

Personal Development Intermediate: Student Activities Portfolio 3ed.

Contents.....	ii
1. Developing Intrapersonal Skills.....	1
2. Developing Interpersonal Skills.....	15
3. Developing Community Engagement Skills	29
4. Developing Transferable Skills	43
Required Activities - Summary	57



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.

Copyright notice/License information:

- ⇒ All material in this printed workbook **may only be reproduced** by the school or institution named on each page in accordance with its **purchase of a master license**.
- ⇒ All use of material must include the copyright and license notices at the bottom of each page. You are not permitted to electronically re-engineer or extract material from a page. Please see the Read Me First file on the CD/USB for full licensing information in relation to a master license.
- ⇒ Unauthorised copying and reproduction of this material constitutes a breach of the Copyright Act.
- ⇒ For best results the material has been formatted to be reproduced from the master file.

Personal Development Intermediate: Activities Portfolio 3ed By Michael Carolan

DELIVER Educational Consulting (978-1-925172-59-1)

Available for VCAL and Applied Learning

- Literacy - Foundation 2ed (2019)
- Literacy - Intermediate 4ed (2019)
- Literacy - Senior 2ed (2019)
- Numeracy - Foundation 2ed (2019)
- Numeracy - Intermediate 2ed (2019)
- Numeracy - Senior 2ed (2019)
- Personal Development - Foundation 2ed (2020)
- Personal Development - Intermediate 4ed (2020)
- Personal Development - Senior 3ed (2020)
- Work Related Skills - Foundation 2ed (2020)
- Work Related Skills - Intermediate 4ed (2020)
- Work Related Skills - Senior 3ed (2020)

www.deliverededucation.com.au

Available for Careers, Pathways and Work Education & VCAL

- Career Pathways 2ed (2016)
- Work Placement Journal (2015)
- Work Experience Journal (2014)
- Personal Development Activity Planner - Foundation (2020)
- Personal Development Activity Planner - Intermediate (2020)
- Personal Development Project Planner - Senior (2020)

Available for industry-specific work education

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

Also available for Industry & Enterprise

- I&E Unit 1: Workplace Participation 4ed (2019)
- I&E Unit 1: Workplace Participation - e-version (2019)
- I&E Units 1&2: Towards an Enterprising You 5ed (2019)
- I&E Units 3&4: Towards an Enterprising Australia 4ed (2019)

michael@deliverededucation.com.au

Copyright © 2020 Michael Carolan Developed, written and compiled by Michael Carolan.

1st ed Jan 2011; 2nd ed Jan 2012. 3rd ed published Jan 2020 by DELIVER Educational Consulting, PO BOX 40, Moonee Vale, 3055, Victoria, Australia. Contact: www.deliverededucation.com.au michael@deliverededucation.com.au (03) 9939 1229 Carolan, Michael

Personal Development Intermediate: Activities Portfolio 3ed (978-1-925172-59-1) for printed workbook only.

Images: Cover © 2020 Michael Carolan Others: © 2020 Thinkstock (where noted within text) or © 2020 Depositphotos.com (where noted within text). All others: © 2020 Jupiterimages Corporation and Copyright DELIVER Educational Consulting and its licensors. All rights reserved.

This book is copyright and may only be copied in accordance with the Copyright Act. For information contact the Copyright Agency Limited. Students may copy pages from their own workbooks for their own educational purposes.

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

New editions of VCAL Work Related Skills and Personal Development Skills titles for 2020 and beyond.

All new releases for 2020 now available, more details on the next page.

- ✓ PDS - Foundation 2ed, PDS Intermediate 4ed, and PDS Senior 3ed.
- ✓ WRS - Foundation 2ed, WRS Intermediate 4ed, and WRS Senior 3ed.
- ✓ PDS Activity Planner - Foundation, PDS Activity & Project Planner - Intermediate, and PDS Project Planner - Senior.

In 2019 new editions of VCAL Numeracy and Literacy titles were released.

- ✓ Numeracy - Foundation 2ed, Numeracy Intermediate 2ed (units 1&2), Numeracy Senior 2ed (units 1&2).
- ✓ Literacy - Foundation 2ed, Literacy Intermediate 4ed, Literacy Senior 2ed.

In 2019 new editions of VCE Industry and Enterprise for 2019 were released.

- ✓ I&E Unit 1: Workplace Participation 4ed, I&E Units 1&2: Towards an Enterprising You 5ed, and I&E Units 3&4: Towards an Enterprising Australia 4ed.

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

Note: If you receive this flyer without receiving an email then you are not on the email list.

Send a brief email to michael@deliverededucation.com.au to join the email list and to add relevant staff.

For VCAL, Career Pathways, Applied Learning and Work Education/Work Studies.

All resources below are available as printed books or as master e-versions.

- ☐ Career Pathways 2ed
- ☐ Work Placement Journal & Work Experience Journal
- ☐ Personal Development Activity Planner: Foundation; Personal Development Activity & Project Planner: Intermediate; and Personal Development Project Planner: Senior
- ☐ Community Services Foundation & Intermediate
- ☐ Retail Foundation & Retail Intermediate

For WACE Career and Enterprise; and very useful for any Workplace Learning program:

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: 2020 (* = new)

VCAL and Applied Learning (Master sets also available)

- ⇒ *Personal Development - Foundation Workbook/text 2ed & Activities booklet (2020)
- ⇒ *Personal Development - Intermediate 4ed Workbook/text & Activities booklet (2020)
- ⇒ *Personal Development- Senior 4ed Workbook/text & Activities booklet (2020)
- ⇒ *Work Related Skills - Foundation Workbook/text 2ed & Activities booklet (2020)
- ⇒ *Work Related Skills - Intermediate 4ed Workbook/text & Activities booklet (2020)
- ⇒ *Work Related Skills - Senior 3ed Workbook/text & Activities booklet (2020)
- ⇒ Literacy - Foundation Workbook/text 2ed & Activities skills booklet. *Lit-Foundation also available as an e-version (2019)*
- ⇒ Literacy - Intermediate Workbook/text 4ed & Activities skills booklet. *Lit-Intermediate also available as an e-version (2019)*
- ⇒ Literacy - Senior Workbook/text 2ed & Activities skills booklet *Lit-Senior also available as an e-version (2019)*
- ⇒ Numeracy - Foundation Workbook/text 2ed & Skills Development Booklet (2019)
- ⇒ Numeracy - Intermediate Workbook/text 2ed (for units 1&2) & Activities booklet (2019)
- ⇒ Numeracy - Senior Workbook/text 2ed (for units 1&2)

& Activities booklet (2019)

Industry and Enterprise

- > I&E Unit 1: Workplace Participation 4ed (& e-version) (2019)
- > I&E 1&2: Towards an Enterprising You 5ed (2019)
- > I&E 3&4: Towards an Enterprising Australia 4ed (2019)

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: Foundation (2020)
- > *Personal Development Activity & Project Planner: Intermediate (2020)
- > *Personal Development Project Planner: Senior (2020)

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.

DELIVER Educational Consulting

PO Box 40, Moonee Vale 3055 (03) 9939 1229 ABN 80 922 381 610

Check for samples at: www.deliverededucation.com.au michael@deliverededucation.com.au

Order form: Prices for Semester 1, 2020 (Note: All prices are GST inc.)

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

Careers, Work Education & Personal Development	Printed text	e-version master	Total
Career Pathways 2ed. 2016	_____ @ \$35	_____ @ \$440	_____
Work Experience Journal 2015	_____ @ \$22	_____ @ \$165	_____
Work Placement Journal 2015	_____ @ \$29.50	_____ @ \$220	_____
Personal Development Activity Planner: Foundation 2020	_____ @ \$29.50	_____ @ \$220	_____
Personal Development Activity/Project Planner: Intermediate 2020	_____ @ \$29.50	_____ @ \$220	_____
Personal Development Project Planner: Senior 2020	_____ @ \$29.50	_____ @ \$220	_____

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	_____

Industry and Enterprise (New editions 2019)	Printed text	e-version master	Total
I&E Unit 1: Workplace Participation 4ed. 2019	_____ @ \$35	_____ @ \$550	_____
I&E Units 1&2: Towards an Enterprising You 5ed. 2019	_____ @ \$49.50	na	_____
I&E Units 3&4: Towards an Enterprising Australia 4ed. 2019	_____ @ \$66	na	_____

VCAL/ Applied Learning Resource Sets		Printed text/workbook	Printed activities book	Master text/workbook	Master activities book	Combined master sets	or license with master e-version
Literacy Foundation 2ed. 2019		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	or _____ @ \$440
Literacy Intermediate 4ed. 2019		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	or _____ @ \$440
Literacy Senior 2ed. 2019		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	or _____ @ \$440
Numeracy Foundation 2ed. 2019		_____ @ \$49.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
Numeracy Intermediate 2ed. 2019		_____ @ \$49.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
Numeracy Senior 2ed. 2019		_____ @ \$49.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
*PDS Foundation 2ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
*PDS Intermediate 4ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
*PDS Senior 3ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
*WRS Foundation 2ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
*WRS Intermediate 4ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
*WRS Senior 3ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
Totals		_____	_____	_____	_____	_____	_____

Add Postage: Masters-only orders = \$7.50 Victoria and interstate: 1 printed book = \$12.50, 2-3 printed books \$15.50, 4-5 printed books 18.50 (Aust Post satchels) Contact me for larger orders.

*I recommend Express Post of \$19 for up to 4 VCAL, Industry-Specific or Careers, etc. books; or for 2 CAE books or 3 I&E books.

*Express Post of \$25 for 4+ books, or for 3+ CAE, or for 4+ I&E books (Aust Post satchels). Contact me for larger orders. Ill always try to invoice postage at the lowest possible amount.

Postage amount \$	Grand Total \$
_____	_____

Order Details

Name: _____

Position: _____

e-mail: _____

School: _____

Address: _____

Order No: _____ **Approx. Amount \$** _____ **ABN:** _____

DELIVER Educational Consulting

PO Box 40, Moonee Vale 3055 (03) 9939 1229 ABN 80 922 381 610

Check for samples at: www.deliverededucation.com.au michael@deliverededucation.com.au

Contents



DEVELOPING INTRAPERSONAL SKILLS

IN1	Skill Break	1	Due	Done
IN2	A Few of My Favourite Things	2	Due	Done
IN3	Who Are You?	3	Due	Done
IN4	Picture This	4	Due	Done
IN5	My Personality Traits	5	Due	Done
IN6	The Big 5 and Me	6	Due	Done
IN7	Welcome To My Space	7	Due	Done
IN8	VAB 4 Me	8	Due	Done
IN9	My Time	9	Due	Done
IN10	Got No Time	10	Due	Done
IN11	Stress Me Out	11	Due	Done
IN12	Stress Me Out II	12	Due	Done
IN13	Dealing With Stress	13	Due	Done
IN14	My Intrapersonal Skills Journal	14	Due	Done

DEVELOPING INTERPERSONAL SKILLS

IP1	ASC Myself	15	Due	Done
IP2	Don't Desert Me	16	Due	Done
IP3	Social Skills	17	Due	Done
IP4	My Task Skills	18	Due	Done
IP5	My Mentor	19	Due	Done
IP6	Me Mentor	20	Due	Done
IP7	Leading Myself	21	Due	Done
IP8	Leading Others	22	Due	Done
IP9	Management Styles	23	Due	Done
IP10	Motivating Myself	24	Due	Done
IP11	Communication in Action	25	Due	Done
IP12	A Simple Life	26	Due	Done
IP13	With Me or Agin' Me?	27	Due	Done
IP14	My Interpersonal Skills Journal	28	Due	Done

DEVELOPING COMMUNITY ENGAGEMENT SKILLS

CE1	My Community	29	Due	Done
CE2	Me in My Community	30	Due	Done
CE3	Virtually Good For Me	31	Due	Done
CE4	Get Onto It	32	Due	Done
CE5	What Gets Me Goin'	33	Due	Done
CE6	Picture Me This?	34	Due	Done
CE7	The Issue is...	35	Due	Done
CE8	Hi Ho	36	Due	Done
CE9	Volunteer Interviews	37	Due	Done
CE10	Change in Me	38	Due	Done
CE11	The Good Old Days	39	Due	Done
CE12	The Passion and the Power	40	Due	Done
CE13	Engaged to a Better Me	41	Due	Done
CE14	My Community Engagement Skills Journal	42	Due	Done

DEVELOPING TRANSFERABLE SKILLS

TR1	It's a PODR My Life	43	Due	Done
TR2	Happy Birthday to You	44	Due	Done
TR3	Sort It Out	45	Due	Done
TR4	Time For a Change?	46	Due	Done
TR5	Get It Right	47	Due	Done
TR6	Can You Go Without?	48	Due	Done
TR7	I Know Better Now	49	Due	Done
TR8	Eyes Wide Open	50	Due	Done
TR9	Eyes Wide Open	51	Due	Done
TR10	Team Time	52	Due	Done
TR11	It's Me	53	Due	Done
TR12	Before PDS Intermediate...	54	Due	Done
TR13	After PDS Intermediate...	55	Due	Done
TR14	My Transferable Skills Journal	56	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 (with someone who was new to you)</i>	
<i>planning and/or organising</i>	
<i>working in teams</i>	<h1>Preview</h1> <h2>Draft Sample:</h2> <h2>Do Not</h2> <h2>Copy</h2>
<i>using technology (that was new to you)</i>	
<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. animal	Panther - Because they're sleek, black and solitary.
1 hobby	
2 chocolate bar	
3 sport	
4 junk food	
5 colour	
6 home-cooked meal	
7 drink	
8 holiday destination	
9 motor vehicle	
10 clothing brand	
11 vegetable	
12 brand of phone	
13 movie	
14 day of the week	
15 technological device	
16 song	
17 world leader	
18 animal	
19 performing artist/band	
20 person	
21	
22	
23	
24	
25	

**Preview
Draft Sample:
Do Not
Copy**



1. List 16 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

**Preview
Draft Sample:**



2. List 16 words that would describe your personality to someone who has never met you before. Be prepared to discuss them.

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

**Do Not
Copy**

IN4 Picture This



Source or create 3 images that describe you. Be prepared to discuss these.



**Preview
Draft Sample:
Do Not
Copy**





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		

**Preview
Draft Sample:
Do Not
Copy**

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.		

**Preview
Draft Sample:
Do Not
Copy**



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'.



**Preview
Draft Sample:
Do Not
Copy**

IN8 VAB 4 Me



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.*

i. _____

ii. _____

iii. _____

iv. _____

v. _____

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?

Preview

Draft Sample:

Do Not

Copy

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

i. _____

ii. _____

iii. _____



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

Activities	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		
gaming		
talking on the phone		
sending/receiving text messages		
watching TV		
watching videos		
sport/exercising		
doing homework		
other		
other		
other		
other		

Preview
Draft Sample:
Do Not
Copy

IN10 Got No Time



1. List 5 tasks or activities that you either should do, 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 do, or want to do, and explain how you are going to make time to regularly do these. (In 2 weeks, report back to the class on your progress.)



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...

Preview
Draft Sample:





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...


Do Not
Copy

IN12 Stress Me Out II

- 
1. Complete a stress test online and print the results.
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.



- 
2. Collect or create an image that shows stress occurring in your life.



Preview
Draft Sample:
Do Not
Copy

- 
3. After completing all of these tasks write a paragraph that describes your ‘stress profile’.

Do Not
Copy



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	<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>
2	
3	
4	
5	
6	
7	
8	
9	
10	

IN14 My Intrapersonal Skills 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?

Preview
Draft Sample:
Do Not
Copy



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 _____.

Preview

Draft Sample:

Do Not

Copy



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

i. _____

ii. _____

iii. _____

iv. _____

v. _____

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. _____

Preview
Draft Sample:
Do Not
Copy



2. If you were stranded on a deserted island and had to fend for yourself for a month, which 3 people you would want to accompany you, and why?

Person	Reason
1	
2	
3	



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?

Preview
Draft Sample:
Do Not
Copy

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.*

i. _____

ii. _____

iii. _____

iv. _____

v. _____



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.

Preview
Draft Sample:
Do Not
Copy



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.*

i. _____

ii. _____

iii. _____

iv. _____

v. _____



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

Preview
Draft Sample:
Do Not
Copy

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.

**Preview
Draft Sample:
Do Not
Copy**



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>

**Preview
Draft Sample:
Do Not
Copy**

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.

**Preview
Draft Sample:
Do Not
Copy**



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



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



3. Which management style would you think might be most suitable for managing your PDS Activity/Project? Why so? How about watching some 'reality TV', especially restaurant and hotel 'rescue' shows, as the basis 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.

Preview
Draft Sample:
Do Not
Copy



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



i	ii
iii	iv

Preview
Draft Sample:



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



i	ii
iii	iv

Do Not
Copy

IP12 A Simple Life



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 digital communication devices and social networking sites. Perhaps you could role play this for the class.



**Preview
Draft Sample:
Do Not
Copy**



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. _____

Preview

Draft Sample:

Do Not

Copy

IP14 My Interpersonal Skills 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 greater 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?

Preview
Draft Sample:
Do Not
Copy



List the members of your local community. Briefly outline the roles of each of these in the community.

Community member	Role/actions of these community members
<p>Preview</p> <p>Draft Sample:</p> <p>Do Not</p> <p>Copy</p>	

CE2 Me in My Community



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

- i. _____

- ii. _____

- iii. _____

- iv. _____

Preview
Draft Sample:
Do Not
Copy



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

- i. _____

- ii. _____

- iii. _____

- iv. _____



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 it has improved my life.
	<p style="text-align: center; font-size: 2em; font-weight: bold;">Preview Draft Sample: Do Not Copy</p>
<p><i>Disadvantages?</i></p>	

CE4 Get Onto It



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

i. _____

ii. _____

iii. _____

**Preview
Draft Sample:**



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

i. _____

ii. _____

iii. _____



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>	

**Preview
Draft Sample:
Do Not
Copy**

CE6 Picture Me This?

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



**Preview
Draft Sample:
Do Not
Copy**





Describe examples of how each of these issues are impacting on communities you are a part of. Suggest what you could (or might) do as a response.

Situation	Issue impacting locally	Issue impacting broadly	What could you do?
An environmental issue such as:			
A cultural issue such as:	<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>		
A social issue such as:			
Some other issue such as:			



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?

Preview
Draft Sample:
Do Not
Copy



Interview 2 people who volunteer in different community activities or community enterprises.

	Person 1	Person 2
Name, age, etc.? Employment status. Other relevant personal details.		
For whom do they volunteer? How many hours? How long have they been involved?		
What do they do? What skills do they contribute?		
What skills have they developed? How?		
Why do they volunteer?		
How has volunteering helped them?		
How has their volunteering helped others?		
What advice would they give you?		

**Preview
Draft Sample:
Do Not
Copy**

CE10 Change in Me



Use examples to describe the types of community activities 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+.	

**Preview
Draft Sample:
Do Not
Copy**



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>	
<div>Preview</div> <div>Draft Sample:</div>	
<i>If they were young now, what community activities would they like to do? What's stopping them?</i>	
<div>Do Not</div> <div>Copy</div>	
<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>	

CE12 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.

Preview
Draft Sample:
Do Not

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

Copy

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.

CE14 My Community Engagement Skills Journal



Complete this journal to reflect on your study of the PDS units on community engagement 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 greater 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?

Preview
Draft Sample:
Do Not
Copy



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

Issues	Personal Development Goal 1	Personal Development Goal 2
PLAN	Goal:	Goal:
ORGANISE	<p style="text-align: center; font-size: 2em; font-weight: bold;">Preview Draft Sample: Do Not Copy</p>	
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 or Ubers! (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>	

**Preview
Draft Sample:
Do Not
Copy**



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. _____

Preview

Draft Sample:

Do Not

Copy

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 become a more active member of my community, so that I help deal with issues impacting on 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.*

**Preview
Draft Sample:
Do Not
Copy**



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?
<p>Preview</p> <p>Draft Sample:</p> <p>Do Not</p> <p>Copy</p>			

TR6 Can You Go Without?



Imagine you had to go without your mobile, your family 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	<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>		
the family car			
your choice			



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.

**Preview
Draft Sample:
Do Not
Copy**

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.

Preview
Draft Sample:
Do Not
Copy





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.

**Preview
Draft Sample:
Do Not
Copy**



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.

Preview
Draft Sample:

Do Not
Copy



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

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

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

Person 2:

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

Person 3:

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

Person 4:

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

**Preview
Draft Sample:
Do Not
Copy**



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.



**Preview
Draft Sample:
Do Not
Copy**



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.



**Preview
Draft Sample:
Do Not
Copy**

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 greater 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?

Preview
Draft Sample:
Do Not
Copy

Required Activities - Summary

Student: _____

Date: _____



Unit 1: Learning outcomes	Description of tasks required to be completed/evidence.
1 Planning and organising an <u>activity/project</u> .	
2 <u>Activity/project</u> skills and knowledge.	
3 <u>Activity/project</u> self-management skills.	
4 Interpersonal skills and communication.	
5 Leadership skills and responsibilities.	

Unit 2: Learning outcomes	Description of tasks required to be completed/evidence.
1 Research and analyse a community issue.	
2 Plan and organise <u>Community Activity or project</u> .	
3 Use communication strategies about an issue.	
4 Apply problem-solving skills.	
5 Develop group cohesion for <u>activity or project</u> .	

Teacher: _____

Date: _____

**Preview
Draft Sample:
Do Not
Copy**