

Order form: Current from Term 3, 2015 (Note: All prices are GST inc.)

WACE: Career and Enterprise (exp. Dec 2015)	Printed text	e-version master	Total
Career and Enterprise General 11	_____ @ \$52	_____ @ \$660	_____
Career and Enterprise General 12/ATAR 11	_____ @ \$55	_____ @ \$660	_____

Careers, Work Education & Personal Development	Printed text	e-version master	Total
Career Pathways 2015	_____ @ \$35	_____ @ \$440	_____
Work Experience Journal 2015	_____ @ \$20	_____ @ \$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	_____

Industry-Specific Resources	Printed text	e-version master	Total
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 - Intermediate 3ed. (pre-order for 2016) 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Literacy - Senior (pre-order for 2016)) New 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Numeracy - Intermediate 2015	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
Numeracy - Senior (pre-order for 2016) New 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
PDS - Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
PDS - Senior 2ed 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Foundation 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Senior 2ed. 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
Totals	_____	_____	_____	_____	_____	_____

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Term 3, 2005 Update: New resources for VCAL, Applied Learning, Career Pathways, Work Education and Work Experience/Work Placement.

New
resources now
available term 2.

New Literacy and Numeracy resources for 2016

In line with the proposed VCAA review and implementation in 2016 of Literacy Skills and Numeracy Skills new Literacy and Numeracy resource sets are now being developed.

- ⇒ New: **Literacy - Senior** featuring a carefully planned literacy (and oracy) program designed to support students as they develop into young adults. For the first time for VCAL includes the option of a **master PDF e-version**.
- ⇒ Updated: Literacy - Intermediate 3ed, revised and refreshed and with more content, and also available as a **master PDF e-version**.)
- ⇒ New: **Numeracy - Senior** with content geared towards situations facing Year 12 students, and with all assessment tasks offering the choice to apply to personal and/or work-related situations. (Note: **Numeracy Intermediate**, released in 2015 will only be updated if necessitated by changes to the study.)
- ⇒ New colour editions will be release of the workbook/texts for **WRS - Intermediate 3ed**, **PDS Intermediate - 3ed** and **PDS - Senior 2ed**. This means that all VCAL titles will now be in full colour. If you are booklisting these you will need to update to the new editions with new ISBNs. (Available from October 2015.)
- ⇒ You can pre-order new resources now and/or booklist. Samples will be available soon.

Keep up to date with uploads of samples by joining the email list. If you receive this flyer without receiving an email then you are not on the list. Contact me to join and to add relevant staff members so they can be kept up to date.

Released in 2015

A range of new resources are now ready for order. All of these new resources are available as full colour printed books or as e-version PDF masters that students can complete using ICT devices.

- ⇒ **Personal Development Activity Planner: Introductory** (suitable for PDS Foundation and introductory PDS Intermediate activities and projects) & **Personal Development Project Planner: Advanced** (suitable for advanced PDS Intermediate and PDS Senior projects).

These new colour-coded planning guides have been created specifically for schools and students to support Personal Development activities and projects. The planners are formatted as write-in booklets with colour-coded pages to support planning, organising, doing and reviewing a personal development activity or project.

- ⇒ **Work Placement Journal** (suitable for year 11 and Year 12 students work-related and vocational placements). Full colour A4 size and includes 40 pages of daily journals as well as all 20+ work-related application activities.

- ⇒ **Community Services: Foundation & Community Services: Intermediate** (industry-specific sets)

These new industry-specific resource sets and workbooks support your VCAL, Applied Learning and work education and career/pathways programs with content-based topics and applied activities.

Each full colour workbook includes targeted industry-specific material, explanations, examples, images and activities. This flexibility allows teachers to teach general program content while disparate students within the same class can apply this to their own industry experience and context.

Feel free to contact me to discuss which resource sets might be best suited for your teaching program.

Current resource list: 2015 into 2016

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

- >> Career Pathways
- >> Work Experience Journal
- >> Work Placement Journal (new in term 2, 2015)
- >> Personal Development Activity Planner: Introductory (new in term 2, 2015)
- >> Personal Development Project Planner: Advanced (new in term 2, 2015)

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

- >> Community Services Foundation (new in term 2, 2015)
- >> Community Services Intermediate (new in term 2, 2015)
- >> Retail Foundation
- >> Retail Intermediate

Industry and Enterprise

- >> I&E Unit 1: Workplace Participation 3ed (& e-version)
- >> I&E 1&2: Towards an Enterprising You 4ed (revised for 2016)
- >> I&E 3&4: Towards an Enterprising Australia 3ed

VCAL and Applied Learning (Master sets also available)

- >> Literacy - Intermediate 3ed Workbook/text and Activities Portfolio booklet (revised for 2016) !!!also new e-version!!!
- >> Literacy - Senior Workbook/text and Activities Portfolio booklet (new for 2016) !!!also new e-version!!!
- >> Numeracy - Intermediate Workbook/text and Activities Portfolio booklet (new in term 1, 2015)
- >> Numeracy - Senior Workbook/text and Activities Portfolio booklet (new for 2016)
- >> Personal Development - Intermediate 3ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Personal Development - Senior 2ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Work Related Skills - Foundation Workbook/text and Activities Portfolio booklet
- >> Work Related Skills - Intermediate 3ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Work Related Skills - Senior 2ed Workbook/text and Activities Portfolio booklet

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

- >> Career and Enterprise General 11
- >> Career and Enterprise General 12/ATAR 11

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

New for 2016: Literacy - Senior and Numeracy - Senior

**New editions for 2016: Literacy - Intermediate 3ed, PDS - Intermediate 3ed,
PDS - Senior 2ed and WRS - Intermediate 3ed (all now in colour)**

Available as a master set on CD and/or as a printed workbook.




**New for 2016
Literacy &
Numeracy Senior.**

Each of these resource sets for Literacy, Work Related Skills, Personal Development and Numeracy includes a 160-170 page **Workbook/text** written to support your teaching of VCAL, Applied Learning and work education units with material aimed at satisfying skills-based assessment tasks. Each set also includes a supplementary **Activities portfolio booklet** with approximately 50 extra worksheet style Applied Learning and Work Education activities that add depth to your teaching program. Each of these resources are available as:

- ☐ **Reproducible master sets on CD featuring PDF files of:**
 - ⇒ Set A: Workbook/Text (WB) (reproducible master license)
 - ⇒ Set B: Activities Portfolio (AP) (reproducible master license)
 - ⇒ Work Related Skills also includes a work experience journal in both print and e-version formats.
- ☐ **Professionally printed and bound books (and booklets for the Activities Portfolio).**
- ☐ The new **Literacy Senior** and the revised **Literacy - Intermediate 3ed** master sets are available as optional **e-versions**.

Key features of each Applied Learning workbook/text:

- ⇒ Organised into sections to match learning outcomes.
- ⇒ Cater for varied learning approaches with up-to-date, lively and engaging student-focused material.
- ⇒ Pages formatted as a write-in workbook.
- ⇒ Current and relevant weblinks that extend student enquiry.
- ⇒ Each has 90-110 specially developed, engaging learning activities suitable for students of all abilities.
- ⇒ Student-focused SuperSkills topics to develop transferable skills that can be applied in different situations.
- ⇒ Assessment tasks written to satisfy multiple learning outcomes. Numeracy also has many other tasks suitable as assessment tasks.
- ⇒ Literacy supports delivery of Oral Communication.
- ⇒ Includes self-assessment, evaluation and other pro-formas.
- ⇒ PDS and WRS resources include pro-formas to support planning and organising enterprise activities.

Literacy Intermediate (Revised 3ed 2016)	Literacy Senior (New for 2016)	Numeracy Intermediate (2015)	Numeracy Senior (New for 2016)	Personal Development Intermediate (Colour 3ed 2016)	Personal Development Senior (Colour 2ed 2016)	Work Related Skills Foundation (2014)	Work Related Skills Intermediate (Colour 3ed 2016)	Work Related Skills: Senior (2ed 2015)
								
⇒ Workbook text 160pp 978-1-925172-22-5	⇒ Workbook text 170pp 978-1-925172-23-2	⇒ Workbook text 160pp 978-1-925172-02-7	⇒ Workbook text 170pp 978-1-925172-20-1	⇒ Workbook text 160pp 978-1-925172-18-8	⇒ Workbook text 160pp 978-1-925172-19-5	⇒ Workbook text 162 pp 978-0-9873519-8-2	⇒ Workbook text 166pp 978-1-925172-17-1	⇒ Workbook text 170pp 978-1-925172-09-6
Workbook: Contents 1. Self Expression: Introduction 2. Self Expression: Getting it Down 3. Practical Literacy: Filling the Gaps 4. Practical Literacy: Instructions - Being Heard 5. Knowledge: Cutting Through 6. Knowledge: Reporting Information 7. Public Debate: Investigating Issues 8. Public Debate: Making Your Case	Workbook: Contents 1. Self Expression: Express Yourself 2. Self Expression: Identify & Values 3. Practical Literacy: Getting it Right 4. Practical Literacy: Instruct Away 5. Knowledge: Finding Out 6. Knowledge: Using Knowhow 7. Issues & Debate: Researching Issues 8. Issues & Debate: Presenting Your Case	Workbook: Contents 1. The Shape Of Your World 2. Working The Numbers 3. What Comes Next? 4. Time Is Money 5. Where Is It? 6. Measuring Up	Workbook: Contents TBC	Workbook: Contents -Unit 1 1. Introducing Me 2. Developing My Skills 3. Managing Myself Effectively 4. Becoming a Leader 5. Interpersonal Effectiveness -Unit 2 6. In the Community 7. Planning and Organising 8. Problem-Solving & Decision-Making 9. Communication and Team Skills	Workbook: Contents -Unit 1 1. Planning and Organising 2. Social Diversity 3. Communicating Effectively 4. Leadership in Action 5. Effective Decision- Making -Unit 2 6. Community Issues 7. Community Project 8. Advanced Team Skills 9. Advanced Communication	Workbook: Contents -Unit 1 1. Workplace Investigation 2. Job-Seeking Skills 3. Workplace Safety Introduction 4. Workplace Safety Issues 5. Employability Skills -Unit 2 6. Planning & Organising 7. Communicating Effectively 8. Problem-Solving 9. Teams & Technology	Workbook: Contents -Unit 1 1. Work Conditions & Entitlements 2. Job-Seeking Skills 3. Workplace Safety Issues & Hazard Identification 4. Employability Skills -Unit 2 5. Developing Work- Related Skills 6. Planning & Organising 7. Communicating Effectively 8. Effective Problem- Solving 9. Effective Teams	Workbook: Contents - Unit 1 1. Workplaces & Pathways 2. Job-Seeking Skills 3. Workplace Safety Requirements & Induction 4. Workplace Safety Hazard Control 5. Team & Workplace Technology Skills -Unit 2 6. Effective Planning & Organising 7. Quality, Enterprise & Innovation 8. Effective Problem- Solving
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Note: All these VCAL and Applied Learning texts and workbooks can be booklisted without having to purchase the master licenses. Extensive preview samples of all materials available on our website.

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Personal Development Intermediate: Student Activities Portfolio

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Important: All material, advice and assessment tasks are provided as a guide only and do not constitute official advice. As always you must check with the VCAA and any other relevant authorities about the suitability of a task.

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Personal Development Intermediate: Student Activities Portfolio 2nd ed

DELIVER Educational Consulting (978-0-9805356-9-6)

Also available for VCAL and Applied Learning

- Literacy - Intermediate (Nov 2010)
- Work Related Skills - Intermediate (Jan 2012)
- Numeracy - Intermediate (March 2012)
- Work Related Skills Foundation 1 and Foundation 2
- Work Related Skills Senior 1 and Senior 2

Also available for Industry & Enterprise (new editions for 2012)

- I&E 1: Workplace Participation 2nd ed.
- I&E 1: Workplace Participation - e-version 2nd ed.
- I&E 1&2: Towards an Enterprising You 3rd ed.
- I&E 3&4: Towards an Enterprising Australia 3rd ed.

Available for pathways and careers education

- Mini GOALscorer and Mini GOALscorer Senior

www.deliverededucation.com.au
michael@deliverededucation.com.au
P&F (03) 9386 1018

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 Contact: www.deliverededucation.com.au michael@deliverededucation.com.au (03) 9386 1018
 Carolan, Michael

Personal Development Intermediate Student Activities Portfolio (For VCAL and Applied Learning)
 (ISBN 978-0-9805356-9-6 for workbook only)

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Personal Development Intermediate - Student Activities Portfolio (2nd ed.)
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DEVELOPING INTRAPERSONAL SKILLS				DEVELOPING INTERPERSONAL SKILLS			
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IN3	Who Are You?	3	Due Done	IP3	Social Skills	19	Due Done
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SI14	My Self-Improvement Journal	46	Due Done	TR14	My Transferable Skills Journal	60	Due Done



Describe an example from over your break when you demonstrated each of these generic or transferable skills. Add 2 more examples of your own.

Skills	Example
<i>communicating</i> (with someone who was new to you)	
<i>planning and/or organising</i>	
<i>working in teams</i>	
<i>using technology</i> (that was new to you)	
<i>problem-solving</i>	
<i>resolving conflict</i>	

IN2 A Few of My Favourite Things



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

Category	My favourite is/because
e.g. <i>animal</i>	<i>Panther - Because they're sleek, black and solitary.</i>
1 <i>hobby</i>	
2 <i>chocolate bar</i>	
3 <i>sport</i>	
4 <i>junk food</i>	
5 <i>colour</i>	
6 <i>home-cooked meal</i>	
7 <i>drink</i>	
8 <i>holiday destination</i>	
9 <i>motor vehicle</i>	
10 <i>clothing brand</i>	
11 <i>vegetable</i>	
12 <i>brand of phone</i>	
13 <i>movie</i>	
14 <i>day of the week</i>	
15 <i>technological device</i>	
16 <i>song</i>	
17 <i>world leader</i>	
18 <i>animal</i>	
19 <i>performing artist/band</i>	
20 <i>person</i>	
21	
22	
23	
24	
25	



1. List 20 things you own that contribute to your personality or that make you uniquely you. Be prepared to discuss why this is the case.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20



2. List 20 words that would describe your personality to someone who has never met you before. Be prepared to discuss these.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

IN4 Picture This



Source or create 4 images that describe you. Be prepared to discuss these.



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1. Describe the extent to which you believe your personality matches each of these 5 personality traits. Find and list an opposite for each of these 5 traits.
2. For each one describe an example that shows the level to which you demonstrated or (didn't demonstrate) this trait.

Traits	Description	Example
neuroticism		
extraversion		
agreeableness		
conscientiousness		
openness to experience		

IN6 The Big 5 and Me



1. Take 2 online personality tests that assess for the 'big 5' personality traits. (Remember these tests only act as a guide to your personality.) Start with the test at: www.outofservice.com/bigfive/. Copy your results to the table below.
2. Do you agree with these results? Why/why not?
3. Comment on any similarities and/or differences between the 2 tests. Discuss the results as a class.

Test	1:	2:
Trait	Test 1: Results/description	Test 2: Results/description
neuroticism		
extraversion		
agreeableness		
conscientiousness		
openness to experience		
Do you agree with the results? Why/why not?		
Similarities and/or difference between the test results.		



Draw and/or map out 'your space'. Include and label all the things that are important to you and that make this space, 'your own'.



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1. Briefly explain 5 values that influence your decision-making and how you live your life.
e.g. *I value time with my family because we are close and we support each other.*

1. _____

2. _____

3. _____

4. _____

5. _____



2. If you had to describe your attitude to someone you had never met before, what would you be able to honestly say to them?



3. Outline 3 examples that illustrate how you behave in different situations.

1. _____

2. _____

3. _____



1. Quickly estimate how much time you spend each week on each of the following tasks.
2. Calculate the correct proportions. What does this say about you? Discuss as a class.

Traits	Estimate	Calculation
at school		
at work		
travel to/from school		
travel to/from work		
sleeping		
eating		
preparing meals		
housework/home duties		
personal hygiene/grooming		
online social networking		
online other		
talking on the phone		
sending/receiving text messages		
watching TV		
watching DVDs		
sport/exercising		
doing homework		
other structured activities		
other		
other		
other		

IN10 Got No Time



1. List 5 tasks or activities that you either should or want to do, but that you regularly don't have time to do. Rank them in order of importance.

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____



2. What could you give up or trade-off in order to do these activities you listed above?

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____



3. Choose 3 activities you either should or want to do and explain how you are going to make time to regularly do these things. (In 2 weeks, report back to the class on your progress.)



To-do lists are good for organising yourself and for making sure you remember to get everything done. Complete a *To-do* list for an activity that you might have to do such as throwing a party for 20 friends, or organising a holiday.

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IN12 Stress Me Out



1. Make a list of the things that cause you to stress out. Rate them according to how often they happen (*occasionally, regularly, constantly*) and the degree to which they make you stress out (*mild, moderate, severe*).

The stressful situations is...	and this happens...	the stress level is...



2. Make a list of the things that you do that cause others to stress out. Rate them according to how often they occur (*occasionally, regularly, constantly*) and the degree to which they seem to make others stress out (*mild, moderate, severe*).

The stressful situations is...	and this happens...	the stress level is...

3. Complete an online stress test and print the results. The test at: [**www.bam.gov/sub_yourlife/yourlife_stressometer.html#**](http://www.bam.gov/sub_yourlife/yourlife_stressometer.html#) is aimed at teenagers and is OK but the language is a bit 'young'. Remember these tests only give you a guide as to how you might be feeling - if you are having trouble with stress talk to someone as soon as possible.
4. Collect or create an image that shows stress occurring in your life.



5. After completing all of these tasks write a paragraph that describes your 'stress profile'.

pu
Do

IN14 Dealing With Stress



1. Investigate and discuss a range of stress management tips, techniques, guides and resources. List some of the more useful ones here.



2. Using what you've discovered, develop a list of the most useful tips that would help you, or someone in your situation, manage stress more effectively. Create a graphic as well.

Stress management tip		Reason/explanation	
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			



One way to make a big goal more achievable, realistic and timely (ART) is to break it down into smaller, more manageable bite-sized chunks. Use this table to do this for the overall goal associated with your personal development activity for unit 1.

What is the overall goal and what are the step-by-step goals required ?	In order to 'achieve' each goal what 'real' tasks need to be completed?	What is the timeframe/deadline for each goal/task?
Overall goal		
Goal 1	Tasks	
Goal 2	Tasks	
Goal 3	Tasks	
Goal 4	Tasks	
Goal 5	Tasks	
Goal 6	Tasks	
Goal 7	Tasks	
Goal 8	Tasks	
Goal 9	Tasks	
Goal 10	Tasks	

SI16 My Intrapersonal Journal



Complete this journal to reflect on your study of the PDS units on intrapersonal skills.



Journal of: _____ Entry no. _____ Date: _____

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

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

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

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

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

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

⇒ What other information can I share?

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



1. Complete the following passage about your aptitudes and skills. Be prepared to discuss your answers.

I am naturally good at _____

and I find it easy to understand _____

and as I have matured I have got better at _____

as well as _____.

However, I'm really bad at _____

and I just can't seem to get my head around _____

and as I've got older I seem to be getting worse at _____.



2. Briefly describe 5 things that you can be relied upon to do well and for which you consistently deliver good quality outcomes. These are your competencies.

1. _____

2. _____

3. _____

4. _____

5. _____

IP2 Don't Desert Me



1. Have you ever watched *Survivor*? It gives a good insight into (bad) human nature! If you were stranded as part of a group on a deserted island what skills could you contribute?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____



2. If you were stranded on a deserted island and had to fend for yourself for a month, which 5 people you would want to accompany you and why?

Person	Reason
1	
2	
3	
4	
5	



1. The way that you interact with others is a key to personal development. Outline what you believe to be your 5 strongest skills that make you good at dealing with other people.

1. _____
2. _____
3. _____
4. _____
5. _____



2. Let's face it, people aren't always that easy to deal with! Outline 5 situations where you do, or would, find it difficult to deal with people or their behaviour.

1. _____
2. _____
3. _____
4. _____
5. _____



3. If someone else was writing your Facebook bio or giving a speech at your birthday party, what would you want them to say about you?

IP4 My Task Skills



1. Briefly describe 5 ‘everyday’ sorts of tasks that you can do very well and that you would classify yourself as being better at than most people.

e.g. *I’m good at cleaning the car because I really take care in giving it a good shine.*

1. _____

2. _____

3. _____

4. _____

5. _____



2. You’ve probably worked in groups as part of school, work or other activities. List 5 skills that you bring to a group and describe the group roles that you would be best suited for.

Skills I can bring to a group.	Description of suitable group roles.



3. What types of tasks do you avoid because you’re not that good at them? (These might be part of a PDS activity.)



1. A mentor can really help guide and assist younger and inexperienced people deal more successfully with life. List 5 things that a mentor might be able to help you with.

e.g. *I want to know what's involved in running my own online business.*

1. _____
2. _____
3. _____
4. _____
5. _____



2. Develop a profile of the type of person who might be a suitable mentor candidate. Develop questions to guide you if you were 'interviewing' potential mentor candidates.

age:	gender:
occupation:	training/education:
work history:	life experiences:
family situation:	likes/dislikes:
differences:	similarities:
other:	other:
other:	other:
questions:	

IP6 Me Mentor



1. Identify the types of people or groups that you'd be suited to, if you were a mentor.



2. Use examples to explain why you could be a successful mentor for these particular types of people or groups.



3. The benefits of mentoring flow two ways. What benefits do you think you would gain from being a mentor and how might the experience help your personal development?



The skills listed below are important in assisting you to become a leader.



1. For each one describe an example of how you have demonstrated the skill this year as part of your school and/or work activities.



2. For each one also make sure that you explain how this made/makes you a better leader.

Skills	Example/ How it helped me to be a better leader.
e.g. time management	<p>⇒ This year I started to record all of my school, work and personal activity deadlines and appointments in my phone diary and used reminders and alarms to alert me.</p> <p>⇒ This helped me to be a better leader because I was able to give clear instructions to my group and they started to rely on me and trust that I was correct.</p>
setting goals	<p>⇒</p> <p>⇒</p>
accepting responsibility	<p>⇒</p> <p>⇒</p>
organising	<p>⇒</p> <p>⇒</p>
time management	<p>⇒</p> <p>⇒</p>
stress management	<p>⇒</p> <p>⇒</p>
using feedback	<p>⇒</p> <p>⇒</p>
other	<p>⇒</p> <p>⇒</p>

IP8 Leading Others



In groups, or as a class, develop a concise list of 10 leadership rules/statements that will apply when undertaking PDS activities. These could be made into a poster.

The leadership rules for our PDS activity are:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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1. What is a task-oriented, or autocratic management style? Describe an example when you think that this style might be most suitable?



2. What is a people-oriented, or participative management style? Describe an example when you think that this style might be most suitable?



3. Which management style would you think might be most suitable for managing your PDS activity? Why so? How about watching some episodes of *The Apprentice* for discussion.

IP10 Motivating Myself



1. What is it that gets you out of bed each day to go to school? Explain your answer.





2. Which is your favourite subject at school/or task activity at work? Why so?





3. We all try harder at some things than other things. List 3 things that you regularly try harder at doing or try harder to succeed at. Why so?





4. Consider these statements. *“Whatever.” “What’s in it for me?” “Near enough is good enough.” “If something is worth doing, it’s worth doing well?”* Which of these sound more like you? Does this change depending on the situation? Discuss these with others.





You might have had a chance to research different motivation theories and your teacher might have given you some resources based on the different motivational tools and techniques.

1. Which motivational tools and techniques could you use to motivate or help the person or people involved in each of these scenarios? Justify your answer.
2. In groups role play these scenarios for the class.

<p>Hurry up, I'm done</p> <p><i>Pahm is very quick at doing those tasks she is good at but she doesn't help anyone else in the group with their tasks. Instead she'll sit and watch them finish, or bury her head in her phone.</i></p>	<p>Whatever!</p> <p><i>Karhl is a part of your group and when asked to do things he always answers with, "If I can be bothered." He does his 'jobs' at the very last minute, but only after being harassed and asked numerous times.</i></p>
<p>Hop to it</p> <p><i>Sylvania always wants to get things done straight away and she tuts and groans if people don't jump straight into it. As a result her group members run around not really knowing what to do and she ends up having to fix most things anyway.</i></p>	<p>Fear of failure</p> <p><i>You and your group members Quwilee, Creg and O'rangey have been given responsibility for organising a fashion show. But they are worried that if they fail they'll look like idiots in front of the whole school.</i></p>

IP12 Communication in Action



1. Create a 4-panel narrative that uses text and/or images to illustrate people communicating ineffectively.

i	ii
iii	iv



2. Create a 4-panel narrative using text and/or images that models these people communicating effectively.

i	ii
iii	iv



1. Briefly describe the importance of modern communication devices and social networking sites as part of your life.



2. Create either a narrative, text-piece, storyboard, image or graphic (or combination of these) that illustrates what your day would be like without modern communication devices and social networking sites. Perhaps you could role play this for the class.



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IP14 Look At What I'm Saying



Create a photo (or image) essay that uses non-verbal communication to communicate an emotionally-charged scenario. You could also role-play this scenario.



i	ii
iii	iv
v	vi
vii	viii

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1. List an issue that you have been investigating as part of your PDS unit. List 3 reasons why this issue is relevant either for people your age or for people in your situation.

Issue: _____

i: _____

ii: _____

iii: _____



2. Who is likely to disagree with the reasons you listed above, why might they disagree and what might be their different point of view?

i: _____

ii: _____

iii: _____

IP16 My Interpersonal Journal



Complete this journal to reflect on your study of the PDS units on interpersonal skills.



Journal of: _____ Entry no. _____ Date: _____

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

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

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

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

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

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

⇒ What other information can I share?

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



1. List 4 positives that you have gained from being part of your local community.

1. _____

2. _____

3. _____

4. _____



2. List 4 positives that you could have, or have, contributed to your local community.

1. _____

2. _____

3. _____

4. _____

SI2 Virtually Good For Me



1. Identify up to 3 virtual communities of which you are a member.
2. Describe how being a member of these communities has made your life better.
3. Explain any disadvantages associated with being a member of these virtual communities.

Virtual community	The ways that is has improved my life.
Disadvantages?	



1. Identify 3 issues that are impacting on a community that you are a part of that you feel should be dealt with.

1. _____

2. _____

3. _____



2. Suggest some possible strategies for dealing with these issues. What role could you play?

1. _____

2. _____

3. _____

SI4 Hi Ho



1. What are the benefits of volunteering?

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

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

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

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



Watch an episode of the 'Secret Millionaire' then complete the following tasks.

Describe the secret millionaire featured in this episode?

How did they get wealthy, in which industry and what type of career pathway did they follow?

What reasons do they give for giving away some of their hard-earned \$\$\$?

Describe some of the community issues being shown in this episode.

Why are these people in this situation or providing these community services?

Comment on whether you think your community faces similar or different issues from these?

Comment on the show overall. Would you do the same thing? How could you help?

SI6 What Gets Me Goin'



1. Use examples to describe the types of activities you regularly do (or would like to do) as part of your involvement with various communities.

Situation	Descriptions of activities
<i>Burning some excess energy and/or a good way to exercise and get fitter.</i>	
<i>Hangin' with friends during the day.</i>	
<i>Meeting and contacting new and diverse people.</i>	
<i>Doing something positive without being asked to.</i>	
<i>Helping out people less fortunate.</i>	
<i>Kickin' back on my own.</i>	

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1. Use examples to describe issues that are impacting on communities you are a part of; and suggest what you could (or might) do as a response.

Situation	Issues impacting on my communities	What could you do?
An issue impacting on my local community.		
An issue impacting on a virtual community.		
An issue impacting on the community at large.		
An issue impacting on a <hr/> community.		



2. Create or source a graphic or image representing one of these issues.

SI8 Change in Me



Use examples to describe the types community activities and engagement you were into at different stages of your life. Anticipate what you might be into at future stages of your life.

Life stage	Descriptions of community activities and involvement.
When I was 6-7.	
When I was 11-12.	
When I was 16-17 (or now).	
When I'm 21.	
When I'm 30.	
When I'm 40.	
When I'm 50.	
When I retire from working.	
When I'm 75+	

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Create and describe 3 photos or images of you participating in community activities.



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SI10 The Low Down



1. Describe an example of an interest or activity at which you are totally self-taught.

2. Describe an example of an interest or activity that you were introduced to at school.

3. Describe an example of an interest or activity in which you undertake structured training.

4. Describe an example of an interest or activity that you do as a member of a team.

5. Describe an example of an interest or activity that none of your friends enjoys doing.

The Good Old Days SI11



Interview 2 people much older than yourself about the community activities they participated in at your age. One of these should be at least 50 years old. Complete this table.

Person 1	Person 2
<i>Description of the person.</i>	
<i>What community activities did they participate in when they were your age?</i>	
<i>Explain whether they kept participating in these community activities as they aged? Why/why not?</i>	
<i>If they were young now, what community activities would they like to do? What's stopping them?</i>	
<i>What community activities that young people do now would they dislike doing? Why so?</i>	
<i>List some similarities and differences between community activities, now and then. Make sure you include a discussion about the level of physical activity involved.</i>	

SI12 The Passion and the Power



Create a profile of someone who has turned a community activity or community involvement into their profession. Summarise key points about their journey. Include an image.

Person:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____





1. Identify 3 areas of your life that you think you need to improve at. These might include health, fitness, emotional wellbeing, personal relationships, goal-setting, motivation and so on. For each of these explain **community engagement** activities that could realistically help **you** improve.

Area of my life that could do with some improvement.	Explanation of how 2 community activities could help me improve.

2. What can I change for the rest of this day that will move me a step closer to self-improvement?

3. What can I change for the rest of this week that will take me some more steps closer to self-improvement? Report back to the class on your progress.

SI14 My Self Improvement Journal



Complete this journal to reflect on your study of the PDS units on self-improvement skills.



Journal of: _____ Entry no. _____ Date: _____

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

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

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

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

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

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

⇒ What other information can I share?

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



Use the PODR process to help you identify and achieve 2 goals that you are interested in pursuing.

Issues	Goal 1	Goal 2
PLAN	Goal:	Goal:
ORGANISE	For preview purposes only: Do not copy	
DO		
REVIEW		

TR2 Happy Birthday to You



Pair up and plan and organise a day of birthday celebrations and activities for your partner (keep these a surprise). You have only \$20 to spend but your public transport fares are covered, not taxis! (That is, if you have public transport in your area!)

<i>My partner is:</i>	<i>Birthday details:</i>
<i>Their likes:</i>	<i>Their dislikes:</i>
<i>My plans for their day are: (Include a timeline, costs and other important information.)</i>	

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1. Identify 3 problems in your life that you could do with some help to deal with.

i: _____

ii: _____

iii: _____

2. Work with a different person for each problem and ask them to use problem-solving tools and strategies to suggest possible solutions to help you deal with these problems.

i: _____

ii: _____

iii: _____

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TR4 Time For a Change?



1. Brainstorm 20 different terms related to the following issue. (You choose how to set this out.)
“What could I change about myself to help me become a more active and engaged member of my community?”
2. Choose 3 of the most appropriate terms and for each one write a one sentence action statement to help you achieve that outcome. e.g. *I will stop smoking - immediately.*

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Sometimes life can be all about making the right decisions. Complete this table for decisions you are going to have to make in the near future.

What's the decision?	Why is this an important decision?	Explain a decision-making style or strategy that could help me?	What could I do if the decision I make turns out to be the wrong one?

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TR6 Can You Go Without?



Imagine you had to go without your mobile, your families' car, the internet or some other item. What would be the impact on your life?

	What would my life be like without ...?	Describe the impact of this on my life.	What would I do instead to get by?
a mobile phone			
internet access			
the family car			
your choice			

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Explain 3 things or issues that you previously believed or thought were true, but for which you've changed your mind, primarily as a result of your VCAL studies. For each one explain why you changed your mind/opinion.

i.

ii.

iii.

TR8 Eyes Wide Open



1. Pick a product or product family that you either like, have consumed for some time or are interested in investigating. Find advertising and marketing examples of this product. Summarise the main claims, benefits, advantages, etc. that are offered in this advertising.

i:

ii:

iii:

iv:

v:



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2. Given what you now know about how to analyse an issue, discuss the extent to which you think or know these claim to be 'true'. (You could search for 'New Zealand schoolgirls Ribena' for some background reference.)

i:

ii:

iii:

iv:

v:

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3. How do I feel about the product now? Has my opinion changed? Why/why not?

TR10 Team Time



1. Outline 5 skills, abilities or attributes that make you a good member of a cohesive team.

i: _____

ii: _____

iii: _____

iv: _____

v: _____



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

<i>I work well with...</i>	<i>because...</i>	<i>I don't work as well with...</i>	<i>because...</i>



1. Ask 4 people in your class to each list 5 positive traits, skills, abilities or other things that you bring to personal, social or work situations.

Person 1:

Person 2:

i. _____

i. _____

ii. _____

ii. _____

iii. _____

iii. _____

iv. _____

iv. _____

v. _____

v. _____

Person 3:

Person 4:

i. _____

i. _____

ii. _____

ii. _____

iii. _____

iii. _____

iv. _____

iv. _____

v. _____

v. _____



2. Using these lists, compile 5 concise positive statements about yourself that also include an item of evidence. (e.g. *I am good in teams because I am able to organise people's rosters.*)

i. _____

ii. _____

iii. _____

iv. _____

v. _____

TR12 Before PDS Intermediate...



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



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



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TR14 My Transferable Skills Journal



Complete this journal to reflect on your study of the PDS units on transferable skills.



Journal of: _____ Entry no. _____ Date: _____

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

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

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

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

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

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

⇒ What other information can I share?

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

Required Activities - Summary

Student: _____

Date: _____



Unit 1: Learning outcomes	Description of tasks required to be completed/evidence.
1 Planning & organising a project/activity.	
2 Project/activity skills and knowledge.	
3 Self-management skills.	
4 Leadership skills and responsibilities.	
5 Interpersonal skills and communication.	

Unit 2: Learning outcomes	Description of tasks required to be completed/evidence.
1 Research and analyse roles of community members.	
2 Plan & organise community project or activity.	
3 Use communication strategies to raise awareness.	
4 Manage problems.	
5 Develop group cohesion	

Teacher: _____

Date: _____

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