

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

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

Careers, Work Education & Personal Development	Printed text	e-version master	Total
Career Pathways 2015	_____ @ \$35	_____ @ \$440	_____
Work Experience Journal 2015	_____ @ \$20	_____ @ \$165	_____
Work Placement Journal 2015	_____ @ \$27.50	_____ @ \$220	_____
Personal Development Activity Planner: Introductory 2015	_____ @ \$25	_____ @ \$165	_____
Personal Development Project Planner: Advanced 2015	_____ @ \$27.50	_____ @ \$220	_____

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

Industry-Specific Resources	Printed text	e-version master	Total
Retail - Foundation 2014	_____ @ \$33	_____ @ \$165	_____
Retail - Intermediate 2014	_____ @ \$33	_____ @ \$165	_____
Community Services - Foundation 2015	_____ @ \$33	_____ @ \$165	_____
Community Services - Intermediate 2015	_____ @ \$33	_____ @ \$165	_____

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

Add Postage: CD-only orders = \$5 Melb metro printed books = \$11
Regional Vic and interstate 1 book = \$12 2-4 books = \$15 Contact me for larger orders.
***In a hurry? I recommend an extra \$5 postage for Express Post. (More for larger orders)**

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 Ph & Fax (03) 9939 1229 ABN 80 922 381 610
Check for samples at: www.deliverededucation.com.au michael@deliverededucation.com.au

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

New
resources now
available term 2.

New Literacy and Numeracy resources for 2016

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

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

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

Released in 2015

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

- ⇒ **Personal Development Activity Planner: Introductory** (suitable for PDS Foundation and introductory PDS Intermediate activities and projects) & **Personal Development Project Planner: Advanced** (suitable for advanced PDS Intermediate and PDS Senior projects).
These new colour-coded planning guides have been created specifically for schools and students to support Personal Development activities and projects. The planners are formatted as write-in booklets with colour-coded pages to support planning, organising, doing and reviewing a personal development activity or project.
- ⇒ **Work Placement Journal** (suitable for year 11 and Year 12 students work-related and vocational placements).
Full colour A4 size and includes 40 pages of daily journals as well as all 20+ work-related application activities.
- ⇒ **Community Services: Foundation & Community Services: Intermediate** (industry-specific sets)
These new industry-specific resource sets and workbooks support your VCAL, Applied Learning and work education and career/pathways programs with content-based topics and applied activities.
Each full colour workbook includes targeted industry-specific material, explanations, examples, images and activities. This flexibility allows teachers to teach general program content while disparate students within the same class can apply this to their own industry experience and context.

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

Current resource list: 2015 into 2016

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

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

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

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

Industry and Enterprise

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

VCAL and Applied Learning (Master sets also available)

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

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

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

DELIVER Educational Consulting

PO Box 40, Moonee Vale 3055 Ph & Fax (03) 9939 1229 ABN 80 922 381 610
Check for samples at: www.deliverededucation.com.au michael@deliverededucation.com.au

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

New for 2016: Literacy - Senior and Numeracy - Senior

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

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




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

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

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

Key features of each Applied Learning workbook/text:

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

Literacy Intermediate (Revised 3ed 2016)	Literacy Senior (New for 2016)	Numeracy Intermediate (2015)	Numeracy Senior (New for 2016)	Personal Development Intermediate (Colour 3ed 2016)	Personal Development Senior (Colour 2ed 2016)	Work Related Skills Foundation (2014)	Work Related Skills Intermediate (Colour 3ed 2016)	Work Related Skills: Senior (2ed 2015)
								
⇒ Workbook text 160pp 978-1-925172-22-5	⇒ Workbook text 170pp 978-1-925172-23-2	⇒ Workbook text 160pp 978-1-925172-02-7	⇒ Workbook text 170pp 978-1-925172-20-1	⇒ Workbook text 160pp 978-1-925172-18-8	⇒ Workbook text 160pp 978-1-925172-19-5	⇒ Workbook text 162 pp 978-0-9873519-8-2	⇒ Workbook text 166pp 978-1-925172-17-1	⇒ Workbook text 170pp 978-1-925172-09-6
Workbook: Contents 1. Self Expression: Introduction 2. Self Expression: Getting it Down 3. Practical Literacy: Filling the Gaps 4. Practical Literacy: Instructions - Being Heard 5. Knowledge: Cutting Through 6. Knowledge: Reporting Information 7. Public Debate: Investigating Issues 8. Public Debate: Making Your Case	Workbook: Contents 1. Self Expression: Express Yourself 2. Self Expression: Identify & Values 3. Practical Literacy: Getting it Right 4. Practical Literacy: Instruct Away 5. Knowledge: Finding Out 6. Knowledge: Using Knowhow 7. Issues & Debate: Researching Issues 8. Issues & Debate: Presenting Your Case	Workbook: Contents 1. The Shape Of Your World 2. Working The Numbers 3. What Comes Next? 4. Time Is Money 5. Where Is It? 6. Measuring Up	Workbook: Contents TBC	Workbook: Contents -Unit 1 1. Introducing Me 2. Developing My Skills 3. Managing Myself Effectively 4. Becoming a Leader 5. Interpersonal Effectiveness -Unit 2 6. In the Community 7. Planning and Organising 8. Problem-Solving & Decision-Making 9. Communication and Team Skills	Workbook: Contents -Unit 1 1. Planning and Organising 2. Social Diversity 3. Communicating Effectively 4. Leadership in Action 5. Effective Decision- Making -Unit 2 6. Community Issues 7. Community Project 8. Advanced Team Skills 9. Advanced Communication	Workbook: Contents -Unit 1 1. Workplace Investigation 2. Job-Seeking Skills 3. Workplace Safety Introduction 4. Workplace Safety Issues 5. Employability Skills -Unit 2 6. Planning & Organising 7. Communicating Effectively 8. Problem-Solving 9. Teams & Technology	Workbook: Contents -Unit 1 1. Work Conditions & Entitlements 2. Job-Seeking Skills 3. Workplace Safety Issues & Hazard Identification 4. Employability Skills -Unit 2 5. Developing Work- Related Skills 6. Planning & Organising 7. Communicating Effectively 8. Effective Problem- Solving 9. Effective Teams	Workbook: Contents - Unit 1 1. Workplaces & Pathways 2. Job-Seeking Skills 3. Workplace Safety Requirements & Induction 4. Workplace Safety Hazard Control 5. Team & Workplace Technology Skills -Unit 2 6. Effective Planning & Organising 7. Quality, Enterprise & Innovation 8. Effective Problem- Solving
⇒ Activities booklet 64pp 978-1-925172-07-2	⇒ Activities booklet 60pp 978-1-925172-24-9	⇒ Activities booklet 60pp 978-1-925172-03-4	⇒ Activities booklet 60pp 978-1-925172-21-8	⇒ Activities booklet 60pp 978-0-9871396-9-6	⇒ Activities booklet 60pp 978-0-9873519-1-3	⇒ Activities booklet 60pp 978-0-9873519-9-9	⇒ Activities booklet 62pp 978-1-925172-00-3	⇒ Activities booklet 62pp 978-1-925172-01-0

Note: All these VCAL and Applied Learning texts and workbooks can be booklisted without having to purchase the master licenses. Extensive preview samples of all materials available on our website.

DELIVER Educational Consulting

PO Box 40, Moonee Vale 3055 Ph & Fax (03) 9939 1229 ABN 80 922 381 610
Check for samples at: www.deliverededucation.com.au michael@deliverededucation.com.au

Personal Development Senior: Student Activities Portfolio

Contents.....	ii
1. Developing Cross-Cultural Skills	1
2. Developing Strategic Skills	15
3. Developing Community Solutions	29
4. Developing Interpersonal Skills	43
Required Activities - Summary	57

NEW FOR 2013

written task computer/online oral/discussion one to one group focus text resource video/film audio music form/ list photo/image questions/interview drawn/graphic

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 booklet 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 for full licensing information.
- 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 files on the master CD.

**Personal Development Senior:
Student Activities Portfolio**

DELIVER Educational Consulting (978-0-9873519-1-3)

Also available for VCAL and Applied Learning

- Literacy - Intermediate (Nov 2010)
- Personal Development - Intermediate 2nd ed. (Jan 2012)
- Work Related Skills - Intermediate (Jan 2012)

And until end of 2013

- Work Related Skills Foundation 1 & Foundation 2
- Work Related Skills Senior 1 & Senior 2
- Numeracy

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

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

Available for pathways and careers education

Mini GOALscorer and Mini GOALscorer Senior

www.deliverededucation.com.au

michael@deliverededucation.com.au

P&F (03) 9939 1229

Copyright © 2013 Michael Carolan Developed, written and compiled by Michael Carolan Cover by Michael Carolan

Jan 2013 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 Senior Student Activities Portfolio (For VCAL and Applied Learning)

(ISBN 978-0-9873519-1-3 for workbook only)

Images: Originals by Michael Carolan Others: © 2013 Jupiterimages Corporation and Copyright DELIVER Educational Consulting and its licensors. All rights reserved. Some warning signs: generated by <http://www.says-it.com/safety/index.php> or accessed through Free Printable Signs at <http://signs.gkcd.com/index.php>

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.

Contents



DEVELOPING CROSS-CULTURAL SKILLS			DEVELOPING STRATEGIC SKILLS		
CC1	Skill Break	1	SS1	My Communication Skills	15
CC2	My Favourite Things Revisited	2	SS2	Message in a Bottle	16
CC3	How Am I Doing?	3	SS3	Non-Verbal Communication	17
CC4	Picture This	4	SS4	Negotiating Effectively	18
CC5	The ART of Goal-Setting	5	SS5	Networking	19
CC6	Homogeneity vs Diversity	6	SS6	Leading Myself	20
CC7	Diversity in My Community	7	SS7	Weber and Leaders	21
CC8	Cross-Cultural Communication	8	SS8	Leading Others	22
CC9	Cross-Cultural Skills	9	SS9	Manager vs Leader	23
CC10	Class Diversity Map	10	SS10	Decide Away	24
CC11	The Family Diversity Tree	11	SS11	Flowchartin' My Life	25
CC12	Diversity Audit	12	SS12	You Decide	26
CC13	Diversity Audit	13	SS13	Get It Right	27
CC14	My Cross-Cultural Journal	14	SS14	My Strategic Skills Journal	28
DEVELOPING COMMUNITY SOLUTIONS			DEVELOPING INTERPERSONAL SKILLS		
CS1	Community	29	IN1	What's Your Role?	43
CS2	Virtually Unreality	30	IN2	Party, Hardy = Tardy	44
CS3	Under Pressure	31	IN3	Lunch Time	45
CS4	At Issue	32	IN4	I'm Conflicted	46
CS5	Issue Forth	33	IN5	Sort It Out	47
CS6	What's The Issue?	34	IN6	Team Time Again	48
CS7	Secret Millionaire	35	IN7	It's Not Me, It's You	49
CS8	Picture This?	36	IN8	Multiply Us	50
CS9	Stakeholders	37	IN9	Make Your Point	51
CS10	Community Issue	38	IN10	Ad It Up	52
CS11	Howdy Pardner	39	IN11	So This is Me	53
CS12	The Passion & The Power II	40	IN12	Before PDS Senior...	54
CS13	Change is Good	41	IN13	After PDS Senior...	55
CS14	My Community Solutions Journal	42	IN14	My Interpersonal Skills Journal	56



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?	NEW FOR 2013 PREVIEW SAMPLE ONLY:	
Where did you do this?		
Who else was involved?		
Which resources did you use to do this?	DO NOT COPY	
How did you develop your skills?		

CC2 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			

NEW FOR 2013

PREVIEW

SAMPLE

ONLY:

DO

NOT

COPY



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

NEW FOR 2013
PREVIEW
SAMPLE

ONLY!



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...	DO NOT COPY	
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...		

CC4 Picture This



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



NEW FOR 2013
PREVIEW
SAMPLE
ONLY:



DO
NOT
COPY



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

NEW FOR 2013

PREVIEW

SAMPLE

ONLY:

DO

NOT

COPY

CC6 Homogeneity vs Diversity



1. List 5 examples of homogeneity in the wider community.
2. For each one explain how social diversity leads to an improved or better outcome for society.

Social homogeneity	Social diversity
e.g. Our town has traditionally been populated by people from a white, Western background over many generations.	Diversity has helped because our town has experienced different migrants arrive in the last 10 years which has opened the minds of locals to new customs and cultures.
1	
2	
3	
4	
5	

NEW FOR 2013
PREVIEW
SAMPLE
ONLY:

DO
NOT
COPY



Source or create 4 images that illustrate social diversity in your community



NEW FOR 2013
PREVIEW
SAMPLE
ONLY:



DO
NOT
COPY

CC8 Cross-Cultural Communication



Sometimes people are afraid of embracing social diversity because it demands improved cross-cultural communication skills.

1. Develop some brief scenarios based on the following issues. Make notes below.
2. In groups role play cross-cultural communication breakdowns for these scenarios; then develop and role-play improved communication strategies. Why not film these?

A new migrant with very limited English asks you directions to the train station.

You receive a telephone call from someone with a very thick Scottish accent and you can't understand what they are saying.

NEW FOR 2013
PREVIEW
SAMPLE
ONLY:

You have to organise a BBQ lunch for some overseas visitors and you know they are from Indonesia and from Bali (which is in Indonesia!)

Your choice...

DO
NOT
COPY



Three important considerations for developing more effective cross-cultural communication are culture, custom and language. Your teacher will designate you a particular culturally diverse group, such as a person from a specific nationality. You are required to research 5 strategies for each of these 3 categories, that will help you to build your cross-cultural communication skills. (e.g. Basic greetings!) Share these with your class.

My category is: _____

Culture: Things to consider, that could help, include...

Custom: Things to consider, that could help, include....

NEW FOR 2013
PREVIEW
SAMPLE
ONLY:

DO

NOT

COPY

Language: Things to consider, that could help, include...

CC10 Class Diversity Map



One obvious element of social diversity in Australia is nationality. From an indigenous culture with 60,000 years history Australia has been built on waves of immigration. Interview class members and find out their cultural background going back 3 generations. Source a blank world map and then use a colour key to create an ancestral nationality map for the class.

NEW FOR 2013
PREVIEW
SAMPLE
ONLY:

DO
NOT
COPY



You are required to create a family tree that includes various elements of diversity in your family such as nationality, gender, age, religion and so on. Use the internet to research the best way to set this out as well as common symbols to use. Make sure that you find some good sources of your family's oral history. Start your planning and drafting below.

NEW FOR 2013
PREVIEW
SAMPLE
ONLY:

DO
NOT
COPY

CC12 Diversity Audit



In pairs, investigate a setting which has a diversity program in place (such as affirmative action in a workplace) or which caters for diverse groups (such as a training organisation) or which supports social diversity (such as a support group). e.g. Workplaces, organisations, schools, clubs, charities, community groups, social services, local areas, etc..

1. Research and/or visit the setting and interview relevant stakeholders.
2. Complete the questions in the table and then prepare an oral report to the class summarising your findings.

Diversity Audit

1. Describe the setting and outline the diversity program or initiatives you are investigating.

NEW FOR 2013

PREVIEW

2. List 5-10 elements that make it diverse.

SAMPLE

ONLY:

DO

3. Outline support programs that are in place that support this diversity within this setting.

NOT

COPY

Diversity Audit (cont.)

4a. Describe the stakeholders involved and briefly outline their roles.

1.

2.

3.

4.

4b. Discuss any special needs that have to be catered for.

1.

2.

3.

4.

5. Outline some of the successes of this program/initiative.

1.

2.

3.

4.

5b. Outline some of the challenges still facing this program/initiative.

1.

2.

3.

4.

6. Add any other relevant information.

NEW FOR 2013
PREVIEW
SAMPLE
ONLY:
DO
NOT
COPY

CC14 My Cross-Cultural Skills Journal



Complete this journal to reflect on your study of the PDS units on cross-cultural 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?

NEW FOR 2013

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

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

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

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

⇒ What other information can I share?

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



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

I am good at communicating information about _____

_____ and I find it easy to methods/devices such as _____

_____.

This year I have improved at _____

as well as _____.

However, I still need to get better communicating using _____

_____. Strategies that could help me improve include _____

_____.

NEW FOR 2013
PREVIEW
SAMPLE
ONLY!



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

1. _____

2. _____

3. _____

4. _____

5. _____

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, such as those listed on p.41 of Personal Development Senior.

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...

NEW FOR 2013

PREVIEW

Notes/ideas/strategies, etc. that I will use include:

SAMPLE

ONLY:

DO

NOT

Strengths

Weaknesses

COPY



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 other 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.

NEW FOR 2013
PREVIEW
SAMPLE
ONLY:

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.

DO
NOT
COPY

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 employ 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	<p>NEW FOR 2013</p> <p>PREVIEW</p> <p>SAMPLE</p> <p>ONLY:</p> <p>DO</p> <p>NOT</p> <p>COPY</p>	
2		
3		
4		
5		
6		
7		
8		
9		
10		



1. Draw a 'mind map' that shows your network. Include people from personal/family/social/educational/employment/online and other areas of your life. This may 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'.

NEW FOR 2013
PREVIEW
SAMPLE
ONLY:

DO
NOT
COPY

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, personal development project 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>
conflict resolution	<p>⇒</p> <p>⇒</p>
networking	<p>⇒</p> <p>⇒</p>
other	<p>⇒</p> <p>⇒</p>

NEW FOR 2013

PREVIEW

SAMPLE

ONLY:

DO

NOT

COPY



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

NEW FOR 2013



2. According to Weber, what is a 'bureaucratic' leader? Describe some real examples.

DO



3. According to Weber, what is a 'charismatic' leader? Describe some real examples.

**NOT
COPY**

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.

NEW FOR 2013

**PREVIEW
SAMPLE
ONLY:**

**DO
NOT
COPY**



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
<p>NEW FOR 2013</p> <p>PREVIEW</p> <p>SAMPLE</p> <p>ONLY:</p>	
iii	



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
<p>DO</p> <p>NOT</p> <p>COPY</p>	
iii	

SS10 Decide Away



Listed below are 10 decision-making tips. For each one explain how you could apply this tip 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	<p>NEW FOR 2013</p> <p>PREVIEW</p> <p>SAMPLE</p> <p>ONLY:</p> <p>DO</p> <p>NOT</p> <p>COPY</p>	
goal-setting		
strategy		
timeliness		
problem-solving		
consideration		
learning		
leadership		

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.



Develop a flowchart to help you make decisions related to an important life goal such as what you plan to do/study next year and/or the achievement of your future work/career goals, or some other goal in negotiation with your teacher. (Remember the symbols? p.83!)

NEW FOR 2013
PREVIEW
SAMPLE
ONLY:

DO
NOT
COPY

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 18, 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.

NEW FOR 2013

PREVIEW

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

SAMPLE

ONLY:

3. What decisions might you face associated with each of these choices over the course of your life?

DO

NOT

COPY

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?
<p>NEW FOR 2013</p> <p>PREVIEW</p> <p>SAMPLE</p> <p>ONLY:</p> <p>DO</p> <p>NOT</p> <p>COPY</p>			

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?

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

NEW FOR 2013

⇒ 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
SAMPLE
ONLY:

DO

NOT

COPY



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

1. _____

2. _____

3. _____

NEW FOR 2013

4. **PREVIEW
SAMPLE
ONLY:**



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

1. _____

2. **DO
NOT
COPY**
3. _____

4. _____

CS2 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
- 3. Describe how the ways that you participate in these online communities has changed over recent times.

Virtual/online community	The ways that is has improved my life include...	How has the way I use it changed over recent times?
<div>NEW FOR 2013</div> <div>PREVIEW</div> <div>SAMPLE</div> <div>ONLY:</div> <div>DO</div> <div>NOT</div> <div>COPY</div>		



1. Describe a pressure, lobby or community group with which you are familiar.

2. Summarise their main aim.

NEW FOR 2013

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

**PREVIEW
SAMPLE
ONLY:**

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

**DO
NOT
COPY**

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

CS4 At Issue



1. Describe 3 issues impacting on the wider community that you feel should be dealt with. (refer p.101).

1. _____

2. _____

NEW FOR 2013

**PREVIEW
SAMPLE
ONLY:**



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

1. _____

2. _____

3. _____



1. Discuss specific community issues as a class/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...
<p>A broader issue that impacts on my local community is...</p> <p>_____</p> <p>_____</p>	<p>NEW FOR 2013</p> <p>PREVIEW</p> <p>SAMPLE</p> <p>ONLY:</p> <p>DO</p> <p>NOT</p> <p>COPY</p>	
<p>A broader issue impacting on the community as a whole is...</p> <p>_____</p> <p>_____</p>		
<p>A contemporary issue that has emerged within the last 3 years is...</p> <p>_____</p> <p>_____</p>		
<p>A community issue impacting on me directly:</p> <p>_____</p> <p>_____</p>		



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

CS6 What's The Issue?



Each member of the class will be given an issue by your teacher (p.101). 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 in the table.

[illegible]



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

Describe the secret millionaire featured in this episode?

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

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

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

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

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

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

NEW FOR 2013
PREVIEW
SAMPLE
ONLY:

DO
NOT
COPY

CS8 Picture This?



Source or create 3 images related to an issue impacting on the wider community.



NEW FOR 2013
PREVIEW
SAMPLE
ONLY:

DO
NOT
COPY



Use the 3 images from CS8 to complete the table below in relation to 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.

NEW FOR 2013

PREVIEW

SAMPLE

ONLY!

DO

NOT

COPY

CS10 Community Issue



Interview 2 different stakeholders involved in a 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 below.

Person 1	Person 2
<i>Describe the person/stakeholder.</i>	
<i>In their own words, what do they say the issue is?</i>	
<p>NEW FOR 2013</p> <p>PREVIEW</p>	
<i>How does the issue effect them?</i>	
<p>SAMPLE</p> <p>ONLY:</p>	
<i>What can be done to try and deal with the issue?</i>	
<p>DO</p> <p>NOT</p>	
<i>Who can assist them to deal with the issue?</i>	
<p>COPY</p>	
<i>List any other important information</i>	



Consider the different type of community partners (p.104) that could assist you to deal with a community issue as part of your complex project.

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

NEW FOR 2013

PREVIEW
SAMPLE
ONLY:
DO
NOT
COPY

Partner 1:

Partner 2:

Partner 3:

CS12 The Passion & The Power II



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. _____



NEW FOR 2013

PREVIEW

SAMPLE

ONLY:

DO

NOT

COPY



Explain 3 'facts' or opinions related to a 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. For each one explain why you changed your mind/opinion.

i.

NEW FOR 2013

ii.

**PREVIEW
SAMPLE
ONLY:**

iii.

**DO
NOT
COPY**

CS14 My Community Solutions Journal



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



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?

NEW FOR 2013

⇒ 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
SAMPLE
ONLY:

DO

NOT

COPY



Consider each of the team 'roles' that people commonly 'play' in work groups. (p.138)

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

i. _____

ii. _____

iii. _____

iv. _____

v. _____

NEW FOR 2013

PREVIEW

SAMPLE

ONLY:

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



DO

NOT

COPY

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



TR2 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>	
NEW FOR 2013 <i>What might be on the menu? / What are the costs associated with this?</i> PREVIEW SAMPLE ONLY!	
<i>What else do we need to buy and organise?</i>	
DO <i>What roles will each of us have?</i> NOT COPY	
<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 rest! As a class work out teams to handle different areas of the luncheon. Start by completing a PODR planner as a class.

Stage	Information
PLAN	<p>NEW FOR 2013</p> <p>PREVIEW</p> <p>SAMPLE</p> <p>ONLY:</p> <p>DO</p> <p>NOT</p> <p>COPY</p>
ORGANISE	
DO	
REVIEW	

TR4 I'm Conflicted



1. Choose 3 examples of typical types of conflict that occur between people, (p.140).
2. For each one write a description of how conflict might occur in a personal, social or professional setting.
3. Use 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.
<p>NEW FOR 2013</p> <p>PREVIEW</p> <p>SAMPLE</p> <p>ONLY:</p> <p>DO</p> <p>NOT</p> <p>COPY</p>		



1. Identify 3 areas of conflict in your life that you could do with some help to resolve.

- i. _____

- ii. _____

- iii. _____

NEW FOR 2013



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. _____

**PREVIEW
SAMPLE
ONLY:**

**DO
NOT
COPY**

TR6 Team Time Again



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

i. _____

ii. _____

iii. _____

iv. _____

v. _____

NEW FOR 2013

**PREVIEW
SAMPLE
ONLY:**



2. In a team situation which type of personalities 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...</i>	<i>because...</i>	<i>I don't work as well with...</i>	<i>because...</i>
<p>DO NOT COPY</p>			



- 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 you...

Person 2 _____ says that you...

i. _____

i. _____

ii. _____

ii. _____

iii. _____

iii. _____

iv. _____

iv. _____

v. _____

NEW FOR 2013

Person 3 _____ says that you...

Person 4 _____ says that you...

i. _____

i. _____

ii. _____

ii. _____

iii. _____

iii. _____

iv. _____

iv. _____

v. _____

v. _____

**PREVIEW
SAMPLE
ONLY:**



- 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. _____

DO

ii. _____

NOT

iii. _____

COPY

iv. _____

v. _____

TR8 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 area 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 one.	Team members' strengths.	Strategies to use these strengths for our complex project.
<p>NEW FOR 2013</p> <p>PREVIEW</p> <p>SAMPLE</p> <p>ONLY:</p> <p>DO</p> <p>NOT</p> <p>COPY</p>			



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 mediums/products 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.
NEW FOR 2013 PREVIEW SAMPLE ONLY: DO NOT COPY	

TR10 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 medium such as a magazine, a billboard, online or some other medium.
3. Make a presentation to the class and also justify your choice of advertising medium.

The community issue is _____

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

NEW FOR 2013

**PREVIEW
SAMPLE
ONLY:**

**DO
NOT
COPY**



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 below 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	

NEW FOR 2013
PREVIEW
SAMPLE
ONLY:

DO
NOT
COPY

TR12 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.



NEW FOR 2013
PREVIEW
SAMPLE
ONLY:

DO
NOT
COPY



Now that you have completed PDS Senior, and possible 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.



NEW FOR 2013

PREVIEW

SAMPLE

ONLY:

DO

NOT

COPY

TR14 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?

NEW FOR 2013

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

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

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

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

⇒ What other information can I share?

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

Required Activities - Summary

Student: _____

Date: _____



Unit 1: Learning outcomes	Description of tasks required to be completed/evidence.
1 Plan & organise a <u>complex project</u> .	
2 Awareness of social diversity.	
3 Communication strategies.	
4 Leadership skills.	
5 Decision-making skills.	

NEW FOR 2013
PREVIEW
SAMPLE

Unit 2: Learning outcomes	Description of tasks required to be completed/evidence.
1 Research community issue.	
2 Establish external partnership related to the community issue.	
3 Plan, organise and complete <u>complex community project</u> .	
4 Effective team skills.	
5 Communicate ideas and information.	

ONLY!

DO
NOT
COPY

Teacher: _____

Date: _____

NEW FOR 2013
PREVIEW
SAMPLE
ONLY:

DO
NOT
COPY