

# PERSONAL DEVELOPMENT Activity Planner: Foundation

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## **Personal Development Activity Planner: Foundation By Michael Carolan**

**DELIVER Educational Consulting (978-1-925172-61-4)**

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- Literacy - Senior 2ed (2019)
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- I&E Units 3&4: Towards an Enterprising Australia 4ed (2019)

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## 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.

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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)
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- ⇒ Literacy - Foundation Workbook/text 2ed & Activities skills booklet. *Lit-Foundation also available as an e-version (2019)*
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- ⇒ 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
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Personal Development Activity Planner: Foundation 2020	_____ @ \$29.50	_____ @ \$220	_____
Personal Development Activity/Project Planner: Intermediate 2020	_____ @ \$29.50	_____ @ \$220	_____
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Community Services - Intermediate 2015	_____ @ \$33	_____ @ \$165	_____

<b>Industry and Enterprise (New editions 2019)</b>	<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
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	_____

<b>VCAL/ Applied Learning Resource Sets</b>		<b>Printed text/workbook</b>	<b>Printed activities book</b>	<b>Master text/workbook</b>	<b>Master activities book</b>	<b>Combined master sets</b>	<b>or license with master e-version</b>
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## Introduction

Welcome to the Personal Development Activity Planner - Foundation. This book has been developed to help support you in all stages of planning, organising, doing and reviewing a Personal Development Activity.

In order to manage your activity effectively you should follow the 4-stage PODR planning process. Plan (purple), organise (orange), do (green) and review (blue). Note: Although reviewing happens at the end of your activity, it also happens during the other three stages as well.

### 1. Plan

In the first stage you should:

- ⇒ work out just what it is you are trying to do i.e. what is your overall goal?
- ⇒ outline how you might be able to achieve this goal.

It is good to be able to write this overall goal in one or two short sentences. Think of it like a mission statement that will guide all of your tasks.

### 2. Organise

In the second stage you should:

- ⇒ break your overall goal into a series of smaller, achievable, objectives
- ⇒ develop an action plan to achieve each of these smaller objectives on a task-by-task basis.

So, organise yourself, others and resources to successfully complete each task.

### 3. Do

In the third stage you should:

- ⇒ undertake the specific tasks needed to actually achieve your objectives
- ⇒ successfully complete your event or specific activity outcome.

This is where everything comes together and might even be the shortest (but not easiest) part of the entire process.

### 4. Review

In this stage you should:

- ⇒ check what you've done, make sure you are doing the right things, and make any changes if necessary
- ⇒ seek feedback, and also self-assess.

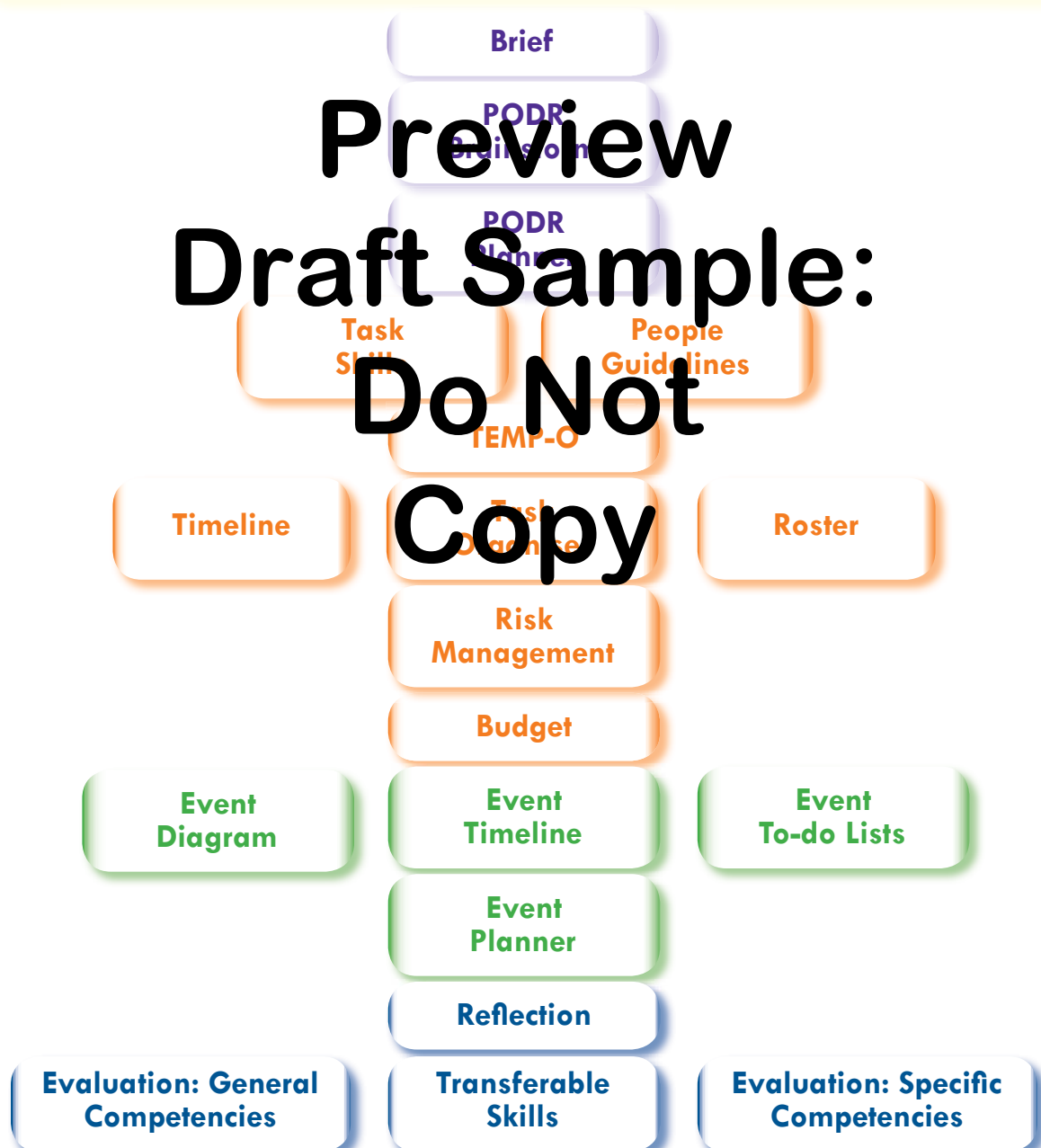
Each of the 4 stages of PODR are not discrete. So you should be checking and reviewing throughout the whole activity process.

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This planner guides PDS Activity planning, organising, doing and reviewing. As an active record of your participation in your activity, it also serves as an evidence journal. So, use this activity planner to:

- ✓ brainstorm, discuss and outline information in the yellow boxes
- ✓ complete the relevant colour-coded PODR pro-formas for your activity
- ✓ get feedback, guidance and support from your teacher
- ✓ make suitable changes; because this book is a working document that can be updated and refined throughout your activity.

Your teacher will direct you to complete some, or all, of the following tasks, depending on the scope and complexity of your PDS Activity.



## Activity Planning Steps

Your teacher will direct you as to which of these steps need to be completed (some might not apply to your activity). Tick those required.

	Activity Step	Page	Information	Required?	Date	Done?
PLANNING	1. Brief	5				
	2. PODR Brainstorm	6-7				
	3. PODR Planner	8-11				
ORGANISING	4. Task Skills	12-13				
	5. People Guidelines	14-15				
	6. TEMP-O	16-19				
	7. Timeline	20-21				
	8. Task Organiser	22-23				
	9. Roster	24-25				
	10. Communication	26-27				
	11. Risk Management	28-31				
	12. Budget	32-33				
	13. Event Timeline	34-35				
DOING	14. Event Diagram	36				
	15. Event To-do Lists	37				
	16. Event Planner	38-39				
	17. Reflection	40-43				
REVIEWING	18. Transferable Skills	44-45				
	19. Evaluation: General Competencies	46				
	20. Evaluation: Specific Competencies	47				
	21. Other information	48-49				

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## 1. 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?

⇒

⇒

⇒

2. Who is involved in this activity?

⇒

⇒

⇒

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

⇒

⇒

⇒

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4. What are the key timelines and deadlines?

⇒

⇒

⇒



## Planning

Now it is time for you to start planning your activity (or a PDS goal/outcome).

- ⇒ Good planning involves developing a timeline to help you to achieve your goals and objectives.
- ⇒ Planning and goal-setting is more successful when you break your overall goals into smaller, achievable 'bites'.

You can use three key planning timeframes to help you achieve this.

1. Long-term to match the overall **planning** timeline of the activity.
2. Mid-term to match deadlines for **organising** your activity.
3. Short-term to match specific tasks for **doing** your activity.

At all stages of your activity you should also be **reviewing** your progress, so that you are achieving your goals and objectives.

So you should: Plan-Organise-Do-Review. That's a PODR success!

# Preview

List the key goals and objectives to be achieved as part of the activity.

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**Tip: Try to list your goals and objectives in simple short sentences.**



- i. List the main tasks that might be required for your Personal Development Activity (or a PDS goal/outcome). For each task note whether it is more likely to be part of the planning, organising, doing or reviewing stage.

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- ii. Draft a proposed timeline for your activity.

---

### 3. Activity PODR 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 **Activity PODR 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.

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?

### 3. Activity PODR Planner

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?

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?

### 3. Activity PODR Planner

iii. Doing stage  
(For the specific outcome, goal or event of your PDS Activity.)

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

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

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?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

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### 3. Activity PODR Planner

iv. Reviewing stage  
(For both your overall PDS Activity, and the specific outcome, goal 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?

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Do you need to have backup plans in place? If so, what?

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Feedback on PODR planner

## Task Skills

All activities require a range of task skills. Some of these will be general and needed for all sorts of activities. Some will be more specific and related to a particular activity, outcome or event.

When considering task skills that might be needed for your Personal Development Activity think about and discuss these questions. Then complete the **Activity Task Skills** pro-forma on p.13.

- What skills do the people involved bring to the activity?
- Which skills does your team lack; what can you do about this?
- Who can help as a supervisor/mentor for the activity?

### Potential activity task skills (tick/add others specific to your activity)

<input type="checkbox"/> organise team members	<input type="checkbox"/> plan times	<input type="checkbox"/> negotiate permissions	<input type="checkbox"/> prepare written information
<input type="checkbox"/> organise resources	<input type="checkbox"/> make appointments	<input type="checkbox"/> organise travel times	<input type="checkbox"/> organise transportation
<input type="checkbox"/> brief team members	<input type="checkbox"/> communicate responsibilities	<input type="checkbox"/> ensure safety	<input type="checkbox"/> plan budgets
<input type="checkbox"/> hire rooms and facilities	<input type="checkbox"/> organise music	<input type="checkbox"/> write a speech/presentation	<input type="checkbox"/> organise guests
<input type="checkbox"/> handle and collect money	<input type="checkbox"/> estimate quantities	<input type="checkbox"/> organise guest speakers	<input type="checkbox"/> use multimedia
<input type="checkbox"/> make posters	<input type="checkbox"/> develop marketing materials	<input type="checkbox"/> develop web materials	<input type="checkbox"/> prepare visual aids
<input type="checkbox"/> contact people	<input type="checkbox"/> organise rosters	<input type="checkbox"/> fill in forms	<input type="checkbox"/> print handouts
<input type="checkbox"/> make announcements	<input type="checkbox"/> record a presentation	<input type="checkbox"/> operate ICT equipment	<input type="checkbox"/> troubleshoot technical issues

## 4. Activity Task Skills

a. Who is involved?

What skills do they bring to the activity?

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b. What skills do we lack?

How can we develop these skills?

e.g. We don't have anyone in our team who knows how to do plan a roster.

We are going to learn how to plan rosters as part of Numeracy.

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c. Supervisor/Mentor

Who might be able to assist your activity in a supervisor/mentor role?

ORGANISING



## Organising People

Perhaps the most important part of activity management is organising people. But your team needs to develop some rules and guidelines that everyone agrees to. This will make things run more smoothly. Some key issues to consider are listed below.

- i. Who is going to do which task(s); and why them?
- ii. How will decisions be made?
- iii. Who will take on the roles of leader/manager, and why?
- iv. What will you do to cover for absences, no-shows, etc.?

Brainstorm these key people management issues for your activity, then complete a list of **Activity People Guidelines** for your team.

i. How will you work out who does which task?

ii. How will decisions be made?

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iii. How will leadership roles and responsibilities be allocated?

iv. What back-ups might be needed to cover absences, etc?

### Tips

- ⇒ Create synergy by working as a balanced team.
- ⇒ Don't allocate roles based on friendships.
- ⇒ Always communicate clearly and professionally.

### What would you do?

"It's pretty simple who should be the leader, me, because I'm the oldest."  
However, the other team members didn't agree with what Sporan said. In fact they find him bossy and arrogant and not willing to listen.

## 5. Activity People Guidelines

### People Management Guidelines

After brainstorming key people management issues, prepare a series of agreed statements (or team rules) that will apply for your activity.

(You must address all 4 issues from the boxes on p.14.)

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## Organising

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

As part of this organising stage you should discuss and list the main resources required for your activity. So now it is time to start organising your activity based on these 4 key categories by using this **Activity TEMP-O**.

- i. Tasks that need to be done.
- ii. Equipment that will be used.
- iii. Materials that will needed.
- iv. Peoples' roles and responsibilities.

### i. Tasks (What, when & how?)

What task?

When by?

How?

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## 6. Activity TEMP-O

Feedback on tasks

### ii. Equipment

What equipment?

When needed?

\$ Costs?

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ORGANISING

Feedback on equipment

## 6. Activity TEMP-O

### iii. Materials (and inputs)

What materials?	When needed?	\$ Costs?

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Feedback on materials and inputs

## iv. People (who does what?)

Who is responsible?	Which task(s) are they responsible for?	Who supports?	Who checks?

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Feedback on people

## Organising Timelines

You must plan and organise your activity so as to meet key milestones and deadlines. The more accurate you are at this, then the better you will be at organising those four categories of resources. Remember, you want to break your overall goal down into smaller and more achievable objectives.

Brainstorm and discuss these three questions related to organising. Then complete an accurate **Activity Timeline**.

i. What are the step-by-step activity dates and deadlines?

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ii. What is the availability of activity participants?

iii. Who is responsible for timelines; how will rosters be communicated?

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**Tip: Break your overall activity timeline into equal weeks (or days).**



Draw an activity timeline identifying the key dates of activity milestones and deadlines, as negotiated with your teacher.

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**ORGANISING**

## Organising Tasks

Now that you have identified key tasks, resources and timelines required for your PDS Activity, you should summarise this information in an **Activity Task Organiser**.

Brainstorm and discuss a task list; and then put these tasks into the correct order for activity completion.

Use the **Activity Task Organiser** to list key dates by week (or by day for short-term activities). Also briefly outline what needs to be done to complete each task successfully. (Note: Some weeks might have more than one milestone that needs to be met.)

List all the tasks that you think are required for your activity.  
Number these in the order in which they should be completed.

# Preview Draft Sample: Do Not Copy

### Tips

- ⇒ Divide your activity into equal time periods.
- ⇒ Put tasks in the right order by carefully considering prerequisite tasks that must be done first.
- ⇒ Perhaps develop a mindmap or flowchart to help you.

### What would you do?

Zoh's teacher says that she needs to get permission from the principal before she can organise the fashion parade she is planning. However, Zoh has already got her team members to start making their outfits because she had promised them it would go ahead.

## 8. Activity Task Organiser

## Activity Task Organiser

[illegible]

# ORGANISING

## Organising People - Rosters

When it comes to organising participants' time you will need to create a roster. But there are some guidelines you should follow.

- ☺ Rosters need to be planned in advance and communicated to all.
- ☺ Rosters should ensure that team members with appropriate skills, training and authority are rostered on.
- ☺ Rosters should balance the availability of team members with the requirements for getting the tasks done.
- ☺ Rosters must be fair. They must not be used to favour or punish particular team members.

List those key tasks required for your activity. Number these in the correct order. (Note: You might already have done this using your **Activity Task Organiser** on p.23.)

Now, use the **Activity Roster** to carefully allocate and organise duties and roles for each of your team members. (You could also use this Activity Roster format to organise specific jobs/tasks for an event as well.)

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Key tasks involved in organising the activity are:

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**Tip: Get the input of all team members when developing a roster.**

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## Communicating Effectively

As part of your activity you will be required to communicate with different people. Communication always involves three elements:

- ⇒ the sender
- ⇒ the message
- ⇒ the receiver.

Obviously you will have to communicate with your team members. But you might also have to communicate with other people as well; including your teacher/supervisor, clients and customers, suppliers and other stakeholders such as WHS/OH&S reps.

And it's possible that you will be required to research information and make a presentation. The presentation might even be the 'doing' outcome or event associated with your activity.

So brainstorm and discuss answers to these four questions to help organise a communications strategy.

# Preview

i. What message(s)/information are you trying to communicate?

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**Tip: Work out the best method to communicate to your intended audience.**

## 10. Activity Communication

ii. What is the best way to communicate this message/information?

(Think: Format & media)

iii. How can you make sure that the message/information is effective?

(Think: Is it in the audience's language?)

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iv. How will you know that the message/information has been understood?

(Think: Feedback)



## Risk Management

Every activity carries with it some element of risk. It is important that you can identify and manage any potential risks. For example, there are a range of safety and legal issues that you might have to consider. To manage these risks you need to:

- ⇒ identify potential safety, legal and ethical issues
- ⇒ develop ways to deal with these issues, and
- ⇒ determine who is going to be responsible to ensure that each issue is dealt with properly.

Discuss each of these six risk management issues and list key points related to your activity. You will need to consult with your teacher as to how best to deal with these issues.

### i. Safety Risks

## Preview

What are some potential safety risks?

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## 11. Activity Risk Management

### ii. Safe procedures

Procedures (or work practices) are ways of completing tasks for your activity. So what procedures will you follow to ensure that potentially risky tasks (such as using a gas BBQ) are completed safely?

**What safe work procedures will be used to deal with safety risks?**

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ORGANISING

**Feedback on safety**

## 11. Risk Management

### iii. Permissions

You may need permission from internal and external stakeholders in order to undertake and complete activity/event tasks. These include:



### iv. Legal requirements

Certain tasks might involve legal requirements such as hygiene, food handling, privacy and others. Legal requirements related to the activity include:



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### Feedback on permissions and legal requirements

## 11. Activity Risk Management

### v. Copyright and intellectual property

You might use text, materials, images and intellectual property owned by others. What potential copyright issues might relate to the activity?



### vi. Ethics and social responsibility

Ethics relate to carrying out activities in a socially responsible manner. This can include privacy issues, environmental sustainability and even the very ethical nature of the activity itself. Some ethical issues related to the activity are:



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### Feedback on copyright and ethics and social responsibility

## Budgeting

As part of your Personal Development Activity you might have to manage money. If so, you should prepare a budget to help you manage the activity (or specific outcome or event).

A budget summarises anticipated revenue (money coming in) and expenses (money going out). The result is either a surplus or a deficit. When the PDS Activity or event is over you should then compare actual amounts with your budgeted amounts. This can show you where you got things 'wrong'. This will help you to plan better in the future.

### Income

Income could be revenue from sales, donations, sponsorship, crowd-funding. Any money contributed by the activity participants should be included here (although it is 'capital funds' rather than 'income'). The activity/event's likely main sources of income and funds are:

⇒

⇒

⇒

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Expenses might include costs such as inputs, materials, stock, equipment costs, printing, travel, administration, marketing and others. The activity/events's likely main expenses are:

⇒

⇒

⇒

⇒

⇒

⇒

⇒

⇒

**Tip: Always underestimate revenue and overestimate expenses!**

## 12. Activity Budget

Cash Budget/Financial Planner					
Name(s): _____					
Activity: _____				Date(s): _____	
Income items	Forecast \$	Actual \$	Expense items	Forecast \$	Actual \$
<b>Total Revenue</b>			<b>Total Expenditure</b>		
<b>Forecasted Surplus</b>			<b>or Forecasted Deficit</b>		
<b>Actual Surplus</b>			<b>or Actual Deficit</b>		
<b>Difference between forecast and actual</b>			<b>Difference between forecast and actual</b>		
Student signature: _____ Date: _____					
Supervisor's signature: _____ Date: _____					

## Doing

Now it is time to work on the doing stage of your activity. Your previous planning and organising will have helped prepare you to deliver a one-off event for your activity. This event might be a fundraising lunch, a BBQ, a performance, or some other outcome. However, not all personal development activities will have actual 'events'. Your activity might involve community participation, or a presentation, or a report, or some other outcome or goal. 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 activity. Your teacher will guide you as to which ones you need to do.

- a. Plan and draw an **Event Timeline**.
- b. Develop a visual mindmap, or **Event Diagram**. Include key roles, work stations, equipment location, safety issues and other information.
- c. Create and use **Event To-Do Lists** (on paper or e-devices).
- d. Develop an **Event Planner** that lists all the tasks, the times and the people involved in preparing, in doing and in clean-up (or de-installing) the event. (Note: You might already have come up with some of these when completing your **Activity Task Organiser** on p.23 and/or your **Activity Roster** on p.25.

The specific tasks that need to be done for the event are:



a. Draw an event timeline identifying the times for event tasks, and then get feedback from your teacher.

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**DOING**

## 14. Activity Event Diagram

### b. Event mindmap, flowchart, or diagram

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DOING

## 15. Activity Event To-Do Lists

### c. Event To-do Lists

\_\_\_\_\_ 's To-do List

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

Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

\_\_\_\_\_ 's To-do List

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

Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

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\_\_\_\_\_ 's To-do List

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

Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

\_\_\_\_\_ 's To-do List

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

Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

DOING

## 16. Activity Event Planner

### d. Event Planner

Activity/(specific event): \_\_\_\_\_

### Task

Time

## People

### Equipment/materials

### Other information

**Done?**

*Divide this planner into 3 sections: 'Preparing for the event', 'During the event' and 'After the event'.*

[illegible]

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# DOING

## 16. Activity Event Planner

### d. Event Planner (cont.)

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# DOING

## Reflection

Feedback, review and self-assessment are important ways that help identify strengths and weaknesses to develop personally and build transferable skills. So you need to reflect on what went well, and also not so well. 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 are also evaluation pro-formas on pp.46-47.

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

### Personal successes

Outline examples from your Personal Development Activity of how 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.



## 17. Activity Reflection

### Personal communication successes

Use examples from your Personal Development Activity to describe how you effectively used communication to achieve a better outcome.



### Personal communication challenges

Use examples from your Personal Development Activity to describe how your use of communication did not help achieve a better outcome.



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### Personal problem-solving, and dealing with risks and other issues, successes and challenges

Use examples from your Personal Development Activity to describe how you effectively dealt with problems, risks and other issues.



Use examples from your Personal Development Activity to describe how you didn't do so well at dealing with problems, risks and other issues.



## 17. Activity Reflection

### Team successes

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



### Team challenges

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



### Team communication successes

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



### Team communication challenges

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



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### Team problem-solving, and dealing with risks and other issues successes and challenges

Use examples from your Personal Development Activity to describe how **your team** effectively dealt with problems, risks and other issues.



Use examples from your Personal Development Activity to describe how **your team** didn't do so well at dealing with problems, risks and other issues.



# Preview

### Personal Improvement strategies

After discussing your performance with your teacher, and getting constructive feedback, list 3 improvement strategies that can help you develop in the future.



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### Team Improvement strategies

After discussing your performance with your teacher, and getting constructive feedback, list 3 improvement strategies that can help you develop in the future when working in a **team**.



## 18. Transferable Skills

A good way to self-assess, is to provide examples of how you demonstrated various skills as part of your active participation in your Personal Development Activity. Some of these skills might even be directly transferable to your CV.

These tables contain many activity and task skills that you may have been expected to demonstrate. For each relevant skill, briefly outline, using an example, how you successfully demonstrated this. Then your teacher will check and initial these.

Transferable skills		
How did I successfully...	Explanation/example	Teacher
<input type="checkbox"/> work with others?	<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>	
<input type="checkbox"/> contribute to activity outcomes?		
<input type="checkbox"/> manage my time?		
<input type="checkbox"/> show creativity?		
<input type="checkbox"/> build resilience?		
<input type="checkbox"/> deal with conflict?		
<input type="checkbox"/> get motivated?		
<input type="checkbox"/> participate in discussions?		
<input type="checkbox"/> use active listening?		
<input type="checkbox"/> participate in the community?		
<input type="checkbox"/> manage risk?		

## 18. Transferable Skills

Transferable skills		
How did I successfully...	Explanation/example	Teacher
<input type="checkbox"/> solve problems?		
<input type="checkbox"/> make decisions?		
<input type="checkbox"/> communicate verbally?		
<input type="checkbox"/> communicate non-verbally?		
<input type="checkbox"/> use social media to communicate?		
<input type="checkbox"/> use digital devices to communicate?		
<input type="checkbox"/> research an issue?		
<input type="checkbox"/> analyse an issue?		
<input type="checkbox"/> participate in meetings?		
<input type="checkbox"/> demonstrate empathy?		
<input type="checkbox"/> deliver a presentation?		
<input type="checkbox"/> work with external people?		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

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## 19. Evaluation: General Competencies

### Evaluation: General Competencies

This evaluation should be completed by your supervisor in relation to your activity. Your teacher might also instruct you to self-assess and/or have your team member(s) complete an evaluation.

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

Activity: \_\_\_\_\_

Student's role: \_\_\_\_\_

Evaluated by: \_\_\_\_\_ Position: \_\_\_\_\_

Performance at:

	Excellent	Very Good	Good	Basic	Not shown
☺ Communicating effectively .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Being adaptable .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Showing initiative (and enterprise) ...	<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"/>
☺ Managing and leading.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Planning and organising.....	<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"/>
☺ Using technology.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Being self-aware.....	<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"/>
☺ Working safely.....	<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: \_\_\_\_\_

## 20. Evaluation: Specific Competencies

### Evaluation: Specific Competencies

This evaluation needs to be completed by your supervisor in relation to your activity. Your teacher might also instruct you to self-assess and/or have your team member(s) complete an evaluation.

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

Activity: \_\_\_\_\_

Student's role: \_\_\_\_\_

Evaluated by: \_\_\_\_\_ Position: \_\_\_\_\_

#### Specific work-related skills/competencies successfully demonstrated by the student included...

e.g. Safely used kitchen equipment including microwave, industrial dishwasher and peeling machine.

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

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

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

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

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

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