒ catering/breakfast
 ⇒ environmental work
 ⇒ shopping services
 ⇒ _____
parent-teacher night hosts
- school guides/ambassadors**
catering for staff luncheon
primary school mentoring
OHS/WHs audit
school signage
school furniture rejuvenation
car wash
cross-class quizzes
school website design
publications/websites:
 ⇒ social media safety
 ⇒ careers factsheets
 ⇒ comics & graphic novels
 ⇒ youth guides
 ⇒ school magazine/blog
 ⇒ ICT guides
 ⇒ birthday greetings
 ⇒ safety factsheets
 ⇒ website FAQs
 ⇒ apps
 ⇒ _____
school functions/expos
open-day activities
school marketing design
sporting competitions
Eisteddfods
school environment cleanup
media/video productions
community TV and radio
school band
music CD
music video
DJ-mixing battles
dance performances
sporting and fitness seminars
martial arts displays
drama/theatre productions
school environmental audits
school beautification programs
student competitions

PDS activities B

Possible PDS activities are shown above. List those of interest or add your own.

6.03 Communities

Community

A community can be described as a group of people or enterprises that interact and/or live together. The members of a community normally have shared **interests**, **values** and **identity**.

We are all members of various communities. Being a member of a community helps us by:

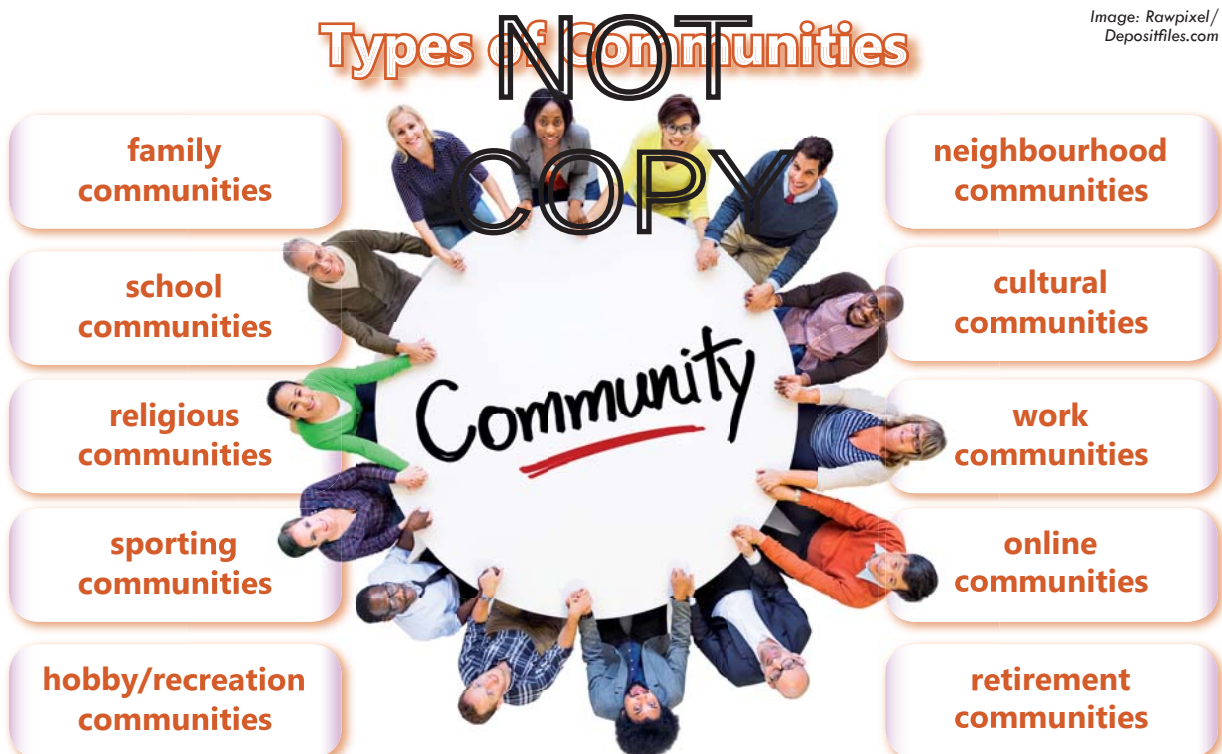
- ⇒ mixing with other people
- ⇒ getting help and support
- ⇒ building friendship networks
- ⇒ building work and professional networks
- ⇒ working together for a common goal.

Being an active member of a community is a two-way process. Community members gain benefits from being part of their community, such as help and support. Community members are also expected to contribute to their community by helping and supporting others.

Many not-for-profit, welfare, sporting, educational and religious organisations are active members of their community. These **community enterprises** also unite people who share common values. Many of these enterprises provide **community services** to make things better for other people.

Listed below are some key communities that you might already be a member of. Alternatively, you might become a member of some of these communities as you grow, mature and broaden your experiences.

So as a class, have a discussion about the good things that arise from being a member of these communities.



1. In your own words, describe what it means to be part of a community.

2. Choose 3 of the communities from the diagram on p.104 or add some of your own choosing. For each one explain how you are part of that community.

e.g. Cultural community. I am part of the Cook Islands Dance troupe. We perform cultural dances at various community events, festivals and fairs. There are 17 of us in the troupe aged from 17 through to 62 years old!

_____ community

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_____ community

_____ community

6.05 Communities

Community benefits

When you are a member of a community there are many positives that may occur for you and for other people that you come in to contact with.

Communities are normally formed around people who have similar interests such as sporting clubs, environmental groups or online forums. This leads to **social interaction**, **shared knowledge** and other benefits.

Communities may be based on people who live near one another. This leads to social interaction, and can also provide **care and support**, with people looking out for one another, as well as helping to create **a sense of belonging**.

Community organisations and volunteer groups normally perform some sort of community service, and as such they can offer **help and advice**, **network contacts** and give people a chance to **make a contribution** to help others.

✎ So what do you think are the benefits that you might experience as a result of being part of a community?



Image: game_gfx/
Depositfiles.com

Community members

- | | | |
|---------------------|------------------------|-----------------------|
| ⇒ families | ⇒ community groups | ⇒ government agencies |
| ⇒ residents | ⇒ volunteer groups | ⇒ care facilities |
| ⇒ schools | ⇒ welfare agencies | ⇒ medical providers |
| ⇒ traders | ⇒ environmental groups | ⇒ businesses |
| ⇒ religious bodies | ⇒ libraries | ⇒ police |
| ⇒ recreation groups | ⇒ community centres | ⇒ emergency services |
| ⇒ sporting clubs | ⇒ arts/music groups | ⇒ local councils |

Community benefits **B**

Communities rely on people contributing to help others. So if you help and support a community, many more people can get assistance. And sometimes helping your community actually helps you in other ways.

e.g. *Volunteering with a animal rescue group helps the animals and the group; it also gives you experience, contacts and a feeling that you are contributing.*

1. Complete this table for 3 benefits that come from communities. First explain how you might benefit; and then how you helping could benefit others.

Benefit	How I might benefit	How I could benefit others?

2. Choose 4 of the community members from the box on p.106. For each of these, explain how you interact with, or benefit from these community members.

DO NOT COPY

6.07 Community Diversity

Diversity

The word diversity refers to a recognition that people:

- ⇒ come from varied **cultural backgrounds** (e.g. ethnicity, language and religion),
- ⇒ have **different abilities** (e.g. disability and education),
- ⇒ have varied **demographic characteristics** (e.g. age, gender and family status).

These differences are part of what makes Australia a successful, diverse, progressive society. People from all walks of life come together to live, work, socialise, love, raise families, play sport, worship and do many other things with one another.

Acceptance of diversity doesn't mean you have to fall in with what everyone else is doing. Instead it involves an **acceptance** that in many parts of life people are expected to act in the same way - with respect and **tolerance** - under the law, with **freedom from discrimination**.

At times some people will have different **values, beliefs** and **attitudes** from you. That's fine. We don't all have to agree with one another. However, once again an acceptance of diversity means that people will not be discriminated against because of their differences.

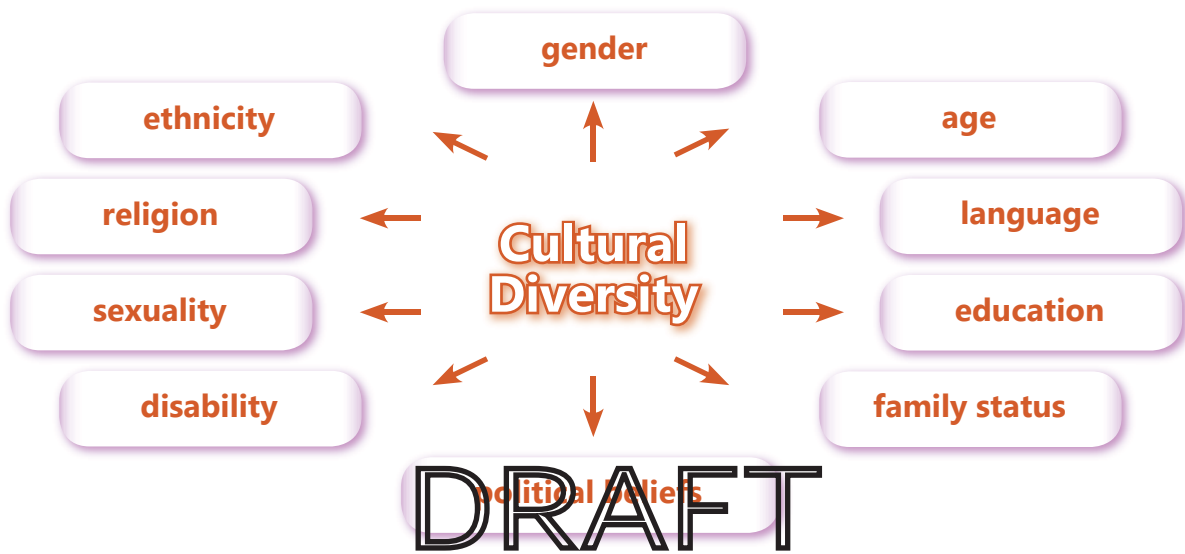
In some cases an acceptance of cultural diversity results in programs that **recognise** that certain groups may be **marginalised** in broader society. This can result in specific targeted programs to provide **assistance** and support for these groups, and to encourage, or even legislate, for **social change**.

One thing to note about diversity is that although people might seem 'different' from one another, most people, in fact, are actually very similar to each other.

This is due to having shared values (such as family), similar beliefs (spirituality), attitudes (the Australian 'fair go') and behaviours (being respectful and supportive of other people).



Image: nito103/
Depositfiles.com



DRAFT SAMPLE

Diversity A

One of the best ways to understand cultural diversity is by getting to know the language associated with the concept.

ONLY:

Create sentences to explain the meaning of each of these words/phrases related to cultural diversity. You could use specific examples from your own experiences of diversity.

diversity

acceptance

DO NOT

tolerance

recognition

COPY

different values and beliefs

freedom from discrimination

6.09 Community Diversity

Cultural diversity

We live in a culturally diverse society, and that diversity is reflected in community situations. Various communities are bound together based on their diversity. This comes about due to a number of reasons. Do you

recognise any of these from your own experiences?

1. Patterns in **migration** may see people from the same **ethnicity** live in areas close by extended families and other community members.
2. The availability of suitable and **affordable housing** as well as needing to be near established community members who can **help** with caring, babysitting and dealing with local rules and systems can see localised communities develop.
3. Cultural, language and religious factors will also see diverse cultures form into communities based the availability of **jobs**, access to diverse **shops** and **services**, as well as having **schools**, and **places of worship** such as churches, temples or mosques.
4. Cultural and community bonding can lead to the creation of **education and training programs**, **sporting groups**, **community organisations**, **arts and cultural enterprises** and other **community activities** that help unite and support people from particular cultural backgrounds. Some of these organisations are set up specifically to cater for people from diverse backgrounds. These can help those people, who may feel alienated from 'broader' society, meet and mix with others who share similar diversity.

Cross-cultural socialisation

Of course Australia has a rich history of cross-cultural socialisation.

This means that Australia consists of many diverse peoples who interact together.

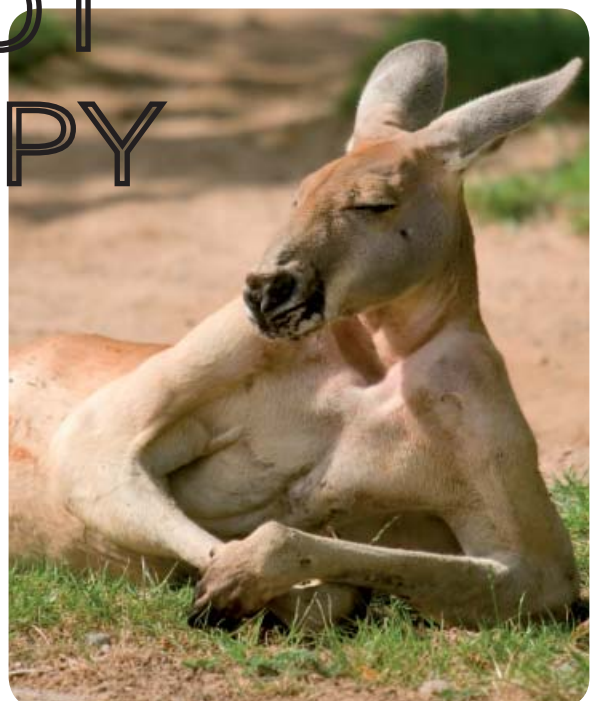
This adds a richness to the layers of Australia's social development.

You might find that neighbours, local residents, customers, colleagues, team mates, and other community stakeholders come from varied and diverse backgrounds.

Mixing and living successfully with others is a normal and natural part of everyone just getting on with their family, work, educational and social lives!

Image: Smileus/
Depositfiles.com

This big roo is a pretty laid back Aussie! But there's more to Australian culture than just football, meat pies, kangaroos and Holden cars!



1. Describe 3 factors that can bind communities together.

i.

ii.

iii.

2. Consider your own local community or your school community. List examples of diversity that exist in this community.

<p style="text-align: center; font-size: 2em;">DO NOT COPY</p>		

Application: Diversity Audit



Prepare a graphical representation of the diversity represented by your classmates. This could even turn into a PDS Activity.

You could develop this using photos or multimedia, and/or set it out as an infographic.

6.11 Community Issues

Issues and stakeholders

You were introduced to the concept of issues back in Section 5. There are many issues in society that impact on all communities.

A **stakeholder** is a person or group involved in, or affected by, a decision. When you are investigating an issue it is important to be aware of all the stakeholders who are involved in, or impacted upon, by that issue.



Big picture issues

Some issues are **big picture** issues. Big picture (or **macro**) issues impact on all of Australia (or even the world). For example, **unemployment** is a big picture issue impacting throughout all of Australia.

But the impact of big picture issues such as unemployment is usually felt throughout all communities. For example, localised unemployment might result in poverty and homelessness in a local town or region.

And the effects of big picture issues might also result in even more severe impacts on specific communities or members of a community. For example, **youth unemployment** is a specific effect of broader unemployment.

Some communities might experience the impact of this issue more severely than others. For example, youth unemployment is usually much higher in regional and rural areas.

And these specific or **micro** impacts might play out in different ways depending on the community effected.

For example, an unemployed teenager in Melbourne might access a local TAFE course to build their skills. However, an unemployed teenager in Shepparton might not be able to access a suitable TAFE course in their local area. So the outcomes for these similar people (unemployed teenagers) might vary depending on their local community.



Image: Gmint/
iStock/Thinkstock

Community impacts

Communities and members of communities might be impacted by various circumstances related to some of the following.

- ⇒ family & relationships
- ⇒ cost of living
- ⇒ unemployment
- ⇒ overemployment
- ⇒ work/life balance
- ⇒ social welfare
- ⇒ cuts to services
- ⇒ community care and support
- ⇒ access to medical care
- ⇒ aged care support
- ⇒ childcare services
- ⇒ NDIS services
- ⇒ mental health support
- ⇒ homelessness
- ⇒ environmental issues
- ⇒ public transport
- ⇒ access to education
- ⇒ access to TAFE
- ⇒ graffiti & vandalism
- ⇒ crime & punishment
- ⇒ fitness and lifestyle
- ⇒ substance abuse
- ⇒ litter and waste
- ⇒ sport & recreation facilities
- ⇒ emergency services
- ⇒ local council services
- ⇒ welfare and charities
- ⇒ online safety
- and many more!

DRAFT
SAMPLE
ONLY:

Community issues A

Remember how to turn a focus phrase into an issue? It is about expressing the issue either as a question, or as a point-of-view statement. For example:

"There is not enough aged-care support in my local area."

"The closure of our local TAFE will make it harder for young people to get skills."

1. Express 4 terms or phrases related to your community, as issues. Choose 'community impacts' from the list above, or add 2 of your own.
2. List the key stakeholders likely to be involved or affected.

Impact	What's the issue?	Key stakeholders

6.13 Community Issues

Local issues

Communities experience many social and cultural issues that impact at a local level. And as you just learned, some of these might be the result of how big picture issues play out locally.

However, many local **social** and **cultural** issues are specific to a particular region, town or group within a community.

💡 Consider these potential local issues.

- ⇒ Changes to local services, such as libraries and community centres.
- ⇒ Impact of local environmental issues, including recycling programs.
- ⇒ Availability of local sporting clubs and recreation facilities.
- ⇒ Changes to local business, such as closures or new traders coming to town.
- ⇒ Availability of community services and support, such as child and aged-care.
- ⇒ Accessibility to local facilities for people with diverse mobility needs.
- ⇒ Development of local indigenous and cultural programs.
- ⇒ Availability of essential services, such as schools, medical, etc..
- ⇒ Changes to the availability of local transport.
- ⇒ Access to, and involvement in, volunteer services, such as CFA, SES, etc..

You can often find out about these issues by paying attention to what is happening in your community. Sometimes these issues are written about in your **local paper** (or their online site). Some of you might even have been impacted by an issue like this - either positively or negatively. Or perhaps you might know people involved. You can do some **primary research** to find out a bit more.

You can often help with these issues by being an active member of your local community. This means you might need to find a key **stakeholder** involved in the issue. This person might then be able to suggest ways that you can help.

Some of you might already be doing this through **volunteering, fundraising, community service** and other activities.

And of course your research of, and involvement in, a local community issue might then turn into a really productive **Personal Development Activity**.

Some communities experience issues with waste management which can cause local problems.



Image: Stocksolutions/
Depositfiles.com

Social and cultural issues **B**

1. Consider these situations. For each one explain what the issue might be.
2. Briefly outline how different stakeholders might be affected.
3. Describe how the issue might impact on you if this happened within your own local community.

Your local town decides to ban single-use plastic shopping bags.		
What's the issue?	Effect on stakeholders?	Possible effect on you?
DRAFT		
A new government-funded sports centre is proposed for your area, but it doesn't provide access for wheelchairs and people with other mobility issues.		
What's the issue?	Effect on stakeholders?	Possible effect on you?
SAMPLE ONLY:		
Local residents object to local council about a proposed support facility for homeless men being located close the main shopping precinct.		
What's the issue?	Effect on stakeholders?	Possible effect on you?
DO		
NOT		
The community is divided about renaming the Main street (which is the main street!) to reflect its indigenous heritage based on the local tribe going back 1000s of years.		
What's the issue?	Effect on stakeholders?	Possible effect on you?
COPY		

Application:

Your teacher is soon going to discuss with you and your class about potential local social and cultural issues that might be suitable for your PDS Activity. Before that happens list some possibilities that you might be interested in.



6.15 Rights & Responsibilities

Rights and responsibilities

People, organisations and groups have certain **rights** and **responsibilities**. The interaction of rights and responsibilities is an **interdependent** process. You can't have one without the other. You can only have rights if you are prepared to accept and meet the responsibilities associated with that right.



Image: Sashkin7 / Depositfiles.com

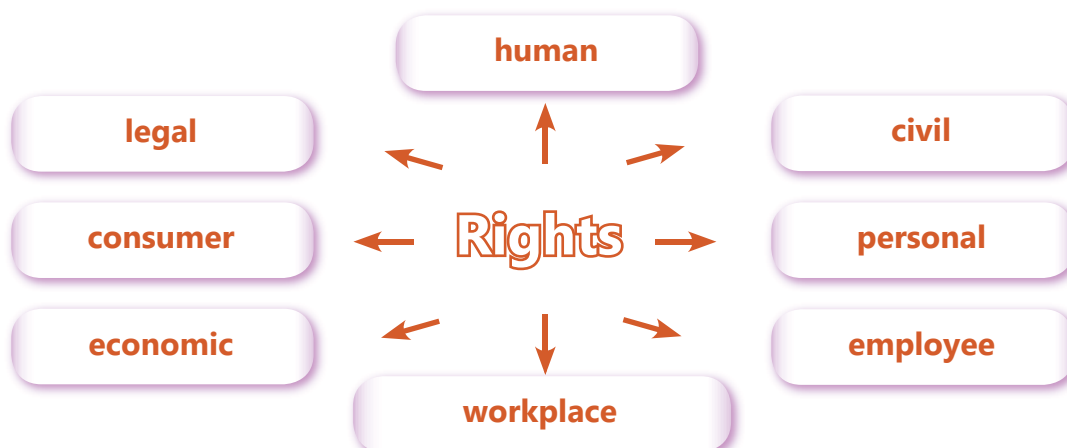
Rights

As humans we have the right to be treated with **respect**, to be **protected** under the law and to be free from **discrimination**. These rights extend to personal, social, work and other settings. Therefore these rights reflect the way that society is structured so as to ensure that people are treated humanely. The acceptance and enforcement of these rights goes a long way to creating community **standards of behaviour**.

For example, in Australia it is expected that people should not be subjected to racism at work, My Community, in clubs and in all situations. This is the law. These rights are protected under the law, and offenders can be punished according to the law.

As a community we also experience certain rights that are provided by government agencies. We take many of these for granted because they have become basic community expectations. Some key rights include the following, but there are also many more. So which have you experienced?

- ⇒ Access to universal healthcare.
- ⇒ The option of 'free' public education.
- ⇒ Protection and community support through the police.
- ⇒ A fair and equitable justice system.
- ⇒ The provision of emergency services, such as fire services and ambulance.



Rights & Responsibilities 6.16

A personal right might relate to your freedom to choose the types of lifestyle activities that you want to pursue, so long as the pursuit of these activities does not breach any law, and your actions do not harm anyone else.



For example, Efrem has the right to collect scary garden gnomes which he buys from local markets. But his friend Manny wants to collect scary garden gnomes from local people's gardens.

Manny does not have this right as his actions breach the rights of others, which relates to the protection of their own personal property.



Image: IvanNikulin/
Depositfiles.com

Responsibilities

With rights come responsibilities. Rights cannot exist unless people, organisations and groups act in appropriate ways to uphold these rights. This means that it is the responsibility of people to act in such a way that they do not infringe the rights of other people.

Responsible **behaviour** by human beings ensures that people's basic rights are not infringed. That behaviour is driven by **responsibilities** that individuals have as part of the communities within which they exist and interact. These include local communities, work communities, and increasingly, online and digital communities.

Many rights are set down in law as human rights. For example, **equal opportunity and anti-discrimination legislation** makes it illegal to discriminate based on a number of areas including gender, race, region, age, sexuality, family status, disability and other areas. Therefore it is our responsibility as members of a community to make sure that we do not act in a way that discriminates against people. It is our responsibility to respect the rights of others.

In some circumstances it may even become our responsibility to protect the rights of others. Sometimes laws cannot cover all potential problems faced by a community. So it might fall to a community to help set the standards for people's rights. This is driven by **social values** and **ethics**. In these situations people band together and bring to attention a wrongdoing that is infringing others' rights. Various **pressure** and **lobby groups** often take on this responsibility. Consider Sea Shepherd, or sensible petitions on Change.org!

In these instances, concerned people, welfare organisations and community groups step in to try and assist others. They take on the responsibility to improve the rights of marginalised or threatened people or groups; or even to protect the natural environment.

Consider examples such as residents joining together to help stop developments that threaten local wildlife, services for homeless people and legal support for asylum seekers.



6.17 Rights & Responsibilities

A Rights and responsibilities

1. Identify 7 rights that you feel strongly about. Then for each of these, explain your responsibility in respect to these rights.

Personal rights

Right

Responsibility

⇒ I have the right to not be harassed and bullied by others. ⇒

⇒

⇒

DRAFT

Human rights

Right

Responsibility

⇒ I have the right to not be discriminated against. ⇒

⇒

⇒

SAMPLE ONLY:

Other rights

Right

Responsibility

⇒ I have the right to be treated in public hospitals free of charge. ⇒

⇒

⇒

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2. Create a cartoon or graphic about rights or responsibilities and present this to the class. Draft ideas below.



Alternatively, work with classmates to develop a short role-play about rights and responsibilities in action.

Community issue B

For this task you are required to start an investigation into a community issue. This might then turn into a PDS Activity.

Complete each of the tasks below. You may need to research online, and perhaps also actively with My Community.

**Community issue: Overview**

Describe a community social or cultural issue.

Which community (or communities) is (are) affected?

Community issue: Stakeholders

Who are the key stakeholders involved and what are their roles in the issue?

ONLY:

Community issue: Problems

Outline 3 specific problems that are occurring in relation to this issue.

DO
NOT

Community issue: Strategies

Discuss possible strategies that could help deal with this community issue.

COPY

Community issue: Information

Identify information you will need to explore the issue further. List sources of this information.

6.19 Self-Reflection

Self-Reflection Pro-Forma

Which Personal Development skills did I develop during this unit?

→ _____

→ _____

→ _____

How have the skills of Personal Development helped improve my personal life?

→ _____

→ _____

How have the skills of Personal Development helped me in other ways?

→ _____

→ _____

How would I rate my performance (use a circle) in developing my Personal Development skills this unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
----------------	----------	-----------------	-----------	----------------	----------------

What were my strongest areas of performance and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

Personal Development Activity

7

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Comments:

7.01 PDS Activity - Planning

Planning a PDS Activity

You have just investigated some key topics and issues related to communities and your teacher is likely to have introduced you to more information about your local community.

For this unit you are required to undertake one or more Personal Development activities that involve a **community activity**, or dealing with a **social** or **cultural community issue** or **problem**.

When you are **planning** and **organising** an activity you can make it a lot easier for yourself and your group by making sure that you record all the steps involved. This makes it much easier in the **doing** stage. And of course, you are then required to do some **reviewing** of how you and/or your team went.

In this section there are a range of planning, organising, doing and reviewing tools that you can use for your PDS activities.

If needed, make copies of each of these pro-formas, perhaps create a booklet, and use them to help you **plan**, **organise**, **do** and **review** your PDS community activity.

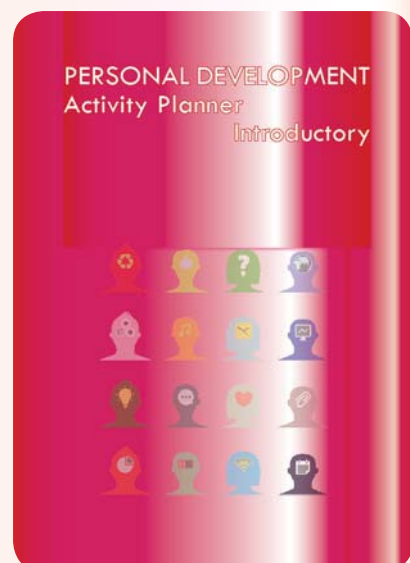
Image: macrovector/
Depositphotos.com



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Personal Development Activity Planner - Introductory

- ⇒ A tool that can help you to effectively plan, organise, do and review your Personal Development Activity is the *Personal Development Activity Planner - Introductory* workbook.
- ⇒ Your teacher might even be getting you to use this planner to complete all of the steps required for your PDS Activity.
- ⇒ Many of the pro-formas and planning tools in Section 7 are based on those in the planner.
- ⇒ However, the planner does go into planning, organising, doing and reviewing an activity in a more detailed, specific, and step-by-step manner. It also acts as a very handy all-in-one evidence portfolio.



PDS activities planner A

Use this planner to record all of the different **planning, organising, doing** and **reviewing steps** and **dates** that are needed for your **PDS activities**. Do this in consultation with your teacher and your team members (where relevant).



Step	PDS Activity 1	PDS Activity 2	PDS Activity 3
Description			
Activity Brief, p.124	DRAFT SAMPLE ONLY:		
PODR Brainstorm p.125			
PODR Activity Planner pp.126-9			
Activity TEMP-O p.131			
To-do Lists p.133			
Roster pp.134-5	DO NOT COPY		
Event Timeline p.136			
Event Diagram p.136			
Event Planner pp.136-7			
Event To-do Lists p.136 & p.133			
Event Risk Management p.136			
Reviewing pp.138-9			
Evaluation p.142 & p.84			
Other			

7.03 Effective Planning

Activity Brief

The first stage of any activity is the overall activity brief.

- ⇒ The brief outlines the key goals and requirements of the activity.
- ⇒ Your teacher will discuss the activity brief with you and your class.
- ⇒ Use short sentences to record key activity details.

1. What does the activity involve?

⇒

⇒

⇒

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ONLY:

2. Who is involved in this activity?

⇒

⇒

⇒

DO

3. What are the main benefits of doing this activity?

⇒

⇒

⇒

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4. What are the key timelines and deadlines?

⇒

⇒

⇒

PDS
SUPER
SKILLS

PODR Brainstorm

The second stage of any activity is the PODR Brainstorm.

PDS Activity is: _____

- ⇒ List the main tasks that you will likely need to do in each of the 4 PODR phases for your community activity. Your teacher will guide you in this.

(Tip: You can use some of the tasks skills listed on p.76 as a guide.)

1. Planning Phase

2. Organising Phase

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3. Doing Phase

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4. Reviewing Phase

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7.05 PODR Activity Planner

PODR Activity Planner

You have done some brainstorming of ideas so now it's time to develop a written plan for your Personal Development Activity.

Use this **PODR Activity Planner** to record the key elements related to your activity. When finished present this planner to your teacher for feedback.

i. Planning stage (For your overall PDS Activity.)

Write a one sentence description of your activity.

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List 3 key goals/objectives associated with the activity.

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Who else is involved in the activity? What skills can they offer?

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SKILLS

ii. Organising stage
(For your overall PDS Activity.)

What is the overall timeline? (By when do key tasks need to be done?)

Which external stakeholders might be involved?

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What resources, material, equipment and technology might be required?

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What are the main roles of each person for this activity?

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List potential safety hazards, legal requirements and permissions?

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SKILLS

7.07 PODR Activity Planner

iii. Doing stage (For your specific activity outcome or event.)

What is the timeline for doing the specific activity outcome or event?

What supervision is needed when doing the activity outcome or event?

**DRAFT
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ONLY:**

What tasks need to be done for the specific activity outcome or event, who will do these, and by when must these be done?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

**DO
NOT**

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

COPY

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

PDS
SUPER
SKILLS

iv. Reviewing stage
(For both your overall PDS Activity and the specific outcome or event.)

When will a progress report be prepared and discussed with your teacher?

What criteria will be used to monitor and check your progress?

DRAFT
SAMPLE
ONLY:

Do you need to have back-up plans in place? If so, what?

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Feedback on PODR planner

Before you move on to the organising stage, you need to present this planner to your teacher for feedback and possible changes.

7.09 Effective Organising

Organising

In this organising stage of PODR, you are expected to turn your plans for your overall 'big goal', into achievable **objectives**.

Effective organising involves developing action plans, using resources and working out and communicating the roles and responsibilities of people involved in the PDS Activity. If you organise your PDS Activity well, then the doing phase will run more smoothly. The key organising tool you will use is an **Activity TEMP-O**.

The four key components of successful organising are as follows.

1. Working out and then organising the **tasks** that will be required to get the activity done, including **safe work processes**.
2. Identifying, costing and organising any **equipment** that will be needed for the doing phase, including **safety issues**.
3. Identifying, costing and organising any inputs, **materials** and other consumables that will be needed for the doing phase, including **safety issues**.
4. Working out roles and **people's** responsibilities for various tasks, the **safety issues** they need to be aware of, and coming up with ways to check and review their progress.

A TEMP-O

Have a go at this practise TEMP-O organising table. Base your answers on organising an activity such as, planning a car wash.

Organise	Description	Examples
Tasks	<ul style="list-style-type: none">⇒ What tasks need to be done?⇒ By when do these tasks need to be done?⇒ How can these tasks be done safely?	
Equipment	<ul style="list-style-type: none">⇒ What equipment is needed?⇒ How can we use it safely?⇒ By when will this need to be booked and set-up?	
Materials	<ul style="list-style-type: none">⇒ What materials will be needed and what are their costs?⇒ By when will these need to be ready?⇒ How will we ensure safety?	
People	<ul style="list-style-type: none">⇒ Who will be responsible for various tasks?⇒ Who will organise and supervise?⇒ Who will monitor safety?	

Activity TEMP-O

You have completed a **PODR Activity planner** and had it checked and approved by your teacher.

So now it is time to start organising your activity based on these 4 key resource categories by using this **Activity TEMP-O**.

- | | |
|----------------------------------|--|
| i. Tasks that need to be done. | iii. Materials that will be needed. |
| ii. Equipment that will be used. | iv. People's roles & responsibilities. |

1. Tasks
(What, when & how?)

2. Equipment
(What, when & \$?)

**DRAFT
SAMPLE
ONLY:**

DO

3. Materials
(What, when & \$?)

4. People
(Who is responsible, who supports, who checks?)

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7.11 Effective Organising

Day-to-day organising

Two vital organising tools that can assist you are **to-do lists** and **rosters**. Both of these can help you record important information and task responsibilities.

Making to-do-lists and creating and communicating rosters enables team members to clearly see the steps involved in achieving objectives. This means that both tools are also extremely important for the **doing** phase of your PDS Activity.

To-do lists

To-do lists are one of the easiest and most useful tools that you can make use of for your PDS Activity.

For a simple to-do list you just write down the tasks you are required to do, in the correct order. You then tick these off as you complete them. People often use diaries, post-it-notes or phone notes for their to-do lists.

To-do lists allow you to move from the organising stage to the doing stage. You make the to-do lists in the organising stage. Then in the doing stage you actually do the tasks that are on the list and tick these off as you successfully finish them.

When you're in the actual doing stage it is often go-go-go! So it is easy to forget some things. Lists save you from having to remember everything in your head.

Lists also let everyone see what needs to be done. This means that team members can also help out others who might be falling behind with more complex tasks.

You can also add deadlines and other information to a simple to-do list. Your teacher might require you to make use of this more complex type of a to-do list for your final PDS Activity this term.



Image: Rawpixel/Depositphotos.com

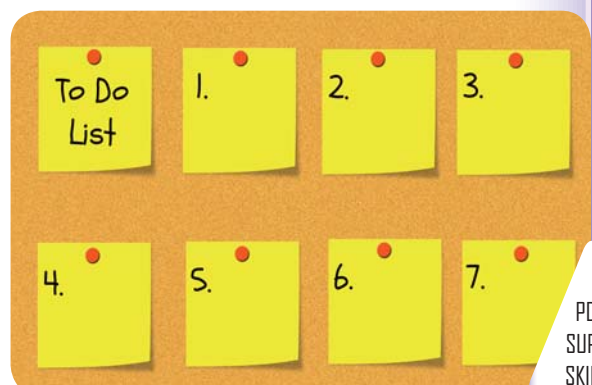
To-do list

A to-do list involves the following steps.

- i. Identify the key tasks (or steps) you need to do to achieve the overall goal.
- ii. Number these key tasks in order.
- iii. Estimate how long it is likely to take to do each task.

You can use a diary or notebook, Post-It Notes, or the 'note' function on an e-device. Simple!

Image: mybaitshop/Depositphotos.com



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To-do lists

Now you have completed the **Activity TEMP-O** it's time to create 4 to-do lists, one for each category on the TEMP-O. (You only need to fill in these for categories that suit your PDS Activity).

You might need to make copies of these.

To-do List: Tasks					To-do List: Equipment				
Details: _____				Date: _____	Details: _____				Date: _____
Tasks to complete/who?	Date/Time	Details	Task no.	Done init.	Tasks to complete/who?	Date/Time	Details	Task no.	Done init.
					e.g. Pick up BBQ/ MC	Friday Aug 17 9.30-10.00	Mr Smith, room H2B	1	MC

To-do List: Materials					To-do List: People				
Details: _____				Date: _____	Details: _____				Date: _____
Tasks to complete/who?	Date/Time	Details	Task no.	Done init.	Tasks to complete/who?	Date/Time	Details	Task no.	Done init.

7.13 Effective Organising

Rosters

A roster is tool that can be used to plan and organise **times, tasks, roles, responsibilities** and **resources**. Workplaces use rosters to make sure that they have enough staff available to do all the work needed.

You also need to develop a roster for your PDS Activity. This is so people will know who is responsible for getting things done, by when tasks need to be done and how much time people have to get task completed (i.e. **deadlines**).

Rosters can be broken into blocks (**time intervals**) of months, weeks, days, hours or even 15-minute 'blocks' depending on the timeline involved. (Note: 15-minute blocks are really useful for the shorter-term, **doing**, stage of an activity.)

Rosters should be developed with other group members; and preferably at a **team meeting**. All group members must get a **copy** of the roster so that all parties know their responsibilities. Group members should be asked if they understand their duties.

Rosters can also be created and shared **digitally** on Google Docs or Dropbox or a similar digital program. People can record when they have done tasks on the **master e-roster**. This means that everyone in the team knows that responsibilities are being met.

Rosters

A good way to set out a team roster is to list the tasks along the top (as a row), and the times, days or weeks down the side (as a column).

Then fill in everyone's roles and duties, as well as their final deadlines.

This way, all team members can see what needs to be done.

Focus task/activity: Project launch with invited supporters, Monday 24/8 at 10.30 am.						
Tasks 18/8 to 23/8	Develop marketing blurb and e-flyers.	Set up the Social media pages.	Book the conference room.	Collect emails/ numbers of invitees at launch.	Send out emails & texts about launch.	Pre-organise tea, coffee and biscuits.
Monday			Freda by 3.30			
Tuesday		John & Cassie by 3.30		John & Rigo by 3.30		
Wednesday						
Thursday	Freda & Sham by 12					
Friday					- Sham emails - Freda texts by 8pm	
Weekend						Cassie by end of Sunday

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Action Activity Roster

An Action Activity Roster is like a master set of **to-do lists** and **rosters** all rolled into one. An Action Activity Roster allows groups to **plan**, **organise** and **record** overall task responsibilities and other important information. Then each member might write their own **to-do list** based on their role outlined in the Action Activity Roster. Your teacher will let you know if you have to use this type of roster for your PDS Activity.

Action Activity Roster						
PDS Activity: <u>Student BBQ</u>			Specific Objective/Task: <u>Organising the food and drinks</u>			
Supervisor: <u>Ms Tri Bags</u>			Supervisor's phone: <u>0040 2301 2301</u>			
Task (The action)	By? Day/date & time	Person(s) responsible	Equipment/ materials	Other information	When? Day/date & time	Done? /initials
1. Order the sausages.	Deadline: Thursday Aug 27 by 2pm	Rex & Adut	Need to pre-pay. Have \$75.	Must ensure they are Halal.	Tuesday Aug 25, after school.	RX/ AN
2. Order the veggie patties.	Deadline: Thursday Aug 27 by 2pm	Rex & Adut	Need to pre-pay. Have \$25.	Must be kept separate from the meat.	Tuesday Aug 25, after school.	RX/ AN
3. Pick up the sausages and veggie patties.	Deadline: Friday Aug 28 by 10am	Adut	They are prepaid.	Must be kept cold on the way to school.	Friday Aug 28, 8.30am.	AN
4. Organise the bread, onions, sauce and oil.	Deadline: Friday Aug 28 by 10am	Fi & Gronce	Pay when buying. Have \$40.	Bread needs to be fresh on the day.	Friday Aug 28, 9am.	FS/ GE
5. Organise the drinks & ice.	Deadline: Friday Aug 28 by 10am	Vinh & Johnno	Pay when buying. Have \$60.	Must be able to transport these to school.	Friday Aug 28, 10.15am.	VT/ JR

Action Activity Roster B

Use the sample Action Activity Roster above to answer these questions.

What is the overall PDS Activity?	What is the specific objective/task being organised?	Who is involved?	How much is the budget?
What pre-ordering is needed?	What on-the-day buying is needed?	When do you think they'll start doing the BBQ?	How did they go with deadlines?
What safety issues exist?	What cultural issues exist?	What comes next?	Would this tool be useful for your PDS team?

7.15 Effective Doing

Getting it done


Now it is time to work on the **doing** stage of your PDS Activity.

For teams-based PDS activities you might be required to undertake, or 'do', some type of **event**. For example, you team might be hosting a conference, preparing a luncheon, delivering a training activity or undertake a fundraising enterprise.

All of your previous planning and organising using the tools and pro-formas in this section will have helped prepare you to deliver this one-off event for your activity.

However, not all Personal Development activities will have actual 'events'. Your activity might involve ongoing community participation, or a presentation to the class, or preparation of a report or multimedia product, or indeed some other 'less ambitious' outcome. However, these should be treated like an 'event' for the doing stage.

Here are some key steps for this 'doing' stage that might apply to your PDS Activity. Some may not be needed for activities that only involve you, nor for PDS activities that don't have an actual 'one-off' event.

 Your teacher will guide you as to which ones you need to do for your particular Personal Development Activity.

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Event Timeline

Create a timeline, roster, estimate of task times and other important event information.

Event Diagram

Develop a visual mindmap, or diagram that includes key roles, work stations, equipment location, safety issues and other information.

Event Planner

Develop lists of all the tasks, the times and the people involved in preparing, in doing and in cleaning-up (or de-installing) the event.

Event To-do Lists

Create and use to-do lists (on paper or using e-devices). These are likely to be similar to those on p.133.

Event Risk Management

Anticipate and control any hazards and risks associated with the tasks, equipment and materials required for the event.

You will need to consult your teacher and/or safety supervisors.

Event Doing Planner



Your teacher will advise you as to which of the event doing tools you need to use, why these, what you need to include; as well as key timing issues.

They might also suggest some other tasks and/or tools that you need to complete for the events.

Record this information below. Create and use these tools.

PDS Activity:

Event tools	Why/why not?	What is needed?	Times/ deadlines
Event Timeline	All events require careful planning of how long different tasks will take so as to meet deadlines.		
Event Diagram			
Event Planner			
Event To-do Lists			
Event Risk Management			

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7.17 Effective Reviewing

PDS Activity Review

Feedback, review and self-assessment are important ways that can help you to identify your strengths and weaknesses.

You need to reflect on what went well in your PDS Activity, and also what might have gone not as well as you expected. This allows you to grow and improve for the future. That's why it's called a Personal Development activity!

Listed below are some questions that you are expected to answer to review and reflect on your experiences as part of the Personal Development Activity.

There is also an evaluation pro-forma on p.142.

Your teacher might also provide you with specific review and reflection questions related to your activity and event.

ONLY:

Personal successes
Outline examples from your Personal Development Activity that you achieved successfully.



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Personal challenges

Outline examples from your Personal Development Activity of things or tasks that you found difficult or challenging.



Team successes

Use examples from your Personal Development Activity to describe how teamwork helped achieve a better outcome.



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Team challenges

Use examples from your Personal Development Activity to describe how teamwork didn't help achieve a better outcome.



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Improvement strategies

After discussing your performance with your teacher, and getting constructive feedback, list improvement strategies that can help you develop in the future.



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7.19 Assessment Task

AT1 PDS Community Activity

Overview

This Personal Development Activity requires you to undertake some type of community activity to help address a social or cultural issue or problem.

It is very likely that your teacher will direct you to complete this task as a whole-class activity, in teams or in pairs.

Required

You are required to use the PODR Planning Process to plan, organise, do and review the PDS Activity. You will be expected to use the planning pro-formas and tools in this section, as well as other related planning, organising, doing and reviewing tools.

Your assessment is based on you successfully using the PODR planning process to complete your PDS Activity. This means you are being monitored and assessed on your ability to:

- ☐ Plan the PDS Activity including the use of feedback
- ☐ Organise the PDS Activity including (as required) tasks, equipment, materials and people, including the use of feedback
- ☐ Do the PDS Activity (&/or event) and actively participate in a safe manner
- ☐ Review your own and others' participation in the PDS Activity.

PDS Activity

Your teacher will outline the scope and requirements of the activity.

This task focuses on:

- ⇒ **planning and organising a community activity**
- ⇒ **communicating information**
- ⇒ **problem-solving through communication**
- ⇒ **working effectively as a member of a team; and potentially**
- ⇒ **applied description of community rights and responsibilities.**

The PDS Activity involves:

The key dates are:

My key requirements are:

The community activity, issue or problem:

Other important information is:

Name(s):

Key dates:

Tasks - AT1: PDS Community Activity

Re-
quired

Due by

Done

Teacher
initials

Stage 1: Planning

Negotiate the PDS Activity with your teacher.

i. Activity Brief

ii. PODR Brainstorm

iii. PODR Activity Planner

iv.

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Stage 2: Organising

i. Activity TEMP-O

ii. To-do lists

iii. Activity roster

iv.

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Stage 3: Doing

i. Event Doing Planner

ii. Event Timeline

iii. Event Diagram

iv. Event To-do Lists

v. Event/Activity Risk Management

vi.

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Stage 4: Reviewing

i. PDS Activity Review

ii. PDS Activity Evaluation

iii.

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Reporting

⇒ Prepare a report about your PDS Activity.

⇒ Present report to the class (if required).



Additional information:

Signed: _____

Date: _____

7.21 Evaluation: PDS Activity

Evaluation: Personal Development Activity

This evaluation should be completed by your teacher/supervisor in relation to your PDS Activity.
Your teacher might also instruct you to self-assess and/or have your team member(s) complete evaluations of each other.

Student: _____

PDS Activity: _____

Student's role: _____

Evaluated by: _____ Position: _____

Students achievement at:

	Excellent	Very Good	Good	Basic	Not shown
☺ Planning & organising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Communicating effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Using information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Being flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Showing initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Solving-problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Learning new tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Managing and leading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Using technology & equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Working safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Assisting team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Working in teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Briefly describe up to three of this student's most successful contributions/areas of involvement.

1. _____

2. _____

3. _____

Briefly suggest areas that this student should aim to develop further.

1. _____

2. _____

Feel free to comment further. (Add another page or a specific evaluation if necessary.)

Signed: _____ Date: _____

Communicating Effectively

8

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Comments:

8.01 Community Issues

Community issues

We say that a community issue exists when there is some type of **problem** occurring that is causing harm or potential harm to **people**, to **groups** of people, to the **environment** or causing some other negative outcome.

By now you are already aware of various **social** or **cultural issues** that might impact upon a community. Indeed some of these issues might be impacting on your community, and on you. Sometimes we actually experience issues playing out right in front of us as part of our day-to-day lives. Examples could include homeless people in your community, seeing rubbish in a local river or at the beach or even seeing someone you know being bullied online.

So the question is. What can you do to help deal with the problems associated with community issues? Well that's what your PDS Activity is all about.

A Community issues

1. Discuss the type of community issues or activities being shown in the images. Add 1 image of your own
2. Explain if this is an issue for your community that you are a part of.



Image: Jonnyndeposit/
Depositphotos.com



Image: kzenon/Stock/Thinkstock



Image: Zog/iStock/Thinkstock

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Analysing a community issue

Do you remember the five steps involved in analysing an issue?
Well in this section you are going to apply those 5 steps to help you to collect, analyse and communicate information about a social issue.

- 1. What is the issue?
- 2. Who is involved?
- 3. What are the facts?
- 4. What are the main opinions?
- 5. What is your conclusion and/or summary or recommendations?

This is an important requirement of your major Personal Development Activity for this unit.

And in fact you are likely going to have to do this for any, and all, PDS activities you do this semester.

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Analysing a community issue B

Choose a community issue that you are investigating as part of your PDS Activity. This might also involve your community activity that is aimed at helping the local community deal with a problem.

- 1. Fill out this summary table based on what you know at this stage.

1. Issue	
2. Who	3. Facts
4. Opinions	5. Conclusion/recommendations

- 2. How might you be able to find out more information about this community issue, and what sources of information could you use?



8.03 Community Groups

Community groups

There are various enterprises My Community who act to try and deal with community issues. Some are small, local grass roots enterprises, whereas others might have a national or even international profile.

- Some key types of community groups are profiled in this topic. As you read through these profiles have a think about how you might be able to help out these groups.

Community Groups



Image: monkeybusinessimages/
iStock/Thinkstock

Community and volunteer groups

- ⇒ Community and volunteer groups operate to address a social issue or to provide some sort of service for their community.
- ⇒ Large groups may be complex enterprises such as the CFA and SES with many paid employees. However, they also rely on significant volunteer support from local community members.
- ⇒ Smaller local groups might be staffed entirely by volunteers. They might rely on fundraising, donations, government (especially local government) grants as well as money from charitable foundations and trusts to survive.
- ⇒ A lot of positive change and local community services and support comes from enterprising grass roots action by community groups such as Rotary, The Lions Club, the CWA, Surf Lifesaving Australia and many other enterprises.

Image: Bernhard Richter/Thinkstock



Welfare and charity enterprises

- ⇒ Welfare and charity enterprises operate to provide support for disadvantaged people and groups, and/or to provide social support services.
- ⇒ Many welfare and charity enterprises work directly My Community with people who might be dealing with problems such as financial hardship, job losses, family breakdown, physical and mental illness, community isolation - the list is almost endless.
- ⇒ Many welfare and charity enterprises rely on donations, government grants, community funding and the operation of community enterprises (such as charity shops) to raise their funds.
- ⇒ They may have paid staff, such as visiting care nurses for elderly people, combined with volunteers making social visits to elderly people.
- ⇒ Some welfare and charity enterprises are run by religious organisations as part of their commitment to positive social and community values, such as The Salvation Army, St Vincent D'Paul and Anglicare.
- ⇒ Others are major community enterprises with a high profile such as The Red Cross, The Smith Family and The McGrath Foundation.

Image: KatarzynaBialasiewicz/
iStock/Thinkstock



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Pressure and lobby groups

- ⇒ Pressure and lobby groups operate to give people with different social values voice and power.
- ⇒ Pressure and lobby groups work to promote values and behaviours that they believe the government or the business world are not promoting or protecting.
- ⇒ Pressure and lobby groups work to bring about change My Community.
- ⇒ Smaller local groups might be staffed entirely by volunteers. They might rely on fundraising, donations and grants, as well as money from charitable foundations and trusts to survive.
- ⇒ They try to bring about change by lobbying key local influential stakeholders; and they use their community knowledge to network key decision-makers.
- ⇒ A lot of change in society originates from enterprising grass roots action by community groups as well as from many of the major pressure and lobby groups.

Image: Wavebreakmedia Ltd/
Wavebreak Media/Thinkstock



8.05 Community Groups

Not-for-profit and member enterprises

- ⇒ Not-for-profit and member enterprises operate to provide a social or community service for their members.
- ⇒ Many not-for-profit and member enterprises operate like a business, and indeed many are very large organisations. However, the aim of their operations is to provide services or other benefits to their members, and for the community in general.
- ⇒ Examples of large not-for-profit and member enterprises include the AFL, RACV, The National Farmers Federation, unions, employer associations and many other organisations.
- ⇒ At a local level these might simply be community groups and clubs including local sports, recreation, arts and other clubs. These local examples often require significant volunteer and community support just to continue to provide their basic services to locals.

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Government departments and agencies

- ⇒ Governments at all levels, federal, state and local, are key community members as they are the elected representatives of their community.
- ⇒ Federal and state governments develop policies to deal with significant social issues. Some of these policies result in community service programs such as education, public housing, health and social services including welfare support.
- ⇒ Many community programs and services are provided by local government such as libraries, sanitation, parks and recreation, child-care, community learning centres, sporting facilities, community support services, home care support and local arts, sporting, recreational and environmental programs.
- ⇒ Broader state and Commonwealth government departments and agencies offer essential services. These include police forces, fire and ambulance emergency services, environmental protection agencies, national parks, health and medical care, public transport and many more services.
- ⇒ Some of these services might actually be operated by businesses, but in those cases government is likely to supply most of the funding.



Image: Keith Brofsky /
Photodisc/Thinkstock

You are required to research information about 3 different community groups that provide services and support for communities that you are a part of.

Complete the table below. It is very likely that one of these community groups will become a source of information for you when undertaking your investigation into a local community issue or problem.

Your teacher might direct you to work in pairs.



Community group 1	Community group 2	Community group 3
Name, address, web	Name, address, web	Name, address, web
Mission/values	Mission/values	Mission/values
What they do.	What they do.	What they do.
Who they work with.	Who they work with.	Who they work with.
How you can help.	How you can help.	How you can help.
Other information	Other information	Other information

8.07 Researching an Issue

Sources of information

As part of your Personal Development Activity you have to communicate information about the issue, problem or activity that you are investigating. To do this you will have to research relevant information.

Your **research** will focus on identifying appropriate information, collecting that information and then interpreting that information.

Relevant **information** could include **direct contact** with key people and groups involved, **summaries** of information on websites and social media pages, as well as finding and using information from other community stakeholders and the media.

Your teacher will guide you on the best sources - but a lot of the choices are up to you and your team. You might also use skills developed in **Literacy** to help you do your research more effectively.

Note: Relevant information includes both **primary research** and **secondary research**. Do you recall the difference between these?

The four main sources of information for your investigation into a community issue are described on these pages.

1. People who are **community members** and from **community groups**.
2. Community group and other **websites** and **social media pages**.
3. Other **community stakeholders**.
4. Relevant **media**.

"For our activity into local services for elderly residents we're going to talk directly with people who use these services and find out what they feel they need!"

Image: Imagegeography / iStock/Thinkstock



1. People who are community members and from community groups

Of course when investigating a social or community issue it is important to do primary research with the people who are involved in that issue and/or impacted on by that issue. This means that you might interview and even survey people involved. Ask them to explain the following.

- ☐ What the issue is, or the service they are providing?
- ☐ Why they believe they need to help the community?
- ☐ Who are the main stakeholders affected or involved?
- ☐ The successes of what they are going.
- ☐ Some of the challenges they face.
- ☐ How you and others could help out?

2. Community group and other websites

You will need to undertake secondary research to find out and summarise information from key websites or social media pages of groups and enterprises involved. You should find and summarise this type of information.

- ☐ The nature of the group or enterprise and its history.
- ☐ The mission, values or objectives that drive the community group.
- ☐ Key opinions related to the issue.
- ☐ Key facts and statistics related to the issue.
- ☐ Sources of funding and support.



3. Other community stakeholders

When investigating a social or community issue it is important that you get other points-of-view. These could be from people, groups and enterprises who hold a different point of view. You might also seek information from other sources who are involved in your community issue, such as local councils. You should seek information related to the same points shown in the previous explanations.

4. Relevant media

Many community issues play out in media such as local news print publications and websites. Some bigger issues get wider media coverage. You might be able to access videos on Facebook and YouTube. There are even TV shows and DVDs on big picture issues such as Craig Reucassel's excellent, *War on Waste*. Consider these sources.

- ☐ Local newspapers both in print and online.
- ☐ Local radio and community TV.
- ☐ Social media pages.
- ☐ TV shows and videos.
- ☐ Other media.



Sources of information A

Discuss and then list possible sources of information for your research.

People: Community members/ groups	Websites: Community group & others
Other community stakeholders	Relevant media

8.09 Researching an Issue

B Researching an Issue



Use these tables to guide and organise your research into your community issue, problem or activity. You might split into pairs within your group.



You might not need to fill in all rows, this depends on the scope of your activity. Your teacher will work through an example for each of the 4 categories.

Source: 1. People who are community members and from community groups.		
Information	Specific source	Interpretation/analysis
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Source: 2. Community groups and other websites.		
Information	Specific source	Interpretation/analysis



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Source: 2. Community group and other websites (continued).

Information	Specific source	Interpretation/analysis

Source: 3. Other community stakeholders.

Information	Specific source	Interpretation/analysis

Source: 4. Relevant media.

Information	Specific source	Interpretation/analysis



8.11 Communicating Effectively

Communication process

Effective communication skills are vital for your personal development.

When you are performing tasks for your Personal Development Activity you have to demonstrate well-developed communication skills.

You might have to communicate internally with your team mates, with external stakeholders such as members of a community group, with your teacher and with an audience when you make a presentation.

The communication process always consists of three essential key components, which are explained in more detail on the opposite page.

1. The sender
2. The message
3. The recipient.

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A Communication



Outline some examples of communication (the messages) that you and your team (the senders) will be required to do for your PDS Activity.

Explain to whom this message will be communicated (the recipients) and why.

PDS Activity:

Communication	Internal recipients	External recipients

The communication process

1. The sender

This is the person or group that is creating or sending the message.

For example, a local environmental community group (the sender) might make posts on Facebook.

You as part of your PDS Activity team (the sender) might have to contact this environmental group to arrange an interview.

2. The message

This is what is being communicated and the form which the communication takes.

For example, the local environmental community group might make a post on their Facebook page about an upcoming working bee to clean the local creek (the message in the form of a text post on social media). They might also include an image of the creek showing rubbish (the message in the form of an image post on social media).

You as part of your PDS Activity team might send the leader of the environmental group an email asking to arrange a time to meet for an interview (the message in the form of text in a 'professional' email).

3. The recipient.

This is the person, group or audience who is receiving the message.

For example, the Facebook followers of the local environmental community group are likely to get a notification on their own Facebook page about the working bee (the recipients). They might also share this post with other like-minded community members (even more recipients).

You as part of your PDS Activity will address the email using the name of the person (the recipient) and send it to their direct email address (a specific recipient); or send a general email to the community group's address (the recipient). Other members of the community group might share the email internally.

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iStock/Thinkstock



The communication process

When communicating you need to always clearly understand the three parts of the communication process.

1. From whom, or from where the communication is originating; i.e. the **sender**.
2. The form of the communication and what it 'says'; i.e. the **message**.
3. To whom, or to where the communication is going; i.e. the **recipient**.

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SUPER
SKILLS

8.13 Communicating Effectively

Communication methods

As part of your Personal Development Activity you are required to **communicate information** about the community issue, problem or activity to others. You will also have to communicate with your **team members** while you are planning, organising, doing and reviewing your **PDS Activity**. And it is also very likely that you'll have to communicate with **external stakeholders** as part of gathering information about the community issue, problem or activity.

So the information you communicate, and how you best communicate this information, will vary depending upon your **objectives** and your **audience**.

Two elements of communication to consider are explained in this topic. Use these as a guide for your communication with team members, with external stakeholders and to (and with) an audience.

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1. Formality (and tone) of communication

The **formality** and **tone** of communication will change depending on the person, organisation or the group to whom you are communicating.

Written correspondence to external people My Community should have a formal professional tone. This is so you will be taken seriously and not quickly dismissed. It is also likely to generate a more favourable response. This is vital as you are likely to be relying on information from these people. So in order to be an effective communicator you need to imagine how the message will be received from the point-of-view of the receiver. You have to tailor the message to the audience, to the occasion and also to the format in which it will best be received.

If you were writing a **letter** or **email** to your State Member for Parliament you wouldn't commence by saying...

"Hey PoliDude, you know the skatepark you promised last year... Well FYI, it seems like you have forgotten about it. Watcha' gonna' do?"

In relation to your PDS Activity, when you are communicating with fellow **team members** you might be less formal.

For example, "Now guys we have to come up with a few possible solutions to the problem of tagging on our local shops. What ideas have you got? Perhaps we should brainstorm."

But if you are communicating with a local councillor, or the local police, on this very same issue you might need to be more **formal**.

For example, "So Councillor Atkins, what possible solution do you think the community could try to help stop this problem of tagging of local shops?"

2. Method (mode) of communication

The method of communication you choose will also vary depending upon what you are communicating, to whom you are communicating and even the urgency of the response needed.

Your method of communication might take the form of:

- ⇒ **verbal communication** such as meetings, instructions and telephone
- ⇒ **written communication** such as memos, surveys and FAQs
- ⇒ **digital communication** such as emails, texts, PMs, DMs and videos
- ⇒ **visual communication** such as posters, symbols and signs
- ⇒ **physical communication** such as body language, demonstrations and signals.

There are also many other methods that can be used.

For example, you might text (written/digital) a team member to check that they have organised the survey they were supposed to. If this was absolutely urgent you might phone them, or even actually find them and ask them face-to-face.

If you are giving **instructions** to other team members, you should try to not give more than three verbal instructions together.

Also, any communication that is really important or easily forgotten should be put in writing.

If you are doing a **survey** (written as digital or print) this communication will be more formal. You will have to determine if this should be in print form and delivered face-to-face, or as a digital survey using a tool such as Survey Monkey.

When it comes to **interviews** you have to adopt a professional and confident tone and combine verbal, written and even digital (recording) modes.

In some cases, especially if dealing with **cross-cultural** and **diverse** groups, you might have to take into account different languages and communication styles.

When you are making a **presentation** you will need to present your information to your audience in a formal, professional style. You will likely support your verbal communication with images, diagrams and multimedia.

You have to be very mindful of your **non-verbal communication** during the presentation so that you are well-received by your audience.

So this gives you a lot to consider. The tone and formality expected, required and most suited to the communication; as well as the most appropriate method of communication.

Always be mindful of your body language. How would you feel if you were communicating something important to Elsie here and this is how she was responding?



Image: littleny/
Depositfiles.com



8.15 Communicating Effectively

B Communicating effectively



Use this 4-step process to plan communication related to your PDS Activity.

You need to do this to plan communication with external stakeholders, as well as communication related to a presentation you might have to make.

Communication step	Communication with an external stakeholder	Communication for a PDS Activity presentation
1. What are you going to 'say'?	DRAFT SAMPLE ONLY: DO NOT COPY	
2. How are you going to 'say' it?		
3. How will you make sure that the way you 'say' it will be effective?		
4. How will you check that what you've 'said' has been received, understood and acted upon?		

Giving a presentation

As part of communicating for your PDS Activity you are likely to have to give a presentation to an appropriate audience.

Some key presentation tools that can assist you are PowerPoint or Keynote. These ICT applications are designed to enable you to compile professional-looking presentations that help engage the audience.

However, like all ICT applications, they won't do the work for you. In fact, misuse or overuse of these tools can make a presentation less engaging or more confusing.

Listed below are a number of do's and don't's to help assist you to plan and deliver effective presentations.

These guidelines apply equally, no matter which presentation software or apps you use.



Image: emojiiez/
Depositfiles.com

Presentation Tips

PowerPoint presentations - Do!

- ✓ Use a big font.
- ✓ Include only 3 main points on each slide.
- ✓ Try for no more than 10 words for each point.
- ✓ Limit the total slides, 10 is plenty.
- ✓ Use appropriate visuals with suitable resolution.
- ✓ Time each slide and the overall presentation to suit the audience.
- ✓ Make the audience focus on you, not on the slides.
- ✓ Always have a timed run-through before your real presentation.



PowerPoint presentations - Don't!

- ✗ Use fancy transitions or distracting animations. (*Complex graphics and cute pictures won't make a presentation better!*)
- ✗ Use fancy fonts or use small text or crowd the text. (*Plain and simple is better!*)
- ✗ Just read out what is on the slide. (*Talk to the audience, not the screen!*)
- ✗ Jump from slide to slide too quickly or too slowly. (*Pace yourself!*)
- ✗ Let your PowerPoint slides cause the presentation to drag on for too long. (*Too many slides make a dull PowerPoint even duller!*)

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8.17 Discussing an Issue

Discussing an issue

A discussion involves two or more people communicating to **share** ideas, thoughts, facts and even opinions.

Discussions help **focus** people on a particular topic.

Discussions can often lead to an **understanding** of key **facts**, developing new **ways of thinking** and even changes of **opinions**.

Discussions allow all parties to have their say. This helps you to gain **insight** into how another person might be feeling; or why they might be acting in a certain way. This personal development helps you to build **empathy** as part of **emotional intelligence**.

In a discussion you would expect to communicate your **opinion** or **point-of-view**. However, this also means that you must allow others to put forward their points-of-view, even if their opinions and facts do not support or match your own.

The aim of a discussion is to **learn** from others, help others to learn and to develop and refine ideas and concepts so that you all grow from the experience.

Your teacher will often use discussion as a tool to get you **involved** in a topic. They might ask for your thoughts or feelings in relation to an issue. They listen to what you say. And you as a student are also expected to listen to what your peers communicate as well as **advice** and **feedback** your teacher gives.

Arrogant people, know-it-alls, aggressive people and others who can't bear to listen to different points-of-view will often shut down discussions by being uncooperative, by using slippery or nasty language, or even by ridiculing other people for questioning them for holding a different view!

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Online discussions
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Once upon a time there was this marvellous thing called the internet. All sorts of people could come together in all sorts of forums and discuss all sorts of interesting things. This made people all sorts of happy.

Except the trolls. What makes trolls happy is making others unhappy. Trolls love turning online discussion into aggression and abuse.

Social media such as Reddit, Facebook, Instagram and especially Twitter is the bridge under which the trolls live. And boy do they live! Just try having a different opinion online and then sit back and watch the abuse pile on.

It seems that online, and especially social media, is no longer the place to have a meaningful, nor even safe, discussion. What do you think?

Image: oxlock/
Depositfiles.com



1. Explain the meaning of each of these terms in relation to a discussion.

sharing ideas and thoughts	point-of-view
gaining understanding	empathy

2. Form into pairs. You are going to have a discussion with a classmate about the following topic.

"Young people waste too much time on social media."

Before you start, complete the following.

Do you agree or disagree?	What are the key words in the statement?
Outline 2 points of information in favour.	Outline 2 points of information against.

3. Have your discussion. Aim for about 5 minutes. As you do, note down key information that your classmates says.

How is their point-of-view similar?	How is their point-of-view different?
Information they used that you didn't think of.	Have you changed your view? Why/why not?

8.19 Assessment Task

AT2 Investigating a Community Issue

Overview

For this assessment task you are required to investigate a community social or cultural issue or problem.

It is very likely that the community issue or problem is related to the community activity that you are undertaking for AT1.

Required

You will prepare a report into the community social or cultural issue or problem that includes the following:

This task focuses on:

- ⇒ describing community rights and responsibilities
- ⇒ planning and organising a community activity
- ⇒ communicating information; and potentially
- ⇒ applied problem-solving through communication
- ⇒ working effectively as a member of a team.

Stage 1: Describe a community issue or problem

- i. Summarise a community social or cultural issue or problem.
- ii. Describe community rights and responsibilities.
- iii. Identify sources of information for your investigation.
- iv. Research and collect key information.

Stage 2: Interpret and summarise information

- i. Interpret and analyse this information.
- ii. Explain challenges faced by the community.
- iii. Discuss this issue with relevant people/audience (your teacher will advise).
- iv. Summarise this information.

Stage 3: Communicate effectively

- i. Develop strategies to help you communicate this information.
- ii. Use a problem-solving tool to assist you to communicate effectively.
- iii. Communicate this information in an oral report.
- iv. Review how well you communicated this information.

Your teacher will give you more information about the requirements and due dates. Write this below.

Name(s):

Key dates:

Tasks - AT2: Investigating a Community Issue

Re-
quired

Due by

Done

Teacher
initials

Stage 1: Describe a community issue or problem

Negotiate the PDS Activity with your teacher.

i. Summarise community issue or problem.

ii. Describe community rights and responsibilities.

iii. Identify sources of information for your investigation.

iv. Research and collect key information.

v.

vi. Get feedback from your teacher.

Stage 2: Interpret and summarise information

i. Interpret and analyse the information.

ii. Explain challenges faced by the community.

iii. Discuss this issue with relevant people/audience.

iv. Summarise this information.

v.

vi. Get feedback from your teacher.

Stage 3: Communicate effectively

i. Develop strategies to communicate this information.

ii. Use a problem-solving tool to communicate effectively.

iii. Prepare a draft for an oral report.

iv.

v. Have your teacher check your draft.

Reporting

⇒ Prepare your final report.

⇒ Present your report to the appropriate audience.

⇒ Review how well you communicated this information.

Additional information:

Signed: _____

Date: _____

8.21 Self-Reflection

Self-Reflection Pro-Forma

Which Personal Development skills did I develop during this unit?

→ _____

→ _____

→ _____

How have the skills of Personal Development helped improve my personal life?

→ _____

→ _____

How have the skills of Personal Development helped me in other ways?

→ _____

→ _____

How would I rate my performance (use a circle) in developing my Personal Development skills this unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
----------------	----------	-----------------	-----------	----------------	----------------

What were my strongest areas of performance and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

Applied Problem-Solving and Teamwork 9

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Comments:

9.01 Problem-Solving

Problem-solving

You were introduced to the importance of problem-solving in Unit 1. In essence, all things we do in life involve solving problems. Effective problem-solving helps us to see issues from different points-of-view. This can be very enlightening. Effective problem-solving also enables us to come up with ways to overcome obstacles and move forward. Effective problem-solving can lead to us becoming more informed, therefore being able to make better decisions.

Being an effective problem-solver helps to build **initiative**, **flexibility** and even **creativity**. It supports better **planning** and **organising**. It naturally supports **goal-setting** and **decision-making**. And it certainly can help you to build **resilience** so that you are better able to deal with issues and problems that might occur as a natural part of your personal development in your life.

Problem-solving tools

The problem-solving tools you have already investigated and used are: **Brainstorming** and **IASM problem-solving**.

The problem-solving tools you will investigate in this section are: **What/How problem-solving** and **Drilling-down**.

There are also many other tools and techniques that can be used to help you deal with problems and to assist your decision-making. Your teacher might prefer you to use some of these and teach you how to use them.

- ⇒ **Flowcharts** which are good for developing or improving a process or system.
- ⇒ **Checksheets**, which are good for collecting, recording and collating information.
- ⇒ **SWOT analysis** which is useful for analysing different situations related to a problem.
- ⇒ **De Bono's Six Thinking hats**, which is useful for coming up with new ways of looking at a problem.

Now of course it is not expected that you will use all of these tools for every problem you face. Different tools suit different types of problems.

However, using one of these tools, or a pair in combination, can help you start to tackle many problems. This will then assist you to make better decisions. As a result you (and your team) will be more likely to achieve your goals and objectives.

Dealing with a problem is up to U!



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Depositfiles.com

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PDS Activity and problem-solving

There are three different ways that you will need to apply problem-solving tools and techniques as part of your PDS Activity.

1. PDS Activity task problems

To deal with problems that arise when you are planning, organising, doing and reviewing your PDS Activity.

For example, your team might be falling behind and missing deadlines. Or perhaps you are unable to find out key information related to a community issue. These are problems related to the tasks you are required to do for your PDS Activity.

2. PDS Activity focus area problems

When investigating community social and cultural issues and problems as part of your PDS Activity.

For example, your team might be assisting a volunteer animal rescue shelter to help them raise more funds. Or perhaps you might be researching the lack of recreation activities for young people in your area. These are problems occurring My Community related to the focus area of your PDS Activity.

3. PDS Activity communication problems

Dealing with problems that occur when communicating information about your PDS Activity, including interpersonal problems and communication breakdowns.

For example, your team might be arguing over who does what (roles and responsibilities) for your multimedia presentation to the class. Or perhaps you might be finding that you and another person have totally different views about the causes of an issue, leading to arguments. These are communication problems that relate to investigating, preparing and giving a report for your PDS Activity.

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PDS problem-solving

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These are common problems that students might face when undertaking PDS activities. What would you do?

A team member is constantly missing deadlines for their responsibilities and holding the rest of the group up.	You and a teammate cannot agree on the main cause of a problem that is causing a specific community issue.
When planning your presentation to the class no-one in your team wants to be the first to speak to the audience.	When you interview a community stakeholder about an issue they say, "That's not actually a problem, it's their fault."

9.03 What/How Problem-Solving

What/How problem-solving

One approach to problem-solving is to decide whether the problem is a **'what'** problem or if it is a **'how'** problem. This is a very useful first step when dealing with any problem. It can also be used together with other problem-solving tools and processes such as **'IASM'** and **'drilling-down'**.

Let's look at a Personal Development Activity situation so you can see how this approach works.

What/How problem-solving: What?

Now what we are going to do is to apply the basic concepts of the **What/How process** to resolve a problem about communicating effectively for your PDS Activity.

As part of your PDS Activity you are likely to be required to report back to your class (or some other group) about your investigation into a community issue or problem. This means you have to deal with problems related to preparing and presenting an effective presentation that communicates your main ideas clearly and professionally.

So essentially you know **what** the problem is.

"We need to know how to create an effective multimedia presentation." That's a **skills-gap!**

Honest reflection and analysis of your own situation means you know what the problem is.

"I have skills-gaps."

And now you are also owning the problem. It's your responsibility. After all it's your PDS Activity!

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A 'what' problem

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- ⇒ A 'what' problem occurs when you don't know what to do to solve a problem.
- ⇒ This inability could be based on a lack of experience and skills, poor communication or just having to deal with something you have never encountered before.

For example, "We have to do a presentation to the class based on our investigation into a community issue. I've never done this before. I don't know what to do!"

- ⇒ In response you could ask for help, or ask for advice on where to get help, or get trained, supervised or coached so as to solve the problem of 'what to do'.
- ⇒ For this example your teacher might advise this.

"Your team is going to need to learn how to use the digital data projector. I want you to select two team members to stay back today and I will show them how to properly use this technology."



Image: Albert Primer/
Hemera/Thinkstock

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What/How problem-solving: How?

Now you just have to work out how to try and solve this problem.

"How am I going to overcome this barrier?"

By learning how to overcome this skills-gap you will be developing yourself personally!

Dealing with the 'how' part of the problem might involve you getting some help from others, doing some training and developing, practising and then applying your skills. These responses are all a part of your own personal development.

By learning how to deal with the 'how' part of the problem, and then taking steps to overcome your skills-gaps, you are building your transferable skills. As a result you and your team will also make a more professional and effective presentation for your PDS Activity.

A 'how' problem

- ⇒ A 'how' problem occurs when you know what to do, it's just that you don't really know how to go about solving the problem.
- ⇒ This inability could again be due to a lack of experience, skills or knowledge. However, it might also be caused by barriers preventing you from coming up with the best solutions.

For example, "I know we have to use multimedia equipment for our presentation. But I'm not sure which equipment the school has and what format our presentation needs to be saved in."

- ⇒ So in this case this is a problem based on a lack of knowledge. *"I know what to do, it's just that I don't know exactly how to do it."*
- ⇒ In response to a 'how' problem you should ask yourself, *"Why am I unable to do this?"* Is your inability due to a lack of skills, time, commitment, budget, resources, support, permission or a combination of these?

For example, "I need to get support from my teacher so that I know the ins and outs of the digital projector we will be using."

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What/How problem-solving A

1. Use the What/How problem-solving process to deal with this problem. (Your teacher will lead the class through this.)

For your PDS community activity your class is going to create a school vegetable and herb garden.

2. As a team use the What/How process to deal with these potential problems related to your PDS Activity.

- ☐ *Finding accurate information when researching your community issue.*
- ☐ *Disagreements between your PDS team members about their roles and responsibilities.*

9.05 Drilling-Down

Drilling-down

Sometimes a lot of problems can seem too big and way too hard to overcome. This can cause stress for people, as they may think that dealing with the problem is just too hard!

But have a think about the techniques you have learned in PDS about how to achieve your big picture goals.

The key to achieve big picture goals is to break them down into smaller, more manageable, bite-sized chunks.

Well, using drilling-down for problem-solving is a lot like that.

With **drilling-down** you take a 'big picture' or overall problem. And then you drill-down to break this into smaller problems. These are easier to tackle. After you have '**unpacked**' the problem then you are more likely to find that you arrive at some potential solutions.

Turning big problems into little problems

Breaking a problem down into its smaller parts (or 'because's', recall that from IASM?) means that you can start to **identify** and **analyse** some of the main **causes** of that problem.

By **drilling-down** it can then be easier for you to tackle these **causes** (or 'because's'). This means you are dealing with a range of **smaller issues** - some of which can be easily dealt with. This helps you to start to deal with the bigger problem.

Because drilling-down breaks (or unpacks) complex big picture problems into smaller issues it helps makes complex problems easier to solve.

When you '**drill-down**' a problem you can see that as you get closer to the **right-hand side** that you might already be starting to come up with some **solutions**!

These solutions help you to make useful decisions to deal with the problems, and also to make sure these problems do not occur again

And you might also find that once you've identified and dealt with all of those little problems, then you no longer have a big problem!

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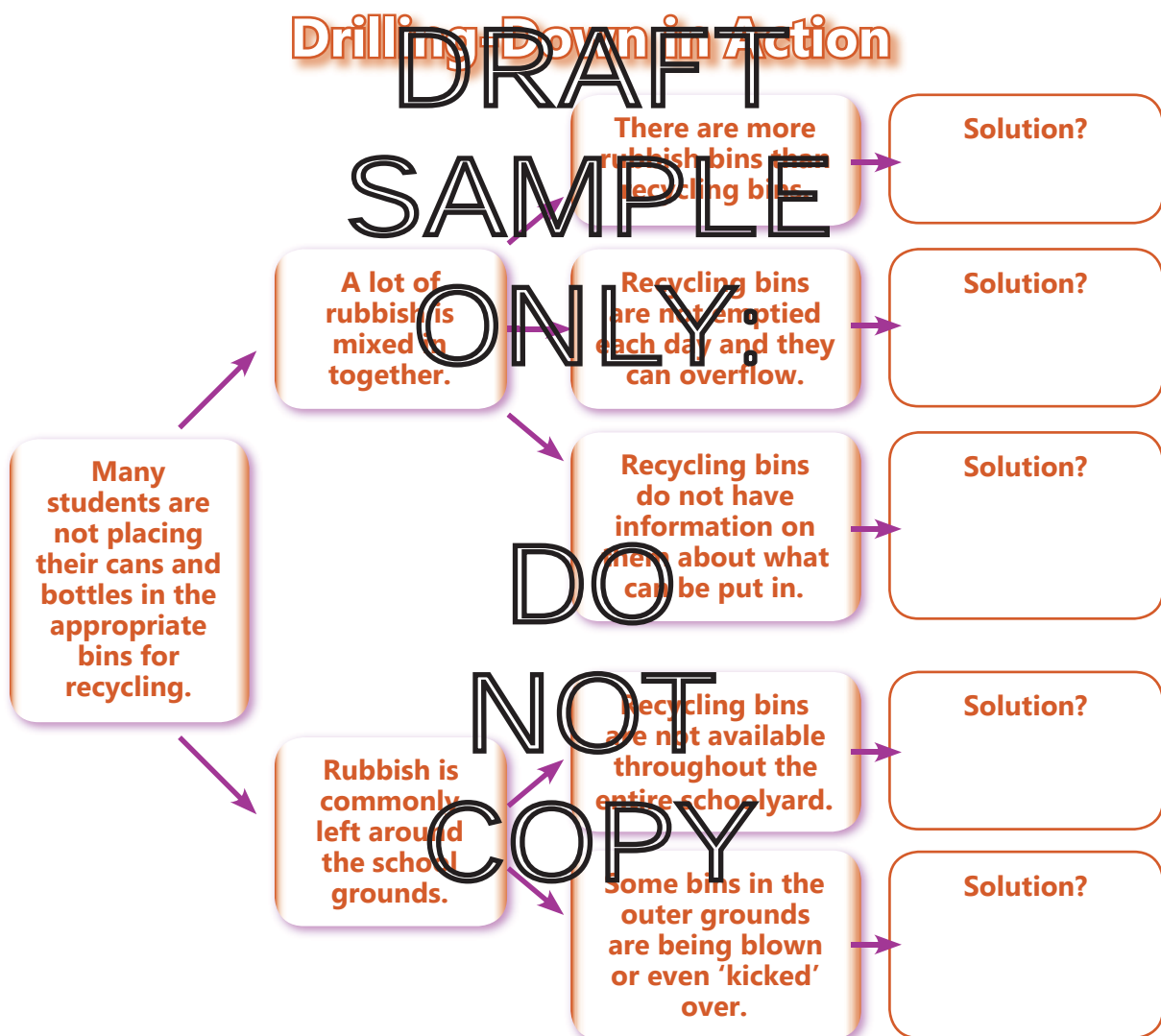


Image: patrimonio/
Depositfiles.com

Drilling-down

- ⇒ Identify your 'big' problem; write it at the left of a sheet of paper.
- ⇒ List the main points, issues or questions that make up this larger problem. Try for 2-3. If stuck ask, 'why' or 'why not'?
- ⇒ List any points, issues and questions that influence these new issues. If stuck ask, 'why' or 'why not'?
- ⇒ Finally analyse these (at the far right-hand side) to come up with some possible solutions.

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Drilling-down A

1. In pairs come up with possible solutions to the problem shown above.
2. Use the drilling-down process to 'unpack' a community issue or problem you are investigating as part of your PDS community activity.



9.07 Applied Problem-Solving

A Team communication rules



Although many students say they would prefer to work in teams, they soon find that teamwork can lead to many problems!

One of the most common problems that people encounter when working in teams is communication breakdowns. This can happen due to issues and miscommunication in interpersonal exchanges.

Because you are a proactive member of a Personal Development team, you are going to develop a list of team rules and guidelines to help prevent communication problems occurring.

These rules and guidelines will also help your team to deal more effectively when communication breakdowns occur.

1. At first, complete this draft planner individually.
2. Then come together as team to complete a set of team rules and guidelines for communication based on each person's input. Do not allow one team member to dominate.
3. Finally, write these rules and guidelines clearly and in short sentences. Make sure everyone in the team has a copy and agrees to follow these rules.

What and when will your team need to communicate?

What methods should it use for this communication?

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What could happen to cause your team to communicate less effectively?

Misunderstandings such as:

Disagreements such as:

Technology issues such as:

Unavailability of people such as:

Others issues such as:

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What guidelines can your team use to communicate effectively?

Being respectful:

Listening to others:

Recording information:

Sharing information:

Reporting on progress:

Decision-making methods:

Letting team members know of hold-ups or potential absences:

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9.09 Team Dynamics

Team dynamics

Teamwork is a key skill that complements and supports every other skill. Team skills are vital in personal, community and work situations.

In personal and family situations people work together to improve their lives. Parents may share parenting duties, work and domestic responsibilities. Siblings help each other out. Children often take on domestic duties, especially caring for younger siblings, older relatives and even parents.

Many community groups consist of people who share common values and who work co-operatively to achieve their goals and objectives. Communities work together to provide local services, to look out for one another and even to deal with emergencies such as fighting fires!

In workplace situations colleagues must work together in work teams. Managers and employees must communicate effectively as a team. Workers have to deal with customers, clients and other external people. Just like you have to do in your PDS Activity.

Effective team behaviours

You were introduced to some key team-related skills in Unit 1. It's not enough to simply know what these words mean. In order to complete a successful teams-based PDS Activity you have to actively use and apply these skills.

Collaboration

Collaboration refers to the willingness of team members to work together to achieve a **shared goal**. Collaborative teams understand that combinations of strengths and weaknesses in team members help to create **synergy**. Collaborative team members prioritise **teams goals** over individual achievement and help each other out.

Negotiation

Negotiation refers to the process of give and take so as to create a **win:win** for all involved. Team members may negotiate over their roles, responsibilities, deadlines and expected outcomes.

As part of negotiation team members may have to give something up, i.e. make a **compromise**. This means that they give something that the other party wants, so that in return they get something that they would prefer. This way, all the people involved benefit.



Image: AllaSerebrina/
Depositfiles.com

It is important that when you work as part of a team that you work as a cohesive unit. Match the '8 Tips For Effective Teams' with the appropriate examples. These will help you to work effectively with each other.

(Note: You will also use these for WRS!)



- | | | |
|---------------------------------------|-------------------------------|----------------------------------|
| 1. Communicate clearly. | 4. Listen and be fair. | 7. Record important information. |
| 2. Follow team rules. | 5. Build and support synergy. | 8. Set clear objectives. |
| 3. Assign roles and responsibilities. | 6. Make group decisions. | |

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- _____
- ☺ Be willing and able to communicate effectively with people; including those from different backgrounds.
 - ☺ Pay attention to what people say.

- _____
- ☺ Clearly understand and know the goals/objectives of the team.
 - ☺ Write down goals and objectives and make sure everybody has a copy.

- _____
- ☺ Assign roles and responsibilities to team members including the role of the leader.
 - ☺ Rotate team roles and share responsibilities, including being the leader.

- _____
- ☺ Establish a set of rules or agenda for group meetings and stick to this.
 - ☺ Follow team meeting rules/agenda and get people to report on their progress.

- _____
- ☺ Someone must take notes (minutes) of meetings. Share this responsibility around so that everyone gets a go.
 - ☺ Record important information, dates and responsibilities.

- _____
- ☺ Listen to, and consider other team-members' points of view.
 - ☺ Put aside personality differences; and work together. Don't ever yell or get personal.

- _____
- ☺ Pair people together to help support and train team members.
 - ☺ Ensure that team members' strengths and weaknesses are complementary.

- _____
- ☺ Decide on a decision-making process that everyone agrees to.
 - ☺ You might choose a majority vote and then stick with that, or another method.

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9.11 Team Dynamics

Team roles

When people are in teams they often take on team roles which creates interesting team dynamics.

All teams need combinations of people fulfilling these roles. People with particular **personality traits** tend to take on specific roles. This helps to create **natural synergy**.

Team members might naturally perform one or more of these roles, often at the same time.



So which of these sound like you?



Image: adapted from
boygovideo/
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Drivers/Leaders

Their role is to lead the group so as to achieve the team's goals. They usually can see the big picture and are able to develop plans to achieve goals and objectives for the good of all involved.

Key attributes: Enterprising, innovative, inspiring, communicative and responsible.

Supporters/Influencers

Their role is to recognise and go along with good ideas and support the suggestions. They help to encourage other members to accept ideas and may assist and help others.

Key attributes: Supportive, honest, communicative, team-oriented, reliable and responsible.

Recorders/Timelinkers

Their role is to take minutes/notes of meetings, keep records of all important matters and develop rosters and timelines. They will often act as the hub of communication for the group.

Key attributes: Organised, attentive to detail, accurate, numerate, literate, tech-able and responsible.

Implementers

Their role is to put the plans into action by organising and doing. They often respond well to directions, and complete varied tasks based on their skills

Key attributes: Organised, conscientious, resourceful, able, skilled, reliable and responsible.

Critics

Their role is to challenge ideas to ensure that things are being done properly. They ensure that groups don't do things that are irrelevant, inefficient, unsafe or even unethical.

Key attributes: Independent, creative, have insight and foresight, aware, conscientious and responsible.

Peacemakers

Their role is to ensure that team harmony is achieved and people get along. They often help others deal with problems, including interpersonal conflict.

Key attributes: Supportive, empathic, communicative, conscientious, people-oriented and responsible.

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Team roles **B**

Reflect on your participation in teams for your VDS Activity. Complete the table by commenting on your suitability for each of these team roles.

Team role	Why I might be suited to this role?	Why I might not be suited?
Driver/ Leader	DO NOT COPY	
Supporter/ Influencer		
Recorder/ Timekeeper		
Implementer		
Critic		
Peacemaker		

9.13 Team Effectiveness

A Team roles in action

Sometimes people can get a bit carried away with their role in a team. Essentially, they may become too focused on the title of their team role and as such, they become inflexible.

1. For each of these scenarios identify the team role of the person.
2. Explain how what they are doing is causing the team to operate ineffectively.
3. Give advice on how they might better perform their role to create a more effective team.

Scenario	Role	Ineffective behaviour	Advice
Jim's group is disagreeing with his plans. He says, "Look I'm in charge so you have to do it my way."			
Moana has set deadlines for tasks to be done. But she is texting every hour to see if people are on track.			
Rennie has taken it upon himself to find fault in everything the team is doing. They are not moving forward!			
Hermie has taken to helping everyone out. Problem is, he is not completing his own tasks.			
Basile gets her tasks done very quickly but she won't do anything else unless she gets a direct order from the team leader.			
Noangela keeps telling people if they have a problem with others to let her know. But they are actually starting to have a problem with her always asking this!			

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Building a team B

1. Create teams of 4 (including you) from your classmates for these activities. Add 1 more activity of your own (in your workbooks).



Identify people's likely team roles and explain why they would suit this role.

A PDS community activity to teach elderly residents how to use an iPad to keep in touch with their family and friends.

Team member	Team role(s)	Why these roles?
	DRAFT SAMPLE ONLY:	

A PDS activity to put on a lunch for your teachers that showcases the cultural heritage of the team members involved.

Team member	Team role(s)	Why this role?
	DO NOT COPY	

2. In which team roles did you perform best for your PDS activities this year?

9.15 Team Effectiveness

C Team rules



Now that you have explored team dynamics and team roles it is time to put together a list of team rules and guidelines for your team. You can base this list on the '8 Tips for Effective Teams'.

However, you need to come up with a list of do's and don'ts that team members will follow. In a team it is important that everyone looks out for one another. So it will be your role to make sure that your team members stick to these rules.

When you finish get your teacher to check and approve these.

- DRAFT SAMPLE**
- | | | |
|---------------------------------------|-------------------------------|----------------------------------|
| 1. Communicate clearly. | 4. Listen and be fair. | 7. Record important information. |
| 2. Follow team rules. | 5. Build and support synergy. | 8. Set clear objectives. |
| 3. Assign roles and responsibilities. | 6. Make group decisions. | |

✓ Team members will...

✗ Team members won't...

DO

✓ Team members will...

✗ Team members won't...

NOT COPY

✓ Team members will...

✗ Team members won't...

3. Assign roles and responsibilities

4. Listen and be fair.

✓ Team members will...

✗ Team members won't...

5. Build and support synergy.

✓ Team members will...

✗ Team members won't...

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ONLY:

6. Make group decisions.

✓ Team members will...

✗ Team members won't...

DO

7. Record important information.

✓ Team members will...

✗ Team members won't...

NOT
COPY

8. Set clear objectives.

✓ Team members will...

✗ Team members won't...

9.17 Assessment Task

AT3 Dealing with a Community Problem

Overview

For this assessment task you are required to investigate a community issue or problem and come up with possible solutions to help the community deal with this issue.

It is very likely that the community issue or problem is related to the community activity that you are undertaking for **AT1** and **AT2**.

Your teacher might direct you to work in pairs or in larger groups.

This task focuses on:

- ⇒ **planning and organising a community activity**
- ⇒ **communicating information**
- ⇒ **solving problems through communication and discussion; and potentially**
- ⇒ **applied description of community rights and responsibilities**
- ⇒ **working effectively as a member of a team.**

Required

You will prepare an investigative report into the community social or cultural issue or problem that includes the following:

Stage 1: Describe a community issue or problem

- i. Summarise a community **issue or problem**.
- ii. Outline the **impact** of the issue or problem on at least **3 different stakeholders** or stakeholder groups.

Stage 2: Use problem-solving tools and techniques

- i. Use **brainstorming** to come up with key terms related to the issue or problem.
- ii. Use at least one other **problem-solving tool** or technique to analyse the issue or problem.
- iii. Develop **potential solutions** to help address the issue or problem.
- iv. Make **recommendations** as to how best to deal with the issue or problem.

Stage 3: Prepare a report

Prepare a written report that encompasses **Stage 1 & Stage 2**. You need to reflect on, and then review, how well you used problem-solving skills. If required prepare a report to the class or to a specific audience.

Your teacher will give you more information about the requirements and due dates. Write this below.

Name(s):

Key dates:

Tasks - AT3: Dealing with a Community Problem

Re-
quired

Due by

Done

Teacher
initials

Stage 1: Describe a community issue or problem

Negotiate the PDS Activity with your teacher.

i. Summarise community issue or problem.

ii. Impact on stakeholder/group 1.

Impact on stakeholder/group 2.

Impact on stakeholder/group 3.

iii.

iv. Get feedback from your teacher.

Stage 2: Use problem-solving tools and techniques

i. Brainstorm the issue or problem.

ii. Use a problem-solving tool to analyse the problem.

Use a problem-solving tool to analyse the problem.

iv. Develop potential solutions to address the problem.

v. Make recommendations to deal with the problem.

vi. Get feedback from your teacher.

Reporting

⇒ Prepare a draft report and get teacher feedback.

⇒ Prepare your final report.

⇒ Present your report to the appropriate audience. 

⇒ Review how well you used problem-solving skills.

Additional information:

Signed: _____

Date: _____

9.19 Self-Reflection

Self-Reflection Pro-Forma

Which Personal Development skills did I **most develop** during this **year**?

→ _____

→ _____

→ _____

How have the skills of Personal Development helped **improve me this year**?

→ _____

→ _____

What did I **most enjoy doing** in Personal Development Skills **this year**?

→ _____

→ _____

How would I rate **my overall performance** (use a circle) in developing my Personal Development skills over the **course of this year**?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

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