

# Personal Development Senior: Student Activities Portfolio 2ed.

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## Personal Development Senior: Activities Portfolio: 2ed

By Michael Carolan

**DELIVER Educational Consulting (978-1-925172-60-7)**

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- Numeracy - Foundation 2ed (2019)
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- Personal Development - Foundation 2ed (2020)
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- 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)

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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)
- ⇒ \*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.**

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<b>WACE: Career and Enterprise</b>	<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
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	_____

<b>Careers, Work Education &amp; Personal Development</b>	<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
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	_____

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Retail - Intermediate 2014	_____ @ \$33	_____ @ \$165	_____
Community Services - Foundation 2015	_____ @ \$33	_____ @ \$165	_____
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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<b>*WRS Intermediate 4ed.</b> (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
<b>*WRS Senior 3ed.</b> (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
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# Contents



DEVELOPING INTRAPERSONAL SKILLS				DEVELOPING STRATEGIC SKILLS			
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IN2	My Favourite Things Revisited	2	Due Done	SS2	Message in a Bottle	16	Due Done
IN3	How Am I Doing?	3	Due Done	SS3	Non-Verbal Communication	17	Due Done
IN4	Picture This	4	Due Done	SS4	Negotiating Effectively	18	Due Done
IN5	The ART of Goal-Setting	5	Due Done	SS5	My Digital Network	19	Due Done
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IN7	Dealing with Environmental Issues	7	Due Done	SS7	Weber and Leaders	21	Due Done
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CI4	At Issue	32	Due Done	IP4	I'm Conflicted	46	Due Done
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CI6	What's The Issue?	34	Due Done	IP6	Team Time Again	48	Due Done
CI7	Ask the Peeps	35	Due Done	IP7	It's Not Me, It's You	49	Due Done
CI8	Picture This?	36	Due Done	IP8	Multiply Us	50	Due Done
CI9	Stakeholders	37	Due Done	IP9	Make Your Point	51	Due Done
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CI11	Howdy Pardner	39	Due Done	IP11	So This is Me	53	Due Done
CI12	The Passion & The Power	40	Due Done	IP12	Before PDS Senior...	54	Due Done
CI13	Change is Good	41	Due Done	IP13	After PDS Senior...	55	Due Done
CI14	My Community Investigation Skills Journal	42	Due Done	IP14	My Interpersonal Skills Journal	56	Due Done



Describe two examples from over your break when you undertook or completed a task/ activity/project/etc., that enabled you to personally develop your skills.

	Example 1	Example 2
What did you do?		
Why did you do it?		
Where did you do this?	<h1>Preview Draft Sample: Do Not Copy</h1>	
Who else was involved?		
Which resources did you use to do this?		
How did you develop your skills?		

## IN2 My Favourite Things Revisited



1. In PDS Intermediate you were asked to describe your favourites for each of the following categories. Do this again. (Add 5 more categories of your own.)
2. Also try to recall what you selected for each category last year. Now go back and check these. How did you go, were you accurate in your recollections? Have your favourites changed? Why so/not? Discuss these as a class.

Category	My favourite is...	Last year I think I said...	Last year I actually said...
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			

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1. List 20 words that describe your personality strengths 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

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2. Rate each of these skills below. Provide an example to support these ratings. Suggest improvement strategies/activities that you could undertake this year to develop each skill.

At the moment...	Evidence to support this includes...	Strategies for this year include...
i. My communication skills are...		
ii. My planning skills are...		
iii. My organisational skills are...		
iv. My conflict resolution skills are...		
v. My ICT skills are...		
vi. My team skills are...		
vii. My problem-solving skills are...		

## IN4 Picture This



Source or create 4 images that describe what you have achieved in the last 12 months. Be prepared to discuss these.



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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 Project for Unit 1.

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

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## IN6 Environmental Issues



1. Source or create an image that illustrates an environmental issue in your community. Describe the impact of this local environmental issue on you.



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2. Source or create an image that illustrates an environmental issue in the broader community. Describe the impact of this environmental issue on the broader community.



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## Dealing With Environmental Issues IN7



1. What can you do to deal with environmental issues? How would these actions help?

Environmental issues	What can I do to deal with these environmental issues?	How could my actions help deal with these environment issues?

2. Which other stakeholders could help you with these environmental issues? What could they do? How could their actions help you deal with the issues?

Other stakeholders	What could they do to help deal with these environmental issues?	How could their actions help deal with these environment issues?

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3. What evidence, arguments and actions could you use to convince other stakeholders to take action on these environmental issues? How might you best communicate your evidence and arguments to these stakeholders?

Evidence/arguments about environmental issues.	How might I best communicate my evidence and arguments?

## IN8 Cultural Issues



1. Source or create an image that illustrates a cultural issue in your community. Describe the impact of this local cultural issue on you.



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2. Source or create an image that illustrates a cultural issue in the broader community. Describe the impact of this cultural issue on the broader community.





1. What can you do to deal with cultural issues? How would these actions help?

Cultural issues	What can I do to deal with these cultural issues?	How could my actions help deal with these cultural issues?

2. Which other stakeholders could help you with these cultural issues? What could they do? How could their actions help you deal with the issues?

Other stakeholders	What could they do to help deal with these cultural issues?	How could their actions help deal with these cultural issues?

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3. What evidence, arguments and actions could you use to convince other stakeholders to take action on these cultural issues? How might you best communicate your evidence and arguments to these stakeholders?

Evidence/arguments about cultural issues.	How might I best communicate my evidence and arguments?

## IN10 Social Issues



1. Source or create an image that illustrates a social issue in your community. Describe the impact of this local social issue on you.



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2. Source or create an image that illustrates a social issue in the broader community. Describe the impact of this social issue on the broader community.





1. What can you do to deal with social issues? How would these actions help?

Social issues	What can I do to deal with these social issues?	How could my actions help deal with these social issues?

2. Which other stakeholders could help you with these social issues? What could they do? How could their actions help you deal with the issues?

Other stakeholders	What could they do to help deal with these social issues?	How could their actions help deal with these social issues?

3. What evidence, arguments and actions could you use to convince other stakeholders to take action on these social issues? How might you best communicate your evidence and arguments to these stakeholders?

Evidence/arguments about social issues.	How might I best communicate my evidence and arguments?

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## IN12 Unpacking Issues



1. Identify a 'big picture' environmental, cultural or social issue you feel strongly about. Use the problem-solving tool of **drilling-down** to unpack the issue.

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Issue is:





1. Identify an environmental, cultural or social issue you feel strongly about. Research the most common arguments **against** your point-of-view. Outline the key opinions, evidence and sources of information that support this **contrary** view.

Issue:	
Argument 1 against the issue.	Opinions, evidence and sources of information.
Argument 2 against the issue.	Opinions, evidence and sources of information.
Argument 3 against the issue.	Opinions, evidence and sources of information.
Argument 4 against the issue.	Opinions, evidence and sources of information.
Argument 5 against the issue.	Opinions, evidence and sources of information.
So now you know the 'other' side. How could you use this information to communicate your own point-of-view on this issue more effectively?	

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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 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?

---

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

I am good at communicating information about \_\_\_\_\_

\_\_\_\_\_ and I find it easy to use methods/devices such as \_\_\_\_\_

\_\_\_\_\_.

This year I have improved at \_\_\_\_\_

as well as \_\_\_\_\_.

However, I still need to get better at communicating using \_\_\_\_\_

\_\_\_\_\_. Strategies that could help me improve include \_\_\_\_\_

\_\_\_\_\_.



2. Summarise 5 different tips/strategies that you would recommend to assist someone in your group to improve their communication skills.

i. \_\_\_\_\_

\_\_\_\_\_

ii. \_\_\_\_\_

\_\_\_\_\_

iii. \_\_\_\_\_

\_\_\_\_\_

iv. \_\_\_\_\_

\_\_\_\_\_

v. \_\_\_\_\_

\_\_\_\_\_

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## SS2 Message in a Bottle



Your teacher will give each of you the same message to communicate. However, each member of the class will have to use different communication methods.

1. Plan your communication strategy using the method allocated to you by your teacher.
2. Present this to the class.
3. Outline strengths and weaknesses associated with your method.
4. Why not swap methods/messages and see how you go?

*My communication method is...*

*The message is...*

*Notes ideas, strategies etc that will include:*

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*Strengths*

*Weaknesses*

## Non-Verbal Communication SS3



Non-Verbal communication is a key consideration when planning an effective communications strategy.

1. Draw or source a graphic that illustrates non-verbal communication in action for each of the scenarios below.
2. Source 2 images of non-verbal communication, and describe the communication occurring.

*A parent reminding a 14-year-old about their curfew before letting them out.*

*A VCAL Senior student giving a presentation about healthy eating to kids in upper primary school.*

*A supervisor instructing a new checkout worker on how to talk with customers.*

*A community leader trying to raise funds for their community service program.*

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## SS4 Negotiating Effectively



Assume you are negotiating to buy a major purchase, such as a car or a house.

1. Research and develop a list of negotiating tips that you could use to enable you to negotiate the best outcome. List these below.
2. Develop a script/statement that you can use for each one. Role play these.
3. Now turn this around and take on the role of the vendor of that item. Should your 'scripts' change? If so, change them!

Negotiating tip	Script/statement as the 'purchaser'.	Script/statement as the 'vendor'.
1		
2		
3	<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>	
4		
5		
6		
7		
8		
9		
10		



1. Draw a 'mind map' that shows your digital network. Include digital contacts from personal/family/social/educational/work-related and other digital areas of your life. This could get big, so you may have to expand beyond this page!
2. Develop a classification system to rank these people as either 'close', 'acquaintance', 'rarely' and 'out of contact'.

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## SS6 Leading Myself



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 or work activities, and/or your Personal Development Projects.
2. For each one, also make sure that you explain how this made/makes you a better

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>
conflict resolution	<p>⇒</p> <p>⇒</p>
communication	<p>⇒</p> <p>⇒</p>
other	<p>⇒</p> <p>⇒</p>

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1. According to Max Weber, what is a 'traditional' leader? Describe examples you know.

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2. According to Weber, what is a 'bureaucratic' leader? Describe examples you know.

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3. According to Weber, what is a 'charismatic' leader? Describe examples you know.

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## SS8 Leading Others



In your work team for your Personal Development Project, develop a concise list of 10 leadership rules/statements that will apply when undertaking this project. These could be made into a poster/graphic/etc..

The leadership rules for our Personal Development Project are:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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1. Create a 4-panel narrative using text and/or images, that models how an **ineffective manager** might act when dealing with group situations and problems.

i	ii
iii	iv

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2. Create a 4-panel narrative using text and/or images, that instead models how this manager could act as a **leader** in an effective way to deal with group situations/problems.

i	ii
iii	iv

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## SS10 Decide Away



Listed below are 10 decision-making factors. For each, explain how you could apply this when planning, organising, doing or reviewing your Personal Development Project; and also how you could apply it as part of your own personal development during this year.

Decision-making tip	Usefulness for our Personal Development Project.	Usefulness as part of my own personal development this year.
information		
consultation		
planning		
goal-setting		
strategy		
timeliness	e.g. I will make sure that we plan and organise all of our tasks by using a timeline planner, and do this well before deadlines; and prioritise tasks in the right order using a to-do list.	
problem-solving		
consideration		
learning		
leadership		

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Develop a flowchart to help you make decisions related to an important life goal, such as what you plan to do next year, and/or the achievement of your future work/career goals; or some other outcome in negotiation with your teacher. (Remember the symbols? p.59.)

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## SS12 You Decide



Assume you can choose one of the following **definite** outcomes for your life.

- i. *Inherit \$250,000 on your 21st birthday; or*
- ii. *Live a guaranteed healthy life, experiencing natural ageing until age 85; or*
- iii. *Become world famous at 19, for a year, but without any financial gain from this; or*
- iv. *Earn approximately \$3.5 million dollars over the 45 years of your working life.*

1. Which would you choose? Why? Discuss with the class.

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2. Which would you least prefer? Why so? Discuss with the class.

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3. What decisions might you face as a result of these different scenarios, over the course of your life?

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4. Develop some similar scenarios, and have the class choose from, and then discuss, these.



Sometimes life can be all about making the right decisions. Complete this table for decisions you are going to have to make over this final year of your VCAL studies.

What's the decision?	Why is this an important decision?	How could I use a decision-making style or strategy to assist me?	What back-up can I put in place in case the decision turns out to be wrong?
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## SS14 My Strategic Skills Journal



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

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

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

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

---

---

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

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---

⇒ 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?

---

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1. List 4 positives that people experience from being part of the broader community.

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

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2. List 4 positives that you could contribute, or have contributed, to the broader community.

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

## CI2 Virtually Unreality



1. Identify 3 virtual/online communities of which you are a member. When did you join?
2. Describe how being a member of these communities has contributed to your personal development. What have you learned by being part of these digital communities?
3. Describe how the ways that you participate in these online communities has changed over recent times.

Virtual/online community	The ways that it has improved my life include...	How has the way I use it changed over recent times?
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1. Describe a pressure, lobby or community group with which you are familiar.

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2. Summarise their main aim.

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3. Outline the key issue(s) they are tackling.

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4. Summarise the main activities they undertake to achieve their aims.

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5. List some of the key people involved, including their contact details.

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## CI4 At Issue



1. Describe 3 issues impacting on the wider community that you feel should be dealt with.

i. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ii. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

iii. \_\_\_\_\_

\_\_\_\_\_

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

i. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ii. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

iii. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



1. Discuss broad social issues as a class/in groups. Use examples to describe how these issues are impacting on the community. Suggest possible strategies to deal with them.

Situation	Impact of issue on the community is...	Possible strategies to help include...
A broader issue that impacts on my local community is...		
A broader issue impacting on the community as a whole is...		
A contemporary issue that has emerged within the last 3 years is...		
A community issue impacting on me directly is...		

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2. Create or source an image representing one of these issues.

## CI6 What's The Issue?



Each member of the class will be given an environmental, or a cultural, or a social issue by your teacher. Each of you is required to mime or act out this issue to the class without using any words. You must try and guess which issue each class member is demonstrating. Record your guess, as well as the reasons for this guess.

[illegible]



Sometimes, what you need to find out, might already be 'known' by someone else. So ask your classmates, your friends and your family, what they know about community issues.

Person/ relationship	What do they know about environmental issues?	What do they know about cultural issues?	What do they know about social issues?

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## CI8 Picture This?



Source or create 3 images related to an issue currently impacting on your local community.



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Use the 3 images from CI8 to complete the table for 3 different stakeholders, that would be involved in, and/or impacted by, each issue.

Image 1	Image 2	Image 3
Clarify the issue depicted or suggested by the image.	Clarify the issue depicted or suggested by the image.	Clarify the issue depicted or suggested by the image.
Identify key stakeholder 1 and explain their role.	Identify key stakeholder 1 and explain their role.	Identify key stakeholder 1 and explain their role.
Identify key stakeholder 2 and explain their role.	Identify key stakeholder 2 and explain their role.	Identify key stakeholder 2 and explain their role.
Identify key stakeholder 3 and explain their role.	Identify key stakeholder 3 and explain their role.	Identify key stakeholder 3 and explain their role.
Outline any other important information.	Outline any other important information.	Outline any other important information.

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## CI10 Community Issue



Interview 2 different stakeholders involved in an environmental, cultural or social community issue. One should be someone affected by the issue, while the other should be someone trying to bring about change to help deal with the issue. Complete the questions in the table.

Person 1	Person 2
<i>Describe the person/stakeholder.</i>	
<i>In their own words, what do they say the issue is?</i>	
<i>How does the issue affect them?</i>	
<i>What can be done to try and deal with the issue?</i>	
<i>Who can assist them to deal with the issue?</i>	
<i>List any other important information.</i>	

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Consider the different type of community partners (p124) that could assist you to deal with a community issue as part of your complex PDS Project.

1. Brainstorm a list of words/terms related to 3 of these partners and your complex PDS Project. While brainstorming, focus on questions such as, 'who are they', 'what do they do' and 'how can they help'?
2. Identify key words/terms, and then investigate these further as part of your project.

Partner 1:

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Partner 2:

Partner 3:

## CI12 The Passion & The Power



Create a profile of a person who has turned community involvement into their profession, or someone who works primarily in dealing with community issues and support. Summarise key points about their profession. Include an image. Invite them to speak to the class.

The person and their tasks:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

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Explain 3 'facts' or opinions related to an environmental, cultural or social community issue that you previously believed or thought were true, but for which you've changed your mind, primarily as a result of your VCAL studies. Explain why you changed your mind/opinion.

i.

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---

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---

---

ii.

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iii.

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---

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## CI14 My Community Investigation Skills Journal



Complete this journal to reflect on your study of the PDS units on community investigation.

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?

---

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Consider each of the team 'roles' that people commonly 'play' in work groups. (p.168)

1. Describe a time when you have 'acted' in 5 of these different 'roles' while undertaking personal development projects.

i. \_\_\_\_\_

\_\_\_\_\_

ii. \_\_\_\_\_

\_\_\_\_\_

iii. \_\_\_\_\_

\_\_\_\_\_

iv. \_\_\_\_\_

\_\_\_\_\_

v. \_\_\_\_\_

\_\_\_\_\_

2. Which 'role(s)' should you aspire to be? Why so?



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



3. Who 'role(s)' would you rather not be? Why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## IP2 Party, Hardy = Tardy



Form a group to plan and organise a 3-course luncheon for the rest of the class. You have only \$60 to spend. The group must do all the prep and/or cooking (i.e. you can't buy take-away). You also have to buy soft drinks and if relevant, party favours! However, you don't have to pay for plates, cookware, utensils, use of kitchen, etc., just the consumables.

<i>The group members are:</i>	<i>The guests are:</i>
<i>Are there any special needs for the guests?</i>	
<i>What might be on the menu? / What are the costs associated with this?</i>	
<h1>Preview</h1> <h1>Draft Sample:</h1> <p><i>What else do we need to buy and organise?</i></p> <h1>Do Not</h1> <h1>Copy</h1>	
<i>What roles will each of us have?</i>	
<i>Are there any other challenges we need to deal with?</i>	





Feeling game? Why don't you actually stage the luncheon as a going away event for your VCAL group? Choose the best menu from the class and then plan, organise...you know the drill! As a class, work out teams to handle different tasks and responsibilities associated with the luncheon. Start by completing a PODR planner as a class.

Stage	Information
<b>PLAN</b>	
<b>ORGANISE</b>	<h1>Preview</h1> <h1>Draft Sample:</h1> <h1>Do Not</h1> <h1>Copy</h1>
<b>DO</b>	
<b>REVIEW</b>	

## IP4 I'm Conflicted



1. Choose 3 examples of typical types of conflict that occur between people.
2. For each one, write a description of how conflict might occur in a personal, social or professional setting.
3. Suggest conflict resolution strategies to help deal with this conflict.
4. Role play these, and take turns playing different characters.

Type of conflict	Description of how this conflict might occur.	Potential strategies to deal with this conflict.
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1. Identify 3 areas of conflict in your life, that you could do with some help to resolve.

- i. \_\_\_\_\_  
\_\_\_\_\_
- ii. \_\_\_\_\_  
\_\_\_\_\_
- iii. \_\_\_\_\_  
\_\_\_\_\_



2. Work with a different person for each conflict area, and use conflict resolution tools to develop possible strategies to help you deal with these problems.

- i. \_\_\_\_\_  
\_\_\_\_\_
- ii. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- iii. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## IP6 Team Time Again



1. Outline 5 skills, abilities/attributes that make you a valued member of a synergised team.

i. \_\_\_\_\_

\_\_\_\_\_

ii. \_\_\_\_\_

\_\_\_\_\_

iii. \_\_\_\_\_

\_\_\_\_\_

iv. \_\_\_\_\_

\_\_\_\_\_

v. \_\_\_\_\_

\_\_\_\_\_

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2. In a team situation, which type of personality do you work well with, and also not as well with; and why so? Discuss whether this has changed over the last 12 months.

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



1. For 4 people in your class list 5 positive traits, skills or abilities that they bring to personal, social, or professional situations. Write these in their workbooks. Also, have 4 people write about you below.

**Person 1** \_\_\_\_\_ *says that I...*

**Person 2** \_\_\_\_\_ *says that I...*

i. \_\_\_\_\_

i. \_\_\_\_\_

ii. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

iv. \_\_\_\_\_

v. \_\_\_\_\_

v. \_\_\_\_\_

**Person 3** \_\_\_\_\_ *says that I...*

**Person 4** \_\_\_\_\_ *says that I...*

i. \_\_\_\_\_

i. \_\_\_\_\_

ii. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

iv. \_\_\_\_\_

v. \_\_\_\_\_

v. \_\_\_\_\_

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2. Use these lists to 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 peoples' rosters.*)

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

v. \_\_\_\_\_

## IP8 Multiply Us



1. List the 8 multiple intelligences. Re-familiarise yourself with the meaning of each one.
2. Briefly explain your relative strengths or weaknesses in each multiple intelligence at this stage of your personal development.
3. Identify which of your team members are strongest in each area of multiple intelligence.
4. Outline how your team can use these strengths to improve communication for your complex project. (e.g. *Enrique favours bodily-kinaesthetic so he will do a dance improv!*)

Multiple Intelligence	Brief explanation of my strengths/or weaknesses for each MI.	Team members' strengths.	Strategies to use these strengths for our complex project.

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As part of your sustained presentation, you need to make sure that the information you communicate is clear, concise and 'on-message'.

- i. List 10 examples of key words/ideas/phrases/statistics and other information, that you need to communicate as part of your presentation.
- ii. Carefully write each of these in one clear and concise sentence.

These 10 are likely to become the basis of your sustained presentation. Consider each one as the key message that summarises each one-minute section of your presentation. You should also list the most appropriate communication media that would help support this message. e.g. A statistic might be best support by a clear graphic.

Key words/ideas/phrases/statistics and other information.	One clear statement that communicates this information effectively.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

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## IP10 Ad It Up



Advertisements often use persuasive language, powerful images, manipulative suggestions, truth 'bending', and other techniques to get a message across.

1. Research some techniques of effective advertising. Find out more by watching an episode or two of *The Gruen Transfer*.
2. Use this knowledge to develop a static advertisement related to your community issue. Choose and design for an appropriate format such as a magazine, a billboard, a digital graphic, or some other communication media.
3. Make a presentation to the class, and also justify your choice of advertising format.

The community issue is \_\_\_\_\_

Some ideas/designs/key words for my advertisement are....

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Almost finished? VCAL I mean? Now is the time to take stock and reflect on all the skills you have developed across your different subjects, and how these provide evidence of your personal development.

In the table, list 10 of the specific skills you have developed. Reword each into an evidence statement that you might use on a résumé, in a job application, in an application for a course of study, in an interview, or for some other situation in which you have to talk about yourself. Some prompts are included below, but also add your own.

The skills I have developed are...	The rewording of this as an evidence statement is...
Planning	
Time Management	
Team work 1	
Team work 2	
Leadership	

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## IP12 Before PDS Senior...



Now that you have completed PDS Senior, 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 Senior, and possibly even VCAL (!), 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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## 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 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?

---

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## Required Activities - Summary

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

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



### Unit 1: Learning outcomes

Description of tasks required to be completed/evidence.

- PDS Project:**
- 1 Plan, organise and do
  - 2 Issues research and investigation
  - 3 **PDS Project:** Decision-making
  - 4 Communication strategies
  - 5 Leadership and teamwork

### Unit 2: Learning outcomes

Description of tasks required to be completed/evidence.

- 1 Investigating and analysing a community issue
- 2 External partnership
- 3 **PDS Project:** Plan, organise and do
- 4 Communication and presentation
- 5 Effective team skills

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

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

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