

Workbook and Master Set Resources

For VCAL, Applied Learning, Careers Pathways and Work Education,
Work Experience and Work Placement programs.

2015

New Resources available for 2015

There now are seven resource sets available for the Victorian VCAL and work education programs. Each set includes the main workbook/text, a supplementary activities portfolio with approximately 50 more activities, and teacher support material. All seven sets are available as printed workbooks and/or as reproducible master sets. VCAL Literacy and Numeracy subjects are scheduled for review in 2015, and given this I hope to write and release new Foundation and Senior Literacy and Numeracy resources for 2016.

Numeracy - Intermediate is now available for purchase in 2015. This extensive set of resources provides student-focused applied numeracy topic material, skills-building explanations and over 100 activities, assessment tasks and other resources to support your Numeracy teaching program.

Much of the material in this resource set can also be used for Numeracy Senior and could satisfy many elements and learning outcomes at that level. So if do you need a Numeracy Senior resource just for 2015, contact me and I can make a special modified digital file that removes all reference to Numeracy Intermediate.

Career Pathways is a new workbook/text that offers greater scope, detail and topic information than the more prescriptive WRS sets (which have been designed to meet the generic VCAL outcomes). As such it is a very useful supplementary resource for any VCAL program; or it can function as a stand-alone resource for your school's careers, pathways and work education programs (that are non-VCAL specific).

The **Work Experience Journal** workbook offers a convenient resource to support student work experience and work placement with applied activities targeted to students' experiences in the workplace. It is printed in a smaller, easily transportable format. Both these resources are also available as fully functioning e-versions utilising writeable PDF files.

As always the best strategy is to contact me so that we can discuss the most suitable combination of resources to suit your learning program. Full samples of most resources are on the website as PDF preview files.

Also I am trying to move away from paper mailouts by developing an email list. I have some addresses but feel free to email me with appropriate contact details for your school. Thanks again for your support and I hope that these resources can help you deliver a more effective teaching program for your students.

2015: Resource list

Careers and Enterprise, Work Education, Pathways and Workplace Learning

- ☐ **Career Pathways:** Printed workbook/text with e-version master license also available.
- ☐ **Work Experience Journal:** Printed workbook/text with e-version master license also available.

VCAL and Applied Learning and Work Education resource sets

- ☐ **Numeracy - Intermediate:** Printed workbook/text and activities portfolio; and/or reproducible master sets.
- ☐ **Work Related Skills - Foundation:** Printed workbook/text and activities portfolio; and/or reproducible master sets.
- ☐ **Work Related Skills - Intermediate 2ed:** Printed workbook/text and activities portfolio; and/or reproducible master sets.
- ☐ **Work Related Skills - Senior:** Printed workbook/text and activities portfolio; and/or reproducible master sets.
- ☐ **Personal Development - Intermediate 2ed:** Printed workbook/text and activities portfolio; and/or reproducible master sets.
- ☐ **Personal Development - Senior:** Printed workbook/text and activities portfolio; and/or reproducible master sets.
- ☐ **Literacy - Intermediate:** Printed workbook/text and activities portfolio; and/or reproducible master sets.

Industry and Enterprise, Careers Pathways and Enterprise, Work Education and Workplace Learning

- ☐ **I&E Unit 1: Workplace Participation 3ed.** (Year 10/11/ Foundation/Intermediate level).
- ☐ **I&E Units 1&2: Towards an Enterprising You 4ed.** (Year 11/Intermediate level).
- ☐ **I&E Units 3&4: Towards an Enterprising Australia 3ed.** (Year 12/Senior level).
- ☐ **I&E Unit 1: Workplace Participation e-version 3ed.**
- ☐ **Retail - Foundation:** Printed workbook/text with e-version master license also available.
- ☐ **Retail - Intermediate:** Printed workbook/text with e-version master license also available.

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 2015: Numeracy: Intermediate.

**Available as a master set on CD and/or as a printed workbook and
printed Activities Portfolio, both in full colour.**

**New for 2015:
Numeracy
Intermediate.**

Each of these resource sets for Literacy, Work Related Skills, Personal Development and Numeracy includes a 144-170 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. The resource sets also include teacher support material and assessment sheets. 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).

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.



Literacy Intermediate

(In colour for 2015)

⇒ Workbook text 144pp
978-1-925172-06-5

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

⇒ Activities booklet 64pp
978-1-925172-07-2



Personal Development Intermediate 2nd ed

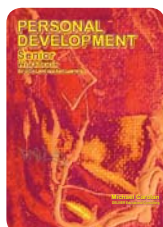
(Released Feb 2012)

⇒ Workbook text 160pp
978-0-9871396-8-9

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

⇒ Activities booklet 60pp
978-0-9871396-9-6



Personal Development Senior

(Released Jan 2013)

⇒ Workbook text 160pp
978-0-9873519-0-6

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

⇒ Activities booklet 60pp
978-0-9873519-1-3



Work Related Skills Foundation

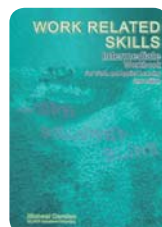
(New in colour for 2014)

⇒ Workbook text 162 pp
978-0-9873519-8-2

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

⇒ Activities booklet 60pp
978-0-9873519-9-9



Work Related Skills Intermediate 2nd ed.

(New for 2014)

⇒ Workbook text 166pp
978-0-9873519-2-0

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

⇒ Activities booklet 62pp
978-1-925172-00-3



Work Related Skills: Senior

(In colour for 2015)

⇒ Workbook text 170pp
978-1-925172-09-6

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
 9. Teams, Communication & Technology

⇒ Activities booklet 62pp
978-1-925172-01-0



Numeracy: Intermediate

(New: 2015 in colour)

⇒ Workbook text 160pp
978-1-925172-02-7

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

Activities booklet 60pp
978-1-925172-03-4

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

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Order form: Current for Semester 1, 2015

Title/Resource

<u>Career Pathways/Work Education</u>	<u>Available</u>	<u>Text</u>	<u>Total (GST inc.)</u>
Career Pathways	(New for 2015. Available now)	_____ @ \$35	_____
Work Experience Journal	(New for 2015. Available now)	_____ @ \$20	_____
Note: Contact me for e-version licenses			

<u>Industry and Enterprise</u>	<u>Available</u>	<u>Text</u>	<u>Total (GST inc.)</u>
I&E Unit 1: Workplace Participation	(New 3ed. in Colour; Aug '14)	_____ @ \$33	_____
I&E Units 1&2: Towards an Enterprising You	(New 4ed. in 2015)	_____ @ \$42.50	_____
I&E Units 3&4: Towards an Enterprising Australia	(3ed. 2012)	_____ @ \$59.95	_____
I&E Unit 1: Workplace Participation e-version	(2ed. 2012)	_____ @ \$440	_____

<u>Industry-Specific Sets</u>	<u>Available</u>	<u>Master set</u>			<u>Printed books</u>	
		<u>Print Version</u>	<u>e-version</u>	<u>Both versions</u>	<u>Workbook/text</u>	
		\$99	\$99	\$165	(1-2 copies; or without buying master license.) \$33	(For 3+; or with purchase of master license.) \$27.50
Retail - Foundation	(New for 2014)	_____	_____	or _____	_____	or _____
Retail - Intermediate	(New for 2014)	_____	_____	or _____	_____	or _____
Totals		_____	_____	or _____	_____	or _____

<u>VCAL Resource Sets</u>		<u>Master sets on CD</u>			<u>Printed books</u>			
		<u>Set A</u>	<u>Set B</u>	<u>Sets A&B</u>	<u>Workbook/text</u>	<u>Activities booklet</u>		
	<u>Available</u>	\$165	\$77	\$220	(1-2 copies; or without buying master license.) \$33	(For 3+; or with purchase of master license.) \$27.50	(1-2 copies; or without buying master license.) \$25	(For 3+; or with purchase of master license.) \$20
Literacy Intermediate	2011	_____	_____	or _____	_____	or _____	_____	or _____
PDS - Intermediate 2ed.	2012	_____	_____	or _____	_____	or _____	_____	or _____
PDS - Senior	2013	_____	_____	or _____	_____	or _____	_____	or _____
WRS - Foundation	2014	_____	_____	or _____	_____	or _____	_____	or _____
WRS - Intermediate 2ed.	2014	_____	_____	or _____	_____	or _____	_____	or _____
WRS - Senior	2014	_____	_____	or _____	_____	or _____	_____	or _____
Numeracy - Intermediate	2015	_____	_____	or _____	_____	or _____	_____	or _____
Totals		_____	_____	_____	_____	or _____	_____	or _____

Add Postage: CD-only orders = \$5 Melb metro printed books = \$10
 Regional Vic and interstate 1 book = \$11 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 \$
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Order Details

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Position: _____

e-mail: _____

School: _____

Address: _____

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

Personal Development Senior: Community Issues

6

Contents

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New for 2013

Activity

p. Due date/Done?

Comment

6.01A PDS Senior: Unit 2

6.04B Your community

6.06A Community problems/issues

6.07B Can you see a problem?

6.08C Investigating issues

6.10A Community partners

6.11B Community partners in action

6.15A Analysing an issue

AT1 Community Issues & Partnerships

6.19 Self-Assessment

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6.01 A Sense of Community

Personal Development Skills: Unit 2

Welcome to the final unit of your PDS studies. This part of the workbook is structured so that you can apply project management tools and techniques to help you satisfy your unit requirements.

Although schools structure their VCAL programs differently you will be required to research and analyse a community problem or issue, be an active member of a team in planning, organising and completing a complex community project and give a sustained presentation on your project.

Your program might be structured to allow you to demonstrate all the outcomes through one major project, or you might have to undertake a series of ongoing tasks. In some cases PDS might even be integrated with other VCAL units. Your teacher will inform you of your school's requirements.

PDS Senior: Unit 2

In essence, Unit 2 requires you to:

1. Research and analyse a community issue.
2. Develop external partnerships to raise awareness of this community issue.
3. Plan, organise and complete a complex community project.
4. Demonstrate effective teamwork as part of a complex community project.
5. Prepare and deliver a sustained presentation on the project.



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A PDS Senior: Unit 2

Your teacher will discuss your unit requirements with you and give you an overview of the tasks you need to undertake in order to complete a successful PDS Senior: Unit 2. Summarise these here, and if needed update them throughout the unit.

Task	Description/Explanation	Outcomes	Dates
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A sense of community

A community can be described as a group of people or organisations who share similar values and interests. Communities may be linked geographically, politically, socially, via online platforms or by some other means.

Community members normally unite behind common goals and interests and join together to undertake social, political, intellectual, technological, artistic, recreational, welfare, environmental or other pursuits. **New for 2013**

When you look around your local community there are many organisations that are run by community groups and people as volunteers. These organisations strive to provide some sort of social, community or member service benefit or assistance, such as The Salvation Army, your local wildlife rescue group. Community groups normally, but not always, operate on a not-for-profit basis and might use a combination of paid and volunteer workers.

Community stakeholders

- ⇒ residents
- ⇒ government agencies and bodies
- ⇒ businesses
- ⇒ employers
- ⇒ visitors
- ⇒ retailers
- ⇒ sporting clubs
- ⇒ educational institutions
- ⇒ recreation groups
- ⇒ arts, music
- ⇒ societies
- ⇒ charities
- ⇒ welfare agencies
- ⇒ religious bodies
- ⇒ environmental agencies
- ⇒ community groups
- ⇒ indigenous groups



Community stakeholders

A stakeholder is a person or group that might be involved in, or is affected by, a decision. Your community has various stakeholders who might share similar views and values such as resident action groups, community service agencies and sporting clubs.

Your community might also consist of stakeholders on opposing sides. Stakeholders might clash because they have different values which can lead to varied opinions and protests over different issues. Do any of you remember the 'Occupy' protests in 2011?



6.03 A Sense of Community

Pressure and lobby groups

You may have already learned that thousands of pressure and lobby groups exist throughout Australia and operate as important community stakeholders. These pressure and lobby groups work to give people with different societal values voice and power and aim to redress social inequities.



There are hundreds of thousands of social entrepreneurs, employees and volunteers who are actively working in pressure and lobby groups to provide services for their client stakeholders. They strive to encourage change throughout communities locally, nationally and globally. The groups include environmental groups, arts organisations, targeted welfare agencies, animal rescue and welfare service providers, sporting and recreation clubs, youth support agencies, global charities and more.

Many of these agencies rely on fundraising, donations, government grants and distributions from charitable foundations and trusts to survive. They try to bring about change by grass roots action, activism, PR campaigns, lobbying the government and other influential stakeholders and other enterprising methods.

Often these organisations aim to be the conscience of society. They aim to fill the growing gap that exists between profit and people to ensure that harm and externalities are minimised. Many of societies' changes and improvements stem from the activities of community groups and organisations operating as pressure and lobby groups.

Pressure/lobby groups

- ⇒ Unions including the ACTU, THCA and others.
- ⇒ Industry Associations such as the National Farmers' Federation
- ⇒ Australian Conservation Foundation
- ⇒ Greenpeace
- ⇒ The Wilderness Society
- ⇒ RSPCA
- ⇒ Friends of the Earth
- ⇒ Gun Control Australia
- ⇒ Bicycle Victoria
- ⇒ Amnesty International
- ⇒ Human Rights Council of Australia
- ⇒ The Climate Institute
- ⇒ Public Transport User's Group
- ⇒ Sea Shepherd
- and many 1000's more.



Welfare/charitable agencies

These provide support, advice or services to clients with special needs.

- ⇒ Red Cross Australia
- ⇒ The Smith Family
- ⇒ Oxfam Australia
- ⇒ The Fred Hollows Foundation
- ⇒ World Vision Australia
- ⇒ Ozchild
- ⇒ Berry Street
- ⇒ The McGrath Foundation
- ⇒ Make a Wish Foundation
- ⇒ The Salvation Army
- ⇒ St Vincent De Paul Society
- ⇒ Care Australia
- ⇒ Youth off the Streets
- ⇒ Rotary
- ⇒ The Lions Club
- and many 1000's more.

Your community A

1. List some community groups/organisations that are part of your community. Summarise their aims. Find out who operates these and the source of their funding.

Community	Aims...	Operated by...	Funded through...
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2. Describe the benefits of 2 online or virtual communities that you are a member of.

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3. Describe the benefits of an online community you have joined in the last 12 months.

6.05 Community Issues

Competing interests

One of the drawbacks about living in communities is that people and organisations cannot always be relied upon to do the 'right' thing. This is because we live in a society that tolerates difference and which allows people to have divergent values.

However, people, groups and organisations might sometimes act in a way that causes harm to others in the community. These negative consequences to others (or externalities) are often unintended, unforeseen or just plain ignored - and sometimes downright unethical (but legal)!



New for 2013

Externalities

An externality is a secondary negative outcome that results from a commercial decision. Consumers, businesses, the government and other commercial participants often create externalities and leave other groups in society to monitor, minimise or 'clean-up' their externalities. For example:

- ✱ Car manufacturing/pollution or road trauma
- ✱ Mining/environmental degradation or infrastructure costs
- ✱ Cigarette production/health spending or littering
- ✱ Shopping/plastic bag waste or over-consumption
- ✱ Ecotourism/land spoiling or animal management issues
- ✱ Agriculture/salinity or global warming
- ✱ Takeaway food/packaging waste or obesity
- ✱ Gambling/crime or family breakdown
- ✱ Logging/habitat loss or species extinction
- ✱ Electricity generation & supply/CO₂ emissions or bushfire risk.



Producers often don't take externalities into account when planning their production. They don't factor in the costs of what they are doing to other community stakeholders. This cost, or externality, may be personal, social or economic.

So in response, pressure and lobby groups take up and champion the cause against externalities. These community groups do this because they hold a particular societal value. Sometimes they may even have a direct stake in the decision, such as when a local community fights against a certain commercial issue. i.e Tacoma vs McDonalds, or Coles Bay (in Tassie) vs plastic bags. Look these up! In other cases they may stand to gain from the pressure they apply, for instance local small traders protesting against big multinational companies.



Community problems/issues

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cost of living	racism	discrimination	public transport
work/life balance	youth un-employment	aged care	unemployment
homelessness	TAFE closures	animal welfare	family & relationships
access to education	workplace bullying	wealth inequality	substance abuse
crime & punishment	poverty	public transport	graffiti & vandalism
disengaged community	road safety	business ethics	local development
fitness & lifestyle	disability support	child-care facilities	recycling
personal safety	same-sex relationships	community security	online safety
online addiction	mental illness	corporate responsibility	environmental issues
gambling addiction			triple-bottom line

Community problems/issues A

As a class discuss the relevance of the community problems/issues listed above. Add 7 more which are relevant to communities that your class is investigating.

global poverty			

6.07 Community Issues

B Can you see a problem?

Briefly outline each of the problems/issues represented by these images and some potential impacts on the community. Add an image of your own that impacts on the community.



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Investigating issues C

Choose 2-3 of the issues listed on p.101 For each one undertake some research and complete the table below. Work in different pairs/groups for each issue.



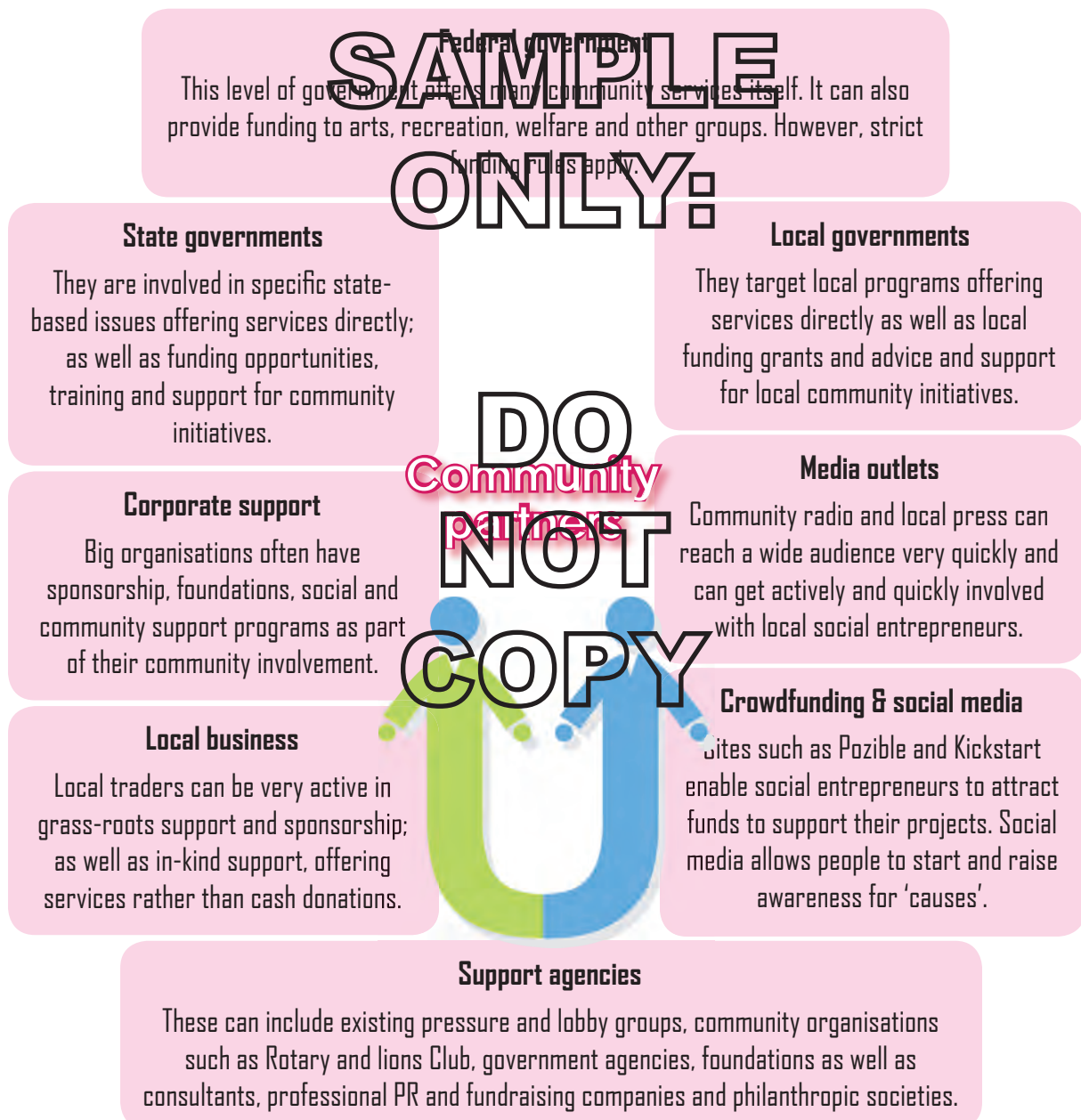
Team members:	Team members:	Team members:
Issue 1:	Issue 2:	Issue 3:
Summary:	Summary:	Summary:
Key stakeholder 1:	Key stakeholder 1:	Key stakeholder 1:
Role:	Role:	Role:
Key stakeholder 2:	Key stakeholder 2:	Key stakeholder 2:
Role:	Role:	Role:
Key stakeholder 3:	Key stakeholder 3:	Key stakeholder 3:
Role:	Role:	Role:
Possible solutions:	Possible solutions:	Possible solutions:
Other info/resources/contacts:	Other info/resources/contacts:	Other info/resources/contacts:

6.09 Community Partnerships

On your own?

Most people realise that they cannot tackle community problems and issues on their own. Sometimes an individual or a group creates the impetus for change and calls on a network of community partners to assist in various ways. You can develop external partnerships to find other like-minded people to assist you to develop a broader skills-base, to access services, to have greater access to funds and to also create opportunities to learn from mentors and other experienced community members.

There are a range of community partners who can assist you to help deal with community problems and issues. However, the challenge is to find out just who is suitable, available, affordable, timely and interested. So you better start doing some research.



Community partners **A**

As a class split into pairs or groups and research 2 of these types of community partners.

1. Summarise the information using the headings in the table.
2. Discuss with the class and develop a database of information, resources and contacts.
3. Invite one of the partner stakeholders to address the class and advise on your project.



Type of community partner:		
Name:		
Web:		
Location:		
Aim/mission:		
Key people:		
Key activities/ services:		
Ways that it could assist with the complex community project:		
Online resources that we can use:		
Key contact details:		
Other relevant info:		

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6.11 Community Partnerships

B Community partners in action

In your workbooks answer the following questions for each of the social enterprises in this article. You might set up a table or use point form.

1. Describe the overall aim/objectives of this social enterprise.
2. Outline the activities and/or operations of this social enterprise.
3. Discuss how this social enterprise works with various community partners to provide its services.
4. Use evidence to describe the effectiveness of these community partnerships.



Extension

New for 2013

1. Find out more about or SecondBite or Clean Up at their websites. Working in teams, present a 20-point presentation to the class to fully explain one particular aspect of the enterprise's operations.
2. Research a similar social enterprise (perhaps one that is operating locally) and answer questions 1-4 above. Prepare a 20-point presentation to the class.
3. Get hold of episodes of the TV series *Secret Millionaire*. Discuss the issues and socially enterprising responses shown in these episodes.

Second Bite

Each week in Australia, thousands of tonnes of food goes to waste, while tens of thousands of families and individuals do not have access to a regular, safe and nutritious food supply. Wouldn't it be better if this food could somehow find its way to those in need?

In 2005, Ian and Simone Carson in Melbourne formally established the fresh food rescue organisation SecondBite, because they could no longer watch good food go to waste. When it first started, SecondBite was 100% volunteer run. But by 2006 the enterprise had grown so much that it needed to employ its first paid staff member.

By 2011 SecondBite was 'rescuing' almost 100 tonnes of food daily from donors such as farms, markets, retailers, catering companies and food transport groups such as Woolworths, Bakers Delight, Aussie Farmers Direct and many others.

SecondBite works collaboratively with other agencies such as charities, welfare and community groups. SecondBite operates with the support of over 400 active volunteers.



Since its creation, more than 2,000 tonnes (about 75% fresh fruit and vegetables) has been delivered to charitable agencies such as Sacred Heart Mission, National Street Soccer and the Asylum Seeker Resource Centre. These agencies provide community meals, food parcels, breakfast programs, outreach services and cooking classes to vulnerable Australians. Agencies are guaranteed a regular supply and are supported with additional nutrition information and fruit and vegetable guides. Since 2006, the value of food provided to this sector is approximately \$6 million; i.e. \$150,000 of fresh food per month (at \$3/kg).

SecondBite uses three major types of partnership support.

1. Food donors such as farmers, markets, food retailers, caterers and food manufacturers.
2. In-kind supporters such as professional service providers, designers, transport services, equipment and consumable suppliers.
3. Supporters who provide donations and financial assistance, media and publicity.

As partners donors supply the food, volunteers sort the food and run the database and accounts, financial and pro-bono service providers fund and provide transport vans, cool rooms and help fund staffing and media agencies help build PR, word-of-mouth and so on

SecondBite is, in effect, a major logistical feat. Managing the process of food collection, sorting and distribution requires a truly enterprising approach. SecondBite has developed into a national organisation with a local focus. It has even developed a research and development department to innovate new fresh food rescue models, food skills and nutrition programs.

"We want to provide great tools to empower the community and think creatively about solutions to food waste and poor community nutrition".

Sources: www.secondbite.org
www.secondbite.org/about_us

Clean Up Australia

Community groups face significant financial constraints and may consist of paid staff and many volunteers. Workers often need to have people-centred and generalist skills.

One example of extremely enterprising behaviour in a non-commercial setting is that of Clean Up Australia.

Clean Up Australia originated from an idea by Ian Kiernan in 1989 to make a difference in his own 'backyard', Sydney Harbour. Kiernan organised a community event with the support of a committee of friends, Clean Up Sydney Harbour. The event attracted an overwhelming public response with more than 40,000 people volunteering to clean up the harbour. A year later almost 300,000 volunteers participated in first Clean Up Australia Day - which is now the Australia's largest community-based environmental event.

In 2011 the Clean Up Australia Day event included 562,000 volunteers at 7,400 sites Australia-wide, who picked up 16,280 tonnes of rubbish.

Clean Up Australia Day's ongoing success is due to the efforts of many participants and key partner stakeholders. With a team of just 8, each employee of the Clean Up organisation needs to have a client focus, to be a team player and have written, oral, computer and presentation skills.

As at 2011 the major sponsor of Clean Up Australia Day was the Commonwealth Bank. Qantas was the 2010 'Foundation Partner' and McDonald's, Veolia Environmental Services and Sanyo were also sponsors.

Community enterprises often require support-in-kind whereby organisations donate goods and services. In 2011, Clean Up Australia enjoyed the support of ProChoice Safety Gear, Shop-A-Docket, Stockland, Look Print and Becton Dickinson medical supplies. People can also donate or leave bequests to the campaign.

The campaign works at a grass-roots level by having partners such as Australian Local Government Association, Girl Guides Australia, Scouts Australia, Australian Industry and others, including over 2,000 schools. Many local enterprises also donate time and money as business supporters. And of course almost 600,000 volunteers pitch-in to make a difference in their local communities.

Clean Up is also involved in other campaigns and initiatives beyond Clean Up Australia such as Clean Up the World and Clean Up Mobile Phones.

In 2011, 53% of the organisation's funding came from corporate sponsorship and 37% from in-kind contributions, with just 0.3% from government sources!

77% of the Clean Up organisation's funds were spent directly on campaign delivery and 14% on administration (i.e. the cost of running the organisation, including paid staff.)

Source: www.cleanup.org.au/auv



6.13 Analysing Issues

Information

As part of your complex community project you will need to research information and analyse this in a fair and unbiased manner. To facilitate this you should:

1. Ask an expert or someone with experience in the field
2. Research information from books, newspapers, journals and other printed sources
3. Use online sources to find out information.

As always, take care when researching information online.

You must be able to demonstrate good research skills which requires you to be discerning, critical and analytical.

These tips below are not new...but are still relevant!



"Ask your librarian - this is their field of expertise."

PREVIEW

Googling

Just because a piece of information comes up first or early on a Google search it doesn't mean that it is necessarily the best, most accurate or even an unbiased resource. Many organisations have large marketing budgets and search engine optimisation tactics designed to ensure a top Google rating.

Whereas, small community groups may not show up initially. Also look for .org URLs.

SAMPLE ONLY!

Finding facts

If you need to find out facts then use reputable, long-standing and verified sites. Many bloggers, Wikis and online fans just copy their facts from other sites. And then others copy this, and so on. But the more something is copied, the less accurate it becomes.

DO

NOT

COPY

Company information and PR

Company sites will get an early hit on search engines but they are only likely to tell you one side of a story. Try for newspapers or university sites. Be careful with online journals, some may represent a particular viewpoint.

Wikis

Be careful with online encyclopedias and Wikis. Anyone can write or edit them so are they are written by accurate, unbiased sources? Use Wikis as a starting point. Check other sources as a cross reference, such as a legitimate encyclopedias.

Plagiarism

Don't copy; extract facts, ideas and other information but ensure that the work you submit is your own. You are not likely to write like that. Draw on a few sources rather than one. Here's a free tip: Many students forgot to take out "we" when talking about company information.

Social networking

Be aware that viral marketing techniques dress up advertising, marketing and PR as information or as chat in blogs and forums and on Twitter, Facebook, Flickr, RSS, ustream and YouTube. Many 'real-person' sites and posts that talk-up companies or their products are often paid PR firms pretending to be a hipster dude or cool chick. (See: sock-puppeteering and astroturfing).

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Fact or fiction?

Issues are never really simple and always have two, or more sides to them. Therefore it is important that you can analyse information so as to present an unbiased and balanced point of view.

One of the main problems is that claims are presented as 'facts' when they are really just advertising, spin, opinion, conjecture, anecdote, hyperbole, misinformation or in some cases, downright lies.

You should already know this, but when analysing information it is important that you can identify and deal with bias. A lot of media and online information carries a bias, as does information disseminated by community members and other stakeholders who have a vested interest in distorting the facts. Can you spot the difference? So always ask yourself:

1. **Authority:** Are they in a position to know?
2. **Vested interest:** What's in it for them?
3. **Independence:** Who's 'voice' is being used?
4. **Evidence:** Are real statistics provided or just anecdotes?
5. **Verification:** Has it been, or can it be proven/disproved?
6. **Media:** How is it being communicated?

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Analysing an issue

**What is the issue?**

- ⇒ In one sentence clearly explain the issue as a question, without taking sides.
- ⇒ e.g. Can cyberbullying be prevented by the social media sites themselves?

Who are the stakeholders?

- ⇒ List all the parties that are involved and/or impacted upon by the issue.
- ⇒ Without taking sides, describe their role in the issue or how they will be effected.

What are the facts?

- ⇒ Find out and/or describe any facts (not opinions) regarding the issue.
- ⇒ Do this without taking sides. You might be describing some statistics or numbers.

What are the main opinions?

- ⇒ Find out and/or describe any strong opinions related to the issue.
- ⇒ Do this without taking sides. You might have to interview people and take notes.

Conclusion & summary/recommendations

Depending on your brief you should either:

- ⇒ Prepare a conclusion that summarises the issue and/or...
- ⇒ Make recommendations based on your analysis of the issue.

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6.15 Analysing Issues

A Analysing an issue

You are required to investigate a community problem or issue. Complete the following table. This issue may go on to form the basis for your complex community project.

<i>What is the issue?</i>
<i>Who are the key stakeholders and what are their roles?</i>
<i>What are the facts surrounding the issue?</i>
<i>What are the main opinions related to the issue - both for and against?</i>
<i>How would you summarise the issue and/or what recommendations can be made?</i>

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Community Issues & Partnerships AT1

⇒ Task overview

You are required to prepare and present a report that researches and analyses a community problem or issue. The report should also investigate community partnerships that could help address this issue. You must negotiate the problem or issue you are investigating in consultation with your teacher.

⇒ Task requirements

As part of the report you must:

1. Identify appropriate research methods.
2. Critically analyse a community problem or issue.
3. Research the roles of potential support/community groups in relation the problem or issue.
4. Identify external partnership opportunities; develop goals and objective of the partnership arrangement and implement and evaluate strategies to maintain these partnership arrangements relevant to the problem or issue.
5. Evaluate the effectiveness of the external partnership arrangement.
6. Use appropriate ICT to report on your findings.

Tips: You might have already gone some way to answering points 1-5 when completing various activities in section 6. Use the boxes below to start drafting important task and planning information to use as the basis of your report.

List any important task information given by your teacher here.

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1. Describe the research methods I/we will use & resources. (What, who, when & how?)

6.17 Assessment Task

2. Critically analyse a community problem or issue.

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3. Research the roles of potential support/community groups re: problem or issue.

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4a. Identify external partnership opportunities... re: problem or issue.

4b. Develop goals and objective of the partnership arrangement... re: problem or issue.

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4c. Implement and evaluate strategies to maintain these partnership arrangements... re:
problem or issue

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5. Use criteria to evaluate the effectiveness of the external partnership arrangement.

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6. Plan my/our report presentation incorporating ICT.

6.19 Self-Assessment

Self-Assessment Pro-forma

Which personal development skills did I most develop during this unit?

→ _____

→ _____

→ _____

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Which tasks did I perform best at during this unit?

→ _____

→ _____

→ _____

Which tasks did I most enjoy doing and why?

→ _____

→ _____

→ _____

Which tasks (if any) did I least enjoy doing and why?

→ _____

→ _____

Which areas do I need to improve upon for next unit?

→ _____

→ _____

→ _____

Signed: _____ Date: _____

Personal Development Senior: Community Project

7

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Activity	p. Due date/Done?	Comment
7.02A Community project info	117	
7.05A Community project mix & match	120	
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7.14 To-do list	129	
AT2 Complex Community Project	130- 131	
7.17/ 7.18 Project Planner	132- 133	
7.19 PODR Journal	134	

Comments:

7.01 Effective Planning

Complex community project

For PDS Senior: Unit 2 you are required to plan, organise and complete a complex project utilising project management skills. This task requires you to manage this project autonomously. This doesn't mean that you do the project all on your own, but rather that you have full responsibility for the outcomes of this project, as part of a team, under direction from your teacher and other relevant supervisors.



You wouldn't swallow an apple whole, without any bites, would you?

You are already well aware that you will need to put in a lot of work prior to actually doing the project. New for 2013, of this preparatory work involves planning and then organising to enable your team to achieve the goals and objectives associated with the project.

As you already know the best way to achieve long-term goals is to break them down into shorter more achievable day-to-day goals. This supports your planning and helps you move to organising and then doing phases as part of the PODR process. You are also expected to be able to review your progress throughout all stages of the project and make necessary adjustments where needed.

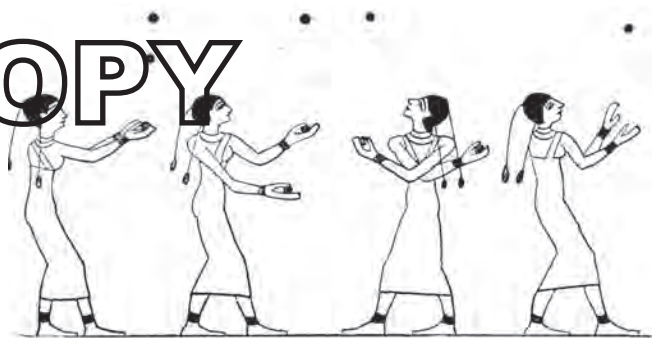
PREVIEW
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Project management

In order to effectively plan, organise and do your complex community project you should adopt a project management approach.

A project management approach includes planning and organising all the tasks, activities, resources, skills and responsibilities that are associated with the project. These can be listed under 4 different project management categories:

1. **Task management:** All the activities that need to be done at different stages of the project.
2. **Equipment management:** The various assets, tools and other equipment needed to undertake the project and their associated costs.
3. **Materials management:** Consumables and other inputs that are used up as part of the project and associated costs.
4. **People management:** The various tasks and responsibilities assigned to team members.



Of course an overriding project management requirement is that of effective **time management**. This includes estimating and scheduling using rosters, to-do lists, timelines, diaries and other time management tools.

You will also have to develop a back-up or contingency plan that you can implement in case various things go awry when undertaking your project.

Planning timeframes

Strategic (long-term)

- ✓ Determine the timeframe needed to achieve the overall, long-term goal, starting from the initial planning phase, right through to project completion.
- ✓ For your complex community project this timespan is likely be about 3-4 months (if project is to be completed within 1 semester) or 8-9 months (if to be completed over the whole year).

Tactical (mid-term) New for 2013

- ✓ Break down the long-term goal and structure it into a series of smaller stages.
- ✓ For your complex community project you should organise this timeline on a week-by-week basis (for a single semester project) or a 2-weekly basis (for a 2 semester project).

Frontline (day-to-day)

- ✓ Each of the tactical goals should be further broken down and organised into achievable and doable timeframes.
- ✓ For your complex community project these should be organised, rostered and of course, completed on a daily, hourly or even shorter (15-30 minutes) basis.

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Community project intro

A

After discussing the complex community project as a class and with your teacher, list your major objectives/requirements for this project for this unit. List any important timeframes.

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7.03 Planning Community Project

PDS Senior - Complex community project

You should use the tools and pro-formas in this section to assist you to plan, organise, do and review your complex community project. You might have actually used many of these tools before when completing other projects or activities throughout your VCAL program. Therefore it is expected that you will be familiar with each of these. If not, your teacher can give some more explanation to help refresh you.

It is highly recommended that you make copies of each of these pro-formas and create a bound booklet. Use this booklet to collate all your PODR activities throughout the project.



2. PODR Brainstorm, p.121

3. PODR Planner, pp.122-3

4. TEMP-O, p.123

5. Timeline Planners, pp.126-7

5. Activity Action Roster(s), p.129

6. To-do List(s), p.129

7. Team Evaluation, p.146

PODR Journal(s), p.134

Project Planner, p.132-133

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Completed ongoing throughout PODR process

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The project focus...

Community problems or issues might include...

- | | | |
|---|---|---|
| <input type="checkbox"/> environmental issues | <input type="checkbox"/> access to community services | <input type="checkbox"/> educational issues |
| <input type="checkbox"/> poor recreational facilities | <input type="checkbox"/> community poverty | <input type="checkbox"/> crime and punishment |
| <input type="checkbox"/> public transport issues | <input type="checkbox"/> sporting/community clubs & involvement | <input type="checkbox"/> public safety/personal security |
| <input type="checkbox"/> aged care issues | <input type="checkbox"/> volunteer support | <input type="checkbox"/> youth unemployment |
| <input type="checkbox"/> community isolation | <input type="checkbox"/> road driver and passenger safety | <input type="checkbox"/> graffiti and vandalism |
| <input type="checkbox"/> natural disaster prevention/recovery | <input type="checkbox"/> substance abuse issues | <input type="checkbox"/> inappropriate public development |
| <input type="checkbox"/> animal welfare concerns | <input type="checkbox"/> youth related issues | |
| <input type="checkbox"/> animal rights | <input type="checkbox"/> mental health awareness/depression | |
| <input type="checkbox"/> lifestyle issues | <input type="checkbox"/> cyberbullying & harassment | |
| <input type="checkbox"/> charity support | <input type="checkbox"/> community isolation | |
| <input type="checkbox"/> welfare programs | <input type="checkbox"/> work/life balance | |
| <input type="checkbox"/> homelessness | | |
| <input type="checkbox"/> public safety | | |
| <input type="checkbox"/> online safety | | |

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The project method...

Complex community projects that could address these issues may include...

- | | |
|---|--|
| <input type="checkbox"/> public relations campaign | <input type="checkbox"/> environmental training program |
| <input type="checkbox"/> fundraising activity | <input type="checkbox"/> environmental renewal project |
| <input type="checkbox"/> community service program | <input type="checkbox"/> environmental awareness campaign |
| <input type="checkbox"/> community support project | <input type="checkbox"/> cross-cultural awareness campaign |
| <input type="checkbox"/> volunteer program | <input type="checkbox"/> art exhibition |
| <input type="checkbox"/> mentoring program | <input type="checkbox"/> community gardening |
| <input type="checkbox"/> cross-age tutoring | <input type="checkbox"/> primary-school mentoring |
| <input type="checkbox"/> peer-support leadership | <input type="checkbox"/> coaching/lifestyle clinics |
| <input type="checkbox"/> enterprise activities | <input type="checkbox"/> child sponsorship |
| <input type="checkbox"/> ongoing micro-business | <input type="checkbox"/> _____ |
| <input type="checkbox"/> crowd-funded enterprise | <input type="checkbox"/> _____ |
| <input type="checkbox"/> recycling program | <input type="checkbox"/> _____ |
| <input type="checkbox"/> community awareness campaign | <input type="checkbox"/> _____ |
| <input type="checkbox"/> community TV and radio involvement | <input type="checkbox"/> _____ |
| <input type="checkbox"/> advertising campaign | <input type="checkbox"/> _____ |



7.05 Planning Community Project

The project outcomes...

Project communication outcomes could involve one or more of...

- | | | |
|--|--|---|
| <input type="checkbox"/> sustained presentation | <input type="checkbox"/> theatre/dramatic play | <input type="checkbox"/> competitions |
| <input type="checkbox"/> web site | <input type="checkbox"/> comic/graphic novel | <input type="checkbox"/> luncheon/morning tea |
| <input type="checkbox"/> social media page | <input type="checkbox"/> artwork/mural | <input type="checkbox"/> _____ |
| <input type="checkbox"/> app | <input type="checkbox"/> zine/booklet | <input type="checkbox"/> _____ |
| <input type="checkbox"/> advertisement | <input type="checkbox"/> training session | <input type="checkbox"/> _____ |
| <input type="checkbox"/> PR campaign | <input type="checkbox"/> recreational event | <input type="checkbox"/> _____ |
| <input type="checkbox"/> seminar | <input type="checkbox"/> fundraising events | <input type="checkbox"/> _____ |
| <input type="checkbox"/> information session | <input type="checkbox"/> documentary | <input type="checkbox"/> _____ |
| <input type="checkbox"/> education program | <input type="checkbox"/> school magazine | <input type="checkbox"/> _____ |
| <input type="checkbox"/> video production | <input type="checkbox"/> game | <input type="checkbox"/> _____ |
| <input type="checkbox"/> music/dance performance | <input type="checkbox"/> blog | <input type="checkbox"/> _____ |

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A Community project mix & match

1. Discuss each of these lists as a class. Add some other ideas to each of these 3 lists.
2. Try mixing and matching from each of the 3 lists. Use the table below.
3. Use cut-out cards featuring each of these ideas to mix and match to generate to some random match-ups for ideas (your teacher might supply these).

Focus...	Method...	Outcome(s)...

List the main tasks that might be required in each of the 4 PODR phases for your complex community project. (Tip: You can use some of the task skills listed on p.125 as a guide.)

1. Planning Phase

2. Organising Phase

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3. Doing Phase

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4. Reviewing Phase

7.07 PODR Pro-Forma

PODR Pro-forma: Group Project

Use this planning and goal-setting pro-forma when organising a project. Enlarge it to A3.
When finished present this to your teacher for checking and discussion.

Planning:

Write a brief description of your project. What is your key goal/objective?

Which students are involved? What skills/expertise/background do you and they have?

New for 2013

How will the project assist you to complete the Learning Outcome?

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Organising:

What equipment do you need? How will this be supplied? What are the costs?

What other inputs and consumables do you require? How will these be supplied? What are the costs?

Who else is involved in or affected by the project?

What are the specific roles and responsibilities of each person as part of this project?

What is the general timeline and when do tasks have to be done by? (Attach separate page if required.)
Will this involve classes being missed? How can this be organised?

What are some potential safety hazards and legal requirements and how will you deal with them?

What permission is needed? When will this be discussed and negotiated with your teacher?

PODR Pro-forma: Group Project (cont.)

Use this planning and goal-setting pro-forma when organising a project. Enlarge it to A3.
When finished present this to your teacher for checking and discussion.

Doing:

When will the project take place/what is the timeline?

What supervision is needed when carrying out the task?

New for 2013

Who will help supervise the setup, coordination and evaluate progress?

Who will do specific tasks and by when do these have to be done? Outline exactly what tasks need to be done, by whom and by when for your specific project ie: Complete an Action Activity Roster/ To-Do lists.

Reviewing:

When will a progress report be prepared and discussed with your teacher?

Who will help supervise the setup and coordination of the project and who will evaluate its progress?

Will a mentor/community partner have a role and if so who will this be?

Which criteria/key performance indicators will be used to monitor and evaluate progress?

When will a progress report be prepared?

What contingency or back-up is in place?

7.09 Effective Organising

Organising

Organising involves turning 'bigger' goals or plans into actions. A key organisational skill is the ability to turn these big plans into smaller, bite-sized achievable chunks.

Effective organising involves a project management approach. This includes developing action plans, mobilising resources and assigning people to the most appropriate tasks. When all the required tasks are well-organised the doing phase should run much more smoothly.

Some key project management components of successful organising are:

1. **Task Management:** Determining effective ways for getting the project done including using or developing systems, processes, procedures and other methods; and organising these and associated timelines.
2. **Equipment Management:** Identifying and costing the equipment and facilities that will be needed in order to successfully support the tasks associated the project; and organising these and associated timelines.
3. **Materials Management:** Identifying and costing any inputs, materials, stock and other consumables needed to undertake the project's tasks; and organising these and associated timelines.
4. **People Management:** Assigning team members and teams to various project tasks and monitoring and reviewing their performance and organising these and associated timelines.

Organising tools



Project Timeline Planner

- ✓ Use this to plan and record appropriate long term, mid-term and short-term timeframes.
- ✓ Set it out clearly, discuss with team and (if necessary) review it and then circulate to all team members. Then set diary, email or smart phone reminders.

Action Activity Roster

- ✓ Use this to plan, allocate and record overall task responsibilities and other important information. This can be done in team planning meetings.
- ✓ After these are completed, each team member should then write their own to-do list based on their role outlined in the Action Activity Roster.

To-do list

- ✓ Use these to ensure that you list all your requirements so that don't overlook any important tasks.
- ✓ List everything that needs to be done and appropriate details/deadlines; tick off each task as it is completed.
- ✓ To-do lists can also be used to help organise tasks in the right order.
- ✓ You can use a diary, notes or list app on your smart phone.

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Task skills A

- Below are 70 different and related tasks/activities that might be associated with a complex community project. Add 10 more of your own.
- Circle whether you feel you have a high, medium or low level of competency in each skill. How might you develop these skills? Initial who in your group might be most suitable to take responsibility for your complex community project.

Task skills	My skill level	Who?	Task skills	My skill level	Who?
1. Organise resources...	H M L		41. Develop marketing materials...	H M L	
2. Organise team members...	H M L		42. Brief team members...	H M L	
3. Organise travel times...	H M L		43. Prepare visual aids...	H M L	
4. Give oral presentations...	H M L		44. Check for safety...	H M L	
5. Take minutes...	H M L		45. Use multimedia...	H M L	
6. Use a phone effectively...	H M L		46. Organise music...	H M L	
7. Plan timelines...	H M L		47. Handle and collect money...	H M L	
8. Help people with problems...	H M L		48. Lead a team...	H M L	
9. Complete tasks on time...	H M L		49. Estimate quantities...	H M L	
10. Organise transportation...	H M L		50. Prepare food...	H M L	
11. Develop new ideas...	H M L		51. Fill in forms...	H M L	
12. Plan and organise rosters...	H M L		52. Develop web materials...	H M L	
13. Prepare written information...	H M L		53. Create apps...	H M L	
14. Negotiate permission...	H M L		54. Make posters...	H M L	
15. Work with other people.	H M L		55. Wrangle people...	H M L	
16. Use smart phone reminders...	H M L		56. Use office equipment...	H M L	
17. Allocate tasks...	H M L		57. Print handouts...	H M L	
18. Make appointments...	H M L		58. Organise guests...	H M L	
19. Plan and prepare budgets...	H M L		59. Plan a presentation...	H M L	
20. Hire rooms and facilities...	H M L		60. Record a presentation...	H M L	
21. Communicate task responsibilities...	H M L		61. Use PowerPoint...	H M L	
22. Write a speech/presentation...	H M L		62. Organise security...	H M L	
23. Use conflict resolution strategies...	H M L		63. Operate computer equipment...	H M L	
24. Record people's information details...	H M L		64. Contact clients & suppliers...	H M L	
25. Organise guest speakers...	H M L		65. Make announcements...	H M L	
26. Book facilities...	H M L		66. Troubleshoot technical issues...	H M L	
27. Hire equipment...	H M L		67. Use AV equipment...	H M L	
28. Introduce guests...	H M L		68. Clean up location...	H M L	
29. Host a function...	H M L		69. Return equipment...	H M L	
30. Confirm attendance/appointments...	H M L		70. Complete an evaluation...	H M L	
31. Be punctual/keep appointments...	H M L		71.	H M L	
32. Organise refreshments...	H M L		72.	H M L	
33. Use email professionally...	H M L		73.	H M L	
34. Use tools and equipment safely...	H M L		74.	H M L	
35. Understand another language...	H M L		75.	H M L	
36. Plan an agenda...	H M L		76.	H M L	
37. Follow an agenda...	H M L		77.	H M L	
38. Develop a project plan...	H M L		78.	H M L	
39. Use a diary/journal...	H M L		79.	H M L	
40. Contact members of a network...	H M L		80.	H M L	

7.11 Timeline Planners

Project Timeline Planner							
List all key dates, tasks, people and other important information. Tick-off completed tasks.							
week	Month/ Dates	Mon	Tue	Wed	Thur	Fri	Sat/Sun
e.g.	Aug 12th-18th	Aug 12/ 12.30 Group planning meeting in library.		Aug 14/ 9am Meet Richo to finalise draft PODR.	Aug 15/ 3.30 Draft PODR due to Mr Mc. Smitt. (set reminder)		
1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Daily Timesheet - Task Planner

Name: _____ Project: _____

Day: _____ Date: _____ Task: _____

Time: Use 15 or 30 min blocks.	Brief Description of Task	Person(s) responsible?	Equipment/inputs needed?	Other information?	Duration	Done/initials
eg 8.01-8.30am	Set up chairs for presentation.	MC	chairs	need to set out at least 50	15-30 mins	MC
eg 8.01-8.30am	Get video projector and laptop ready.	RS & JP	Data projector, laptop, cables.	Need to test the lighting as well.	15-30 mins	RS
<p>New for 2013</p> <p>PREVIEW</p> <p>SAMPLE</p> <p>ONLY:</p> <p>DO</p> <p>NOT</p> <p>COPY</p>						
Total Time spent on task today:		List tasks not yet finished:				
Other information:						
Student signature:			Supervisor's signature:			

7.13 Effective Organising

A TEMP-O

Use this TEMP-O to help organise the complex community project..

1. Tasks
(What, when & how?)

2. Equipment
(What, when & \$?)

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ONLY:

3. Materials
(What, when & \$?)

DO

4. People

(Who's responsible, who supports, who checks? Note: You can write the initials for those responsible in the other boxes.)

NOT

COPY

Activity Action Roster						
Activity: _____			Task: _____			
Supervisor: _____			Supervisor's phone: _____			
Task (The action)	By? Day/date & time	Person(s) responsible?	Equipment/ money/inputs	Other information	When? Day/date & time	Done? /initials
New for 2013 PREVIEW SAMPLE ONLY:						

[illegible]

7.15 Assessment Task

AT2 Complex Community Project

⇒ Task overview

You are going to undertake a **complex community project**. Your teacher will inform you of the size and composition of your work teams. (Note: If you haven't yet participated in a group or team project then you will likely work in a group situation.)

You will need to consult and negotiate with your teacher about the suitability of the complex community project in which you will be required to participate. It might be the case that your project aims to address the community problem or issue that you investigated in Section 6 and as part of AT 1.

In some cases your school will have already determined this project for you and it could take the form of a whole-class project. In other cases you might have to plan and organise a project related to a context that you have been studying such as community engagement, active citizenship, social awareness or civic and civil responsibility.

⇒ Task requirements

- i. Use the **PODR** planning process (on pp.122-123) to guide your planning. Perhaps enlarge each page to A3. This planning process is very similar to the steps involved in unit 1. However, this process is more complex because you now have more planning tools at your disposal
- ii. Tick-off each task as it is negotiated with, and approved by, your teacher. You might also have to add some tasks at each of these PODR stages depending on your particular project.
- iii. Your teacher might start you planning this complex community project early in the unit and have you continue your **planning** and **organising** on an ongoing basis leading up to the **doing** phase.
- iv. You have to complete the evaluation report questions on p.131 as part of the **reviewing** phase
- v. In conjunction with this complex community project you may also be required to complete *AT3: Sustained Presentation, p.156*.

Record important information here about dates, requirements, contact details and so on.

List some potential project ideas here.

Evaluation of Complex Community Project

Complete the following questions in your workbook to report on your project. Your teacher will inform you of the format for your final report, due date, word lengths and so on.

Format: _____ Draft date: _____ Final date: _____

Word length and/or presentation time: _____

Other information: _____

1. Overview

- a. Summarise the complex community problem/issue that you undertook.
- b. (If relevant) Describe the community problem/issue being addressed.
- c. (If relevant) Outline the research methods you and your team undertook to analyse the community problem/issue.

2. (If relevant) External partnership to raise awareness

- a. (If relevant) Describe the external partnership opportunities that you and your team utilised in relation to the community problem/issue.
- b. (If relevant) Outline the goals and strategies used to maintain these external partnerships.
- c. (If relevant) Evaluate the effectiveness of the external partnership in relation to raising awareness of a community problem/issue.

3. Planning and Organising

- a. Outline the key planning and organising strategies used by you and your group.
- b. Describe key external factors that impacted on the project. Explain any contingency or back-up plans that were developed and explain whether they were needed as part of the project.
- c. Use evidence to describe how successful you and your group were at planning and organising the project.

4. Teamwork Skills

- a. What were your roles as part of this project?
- b. Describe how your group negotiated and made decisions in order to achieve objectives associated with the project.
- c. Explain how your group used conflict management/resolution skills and strategies associated with this project.
- d. Evaluate the effectiveness of your team in relation to completing the project.

5. Communication

- a. Outline the format, media and content of your sustained presentation.
- b. Discuss the feedback you (the group) received from the audience (including the community partners) in relation to your communication of information.

6. Evaluation

- a. Use examples to illustrate the successes and shortcomings of you and your team.
- b. Summarise how well you and your team performed overall at this task. Complete the Team Member/Individual Assessment pro-forma on p.146.
- c. Suggest improvement strategies.

7.17 Project Planner

Name: _____

- ⇒ Number the steps in the most suitable order to support your completion of the project
- ⇒ Blank spaces have been left in this planner so that you can add stages if needed.
- ⇒ Your teacher might add, subtract or change steps depending on the nature of your project.
(Note: You should also complete a PODR Journal pro-forma for each day that you spend either planning, organising, doing or reviewing your project.)

Task	Details/Timelines	Done?/Date
Planning - Initial Stage		
<input type="checkbox"/> Participate in a discussion about the complex community project that you will undertake.	New for 2013	<input type="checkbox"/> /
<input type="checkbox"/> Choose appropriate team members. Consider a synergised team.		<input type="checkbox"/> /
<input type="checkbox"/> Choose some potential projects and discuss these with your team.		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
Planning - Development Stage		
<input type="checkbox"/> Select a possible project. Complete and submit a PODR - Brainstorm, p.121.		<input type="checkbox"/> /
<input type="checkbox"/> Fill-out a 'PODR' planning pro-forma, pp.122-3. Submit these to your teacher for advice and approval.		<input type="checkbox"/> /
<input type="checkbox"/> Complete a 'TEMP-O', p.128 and a 'Project Timeline Planner', p.126. Submit these for advice and approval.		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
Organising - Initial Stage		
<input type="checkbox"/> Organise meetings with any external partners; discuss with your teacher. (If not OK, go back a stage; you may need to redraft your 'TEMP-O' and 'Project Timeline'.		<input type="checkbox"/> /
<input type="checkbox"/> Identify any permissions, OH&S and legal issues that need to be sorted out.		<input type="checkbox"/> /
<input type="checkbox"/> Complete a revised 'PODR' planner and/or 'TEMP-O'. Submit for checking, advice and approval.		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /

Name: _____

(Note: You should also complete a PODR Journal pro-forma for each day that you spend either planning, organising, doing or reviewing your project.)

Task	Details/Timelines	Done?/Date
Organising - Development Stage		
<input type="checkbox"/> Start organising the project. Confirm group roles and discuss with your teacher. Use 'Activity Action Roster(s)', p.129.		<input type="checkbox"/> /
<input type="checkbox"/>	New for 2013	<input type="checkbox"/> /
<input type="checkbox"/> After roles have been agreed upon and allocated, team members need to draft 'to-do lists', p.129, for their roles; supported by daily timesheets, p.127.		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
<input type="checkbox"/> Ensure that all relevant permissions, OH&S and legal requirements have been sorted out.		<input type="checkbox"/> /
<input type="checkbox"/> Anticipate and discuss potential problems; plan back-ups or contingencies. (e.g. To cover team absences.)		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
Doing stage (You should list tasks that are specific to the project you are undertaking.)		
<input type="checkbox"/> If all is approved and ready, then undertake the project. Use 'to-do lists' to manage the doing phase.		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
Reviewing stage		
<input type="checkbox"/> When finished, complete evaluation questions and pro-formas. Your teacher will discuss your reporting requirements.		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /

7.19 PODR Journal

PODR Journal (Plan-Organise-Do-Review)

(Copy and complete one of these journal records for each day that you spend any time on your PDS project.)

Name: _____ Project: _____

Who else is involved?	Day:	Date:
	Time from:	Task no:
	Time to:	Duration:

Plan...

- ⇒ List broader goals/objectives you are planning to achieve.
- ⇒ Include broad timelines and other information.

New for 2013

Organise...

- ⇒ List specific tasks that must be done.
- ⇒ Develop an action plan with dates, times, resources responsibilities, etc..

Do...

- ⇒ Create to-do lists.
- ⇒ Tick these off as tasks are done.
- ⇒ Include any people, resource & equipment needs.

Review...

- ⇒ Reflect/comment on what went well.
- ⇒ If things didn't go too well outline changes that might need to be made.

Next task...

- ⇒ Which is the next task that needs to be completed.
- ⇒ What arrangements are needed to move forward.

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SAMPLE

ONLY:

DO

NOT

COPY

Any other information?

Student signature: _____

Date: _____

Supervisor's signature: _____

Date: _____

New for 2013

**PREVIEW
SAMPLE
ONLY:**

**DO
NOT
COPY**