

PERSONAL DEVELOPMENT

VM 1&2

Unit 1: Healthy Individuals

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Personal Identity

1

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Activities 1: Personal Identity	p.	Due date	Done	Comment
1-2 U1: AOS1 - Requirements	3		<input type="checkbox"/>	
1A Personal identity	5		<input type="checkbox"/>	
1B Self	7		<input type="checkbox"/>	
1C Self-esteem and self-worth	9		<input type="checkbox"/>	
1D Same or different?	11		<input type="checkbox"/>	
1E Personal values	13		<input type="checkbox"/>	
1F Attitudes	15		<input type="checkbox"/>	
1G Behaviours	17		<input type="checkbox"/>	
1H Thinking about...	19		<input type="checkbox"/>	
AT1 Personal Profile: Who Am I?	20- 21		<input type="checkbox"/>	
R1 Review and Reflection	22		<input type="checkbox"/>	

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Comments:

1.01 Unit 1: AOS1 - Introduction

Unit 1: AOS1 - Personal identity and emotional intelligence

For Unit 1, **Healthy Individuals** you will explore the factors that drive personal identity and emotional intelligence, explain the key influencers on community health and wellbeing, and discuss the impact of technology on health and wellbeing.

In **Section 1: Personal identity and emotional intelligence**, you will start by exploring the concept of personal identity within different contexts. You will discuss the importance of values, attitudes and behaviours on personal identity. You will then be introduced to the concept of metacognition, and start to understand how to develop skills in communication, problem-solving and self-management.

At the end of this section, you will complete a graduated assessment that involves creating a personal profile.

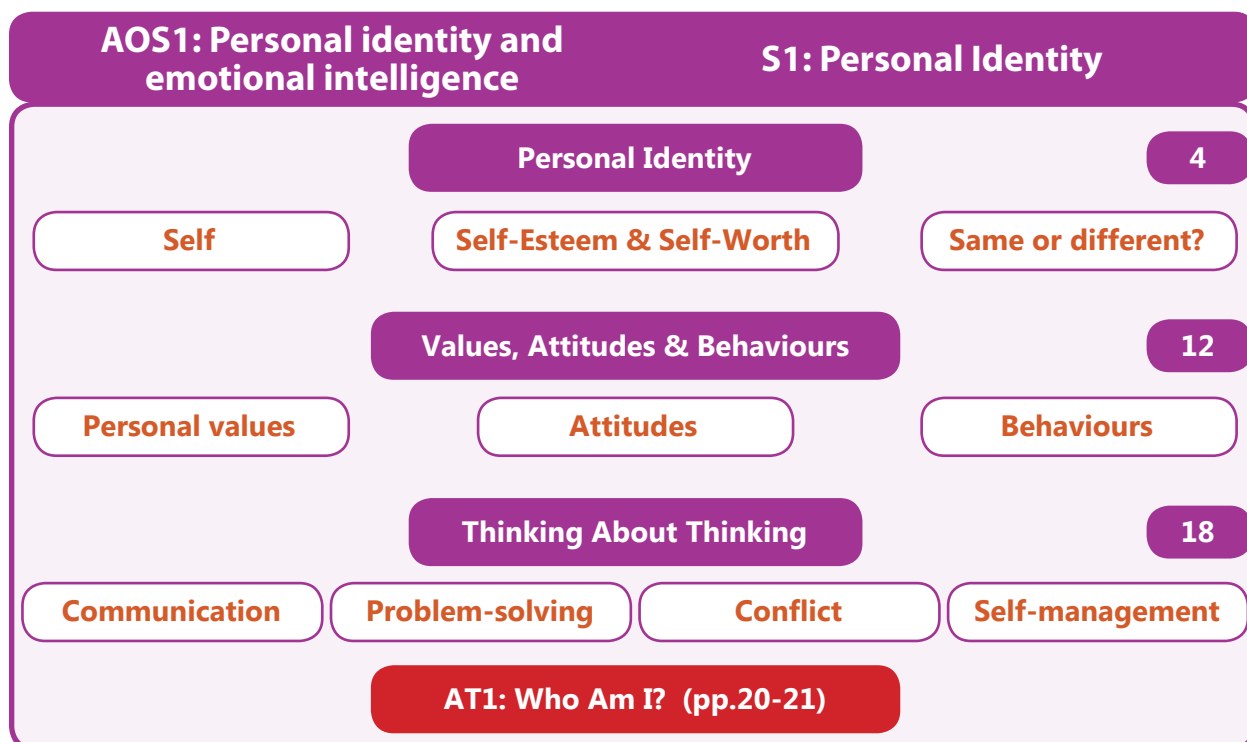
In **Section 2: Emotional Intelligence** you will explore the broader concept of emotional intelligence and understand the elements that drive emotional intelligence including empathy.

You will then identify emotional intelligence in different contexts and explore techniques to develop emotional intelligence through self-awareness. Finally, you will apply your understanding of emotional intelligence in different situations.

At the end of this section and area of study, you will complete an assessment based on creating a reflective journal to investigate, develop and apply the characteristics of emotional intelligence to varied contexts. This together with the graduated assessment in Section 1 will form your combined assessment for AOS1.

However, your teacher might modify or vary your assessments; or introduce different assessment tasks that are more suitable for you and your class.

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AOS1: Personal identity and emotional intelligence		S2: Emotional Intelligence	
Emotional Intelligence		24	
Self-regulation	Motivation	Self-awareness	Empathy
			Social skills
Emotional Intelligence: Contexts		28	
Personal situations	Family situations	Education situations	
Work situations	Social situations	Online situations	
Developing Emotional Intelligence		32	
Resilience	Communication	Strengths-based	
Problem-solving	Conflict resolution	Self-management	
Applying Skills		36	
Communication	Active listening	Non-verbal communication	Dealing with conflict
AT2: Emotional Intelligence Activity (pp.42-43)			

U1: AOS1 - Requirements 1-2

Your teacher will discuss the key requirements for successfully completing **AOS1: Personal identity and emotional intelligence** with your class. List these below.

S1: Personal Identity	S2: Emotional Intelligence

1.03 Personal Identity

Identity

So, who are you?

Well that's a pretty profound question to start off with. But the concept of personal identity is a key determinant in how we see ourselves.

Our personal identity is who we are now - and manifests in how we interact with the external world.

Our personal identity is dynamic, and not static. As people, we evolve over time. We develop, grow, mature and age. In some ways we get better. In some ways we decline. That's life.

But at the heart of the matter - it's who we are that drives us to feel, to connect, and to achieve in one way or another.

Personal identity is a product of a number of interrelated elements. These include:

- ⇒ **psychological** influencers such as our **personality**,
- ⇒ **genetics** influencers such as our **predispositions**,
- ⇒ **interpersonal** influences such as our ability to form **relationships** with others, and
- ⇒ **cultural** influences such as our nationality, ethnicity and community.

When it comes to analysing the individual 'self', there is a range of different factors that can shape personal identity. Below is a starting list, and one way (but not the only way) of grouping different factors.

🧠 So which factors have already shaped you? And what factors will continue to influence, shape and drive your own personal identity?

Personal Identity: Factors

Familial factors

Including upbringing, relationships, care and support.

Internal factors

Including our values, beliefs and attitudes.

Physiological factors

Including health, fitness and our physical appearance.

Relationship factors

Including connection, caring and love.

Ethnographic

Culture, ethnicity and in some cases, race.

Spiritual factors

Including meaning, beliefs and religion.

Social factors

Including communities, social values and the media.

Psychological factors

Including our personality and genetic influences.

Image: Monkey Business/Depositphotos.com

1. What are the key **elements** that combine to **form personal identity**?

2. Why is our **personal identity dynamic** and not static?

3. List words or short phrases that come to **your mind** for each of these **factors** that can influence **personal identity**. Add any other that might suit you better.

Internal factors	Familial factors	Physiological factors
Ethnographic factors	Relationship factors	Social factors
Spiritual factors	Psychological factors	Other factors

FULL DRAFT
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4. So, ok then - 25 words or less - **who are you?**



1.05 Self

Concept of self

The key element in our personal identity is our own sense of self. As humans, we have consciousness. This consciousness allows us to think and act in the interest of ourselves and for others.

Our **sense of self** can be influenced by how we perceive (or feel) about ourselves in relation to things such as our **personality**, our **intelligence**, our physical **appearance**, our **spirituality**, our ability to **relate to other people**, our willingness to **support others**, and many other factors.

What we are finding is that many people, and especially (but not only) younger people, are relying on **social media** to develop and communicate their sense of self. Now this is not a bad thing in itself, because having a **positive self-concept** is important for **emotional health** and **wellbeing**.

However, the risk is that these behaviours can lead to the development of the traits associated with **narcissism**. This means that people risk becoming too self-conscious, too self-obsessed and too self-absorbed.

Listed below are a number of words that when joined to the word 'self' can take on a specific meaning. Some of these 'self' terms describe **positive traits**, whereas others may be considered to be more descriptive of **negative traits**.

As you discuss these with your teacher, it is important to remember that we all need a healthy **balance** of these **self-traits**, otherwise our self-concept may become quite distorted. This balance is a vital element of **emotional intelligence**.

So which of these relates to you?

respect

esteem

belief

reflection

indulgent

discipline

assured

secure

absorbed

aware

conscious

critical

interest

reliant

control

sufficient

pity

opinionated

motivated

Image: Scott Griessel/Creatista/Depositphotos.com

1. Research the **meaning** of any of the **'self' terms** from p.6 that you are not aware of. **Add 1 more** of your own that might be relevant.
2. Rank yourself for **each** of those terms from 1 (low) to (10 high).

3. Choose 3 of these **'self'** terms and describe how each is a **positive personality trait**. Give an example of how this term relates to **your own personal development** and **sense of self**.

Self term	Description as a positive	Example related to me

4. Repeat this for 3 of the terms that could be described as a **negative**.

Self term	Description as a negative	Example related to me

1.07 Self-Esteem and Self-Worth

Self-esteem

If you think about those self terms you just investigated, each can be said to relate to your self-esteem.

The term **self-esteem** simply refers to how we think or feel about ourselves. e.g. Chris says: "I am a good person."

Self-esteem involves judgement; our own **self-judgement**. e.g. Chris says: "I am so handsome."

Self-esteem can grow based on **acknowledgement** and **achievement**. And that acknowledgement or achievement may come **internally**, from within ourselves. e.g. Chris says: "I aced that Numeracy quiz the other day."

That acknowledgement or achievement might also come **externally**. e.g. Chris's parent says: "You did well on that Numeracy quiz you are so smart - clever child of mine."

Building self-esteem is a tricky act. Too little and we risk having **low esteem** which can hold us back in life, in relationships and in education and work.

But too much self-esteem and we risk being **self-absorbed**, which can make us cocky, opinionated and narcissistic.

Now let's put Chris's esteem comments together. I am a good person. I am so handsome. I aced the Numeracy quiz. I am so smart. I am a "clever" child."

🧠 Now would you post that on social media? What arguments would you give to Chris?

Self-worth

Self-worth refers to the general feeling of pride or 'rightness' that we 'carry' in relation to our personal self.

If we think of baking a cake, then self-esteem factors are all the ingredients, processes and steps that go into making the cake.

Self-worth might then be said to be the cake itself. Is it a good cake, or a bad cake? Is it nice, or nasty? Is it good enough to serve? Do others like it? Do I even like it myself?

We all carry an **internal critic** of ourselves inside our heads. That critic is there to make **evaluations** and **judgements** as part of healthy **self-reflection**.

But at times our internal critic might get a lit bit out of balance. Too much **self-criticism** or too much **self-congratulation** might distort our sense of self-worth in different directions.

🧠 A true critic, **critiques**, rather than criticises. What is the difference?

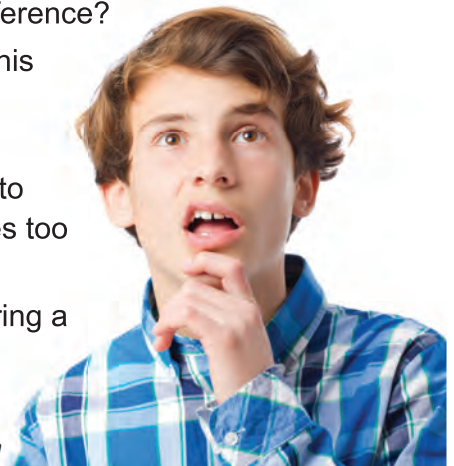
And of course, we measure our self-worth against others. This **external comparison** is magnified in the **digital age**. This means that the **noise** of **external** critics gets **amplified**.

We can very quickly judge ourselves too harshly compared to others and put ourselves down. We can also judge ourselves too favourably against others, and elevate ourselves too highly.

And that cake? Well, judging external self-worth is like entering a cake show. It's risky and open to comparison and criticism.

Again - that's life. How we deal with it, that is the challenge.

Image: kues/Depositphotos.com



1. What are **self-esteem** and **self-worth**?

2. Identify key **influencers** and **actions** that can help **build** positive **self-esteem** and **self-worth**; as well as those that may **harm self-esteem** and **self-worth**.

Positive influences and actions	Negative influences and actions

3. List 3 **positive** statements that describe your own level of **esteem** and **worth**.

A key personal strength of mine is ...

I can be relied upon to...

I am quite well-skilled at...

4. In pairs discuss these **case studies**. Make notes, then report back to the class.

- Identify **influencers** that are leading to **improved** self-esteem and self-worth.
- Identify **influencers** that are **harming** self-esteem and self-worth.
- What **advice** would you give to each of these guys to help them better focus on achieving **positive self-esteem** and **self-worth**?

Johan is focused on his appearance and follows a strict diet and lifestyle to ensure that his skin looks good and also to maintain his fit and lean physique. Johan has a lot of followers on Instagram and TikTok and posts daily images and videos doing his make-up routine, and working his abs (shirtless of course)!

Glenda loves to engage with people through social media and has lots of friends from all over the world that she chats a lot with. Her old school pals asked if she wanted to head to the café after school for an overdue catch-up, but she said no because she had to get straight home to go online.



1.09 Same or Different?

Different contexts

In life we all have a range of different experiences in varied **contexts**. We have our **personal** life, our **family** life, our **social** life, our **recreational** life, our **educational** life, our **work** life, and even our **online** life.

At times we are expected to play different **roles**. So our own sense of personal identity might alter depending on the context that we are participating in. For example, if you are the life of the party in social situations, you might have to turn the volume down a little at work.

If you are used to running the household and making decisions for others, you might have to modify your approach when collaborating with peers or colleagues in a team situation.

If you are quiet and considered at school, then you might need to develop more of a voice when dealing with customers and clients.

And if you are naturally confident, trusting and sharing, then you might need to hold back a little in the online world - as these traits might mean that you get taken advantage of by digital 'friends'.

So it is always important to think about the **context** in which we find ourselves before we act. A key to this is having a **understanding of others** and showing **empathy** for the situations that people are facing. These are key elements of **emotional intelligence**.

Same person?

We often hear people say, "This is me. I'm not going to change for anyone." Being authentic and true to yourself can be an admirable personality trait. But not being able to adapt, and being inflexible, can lead to personal growth. These are not positive character traits of personal identity.

We live in a world of **other people**. We are expected to **modify behaviours** to suit the varied emotional needs of others. We need to consider how other people are **feeling**, and how our **actions** might **impact** on them. If a friend is going through a break-up, would you talk to them about how good your dinner date was last night? Not likely. Instead, you will be there to support your friend.

We live our lives through **different experiences**. We are also expected to modify behaviours to suit different **circumstances**. We need to understand the **appropriateness** of a situation. Would you act the same way at a funeral as you would at a wedding? Of course not!

Finally, we live our lives with **different responsibilities**. This means we have to **readjust** our roles depending on the context we are experiencing. Someone who always makes decisions for others might become too bossy. That could be a problem at work. Someone who is afraid of making mistakes might never make a decision, for fear of getting it wrong. And someone who just goes with the flow, and lets other people decide for them, might find themselves losing control over their destiny and being dragged down and exploited by others.

🧠 So what about you? Always the same - or can you adjust to different circumstances?



If you are naturally quiet and reserved, you'll have to come out a little more in work-related situations.

Image: piotr_marcinski/
Depositphotos.com

1. What are the **different contexts** in which **we experience life**?

2. In which types of situations are **you** expected to **play** different roles? Why?

Situation	Different role

3. Why might someone be a **leader** in one **life context**, yet be right **down the bottom** in a **different life context**?

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4. In pairs discuss these **case studies**. Make notes, then report back to the class.

- a. Outline what is **happening**. Are the people being **flexible** or **inflexible**?
- b. How do you think **Jatz** would **feel**, and how would **Savoi** feel?
- c. What **would you do** in these situations?



After struggling with school for 4 years, Jatz has been trying really hard to improve and learn and to make their Vocational VCE really successful. The hard work is starting to pay off and Jatz got the best feedback of the entire class on their Literacy assignment. But their friend Lorole got told off by the teacher for not submitting anything and spent all lunch time crying and saying that it wasn't fair, and that Jatz is the teacher's pet.

Savoi has always been quiet. People say Savoi is shy. But really Savoi is polite and reserved and only speaks up in the right circumstances, when it is important. A senior manager from the local supermarket comes to class to talk about their job application process. But some students are on their phones and carrying on. Savoi is embarrassed by their behaviour and says out loud. "Look, if you are not interested then don't be so rude. At least show some respect. And don't spoil this chance for others."

1.11 Values, Attitudes & Behaviours

Personal Values

A value is something that we feel is important and which influences our decision-making. Our values influence how we act in different situations.

Our **values** will influence our **goals** in life. Values also influence the way that we **act** in personal and group situations to achieve these goals.

As a result, we usually act in accordance with our personal values. This means that our personal values are one of the strongest influences on our **decision-making**; and given this, they underpin our **attitudes**.

For example:

- ⇒ someone who values career success might give up personal leisure activities to achieve their career goals
- ⇒ someone who values family life more than work or income, might pass up the opportunity for a promotion, to instead spend more time with their children
- ⇒ someone who values spirituality might devote their life to their beliefs or their faith, and act in accordance with this.

However, at times we might be put in situations where we are expected to act or behave contrary to our personal values. These types of situations can cause us personal conflict, anxiety and stress.

🧠 So, what are some of your most important personal values?

Personal Values

Family life

Work

Friendship

Career

Leisure

Success

Health

Fame

Fitness

Wealth

Socialisation

Power

Spirituality

Freedom

Creativity

Achievement

Satisfaction

Recognition

Helping others

Care for the environment

Security

Image: shock/Depositphotos.com

Personal values 1E

1. Choose 5 of the **personal values** from p.12 that you feel **match your own values**. Or choose 4, and add 1 of your own.
2. For each one, briefly **explain** what it is about that **personal value** that **matches your feelings** about life. (See the example as a guide.)
3. List key **people**, and/or **activities**, in your life, that **match** these **values** for **you**.

Personal value	Explanation for me	People/activities involved
e.g. fitness	In my life staying fit is one of the goals I value most, because I am a very physical person who needs to be active.	I play football, cricket, soccer, basketball and netball. I workout, run, swim and cycle. My coaches and teammates are key people in my life.

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4. The list on p.12 is not every single personal value that possibly exists. There might be others more suited, or specific, to you (or to other people you know). Add some **other words** or terms that might also 'describe' **your values**.

--	--	--	--

1.13 Values, Attitudes & Behaviours

Attitudes

An attitude refers to a person's belief or the view that they hold about another person, a situation or a proposition.

A person's attitude will influence their behaviour. In other words, they take up a **personal stance** or **viewpoint**. Attitudes stem from people's values.

A **positive** attitude will encourage **participation**, **conscientiousness** and **motivation**.

A **negative** attitude is likely to result in **resistance**, a **lack of commitment** and **poor motivation**. A 'bad' attitude is often linked to low self-esteem or self-worth.

In the world of work, employers emphasise the importance of looking for a good attitude when considering who to employ - in many cases even moreso than the skills and experience of the applicant.



"There's nothing you can say that will make me change my mind."

Image: Monkey Business;/ Depositphotos.com

Fixed or changing?

Just like personal values are not fixed over time, neither are attitudes.

In recent times, we have experienced positive shifts in **societal attitudes** in relation to gender equality, racial equality, sexuality, gender identity and other issues.

However, some attitudes, once formed, are very hard to shift. It really depends on the individual's willingness to change.

In the era of social media and digital communication, people seem to be **cementing** their **attitudes** earlier in their lives.

This is often happening in their formative years, well before they have a fully developed and mature personality. i.e.

Immaturity.

This is also occurring before many people are truly willing, or capable of, analysing information clearly.

The result is an **inability to understand** the nuances surrounding different issues and viewpoints. i.e. **Ignorance**.

And this early **attitude fixation** is also occurring before many people have truly experienced different views, cultures and ways of being.

Often, they haven't even had a chance to develop an understanding of the differing values of other people, and varied groups.

Unfortunately, the result can be a lack of empathy. i.e.

Inflexibility.



Image: piotr_marcinski;/ Deposit photos.com

"I used to believe that, but you know what, now, I'm not so sure."



Image: Monkey Business;/ Depositphotos.com

"I don't jump to conclusions too quickly, I need to listen to different points of view."

Attitudes 1F

1. What are your **attitudes** towards certain things? Use your own words.

My attitude towards politicians is...	My attitude towards rich people is...	My attitude towards sport is...	My attitude towards not eating meat is...
Something I will not change my mind on is...	Something I have changed my mind on is...	Something I am open to exploring is...	Something I want to learn more about is...
I don't like being told...	I don't like it when people...	I will stand up for...	I'll admit that I'm wrong if...
I think that it is right that...	I think that it is wrong that...	I am worried that...	I feel comfort in knowing...

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2. So, how do you **respond** to different attitudes in others? Give an example to suit each of these statements.

"There's nothing you can say that will make me change my mind."	"I used to believe that, but you know what, now, I'm not so sure."	"I don't jump to conclusions too quickly, I need to listen to different points of view."
---	--	--

3. Now, **how would you respond** to these attitudes in others?



"There's nothing you can say that will make me change my mind. Global warming is a hoax."	"I used to believe that there was only 'male' and 'female', but you know what, now, I'm not so sure."	"Change Australia Day? I don't jump to conclusions too quickly, I need to listen to different points of view."
---	---	--

1.15 Values, Attitudes & Behaviours

Behaviour

A behaviour is the way in which a person acts in a situation. Behaviour is the outward result of conditions such as **values**, **attitudes**, **motivation** and other factors. These behaviours may be positive or negative.

In daily life we have to consider our own behaviour. We also have to deal with the behaviours of others which can influence our group involvement. The way that people behave can help or hinder **motivation** in group situations.

It is essential that you remember, that in the end, it is really only you who can control your own behaviour. And of course, you need to alter your behaviour depending on the context of the situation in which you are in.

We can say that when we act in a certain way, it might play out as a series of **internal behaviours**, i.e. mainly affecting ourselves.

At other times, the way we act plays out as **external behaviours**, whereby our actions can impact other people, either directly or indirectly.

There are also '**virtuous**' behaviours, whereby our actions might impact on pets, wildlife, flora and fauna, the environment and other non-human interactions.

These are situations when you are fully responsible for how you act, either good or bad, due to the simple fact that you are a human being with power over your actions. (Although it can be said that some dogs have more power over their 'owners' than the other way around.)

So, how would you describe your own behaviours? Mainly positive? Sometimes negative (no-one is perfect)? Even virtuous at times?

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Image:
Dan Driedger/
Thinkstock



Internal behaviours

Internal behaviour plays out in how we:

- ⇒ develop personal values
- ⇒ build our personal identity
- ⇒ pursue positive experiences
- ⇒ avoid negative experiences
- ⇒ regulate our emotions
- ⇒ build motivation and set goals
- ⇒ manage our wellbeing
- ⇒ deal with challenges and setbacks
- ⇒ value our self-worth.

External behaviours

External behaviour plays out in how we:

- ⇒ support our families
- ⇒ interact with our friends
- ⇒ participate in personal relationships
- ⇒ follow instructions and directives
- ⇒ engage with education and learning
- ⇒ engage with work
- ⇒ use social media to connect
- ⇒ participate in teams and groups
- ⇒ contribute to community and society.

1. Describe positive **behaviours you do**, or actions you take, for each of these **internal behaviours** and **external behaviours**.

Internal behaviours: Positive actions I do to...		
Live my values	Build my personal identity	Seek positive experiences
Avoid negative experiences	Regulate my emotions	Get motivated
Manage my wellbeing	Deal with challenges	Strengthen my self-worth

External behaviours: Positive actions I do to...		
Support my family	Interact with my friends	Build personal relationships
Follow instructions	Engage with learning	Contribute to community

2. What do **you do** when you experience **someone** exhibiting '**bad**' behaviours that might harm or hurt themselves, or others? Describe a **situation** you had to deal with.



3. Source or create **2 images** that show **you** demonstrating **positive behaviours**.

1.17 Thinking About Thinking

Metacognition

Metacognition. You might not have heard of that term before. But you might have heard of metabolism, metaphor, metaverse - even Metamucil!

Let's break it down. **Meta** refers to 'above' or 'beyond'. **Cognition** is about **understanding** and **thinking**. A simple definition of metacognition is 'above understanding' or 'thinking about thinking'. So, we can say **metacognition** is understanding what we are thinking, and why we are thinking this. This helps us to understand why we feel and act in certain ways.

When we develop meta-cognitive skills, we become more **self-aware**. Better self-awareness improves our **emotional intelligence**. The aim is to make **better decisions** in life.

👤 So why do you think that the holding company that owns Facebook changed its name to Meta?

Communication

How we communicate is a product of our personal identity. This includes what we say, how we say it, and to whom we communicate.

The way that we communicate with others goes a long way to building understanding, tolerance and respect.

The way that we talk to ourselves - internally - is also important. We have to find a balance between talking ourselves up too much, and talking ourselves down too much. Be Goldilocks!

A lot of our self-talk is driven by feelings. Sometimes self-talk gets overwhelmed by what is happening in our lives. And the online world has truly distorted self-talk!

Problem-Solving

At times life can seem like an endless series of problems that we have to deal with. Although this may be true, not all problems are 'bad' problems'. Some are just the normal decisions in life that we need to make.

But people can turn little problems into big problems by procrastinating. Think of a small, untreated, cavity in a tooth.

Increasingly, people are turning common day problems into huge worries by catastrophising. They stress over the worst possible thing that could happen!

There are ways to deal with problems. The best start is to identify just what the problem actually is.

Conflict

Conflict can happen in different situations; including personal, family, friendship groups, work, and increasingly in online situations.

We also experience conflict within ourselves, i.e. intrapersonal conflict. This happens when we experience a clash in our values, or a limit on our behaviours, or even a rethink of our attitudes.

Conflict resolution involves understanding, listening, negotiating, compromising - all parts of effective communication.

Conflict is not resolved by withdrawal, stubbornness, aggression, intimidation, bullying and violence.

Self-Management

In the end, how we manage ourselves really comes down to the individual.

Of course, there are certain situations where we are expected to follow laws, rules, regulations and directives.

However, how you respond, what you do, and whether you develop and demonstrate a positive or negative attitude, is down to you.

If you have a good understanding of your intrapersonal strengths and weaknesses, then you can apply this personal understanding to respond proactively when acting for yourself, when dealing with others, and when navigating the ups and downs of life.

Thinking about... 1H

1. Thinking about **communicating**. How and why do you communicate **differently** when...

Dealing with your family?	Talking face-to-face?	Communicating online?
---------------------------	-----------------------	-----------------------

2. Thinking about **problem-solving**. How and why do you deal with problems **differently** when...

You are with friends?	You are on your own?	You are at work?
-----------------------	----------------------	------------------

3. Thinking about **conflict**. How and why do you deal with conflict **differently** when...

You are at home?	You are at school?	You are online?
------------------	--------------------	-----------------

4. Thinking about **self-management**. How and why do you deal with self-management **differently** when...

You need to help your family?	You have to do something you don't like?	Something unexpected causes a change of plans.
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1.19 Graduated Assessment

AT1 Personal Profile: Who Am I? - Personal identity and emotional intelligence

Overview - Personal Profile: Who Am I?

You are required to complete a **Personal Profile** of yourself using text, images and/or multimedia.

Required - Personal Profile: Who Am I?

Your Personal Profile must include the following.

1. Brief **biodata** about yourself.
2. Description of **your personality** in relation to at least 3 categories from the **Personal Identity Factors** (pp. 4-5).
3. Three **personal values** that are important to you; and why.
4. A description of an **attitude** you hold; and why.
5. A description of positive **personal behaviours** that you consistently try to do.
6. A brief summary of **3 influencers** and **actions** that have helped you to build your **self-esteem** and **self-worth**.
7. A description of at least **1 area, action** or **behaviour** in which **you'd like to improve**.
8. A summary of a **personal goal** that you have.
9. A summary of a **work-related goal** that you have.
10. A one-to-two sentence **statement** that summarises: "Who Am I".

Methods and Format: - Personal Profile: Who Am I?

You should incorporate the following information to complete your profile.

- | | | |
|----------------------------------|-----------------------------------|--|
| <input type="checkbox"/> Text | <input type="checkbox"/> Images | <input type="checkbox"/> Digital media |
| <input type="checkbox"/> Numbers | <input type="checkbox"/> Graphics | <input type="checkbox"/> Other: |

Your teacher will advise you of suitable types of formats for submission. Possible formats include these, but your teacher might suggest others.

- | | | |
|------------------------------------|--------------------------------------|--|
| <input type="checkbox"/> Poster | <input type="checkbox"/> Photo-essay | <input type="checkbox"/> Multimedia page |
| <input type="checkbox"/> Biography | <input type="checkbox"/> Diagram | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Report | <input type="checkbox"/> Mind-map | <input type="checkbox"/> Other: |



Your teacher will also instruct you as to whether you will be required to present your personal profile to the class.

Your teacher will give you more information about the requirements and due dates. Record this in your workbooks and diaries.

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

Name:		Key dates:		UNIT 1 AOS1	
Tasks - AT1: Personal Profile: Who Am I?		Must Do?	Due Date	Done	Level
Part A: Drafting my profile					
 Negotiate the task details with my teacher.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Choose suitable format: _____		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
1. Biodata		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Personality identity factors		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Personal values		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Attitude		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5. Positive Personal behaviours		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
6. Self-esteem and self-worth: Influencers and actions		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
7. Area(s) to improve		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
8. Personal goal		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
9. Work-related goal		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
10. Summary statement		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Drafts of appropriate non-text media.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part B: Completing my profile					
 Prepare a draft of my profile for feedback.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Use appropriate methods and media.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Prepare and submit my final profile.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
 Present my profile (if required).		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

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Additional information:

Signed: _____ Date: _____

1.21 Review and Reflection

Review and Reflection

Which Personal Development skills did I develop during this unit?

→ _____

→ _____

→ _____

→ _____

How have the skills of Personal Development helped to improve my personal life?

→ _____

→ _____

→ _____

How have Personal Development skills helped to improve my work-related skills?

→ _____

→ _____

→ _____

My performance in developing my Personal Development skills this unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Emotional Intelligence

2

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Activities 2: Emotional Intelligence		p.	Due date	Done	Comment
2A	Emotional intelligence	25	<input type="checkbox"/>	<input type="checkbox"/>	
2B	EI - Main characteristics	27	<input type="checkbox"/>	<input type="checkbox"/>	
2C	EI - Different contexts	29	<input type="checkbox"/>	<input type="checkbox"/>	
2D	EI - In action	30	<input type="checkbox"/>	<input type="checkbox"/>	
2E	Emotional intelligence and me	31	<input type="checkbox"/>	<input type="checkbox"/>	
2F	Developing emotional intelligence	32	<input type="checkbox"/>	<input type="checkbox"/>	
2G	Applying emotional intelligence	34-35	<input type="checkbox"/>	<input type="checkbox"/>	
2H	Communication breakdowns	36	<input type="checkbox"/>	<input type="checkbox"/>	
2I	Active listening	37	<input type="checkbox"/>	<input type="checkbox"/>	
2J	Non-verbal communication	38	<input type="checkbox"/>	<input type="checkbox"/>	
2K	Dealing with conflict	41	<input type="checkbox"/>	<input type="checkbox"/>	
AT2	Emotional Intelligence Activity	42-43	<input type="checkbox"/>	<input type="checkbox"/>	
R2	Review and Reflection	44	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

2.01 Emotional Intelligence

Emotional intelligence

Emotional intelligence is a type of 'social intelligence' that involves the ability to monitor the feelings and emotions of yourself and other people.

Emotional intelligence relates to a person's ability to recognise and understand their own emotions by being **self-aware**, and then having the skills to effectively **manage emotions** in different situations.

Emotional intelligence originates **internally** from within a person as part of a suite of **intrapersonal skills**. Emotional intelligence then plays out **externally** as a series of positive **interpersonal skills**.

A person with well-developed emotional intelligence is thought to be more socially competent, and more able to understand what other people do and say.

Emotionally intelligent people can use this ability to develop successful relationships that lead to positive outcomes for all involved. They are more likely to interact positively with friends, family, workmates, customers, clients and others whom they may come into contact with.

Modern research is showing that people, as employees in the workplace, must be more than just technically-skilled. They also need to have well-developed emotional intelligence.

People who have well-developed emotional intelligence are also more likely to enjoy fulfilling and balanced relationships.



Image: Feodorov2/Depositphotos.com

Are you mindful of how your actions will impact on the feelings of other people?

Emotional Intelligence involves...



Image: J.M. Guyon/Depositphotos.com

1. What is **emotional intelligence**?

2. How does **emotional intelligence** originate, **internally**? Give an example.

3. How does **emotional intelligence** play out, **externally**? Give an example.

4. What **positives** are people with high levels of **emotional intelligence** more likely to experience?

5. Just from what you have learned so far, describe **your** own levels of **emotional intelligence**. Consider the key terms in the diagram.

Emotional intelligence tests

Go online and search for emotional intelligence tests. There are plenty around but some charge a fee to get your results - which really is a bit of a roort!

Try: www.psychtests.com/tests/iq/emotional_iq_r2_access.html

Discuss these results as a class. Do they seem accurate? How might you improve your EI?



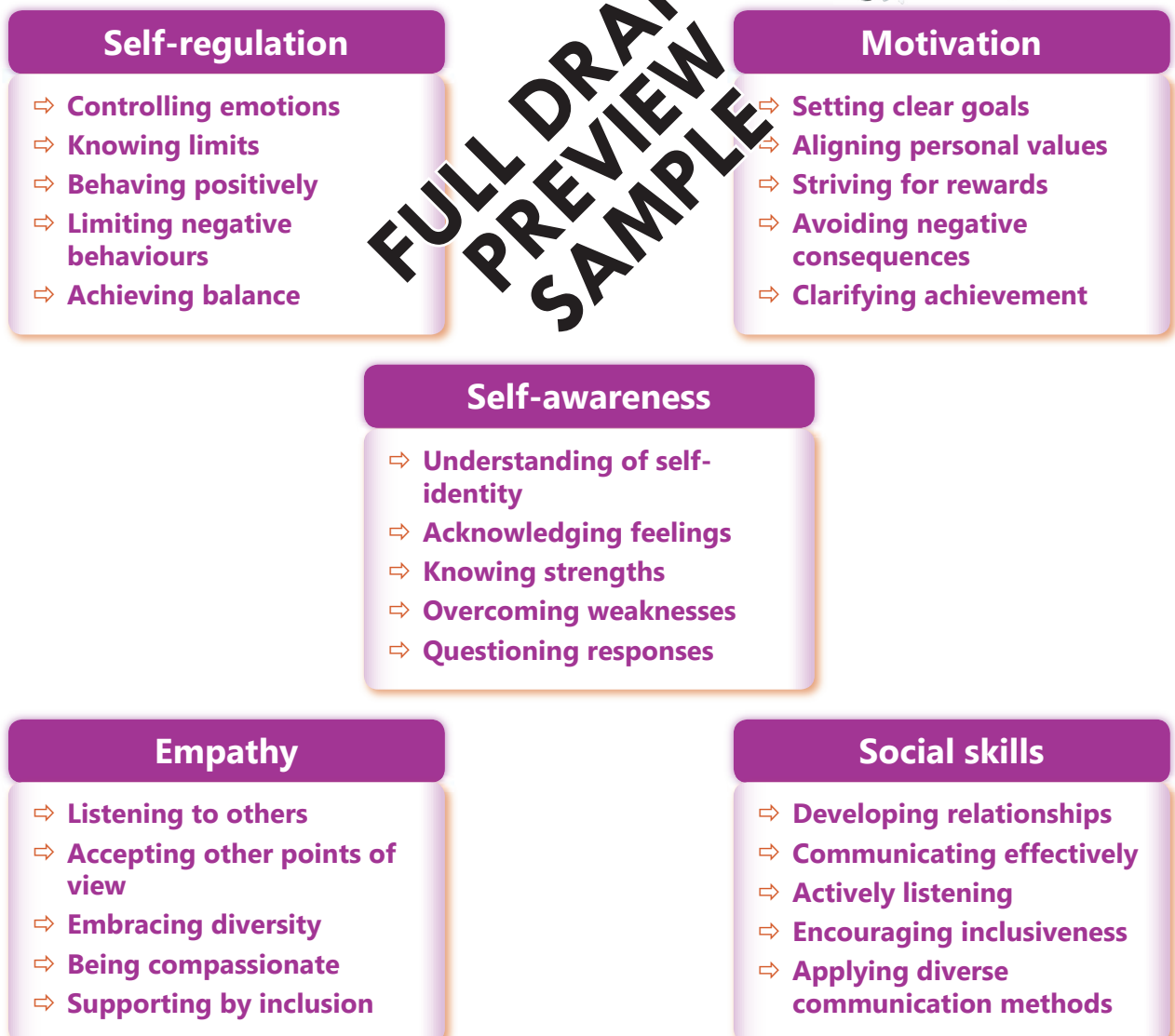
2.03 Emotional Intelligence

Emotional intelligence

Daniel Goleman, a US psychologist and author, is the pioneer of research into emotional intelligence. Goleman emphasised that well-developed **self-management** skills, as well as the ability to **relate to others**, are key aspects of emotional intelligence for effective leadership.

Emotional intelligence, according to Goleman, extends well beyond technical skills and traditional IQ, into five characteristics.

1. **Self-awareness:** which involves being in touch with and understanding one's strengths and weaknesses.
2. **Empathy:** including the ability to see things from another's perspective.
3. **Self-regulation:** shown through exercising emotional control and balance.
4. **Motivation:** such as maintaining an inner drive to achieve objectives.
5. **Social skills:** by communicating effectively with others.



1. According to Daniel Goleman, what are the **5 main characteristics** of emotional intelligence?

2. Think about how **you feel, respond** and **act** in different **situations**. Describe 2 examples of how you demonstrated **emotional intelligence** in those **situations**, for each of these 5 main **category areas**.

e.g. Self-regulation: I was at a party and everyone was trying vapes. I don't want to smoke in any way so I said no. I got a bit of ribbing, then after a few minutes, no-one cared anyway.

<p>Self-regulation</p> <p>⇒</p> <p>⇒</p>	<p>Motivation</p> <p>⇒</p> <p>⇒</p>
<p>Self-awareness</p> <p>⇒</p> <p>⇒</p>	
<p>Empathy</p> <p>⇒</p> <p>⇒</p>	<p>Social skills</p> <p>⇒</p> <p>⇒</p>

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2.05 EI in Different Contexts

Different contexts

We experience our lives through different contexts. We have our **personal** life, our **family** life, our **educational** life, our **work** life, our **social** life, and even our **online** life.

Sometimes these contexts or situations might crossover one another, such as personal and family, and online and social. At other times we might be in a specific situation, such as at work, or in the classroom at school.

Life's varied situations can require us to develop and apply our emotional intelligence **differently**. The way we need to **control** our **emotions** with our family, might be different to when we are online. How we deal with disagreements at work, might be different to when we are with friends. And how we respond to struggles and difficulties might be much different in our personal lives, than when we are at school or TAFE.

However, the core characteristics of emotional intelligence remain in any situation. It's how we apply these that might need to change. Your teacher will discuss these contexts with the class.

Personal situations

- ⇒ Emotional bonds drive personal situations.
- ⇒ Care, compassion and tolerance are vital.
- ⇒ Communication might be very informal and personal.
- ⇒ Personal values are often shared.
- ⇒ Selfishness and control can put pressure on relationships.
- ⇒ There can be a clash of needs.

Family situations

- ⇒ Emotional bonds unite families.
- ⇒ Care, compassion and support are once again vital.
- ⇒ Communication is informal.
- ⇒ Family members may have different responsibilities.
- ⇒ Family bonds offer belonging, support and care.
- ⇒ Family bonds can also be taken advantage of and exploited.



Image: Subbotina/Depositphotos.com

Education situations

- ⇒ Learning involves advice, support and feedback.
- ⇒ It is encouraged to ask questions.
- ⇒ It is acceptable to get things wrong.
- ⇒ Working collaboratively will develop team skills.
- ⇒ Codes of conduct mandate standards of behaviour.
- ⇒ Social relationships are formed.

Work situations

- ⇒ Work roles create and define responsibilities.
- ⇒ Employment codes of conduct mandate standards of behaviour.
- ⇒ Workers have to deal with diverse people.
- ⇒ Emotional responses need to be controlled.
- ⇒ Different and formal ways of communication are expected.

Social situations

- ⇒ People seek to forge social bonds, inclusion and acceptance.
- ⇒ People can also be excluded.
- ⇒ Communication rules of social etiquette might apply.
- ⇒ To belong, people seek out those with similar values.
- ⇒ Our actions might impact people in varied ways.
- ⇒ Group and power dynamics exist.

Online situations

- ⇒ People might 'promote' a different version of 'self'.
- ⇒ Opportunity to connect with varied and diverse people.
- ⇒ Communication rules of online etiquette might apply.
- ⇒ There's a lot of reacting and posting, but far less thinking.
- ⇒ People can use social media to troll, harass and bully.

EI - Different contexts 2C

1. Have a think about how **you think**, or **feel**, or **act**, or **react**, in **different contexts** or **situations**. Describe **examples** of these. Explain **why** you did **what** you did.
 e.g. At school I kept getting my answers wrong in Numeracy when we were doing order of operations. So I asked the teacher to show me how to do it one-on-one. I did this because I knew that I couldn't keep up with the speed of the class on this topic. But when they showed me, it was really quite straightforward.

Situation	Description	Why did I do that?
Personal		
Family		
Education		
Work		
Social		
Online		

2. In small groups, come up with 2 **positive action strategies** that you can apply that will enable you to **demonstrate emotional intelligence** across **any situation**.



2.07 EI in Different Contexts

2D EI - In action



1. In pairs discuss this case study, and the other images.
2. Describe the **situations**, and explain **who** is involved and how they are **affected**.
3. Identify any examples of **positive emotional intelligence being** demonstrated.
4. Identify any examples of **emotional intelligence not being** demonstrated.
5. What **advice** would you give to the people involved?

Rose and Daphne are close friends and have a PowerPoint due tomorrow for WRS. They still have to insert Daphne's pics from her work placement. But Daphne didn't come to school today.

Rose knows that Daph's mum is having to work extra shifts ATM and that she probably had to stay home today and look after her little brothers and sisters.

At 9pm Rose texts Daph but hears nothing. So 5 minutes later she calls her.

"Look babe, I know you have a lot on so just message me the pics and I'll put them in the PowerPoint. I've got a spare hour anyway. But in future you've got to let me know what is going on, or we'll both fail." Daphne apologises and thanks Rose for looking out for her.

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Image: fedemarsicano/Depositphotos.com



Image: Barabasa/Depositphotos.com

Emotional intelligence and me 2E

1. Complete this quick **self-reflection** on **your** levels of **emotional intelligence** in these areas. Answer honestly.
2. Add **2 more questions** related to your own situation.
3. In the final column **rank** the **importance** of each of these statements for you.
4. Can you see any **patterns**? What do these suggest?
5. Where are your **strong responses** landing? Keep going! Are there any **strategies** from these, that can **help** you with **your less strong areas**?
6. Have a look at your **high-importance** rankings. Are these **mainly** in your **strong, moderate** or **lacking** statements? **Why** do you think that is the case?
7. In life you don't have to deal with everything on your own. So ask your **teacher** for some **advice** and **support** about how to make **improvements** in some of these areas. Focus on 2-3 improvement areas.



At the moment my:	Strong	Moderate	Lacking	How important is this to me?
1. Understanding of my strengths is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
2. Acknowledgement of weaknesses is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
3. Willingness to learn is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
4. Willingness to accept responsibility is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
5. Ability to solve problems is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
6. Willingness to ask questions is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
7. Use of different communication is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
8. Level of empathy is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
9. Tolerance of other viewpoints is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
10. Support I give to my family is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
11. Support I give to friends is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
12. Acceptance of diversity is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
13. Ability to control my emotions is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
14. My	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
15. My	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1

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2.09 Developing Emotional Intelligence

Developing emotional intelligence

The main way to develop emotional intelligence is to be **self-aware**. This involves an honest **understanding** of your **strengths** and **weaknesses**. It also involves a commitment to **overcome** your weaker areas.

From this internal reflection, you can move out and focus on being **aware** of the feelings and needs of **others**.

Emotional intelligence involves **empathy**, **understanding** and **insight**. Sometimes we all get a little selfish and forget about how our actions, or inaction, might harm others, even if we didn't really mean to. But we can all take positive actions to stop our negative, insensitive and harmful feelings and behaviours. We just have to think about things a bit more.

Once you develop self-awareness, you can identify proactive and positive actions to help build your emotional intelligence in a variety of ways.

Resilience

- ⇒ In life, no-one gets their own way all the time.
- ⇒ Unpack success and apply these methods in future.
- ⇒ Treat failure as a learning experience.
- ⇒ Limit negative self-talk.
- ⇒ Seek help, advice and support.

Communication

- ⇒ People speak, listen, read and write differently.
- ⇒ Be empathetic to understand other points of view.
- ⇒ Communicate formally when required.
- ⇒ Be aware of pitfalls and hazards in online communication.

Strengths-based approach

- ⇒ Focus on the positives.
- ⇒ Look for small wins as part of achieving a bigger goal.
- ⇒ Seek connections with positive and supportive people.
- ⇒ Turn pressures into opportunities by being proactive.
- ⇒ Develop a proactive action plan.

Problem-solving

- ⇒ Clearly identify the problem.
- ⇒ Analyse why this problem is occurring.
- ⇒ Suggest possible solutions.
- ⇒ Implement the best solution.
- ⇒ Monitor and adjust if needed.
- ⇒ Have back-up plans in place just in case.

Conflict resolution

- ⇒ Clarify the true problem.
- ⇒ Don't attack or blame.
- ⇒ Explain how the actions made you feel.
- ⇒ Listen and seek common ground.
- ⇒ Negotiate and/or compromise.
- ⇒ Get help and support if needed.

Self-management

- ⇒ Clearly understand your needs.
- ⇒ Set positive and realistic limits on your behaviour.
- ⇒ Think before you act.
- ⇒ Understand how your actions could affect others.
- ⇒ Strike a balance in life to develop health and wellbeing.

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Developing Emotional Intelligence 2.10

Developing emotional intelligence 2F

Identify the **area** that each **advice statement** most belongs to. Explain how this **advice** relates to **you**, and what you can do to help **you to follow** the **advice**.

Understanding	Area	How does this relate to me?	Strategy for success.
In life, no-one gets their own way all the time.			
Be empathetic to understand other points of view.			
Seek connections with positive and supportive people.			
Have back-up plans in place just in case.			
Treat failure as a learning experience.			
Negotiate and/or compromise.			
Be aware of pitfalls and hazards in online communication.			
Understand how your actions could affect others.			
Analyse why this problem is occurring.			
Look for small wins as part of achieving a bigger goal.			
Don't attack or blame.			
Set positive and realistic limits on your behaviour.			

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2.11 Developing Emotional Intelligence

2G Applying Emotional Intelligence



1. Your teacher is going to split the class into 6 groups. Each group will be assigned one of the 6 areas of **Developing emotional intelligence** from p.32 to investigate.
2. You are required to prepare a **report** to the class about how **young people can develop** their **emotional intelligence** in this area.
3. Use this guide to **focus your research** and reporting of appropriate actions and situations.
4. You will also have to develop **models** of **effective emotional intelligence** in action either by **acting** them out, **videoing** them, or creating a **multimedia** presentation.

Our area is:

Team members:

Area:

Explanation of the area:

What does this involve:

Why is this important in personal situations?

Why is this important in work situations?

Why is this important in other situations?

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Area:

Positive actions that can help achieve this include:

What young people can do to develop their EI for this area:

Area:

Potentially negative actions to avoid:

What young people can avoid doing so as to help improve their EI for this area:

Other information, including resources

2.13 Applying EI Skills

Communication

Communication with others is one of the most important elements of emotional intelligence. Understanding the communication **strengths** and **weaknesses** of ourselves and others will help to improve communication.

However, sometimes **communication breakdowns** do occur. But there are ways to avoid these if you show **empathy** and develop an **understanding** of others. This way you can plan to avoid these communication breakdowns from occurring in the first place.

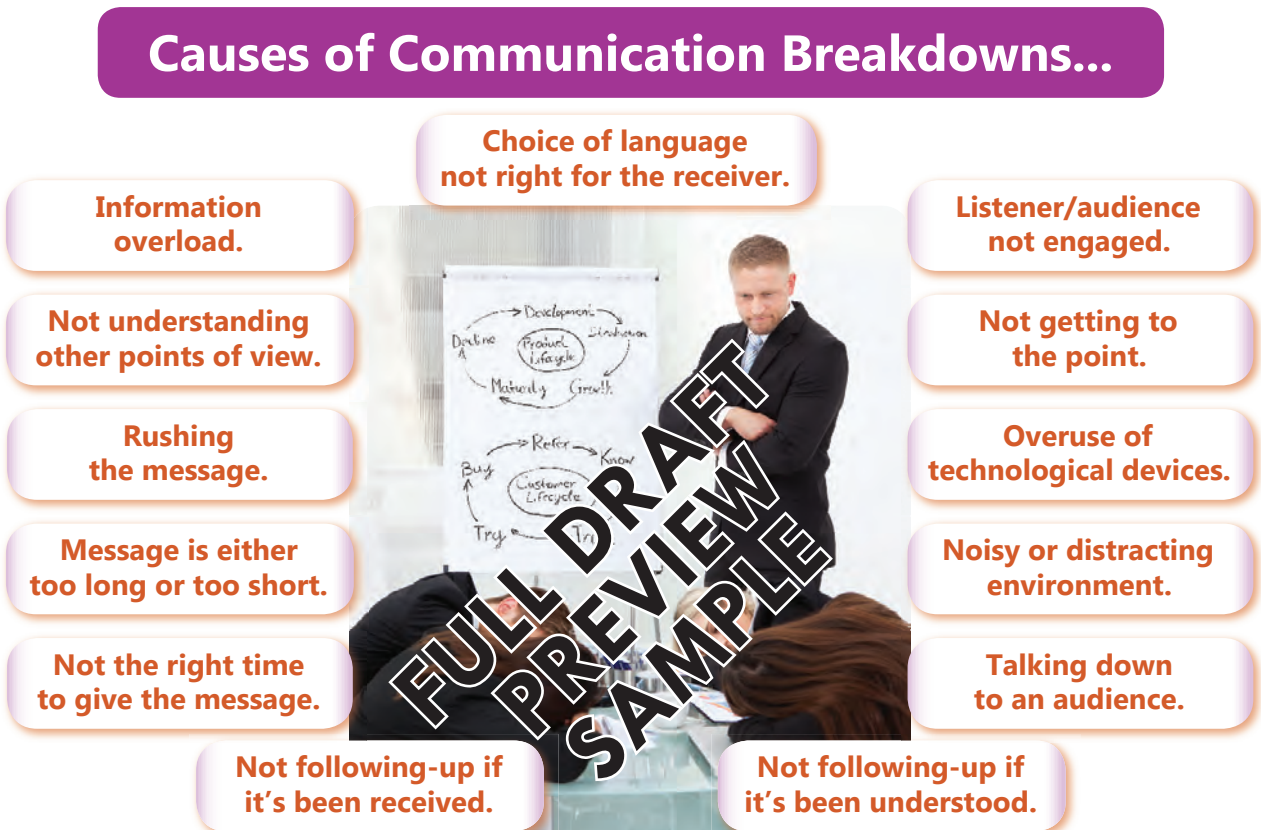


Image: AndreyPopov/Depositphotos.com

2H Communication breakdowns

An emotionally intelligent way to avoid communication problems is to anticipate why a breakdown might occur, and then plan and do the opposite.

Turn the **negative statements** in the **diagram** above into **positive actions** that will help to improve communication.

Active listening

A key part of communication is active listening. People who have higher levels of emotional intelligence are usually very good at active listening.

If you are an active listener you will be better able to interpret **non-verbal communication**. By being an active listener, you can really judge whether a person's actions match their words!

You should also use these skills yourself to make sure you back up your actions with words, and back up your word with actions!

Reading non-verbal cues

Active listening requires you to hear what the person is saying. It also involves you noticing and paying attention to **how** they are saying it. Sometimes words and actions match. People who do this are seen as honest, trustworthy and reliable. But sometimes words and actions don't match. Those people might be seen as dishonest, untrustworthy and unreliable - even if sometimes they are totally on the level.

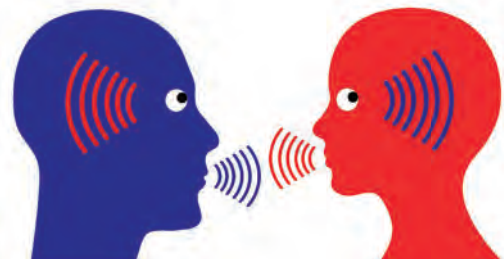
1. Using your ears and eyes

- ⇒ Is the person backing up what they say, with how they act?
- ⇒ Listen to hear if what a person is saying matches their body. "I'm ok." Shaking their head? I don't think so!
- ⇒ Gestures support what is said. "I didn't do it!" Poking up, maybe I'll believe you.
- ⇒ Look for a 'tell'. Shifting gaze, covering their face and so on.

2. Using your mouth and eyes

- ⇒ Don't be a silent participant in conversation, but don't dominate it either. Make it a two-way exchange, or more!
- ⇒ Show with your face, body and words that you are taking in what they are saying.
- ⇒ If you are unsure, ask questions to clarify.
- ⇒ Professionals even take notes, and so can you. This is a way of remembering and clarifying!

Image: sangoiri/
Depositphotos.com



Active listening 21

1. In **pairs** watch a **scene** from a **TV drama without** any sound.
2. List what you think is **going on**.
3. Create some of the **dialogue** that **might** have been **said**.
4. Now **watch** and **listen together**. Compare your **results** with your **partner**.
5. What were you each **looking out for** as part of **active listening**? How did you each go? Who was a **better spotter**? Why? Who created more **accurate dialogue**? Why?

Discussion: People who are **hearing-impaired** are considered to be **highly-skilled active listeners**. Why is that? Organise for a hearing-impaired person to explain active listening techniques to your class.

2.15 Applying EI Skills

Non-verbal communication

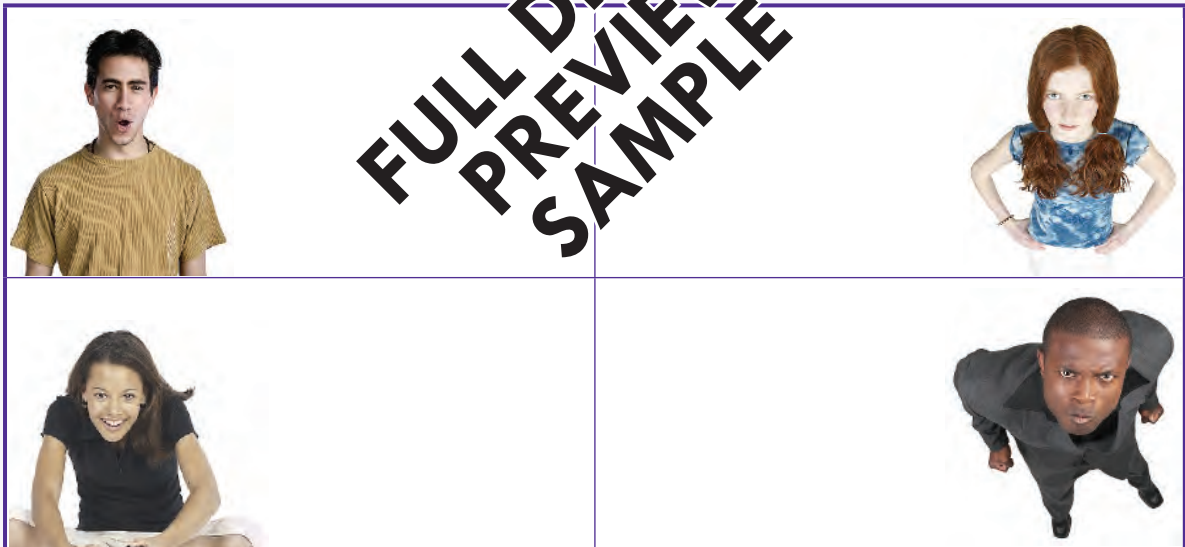
Non-verbal communication is sometimes referred to as **body language**. Different studies estimate that 90% or more, of what we communicate, is actually through non-verbal means. People who have higher levels of emotional intelligence are usually very good at 'reading' and interpreting non-verbal communication.

Visual cues, signs, **signals**, **gestures**, **facial expressions** and clusters of these non-verbal actions go a long way toward determining the way that people interpret us. Body language experts say that by learning to read non-verbal communication in others, we can become more successful with our friendships, our careers and of course in our romantic lives!

Let's look at some simple non-verbal gestures. However, we should understand that a sign on its own might not really mean anything. Rather it is important to look for groupings or 'clusters' of gestures that are used together.

2J Non-verbal communication

1. Using 3 words, describe each person's **non-verbal actions/features**. **Name** each person. (Remember, you are not describing how attractive each person is, you are describing how they are using their physical features.)
2. Use a word to describe each person's **emotional state**. On a scale of 1 to 10 (very high) **rate** each person's **personality**. Does the image **change your view**?



3. Think of **2 truths** and **1 realistic lie** about yourself. Each of you will communicate these statements in front of the whole class. Each class member will **judge** whether they think each statement is a truth or a lie, and also identify the main **reasons** for their decision.
4. Your teacher will help you develop a table to organise your results. Discuss these results. e.g. Who is a good liar, why? Who is a good spotter, what gestures were used, how accurate were the overall results, who was unreliable, and so on? This activity could be filmed and shown to the whole class and used to investigate non-verbal communication and emotional intelligence.
5. In pairs, find videos about non-verbal communication to share with the class.





Body language gestures

No. Headshake. A baby shakes its head to stop being fed. People shake heads when they disagree. Most people do it unconsciously.

Yes. Head nod. A baby suckling. Do you agree? Nod your head and say no. It is very hard to do.

Keep out. Crossed arms and/or legs. People create a barrier to protect or close themselves off or keep someone out. Can't get me!

I'm ready for action. Hand on hips, chest out. I dare you, have a go!

I'm smarter or bigger than you. Hands on head with elbows up. (This also thrusts the chest out.) A manager might try this when sitting at their desk.

I don't believe you (what I'm seeing). Rubbing an eye (or gently touching it). See no evil!

I don't believe myself. Hand to mouth (or gently touching it). Speak no evil!

Rubbish! Hand over mouth, just like a child. What have you, or I, said? Oh, my, close this hole before it gets me into big trouble.

I'm not sure I believe you. Hand to ear (or gently touching it). Hear no evil!

I don't believe... you, me or it! Touching one's nose. e.g. If I was Pinocchio my nose would be growing, I'd better check mine!

I am deciding. Stroking one's chin. Stroke yours. What sound would you make? Hmmm. See!

It's time. Rubbing hands together in anticipation, or at the prospect of a sale, money, nice dinner, a present, etc.. Like a used-car salesperson.

I feel insecure. How's my hair? I better check it again. It's still there. A good comb-over. (Substitute lipstick...or mobile phone. I have friends, I'll check to see if they have txt'd me.)

What a pain. Scratching one's neck or lightly touching it. What a pain in the neck!

Contempt. Head flick, usually with crossed arms and one leg pointing at the contemptible one. "Who does she think she is?" Hummph! Try it!

Honest. Open palms. Look, see, nothing here. "I swear Miss, the bus driver ate my homework!"

Don't. Beating finger - subtle; beating hand - forceful; beating fist - aggressive. "I told you so." Bang, bang, bang, one syll-a-ble at a time. Do not do this a-gain or I will I smack you.

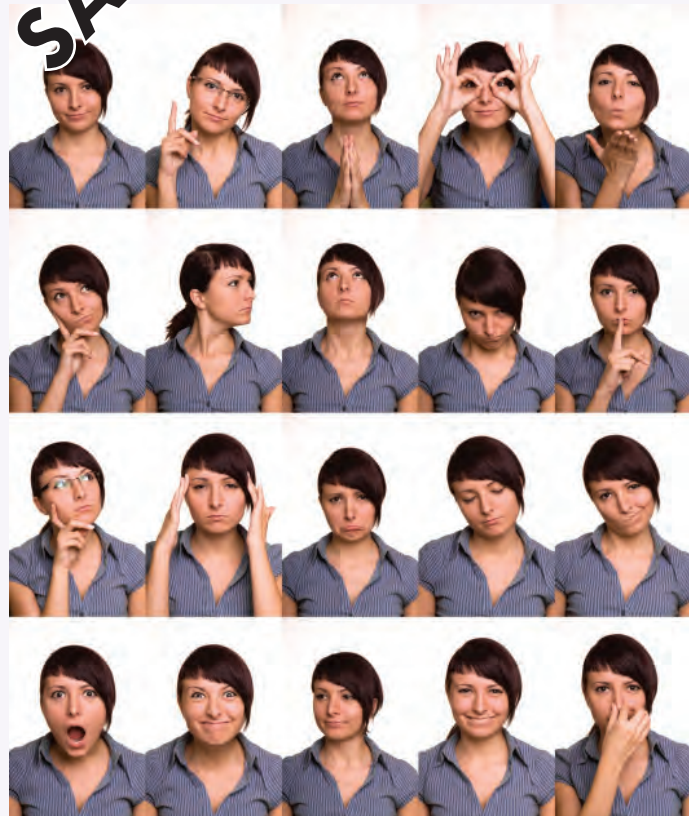
Down boy. Palms down. Down you go, be submissive.

Up you get. Palms up. Come on wake up and get out of bed, time for school.

Surprise. My jaw dropped in amazement. "I was like...O-M-G!"

Image: Artur Marciniak/Thinkstock

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2.17 Applying EI Skills

Dealing with conflict

Conflict is a situation whereby two or more people or parties have a clash of goals or values. In essence, conflict occurs because people disagree over issues, or have different values or needs.

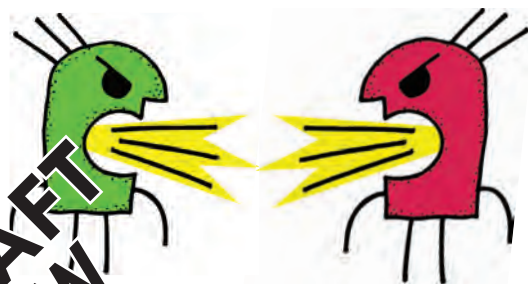
In a lot of cases this disagreement originates from differences in the ways that people prefer to get things done, or how to achieve goals, or how to solve problems.

Conflict is a natural state that comes from competition. Given this, conflict is not always bad. For example, two football teams trying to win a match will be in a state of positive conflict with each other.

However, most interpersonal conflict is destructive because it occurs between people and groups engaging in a **clash** of values **trying** to force a **win:lose** situation. And conflict is magnified excessively on social media. Online, some people just seem to be critical, disagreeable or picking a fight all the time!

Don't feed the trolls!

Having strategies to cope with, and help resolve conflict, helps a person to build **resilience**. This is a natural part of developing your emotional intelligence.



1. Personal life conflict

As people we enjoy **relationships** with our family, partners, and friends. But from time to time we may have **disagreements**, clashes, and dramas with these important and significant people in our lives.

People often have conflicts over different values, communication breakdowns, or needs that they feel aren't being met. This conflict may even spill over and impact on the other parts of your life, such as school and work.

2. Work/life conflict

Many employees face daily **pressure** and **stress** from difficult customers and clients. Customer service roles in retail, hospitality and community services expose younger and inexperienced workers to angry **customers**.

Employees face conflict from bad interpersonal relations with **other employees** and with **management**. Poor managers treat workers badly by yelling and making unfair demands.

Some workers have poor attitudes and feel they shouldn't be told what to do and refuse to carry out instructions.

3. School and work/life conflict

Life is hectic and school and work sometimes get in the way! **Homework**, work hours, overtime, rosters, teachers, students, **deadlines**, workload, **stress**, **responsibilities**; they all impact on our personal life.

People should leave their personal problems at home. But many people bring their personal issues to school, or to work, taking out their frustrations on classmates, workmates and customers! Does that sound like anyone you know?



People Conflict can be caused by...

People have different goals or want to achieve different outcomes.

People have different personalities and don't always get along.

People don't communicate their needs clearly.

People have different beliefs and values.

People have poor interpersonal skills.

People have different degrees of power.

People refuse to negotiate and/or compromise.

People don't listen to the needs of others.

People are used to getting their own way.

People are avoiding a difficult situation.

People are rushed, stressed or in a crisis.

People are purposefully stirring or sabotaging a situation.

People don't get a chance to communicate their needs.



Dealing with conflict 2K

1. Have **you** ever **experienced** conflict due to any of the **reasons** listed **above**?
2. Was this **intentional** or **unintentional**; and why?
3. How did the **situation play out**? How did you **feel**?
4. What would **you do better** next time?

2.19 Assessment Task

AT2 Emotional Intelligence Activity - Personal identity and emotional intelligence

Overview: Emotional Intelligence Activity

For this assessment task, you will complete a **reflective journal** to investigate, develop and apply the characteristics of emotional intelligence to varied contexts. In order to **fully satisfy Outcome 1**, you will also have to complete **AT1: Personal Profile: Who Am I?**; or a **separate task** that your teacher has assigned based on **Personal Identity**.

Required: Emotional Intelligence Activity

Develop a **mind-map** or similar diagram that summarises the concept of emotional intelligence. In your mind-map or diagram you need to include:

- A **definition** of **emotional intelligence**.
- The **5 main characteristics** of **emotional intelligence**; and **specific actions** related to each of these.
- The **importance** of **emotional intelligence** in at least **3 contexts** including **personal** situations and **work** situations, and **other** relevant situation(s).
- An outline of **positive strategies** that you can use to **develop emotional intelligence** to improve **resilience, communication, strengths based approach, problem-solving, conflict resolution** and **self-management**.
- Strategies that can help you to **avoid** or **correct negative actions** in relation to **resilience, communication, strengths based approach, problem-solving, conflict resolution** and **self-management**.
- An **action plan** to help you further **develop your emotional intelligence** in situations that are important **for your own personal development**.

Note: You might find that it is better to develop more than 1 mind-map or diagram. The 1st could be related to tasks a-c. The 2nd might cover tasks d-f.



Details: Emotional Intelligence Activity

Your teacher will inform you of any other requirements including format (such as the use of multimedia), drafts, due dates, whether this activity might be done in pairs, and whether some responses might be better in text form rather than visually on your mind-map or diagram. Note this below.

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

Assessment Task 2.20

Name(s):	Key dates:	UNIT 1 AOS1		
Tasks - AT2: Emotional Intelligence Activity	Must Do?	Due Date	Done	Level
Stage 1: Understanding the task				
Negotiate the task details with my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Complete AT1: Personal Profile: Who Am I? ; or other task.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 2: Develop draft of Emotional Intelligence Activity				
a. Emotional intelligence definition.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Main characteristics of emotional intelligence.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- Specific actions related to these characteristics.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Importance of emotional intelligence.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- Application of emotional intelligence to situations	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Positive strategies to improve emotional intelligence.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- Relationships with relevant areas.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. Strategies to deal with negative actions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- Relationships with relevant areas.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f. Action plan to develop emotional intelligence.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- Explanation of importance for personal development.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Drafts of appropriate non-text media.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part B: Completing my Emotional Intelligence Activity.				
Prepare a draft of my EI Activity for feedback	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Use appropriate methods and media.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Prepare and submit my final EI Activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Present my EI Activity (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

Additional information:

Signed: _____

Date: _____

2.21 Review and Reflection

Review and Reflection

Which Personal Development skills did I develop during this unit?

→ _____

→ _____

→ _____

→ _____

How have the skills of Personal Development helped to improve my personal life?

→ _____

→ _____

→ _____

How have Personal Development skills helped to improve my work-related skills?

→ _____

→ _____

→ _____

**FULL DRAFT
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My performance in developing my Personal Development skills this unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Health and Wellbeing

3

3.01 Unit 1: AOS2 - Introduction.....46	3.09 Health and Wellbeing Factors.....54
3.03 Health and Wellbeing48	3.15 Achieving Wellbeing60
3.07 My Health and Wellbeing.....52	3.17 Graduated Assessment.....62

Activities 3: Health and Wellbeing	p.	Due date	Done	Comment
3-4 U1: AOS2 - Requirements	47	<input type="checkbox"/>	<input type="checkbox"/>	
3A My health and wellbeing	48	<input type="checkbox"/>	<input type="checkbox"/>	
3B Health and wellbeing factors	49	<input type="checkbox"/>	<input type="checkbox"/>	
3C Achieving personal health & wellbeing	51	<input type="checkbox"/>	<input type="checkbox"/>	
3D One thing leads to another	53	<input type="checkbox"/>	<input type="checkbox"/>	
3E Physical, social and emotional	54	<input type="checkbox"/>	<input type="checkbox"/>	
3F Relationship, cultural and spiritual	56	<input type="checkbox"/>	<input type="checkbox"/>	
3G Economic, geographical and environmental	58	<input type="checkbox"/>	<input type="checkbox"/>	
3H What you do	60	<input type="checkbox"/>	<input type="checkbox"/>	
3I Locus of control	61	<input type="checkbox"/>	<input type="checkbox"/>	
AT3 Health and Wellbeing Activity	62-64	<input type="checkbox"/>	<input type="checkbox"/>	

FULL DRAFT PREVIEW SAMPLE

Comments:

3.01 Unit 1: AOS2 - Introduction

Unit 1: AOS2 - Community health and wellbeing

In **Section 3: Health and Wellbeing**, you will understand the notion of health and wellbeing and the importance of physical health and wellbeing, social health and wellbeing, and emotional health and wellbeing for overall personal health and wellbeing. This will also involve developing an understanding of the importance of resilience.

You will then explore health and wellbeing factors that might commonly impact across a number of key areas in life. You will then be introduced to the notion of locus of control and the influence you have over your decisions and actions.

At the end of this section, you will complete a graduated assessment that involves completing an annotated report to analyse the impact of factors on your health and wellbeing. You will then develop an action plan to improve your health and wellbeing.

In **Section 4: Community Health and Wellbeing** you will move out from a self-investigation to explore community health and wellbeing more broadly. At the end of this area of study, you will plan and implement a community activity to improve health and wellbeing.

You will start by understanding the concepts of inclusiveness and cohesion and then identify activities and stakeholders that support their community.

You will then explore how to get involved in community activities, including volunteering, and clarify the requirements that need to be met to make take community participation. You will also research a case study on community activity and apply this understanding to how to develop local community support.

At the end of this section and area of study, you will design, implement and evaluate an individual or group community activity with the objective to meet a health and wellbeing goal. As always, your teacher might modify or vary your assessments; or introduce different assessment tasks that are more suitable for you and your class.



AOS2: Community health and wellbeing		S4: Community Health and Wellbeing	
	Community Health and Wellbeing		66
Inclusiveness	Cohesion	Occupations	
	Community Support		70
Activities	Stakeholders		
	Community Involvement		74
Participation	Support	Requirements	
	Community Action		78
	Health and Wellbeing Activity		82
PODR - Brainstorm	PODR Activity Planner		
AT4: Health and Wellbeing Activity (pp.90-93)			

U1: AOS2 - Requirements 3-4

Your teacher will discuss the key requirements for successfully completing **AOS2: Community health and wellbeing** with your class. List these below.

S3: Health and Wellbeing	S4: Community Health & Wellbeing

3.03 Health and Wellbeing

Personal health and wellbeing

A vital part of your personal development is the achievement of personal health and wellbeing. Personal health and wellbeing, in essence, is what we all strive to achieve in our lives. But it is easier said than done!

The achievement of your own **positive personal health and wellbeing** is influenced by a series of interrelated factors.

So, it is important that you understand that every aspect of your life **influences** your personal health and wellbeing, just as every aspect of your life is **influenced by** your personal health and wellbeing.

For example, if you have a positive and supportive home and family environment then this is likely to improve your **emotional** health and wellbeing.

Having this positive mind state could assist you to experience successful outcomes in other health and wellbeing areas, such as your **physical** health, and with your **relationships**.

As another example, if you are happy in your job this will directly improve your **career** health and wellbeing; and it can also improve your emotional health and wellbeing, as well as your **financial** health and wellbeing.

💡 So as a class, have a discussion about different areas of health and wellbeing, and start to come up with examples of how each might relate to your own personal situations.

3A My health and wellbeing

So, **what makes you happy**? What are the factors that contribute to your own personal health and wellbeing? And what are some of the **things that get you down**?

1. Complete these sentences.

a. The thing that most makes me happy is...

b. However, I can feel really contented when...

c. I make other people happy by...

d. However, a thing that makes me unhappy is...

e. One area of my personal health and wellbeing I am trying to improve is...

2. Suggest 3 **ways** that you could **improve your own health and wellbeing**.

--	--	--

Health and Wellbeing Factors



Health and wellbeing factors 3B

Your teacher will discuss **health and wellbeing factors** with the class. Give an **example** that describes **your** level of health and wellbeing for each of these areas.



Physical	Emotional
Relationship	Social
Spiritual	Cultural
Economic	Career
Geographical	Environmental

3.05 Health and Wellbeing

Achieving personal health and wellbeing

Achieving personal health and wellbeing is a quest for a happy life. Three key areas of personal health and wellbeing that are important are:

- ⇒ **physical health and wellbeing**
- ⇒ **social health and wellbeing**
- ⇒ **emotional health and wellbeing.**

Varied factors impact on us as people in our day-to-day lives. And it's these factors that can help us to enjoy better personal health and wellbeing. But these factors can also threaten our ability to achieve personal health and wellbeing.

Factors can impact directly on our **physical health and wellbeing**. We might suffer from injury, illness, lack of fitness, poor diet and nutrition, inactivity or just feeling generally physically rundown and out of shape. Some people also have physical health and wellbeing issues compounded by chronic illness, disability and a lack of access to suitable health-care and nutrition.

As people we interact with others **socially**. But we might experience conflict and pressures in family relationships, in our personal relationships within friendship or peer groups, at school, when dealing with colleagues at work, and in many other social situations. These factors can threaten our **social health and wellbeing**.

And we all, at times, have to juggle feelings of **happiness, satisfaction and confidence** with feelings of **anxiety, stress and guilt**. These **emotional states** affect our self-esteem, and together may impact on our feelings of self-worth. These factors can also impact on our **emotional health and wellbeing**.

Resilience

The key to improved health and wellbeing is to build **resilience**. And a part of this resilience is the development of **proactive** actions and strategies to deal with, ride-out and overcome the **hardships** that come naturally as part of life.

And some of you have to deal with particular hardships that many people will never face. But that is not their fault that they seem to have it a bit easier than you. We all have our different issues to deal with - and they are all real to us. And sometimes, another person's wellbeing issues are not apparent on the surface.

It is your own **personal responsibility** to deal with your own issues - proactively.

- 🧠 But you don't have to do this on your own. There are people who can give you **advice, guidance and support**.



Simple activities like having fun outdoors with a group of friends can really help boost personal health and wellbeing.

*Image: mandygodbehear/
Depositphotos.com*

Everyone has to deal with issues. It's how you push through and come out on the other side that builds resilience.



*Image: kbuntu/
Depositphotos.com*

Achieving personal health & wellbeing 3C

A range of **factors** that can **impact** on **health and wellbeing** are discussed on p.50.

1. Identify these factors, and describe **examples** which might **relate** to your own **physical, social** and **emotional** health and wellbeing.

Physical health and wellbeing	Social health and wellbeing	Emotional health and wellbeing
Influencing factors	Influencing factors	Influencing factors
Examples related to me	Examples related to me	Examples related to me

2. You might have noticed that the factors on p.50 were expressed as **negative impacts**. Rewrite the potential impact of these factors, but as **positive statements**.

Physical health and wellbeing	Social health and wellbeing	Emotional health and wellbeing
By improving my fitness I...	...my strength can...	No-one's perfect, so...
I am really capable at...	My friends help me...	When I deal with anxiety I...

3. Form into pairs and read the **case study**. In your workbooks outline the **positive factors** helping Jo's health and wellbeing, the **negative influencers** threatening Jo's health and wellbeing; and **advice** to help Jo improve health and wellbeing.

Jo has just got a part-time job at Hungry Macs. Jo is doing well at school and Jo's VET Retail course is really going well. Jo should be feeling pretty happy with themself. However, Jo's partner just broke off their 3-month relationship and Jo now feels down. Jo can't seem to get happy about anything else, and also can't find time to exercise anymore. Jo's wondering whether life will ever return to a happy state.



3.07 My Health and Wellbeing

One thing leads to another

It is important to understand, recognise and accept that these various **influencing factors** do **crossover** to influence your overall **personal health and wellbeing**.

Your challenge is to find a **balance**. Sometimes this means that if your **emotional health and wellbeing** is at risk, you might need to seek out some **positive social interactions** to lift your **mood**.

You might experience some personal hardships due to poor health. In times like these, you can seek an **emotional boost** through positive interpersonal relationships.

At other times you might be lacking some positive social interactions. As a replacement, you might focus on **physical activity outdoors** and make use of a sense of isolation to enjoy the very positive experiences that come from being out and about in nature.

Every negative influence on your health and wellbeing can be counteracted by a positive action. It is up to you to strike a **positive balance**. This might mean getting a bit of **advice** and **support** on what to do and how to do this.

The better you become at recognising the **influencers** that affect your personal, social and emotional health and wellbeing, both positively and negatively, then the more successful you will be at **building** the **resilience** to deal with life's **challenges**.



There's always something simple we can do to restore some balance to our personal health and wellbeing.

Personal Health and Wellbeing Factors

Illness or injury

General health

Diet & nutrition

Relationships

Physical activity

Responsibilities

Lifestyle

Stress

Sport & recreation

Spiritual connection

Cultural connection

Anxiety & fears

Physical environment

Financial security



Image: pablonis/Depositphotos.com

One thing leads to another 3D

1. A good strategy to make sense of topics with a lot of words and terms is to make **word chains** that feature key words or terms.

Based on 'One thing leads to another', complete **word chains** for these key concepts. Some key words or terms will feature more than once.

Personal Health & Wellbeing	
Emotional Health & Wellbeing	
Social Health & Wellbeing	
Balance	

- Describe how 4 of the **factors** from the discussion context to **threaten** your personal **health and wellbeing**.
- Choose 4 other factors, and describe how **positive actions** related to these could **counteract** the negative factors.

Negative factors	Positive factors and actions

Applied

Create an **image** or images to show you achieving personal health and wellbeing. Annotate the image(s) to describe what is going on.

3.09 Health and Wellbeing Factors

Physical, social and emotional factors

There is a myriad of different factors that can influence our health and wellbeing.

Factors may originate **internally**, from our own feelings, attitudes and behaviours.

Factors may come from **external sources** such as friends, family, partners, society, social media, the economy and various cultural influences.

Positive factors influence our health and wellbeing by creating a mindset of **self-assuredness, safety** and **connection**.

Negative factors may lead to **uncertainty, anxiety** and **dislocation**.

It is always vital to remember that you cannot control everything that happens in the external world. But you are always able to control how you respond to both external, and internal factors.

Understanding your **locus of control** is the key to achieving positive (but not perfect) personal health and wellbeing.



3E Physical, social and emotional

1. Identify **3 positive** and **3 negative** factors that impact on **health and wellbeing**. Describe how each can impact on your own health and wellbeing.

	Positive Factors	Negative Factors
My Physical Health and Wellbeing		
My Social Health and Wellbeing		
My Emotional Health and Wellbeing		

2. What is one thing you can **do today** to **improve your own personal health and wellbeing** in relation to one of these factors?

Physical Health and Wellbeing Factors



Social Health and Wellbeing Factors



Emotional Health and Wellbeing Factors



Images:
twindesigner/
Depositphotos.com

3.11 Health and Wellbeing Factors

Relationship, cultural and spiritual factors

As humans we form and crave **relationships** with our family, friends, partners, even our pets. But if our emotional health is a bit rocky, life can sometimes feel lonely. Relationships are always about balancing the needs of more than one party. Strong relationships require give and take, respect and care, nurturing and support.

Cultural factors create a sense of community and belonging. They drive people to understand where they fit into the grand scheme of life. People embrace **ethnicity** through their shared histories and **diversity**. Aboriginal and Torres Strait Islander people celebrate their **Indigeneity** and connection with **Country** as the oldest living culture in the world.

Many people achieve true health and wellbeing through **spiritual** beliefs and practices. **Religious** people gain strength, support and resilience through a shared **faith**. Some people pursue spiritual beliefs outside established religions, often through a connection to **nature** and/or the **land**.



Image: Buenaventuram/Depositphotos.com

3F Relationship, cultural and spiritual

1. Identify **3 positive** and **3 negative** factors that impact on **health and wellbeing**. Describe how each can impact on your own **health and wellbeing**.

	Positive Factors	Negative Factors
My Relationship Health and Wellbeing		
My Cultural Health and Wellbeing		
My Spiritual Health and Wellbeing		

2. What is one thing you can **do today** to **improve your own personal health and wellbeing** in relation to one of these factors?

Relationship Health and Wellbeing Factors



Cultural Health and Wellbeing Factors



Spiritual Health and Wellbeing Factors



Images:
twindesigner/
Depositphotos.com

3.13 Health and Wellbeing Factors

Economic, geographical and environmental factors

Economic factors affect the health and wellbeing of all people. But some people are more impacted than others. Younger people are usually **economically dependent** upon others. A lack of access to financial resources can quickly threaten personal health and wellbeing.

Geographical factors can **unite people** by promoting inclusiveness and connection. But geography also **separates people** leading to exclusion and isolation. Although many people who live in regional and remote areas enjoy a greater sense of **community**, changes in personal circumstances can lead to **isolation**. Many metropolitan dwellers are surrounded by people, yet still struggle to achieve community connection and wellbeing.

We are all human beings living within a delicate biosphere filled with natural and man-made environments. **Environmental** factors include immediate factors such as your **living conditions**, access to **personal** and **outdoor space** and other elements that influence your physical lifestyle. Environmental factors also extend to external factors including **sustainable resource use**, care for fauna and flora, and global warming.

For many of these bigger picture factors, managing your actions as part of your **locus of control** is once again the key to achieving positive (but never perfect) health and wellbeing.

3G Economic, geographical and environmental factors

1. Identify **3 positive** and **3 negative** factors that impact on **health and wellbeing**. Describe how each can impact on your **own** health and wellbeing.

	Positive Factors	Negative Factors
My Economic Health and Wellbeing		
My Geographical Health and Wellbeing		
My Environmental Health and Wellbeing		

2. What is one thing you can **do today** to **improve your own personal health and wellbeing** in relation to one of these factors?

Economic Health & Wellbeing Factors



Geographical Health and Wellbeing Factors



Environmental Health and Wellbeing Factors



3.15 Achieving Wellbeing

All for one

As you have seen, the **decisions** you make in life, and therefore your **behaviours** and **actions**, are strongly influenced by your **personal values** and your **attitudes**.

So with this in mind, you need to focus on how an understanding of the interrelationships between these elements can improve your **wellbeing**. And the factors that influence personal health and wellbeing are also **interrelated**.

So given these interrelationships, we can say that whatever you do, and however you **act**, is quite likely to influence your **wellbeing** in many different ways - both **positive** and **negative**. And let's not forget that your actions as behaviours will also impact on **others** as well.

You make **decisions** based on how you **feel**, and what you **value** and **believe**. These lead to behaviours that might involve **positive** or **negative actions** that impact on different types of **wellbeing**.

The challenge to a **healthier** and **happier life** is to make more of the **positive decisions**, and to do more of the **positive behaviours**, both **now**, and in the **future**.

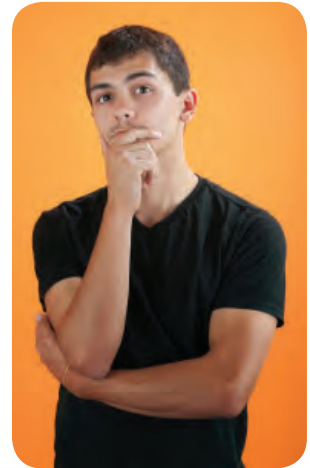


Image: Creatisita/Depositphotos.com

3H What you do

1. Based on 'All for one', complete word chains for these key words. Some key words will feature more than once. Develop an overall summary word chain.

decisions	
wellbeing	
interrelated	
act	
decisions	
positive	

2. List **2 decisions** you can make **this week** to **improve** your **health** and **wellbeing**.

Locus of control

A very important enabler of effective self-understanding is to be aware of the very real concept of locus of control. **Locus of control** refers to the extent to which you are able to control events that might impact on you. Your locus of control influences the **decisions** you make and the **actions** you take.

For example, you could not control the COVID-19 pandemic. This was an external event affecting the entire world. It was outside of your locus of control. However, you did have control over what you did to protect yourself and others from the virus. Your locus of control also involved the extent to which you followed the laws, rules and guidelines that were introduced to try and stop the virus from spreading within the community. So in essence, your locus of control is centred around you controlling your behaviours and actions.

It is important to emphasise that external events, and the actions of other people, are generally outside your locus of control. However, how you respond, what you do, how you behave, and the actions you take are within your locus of control. And this includes **proactive** or **positive actions**, **reactive** or **negative actions**, as well as **neutral inaction**.

So in other words, don't stress over what you can't control. Instead, invest your **emotional energy** into developing proactive and positive responses, behaviours and actions to help you better deal with those events outside of your control.

Locus of control 31

1. What is **locus of control**?

2. Describe examples when **you took positive actions**, and also when you **didn't take positive actions** to deal with something **outside** of your **locus of control**.

3. Here are some words that could relate to locus of control. Use at least **5** of these to write a paragraph about **locus of control** in your own life.

helplessness, blame, power, anxiety, awareness, support, planning, adapting

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3.17 Graduated Assessment

AT3 My Health and Wellbeing - Community health and wellbeing

Overview: Annotated Report

For this assessment task, you are required to complete an **annotated report** that analyses the impact of **factors** on **your health and wellbeing**. You will then develop an **action plan** to improve your health and wellbeing. For both parts of this task you are required to create a set of annotated images to illustrate your report.

Part A: My Health and Wellbeing (and images)

1. List examples of various **factors** that **influence your own health and wellbeing** in **these** wellbeing **categories**. Add 2 more categories of your own.
2. Identify **key factors** you have **listed** in **more than one** of the health and wellbeing categories.
3. Are these factors having a **positive** and/or a **negative impact**? Analyse and discuss why these factors might be having so much **influence**. Create **images**.

Part B: My Action plan (and images)

- a. What **actions** can you take to **turn negative factors into positive actions**?
- b. What **timeframe** is needed to **turn negative factors into positive actions**?
- c. What **actions** can you take to **improve your own personal health and wellbeing**?
- d. What **potential benefits** might you experience from these positive actions?
- e. What **benefits** did you experience from your positive actions?

For example

Negative influencer: Lack of physical activity.

Timeframe: Immediate.

Action: I will walk home from school today.

Potential benefits: The weather is nice and it will do me good to get some exercise and fresh air.

Benefits: It felt good to walk for 30 minutes. It was less noisy and crowded than the bus and I got to think more clearly about things as well. I also saw lots of native birds flying about and met a few dogs being walked. I felt like I de-stressed from the hectic day of school.

- f. Create **images** that illustrate you **undertaking positive actions** to enhance your own health and wellbeing. What is it about these actions that you enjoy?
- g. What **changes will you make** in your life to ensure that you experience **more** of these **positive actions** to manage your health and wellbeing. You might have to **sacrifice** some things, that really are, not so important after all!

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

My Physical Health and Wellbeing Factors

My Social Health and Wellbeing Factors

My Emotional Health and Wellbeing Factors

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My _____ Health and Wellbeing Factors

My _____ Health and Wellbeing Factors

3.19 Assessment

Name:		Key dates:		UNIT 1 AOS2	
Tasks - AT3: My Health and Wellbeing		Must Do?	Due Date	Done	Level
🗣️ Negotiate the task details with my teacher.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part A: My Health and Wellbeing					
⇒ Analyse the positive and negative factors that influence:					
i. My physical health and wellbeing.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
ii. My social health and wellbeing.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iii. My emotional health and wellbeing.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iv. Other health and wellbeing area:		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
v. Other health and wellbeing area:		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
vi. Create a set of annotated images.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part B: My Action Plan					
a. My actions to turn negative factors into positive actions.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Timeframe to turn negative factors into positive actions.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Actions to improve my overall health and wellbeing.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Potential benefits from these positive actions.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. My benefits experienced from my positive actions.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f. Create a set of annotated images.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
g. - My changes to experience more of these positive actions.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- Sacrifices I might need to make.		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part C: Completing my annotated report					
🗣️ Prepare draft of my annotated report for feedback.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Use appropriate methods and digital media.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Prepare and submit my final annotated report.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
🗣️ Present my annotated report (if required).		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Additional information:					
Signed: _____			Date: _____		

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Community Health & Wellbeing

4

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4.09 Community Involvement 74	4.25 Assessment Task 90
4.13 Community Action 78	4.29 Review and Reflection 94
4.17 Health & Wellbeing Activity..... 82	

Activities 4: Community Health & Wellbeing	p.	Due date	Done	Comment	
4A Community and me	67		<input type="checkbox"/>	<input type="radio"/>	
4B Community occupations	68-69		<input type="checkbox"/>	<input type="radio"/>	
4C Support services	71		<input type="checkbox"/>	<input type="radio"/>	
4D Community activities	73		<input type="checkbox"/>	<input type="radio"/>	
4E Community involvement	75		<input type="checkbox"/>	<input type="radio"/>	
4F Community activity requirements	77		<input type="checkbox"/>	<input type="radio"/>	
4G SecondBite	79		<input type="checkbox"/>	<input type="radio"/>	
4H Local community support	81		<input type="checkbox"/>	<input type="radio"/>	
4I PODR - Brainstorm	83		<input type="checkbox"/>	<input type="radio"/>	
4.19 Personal Development Activity Overview	84-85		<input type="checkbox"/>	<input type="radio"/>	
4.21 PODR Activity Planner	86-89		<input type="checkbox"/>	<input type="radio"/>	
AT4 Community Health and Wellbeing Activity	90-93		<input type="checkbox"/>	<input type="radio"/>	
R4 Review and Reflection	94		<input type="checkbox"/>	<input type="radio"/>	

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Comments:

4.01 Community Health and Wellbeing

Community

In Section 3 you investigated a range of factors that can impact on your personal health and wellbeing. But now it's time to move outwards from the 'self' and to apply your knowledge to health and wellbeing on a **broader scale**.

We all live within a **society** that includes **other people**. We engage with communities on a daily basis. Our own **actions** and **behaviours**, and the actions and behaviours of others, are driven and moderated by our connections to varied communities.

We might be part of **micro-communities** through our family bonds and friendship groups. **Local communities** emerge based on where we live. **Broader communities** grow beyond location through shared values and common activities.

We can also be part of state, **national**, and even **global** communities. And of course, we can't forget **online** communities - where would we be today without them!

Two of the key driving **forces** that create a sense of **community** are **inclusiveness** and **cohesion**.

🗣️ What do these two terms mean to you?

Image: walldi/
Depositphotos.com



Inclusiveness

Inclusiveness refers to the concept of welcoming and accepting other people or groups, regardless of any perceived or pre-conceived differences.

Australia is a modern, mature, developed Western society united under the ideals of personal freedoms and egalitarianism.

Inclusiveness involves:

- ⇒ understanding others
- ⇒ recognising cultural norms
- ⇒ tolerating different values
- ⇒ encouraging active citizenship
- ⇒ welcoming diversity
- ⇒ celebrating Indigeneity
- ⇒ promoting engagement
- ⇒ creating opportunity
- ⇒ redressing stereotypes
- ⇒ eliminating discrimination
- ⇒ building community.

Cohesion

Put simply, cohesion describes the bonds that unite people.

Societies are created when people, who are united by various bonds, form together collectively.

People are more likely to thrive when they work together to improve the lives of one another. The greater outcome is a more cohesive society.

Strong uniting bonds include:

- ⇒ shared personal values
- ⇒ family ties
- ⇒ friendship and social groups
- ⇒ geographical location
- ⇒ political freedoms
- ⇒ ethnicity and Indigeneity
- ⇒ religion and spirituality
- ⇒ work and enterprise
- ⇒ culture and recreation
- ⇒ community.

1. Your teacher will discuss the key concepts and terms used in this topic. As a class discuss **egalitarianism**, **cultural norms**, and **active citizenship**.
2. Complete the reflection of **your feelings** about community **inclusiveness** and **cohesion**. Add **2 more** statements important to your own situation.
3. In the final column **rank** the **importance** of each of these statements for **you**. Can you see any **patterns**? What do these patterns suggest?
4. How well do you feel that **general society** is supporting **inclusiveness** and building **cohesion**? Add those 2 statements important to your own situation.
5. In the final column **rank** the **importance** of each of these statements for **general society**. Can you see any **patterns**? What do these suggest?



At the moment:	Strong	Moderate	Lacking	How important is this to me?
1. My strength of family ties is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
2. My connections with friends is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
3. My understanding of diversity is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
4. My tolerance of different values is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
5. My rejection of stereotypes is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
6. My enjoyment of online interactions is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
7. My engagement as an active citizen is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
8. My opportunity to contribute is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
9.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1

At the moment:	Strong	Moderate	Lacking	How important is this to me?
1. The strength of family ties in society is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
2. The connections with friends in society is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
3. The understanding of diversity in society is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
4. The tolerance of different values in society is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
5. Rejection of stereotypes in society is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
6. Enjoyment of online interactions in society is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
7. Engagement as an active citizen in society is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
8. Opportunity to contribute in society is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
9.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1
10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 4 3 2 1

4.03 Community Health and Wellbeing

4B Community occupations

One way to identify important community members within society is to take a vocational approach by investigating the main occupations of people who work in community-focused roles.



1. Pair up. Choose **20 occupations** that are important roles in your communities.

- | | | |
|---|---|--|
| <input type="checkbox"/> actor, dancer & other entertainer | <input type="checkbox"/> fitness instructor | <input type="checkbox"/> psychiatrist |
| <input type="checkbox"/> aged-care worker | <input type="checkbox"/> gallery, library & museum technician | <input type="checkbox"/> psychologist |
| <input type="checkbox"/> ambulance officer/ paramedic | <input type="checkbox"/> gallery, museum & tour guide | <input type="checkbox"/> recreation & community arts worker |
| <input type="checkbox"/> amusement, fitness & sports centre manager | <input type="checkbox"/> gardener | <input type="checkbox"/> registered nurse |
| <input type="checkbox"/> artist | <input type="checkbox"/> greenkeeper | <input type="checkbox"/> school principal |
| <input type="checkbox"/> artistic director & media producer | <input type="checkbox"/> health & welfare services manager | <input type="checkbox"/> science technician |
| <input type="checkbox"/> caravan park & camping ground manager | <input type="checkbox"/> hotel & motel manager | <input type="checkbox"/> secondary school teacher |
| <input type="checkbox"/> child-care centre manager | <input type="checkbox"/> inspector & regulatory officer | <input type="checkbox"/> speech pathologist |
| <input type="checkbox"/> child-carer | <input type="checkbox"/> journalist | <input type="checkbox"/> sportsperson |
| <input type="checkbox"/> counsellor | <input type="checkbox"/> library assistant | <input type="checkbox"/> social worker |
| <input type="checkbox"/> disability support worker | <input type="checkbox"/> manager | <input type="checkbox"/> solicitor |
| <input type="checkbox"/> doctor | <input type="checkbox"/> midwife | <input type="checkbox"/> sports coach |
| <input type="checkbox"/> early childhood teacher | <input type="checkbox"/> ministers of religion | <input type="checkbox"/> sportsperson |
| <input type="checkbox"/> education aide | <input type="checkbox"/> mothercraft nurse | <input type="checkbox"/> sports official |
| <input type="checkbox"/> enrolled nurse | <input type="checkbox"/> motor vehicle repairer | <input type="checkbox"/> tourism & travel adviser |
| <input type="checkbox"/> environmental scientist | <input type="checkbox"/> motor vehicle technician | <input type="checkbox"/> travel attendant |
| <input type="checkbox"/> film, TV, radio & stage director | <input type="checkbox"/> nutrition professional | <input type="checkbox"/> visual arts & crafts professional |
| <input type="checkbox"/> fire & emergency worker | <input type="checkbox"/> occupational therapist | <input type="checkbox"/> welfare support worker |
| | <input type="checkbox"/> outdoor adventure guide | <input type="checkbox"/> welfare, recreation & community arts worker |
| | <input type="checkbox"/> performing arts technician | <input type="checkbox"/> writer, author or editor |
| | <input type="checkbox"/> personal care worker | |
| | <input type="checkbox"/> presenter | |
| | <input type="checkbox"/> primary school teacher | |
| | <input type="checkbox"/> prison officer | |

2. Match each **occupation** to the most suitable **community industry area**.

- | | | |
|------------------------|----------------------|-------------------------|
| ⇒ education & training | ⇒ community support | ⇒ sport & recreation |
| ⇒ health & medical | ⇒ emergency services | ⇒ science & environment |
| ⇒ caring & support | ⇒ arts & culture | ⇒ other |

3. Research the current **employment** level of each occupation.

Use <https://labourmarketinsights.gov.au> or the **Australian Jobs** publication.

4. Identify a **local example** of an organisation in which these workers would be working.



4.05 Community Support and Activities

Community activity

As part of this unit of work, you will have to plan and implement a Community Health and Wellbeing Activity. Your activity might be completed on a whole-class basis, or in teams or pairs, or perhaps it might be an individual activity. Your teacher will discuss how


 your class is approaching the activity.



Image: RawPixel/Depositphotos.com

You have already investigated a range of factors that impact on personal health and wellbeing. Now you have to **think critically** to apply what you have learned to the broader communities within which you exist.

It's fairly simple. If these factors are impacting on your health and wellbeing, then you can be pretty sure that they are also impacting on others on a broader scale.

 So ask yourself these five questions. Your teacher will discuss these with your class. And pay close attention, as the responses will drive the direction of your community activity.

1. What **support services** exist to help communities improve their health and wellbeing?
2. What **activities** do community organisations, community groups and community members offer and provide to improve health and wellbeing?
3. How do these support services and activities help to **improve health** and **wellbeing**?
4. How can I, or **other community members**, access these support services and activities?
5. How can I **contribute** and **help** my community by connecting with support services, or by helping to participate or provide community activities?

Brainstorming

Brainstorming is a problem-solving technique that you can use to help you move forward when starting planning for a goal, or dealing with a problem or issue.

With brainstorming, you list whatever thoughts come into your head that you relate to a key concept, issue or problem. During the brainstorming process, no suggestion is criticised or rejected.

The initial idea is to generate a list of words/phrases related to a concept, issue or problem. This way, brainstorming acts as a great starting point to develop ideas.

Brainstorming is useful for generating creative ideas because one word, leads to another, and then to another. This can help people come up with new ways of thinking about a concept, issue or problem. This could help you to determine a suitable Community Health and Wellbeing activity to undertake for this area of study.

In team brainstorming situations, the words of other people can drive you or someone else to come up with new solutions. When the team is finished the brainstorming process, the group then focuses on the most relevant and useful ideas.

We all naturally brainstorm all the time. When we think of something specific, we then start to think of other words, pictures and ideas. This enables our minds to follow different directions and see possible solutions to problems.

Form into small groups. Brainstorm a list of **key words** and **phrases** in response to the question:



“What support services exist to help communities improve their health and wellbeing?”

	<p>SUPPORT SERVICES THAT HELP COMMUNITIES IMPROVE HEALTH AND WELLBEING.</p>	

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Effective brainstorming

- ⇒ Write the key idea large and bold for everyone to see on a large page, poster or whiteboard.
- ⇒ Set a short time limit, between 60 seconds and 2-3 minutes.
- ⇒ If done out loud, get someone to write down the responses for all to see.
- ⇒ Use ‘hands-up’ for ideas.
- ⇒ Ideas are not criticised or rejected during the process.
- ⇒ Encourage everyone to contribute.

4.07 Community Support and Activities

Community activities

Within our communities there is a range of activities that are provided by community stakeholders such as workers, volunteers, community groups, and local, state and national community agencies, to help improve health and wellbeing.

Some of these activities, such as public health-care, are usually provided by government agencies, or funded by the government. Many activities and programs might be funded and run by local councils and shires. Other activities might be offered by charitable and welfare organisations, including aged-care and support for disadvantaged people. Some activities such as local sport, recreation, arts, culture and environmental management might be totally volunteer organised and operated.

So, a good way to determine a suitable Community Activity for you to do, is to identify community health and wellbeing activities that currently exist within your communities. This will help you to start answering these key questions for your own Community Activity.

- ⇒ Can I/we **access** and **participate** in this activity?
- ⇒ Can I/we **contribute** to this activity by volunteering or providing support and/or funding?
- ⇒ Can I/we **design** and **implement** a similar, but smaller-scale, activity of your own?

🧠 Your teacher will guide you through these questions and advise on the suitability of your involvement, depending on your own class and school requirements.



Community Stakeholders

Image:
Rawpixel/
Depositphotos.com



Community Support and Activities 4.08

Community activities 4D

Working in pairs, research **community activity providers** in your **community**.
Find out: Name// What do they do// Location and contact details.



Friendship groups	Government services	Citizenship & involvement
Cultural events & celebrations	Community health programs	Mentoring & networking
Education providers	Mental health programs	Sporting clubs & facilities
Skills building & learning	Lifestyle activities programs	Recreation clubs & facilities
Arts/music groups & events	Targeted health programs	Recreation clubs & facilities
Religious bodies & support	Charities & support services	Hobby & interest groups
Volunteer programs	Welfare & support services	Environmental programs
Community action	Community services	Community pride

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4.09 Community Involvement

Participation

There are so many ways to get involved in the community. The most common way is through **active participation** in community services, activities and events.

Volunteering is another way that you can contribute your time and skills. Many community agencies and groups rely on an ongoing volunteer 'workforce' to help them operate, topped-up with extra volunteers for special events or activities.

Volunteering

Many people participate in their community as unpaid voluntary workers and willingly give up their time, and lend their skills and expertise, to help their community.

According to the ABS, in 2020, 25% of Australians aged 15+ performed unpaid voluntary work for an organisation (down from 30% in 2019). This was estimated to have contributed 490 million hours to the community.¹

Voluntary work is most common in industries and areas such as:

- ✓ sporting, recreation and cultural groups
- ✓ religious organisations
- ✓ education (schools)
- ✓ community groups
- ✓ charities, help and emergency relief agencies
- ✓ social services such as health and community services, welfare and support services
- ✓ community organisations, e.g. CFA and RFS
- ✓ health and medical research

Image:
Wavebreak Media LTD/
Depositphotos.com



You could consider community health and wellbeing activities that link up with:

- ⇒ one-off local programs and events (e.g. School Community Day)
- ⇒ one-off broader programs and events e.g. Clean Up Australia day)
- ⇒ ongoing activities in the community (e.g. aged-care support visits)
- ⇒ established government activities and agencies (e.g. a placement at a local council)
- ⇒ established community activities and agencies (e.g. a weekly shift at a foodbank)
- ⇒ mentoring activities (e.g. sports coaching of young children)
- ⇒ new activities (e.g. initiating a youth mental health local links page).

Source: ¹ ABS: General Social Survey: Summary Results, Australia, 2020 (June 21)

Support

Community groups often run on meagre budgets and need to raise funds, as well as get noticed to gain more support. You could consider fundraising, and/or offering your skills to a local community environmental group or animal rescue provider.

Community groups often need help with:

- ⇒ funding and fundraising
- ⇒ donations of resources and other items that they use
- ⇒ promotion, media and public relations
- ⇒ in-kind support (i.e. providing skills or pro-bono services).

1. Why is **volunteering** such a **vital** part of community health and wellbeing?

2. Have **you** ever **volunteered** your time and skills? Explain.

3. Consider this statement. 'Volunteering doesn't just help them, it also helps you'. Why is this the case?

4. How do you think **you** might be able to contribute to the community as a volunteer? Besides your time, what specific skills could you offer?

5. Why do so many community groups **struggle** for **funds** and other **support**?

6. Do you think this is **fair**? Why/why not? What can **you do** about it?

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4.11 Community Involvement

Requirements

Before you can participate in community activities, or work as a volunteer, there is a range of personal, safety and legal requirements you will need to find out, clarify, meet and complete. Your teacher will lead the class through a discussion of some of the most common requirements.

Think critically about how each might apply to your own community activity. And of course, there may be more requirements that you need to satisfy depending on the specific community or volunteer activity that you are undertaking.



Personal abilities and skills

- ⇒ Personal health and fitness to carry out the tasks.
- ⇒ Application of existing skills-sets to the activity and community setting.
- ⇒ Past experience that can be applied.
- ⇒ Application of work-related skills.
- ⇒ Personal abilities such as other languages, cross-cultural skills and dealing with varied clients.
- ⇒ Identifying new skills needed for the task.
- ⇒ Skills in planning, organising and leadership.

Qualifications

- ⇒ Prior completion of relevant safe@ work modules and other OHS/WHS induction programs.
- ⇒ Needing a certificate in food handling for any food-related tasks.
- ⇒ Having a 'white card' if needed to work at heights.
- ⇒ Skills training in using specific equipment and technologies.
- ⇒ Undertaking an organisation-specific or a site-specific OH&S/WHS induction program.
- ⇒ Working towards VET outcomes.

Space, equipment and resources

- ⇒ Funding requirements to do the activity, and money security.
- ⇒ Meeting the guidelines of any fundraising activity or platform.
- ⇒ Planning and costing any resources and inputs required.
- ⇒ Booking, hiring and taking care of equipment and resources.
- ⇒ Sourcing a working space to safely do the activity.
- ⇒ Safely organising work activities within a space or setting.

Legal responsibilities

- ⇒ Workplace health and safety and specific OH&S/WHS requirements.
- ⇒ Working with children certification, including for those supervising you.
- ⇒ Prohibitions on what you cannot do, and equipment you cannot operate.
- ⇒ Client privacy issues and procedures.
- ⇒ First-aid and emergency procedures.
- ⇒ Notifying someone senior of any issues that you don't have the responsibility to deal with.
- ⇒ Incident reporting.

4F Community activity requirements

Focus on the **Community Health and Wellbeing Activity** you might be undertaking.

Activity: _____



Find out and describe the specific **requirements** that you need to satisfy so that you undertake this activity effectively and safely.

Personal abilities and skills

I must be able to:

I need to have skills in:

I can apply my existing skills such as:

Other:

Qualifications

I must complete OHS/WHS training in:

I must undertake induction training in:

I will need to have other qualifications such as:

Other:

Financial and funding requirements, equipment, and resources

Financial and funding requirements include:

Equipment and resources needed include:

Working space requirements involve:

Other:

Legal responsibilities

Working with Children Check requirements for people involved are:

My legal responsibilities are:

Tasks I must not do include:

Other:

4.13 Community Action

Waste not, want not - SecondBite

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

In 2005, Ian and Simone Carson in Melbourne, Australia, formally established the fresh food rescue organisation SecondBite, because they could no longer watch good food go to waste. SecondBite's vision is "Food for people in need."

SecondBite's aim was to help out people experiencing food insecurity by sourcing surplus nutritious, fresh food and produce - that would otherwise just go to waste - and then supplying this food to various agencies so that it got to the struggling, disadvantaged and vulnerable people who needed it.

In its first year SecondBite was totally run and operated by three volunteers. But as the need for more food grew (the recipient demand in the community) SecondBite was able to source a greater supply of donor food.

However, the SecondBite crew realised that they would have to undertake more strategic planning and organising in order to continue to provide its services in an enterprising manner.

And then, once the enterprise had secured some seed funding, it employed its first paid staff member.

From those few humble boxes of surplus food, SecondBite has grown to become a fully national enterprise that operates to provide fresh food and meals directly to 1,400+ community, charity and social service agencies around Australia.

These items come from donors such as farmers, fresh food markets, wholesalers, supermarkets, retailers as well as catering and events companies.

Some of SecondBite's key supporting partners include Coles (nationwide), Montague (fruit), Barden Produce (fruit and vegetables), Linfox (transport), PFD Food Services, Nando's, Australian Government Departments, and many others; including a range of charitable and philanthropic organisations and foundations. SecondBite also operates with the support of thousands of active volunteers.

In 2020/21 SecondBite: ¹

- ⇒ rescued 24.3 million kgs of produce
- ⇒ 'provided' 48.7 million meals
- ⇒ employed approximate 84 people across transport, warehousing and administration/corporate services
- ⇒ used more than 20,000 corporate and community volunteer hours in 2019/20. (Note: 20/21 was COVID-affected).

SecondBite believes passionately in working collaboratively with other agencies. It supplies fresh and nutritious food and produce to more than 1,400 diverse community partners. These include charities, community agencies and groups that take this food into meals; or distribute it to people and families who need it.

Some examples of its community partner charitable agencies have included Sacred Heart Mission, National Street Soccer, The Smith Family and the Asylum Seeker Resource Centre. These agencies provide community meals, food parcels, breakfast programs, outreach services and cooking classes to vulnerable Australians.

Partner agencies are guaranteed a regular supply and are supported with additional nutrition information and fruit and vegetable guides.

Community groups need to pursue enterprising ways of getting support and SecondBite faces many pressures that impact on its day-to-day survival. To achieve this, SecondBite draws on three major categories of support.

SecondBite's activities enable community groups to directly provide fresh and nutritious food to people in need.



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, grants and financial assistance, media and publicity; and partnerships with government departments and agencies.

The operational model of SecondBite is a major logistical feat. Managing the process of food collection, sorting, packing and distribution involves varied industry stakeholders.

SecondBite has developed into a national organisation with a local focus in each state.

In 2018 it opened its expanded Melbourne distribution centre and headquarters in Heidelberg West.

To further improve community health and wellbeing it developed a research and development department to innovate new fresh food rescue models, food skills and nutrition programs.

The demand for assistance from social enterprise grew significantly through 2020-2021, first due to the bushfires and later exacerbated by the ongoing and extended impacts of the COVID-19 pandemic.

The support provided by SecondBite removes the need for community agencies that provide food packages and meals programs, to purchase food (often at retail prices). Instead, these community groups can focus on providing meals more cheaply; thereby increasing their scope to find and reach people and families in need.

A secondary health and wellbeing bonus is that SecondBite's program has seen the redistribution of more nutritious food options. This is important because many people suffering food insecurity have to choose cheaper, but less healthy and nutritious, food options.

Another positive outcome is that millions of tonnes of produce are diverted from landfill each year. This reduces waste and it also helps to reduce greenhouse gas emissions.

And another positive outcome is the training, skill development and experience that volunteers get. This helps many vulnerable long-term job-seekers to gain valuable experience, as well as a sense of confidence and being able to contribute to the community. SecondBite also operates a traineeship program for people with disabilities.

So as you can see, SecondBite is helping create a win:win:win situation.

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¹ Sources: www.secondbite.org ; Annual Reports 21/22 & 20/21, 2020 Social Impact Report & www.secondbite.org/news



SecondBite 4G

1. Why and how did **SecondBite** get established?
2. Describe the **operations** of **SecondBite**. Use evidence.
3. Outline 5 **ways** that the **SecondBite** works with **stakeholders** to **achieve community health and wellbeing**.
4. Why would people **invest** their **time** (often unpaid) into such a **community enterprise**? Would you? Explain.

Investigation

- a. Find out more about **SecondBite** at its website. Working in teams, present a **10-point presentation** to the class to explain SecondBite's operations.
- b. Research a **similar social enterprise** that is operating locally; and prepare a **10-point presentation** to the class.



4.15 Community Action

4H Local community support



Pair up and choose 2 **local community support organisations**, agencies or groups that operate to improve health and wellbeing.

Research the **operations** of these community members and complete a summary pro-forma for each.

Name:	
Location	Contact details/Online presence
What services do they offer?	
Which community members do they help?	
How do their services and actions help to improve health and wellbeing?	
Are they stand-alone, or part of a broader organisation?	How are they funded?
What challenges might they face?	Are there volunteer opportunities?
How could they help you?	How could you help them?

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Name:			
Location		Contact details/Online presence	
What services do they offer?			
Which community members do they help?			
How do their services and actions help to improve health and wellbeing?			
Are they stand-alone, or part of a parent or other organisation?		How are they funded?	
What challenges might they face?		Are there volunteer opportunities?	
How could they help you?		How could you help them?	

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How might these community groups be suitable for my/our health and wellbeing activity?

4.17 Health and Wellbeing Activity

Community Health and Wellbeing Activity

👤 Your teacher will now lead you through a number of steps to discuss and plan your Community Health and Wellbeing Activity. You can use the pro-formas on pp.83-89 to help you identify and plan your requirements.

These include a **PODR - Brainstorm**, the overall task **Personal Development Activity Overview**, and the more activity-specific **PODR Activity Planner**.

Plan-Organise-Do-Review

There are many possible tasks that might need to be done when undertaking Personal Development activities. Different task skills are needed at different stages of an activity.

- ⇒ When first starting or initiating the activity as part of the **planning** process.
- ⇒ In the lead-up to the activity as part of the **organising** process.
- ⇒ During the activity as part of the **doing** process.
- ⇒ Following the activity as part of the **reviewing** process.

So a good planning tool that can help you work out what you need to do, is the PODR or Plan-Organise-Do-Review Process. The PODR Process should also be used in conjunction with other tools when you are planning activities and making decisions.

1. Plan

- ⇒ Work out just what it is you are trying to do; i.e. your goal/objective; and also how you might be able to achieve this.
- ⇒ It is good to be able to write this in one or two short sentences.

2. Organise

- ⇒ Break your overall goal into a series of smaller, achievable, bite-sized objectives.
- ⇒ Develop an action plan to achieve each objective under objectives of a task.
- ⇒ Organise your resources, other people and any resources you need to successfully complete each task.

3. Do

- ⇒ Undertake the day-to-day activities needed to actually perform each task.
- ⇒ This is where everything comes together; and might even be the shortest (but not easiest) part of the entire process.

4. Review

- ⇒ Monitor what you've achieved, evaluate your outcomes for quality; and make any changes and adjustments if necessary.
- ⇒ Each of these 4 stages of Plan-Organise-Do-Review cross over. So you should be reviewing throughout the whole activity process.

Applied Skills: Community Health and Wellbeing Activity

As part of planning, organising, doing and reviewing your Community Health and Wellbeing Activity you need to develop and apply the following skills. The applied use of these skills will naturally complement one another. The application of these skills should also be a natural and organic process. So when you are thinking about how to plan, implement and evaluate your activity, you should always ask: **what, how** and **why?**

- ⇒ **Communication** (Think what, how and why?)
- ⇒ **Critical thinking** (Think what, how and why?)
- ⇒ **Problem-solving** (Think what, how and why?)
- ⇒ **Decision-making** (Think what, how and why?)

List the **main tasks** that might be required at each of the 4 **PODR stages** for your **Community Health and Wellbeing activity**.

Activity is:

1. Planning stage

2. Organising stage

3. Doing stage

4. Reviewing stage

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4.19 Personal Development Activity Overview

Personal Development Activity Overview



Complete this **ongoing planner** and **record** for your **Community Health and Wellbeing Activity** by recording all the important information in every relevant section.

Tick off each task as it is negotiated with, and approved by, your teacher.

You can copy and expand this planner if needed.

1. Your teacher will lead a class discussion about the potential activity or activities that you can undertake.

Approved

Date

2. Choose appropriate team members (if relevant).

Approved

Date

3. Choose a community health and wellbeing objective that you're interested in and propose an activity to achieve this (& with your team).

Approved

Date

4. Complete a PODR Brainstorm (p.83). Get feedback from your teacher

Approved

Date

5. Fill-out an initial PODR Activity Planner (pp.86-89), and submit this to your teacher for checking, advice and approval.

Approved

Date

6. Contact and arrange meetings with the appropriate external parties that you will be working with to discuss your activity. (You might need permission forms for unsupervised excursions.)

Approved

Date

7. Discuss the outcomes of these meetings with your teacher so as to assess whether your Community Activity is suitable. (If not, go back to step 4.) Discuss safety, legal and other issues.

Approved

Date

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Personal Development Activity Overview 4.20

8. Obtain any relevant permissions from the school, including workplace learning forms, excursion forms, and other supervision and legal issues that need to be sorted out.

Approved

Date

9. If you get the go-ahead to proceed, complete an updated PODR Activity Planner (pp.86-89). Submit this to your teacher for checking, advice and approval.

Approved

Date

10. Organise the specific tasks of your Community Activity. (Confirm the roles of everyone in the group). Discuss these roles with your teacher and relevant external parties. Use PODR Planning pro-formas at different stages.

Approved

Date

11. Identify any potential safety issues or legal requirements. Outline how these will be minimised.

Approved

Date

12. Ensure that all relevant permissions, ethical and legal requirements have been sorted out.

Approved

Date

13. If everything is ready to go, and you have approval from your teacher, then undertake the Community Activity.

Approved

Date

14. After the Community Activity is finished complete evaluation questions. Your teacher will inform you if you also have to give a presentation based on the activity.

Approved

Date

4.21 PODR Activity Planner



PODR Activity Planner: PDS Activity

Use this planning and goal-setting pro-forma to guide your PDS activity. Enlarge it to A3. When finished present this to your teacher for checking and discussion.

Name(s): _____ Date: _____

PDS Activity: _____

i. Planning stage (For your overall PDS Activity.)

Write a one sentence description of your activity.

List 3 key goals/objectives associated with the activity.

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Who else is involved in the activity? What skills can they offer?



ii. Organising stage
(For your overall PDS Activity.)

What is the overall timeline? (By when do key tasks need to be done?)

Which external stakeholders might be involved?

What resources, material, equipment and technology might be required?

What are the main roles of each person for this activity?

List potential safety hazards, legal requirements and permissions.

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4.23 PODR Activity Planner



iii. Doing stage (For your specific activity outcome or event.)

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

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

What tasks need to be done for the activity outcome or event, who will do these, and by when must they be done?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

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iv. Reviewing stage
(For both your overall PDS Activity and the specific outcome or event.)



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

What criteria will be used to monitor and check your progress?

Do you need to have back-up plans in place? If so, what?

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Feedback on PODR planner
Before you move on to the organising stage, you need to present this planner to your teacher for feedback and possible changes.



4.25 Assessment Task

AT4 Community Health and Wellbeing Activity - Community health and wellbeing

Overview

For this assessment task, you are required to design, implement and evaluate a **Community Health and Wellbeing Activity**. Your teacher will have led you through a number of steps to clarify your requirements. The activity might involve:

- the **whole class** participating in a volunteer program or community activity with a focus on Community Health and Wellbeing
- smaller **groups** or **teams** participating in different volunteer programs or community activities that focus on Community Health and Wellbeing
- individual students** participating in specific or targeted volunteer programs or community activities that focus on Community Health and Wellbeing
- the entire class, or smaller groups or teams, or individual students, developing and implementing **their own specific activity** to improve Community Health and Wellbeing.

Requirements

My Community Health and Wellbeing Activity is:

The community health and wellbeing objective or goal is:

I will be working with:

The key dates are:

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Assessment

To successfully complete your Health and Wellbeing activity you are required to:

- ✓ **plan** the requirements of your activity (PODR: **Planning** and PODR: **Organising**)
- ✓ **implement** the activity (PODR: **Organising** and PODR: **Doing**)
- ✓ **evaluate** the activity (PODR: **Reviewing**).



Your teacher will explain a range of steps, tools and techniques to enable you to successfully plan, implement and evaluate your Personal Development activity. As an example, you might use the PODR Planning Process, or a different process that your teacher feels is more suitable.

Applied activity skills

Throughout all stages of this activity you are required to identify and apply skills in the following areas: **Planning, Communication, Critical thinking, Problem-solving** and **Decision-making**. You can record your ongoing progress on the pro-forma.






Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

Assessment Task 4.26

Name(s):	Key dates:	PDS Activity Applied Skills Record	
Activity:			
Tools, techniques & skills of:	Planning stage (Planning)	Implementing stage (Planning & Organising)	Evaluating stage (Reviewing)
Planning What, how and why?			
Communication What, how and why?			
Critical thinking What, how and why?			
Problem-solving What, how and why?			
Decision-making What, how and why?			

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4.27 Assessment Task

Name(s):		Key dates:		UNIT 1 AOS2	
Activity:					
Tasks - AT4: Community Health and Wellbeing Activity		Must Do?	Due Date	Done	Level
 Negotiate the task details with my teacher.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 1: Planning the Community Health and Wellbeing Activity					
⇒ Describe factors that influence personal health and wellbeing.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Describe factors that influence group health and wellbeing.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Research and suggest a suitable community support service or program.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Describe a community health and wellbeing objective or goal.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Propose a suitable Community Health and Wellbeing Activity.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Identify the group members for the activity.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Complete a PODR - Brainstorm. (p.83 or similar)		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
 Get feedback on the PODR - Brainstorm.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Start to complete a Personal Development Activity Overview proforma (pp.84-86 or similar).		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Identify the requirements you need to meet to participate in the activity.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Identify any safety or ethical issues you need to consider when participating in the activity.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Apply planning, communication, critical thinking, problem-solving and decision-making skills.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 2: Organising the Community Health and Wellbeing Activity					
 Get feedback on the Personal Development Activity Overview proforma. (or similar)		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
 Complete a PODR Activity Planner (pp.86-89) and submit this to your teacher for checking, advice and approval.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
 Contact, arrange meetings and meet with any external parties that you will be working with.		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Discuss the outcomes of these meetings with your teacher.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Clarify any personal requirements that need to be satisfied before participating in the activity.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Identify any potential safety issues or hazards, and outline how these will be minimised.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Obtain any relevant permissions from the school.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Identify the specific tasks required for the activity.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Ensure that all relevant permissions, ethical and legal requirements have been sorted out.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Apply planning, communication, critical thinking, problem-solving and decision-making skills.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

Assessment Task 4.28

Name(s):	Key dates:	UNIT 1 AOS2		
Activity:				
Tasks - AT4: Community Health and Wellbeing Activity	Must Do?	Due Date	Done	Level
Stage 3: Doing the Community Health and Wellbeing Activity				
⇒ Complete a PODR Activity Planner (pp.86-89 or similar).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Submit PODR Activity Planner to your teacher for feedback; and make recommended adjustments.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Clarify the final goals/objectives of the Community Health and Wellbeing Activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Explain the roles of group members in the activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Clarify the overall timeline and key dates of the activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Identify resources, material, equipment and technology that will be required.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Finalise and communicate the main roles of each person for the activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Outline specific day-to-day timelines and dates.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Clarify supervision that is needed.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Identify the specific tasks that are required, who will be responsible for doing these tasks, and key dates and times.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Work safely and ethically to implement, develop, Community Health and Wellbeing Activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Apply planning, communication, critical thinking, problem-solving and decision-making skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 4: Reviewing the Community Health and Wellbeing Activity				
Discuss progress with your teacher, prior to implementing (doing) the activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Develop (and implement) a back-up plan (if needed).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Develop criteria to evaluate successful application of:				
- Planning (and organising) skills	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- Communication skills	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- Critical thinking skills	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- Problem-solving skills	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- Decision-making skills	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- Achievement of the Community Health and Wellbeing objective.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- Teamwork and group success.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- My personal success.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
-	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

FULL DRAFT
PREVIEW
SAMPLE

4.29 Review and Reflection

Review and Reflection

Which Personal Development skills did I develop during this unit?

→ _____

→ _____

→ _____

→ _____

How have the skills of Personal Development helped to improve my personal life?

→ _____

→ _____

→ _____

How have Personal Development skills helped to improve my work-related skills?

→ _____

→ _____

→ _____

**FULL DRAFT
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My performance in developing my Personal Development skills this unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Impact of Technology

5

5.01 Unit 1: AOS3 Introduction96	5.15 Evaluating Technology.....110
5.03 Technology.....98	5.19 Graduated Assessment.....114
5.07 Work-Related Technologies.....102	5.21 Review and Reflection116
5.11 Effects of Technology106	

Activities 5: Impact of Technology	p.	Due date	Done	Comment
5-6 U1: AOS3 - Requirements	97	<input type="checkbox"/>	<input type="radio"/>	
5A Technology and me	99	<input type="checkbox"/>	<input type="radio"/>	
5B A day in the life of...	101	<input type="checkbox"/>	<input type="radio"/>	
5C Workplace technology and me	103	<input type="checkbox"/>	<input type="radio"/>	
5D Work-related technologies	105	<input type="checkbox"/>	<input type="radio"/>	
5E Personal effects	107	<input type="checkbox"/>	<input type="radio"/>	
5F Societal effects	109	<input type="checkbox"/>	<input type="radio"/>	
5G Personal identity	110	<input type="checkbox"/>	<input type="radio"/>	
5H Societal connectedness	111	<input type="checkbox"/>	<input type="radio"/>	
5I Cultural engagement	112	<input type="checkbox"/>	<input type="radio"/>	
5J Health and wellbeing	113	<input type="checkbox"/>	<input type="radio"/>	
AT5 Personal Effects of Technology	114-115	<input type="checkbox"/>	<input type="radio"/>	
R5 Review and Reflection	116	<input type="checkbox"/>	<input type="radio"/>	

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Comments:

5.01 Unit 1: AOS3 - Introduction

Unit 1: AOS3 - Promoting a healthy life

In **Section 5: Impact of Technology**, you will analyse the impacts of technology on individuals and society. You will explore a short history of technology and start to establish the differences between technology for individual use and work-related technologies.

You will then explore the effects of technology for personal use and for society more broadly, by analysing a range of common impact areas.

You will then apply your understanding to evaluate the effects of technology on personal identity, social connectedness, cultural engagement and health and wellbeing

At the end of this section, you will complete a graduated assessment to summarise and present a multimedia report about the effects of technology on personal health and wellbeing.

Section 6: Health Promotion Activity is an action-oriented section that culminates in you planning, implementing and evaluating an individual or group Health Promotion Activity.

You will start by exploring the factors that are important for a healthy society, including an understanding of threats and opportunities that may arise.

You will then investigate agencies, initiatives and techniques that can be applied to promoting health and wellbeing.

You will then use the PODR Planning Process to plan, organise, do and review your Health Promotion Activity. In doing this, you will apply your growing suite of metacognitive skills such as planning, communication, critical thinking, problem-solving and decision-making.

At the end of this section, area of study and unit, you will undertake your Health Promotion Activity and complete an evaluation as to how your and your team's effectiveness at achieving your health promotion objectives.

As always, your teacher might modify or vary the assessments; or introduce different assessment tasks that are more suitable for you and your class.

AOS3: Promoting a healthy life	S5: Impact of Technology
Technology 98	
A very short history	Technology and you
Workplace technologies	
Effects of Technology 106	
Personal technology	Technology and society
Evaluating Technology 110	
Personal identity	Social connectedness
Cultural engagement	Health and wellbeing
AT5: Effects of Technology (pp.114-115)	

AOS3: Promoting a healthy life		S6: Health Promotion Activity
	Healthy Society	118
Factors	Threats	Opportunities
	Health Promotion	124
Programs	Effectiveness	
	Health Promotion Activity	126
PODR - Brainstorm	Health Promotion Activity Planner	PODR Activity Planner
AT6: Health Promotion Activity (pp.134-137)		

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U1: AOS3 - Requirements 5-6

Your teacher will discuss the key requirements for successfully completing **AOS3: Promoting a healthy life** with your class. List these below.

S5: Impact of Technology	S6: Health Promotion Activity

5.03 Technology

Technology - A very short history

Technology. Where would we be without it?

Technology is a **'tool'** used by humans to help achieve a desired aim.

Originally, the aim of technological advancements was to make life easier and better for people. From the printing press to the steam engine to pasteurization, through to the motor car, personal computers and digital assistants. That is what **innovation** is all about.

Early technologies focused on the **mechanisation** of **production**. The aim was to use **power-driven** machines to **replace** human **labour**. Many of these **inventions** drove the **Industrial Revolution** and changed the methods of farming, manufacturing, construction and freight movement.

Soon after, technological advancements started to focus on **health and safety** including **sanitation**, food **preservation** and the development of **medicines**.

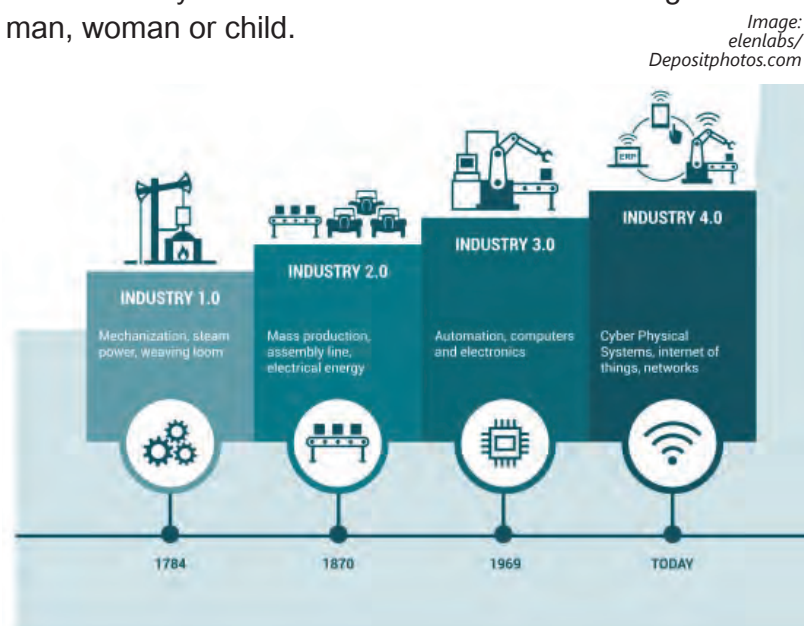
As more people moved from rural areas into the industrial centres of the world, technological development included the building of local **infrastructure** such as rail and road **networks**, **power** generation and distribution, and building and construction. Generally, it was only the **wealthiest** people who had access to any personal technologies such as motor vehicles and basic home appliances.

Mass production was a hallmark of the early 20th century. Henry Ford developed the mass **production line** to manufacture a relatively **inexpensive** motor vehicle, the Model T Ford. Clarence Birdseye perfected **frozen food** technologies. The use of **electricity** - and electrical items - was becoming more widespread.

Each of the World Wars of the 20th century led to significant technological advancements, and the emergence of the early **computers** are changing the way that data and information was processed and analysed.

The pattern of technological innovation generally meant that new inventions and operating methods were developed for **industrial** and **work-related purposes**. Sometime after, these technological advancements were then modified and down-scaled for the **mass-consumer** market, once **marketers** had worked out a way to create a need for these new-fangled items in the lives of the everyday man, woman or child.

It was really into the 1950s that technological advancements started to proliferate in the everyday lives of people, with many **home helper** 'machines' aimed at improving the household domestic duties of the stay-at-home mum. And naturally, farming, manufacturing and industrial production was making use of many innovations to replace labour and increase **safety**, **precision** and **efficiency**.



At the start of the **information age**, the advent of **personal computers** was changing the way that offices and commercial operations were doing business. For example, a single word processor could replace many typists, and businesses started to switch their customer records to digital **databases**. Digital innovations such as the **QR code** had been driving **B2B** operations since the 1970s, including freight and manufacturing **throughput**.

With the dawning of the digital age in the 1990s, enabled by the **internet** and the **world wide web**, followed by the proliferation of relatively inexpensive portable **smart devices** in the 2000s, people experienced a significant change in their lives - whether they realised it or not

And now we live in a life that is **on-demand**, on-trend and on track to be digitised even further. For better or worse. What do reckon? Better? Or worse?



Technology and me 5A

1. Based on 'Technology - A very short history', complete **word chains** for these key concepts. Some key words or terms will feature more than once.

Tool	
Mechanisation	
Infrastructure	
Production	
Information age	
Digital	
Health & Safety	
Innovation	

2. Right now? Has made **technology** made **your life better** or **worse**? Why so?

3. Go online and **research** some of the **technological advancements** and the **people** who invented or introduced these **innovations**. Report back to the class.



5.05 Technology

Technology and you

In our contemporary lives, we take for granted the extent to which we rely on various technologies to improve day-to-day experiences.

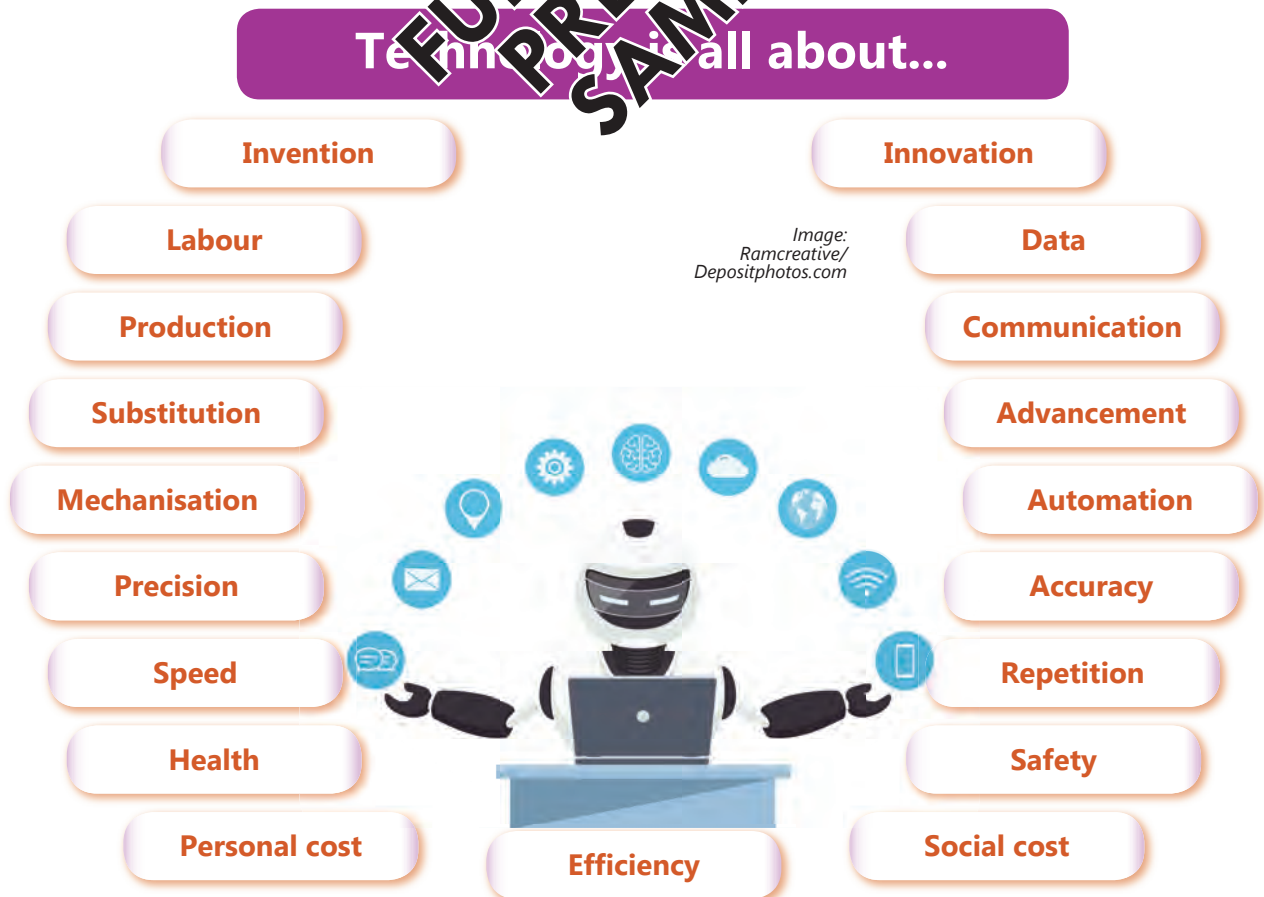
We rely on **digital communication** for **personal contact**, for **shopping** and **bill-paying**, and for our access to **media** and **information**. We use **mechanised** technologies for **transport**. We use **infrastructure** technologies for **power** and **sanitation**. We use technological **tools** and **equipment** for food storage and **cooking**, and to make **household chores** and tasks easier to do.

So have a think about all the ways that you access, use and rely on technology in your personal life. What is interesting is that most of us use and access these technologies, **networks** and **systems** without even really knowing how they work. We are happy to leave that to someone else!

But if you think that technology is important in your personal life, then wait to you experience just how important the use of technology is in the **world of work**. So you also need to identify, and analyse, all the ways the technology impacts on you, and other work-related **stakeholders**, in your work-related or **vocational** lives.

The **breadth** and **scale** of technological use is much greater in vocational settings - and so too is the **complexity** of some **industry-specific** technologies.

- So as a class, discuss these technological terms. Come up with examples how each applies in your personal life, as well as vocationally in your vocational responsibilities.



A day in the life of... 5B

1. List all the instances when **you** access **technology** in a normal **day**. Be sure to briefly **explain** what you used the technology for. Add a **time stamp** to each.
e.g. 7:43 Microwave - To heat up my breakfast.

Time	Technology	Task

FULL DRAFT
PREVIEW
SAMPLE

Discussion: Form into pairs and discuss each other’s lists. What could/would **you** have **done differently** if you **didn’t have** access to the **tech**-item?



5.07 Work-Related Technologies

Workplace technologies

It is important that as part of your vocational studies you consider the use and impact of technology in work-related settings.

Workplace technology is used as a **capital** input to increase **efficiency**. This means that an organisation **invests** money into technology with the aim of improving outcomes, such as **quality, service, safety**, or cutting **costs**.

Appropriate use of workplace technology makes businesses and workers more enterprising. Consider the simplest example of a screwdriver, or a fryer, right through to advanced robotics, digital platforms and sophisticated ICT systems and infrastructure projects such as the National Broadband Network and The Metro Rail Tunnel project.

Workplace technology already impacts on you as a **customer** or a **client**.

- ⇒ The way you **interact** and **communicate** with workplace stakeholders is governed by technological interfaces.
- ⇒ The types of **goods** and **services** that are offered to you, as well as their **price** and **quality**, are influenced by the types of technologies that **producers** make use of.
- ⇒ The way you **buy** and **pay** for your **purchases** is also driven by the types of technological **systems** operating in the **business** and **financial** world.
- ⇒ The **range** and **features** of **tech products** you purchase and enjoy are determined by the process of **innovation**.

🧠 So have a think about how technology impacts on you as a customer or a client. And of course, when you switch to the other point of view as a **worker**, you understand that you will be expected to use and apply work-related technologies efficiently and safely for most of your day-to-day work tasks.

Manufacturing and service technologies

One way to classify workplace technologies is by whether they are used predominantly as part of manufacturing technologies, or as service technologies.

Manufacturing technologies are used directly to produce and manufacture goods. They include tools, equipment and machinery, as well as all the other items used by workers to effectively undertake production. Manufacturing technologies also extend to sophisticated infrastructure and ICT production systems; as well as to technologies used in agriculture, mining and other types of primary production.

Service technologies are used to support enterprises that produce services; as either their direct service technology (e.g. self-checkouts for retailers, or trucks for a transport firm), or as indirect or support service technology (e.g. ICT systems for retailers, and for transport firms). Service technology is also used by manufacturers to support production of goods; such as their office communication systems, maintenance services and so on.

So what about you?

🧠 In your job will you be more likely to use manufacturing technologies or service technologies?



Image:
Mihajlo Maricic/Photos.com

1. Describe the main types of work-related **technologies** that you use and access as a **customer** or **client**. List **advantages** and **disadvantages** of these technologies for you.

Work-related technologies as a customer/client.		
Technology	Advantages	Disadvantages

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2. Describe the main types of work-related technologies that **you use** and **access** (or would use and access) as a **worker**. List the **advantages** and **disadvantages**.

Work-related technologies as a worker.		
Technology	Advantages	Disadvantages
Occupation:		

5.09 Work-Related Technologies

Types of Work-Related Technologies

Tools & equipment

- ⇒ In its simplest form a tool is any object used by humans to achieve an outcome; from a screwdriver to a scalpel, to a paintbrush.
- ⇒ The term usually refers to hand and power tools, and other items, that are used to improve a person's efficiency and extend manual dexterity.
- ⇒ Equipment can be a general term that goes beyond simple tools to include all the kit, rig and other gear that is used to complete a task.
- ⇒ Equipment includes fixtures, fittings and furniture, personal protective equipment, specialised uniforms and outfits and may extend to portable machinery, mobile devices and more.

Devices

- ⇒ Devices are usually considered to be electrical or electro-technological items and represent the hardware capabilities of an item of technology.
- ⇒ This includes computers, mobile and communication devices, measurement and detection devices, AV devices, automation devices and others.
- ⇒ Innovative devices often drive vehicles, operate machinery and/or control equipment.
- ⇒ Many contemporary devices are simply referred to as digital or smart devices.



Image:
ikuvshinov/
Depositphotos.com

Programs & applications

- ⇒ These include programs, software apps and other processes that utilise electrical, electro-technology and/or ICT and digital devices.
- ⇒ Software allows users to utilise the potential of hardware components.
- ⇒ Applications are constantly evolving, and by being tailored to particular functions they enable users to make best use of their devices.

A network refers to the systematised linkages of technological processes and capabilities that enable stakeholders to effectively utilise these technologies.

- ⇒ Network language often uses terms such as systems, terminals, links and nodes.
- ⇒ A network might involve ICT and digital systems, communications technologies, cabling, equipment, software, manufacturing and production processes, transportation linkages and many more.

Plant & machinery

- ⇒ Machinery usually refers to powered industrial equipment used to produce goods and services.
- ⇒ Plant refers to the physical buildings and other fixed asset infrastructure that houses the machinery.
- ⇒ As industry has developed, so too has the sophistication of purpose-built plant and machinery.
- ⇒ Innovative machinery might include hydraulics, robotics and automated guided vehicles (AGVs) that allow for remote operation in marine, mining and engineering projects.

Infrastructure

- ⇒ Infrastructure refers to the large networks and systems that exist to assist all workplaces, industries, and society generally.
- ⇒ Infrastructure includes transport such as road, rail and freight networks, electricity, gas and water distribution, telecommunications networks, the financial system, essential and emergency services, commercial support systems and more.

Work-related technologies 5D

Choose an **occupation** you are interested in and think critically about the day-to-day use of **work-related technologies**.

1. Identify examples of each of the **types** of **work-related technologies**.
2. Explain the **impact** of these **technologies** on the **health and wellbeing** of the **workers** who use these technologies.
3. Explain the **impact** of these **technologies** on the **health and wellbeing** of **customers and clients**.
4. Find and describe **images** for these varied types of work-related technologies.

Occupation:		
Work-related technology	Health and wellbeing impact on worker	Health and wellbeing impact on customers/clients
Tools		
Equipment		
Devices		
Programs		
Applications		
Networks		
Plant		
Machinery		
Infrastructure		

FULL DRAFT
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SAMPLE

5.11 Effects of Technology

Personal technology

In the 21st century, technology has a significant and pervasive effect on **individuals** and on our **society** generally. This is especially relevant in our developed Western society.

Some people even think that technology is the most significant factor in many of their life situations. But we all need to remember, that every technological **process** begins and ends with a **person**. Technology is just a **tool**. Without human use, technology has no use at all!

👤 So think critically about the effects on 'humans' in each of these focus areas.



Personal effects 5E

Choose **3** of the **focus areas**. Complete a pro-forma for each to summarise the **effect of technology on your own, and/or other people's personal lives**.

Focus area:			
Examples of technology.			
How I use this technology in my personal life.			
The benefits I get from this technology.			
Skills I have developed through this technology.			
How I can apply this technology in vocational settings.			
Financial benefits or costs of this technology.			
Time benefits or costs of using this technology.			
Wellbeing benefits or costs of using this technology.			
Other benefits or costs associated with this technology.			
What would I do without this technology?			
Interview another person who grew up before these technologies existed; and/or does not use these items of technology. Ask them:	<ul style="list-style-type: none"> - What they did without this technology? - Why they don't use this technology? - Benefits/costs of not using this technology? - What advice would they give you? 		

FULL DRAFT
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5.13 Effects of Technology

Technology and society

Technology is continuing to alter the structure of our society through the way that people live their lives, including their vocational lives.

When new technologies and innovations get accepted, society changes forever. People, groups and institutions **accept** the **benefits** of the technologies as a given. They stop questioning potential **negatives** of **unintended** and **intended consequences** on society.

👤 So think critically about the effects on 'society' more generally in these focus areas.

Citizenship & Democracy <ul style="list-style-type: none">⇒ People get more of a say on issues.⇒ Elected officials are a 'step' closer to their constituents due to online communication.⇒ Online platforms assist social issues to be 'noticed'.⇒ People over-complain and/or disagree with authority.⇒ Fracturing of people into tribes.	Transportation <ul style="list-style-type: none">⇒ Vehicles becoming safer.⇒ Vehicle and jet use cause environmental damage.⇒ New e-vehicles helping the environment.⇒ Crashes and collisions are still major causes of harm for people.⇒ Self-drive vehicles can lead to job losses.
Environment <ul style="list-style-type: none">⇒ Most technologies require 'power' = increased emissions.⇒ Creation of significant e-waste.⇒ Emerging innovative renewables technologies.⇒ Potential to become leaders in the development of sustainable technologies.⇒ Development of new products using recycled materials.	Health <ul style="list-style-type: none">⇒ Health apps are helping people self-manage their wellbeing.⇒ More access to health information and support.⇒ People shifting to a sedentary, less healthy tech-lifestyle.⇒ Overuse injuries including RSI, eye strain and hearing damage.⇒ Online platforms are profiting from fear, anxiety and anguish.
Medical <ul style="list-style-type: none">⇒ Many medical apps are improving the lives of people.⇒ Tele-health consultations have improved access.⇒ New medical technologies are improving community health outcomes.⇒ Instant monitoring of some conditions, including diabetes and heart conditions.	Science <ul style="list-style-type: none">⇒ Science drives technology and innovation across our lives.⇒ Scientific discovery makes life better and safer for people.⇒ Growing gap between the science, and ordinary people's understanding of the science.⇒ Disbelievers, with little science knowledge, challenge scientific theories on online platforms.

Choose **3** of the **focus areas**. Complete a pro-forma for each to summarise the **effect of technology on people and society generally**.

Focus area:			
Examples of technology.			
How I use this technology in my personal life.			
The benefits society gets from this technology.			
Skills society has developed through this technology.			
How society uses this technology in work settings.			
Financial benefits or costs for broader society.			
Time benefits or costs for broader society.			
Wellbeing benefits or costs for broader society.			
Other benefits or costs for broader society.			
What would society do without this technology?			
Interview another person who grew up before these technologies existed; and/or does not use these items of technology. Ask them:	<ul style="list-style-type: none"> - What they did without this technology? - Why they don't use this technology? - Benefits/costs of not using this technology? - What advice would they give you? 		

FULL DRAFT
PREVIEW
SAMPLE

5.15 Evaluating Technology

Personal identity

When evaluating the impacts of technology on personal identity, it is important that you consider the **intended consequences**, which are usually, but not always, positive.

These might include getting nice feedback on your social media posts, or finding out about healthy strategies to improve your sense of self-worth.

You also need to consider the **unintended consequences** of using technology. Unintended consequences are often negative.

Consider a person who overuses social media for positive affirmations such as likes and compliments, but who then starts to modify their appearance and behaviour to attract even more online attention.

At times, unintended consequences might deliver an unexpectedly positive or happy outcome, such as a celebrity liking one of your TikTok posts.

Personal Identity

Good

- 😊 Positive feedback
- 😊 Self-esteem
- 😊 Self-growth
- 😊 Fun and sharing
- 😊 Friendship
- 😊 Personal growth

Bad

- 😞 Attention seeking
- 😞 Digital addiction
- 😞 RSI conditions
- 😞 Loss of 'real' friends
- 😞 Too much 'self' focus

Ugly

- ✖ Narcissism
- ✖ Bullying
- ✖ Delusion
- ✖ Appearance envy

5G Personal identity

1. What are some **positive** and **negative** impacts that can happen when **people** use **technology** too much to **focus** on their **personal identity**?

Focus on personal identity: Positives		Focus on personal identity: Negatives	
Personal	Societal	Personal	Societal

2. Describe a **positive** action you would **recommend people** do, to help them better deal with negative influences that impact on a **healthy personal identity**.

Social Connectedness

Good

- ☺ Shared interests
- ☺ Fun and games
- ☺ Community
- ☺ Friendships
- ☺ Personal growth
- ☺ Global connections

Bad

- ☹ Attention seeking
- ☹ Digital addiction
- ☹ RSI conditions
- ☹ Lack of 'real' friends
- ☹ Power games

Ugly

- ✖ Bullying & harassment
- ✖ Catfishing
- ✖ Marginalisation
- ✖ Radicalisation

Social connectedness

When evaluating the impacts of technology on social connectedness, it is also important that you consider the **intended consequences** of social behaviours.

These might include finding and connecting with people who share your hobbies and interests, and establishing online friendship groups around the world.

But again, there are **unintended consequences** of using technology. People can 'fall in' with the wrong crowd very easily on social media.

Consider an isolated person who gets welcomed into an online community that is focused on aggression, harassment and discrimination against diverse groups.

But again, unintended consequences might deliver an unexpectedly positive or happy outcome, such as a person developing true lifelong friendships, and even romances!

Societal connectedness 5H

1. What are some **positive** and **negative** impacts that can happen when **people** rely too much on **technology** for their social connectedness?

Social connectedness: Positives		Social connectedness: Negatives	
Personal	Societal	Personal	Societal

2. Describe a **positive** action you would **recommend people** do, to better deal with negative influences, that could lead them to form **unsafe social connections**.

5.17 Evaluating Technology

Cultural engagement

Contemporary technological devices and platforms offer people some of the most far-reaching and rewarding ways to engage with their own culture and with different cultures; as well as ways to enjoy the benefits of media, popular culture and sub-cultures.

Intended consequences can include learning about shared histories, understanding common issues and challenges facing similar people, and being able to connect with diverse groups, leaders and elders for friendship, support and celebration.

Engagement with popular cultural provides ease of connection, fun and entertainment.

But as always there are **unintended consequences**.

These can include over-consumption of popular media and entertainment, turning an individual into a media 'product', and even exploitation of people in particular cultures through targeted manipulation and coercion.

Cultural Engagement

Good

- ☺ Shared histories
- ☺ Belongingness
- ☺ Empathy
- ☺ Understanding
- ☺ Social change
- ☺ Entertainment

Bad

- ☹ Stereotyping
- ☹ Overconsumption
- ☹ Celebritisation
- ☹ Americanisation
- ☹ Moral high ground

Ugly

- ✗ Indoctrinisation
- ✗ Digital tribalism
- ✗ Exclusion
- ✗ Cultural exploitation

51 Cultural engagement

1. What are some **positive** and **negative** impacts that can happen from people using **technology** to engage with contemporary **popular culture**?

Cultural engagement: Positives		Cultural engagement: Negatives	
Personal	Societal	Personal	Societal

2. Describe a **positive** action you would **recommend people** do, to help them deal with the negative influences of too much engagement in **'popular' culture**.

Health and Wellbeing

Good

- ☺ Personal connections
- ☺ Support networks
- ☺ Health programs
- ☺ Medical apps
- ☺ Safer work tasks
- ☺ Time savings

Bad

- ☹ Misinformation
- ☹ 'Advertising' as facts
- ☹ Personal disconnect
- ☹ RSI and overuse
- ☹ Sedentary lifestyle

Ugly

- ✗ Digital addiction
- ✗ Paid influencers
- ✗ Disinformation & lies
- ✗ Environmental waste

Health and wellbeing

Technology is so pervasive in our lives it is hard to imagine how people and society would cope without it.

Although the general aim of technology is to improve health and wellbeing, you are well aware of the negative consequences that come from the over-reliance and overuse of technologies.

Intended consequences include technology making many work tasks less labour-intensive and safer.

Digital technologies have enabled people to live a 'mobile' life with the ability to connect with anyone, anywhere, at any time!

However, the **unintended consequences** are many, are growing, and are evolving.

Consider: digital addiction, sedentary lifestyle, RSI and overuse health issues, cost issues, accessibility, and even the decline in people's ability to solve problems and make decisions for themselves.

Health and wellbeing 5J

1. What are some **positive** and **negative** impacts from using **technology** that impact on the **health and wellbeing** of people?

Health and wellbeing: Positives		Health and wellbeing: Negatives	
Personal	Societal	Personal	Societal

2. Describe a **positive** action you would **recommend people** do, to help them prevent the negative consequences of technology on **health and wellbeing**.

5.19 Graduated Assessment

AT5 Personal Effects of Technology - Promoting a healthy life

Overview



For this assessment task, you are required to make an oral **presentation** about the effects of **technology** on **personal health and wellbeing**. You should incorporate elements of digital and multimedia information in your report, including images, diagrams, and if suitable, video.

Required: Investigation

- a. Investigate 2 different types of technologies. The focus areas are:
 - ✓ **digital communication** technology
 - ✓ **'physical'** technology such as **machinery, tools** and **equipment**.
- b. Investigate the **effects** of the technologies on **2 different people**, in personal situations; or in vocational situations. You must analyse the effects on:

you in your **personal life**.

You also need to analyse the effects on **1 other person**:

- someone totally **different from you** in their **personal life**, or
- a **worker** in their **vocational life**, or
- you**, in your **vocational life**.

Analysis: Health and Wellbeing

1. Describe the **technologies** and how they were used.
2. Explain the **health and wellbeing benefits** that come from using the technologies.
3. Explain the **health and wellbeing harms** that come from using the technologies.
4. Outline the **intended** and **unintended** consequences of these technologies.
5. Prepare a summary **cost/benefit analysis** of each of the technologies.
6. Make **recommendations** on how to **increase** the **benefits** from the technologies.
7. Give **advice** on how to **reduce** the **harm** from the technologies.
8. Answer **questions** from the **audience**.

Add any other task information, presentation formats, due dates etc.

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

Name(s):	Key dates:			UNIT 1 AOS3
Tasks - AT5: Personal Effects of Technology	Must Do?	Due Date	Done	Level
Stage 1: Planning				
Negotiate the task details with my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Digital technology is:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Physical technology is:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Investigation of me personally.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Other focus is:	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Analysis: Health and Wellbeing				
1. Describe use of the digital technology.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Describe use of the physical technology.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Health and wellbeing benefits - digital.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Health and wellbeing benefits - physical.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Health and wellbeing harms - digital.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Health and wellbeing harms - physical.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Intended and unintended consequences.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5. Cost/benefit analysis - digital.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Cost/benefit analysis - physical.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
6. Recommendation on benefits.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
7. Advice on reducing harms.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Use of appropriate digital media.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Oral Report:				
Prepare a draft of my analysis for feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Prepare the format of my oral report.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Incorporate suitable digital technologies.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Present my oral report.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Encourage and answer questions from the audience.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

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Additional information:

Signed: _____ Date: _____

5.21 Review and Reflection

Review and Reflection

Which Personal Development skills did I develop during this unit?

→ _____

→ _____

→ _____

→ _____

How have the skills of Personal Development helped to improve my personal life?

→ _____

→ _____

→ _____

How have Personal Development skills helped to improve my work-related skills?

→ _____

→ _____

→ _____

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My performance in developing my Personal Development skills this unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Health Promotion Activity

6

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Activities 6: Health Promotion Activity	p.	Due date	Done	Comment	
6A Healthy society	119		<input type="checkbox"/>	<input type="radio"/>	
6B Threats	121		<input type="checkbox"/>	<input type="radio"/>	
6C Opportunities	123		<input type="checkbox"/>	<input type="radio"/>	
6D Health promotion techniques	125		<input type="checkbox"/>	<input type="radio"/>	
6E PODR - Brainstorm	127		<input type="checkbox"/>	<input type="radio"/>	
6.11- Health Promotion Activity 6.12 Planner	128- 129		<input type="checkbox"/>	<input type="radio"/>	
6.13- 6.16 PODR Activity Planner	130- 133		<input type="checkbox"/>	<input type="radio"/>	
AT6 Health Promotion Activity	134- 137		<input type="checkbox"/>	<input type="radio"/>	
R6 Unit Review and Reflection	138		<input type="checkbox"/>	<input type="radio"/>	

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Comments:

6.01 Healthy Society

Health in society

Although we exist as individuals, we live in a society. The health and wellbeing of individuals and groups is an indicator of a caring, supportive and **cohesive social structure**.

When we talk about society generally we are taking a big **picture**, or **macro**, approach. One recent macro health program was the co-ordinated response of governments, businesses, community groups and citizens to the COVID-19 vaccination program. This was probably the biggest global health initiative ever undertaken to be delivered in such a short timeframe.

Other social health initiatives might have a longer-term focus, such as those aimed at changing people's behaviour about smoking, alcohol consumption and even safe road use.

Some social health and wellbeing initiatives might need to have an immediate response to emergency situations, including the many natural disasters that parts of Australia seem to be experiencing on a more frequent basis.

There are many **societal factors** that act and combine to bring about improved personal, emotional and physical health outcomes.

💡 So discuss these below, and suggest other factors that will.



Image: iqoncept/Depositphotos.com

A Healthy Society: Factors

Lifestyle	Education	Personal safety
Nutrition	Prevention	Security
Physical activity	Treatment	Diversity
Recreation	Vaccination	Acceptance
Health-care	Mental health	Tolerance
Medical-care	Emotional wellbeing	Inclusion
Aged-care	Cultural engagement	Welfare
Child-care	Work/life balance	Environment
Disability support		Community engagement

1. Explain some of the key **factors** that help contribute to a **healthy society**.

2. Explain some of the key **factors** that can threaten the **health of society**.

3. What role does **technology** play in these **positive** and **negative** factors?

4. Without any research, list broader, or local community **health programs** and **initiatives** that you are aware of.

Discussion: Compare your responses to others in the class. Did anyone else choose factors similar to yours? If so, you might think about teaming up to develop a health promotion activity.



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6.03 Healthy Society

Threats

Maintaining personal health and wellbeing is ultimately the **responsibility** of an **individual**. But we all live within a society that presents many situations and behaviours that **threaten** our health and wellbeing.

Some of these threats occur on a **broad** scale, such as we all experienced with the COVID-19 **pandemic**. Other problems might disproportionately affect specific **demographic** groups, such as **Indigenous** health and welfare.

Some problems affect people at certain stages of their life, such as **adolescent** health issues, **post-natal** depression, or elder abuse in **aged-care**. Other problems arise due to harmful personal behaviours such as drug **addiction**, alcohol **dependency** and **unsafe** driver **behaviour**.

Added to these threats are harms and dangers from **work-related** situations, including **workplace safety** and **work/life balance**.

We can also experience **personal harm** from insecurity, discrimination, bullying, isolation, emotional anxiety, stress, exploitative relationships and other common (but very real) problems in life.

Compounding these threats are bigger picture harms happening at a societal (or even global level) such as financial insecurity, environmental problems and even global conflict.

Sorting out the truth

Sometimes it's not easy to navigate the complex world of information about health and wellbeing. It can all be a bit **confusing**. This can **discourage** people from taking positive steps towards achieving a healthier life.

Media, advertising, the digital world and social media are rife with unsubstantiated **claims** about the next wonder drug, weight-loss method, anti-ageing product, superfood or detox drink. There are also some health and wellness sites, apps, videos and digital devices that promise a lot, but deliver little. And social media influencers are trying to earn a living by promoting one product over another.

You live in an age whereby you are constantly bombarded with messages, usually via technology, advising you to do this, telling you not to do that, and promising that if you are happy to part with some (or a lot) of your dollars, well then you are going to be healthier and happier - immediately. And you owe it yourself - because, you know, 'you are worth it'!

As people, we want to believe. We can be easily **persuaded**.

And we are often seeking **quick fixes** to long-standing problems.

*Image: bondarchik/
Depositphotos.com*

So when it comes to assessing the **validity** of health promotion messages, you really need to dismiss just about all of the **digital hype**.

Start with **qualified, experienced healthcare professionals** and government **agencies**.

And let the influencers squabble over who is best at filtering their life. Keep them out of your life as much as possible; they are a threat to your own personal health and wellbeing.

**Just six weeks and 2 shakes a day.
Pull the other one it plays Jingle Bells.**



1. Without any research, briefly describe how **societal health and wellbeing** might be **threatened** or **impacted** in each of these situations. Add 1 of your own.

Impact of health and wellbeing threats	
broad-scale	specific groups
stage of life	addiction
unsafe behaviours	work-related harm
emotional health	financial insecurity
environmental harm	

2. For each of these situations, give an example of how **technology** might **contribute** to, or directly **cause** harm to individuals. e.g. Addiction to sports gambling is exacerbated by the ease with which gamblers can use apps to bet 24 hours a day. Targeted digital advertising through social media makes it hard for problem gamblers to avoid the ongoing pressure.

Role of technology causing health and wellbeing harm	
broad-scale	specific groups
stage of life	addiction
unsafe behaviours	work-related harm
emotional health	financial insecurity
environmental harm	

Discussion: If you could wish for one single ‘thing’ to help improve personal health and wellbeing, what would that be? Why?



Now we all know wishing won't make anything happen. So what can you do?

6.05 Healthy Society

Opportunities

At the same time, society also offers many **opportunities** for people to improve their personal health and wellbeing.

Many of these opportunities exist at a **community** level. Therefore, people as individuals can take steps to access **local** health and wellbeing **programs** and **activities**.

People can also **help others** to be aware of local support services. We can all play a role in helping to educate people to help them to achieve more positive health and wellbeing outcomes.

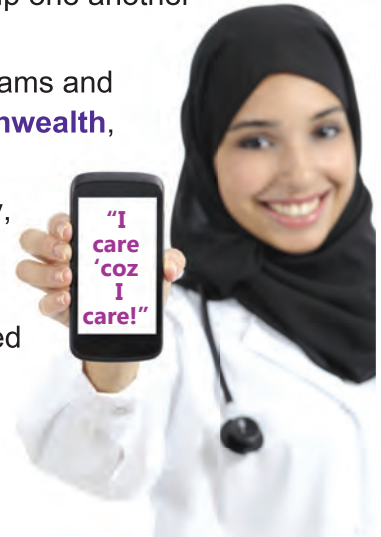
Image:
AntonioGuillem/
Thinkstock

So once again, it is the power of people **working together** to help one another that can achieve better health and wellbeing outcomes.

The primary **responsibility** for broad health and wellbeing programs and initiatives lies with our **governments** at all three levels: **Commonwealth**, **state** and **local**.

Most programs are funded at the state level and delivered locally, sometimes by not-for-profit agencies and community groups that receive government grants.

Some of the main types of health promotion initiatives are outlined in the diagram below and many of these naturally crossover and support one another.



- As a class, discuss local examples of those that you are aware of, have participated in, and/or have benefited from.

Health Promotion Initiatives



Image: sabphoto/
Depositphotos.com

1. Again, without any research, briefly describe how **health and wellbeing** can be **helped** and **improved** in each of these situations. Add 1 of your own.

Opportunities for health and wellbeing	
local community	helping others
Commonwealth government	state government
local government	prevention
education	engagement
access	

2. For each of these opportunities, give an example of how **technology** might **contribute** to, or directly **help** individuals. You can use the internet to find ideas, e.g. There are a lot of online prevention programs that people can access to help them avoid negative behaviours, such as the Respect website and its resource to combat violence against women. www.respect.gov.au



Opportunities from technology to help health and wellbeing	
local community	helping others
Commonwealth government	state government
local government	prevention
education	engagement
access	

Discussion: There's a growing range of medical apps that directly help people with health conditions, such as type 1 diabetes. But how can we sort out what is a good and useful app, rather than just a product promising what cannot be delivered?



6.07 Health Promotion

Health promotion programs

You are exposed to varied health promotion programs in your personal life, social life, educational life, community life, vocational life and in many other situations.

Some of these you will be aware of and pay attention to, especially wide-reaching **macro campaigns** aimed at achieving community and social health and wellbeing on a **broad scale**. Consider the lasting impact of the most intensive and widespread public health campaign in living history in response to the COVID-19 pandemic. Can you still 'see' and 'hear' those messages in your mind?

Specific health promotion campaigns may have even persuaded you to **moderate** or **change** your **behaviours**, such as **alcohol** and **drug awareness** programs, **anti-violence** campaigns and **driver safety** initiatives. These ongoing programs target vulnerable and at-risk stakeholders to encourage them to think about potential **consequences** of their actions. They want to **prevent** bad behaviour and harmful actions before they happen.

You might notice other health promotion campaigns but dismiss these as not relevant to you at this stage of your life.

It can be very hard to get some messages to sink in. No SMS is that urgent to risk life for.

Some campaigns might engage you to think beyond yourself and reflect on how you could **help, support, inform** or even **educate** others who are struggling with their own personal health and wellbeing.



Evaluating health promotion programs

When you start to evaluate the effectiveness of health promotion programs it is important to move out from a self-focused view. Instead, take a broader view of the needs of different community stakeholders. You have been building these skills in Literacy by developing effective **communication techniques** and **strategies**, as well as through analysing the effectiveness of different types of **texts** and **media** for varied **audiences**.

So it is vital that you always consider the **context** of a health promotion program. Once you can do this, you will be able to create your own effective health promotion activity.

Health Promotion Effectiveness

Audience

Reach

Connect

Message

Repetition

Inform

Media

Urgency

Assist

Language

Timing

Educate

Tone

Engagement

Include

Health promotion techniques 6D

Now it is time for you to **examine** and **evaluate** some current **health promotion campaigns**. Your teacher might choose for you, or you might investigate those relevant to your own needs and interests.



You should examine a program that aims to address and **stop negative behaviours**, as well as a program that aims to promote and **educate for good behaviours**.

Start drafting ideas below, and expand on these in your workbooks.



Health promotion campaign:	Delivered by:
Target audience:	Main aims of the campaign:
Main methods used:	Main media used:
Message:	Message:
Message:	Message:
How does it inform?	How does it assist?
How does it educate?	How does it include?
What makes this campaign effective?	
How might this campaign be improved?	
How could we apply the strong features to our own activity?	How could we avoid weaker features in our own activity?

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6.09 Health Promotion Activity

Health Promotion Activity

Your teacher will now lead you through a number of steps to discuss and plan your Health Promotion Activity. You can use the pro-formas on pp.127-133 to help you identify and plan your requirements.

These include a **PODR - Brainstorm**, the overall task **Personal Development Activity Overview**, and the more activity-specific **PODR Activity Planner**.

Plan-Organise-Do-Review

There are many possible tasks that might need to be completed at different stages when undertaking your Health Promotion Activity.

- ⇒ When first starting or initiating your activity as part of the **planning** process.
- ⇒ In the lead-up to your activity as part of the **organising** process.
- ⇒ During your activity as part of the **doing** process.
- ⇒ Following your activity as part of the **reviewing** process.

So a good planning tool that can help you work out what you need to do, is the PODR or Plan-Organise-Do-Review Process. The PODR Process should also be used in conjunction with other tools when you are planning activities and making decisions.

1. Plan

- ⇒ Work out just what it is you are trying to do; i.e. your health promotion goal; and how you might be able to achieve this.
- ⇒ Summarise this in one or two short sentences.

2. Organise

- ⇒ Break your health promotion goal into smaller, achievable, bite-sized objectives.
- ⇒ Develop an action plan and timeline to achieve these smaller objectives, a task-by-task basis.
- ⇒ Organise your, other people and any resources you need to successfully complete each task.

3. Do

- ⇒ Undertake the day-to-day activities needed to actually perform each task.
- ⇒ This is where everything comes together; and might even be the shortest (but not easiest) part of the entire process.

4. Review

- ⇒ Monitor what you've achieved, evaluate your health promotion activity; and make any changes and adjustments if necessary.
- ⇒ Remember that each of the 4 phases of Plan-Organise-Do-Review cross over. So you should be reviewing throughout the whole activity process.

Applied Skills: Health Promotion Activity

As part of planning, organising, doing and reviewing your Health Promotion Activity you need to develop and apply the following skills. The applied use of these skills will naturally complement one another. The application of these skills should also be a natural and organic process. So when you are thinking about how to plan, implement and evaluate your Health Promotion Activity, you should always ask: **what, how** and **why?**

- ⇒ **Communication** (Think what, how and why?)
- ⇒ **Critical thinking** (Think what, how and why?)
- ⇒ **Problem-solving** (Think what, how and why?)
- ⇒ **Decision-making** (Think what, how and why?)

List the main tasks that might be required at each of the 4 PODR stages for your Health Promotion Activity.

Activity is:

1. Planning stage

2. Organising stage

3. Doing stage

4. Reviewing stage

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6.11 Health Promotion Activity Planner

Personal Development Activity Overview



Complete this **ongoing planner** and **record** for your **Health Promotion Activity** by recording all the important information in every relevant section, throughout the entire process.

Tick off each task as it is negotiated with, and approved by, your teacher.

You can copy and expand this planner if needed.

1. Your teacher will lead a class discussion about the potential activity or activities that you can undertake.

Approved

Date

2. Choose appropriate team members (if relevant).

Approved

Date

3. Choose a health promotion activity that you're interested in and discuss it (& with your team).

Approved

Date

4. Complete a PODR Brainstorm (p.127). Get feedback from your teacher

Approved

Date

5. Fill-out an initial PODR Activity Planner (pp.130-133), and submit this to your teacher for checking, advice and approval.

Approved

Date

6. Contact and arrange meetings with the appropriate external parties that you will be working with to discuss your activity. (You might need permission forms for unsupervised excursions.)

Approved

Date

7. Discuss the outcomes of these meetings with your teacher so as to assess whether your activity is suitable. (If not, go back to step 4.) Discuss safety, legal and other issues.

Approved

Date

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Health Promotion Activity Planner 6.12

8. Obtain any relevant permissions from the school, including workplace learning forms, excursion forms, and other supervision and legal issues that need to be sorted out.

Approved
Date

9. If you get the go-ahead to proceed, complete an updated PODR Activity Planner (pp.130-133). Submit this to your teacher for checking, advice and approval.

Approved
Date

10. Start to organise your Health Promotion Activity. (Confirm the roles of everyone in the group). Discuss these roles with your teacher and relevant external parties. Use the PODR Activity Planner at different stages.

Approved
Date

11. Identify any potential safety issues or hazards. Outline how these will be minimised.

Approved
Date

12. Ensure that all relevant permissions, ethical and legal requirements have been sorted out.

Approved
Date

13. If everything is ready to go, and you have approval from your teacher, then undertake the Health Promotion Activity.

Approved
Date

14. After the Health Promotion Activity is finished complete evaluation questions. Your teacher will inform you if you also have to give a presentation about your activity.

Approved
Date

6.13 PODR Activity Planner



PODR Activity Planner: Health Promotion Activity

Use this planning and goal-setting pro-forma to guide your PDS activity. Enlarge it to A3. When finished present this to your teacher for checking and discussion.

Name(s): _____ Date: _____

PDS Activity: _____

i. Planning stage (For your overall Health Promotion Activity.)

Write a one sentence description of your activity.

List 3 key goals/objectives associated with the activity.

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Who else is involved in the activity? What skills can they offer?



ii. Organising stage
(For your overall Health Promotion Activity.)

What is the overall timeline? (By when do key tasks need to be done?)

Which external stakeholders might be involved?

What resources, material, equipment and technology might be required?

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What are the main roles of each person for this activity?

List potential safety hazards, legal requirements and permissions.

6.15 PODR Activity Planner



iii. Doing stage (For your specific Health Promotion outcome or event.)

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

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

What tasks need to be done for the activity outcome or event, who will do these, and by when must they be done?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

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iv. Reviewing stage
(For your overall Health Promotion Activity/ and for the specific outcome or event.)



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

What criteria will be used to monitor and check your progress?

Do you need to have back-up plans in place? If so, what?

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Feedback on PODR planner
Before you move on to the organising stage, you need to present this planner to your teacher for feedback and possible changes.



6.17 Assessment Task

AT6 Health Promotion Activity - Promoting a healthy life

Overview

For this assessment task, you are required to design, implement and evaluate a **Health Promotion Activity**. Your teacher will have led you through a number of steps to clarify your requirements.

The activity might involve:

- the **class** participating in a volunteer program or community health program with a focus on promoting individual or community health and wellbeing
- smaller **groups** or **teams** participating in different volunteer programs or community activities that focus on promoting individual or community health
- individual students** participating in specific or targeted health promotion programs or community health activities to achieve a health promotion goal
- the entire class, or smaller groups or teams, or individual students, developing and implementing **their own specific** Health Promotion Activity.

My Health Promotion Activity is:

I will be working with:

Technologies required are:

The key dates are:

Requirements

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Assessment

To successfully complete your Health Promotion Activity you are required to:

- ✓ **plan** the requirements of your activity (PODR: **Planning** and PODR: **Organising**)
- ✓ **implement** the activity (PODR: **Organising** and PODR: **Doing**)
- ✓ **evaluate** the activity (PODR: **Reviewing**).



Your teacher will explain a range of steps, tools and techniques to enable you to successfully plan, implement and evaluate your Health Promotion Activity. As an example, you might use the 4-stage PODR Planning Process, or a different process that your teacher feels is more suitable.

Applied activity skills

Throughout all stages of this activity you are required to identify and apply skills in the following areas: **Planning, Communication, Critical thinking, Problem-solving** and **Decision-making**. You can record your ongoing progress on the pro-forma.






Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

Assessment Task 6.18

Name(s):	Key dates:	PDS Activity Applied Skills Record	
Activity:	Planning stage (Planning)	Implementing stage (Planning & Organising)	Evaluating stage (Reviewing)
Planning What, how and why?			
Required technology?			
Communication What, how and why?			
Required technology?			
Critical thinking What, how and why?			
Required technology?			
Problem-solving What, how and why?			
Required technology?			
Decision-making What, how and why?			
Required technology?			

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6.19 Assessment Task

Name(s):		Key dates:		UNIT 1 AOS3	
Activity:					
Tasks - AT6: Health Promotion Activity		Must Do?	Due Date	Done	Level
 Negotiate the task details with my teacher.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 1: Planning the Health Promotion Activity					
⇒ Describe factors that achieve personal health promotion.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Describe factors that achieve group health promotion.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Describe technological factors that influence health promotion.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Describe a community health promotion objective.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Propose a suitable Health Promotion Activity.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Identify the group members for the activity.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Complete a PODR - Brainstorm (or similar).		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
 Get feedback on the PODR - Brainstorm.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Start to complete a 'Health Promotion Activity Planner' (6.11-6.12, or similar).		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Identify the requirements you need to meet to participate in the activity.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Identify any safety or ethical issues you need to consider when participating in the activity.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Apply planning, communication, critical thinking, problem-solving and decision-making skills.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 2: Organising the Health Promotion Activity					
 Get feedback on the 'Health Promotion Activity Planner' (6.11-6.12, or similar).		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Contact, arrange meetings and meet with any external parties that you will be working with.		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
 Discuss the outcomes of these meetings with your teacher.		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Clarify any personal requirements that need to be satisfied before participating in the activity.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Identify any potential safety issues or hazards, and outline how these will be minimised.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Obtain any relevant permissions from the school.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Identify the specific tasks required for the activity.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
 Complete a 4-stage 'PODR Activity Planner' (6.13-6.16), and submit this to your teacher for checking, advice and approval.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Ensure that all relevant permissions, ethical and legal requirements have been sorted out.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Apply planning, communication, critical thinking, problem-solving and decision-making skills.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

Name(s):		Key dates:		UNIT 1 AOS3
Activity:				
Tasks - AT6: Health Promotion Activity	Must Do?	Due Date	Done	Level
Stage 3: Doing the Health Promotion Activity				
⇒ Complete a 4-stage 'PODR Activity Planner' (6.13-6.16, or similar).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Submit the 'PODR Activity Planner' to your teacher for feedback; and make recommended adjustments.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Clarify the final goals/objectives of the Health Promotion Activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Explain the roles of group members in the activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Clarify the overall timeline and key dates of the activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Identify resources, material, equipment and technology that will be required.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Finalise and communicate the main roles of each person for the activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Outline specific day-to-day timelines and dates.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Clarify supervision that is needed.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Identify the specific tasks that are required, who will be responsible for doing these tasks, and key dates and times.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Work safely and ethically to implement your Health Promotion Activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Apply planning, communication, critical thinking, problem-solving and decision-making skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 4: Reviewing the Health Promotion Activity				
Discuss progress with your teacher, prior to implementing (doing) the activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Develop (and implement) a back-up plan (if needed).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Develop criteria to evaluate successful application of:				
- Planning (and organising) skills	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- Communication skills	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- Critical thinking skills	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- Problem-solving skills	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- Decision-making skills	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- Applied use of technology	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- Achievement of the Health Promotion objective.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- Teamwork and group success.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- My personal success.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

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6.21 Unit Review and Reflection

Unit Review and Reflection

Which Personal Development skills did I most develop during this entire unit?

→ _____

→ _____

→ _____

→ _____

How have the skills of Personal Development helped improve my personal life?

→ _____

→ _____

→ _____

How have Personal Development skills helped improve my work-related skills?

→ _____

→ _____

→ _____

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My performance in developing my Personal Development skills this entire unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Community

7

7.01 Unit 2: AOS1 - Introduction.....140	7.13 National Communities152
7.03 What is Community.....142	7.17 Global Communities.....156
7.07 Community Members146	7.21 Graduated Assessment.....160
7.09 Local Communities148	7.23 Applied Metacognitive Skills.....162

Activities 7: Community	p.	Due date	Done	Comment
7-8 U2: AOS1 - Requirements	141	<input type="checkbox"/>	<input type="checkbox"/>	
7A Communities	143	<input type="checkbox"/>	<input type="checkbox"/>	
7B Community bonds	145	<input type="checkbox"/>	<input type="checkbox"/>	
7C Community 'work'	147	<input type="checkbox"/>	<input type="checkbox"/>	
7D Understanding local community	148-149	<input type="checkbox"/>	<input type="checkbox"/>	
7E Local community outcomes	151	<input type="checkbox"/>	<input type="checkbox"/>	
7F Understanding national communities	153	<input type="checkbox"/>	<input type="checkbox"/>	
7G National community outcomes	155	<input type="checkbox"/>	<input type="checkbox"/>	
7H Global communities	157	<input type="checkbox"/>	<input type="checkbox"/>	
7I Global community outcomes	158	<input type="checkbox"/>	<input type="checkbox"/>	
7J Bali Street Dogs	159	<input type="checkbox"/>	<input type="checkbox"/>	
AT1 Local Community Map	160-161	<input type="checkbox"/>	<input type="checkbox"/>	
7.23 Applied Metacognitive Skills	162	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

7.01 Unit 2: AOS1 - Introduction

Unit 2: AOS1 - What is community?

In Unit 2, **Connecting with Community** you will move out from personal reflection on health and wellbeing, and apply what you have learned to investigate how communities strive to achieve positive outcomes for community members.

Community exists all around you. So throughout this entire unit take steps to find out what is going on, who is involved, and how you can participate, engage and contribute to your communities. In short - start connecting!

In **Section 7: Community**, you will start by investigating the characteristics that create communities, including local, national and global communities. At the end of this section, you will complete a graduated assessment requiring you to create a Local Community Map.

In **Section 8: Community Participation** you will start to examine the roles and responsibilities of active citizens as part of community participation. You will move on to describe the importance of diversity and empathy, and connection to culture, for community participation, as well as the characteristics of community leadership. You will conclude by examining influences on community groups and how these factors exert both positive and negative influence on community participation.

At the conclusion of Section 8, you are expected to participate in an individual or group activity to promote community participation. The assessment task requires you to investigate, plan for and participate in a community program at that time, or to take steps towards planning a community engagement activity for later in the year.

AOS1: What is community?		S7: Community	
What is Community		142	
Types	Bonds		
Community Members		146	
Members	Groups		
Local Communities		148	
Groups	Outcomes		
National Communities		152	
Australian Government	State governments	Pressure groups	Large social enterprises
Global Communities		156	
Global	Outcomes		
AT1: Local Community Map (pp.160-162)			

AOS1: What is community?		S8: Community Participation	
	Community Participation		164
Give and take	Community Groups	Participation data	
	Active Citizenship		170
Rights	Responsibilities	Roles of citizens	Threats to rights
	Diversity and Empathy		174
Australian diversity	Cultural Diversity	Community Empathy	
	Community Leadership		178
Leadership	Leadership traits	Community leaders	
	Connection to Culture		182
	Influencing the Environment		184
Social	Cultural and Environmental	Economic	
	Indigenous Communities		
AT2: Community Participation (pp.188-191)			

U2: AOS1 - Requirements 7-8

Your teacher will discuss the key requirements for successfully completing **AOS1: What is community?** with your class. List these below.



S7: Community	S8: Community Participation

7.03 What is Community

Community

A community can be described as a group of people or organisations that interact and/or live together. The members of a community normally have shared **interests**, **values** and **identity**.

We are all members of various communities. Being a member of a community helps us by:

- ⇒ mixing with other people
- ⇒ getting help and support
- ⇒ building friendship networks
- ⇒ building work and professional networks
- ⇒ working together for a common goal.

Being an active member of a community is a **two-way process**.

Community members gain benefits from being part of their community, such as help and support. Community members are also expected to contribute to their community by helping and supporting others.

Many not-for-profit, welfare, sporting, educational and religious organisations are active members of their community. These **community enterprises** also unite people who share common values. Many of these enterprises provide **community services** to make life better for other people.

Listed below are some key communities that you might already be a member of. Alternatively, you might become a member of some of these communities as you grow, mature and broaden your experience.



So as a class, have a discussion about the good things that arise from being a member of these communities.

Types of Communities



1. What is **community**?

Empty rounded rectangular box for writing the answer to question 1.

2. Identify examples of **communities** that **you are a part of**, and describe **what you do** in that community. Find or create 2 **images** to show examples.

Communities	My involvement s)	

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3. Describe any **other communities** that **you might like to become a part of**.



Empty rounded rectangular box for writing the answer to question 3.

7.05 What is Community

Community bonds

**“Me. Them. Us. Makes We.
That is a community.”**

Communities both reflect, and unite people. Communities are formed and develop based around the shared characteristics, interests, beliefs and values of the people involved.

Some of the key **uniting bonds** include those listed below, but there could be many others as well. Can you think of some more?

- ⇒ Geographical location, especially in regional and remote areas.
- ⇒ Shared societal (social) values and beliefs, (including spiritual beliefs).
- ⇒ Common socio-cultural links.
- ⇒ Shared ethnicity and history.
- ⇒ Sporting and recreational activities.
- ⇒ Arts, music, dance and cultural pursuits.
- ⇒ Hobbies, interests and leisure activities.
- ⇒ Welfare, charity and community support services.
- ⇒ Volunteer and community involvement activities.
- ⇒ Environmental support programs.
- ⇒ Online and virtual communities.



Image: AllaSerebrina/Depositphotos.com

Uncommon Knowledge

- ⇒ In 2021, 3.2% of the Australian population identified as being of Aboriginal and/or Torres Strait Islander origin.
- ⇒ The median age for Aboriginal and Torres Strait Islander people was 24.
- ⇒ There were 167 Aboriginal and Torres Strait Islander languages used at home.
- ⇒ The most widely reported language groups used were Arnhem Land and Daly River Region Languages (14.5%), Torres Strait Island Languages (12%) and Western Desert languages (10.9%).

Source: 2021 Census, ABS

Communities form around...

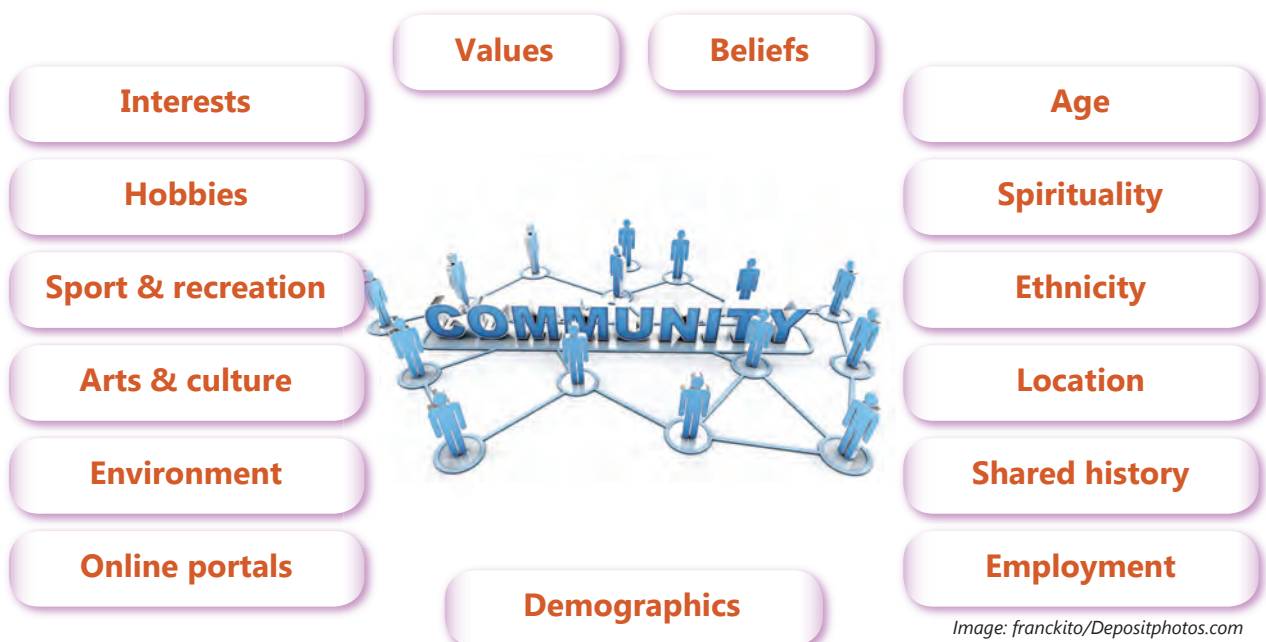


Image: franckito/Depositphotos.com

Community bonds 7B

1. Think of the **communities** that **you are part of**. Describe the **bonds** that **unite** these communities.
2. Use descriptive words to show how **being part of these** communities **makes you feel**. Find or create 2 **images** to show examples.

Communities	Uniting bonds	This makes me feel...

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“Me. Them. Us. Makes We.”



3. This can be a very **powerful statement**. Why so?
4. How does being part of a **community** help to **empower people**?

7.07 Community Members

Community members and groups

Communities are made up of many diverse people, groups, enterprises and organisations. These community members may exist and operate at a **local**, **state**, **national** or even a **global** level.

Local, national and global communities are often formed around shared **demographic characteristics** including age, gender, ethnicity and other defining characteristics. These characteristics can influence the **personal values** and **community needs** of members, and help to **connect** and unite people who are dealing with similar issues and problems.

Communities can also bring together people who may **live** or **work** in **proximity** to each other. These **geographic bonds** are very important in a country as large as Australia, as some community issues may be very localised.

Besides 'ordinary people', communities also include local businesses and traders, local politicians, council and shire workers, residents and resident groups, volunteers and volunteer groups and activists. Communities also include many other people performing varied **vocational** roles, as well as community **groups** providing **services**.

Communities also include formal organisations such as **government agencies** and support services, **education** providers, **religious** groups, **emergency services**, **medical** and **care** facilities, **sporting** groups, arts centres and so on.

Some communities extend globally, powered by the ability of community members to unite using a common voice through digital communication and social media platforms.



Community 'work' 7C

One way to think about the role of different community members is by taking a vocational approach.

1. Explain the **role** of these **occupations in communities**. i.e. What do they do?
2. What **positives** do people **working** in these roles **contribute** to the community?
3. Are **you interested** in any of these **job** roles? Why/why not? Add 3 more.
4. Find or create 2 **images** to show these community job roles in action.

Occupation	What do they do?	Positive contribution	My interest is...
nurse			
teacher			
police officer			
local politician			
performer			
religious leader			
carer			

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5. Community job roles require a **high level** of **communication** with people. **Why** is this important?



7.09 Local Communities

Local community groups

When you look around your local community there are many organisations that are being managed and run by community groups and people as **volunteers**.

These organisations exist to provide some sort of social, community or member service, benefit or assistance, such as the CFA. They usually operate on a **not-for-profit** basis.

There are also many organisations that provide free services and support to those less fortunate in our society, such as The Smith Family. These organisations often use a combination of paid and volunteer workers.

Many local sporting clubs run on the **goodwill** of the local community. These sporting teams may be the central focus of the community. Many regional towns combine football, netball and cricket clubs and participate in fundraising, community projects and community support. Sometimes the local library becomes a **hub** for community activities.

Local pre-schools and primary schools often unite strongly as a community. Secondary schools **link** in with sport, arts, and at times, environmental and community support.

Some communities are fortunate enough to have their own local community or neighbourhood **learning centres** that operate a variety of learning, support and **community connection** programs and courses.

There will also be a range of small local **community enterprises** being run by enterprising and passionate people. These might focus on **environmental** care, **animal** rescue and **welfare**, local **charity** and **support** services, **age care** health and support, **disability** health and **support, engagement** of isolated people, as well as thousands of other potential aims.

In most instances these will be **unfunded** and staffed by volunteers, relying on local **grants, donations, fundraising** and other precarious means of support.


 So who are the key players in your local community?

Image: PantherMediaSeller/
Depositphotos.com



7D Understanding local community

1. What is a **not-for-profit enterprise**? Give examples. **Does this mean that no-one gets paid?**

2. What is **goodwill**? How does **goodwill** help **drive community activities**?

3. Some **community enterprises** act as a **hub** or a **link**. What does this mean?
Describe an **example** from your local community.

4. Many community enterprises and groups undertake activities to **help, support protect, or care** for **others** who **need specific assistance**. Why is this important?

5. Why do we need community enterprises and groups that focus on **landcare, the environment, or animal** rescue and support? Does this interest you?

6. Funding for community enterprises is often **precarious**. What does this mean?
So, how do they survive?



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7.11 Local Communities

Local community outcomes

The whole purpose of local community action is to achieve some type of positive outcome for the community and for community members. These outcomes can be generally classified as either:

- ⇒ supporting community **engagement**
- ⇒ achieving **positive** community **action**
- ⇒ achieving **improved** community **health** and **wellbeing**
- ⇒ providing community **services**
- ⇒ offering **skills**-development and **education**
- ⇒ dealing with **emergencies** and other situations, and
- ⇒ **reducing, stopping** or **eliminating** a **negative** community action or outcome.

This list is just a basic classification. Some outcomes might be aimed at one single achievement, such as a local creek protection group. Others might be more complex and aimed at addressing a variety of community needs; such as the local library or health centre. And other outcomes might focus purely on stopping some type of activity that can harm local communities; such as a local residents' action group against high-rise development.



Local community outcomes 7E

1. What is the **purpose** of local community action?

2. Form into pairs. Use your local knowledge; and research your local community.



- a. Find examples of **local community action** that aims to achieve the outcomes below.
- b. What do they **do** - e.g. programs, services, actions? Source images.
- c. How **successful** have they been? Use evidence.



Outcome	Example	What do they do?	Success?
community engagement			
community action			
community health and wellbeing			
community services			
skills development and education			
dealing with emergencies			
stopping a negative outcome			

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3. Identify a **local community outcome** that **you** would like to **help** achieve. How can **you** get involved?

7.13 National Communities

National communities

What happens locally in your community, is often supported by, or **'auspiced'** by, a broader approach to community services, actions and outcomes.

Key stakeholders might be the **Australian Government**, **state governments**, major **pressure** and **lobby groups**, large well-established **charity** and **welfare** services, and social and **community enterprises** that operate at a national level, but then offer their community services on a local basis.

Australian Government

- ⇒ The Australian government is the key driver of national community action.
- ⇒ Many government departments provide the social policy framework and funding for national action, e.g. health, medical, environment, education, employment, defence, citizenship, immigration, welfare and support.
- ⇒ There is also a range of government agencies that provide community services such as Services Australia (Centrelink and Medicare).

State governments

- ⇒ State governments have their own social policy and community action aims that they enact on a state basis.
- ⇒ State governments are responsible for law and order, delivery of health services, state-based education, state environmental outcomes and other specialised services. State governments may operate some of their community services within a funding framework established by the Commonwealth government, so at times there might be a clash of values with 'Canberra'.

Pressure groups

- ⇒ Some of the main pressure groups in Australia operate on a national basis.
- ⇒ They are able to link people from all over Australia to unite behind their cause.
- ⇒ Some of these include the ACTU, Business Council of Australia, National Farmers' Federation, Planet Ark, Friends of the Earth, Sea Shepherd, Amnesty International and the Australian Medical Association.
- ⇒ These pressure and lobby groups also have the 'power' to bring attention to their cause, especially using online communication and networks.

Large social enterprises

- ⇒ Many of the local community groups you might be aware of also operate on a national basis.
- ⇒ This enables them to build expertise in community service delivery, to develop broader networks, and to generate significant funding and financial support.
- ⇒ National charities include Red Cross, St Vincent De Paul, Anglicare and The Salvation Army.
- ⇒ National community groups include the Lions Club, Rotary, Country Women's Association, Surf Life Saving Australia and the RSL.

1. List some of the main **community services** or **actions** provided by the **Australian Government**, government **departments** or **agencies**. Do **you access** or **benefit** from any of these?

2. List some of the main **community services** or **actions** provided by the **state government** or its government **departments** or **agencies**. Do **you access** or **benefit** from any of these?

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3. List some of the main **community services** or **actions** provided by **national pressure groups**. Do **you access** or **benefit** from any of these?

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4. List some of the main **community services** or **actions** provided by **national social enterprises**. Do **you access** or **benefit** from any of these?

5. What does '**auspiced**' mean?

7.15 National Communities

National community outcomes

The aim of national community action is to achieve some type of positive outcome for the community and for community members on a **broad scale**.

The **Australian government** is a key driver of national community outcomes. So, this means that the **timelines** for action might be **longer-term**. The process involved can be difficult to navigate because it involves complex **hierarchies** of **stakeholders**.

However, an elected government may not necessarily represent the values of specific communities and citizens. This is because the government's social agenda might prioritise certain actions and social policies, and target assistance for certain groups of people in society, in line with its core values and ethos.

We might think that national community action is always achieved on a large-scale because policy settings and funding decisions are made at a national level.

But national policies will always be enacted at a local level through government departments, government agencies, government programs, and other community groups that might be supported or funded by the government.


 National outcomes are often achieved by the actions listed below. Of course, there will be many others. Discuss some that are important to you.



Image: ClassyCatStudio/
Depositphotos.com

National community outcomes 7G

1. What is the **purpose** of **national community action**?

2. Form into pairs. Use your knowledge; and research national communities.

- a. Find examples of **national community action** that aims to achieve the outcomes below.
- b. What do they **do** - e.g. programs, services, actions? Source images.
- c. How **successful** have they been? Use evidence.



Outcome	Example	What do they do?	Success?
community engagement			
community action			
community health and wellbeing			
community services			
skills development and education			
dealing with emergencies			
stopping a negative outcome			

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3. Identify a **national community outcome** that **you** would like to **help** achieve. How can **you get involved**?

7.17 Global Communities

Global communities

We are all also members of the global community. Naturally, that doesn't mean that we are directly linked with each of the 8 billion+ people in the world. However, we do have global connections through a range of shared personal and social characteristics.

- ☺ Our **ethnicity** and **cultural** heritage.
- ☺ **Family, friends** and **ancestors**.
- ☺ International **travel** and community experiences.
- ☺ **Work** and vocational connections.
- ☺ **Political** and **economic** links.
- ☺ Shared **beliefs, values, ideals** and hopes.
- ☺ Shared **democratic** and **human rights** freedoms.
- ☺ Common **religions, faith** and **spirituality**.
- ☺ The ability to connect through **social media** and other **digital** platforms.

Added to these connections, is the very real awareness that this **Earth** upon which we live is a **delicate** biosphere. The actions of the people in one nation, can affect others, especially poorer or developing nations.

Image: Fokussiert//Depositphotos.com

Global communities help people to find like-minded others anywhere in the world. People can connect and unite with others for hobbies, for travel and even to campaign for a better global society.



Global outcomes

Just as with local community action, the aim of global community action is to achieve some type of positive outcome for the community and/or for community members.

However, global community actions are harder to co-ordinate and implement. For global actions the outcomes might be far-reaching, long-term, and will involve navigating complex hierarchies of stakeholders. Think of the role of the United Nations.

But digital communication is giving people the ability to start movements, get noticed, recruit global support and coordinate global 'people-based' action.

Global outcomes can be generally classified as:

- ⇒ supporting global **engagement**
- ⇒ achieving **positive** global **action**
- ⇒ achieving **improved** global community **health** and **wellbeing**
- ⇒ providing **international aid, support** and **assistance programs**
- ⇒ providing global community **services**
- ⇒ offering global **skills**-development and **education**
- ⇒ dealing with global **emergencies, crises**, and other situations, and
- ⇒ **reducing, stopping** or **eliminating** a **negative** global action or outcome.

We might think that global community action must be achieved on a large-scale. However, the key term to remember is: "Think globally, act locally!"

1. Are **you united** with any **global communities** through these **shared bonds** or experiences? Describe how. Add 2 more.

<p>Ethnicity and cultural heritage</p>	<p>Family or friends</p>
<p>Shared values</p>	<p>Shared human rights</p>
<p>Religion, faith and spirituality</p>	<p>Environment</p>
<p style="text-align: center; font-size: 2em; transform: rotate(-45deg); opacity: 0.5;">FULL DRAFT PREVIEW SAMPLE</p>	

Investigation

In groups, share and explain each of **your global community connections**. Report back to the class to summarise your **'global reach'**.



Perhaps you should make a large **class global map** to show these connections.

7.19 Global Communities

7I Global community outcomes

1. What is the purpose of **global community action**?

2. Form into pairs and use your knowledge and research of global communities.

- Find examples of global community action that aims to achieve these outcomes.
- What do they do - e.g. programs, services, actions? Source images.
- How successful have they been? Use evidence.



Outcome	Example	What do they do?	Success?
global engagement			
global action			
global health and wellbeing			
global community aid and support			
global skills development and education			
global emergencies & crisis			
preventing a negative global outcome			

3. Identify a **global community outcome** that you would like to help achieve. How can **you get involved**?

Bali Street Dogs

Frequent visitors to Bali over the years, have been familiar with the wandering packs of street dogs with their tails drooping as they searched for scraps of food.

In 2004, one such tourist reported an incident of a street dog and young child fighting over scraps of food in a Bali street to her Melbourne vet, Dr Elaine Ong.

Ong's compassion for animals together with her advanced professional and organisational skills were clearly needed here! But there were obstacles to helping these stray and often diseased or injured animals.

Bali is a magnet for tourists. However, the local population is not wealthy and has traditionally (and understandably) prioritised human welfare over that of animals.

Hence, there was not always a lot of awareness of the need to limit the reproduction of local dog and cat populations and prevent disease and trauma injury. Western tourists might have had more animal justice awareness, but were a transient population, unable to provide consistent support.

Dr Ong, together with a vet nurse, made several trips to Bali running make-shift street

clinics. They partnered with the Bali Street Dogs Foundation which had been launched in 1999 by an expatriate American artist living in Bali, and a local vet.

Bali Street Dogs is a charity dedicated to keeping the local community dogs and cats safe, desexed and in their natural environment - the streets! This is rather different from the western approach to animal welfare which generally set-up animal shelters or sanctuaries for unowned animals. The Balinese live side by side with animals that we would typically think of as companions.

Bali Street Dogs has been educating locals on animal care, setting up de-sexing clinics on the streets, vaccinating animals against rabies which invaded Bali in the mid-late 1970s, and providing ambulances to collect and treat injured and diseased animals.

In recent years, Bali Street Dogs has been working under the auspices of Bali Animal Welfare Association (BAWA) and best of all, is now run by local Balinese expertise. But a lot of the funding still comes from Australian fund-raising efforts, as Western money can go a lot further in Bali.

www.balistretdogs.org.au



Bali Street Dogs 7J

1. Bali street dogs is an example of a charitable organisation created out of a specific local need that was not being addressed. Investigate some of the reasons for westerners setting up this charity rather than local Balinese? To answer this, find out about the following:

⇒ Balinese culture, Balinese religion and the Balinese economy.



2. As a class, discuss or debate this question:

“Affluent countries often provide aid to less-developed countries and in doing so, determine how the financial assistance is to be spent.

Do you think that it is appropriate for outsiders to impose their own values on a different culture? Or is this disrespectful?”

7.21 Graduated Assessment

AT1 Local Community Map - What is community

Overview

This assessment task requires you to create a profile 'map' of your local community. You might work in pairs for this task. Your teacher will talk to the class about this.

The profile map should incorporate images, text and other elements.

The profile map needs to include:

- local community government services
- local emergency services
- local sporting and recreation clubs and facilities
- local arts and cultural enterprises and facilities
- local volunteer services
- local welfare and support services
- local community support enterprises
- other local community features relevant to your area.

Format

The map does not need to be set out like a traditional map. But it could be.

Alternatively, you might create an audio essay, a diagram, a multimedia resource or some other visual representation of your local community.

- You should include a brief outline description of the key services provided by these local community members, as well as key contact details.
- You also need to explain whether the community member/group/action is part of a broader national or global community organisation or group.

You could include these descriptions and contact details directly on your 'map', or in a separate list that is clear and easy to understand.

Note: If your local community is large, your teacher might get you to focus on just a few specific local community members and their services.

Your teacher will give you more details about your task requirements, deadlines, scope and format. Record this information below.



You might also have to make a presentation to your class.

Throughout this activity, you are required to identify and apply skills in: **Planning, Communication, Critical thinking, Problem-solving** and **Decision-making (7.23)**.

Name:		Key dates:		UNIT 2 AOS1	
Tasks - AT1: Local Community Map		Must Do?	Due Date	Done	Level
	Negotiate the task details with my teacher	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part A: Researching my local community map					
	1. Research local community government services.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	2. Research local emergency services.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	3. Research local sporting and recreation clubs and facilities.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	4. Research local arts and cultural enterprises and facilities.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	5. Research local volunteer services.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	6. Research local welfare and support services.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	7. Research local community support enterprises.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	8. Research other local community features.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part B: Creating my local community map					
	1. Show local community government services.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	2. Show local emergency services.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	3. Show local sporting and recreation clubs and facilities.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	4. Show local arts and cultural enterprises and facilities.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	5. Show local volunteer services.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	6. Show local welfare and support services.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	7. Show local community support enterprises.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	8. Show other local community features.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	⇒ Explain if each is part of a broader community group.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Completing my local community map.					
	Prepare draft of my map for feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	Use appropriate methods and digital media.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	Prepare and submit my final map.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Present my annotated map (if required).	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

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7.23 Applied Metacognitive Skills

Name(s):		Key dates:		PDS Activity Applied Skills Record
Activity:				
Tools, techniques & skills of:	Related to researching local community.	Related to creating community map.	Related to evaluating the map.	
Planning What, how and why? Required resources?				
Communication What, how and why? Required resources?				
Critical thinking What, how and why? Required resources?				
Problem-solving What, how and why? Required resources?				
Decision-making What, how and why? Required resources?				

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Community Participation

8

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8.15 Community Leadership178	8.29 Review and Reflection.....192

Activities 8: Community Participation		p.	Due date	Done	Comment
8A	Community participation	165	<input type="checkbox"/>	<input type="radio"/>	
8B	Community services	167	<input type="checkbox"/>	<input type="radio"/>	
8C	Participation data	169	<input type="checkbox"/>	<input type="radio"/>	
8D	Rights and responsibilities	171	<input type="checkbox"/>	<input type="radio"/>	
8E	Roles of citizens	173	<input type="checkbox"/>	<input type="radio"/>	
8F	Diversity	175	<input type="checkbox"/>	<input type="radio"/>	
8G	Empathy	177	<input type="checkbox"/>	<input type="radio"/>	
8H	Leadership	179	<input type="checkbox"/>	<input type="radio"/>	
8I	Community leaders	180-181	<input type="checkbox"/>	<input type="radio"/>	
8J	Bangarra Dance Theatre	183	<input type="checkbox"/>	<input type="radio"/>	
8K	Influences on community groups	185	<input type="checkbox"/>	<input type="radio"/>	
8L	Influences on Indigenous community groups	187	<input type="checkbox"/>	<input type="radio"/>	
AT2	Community Participation	188-191	<input type="checkbox"/>	<input type="radio"/>	
R8	Review and Reflection	192	<input type="checkbox"/>	<input type="radio"/>	

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Comments:

8.01 Community Participation

Community participation

As people we are individuals. But we all live, learn, grow and thrive as part of different, but shared, **communities**.

We connect both between and within communities based on shared **interests**, shared **values**, shared **beliefs**, shared **history**, and shared **geographic bonds**. Community is **sharing!**

Australian society is one big community (all 25 million+ of us!).

The world (and all its 8 billion or so people) are the entire global community.

Your local state, city, town or suburb is a much 'smaller' community. It might reflect varied social profiles; although it is a smaller part of a greater whole.

We also participate in other communities including sporting groups, recreation, arts, music, culture, environment, religion, hobbies and community volunteering.

Of course, people are increasingly connecting through online digital communities - with mixed results!

One important part of personal development is a person's ability and willingness to actively **engage** with, and **contribute** to, a community. This community participation is part of **active citizenship**.

Give and take

Community participation involves give and take.

Members of communities enjoy real **benefits** from community engagement. But community members also **give back** to others by helping, supporting, and working with people in their communities - and by **sharing**.

Community leadership is vital for a harmonious and prosperous society. We look to community leaders to unite us behind a cause, to develop strategies and actions to deal with issues, and even to guide us through harsh times or unsafe situations.

Many regional areas forge strong **community bonds**. These bonds help **unite** community members and assist people to **deal with problems** and **tackle adversity**. Many urban and inner-city dwellers seem to have less connection with community. Yet they still might rely on established **institutional communities**, **work communities**, or **online communities**.

But all over Australia (and the world) people and families **unite** and engage with local schools, sporting clubs, religious institutions, **volunteer** and community groups, arts and cultural enterprises, local traders, hospitals, police and emergency services - even the local general store, post office or pub in some small towns!


 So what about you? How do you engage with and participate in your local communities?



Image: RawPixel/
Depositphotos.com

1. Why is community, **sharing**? Give examples.

2. What is **active citizenship**? Are you an active citizen?

3. Why do you think **regional people** often have stronger **communities** than people living in metropolitan centres?

4. List examples of **community bonds** you share. Explain how these **unite you** with other **community members**. Find or create images to show this.



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8.03 Community Participation

Community Groups are involved in...

Education and training

- ⇒ School education
- ⇒ Pre-school education
- ⇒ Work-related training
- ⇒ Volunteer training
- ⇒ Community learning
- ⇒ Language training
- ⇒ Mentoring & coaching
- ⇒ Life skills development

Health and medical

- ⇒ Aged-care services
- ⇒ Child-care services
- ⇒ Disability care & support
- ⇒ Community medical programs
- ⇒ Mental health programs
- ⇒ Physical health activities
- ⇒ Lifestyle & nutrition
- ⇒ Drug and alcohol support

Welfare and support

- ⇒ Charity programs
- ⇒ Food relief services & food banks
- ⇒ Disaster relief & support
- ⇒ Home visitation programs
- ⇒ Clothing banks
- ⇒ Youth mentoring & support
- ⇒ Crisis counselling & support
- ⇒ Refugee support programs

Arts and culture

- ⇒ Fetes, festivals and fairs
- ⇒ Indigenous cultural programs
- ⇒ Multi-cultural events
- ⇒ Performing arts activities
- ⇒ Visual arts events
- ⇒ Local history preservation
- ⇒ Oral and video histories
- ⇒ Dances, balls & galas

Sport and recreation

- ⇒ Team sports
- ⇒ Recreation clubs
- ⇒ Athletics & swim carnivals
- ⇒ Skills & coaching clinics
- ⇒ Outdoor recreation
- ⇒ Sponsorship support
- ⇒ Equal access sports
- ⇒ Major recreational events

Friendship and socialising

- ⇒ Hobby clubs
- ⇒ Online communities
- ⇒ Virtual communities
- ⇒ Community & drop-in centres
- ⇒ Outings & events
- ⇒ Men's/Women's sheds
- ⇒ Women's networks
- ⇒ Community introductions

Volunteer community services

- ⇒ Life-saving
- ⇒ Emergency services e.g. CFA, SES
- ⇒ Landcare & water management
- ⇒ Native animal rescue & care
- ⇒ Pet animal welfare & care
- ⇒ Environmental protection
- ⇒ Local media e.g. News & radio
- ⇒ Free transport services

Young people

- ⇒ Community voice
- ⇒ Diversity & inclusion
- ⇒ Community facilities
- ⇒ Youth festivals and events
- ⇒ Life skills coaching
- ⇒ Employment support
- ⇒ Drug & alcohol awareness
- ⇒ Support & counselling

Community services 8B

1. Describe examples of **community groups** that are involved in the following **services** and **activities**.
2. How do **you**, or could you, **benefit** from these services?
3. What **could you do** to **give back** and **help** out these community groups?



	Example & description	How could you benefit?	How could you give back?
Education and training			
Health and medical			
Welfare and support			
Arts and culture			
Sport and recreation			
Friendship and socialising			
Volunteer community services			
Young people			

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Investigation: Find out more about **Rotary Australia** and/or **The Lions Club** and whether they offer programs that could benefit your local community.



Rotary Australia / Lions Club

8.05 Community Participation

Community participation numbers

These pages show a range of key community participation data. This focuses on volunteering, caring, disability and sport. Keep in mind there are many other measures of community participation, including community groups and activities involved in recreation, arts, cultural activities, animal welfare, environmental programs and many more.

Formal Volunteering ¹

People doing voluntary work through an organisation or group (in last 12 months).
2016: 2.5m, 11.9% of people. 2021: 3.6m, 19% of people.

Formal Volunteering: Through an organisation/group ³

- ⇒ 2020: Estimate that about 5 million people volunteered.
- ⇒ 2020: 25% of people aged 15 years and over volunteered.
- ⇒ 2019: estimate that 5.9m volunteered.
- ⇒ Rate of volunteering declined over time for people aged 18+: 36.2% in 2010 to 28.8% in 2019.
- ⇒ Volunteers estimated to have contributed 596.2m hours to the community in 2019, a 20% decrease from 2014.
- ⇒ In 2020, volunteers estimated to have contributed 489.5m hours, a further decrease of 18%.

Informal Volunteering ³

- ⇒ 2020: 6.51m people aged 15+ provided informal volunteering support in their community in the 4 weeks prior. 32.1% of the population.
- ⇒ In 2019, 6.7m million (33.4%) volunteered informally.
- ⇒ 2020: Most common types of informal volunteering were:
 - ⇒ 'providing emotional support' (33.8%),
 - ⇒ 'providing transport and running errands' (38.2%),
 - ⇒ 'domestic work, home maintenance or gardening' (37.2%).

Volunteering: 2020: Type of Organisation ³

- ⇒ Sport and physical recreation 30.7% (2019: 39.1%)
- ⇒ Religious 23.1%, (2019: 23.3%)
- ⇒ Education and Training 18.8% (2019: 21.8%)
- ⇒ Community/Ethnic groups 15.7% (2019: 11.6%)
- ⇒ 2020: Health/Welfare 12.1%, (2019 11.6%)

From ABS (Dec 2020), 'Persons who volunteered in the last 12 months', General Social Survey, Australia.

Volunteering: Main Activity ³

Note: Statistics from 2014. In 2014, most time spent on:

- ⇒ Fundraising/sales 23%
- ⇒ Management/committee work/coordination 12%
- ⇒ Coaching/refereeing/judging 14%
- ⇒ Food preparation/serving 14%
- ⇒ Teaching/instruction/providing information 15%
- ⇒ Administration/recruitment/information management 12%
- ⇒ Befriending/supportive listening/counselling/mentoring 10%
- ⇒ Repairing/maintenance/gardening 9%

From: ABS (Sep 2015) 'Persons who volunteered in the last 12 months' from General Social Survey, Australia.

Sources:



¹ ABS Census 2021

² ABS Disability, Ageing and Carers, Australia: Summary of Findings, 2018

³ Volunteering Australia, Key Volunteering Statistics, February 2022

⁴ Sport Participation in Victoria 2015-2020 - Research Summary, Victorian Government

Community Participation 8.06

Volunteering: Main Reasons: 2020 ³

- ⇒ Help others/Community 74.2%
- ⇒ Personal satisfaction/To do something worthwhile 66.2%
- ⇒ Personal/Family Involvement 37.0%
- ⇒ Social contact 33.7%
- ⇒ To be active 30.8%
- ⇒ Religious beliefs 20.3%
- ⇒ To learn new skills/Gain work experience 18.9%
- ⇒ Felt obliged 9.5%
- ⇒ Just happened 9.0%
- ⇒ Other 1.4%

From: ABS (June 2021) 'Characteristics of voluntary work' from General Social Survey, Australia.

Sport Participation - Victoria: 2020 ⁴

- ⇒ Overall sport participation decreased by 27% from 2019 to 2020,
- ⇒ In 2020, 29% drop in females, 25% drop in males.
- ⇒ For children and youth (aged 4-19) there was a loss of 175,708 participants from 2019 to 2020.
- ⇒ Regional Victoria had a greater overall participation rate of 11%, compared to 9% in Metropolitan Melbourne.
- ⇒ Participation in winter sports was significantly more impacted than summer sports due to the timing of COVID restrictions.

Carers ¹

Provided unpaid assistance to a person with a disability, health condition or due to old age (in previous 2 weeks).

- ⇒ 2016: 2.5m, 11.9% of people.
- ⇒ 2021: 2.1m, 11.3% of people.

Needing Care ²

- ⇒ 2021: 5.8% people (1.46m) identified as requiring assistance with core activities, (2016: 5.1%).
- ⇒ 2021: 76.6% of people identifying as requiring assistance lived with family, and 19.4% live alone.
- ⇒ 2021: 54.2% of people with a need for assistance aged 65 years and over.
- ⇒ 2021: 88.1% with a need for assistance had a long-term health condition.

Disability and Carers ²

Disability

- ⇒ 2018: 17.7% (4.4m) people had a disability, (2015: 18.3%).
- ⇒ 2018: 11.6% of people aged 0-64.
- ⇒ 2018: 49.6% of people aged 65+.
- ⇒ 2018: 5.7% of all Australians had a profound or severe disability.

Carers

- ⇒ 2018: 10.8% (2.65m) carers.
- ⇒ 2018: 12.3% of all females and 9.3% of all males were carers.
- ⇒ 2018: 235,300 carers aged under 25.
- ⇒ 2018: 3.5% of population were primary carers.
- ⇒ 71.8% of primary carers were women.

Participation data 8C

1. Extract what you believe to be the **most important information** from these statistics.
2. Has there been any more **current research**? Check the sources to find out.
3. How do you think this **data** would **compare** with your **local community**, your **year level** or even **your class**?
4. Interview a **local community member/leader** and find out what they say about **trends in volunteering** and **community participation**.



8.07 Active Citizenship

Rights and responsibilities of citizens

As Australian citizens and residents, we are privileged to live in a **democratic** country that places **human rights** and **freedoms** at the heart of society.

It is important to realise that all **rights** are balanced by **responsibilities**. Rights and freedoms do not permit people to do anything they like.

This message of fairness and **equity** seems to be getting lost in recent years as some people **fracture** into tribes based on personal **ideology**, exclusion and even **conflict**. This **tribalism** is **amplified** within the **echo chamber** that is social media.

During the acute phases of the COVID-19 pandemic, some human rights and freedoms were suspended for the benefit of the greater good. These 'lockdowns' were not just arbitrary decisions made by governments. These suspensions had to be legislated under State of Emergency legal guidelines.

However, some people remain very angry at the actions of the government. Usually, these people have some personal, social or political agenda driving their attitudes. And the attitudes of some people have become even more fixed and inflexible.

But still, Australia remains one of the safest democracies in the world, with many protections built in to enshrine human rights and personal freedoms. But it is far from perfect!

Image: <https://www.pexels.com/photo/group-of-people-holding-protest-signs/>



Rights of citizens

- ⇒ Right of self-determination.
- ⇒ Right of personal safety.
- ⇒ Right of access to education.
- ⇒ Rights of access to health-care.
- ⇒ Right to equality.
- ⇒ Freedom from discrimination: All persons are equal before the law.
- ⇒ Freedom of movement.
- ⇒ Freedom to participate in the democratic process.
- ⇒ Freedom of thought, conscience, religion or belief.
- ⇒ Freedom of information, opinion and expression.
- ⇒ Freedom for peaceful assembly (gathering).
- ⇒ Freedom of association (people and groups).
- ⇒ Freedom from slavery or forced labour.
- ⇒ Freedom from unlawful attacks on privacy, home, honour and reputation.

Responsibilities of citizens

- ⇒ To co-exist peacefully within society.
- ⇒ Not to harm the safety of others.
- ⇒ To meet school-age obligations.
- ⇒ To contribute to Medicare.
- ⇒ To treat all people equally.
- ⇒ Not to discriminate against people due to certain characteristics.
- ⇒ To follow lawful instructions.
- ⇒ To vote and allow others to vote.
- ⇒ To allow others to hold a different viewpoint.
- ⇒ Not to spread or disseminate hate speech.
- ⇒ To protest peacefully in a non-violent manner.
- ⇒ Not to coerce or bind people into unfair personal and work situations.
- ⇒ To respect the privacy of others.
- ⇒ Not to slander or libel people.
- ⇒ To follow the law of the land and their jurisdiction, in accordance with federal laws, state laws and local by-laws.

Rights and responsibilities 8D

1. Choose 8 **rights** of citizens. In your own words, explain **why people** are **entitled** to that **right**.

Rights of Citizens			

2. Choose 8 **responsibilities** of citizens. In your own words, explain how **people must act** so that they **protect** the **rights** of citizens.

Responsibilities of Citizens			

3. Sometimes the rights of citizens can be suspended. But there must be exceptional circumstances for governments in Australia to take these steps. As a class, discuss the requirements for a 'State of Emergency or a 'State of Disaster'.



Investigation: Find out more about the **Australian Human Rights Commission** and whether it offers services or resources that could benefit your local community.



Australian Human Rights Commission <https://humanrights.gov.au>

8.09 Active Citizenship

Roles of citizens

We might play many different **roles** in society, including as a **consumer**, as a **worker**, as a **voter**, as a **family member** and even as an **agent for change**. Citizens are expected to adhere to a range of **responsibilities** in different situations in their lives. But some people can push the boundaries, and start to neglect the rights of other citizens. This can especially happen in high-pressure **commercial situations** where **money** is on the line.

So you always need to consider and balance:

- ✓ **legal** rights and responsibilities
- ✓ **personal** rights and responsibilities
- ✓ **social** rights and responsibilities
- ✓ **democratic** rights and responsibilities
- ✓ **commercial** rights and responsibilities
- ✓ **employment** rights and responsibilities.



Image: Creatarka/
Depositphotos.com

Threats to Rights

Clash of values

- ⇒ Sometimes people and groups have different values and don't agree on certain issues.
- ⇒ In a democratic society people have the right to disagree. Not everyone is expected to think the same way.
- ⇒ People and groups also have the right to peaceful protest within legal parameters.
- ⇒ If you are unhappy when someone disagrees with you, think of it from their point of view. This is about developing empathy and understanding others.

Unlawful and anti-social behaviour

- ⇒ Unlawful behaviour is when people, or organisations, break the laws of the land.
- ⇒ We have federal laws, state laws and local laws. Most of the laws that you have to adhere to are state-based law, including most criminal law.
- ⇒ Anti-social behaviour includes lawbreaking, but can also involve people pushing the boundaries of what is legal and what is illegal.
- ⇒ Sometimes anti-social behaviour involves harassment, intimidation and destruction of property.

Power imbalances

- ⇒ In our society we experience a range of power imbalances.
- ⇒ These can occur when large mega-corporations, or powerful institutions, flex their 'muscles' to get what they want.
- ⇒ This can lead to unethical behaviour, which might or might not be illegal.
- ⇒ Certain marginalised demographic groups in society suffer from power imbalances and can experience passive, and even active discrimination.

Exploitation

- ⇒ Exploitation occurs when one party takes advantage of their power over a weaker party.
- ⇒ Exploitation can involve:
 - ⊗ labour and wage exploitation
 - ⊗ environmental exploitation
 - ⊗ age-based exploitation
 - ⊗ manipulative advertising and marketing
 - ⊗ abuse of market power
 - ⊗ cultural exploitation of minorities
 - ⊗ exploitation of poorer nations.

1. Describe **examples** and/or **situations** relating to each of these **types** of **rights**.

Rights and responsibilities		
Legal rights and responsibilities	Personal rights and responsibilities	Social rights and responsibilities
Democratic rights and responsibilities	Commercial rights and responsibilities	Employment rights and responsibilities

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2. Find out where can you get help and support if your **rights** are **threatened** or **infringed**.



Rights and responsibilities: Help and support		
Legal rights	Personal rights	Social rights
Democratic rights	Commercial rights	Employment rights

Investigation: Find out more about the **Fitzroy Legal Service** (or similar local service) and if it has programs or resources that could benefit your local community.

Fitzroy Legal Service <https://fls.org.au>



8.11 Diversity and Empathy

Diversity

Australia is one of the most **culturally diverse** nations in the world.

At the core of our nation is the oldest continuously living culture in the world, with Australian **Aboriginal history** dating to 60,000 to 65,000 years ago.

Australia is also home to peoples from almost 200 different countries who have added to the rich layer of **culture** and **community**.

We experience this diversity through many social and community **bonds** that bring people together to **celebrate** their culture and enjoy their **democratic freedom** and **human rights**.

This diversity is reflected, and sometimes even magnified, in **vocational** situations.

At work you might find that clients, customers, supervisors, colleagues, suppliers, contractors and other workplace stakeholders come from varied and diverse backgrounds.

It is vital that you have well-developed work skills to both recognise and deal with cultural diversity in society and vocational situations. In response to this, you need to develop your **cross-cultural skills**.

Australian diversity (2021)

- ⇒ The median age was 38 years.
- ⇒ 29% of the population aged 55+.
- ⇒ 18% of the population aged 10-24.
- ⇒ 3.2% of the population is Aboriginal and Torres Strait Islander peoples; the median age is 23.
- ⇒ 30% of the Aboriginal and Torres Strait Islander population aged 10-24.
- ⇒ 167 Aboriginal and Torres Strait Islander languages used at home.
- ⇒ 29.3% of people born overseas, plus another 22.2% of people with at least 1 parent born overseas.
- ⇒ Top 5 origin countries for overseas-born population: England, India, China, NZ and Philippines.
- ⇒ Mandarin most common language other than English, followed by Arabic, Vietnamese, Cantonese and Punjabi.
- ⇒ 57% of people lived in major cities; 39% lived in regional, rural and remote areas.
- ⇒ 10% of people provided unpaid assistance to others with a disability, long-term health condition, or due to old age.

Source: www.abs.gov.au, Census 2021

Cultural Diversity

Gender

Gender identity

Race

Religion

Sexual orientation

Disability

Ethnicity

Age

Language

Background

Family status

Political beliefs



Image: adapted from MAJIVECKA/Depositphotos.com

1. What is **cultural diversity** and **why** is cultural diversity **important**?

2. Are **you culturally diverse**? How does that make **you feel**?

3. Describe some **issues** that are still preventing Australia as a nation from truly **embracing cultural diversity**.

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4. Respond to this statement. "We are more alike than we are different."



Investigation: Find out more about **Diversity Australia** and if it offers programs or resources that could benefit your local community.



Diversity Australia www.diversityaustralia.com.au
"Bringing diversity to life. All Genders. All Ages. All Cultures"

8.13 Diversity and Empathy

Empathy

One of the most common terms you might hear used in discussions and debates about diversity and social and community inclusion, is empathy.

Empathy can be described as the ability of a person to sense and understand the **feelings of others**. Being empathic requires a person to suspend their own values and perspectives, and then to try and **switch roles** so as to view the actions and outcomes from the other parties' **perspective**.

Empathy doesn't mean that you can truly experience what others might have to deal with, such as with racial discrimination or disability exclusion. But having empathy for others means that you can start to **imagine** and **understand** what it might be like for other people when they have to deal with their struggles.

Empathy is a key pillar of **emotional intelligence**. Empathy is one of the most important personality traits that enables people, to truly think, feel, **care** and act, as **compassionate** human beings. The opposite of empathy is apathy - which basically means - not caring!

Community Empathy

Community empathy occurs when:

- ⇒ people are united in developing a better understanding of others
- ⇒ society gives a true voice and recognition to diverse peoples
- ⇒ people actively listen and accept the views and perspectives of others
- ⇒ society encourages community cohesion with support and participation opportunities
- ⇒ people act to promote and achieve community engagement
- ⇒ social structures become truly representative of social inclusion and diversity
- ⇒ people think beyond themselves, their own needs, and their entrenched attitudes
- ⇒ social norms and attitudes evolve and respect the needs and views of others.

Empathy involves...



Image: mashmuh/Depositphotos.com

1. Why is **community empathy** important?

2. Identify different **vocations** (occupations) that involve the **skills** of **empathy** listed on p.176. Describe **examples** of how a **worker** would **apply** their empathic skills.

3. What **types** of **organisations** would these **workers** be **employed by**?

4. Find examples of these **organisations** operating **locally**.

FULL DRAFT PREVIEW SAMPLE		

Investigation: Find out about not-for-profit organisations that offer empathy training and if there are programs that could benefit your local community.



8.15 Community Leadership

Leadership

What makes a leader? Why do some people emerge as leaders in our communities, while others sit back and do little?

In the past, society used to say that leaders were “born and not made”. This meant that leaders gained their authority through their birthright.


In today’s more egalitarian world, opportunities exist for exceptional young people from all walks of life to emerge as potential leaders.

At times, leadership can be confused with management and authority.

Managers and people in authority are not necessarily leaders; they must become leaders.

Leadership is shown when a person is able to, and willing to, accept **responsibility** for the actions of themselves, and of those that they are leading.

Some people argue that there are innate qualities in some people that make them good leaders. This is supported by the growing acceptance of the importance of highly-developed levels of **emotional intelligence** to support effective leadership.

 Some of the key skills of leadership are listed below. Discuss these as a class.



Traits of Effective Leaders

- Communication
- Responsibility
- Knowledge
- Encouragement
- Inclusiveness
- Flexibility
- Teamwork
- Synergy
- Self-awareness
- Empathy
- Enterprise
- Collaboration
- Self-evaluation
- Feedback
- Perseverance
- Vision
- Loyalty
- Initiative
- Focus
- Inspiration
- Consultation
- Innovation
- Emotional intelligence

Image: adapted from Pixalery.com/Depositphotos.com

1. Match the **leadership traits** from the diagram with the correct **definitions**. Write definitions for 3 of the terms that are left out. Make sure that you **discuss all** the leadership **traits**; and others as well.



Trait	Description
i.	The ability to look for and create opportunities, rather than just sitting back and waiting for things to happen.
ii.	The ability to remain true to yourself, to your values, or to someone you are involved with.
iii.	The ability to talk with people and to give constructive criticism and positive reinforcement; and to listen to what others say about you.
iv.	The ability to see and develop new trends, new products and new and better ways of doing things; being more enterprising.
v.	The ability to know one's strengths and weaknesses, and to be prepared to act in accordance with these.
vi.	The ability to get a message across using verbal and non-verbal techniques, to be able to listen, and to tailor a message to suit the listener.
vii.	The ability to ensure that people have different skills and abilities and that different cultures are included in what goes on.
viii.	The ability to stick with a task and see it through, even if it takes longer than expected or is more challenging than anticipated.
ix.	The ability to be able to perform varied tasks at the same time, and to have the knowledge and skills to back this up.
x.	The ability to accept that you are in control of your own actions, or that you are the person in charge of others.
xi.	
xii.	
xiii.	

FULL DRAFT PREVIEW SAMPLE

2. Describe a situation when **you demonstrated leadership** traits or skills.



8.17 Community Leadership

Community leaders

When you start to investigate communities, it becomes easy to identify who the community leaders are. These will be the people, of all ages, who are creating opportunities and taking action; and generally doing more to help others.

Some community leaders will be working in a managerial role in an **official** capacity. Other community leaders might be in a **representative** role through public office. Many local and inspirational community leaders might act in a **transformational** role as an agent for change; and many of these will be **volunteers** or people who have started their own **community enterprises**.

So your community leaders might be:

- ⇒ employed directly by organisations to fulfil community service occupations
- ⇒ appointed to lead and manage community services organisations
- ⇒ elected as representatives of the people through a federal, state or local democratic process
- ⇒ chosen or elected by a community group or member organisation as their leaders, such as with local sporting clubs and cultural enterprises
- ⇒ acting as an agent for change in a community enterprise or group they have started by undertaking community action or activism
- ⇒ using their skills and expertise as a volunteer across one or more community activities
- ⇒ elders, cultural ambassadors and faith leaders who carry the history, knowledge and cultural and spiritual traditions of their people
- ⇒ high achievers in sport, media, arts, science, business, etc., who leverage their profile to create positive community action
- ⇒ 'ordinary' people who just want to make a difference by doing, helping and serving others.



Image: macrovector/Depositphotos.com

81 Community leaders

1. Who are **your community leaders** and what do **they do**?



2. Interview a **community leader** and find out about **what they do**, and how their community **organisation** encourages **participation**.

3. Research and write a **profile** of a global, Australian or local community **leader** that you **admire**. Clearly state how the **person** is **demonstrating leadership**. Include a **graphic**. (Use your workbooks if needed. Your teacher might make this an oral report.)



List planning and research notes and draft information

4. Write a **profile** of **someone** in the class or in the school who you think would make a **good leader**. Use leadership characteristics to **explain** how they might be likely to **succeed**.



Investigation: Find out more about these leadership initiatives and if they offer programs that could benefit you or your local community.



Australia Council for the Arts: Future Leaders Program
Mental Health Foundation Australia: Australian Youth Leaders' Program
Halogen: National Young Leaders Day
Australian Multicultural Foundation: Youth Leadership Program
Victorian State Government: Ricci Marks Award
Australian Indigenous Mentoring Experience (AIME)

8.19 Connection to Culture

Connection to culture

One of the strongest ways that people in communities experience participation opportunities is through connection to culture.

Connection to culture **unites** people within communities. Connection to culture also **invites** people from outside these communities to **celebrate** the **cultural diversity** that is Australia. It helps us all to focus on the very fact that we are all more alike, than we are different.

Understanding and acknowledging the unique connection to culture that **Aboriginal and Torres Strait Islander** people enjoy is the most powerful way that non-Indigenous Australians, can truly become accepting of Australia's true **past**, real **present** and more truly united **future**.

Bangarra Dance Theatre

“We tell the stories of our Elders, create works on Country and return the works we create to the place they were made.”

Australia's iconic First Nations dance company, Bangarra Dance Theatre, has been operating for over thirty years.

Since its inception, Aboriginal and Torres Strait Islander contemporary dance has created and shared a main-proposed community culture, dedicated and funded to extend the art and stories of the First Nations.

The company originated from the National Aboriginal and Torres Strait Islander Skills Development Association in Sydney and in 1989 gained the status of a national company.

Since then it has premiered dozens of dance works, featuring dancers from around Australia, representing the stories and country they belong to.

The movement language that has evolved is a rich mixture of traditional and contemporary dance.

It evokes ritual, origin stories, the brutal reality of colonisation, as well as the generational trauma that persists today.

Until 2023, the Artistic Director was Stephen Page, a proud descendant of the Mulukul people and the Munaldjali of the Yugambah from southeast Queensland.

Together with his dancers and collaborators, Page has created a truly unique way of expressing what it is to be a First Nations identity in contemporary Australia.

A lot of community development and celebration opportunities have been created from having a main-stage First Nations dance company in Australia.

Employment of creatives and technical and supporting staff is an obvious one.

In addition, training grounds for emerging dancers and other creatives have opened up.

For example, NAISDA and the Brisbane-based Aboriginal Centre for Performing Arts have grown and are developing new generations of creatives.

Find out more at:

www.bangarra.com.au



1. Find out what **bangarra means** and from which **specific language** it is derived.
2. Find **Bangarra’s values** on its website. Discuss what **you think these** statements **mean**, and how they might **guide** the **way Bangarra operates**.
3. View the **photo gallery**. **Describe** an **image** that appeals to you.
4. Check out the **places** that **Bangarra** has **toured**, and **will tour** this year.
5. List some of the **activities** undertaken by **Bangarra** and **where these** are **held**.
6. Find out **what is involved** in the **process** for **creating a work**.
7. Why does Bangarra have **cultural consultants**?



View: There’s plenty of video and learning resources on this website too. You might want to watch some as a class and find out more.



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Applied: Do you identify with, or associate with a group in society that has a strong connection to culture? Share your celebration of culture with the class.



8.21 Influencing Factors

Influencing factors - General

Community groups have to deal with varied factors that can influence and impact on what they do. Some of these factors help to achieve positive community participation, whereas other factors might be pressures and cause challenges.

When you are investigating the role of community members, leaders and groups in community participation, you need to consider: what they do, who is involved, why they are taking these actions, what challenges and pressures they are facing, and what opportunities they are creating.

Influences on Community Groups

Social factors

- ⇒ People have a need to connect and join with others. Social interaction and inclusion drives community groups.
- ⇒ Digital communication is helping unite people and broaden social networks.
- ⇒ But digital connections are also causing personal isolation and dislocation.
- ⇒ Community groups are also leading the evolution of social values related to equity and inclusion of diverse peoples; but not without some struggles!

Cultural factors

- ⇒ Connection to culture is one of the greatest drivers of community participation.
- ⇒ The diversity that makes up Australia is reflected in 1000s of cultural community groups.
- ⇒ In the post-pandemic world, many geographic regions are re-exploring their historical cultural influences and values.
- ⇒ Cultural recognition and celebration not only creates active community participation, it also helps preserve histories and cultural legacies.

Environmental factors

- ⇒ Many community members are united by their shared goals towards environmental protection and sustainability.
- ⇒ Community groups form to achieve action on a local, national or even global basis.
- ⇒ In some circumstances, local community groups have to unite and collaborate to deal with natural disasters.
- ⇒ Environmental community groups often need to generate support and funding from government bodies.

Economic factors

- ⇒ Economic factors are the reality that community groups have to deal with.
- ⇒ Most community activities and services are provided by not-for-profit organisations.
- ⇒ Some of the services are targeted at low-income people facing financial hardship.
- ⇒ Community groups have to devote a lot of time, resources and energy to getting funding.
- ⇒ This can impact their ability to deliver the very services or programs that they want to do.

Influences on community groups 8K

1. Think about **community groups generally**. Explain **positive** factors, and potentially **negative** factors, that can **influence** these groups.

Social factors	Cultural factors
Environmental factors	Economic factors

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2. Now think about a **specific** community group. Explain **positive** factors, and potentially **negative** factors, that can influence that group.



Community group:

Social factors	Cultural factors
Environmental factors	Economic factors

8.23 Influencing Factors

Influences on Indigenous community groups - Same

The influence of social, cultural, environmental and economic factors can impact Indigenous Australians in just the same way that they impact the broader non-Indigenous population.

Indigenous community groups are united by inclusion, shared social values and location. Indigenous community groups share histories, invite celebration and take active steps to ensure respect is given to people of all ages.

Indigenous community groups are attuned with their local environment, and can form a powerful voice in addressing broader environmental issues, concerns and practices.

And of course, Indigenous community groups also face the same battles in trying to secure funding, attract volunteers and work proactively towards alleviating financial hardship on their community members.



Images: Torres Strait: BigAlBaloo/
Aboriginal: photoroman/
Depositphotos.com

Influences on Indigenous community groups: But different

However, by their very nature, Indigenous community groups will also experience the influence of social, cultural, environmental and economic factors in ways that are much different from the 96.8% of the Australian population that is not from an Aboriginal or Torres Strait Islander background.

With a unique connection to the land, **Indigenous Country** is reported as one of the most powerful spiritual **connections** that can be experienced.

Indigenous ranger programs, including those in bushfire prevention and land management, recognise the innate wisdom and unique cultural understanding that local First Nations people possess about how to protect and preserve their **natural environment**. After all, 60,000+ years is a lot of 'applied learning'!

Added to these connections are the special and historical social, cultural and familial **bonds** that tie Aboriginal or Torres Strait Islander people together both within, and across their communities, as First Nations people.

These connections thrive on a culture of **sharing** - sharing histories, sharing learning, sharing resources, sharing support and sharing pride.

A stark reality that cannot be ignored is the disproportionate impact of varied social and economic factors on some Indigenous communities. Some of these factors are driven by **access** issues, others manifest as **impact** issues.

- ⇒ Lower standards of living compared to the non-Indigenous population.
- ⇒ Lack of local economic support systems, including fewer regional employment opportunities.
- ⇒ Lack of access to early-childhood health-care and education.
- ⇒ Lower secondary school completion rates, along with university and TAFE under-representation.

Influencing Factors 8.24

- ⇒ Greater prevalence of certain medical conditions, such as kidney disease and glaucoma, as well as cancer-related diseases often associated with higher rates of smoking.
- ⇒ Higher rates of infant mortality.
- ⇒ Lower life expectancy compared to the non-Indigenous population.

It is important that non-Indigenous Australians don't view these negative access and outcome issues as a checklist of woe. That would be condescending. What would be more beneficial would be to access the annual **Closing the Gap Report** and to understand where and how progress is being made. www.closingthegap.gov.au



It is also important to accept that non-Indigenous Australians, even you as students, might at times talk about Indigenous 'issues'. You might also be called upon to talk on behalf of Indigenous Australians, especially in community or vocational roles. But you, me, and we, can never talk for Aboriginal and Torres Strait Islander people.



Influences on Indigenous community groups 8L

1. How might some **factors** impact the **same** on **non-Indigenous** and **First Nations community groups**?

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2. Why do some **factors** impact **different** **non-Indigenous** and **First Nations community groups**?

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Investigation

1. Who are the traditional owners and custodians of the land where you reside?
2. What is the traditional name of your location?
3. Who are some of the local elders, and what local First Nations community groups are they involved with?

4. Invite a local elder to talk with your class. Ask them about the impact of factors influencing their community groups.



8.25 Assessment Task

AT2 Community Participation - What is community?

Overview

For this assessment task you are required to:

- explain the key **roles**, **rights** and **responsibilities** of **citizens** as community members
- describe the **factors** that **influence communities**
- develop and apply strategies to promote **community participation**.

Throughout this task, you are required to identify and apply skills in: **Planning, Communication, Critical thinking, Problem-solving** and **Decision-making (8.27)**.

The task might involve:

- the **class** participating in a volunteer program or community participation program
- smaller **groups** or **teams** participating in different volunteer programs or community participation activities
- individual students** participating in specific or targeted programs or community activities, including community participation that they already are involved in
- the entire class, or smaller groups or teams, or individual students, developing and implementing **their own specific** community participation activity.



Your teacher might have structured the activity so that in this first stage, you are beginning to investigate and plan for a community participation activity later in the year.

Alternatively, you might be expected to investigate, plan for, and participate in a community program now.

How about the whole class doing a first-aid course?

How does the class learn basic Australian history?

How about the class teaching/learning basic greetings in community languages?

What about an aged-care visiting program?

How about recognising a 'rights' day?

What about a series of cultural days for your class celebrating your diversity?



Prepare an annotated or multimedia report

- Describe the **community participation activity** or **program**.
- What are the **roles** of community members in this activity or program?
- What are the **rights** of community members in this activity or program?
- What are the **responsibilities** of community members in this activity or program?
- What are some of the key **positive** factors influencing community participation in this activity or program?
- What are some of the factors creating **challenges** for participants in this activity or program?
- What **benefits** do community members get from this activity or program?
- What **benefits do you get** from this activity or program?
- How would you **encourage others** to participate in this activity or program?

Community Participation Activity

1. Identify potential community participation activities.

2. How could I help others through my community participation?

3. What do I need to get involved?

4. How could I benefit from my own involvement?

5. Teacher advice and other important information.

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8.27 Assessment Task

Name(s):		Key dates:		PDS Activity Applied Skills Record
Activity:				
Tools, techniques & skills of:	Planning for community participation.	Implementing community participation.	Evaluating community participation.	
Planning What, how and why? Required resources?				
Communication What, how and why? Required resources?				
Critical thinking What, how and why? Required resources?				
Problem-solving What, how and why? Required resources?				
Decision-making What, how and why? Required resources?				

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Assessment Task 8.28

Name: _____	Key dates: _____	UNIT 2 AOS1
Tasks - AT2: Community Participation	Must Do?	Due Date
	Done	Level
Negotiate the task details with my teacher	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1. Describe the requirements for the community participation activity or program.		
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Prepare an annotated or multimedia report about a community activity or program.		
2. Roles of community members.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Rights of community members.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Responsibilities of community members.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Positive influencing factors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Challenging influencing factors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Benefits for community members.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Benefits for me.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. How to encourage others to participate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
Completing my community participation activity and report.		
⇒ Participate in a community activity or project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Prepare draft of the report for feedback.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
⇒ Apply key skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
⇒ Use appropriate methods and digital media.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
⇒ Prepare and submit the final report.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Present the report (if required).	<input type="checkbox"/>	<input type="checkbox"/>

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Additional information: _____

Signed: _____ Date: _____

8.29 Review and Reflection

Review and Reflection

Which Personal Development skills did I develop during this unit?

→ _____

→ _____

→ _____

→ _____

How have the skills of Personal Development helped to improve my personal life?

→ _____

→ _____

→ _____

How have Personal Development skills helped to improve my work-related skills?

→ _____

→ _____

→ _____

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My performance in developing my Personal Development skills this unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Community Challenges

9

9.01 Unit 2: AOS2 - Introduction.....194	9.17 National, Global and Local.....210
9.03 Community Cohesion196	9.19 Graduated Assessment212
9.05 Issues and Challenges.....198	9.21 Applied Metacognitive Skills....214

Activities 9: Community Challenges	p.	Due date	Done	Comment
9-10 U2: AOS2 - Requirements	195	<input type="checkbox"/>	<input type="checkbox"/>	
9A Community cohesion	197	<input type="checkbox"/>	<input type="checkbox"/>	
9B Clarifying issues	200	<input type="checkbox"/>	<input type="checkbox"/>	
9C Stakeholders	201	<input type="checkbox"/>	<input type="checkbox"/>	
9D Social issues	206	<input type="checkbox"/>	<input type="checkbox"/>	
9E Cultural issues	207	<input type="checkbox"/>	<input type="checkbox"/>	
9F Environmental issues	208	<input type="checkbox"/>	<input type="checkbox"/>	
9G Economic issues	209	<input type="checkbox"/>	<input type="checkbox"/>	
9H Important issues	211	<input type="checkbox"/>	<input type="checkbox"/>	
AT3 Unpacking Issues	212-213	<input type="checkbox"/>	<input type="checkbox"/>	
9.21 Applied Metacognitive Skills	214	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

9.01 Unit 2: AOS2 - Introduction

Unit 2: AOS2 - Community cohesion

One of the most vital factors related to community engagement and participation is the creation of community cohesion.

In **Section 9: Community Challenges**, you will start by identifying challenges that communities commonly face, in the broad issue areas of cultural, social, environmental and economic. You will investigate and analyse issues and their impact on community stakeholders. You will also learn to distinguish between localised issues and bigger-picture broader issues.

At the end of this section, you will complete a graduated assessment requiring you to analyse a community cohesion issue from different perspectives.

In **Section 10: Community Cohesion** you will use your knowledge of issues and challenges to start applying positive strategies to foster community cohesion.

You will broaden your understanding of how to unpack an issue by developing techniques to analyse the validity of information. In doing so, you will identify the different perspectives of community stakeholders involved in an issue and how these might, positively or negatively, influence their ability and willingness to create cohesion.

You will then apply problem-solving tools and techniques to issues and examine how to apply the RAISE Engagement Model to foster community cohesion.

At the conclusion of Section 10, you are expected to develop and implement a plan of action to support community diversity, inclusion and cohesion. The assessment task requires you to either develop, plan for and implement your action plan at that time; or to create your action plan as part of a major community engagement initiative later in the year.

AOS2: Community cohesion	S9: Community Challenges
Community Cohesion	196
Issues and Challenges	198
Issues	
Stakeholders	
Social issues	
Cultural issues	
Environmental issues	
Economic issues	
National, Global and Local	210
National (big picture) issues	
Global issues	
Local issues	
AT3: Unpacking Issues (pp.212-214)	

AOS2: Community cohesion		S10: Community Cohesion	
Challenges and Enablers		216	
Challenges and conflict			Challenges and enablers
Community cohesion	Governments	Local action	
Pressure and Lobby Group		220	
Pressure/lobby groups		Welfare/charitable agencies	
Different Perspectives		222	
Issues & perspectives	Information: Fact or fiction?	Recognising and dealing with bias	Sorting out the truth
Analysing information			
Dealing with Problems		230	
RAISE Engagement model	Why do we have problem-solving?	Drilling-down problem-solving	
Creating Cohesion		234	
AT4: United We Stand, We Stand for United (pp.238-240)			

U2: AOS2 - Requirements 9-10

Your teacher will discuss the key requirements for successfully completing **AOS2: Community cohesion** with your class. List these below.



S9: Community Challenges	S10: Community Cohesion

9.03 Community Cohesion

Community cohesion

Have you ever heard of the term, adhesion? Well, adhesion happens a **force** or **bond** enables a substance to **stick** together with another substance, such as with sticky tape, glue or even a band-aid. **Cohesion** refers to the bonds that **unite** more than one substance with one another.

Community cohesion can be said to be the **uniting forces** or bonds that unite and bring **people together** in communities.

In Australia, we enjoy strong community cohesion. This is partly driven by our **democratic** process that enables people to have a say in who they want to run their country, state or local area.

Even if you disagree with the outcome of the political process, citizens in a democracy accept the result. They don't try and say that the election was 'rigged'! Some countries in the world do not have this privilege. They are often called totalitarian nations, or dictatorships.

But we don't just cohere as one big happy national family. We form different community bonds on a **demographic** basis, on a **regional** basis, on a **socio-cultural** basis; and on the basis of **shared values** about issues and challenges affecting us or our community.

But increasingly, we are seeing some **challenges** to the bonds that have previously united people.

Some challenges are **good** and long overdue, such as promoting **equity**, **freedom** from **discrimination**, and the dismantling of **class** or **status** notions of **privilege**.

But some challenges are not so good. Some of these are resulting in a **fracturing** of the bonds that united people in communities, and pitting one group of people against another.

What we really have to be careful of, is how easy it is becoming for people to stop feeling united. Because in reality, if you re-arrange the letters in 'united', you quickly get 'untied'! And that is the opposite of cohesion!

Community Cohesion involves...



1. What does **cohesion** mean?

2. Why is it **important** to achieve **community cohesion**?

3. What helps to **promote** or **encourage** community cohesion?

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4. What can **threaten** community cohesion?

5. What are the **bonds** that help **unite** you within your **communities**?



9.05 Issues and Challenges

Issues, issues, issues!

We are all affected by issues every day.

Some issues occur on a **global basis**, such as global warming.

Others might occur on a **regional basis**, such as youth unemployment.

Some even occur on a **local basis**, such as a lack of recreation facilities.

Each of these issues impact on your community.

The extent of this impact just depends on which community you identify with.

In other words, what your role is as a **community stakeholder**?

- 🧠 So ask yourself. “What are the communities that I belong to?” “And what are the issues that affect me as part of that community?”

What is at issue?

Issues are never really simple and always have two or more, sides to them.

A person’s or a group’s feelings towards an issue (their stance) depends on their **role** as a **stakeholder** in that issue.

These stances are also influenced by the **effects** that an issue, problem or decision will have on them, or on other stakeholders.

Some people or groups might **benefit** from what is at issue.

Some people or groups might **suffer** from what is at issue.

Other people or groups feel that the issue is **not important** to them, or that it **doesn’t affect** them.

And some people are more concerned with **other issues** or problems.

In essence, a person’s or group’s stance comes down to differing **beliefs**, personal **values** and **attitudes**.

Therefore, it is important that you can analyse information related to issues to present an **unbiased** and **balanced** point of view.



A lack of recreation facilities can lead to bored young people who don’t have outlets to burn energy. This often results in conflict with authorities over ‘minor’ indiscretions.



Image: leremy/Depositphotos.com

Stakeholders

A **stakeholder** is a person or group that might be involved in, or is **affected** by, a **decision**.

In any issue there are many stakeholders on opposing sides.

These stakeholders might have different levels of **power** depending on their role in the issue.

This can lead to outcomes that advantage one side at the expense of another.

Sometimes stakeholders might **clash** because they have different **values**. You see this with protests over different issues. Consider Japanese whaling authorities versus Sea Shepherd, or the Greens versus coal mining!

When analysing an issue it is important that you ask these questions.

“What is the role of the stakeholders?” and

“What do they stand to gain or lose from the decision being made?”



A stakeholder is a person or a group who is impacted by, or involved in, a decision (such as PETA); whereas a steakholder is a pronged tool used to hold charred animal flesh consumed in great quantity by carnivorous blokes!

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Stakeholders



Image: nicomenijes/Depositphotos.com

9.07 Issues and Challenges

What is an issue?

There are thousands of different issues that affect people depending on their age, gender identity, personal situation, emotional state and other factors.

However, most issues can be grouped under headings relating to gender, ethnicity economic, social, commercial, political, work, financial, environmental, relationship, health, lifestyle, education, family, personal wellbeing and so on.

It is important to clarify that an issue is only an issue if it suggests a position or a stance.

For example: “Alcohol” is not an issue. However, “Consumption of alcohol causes harm to society,” is an issue because it is a statement that takes a position. What do you think about that issue?

Many issues are also centred around questions.

For example: “Should there be a late-night curfew for drivers aged under 21?” So, what do you think about that proposal?

Other issues are about decisions that might, or might not be made.

For example: “Our government has decided to ban the use brown coal as a fuel for electricity generation.” Is that a helpful or a harmful decision?

Finally, an issue must be about a subject that can be argued. An issue cannot be a fact - it has to be debatable.

For example, “Australia Day is celebrated on 26 January.” That’s a fact. However, issues related to Australia Day might include: should the name of the day or date of Australia Day be changed, or should we even have a national celebratory day at all?

So which issues are important to you, both now, and for your future?

9B Clarifying issues

1. Here is a range of **situations** and potential **problems** that people are often affected by. Choose at least 5 that **make you concerned**. You could add others.
2. In your workbooks, clearly **express** each of these **as an issue**.

- | | | |
|---|---|---|
| <input type="checkbox"/> family and relationships | <input type="checkbox"/> social welfare | <input type="checkbox"/> online bullying |
| <input type="checkbox"/> substance abuse | <input type="checkbox"/> social diversity & inclusion | <input type="checkbox"/> aggression and violence |
| <input type="checkbox"/> poverty and homelessness | <input type="checkbox"/> youth alienation | <input type="checkbox"/> invasion and war |
| <input type="checkbox"/> personal safety | <input type="checkbox"/> youth mental health | <input type="checkbox"/> inappropriate development |
| <input type="checkbox"/> gender identity | <input type="checkbox"/> fitness and lifestyle | <input type="checkbox"/> global warming |
| <input type="checkbox"/> sexual orientation | <input type="checkbox"/> public transport | <input type="checkbox"/> natural disasters |
| <input type="checkbox"/> human rights | <input type="checkbox"/> isolation and exclusion | <input type="checkbox"/> access to education |
| <input type="checkbox"/> cost of living | <input type="checkbox"/> elder abuse | <input type="checkbox"/> personal rights & freedoms |
| <input type="checkbox"/> equity and access | <input type="checkbox"/> public safety & security | <input type="checkbox"/> online safety |
| <input type="checkbox"/> access to health-care | <input type="checkbox"/> lack of facilities | <input type="checkbox"/> graffiti and vandalism |
| <input type="checkbox"/> Indigenous health | <input type="checkbox"/> employment & unemployment | <input type="checkbox"/> refugees |
| <input type="checkbox"/> crime and punishment | | |

1. Consider the community issue of:

Phasing out coal-powered electricity generation.

- a. Outline the **roles** of the key **stakeholders** on the issue.
- b. What do **stakeholders** stand to **gain** or **lose** from a **decision** being made?

Stakeholders	Roles	Stand to gain?	Stand to lose?

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2. Consider a local community issue

Issue:

- a. Outline the **roles** of the key **stakeholders** on the issue.
- b. What do **stakeholders** stand to **gain** or **lose** from a **decision** being made?

Stakeholders	Roles	Stand to gain?	Stand to lose?

9.09 Issues and Challenges

Social issues

All issues that impact on groups of people and communities are **social (societal) issues**. Three other main types of issues can be categorised as **cultural issues**, **environmental issues** and **economic issues**.

Some social issues impact **locally**, some impact across **Australia**, and some are even **global** social issues.

People who have **shared beliefs, values** and **attitudes** are said to be united through their **social (or societal) values**. That is a part of social cohesion.

Governments create **policies** and provide **funding** to try and deal with social issues. But not everyone agrees with these decisions.

Pressure and **lobby groups** try to encourage community action and social change. But people and groups try to promote their own different values and get their **voices** heard.

Community groups and enterprises try to perform direct community action to help address social issues. But not everyone supports these actions.

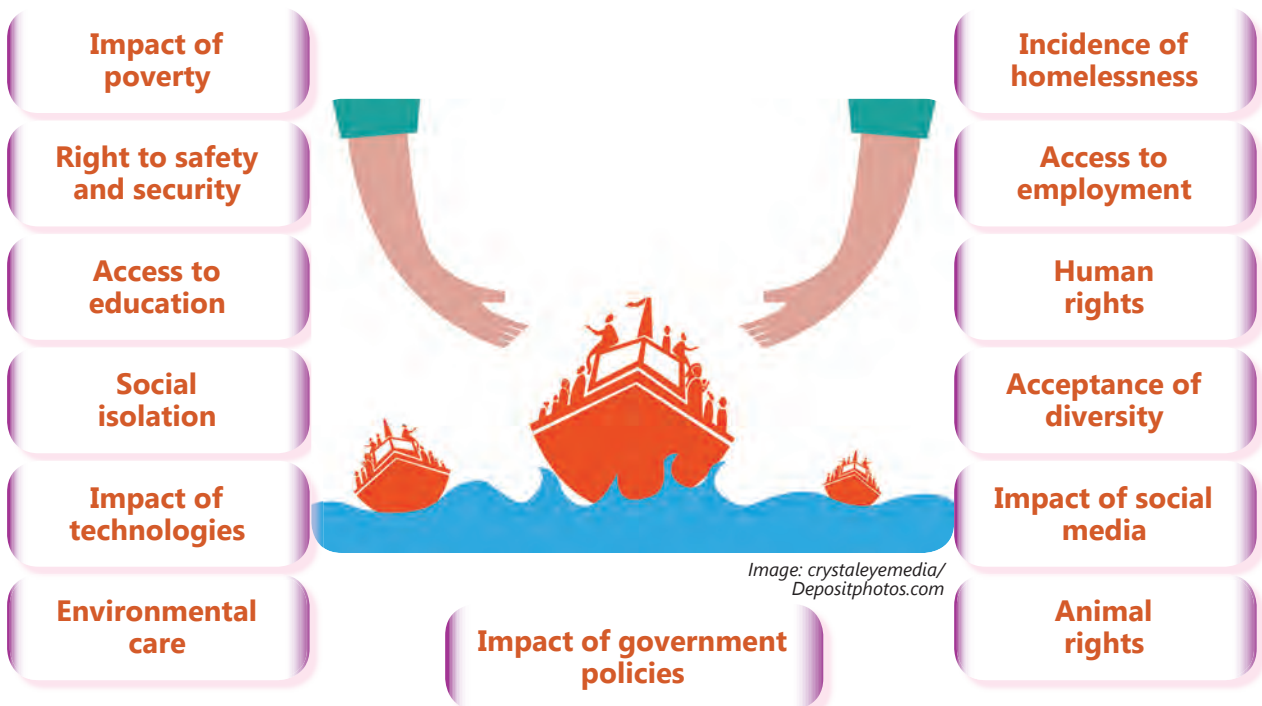
So varied social values can lead to **conflict** as well as **cohesion**.

People with opposing views might try to correct a '**social harm**' that they feel isn't being addressed (e.g. animal welfare activists protesting battery-farmed hens).

Some social issues might arise due to commercial activities (e.g. environmental degradation). Whereas others come about due to neglect (e.g. aged-care issues), or a lack of power or recognition (e.g. Indigenous rights).

In some circumstances, social issues might manifest in direct exploitation (e.g. underpayment of workers).

Social Issues can arise from..



Cultural issues

When you are investigating issues, some can be broadly classified as **cultural issues**. Culture refers to the **shared characteristics, values, beliefs** and **history** of a particular **group** of people.

Culture may manifest through Indigeneity, ethnicity, language, geography, religious and spiritual beliefs, social norms and habits, creative and performing arts, sport and recreation and many other characteristics.

When we use the term culture, it is important to understand that it is a positive term that celebrates characteristics that both link and unite people.

However, in a **diverse society** such as Australia, cultural issues may occur. This is why it is important that people develop better **cross-cultural communication skills**.

Cultural cohesion is enabled by developing an understanding, tolerance and acceptance of the natural diversity that exists within different peoples and varied cultural groups.

When some cultural issues affect a broader group of people (such as **equal opportunity** and **anti-discrimination**) these naturally become social issues.

Is stereotyping a social issue or a cultural issue? Perhaps it's a socio-cultural issue!



Image: marish/Depositphotos.com

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Cultural Issues may reflect...

Australian identity

Cultural identity

Equal opportunity

Cross-cultural communication

Inclusion and exclusion



Image: AndrewLozovyi/Depositphotos.com

Youth culture

Acceptance of diversity

Anti-discrimination

Generational values

Ignorance and stereotyping

Recognition and respect of Indigenous culture

9.11 Issues and Challenges

Environmental issues

The world is going through an ongoing but vital shift with regard to the attitudes towards environmental issues. **Sustainability** is a key environmental issue impacting on communities locally, nationally and globally.

In general, sustainability involves a reduction in the use of **non-renewable resources**, such as fossil fuels.

Partnered with this is an accompanying shift towards the use of **renewable resources**; as well as the reduction of **over-consumption** and **waste**.

This issue is one of the most hotly debated within various communities, with varied stakeholder opinions. Debate ranges on different sides of politics over something as arbitrary as an emissions reduction target. How is Australia doing on that right now?



One thing is for sure, **environmental responsibility** starts with you - in what you do, what you consume, how you deal with waste; and also by how you voice your **values** in relation to environmental sustainability.

And the voices of young people are growing and becoming more united, as seen with global climate change 'strikes' by young people, the United Nations address back in 2019 by Greta Thunberg, and other community environmental activism.

So what's your view on this issue of the environment, and what are some environmental issues impacting directly on your local community?



Environmental issues you can relate to..

Addressing climate change

Improved sustainability

Use of renewables

Over-consumption

Recycling & upcycling

Landcare management

Indigenous environmental management

Emissions reduction targets

Dealing with pollution

Reliance on fossil fuels

Minerals and mining

Reducing and re-using

Preventing natural disasters

Water use and availability



Image: realinemia/
Depositphotos.com

Impact of government policies

Economic issues

People and groups in our society face constant economic pressures. Australia is a highly-developed market capitalist economy, with the 10th highest standard of living per person in the world. However, not all people benefit equally from Australia's **income and wealth distribution**.

We are all affected by the general state of the economy. Australia's total production of goods and services needs to grow at about 3% a year to maintain our general standard of living. **Economic growth** is a macro pressure that drives employment and unemployment levels.

At a micro level, particular areas and **regions** might experience greater economic pressure due to local **industry** changes and **closures**, the impact of **climactic conditions** and natural disasters, a lack of services due to distance and isolation, and other economic pressures.

At a household level, families face financial pressure due to the economic issues of **inflation** (rising prices), interest rate rises, falling real wage growth, **job insecurity**, growing casualisation and contracting, and other issues.

At a societal level, we still see certain **demographic** groups suffering from greater financial hardship than others. Generally, these include First Nations peoples and communities, older and invalid people on pensions, people with a disability, family carers, newly arrived migrants and refugees, the long-term unemployed, people with low levels of literacy and numeracy, and people who find themselves caught in a welfare/poverty cycle.

Economic issues can be related to..

Employment & unemployment

Industry growth

Household food security

Low-paid work

Underpayment

Contracting & sub-contracting

Inflation

Income & wealth disparities

Youth unemployment

Industry closures

Funding for care services

Housing affordability

Regional access to services

Global fair trade

Gendered income & wealth disparities



Image: hideos/
Depositphotos.com

Impact of government policies & funding

9.13 Issues and Challenges

9D Social issues

1. Consider these **social** situations. For each **explain** what **the issue** might be. Add **1 more** relevant social issue.
2. Briefly outline how **different stakeholders** might be **affected**.
3. Describe how the social issue **might impact on you** if this happened within your own community.

A local health centre shifts all of its appointment bookings to online only.		
What's the issue?	Effect on stakeholders?	Possible effect on you?
The government bans thoroughbred horse racing until welfare standards improve.		
What's the issue?	Effect on stakeholders?	Possible effect on you?
What's the issue?	Effect on stakeholders?	Possible effect on you?

Applied



What are the most **urgent social issues** affecting **your community**? **Why** is that?
Who is involved?

1. Consider these **cultural** situations. For each **explain** what **the issue** might be. Add **1 more** relevant cultural issue.
2. Briefly outline how **different stakeholders** might be **affected**.
3. Describe how the cultural issue **might impact on you** if this happened within your own community.

The local council stops funding an annual youth arts festival.		
What's the issue?	Effect on stakeholders?	Possible effect on you?
Posters start appearing around your town denigrating refugees.		
What's the issue?	Effect on stakeholders?	Possible effect on you?
What's the issue?	Effect on stakeholders?	Possible effect on you?

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Applied

What are the most **urgent cultural issues** affecting **your community**? **Why** is that?
Who is involved?



9.15 Issues and Challenges

9F Environmental issues

1. Consider these **environmental** situations. For each **explain** what **the issue** might be. Add **1 more** relevant environmental issue.
2. Briefly outline how **different stakeholders** might be **affected**.
3. Describe how the environmental issue **might impact on you** if this happened within your own community.

The State Government bans all single-use plastic in retail and hospitality.		
What's the issue?	Effect on stakeholders?	Possible effect on you?
A large international business seeks approval for a 'cleaner' coal-fired power station.		
What's the issue?	Effect on stakeholders?	Possible effect on you?
What's the issue?	Effect on stakeholders?	Possible effect on you?

Applied



What are the most **urgent environmental issues** affecting **your community**? **Why** is that? **Who** is involved?

1. Consider these **economic** situations. For each **explain** what **the issue** might be. Add **1 more** relevant economic issue.
2. Briefly outline how **different stakeholders** might be **affected**.
3. Describe how the economic issue **might impact on you** if this happened within your own community.

The Australian government legislates that apprenticeship wages must rise by 25%.		
What's the issue?	Effect on stakeholders?	Possible effect on you?
A large local retailer starts replacing many of its staff with casuals.		
What's the issue?	Effect on stakeholders?	Possible effect on you?
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What's the issue?	Effect on stakeholders?	Possible effect on you?

Applied

What are the most **urgent economic issues** affecting **your community**? **Why** is that? **Who** is involved?



9.17 National, Global and Local

Big picture issues

Some community issues impact **nationally** throughout Australia (or even the world). We call these **big picture** issues, **macro** issues. For example, **youth unemployment** is a big picture socio-economic issue impacting throughout all of Australia.

But the impact of big picture national issues such as youth unemployment is usually experienced within specific communities by members of a community. For example, localised youth unemployment might result in disenfranchised and disengaged young people in a local town or region.

Some communities might experience the impact of big picture issues more severely than others. For example, youth unemployment is usually much higher in outer suburban, regional and rural areas.

*Image: monkeybusiness/
Depositphotos.com*

So, these macro issues might play out in different ways depending on the community affected. This leads to more specific **micro** effects.

For example, an unemployed teenager in Melbourne might access a local TAFE course to build their skills. However, an unemployed teenager in Lake Bolac might not be able to access a suitable range of TAFE courses in their local area. So, the micro outcomes for these similar people (unemployed teenagers) might vary depending on their local community.

“What do you expect us to do Bro? There’s no jobs here, no TAFE, no future!”



Global issues

We are faced with many macro issues that occur on a global basis.

The most pressing issue for many is **global warming**. Many of our Pacific neighbours are particularly vulnerable to the effects of **climate change** and rising sea levels. We need to recognise the role that wealthy Western countries such as Australia have played in this; as well as what we can do to make positive changes for the future.

Human rights abuses continue to be an ongoing global problem. At times, many Australians forget about the privilege they get from living in a democracy where their human rights are not under attack from **conflict, war, displacement**, racial and religious **intolerance, political** oppression and economic **exploitation**.

But we also cannot ignore that even stable, inclusive societies such as Australia, can and do commit human rights abuses. This problem is acutely experienced by our First Nations people.

Another global issue that is impacting is that of **economic slavery** in developing and poorer nations, including the growing use of **child labour**. In many cases, these exploited peoples are producing the very goods that we desire for our consumer lifestyle including sugar, cotton, cocoa beans, coffee, tech-devices, clothing and footwear.

 So is it their problem, or our problem?

Local issues

Communities experience the impact of issues. Some of these effects might be the result of how big picture issues play out locally. However, many local, **cultural, social, environmental** and **economic** issues can be specific to a particular region, town or group within a community.

Sometimes issues may cross over different 'types' and can be both a social/economic issue, or a social/cultural issue, or an environmental/economic issue; or even three or more of these 'types' - all at the same time! Your teacher will guide you.

Consider these potential local issues.

- ⇒ Changes to local services, such as libraries and community centres.
- ⇒ Impact of local environmental issues, including recycling programs.
- ⇒ Availability of local sporting clubs and recreation facilities.
- ⇒ Changes to local business, such as closures, or new traders coming to town.
- ⇒ Availability of community services and support, such as child-care and aged-care.
- ⇒ Accessibility to local facilities for people with diverse mobility needs.
- ⇒ Development of local Indigenous and cultural programs.
- ⇒ Availability of essential services, such as schools, medical, etc..
- ⇒ Changes to the availability of local transport.
- ⇒ Access to, and involvement in, volunteer services, such as CFA, SES, etc..

You can investigate local issues by paying attention to what is happening in your community. Sometimes these issues are highlighted by your **local 'newspaper'** on their online site.

Some of you might even have been impacted by an issue like this - either positively or negatively. Or perhaps you might know people involved? You can do some **primary research** to find out a bit more.

One way to help address these issues is by becoming an active member of your local community. This means you might need to make contact with key **stakeholders** involved in the issue. These people can then suggest ways that you can help.

Some of you might already be doing this through **volunteering, fundraising, community service** and other activities. And of course, your research of, and involvement in, a community issue, might then turn into a really productive **Personal Development Activity**.

Important issues 9H

List some of the key **local, national** and **global** issues that **you feel strongly** about.

National (macro) issues	Global issues	Local issues

9.19 Graduated Assessment

AT3 Unpacking Issues - Community cohesion

Overview

For this assessment task, you are required to investigate a community cohesion issue from a range of varied stakeholder perspectives, and report on your findings. Your teacher will inform you if you are to present your findings in the class.



Throughout this activity, you are required to identify and apply skills in: **Planning, Communication, Critical thinking, Problem-solving** and **Decision-making (9.21)**.

Part A: Yes

1. Choose a **community cohesion issue** you **feel strongly** about.
2. Without any research, describe the issue, identify key stakeholders involved, and explain their roles.
3. Summarise the impact of the issue on community health and wellbeing.
4. Do some research and revisit your draft.
5. Make recommendations about ways to help address the issue.

Part B: No

1. Switch your point of view to the **opposite** of how you feel about the issue.
2. Without any research, describe the issue, identify key stakeholders involved, and explain their roles, from this **opposite** point of view.
3. Summarise the impact of the issue on community health and wellbeing from this point of view.
4. Do some research and revisit your draft.
5. Make conclusions about the issue from this point of view.

Part C: Don't care

1. Switch your point of view to that of a person who has no strong feelings about the issue one way or another.
2. Without any research, describe the issue, identify key stakeholders involved, and explain their roles, from this **neutral** point of view.
3. Summarise the impact of the issue on community health and wellbeing from this **neutral** point of view.
4. Do some research and revisit your draft.
5. Make comments about the issue from this **neutral** point of view.

Part D: Change?

1. Has doing the activity **changed your original views** in any way? Why/why not?
2. What can community members do when they face neutrality or apathy, or even disagreement and conflict, over issues.

Name(s):	Key dates:	UNIT 2 AOS2		
Issue:				
Tasks - AT3: Unpacking Issues	Must Do?	Due Date	Done	Level
Part A: Yes				
1. Describe a community cohesion issue.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Describe the issue, key stakeholders and their roles.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Summarise the impact on community health and wellbeing.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Research and re-draft.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5. Make recommendations to address the issue.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part B: No				
1. Switch my point of view to 'against'.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Describe the issue, key stakeholders and their roles.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Summarise the impact on community health and wellbeing.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Research and re-draft.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5. Make conclusions about the issue.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part C: Don't care				
1. Switch my point of view to neutral.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Describe the issue, key stakeholders and their roles.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Summarise the impact on community health and wellbeing.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Research and re-draft.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5. Make comments about the issue.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part D: Change?				
1. To what extent did I change my views?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. How can I deal with people with different viewpoints?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Use and apply key skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Submit final report to my teacher in agreed format.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Present or report to the class (if required).	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

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Additional information:

Signed: _____ Date: _____

9.21 Applied Metacognitive Skills

Name(s):		Key dates:		PDS Activity Applied Skills Record
Activity:				
Tools, techniques & skills of:	For your views and perspectives.	For other views and perspectives.	Evaluation of different viewpoints.	
Planning What, how and why? Required resources?				
Communication What, how and why? Required resources?				
Critical thinking What, how and why? Required resources?				
Problem-solving What, how and why? Required resources?				
Decision-making What, how and why? Required resources?				

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Community Cohesion

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10.15 Dealing with Problems230	

Activities 10: Community Cohesion	p.	Due date	Done	Comment
10A Challenges and enablers	217	<input type="checkbox"/>	<input type="checkbox"/>	
10B Community cohesion	219	<input type="checkbox"/>	<input type="checkbox"/>	
10C Pressure and lobby groups	221	<input type="checkbox"/>	<input type="checkbox"/>	
10D Fact or fiction?	223	<input type="checkbox"/>	<input type="checkbox"/>	
10E Bias	225	<input type="checkbox"/>	<input type="checkbox"/>	
10F Mis'n & dis'n	227	<input type="checkbox"/>	<input type="checkbox"/>	
10G Analysing information	229	<input type="checkbox"/>	<input type="checkbox"/>	
10H RAISE Up!	231	<input type="checkbox"/>	<input type="checkbox"/>	
10I Drill down	233	<input type="checkbox"/>	<input type="checkbox"/>	
10J A wish for unity	235	<input type="checkbox"/>	<input type="checkbox"/>	
10K Creating cohesion	237	<input type="checkbox"/>	<input type="checkbox"/>	
AT4 United We Stand. We Stand for United	238- 241	<input type="checkbox"/>	<input type="checkbox"/>	
R10 Review and Reflection	242	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

10.01 Challenges and Enablers

Challenges and conflict

The key aim of community cohesion is to recognise, help and support stakeholders to develop **solutions** and to work together to create positive outcomes that help address community issues and problems

However, varied **stakeholders** might have opposing **views** on an issue. That is a natural part of living in a healthy **democratic** society that allows people to pursue their own personal **values**. We see this play out over issues such as the effects of climate change, with residents, citizens, younger people, pressure groups and others 'fighting' against the views of some large corporations, developers, governments and others.

Unfortunately, we are increasingly seeing people with different views enter into **conflict** with one another. This is especially **amplified** by the use, and misuse, of **social media**. Stakeholders unite through shared personal values and find a platform or narrative to support their views. They form into tribes, hellbent on **attacking** each other. Neither side is willing to compromise nor even acknowledge a different point of view. This is not a positive response. This is not community cohesion.

Just a few short years ago we witnessed protests about government responses to the global COVID-19 pandemic. Dissenters took offence against directives such as mask-wearing, lockdowns, curfews, shutdowns, mandatory vaccination for specified workers, and other government responses implemented to safeguard the broader community. Community cohesion was at threat.

Challenges and enablers

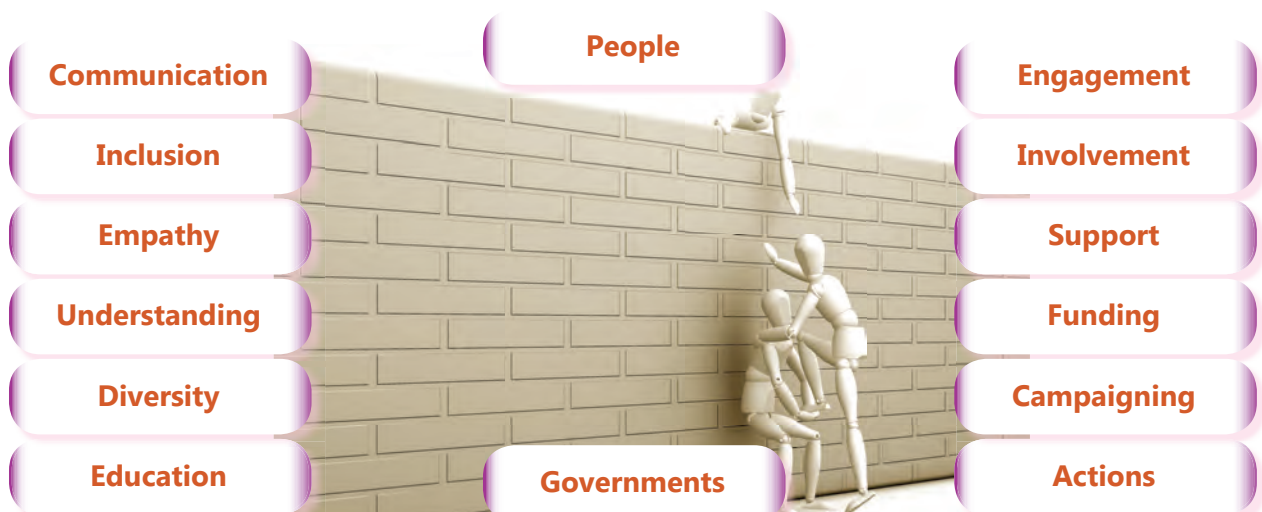
Enablers are factors that help create positive responses and change. Community participants need to recognise that a focus on strengthening enablers might lead to a reduction in conflict, and the creation of a more united community response.

Different **enablers** will take precedence depending on the situation, on the nature of the issue, and on the type of stakeholders involved in any conflict or community action.

It is important to realise that a list of enabling factors, is essentially the same list of challenging factors. So the goal is to try and proactively and positively turn challenges into enablers - as much as possible - but never 100% of course!

Challenges & Conflict: Enablers

Image: adapted from
kjpargeter/
Depositphotos.com



Challenges and enablers 10A

In teams, complete this table by identifying a **challenge** that might act as a **barrier** to achieving the **factor**. Then, **turn** this **challenge** into an **enabling action**.



Challenge/barrier	Factor	Enabling action
There are many stakeholders who disagree with what we are trying to do.	People	We need to focus on finding our allies who share our views about the importance of the issue.
	Communication	
	Engagement	
	Inclusion	
	Involvement	
	Empathy	
	Support	
	Understanding	
	Funding	
	Diversity	
	Campaigning	
	Education	
	Actions	
	Governments	

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10.03 Challenges and Enablers

Community cohesion

Many people work to build cohesion in their communities by seeking out more enterprising ways to achieve their goals. Many of these community members work tirelessly to try and achieve better outcomes for their community. Usually, they are not trying to achieve profit or personal gain. Instead, they are trying to **unite people** to create **community outcomes** or **positive change** for our society.

Community members might be involved in community service, emergency support and relief, charity work, health and medicine, sports, education, scientific research, the arts, and other not-for-profit or non-commercial pursuits.

They might also include people working in paid and **voluntary** roles in various local, national and even international **pressure and lobby groups**.

These community stakeholders are often able to achieve significant outcomes with very few resources. However, they do rely heavily on **donations, grants** and volunteer **support**.

💡 So, what can you contribute to help create community action and cohesion? Perhaps you should consider organising your PDS Activity to help support one of your local community groups.

Governments

The government at all levels, federal, state and local, is a key community member because government members are the **elite representatives** of their community.

Our parliamentary, council and shire members are key stakeholders in promoting and creating community cohesion. However, our parliamentary democracy is founded on the very notion that we elect to elect **representatives** who might hold **different views** from one another.

And at times someone slips through, who rather than seeking to achieve inclusive community cohesion, instead takes a more divisive approach to community issues.

Federal and state governments develop **policies** to deal with significant social issues. Some of these policies result in community growth and inclusion programs in **education, health, and social services** including **welfare** support.

The Australian and state governments also provide **funding** for some pressure and lobby groups, and liaise with these groups about grassroots issues.

Many **government agencies** such as WorkSafe, VicHealth and the TAC also work with various communities. **Government agencies** can bring about positive change for the community because they are usually backed by **legislative power** and **authority**.

They have the **power** to set the agenda and unite people.

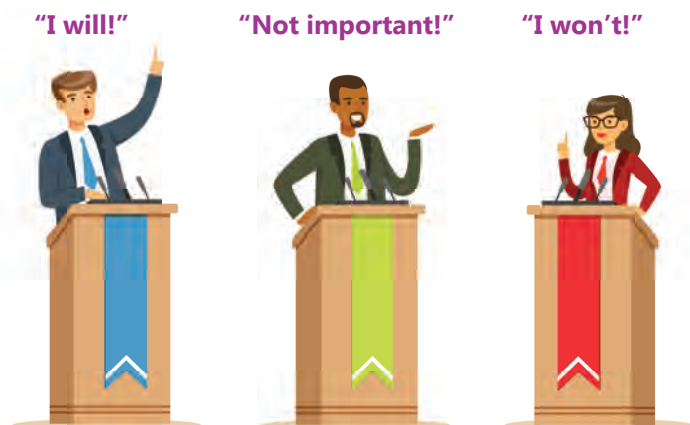


Image: TopVetcors/
Depositphotos.com

Local action

Government community services are particularly evident at the local level. Many community programs and services are provided by **local governments** including libraries, sanitation, parks and recreation, child-care, community learning centres, sporting facilities and local community support services. These services are often the glue that holds communities together.

Unfortunately, some local **grassroots programs** are seemingly pitted against one another in **competition** for scarce **support** and **funding**. And in the digital age, the competition to get heard, or even acknowledged, is harder than it has ever been.

Community cohesion 10B

1. Complete **word chains** using the key terms **bolded** on these pages.

Community cohesion	
Governments	
Government agencies	
Local action	

2. Research and summarise how a **local community organisation** or **group** is creating **inclusion** and **cohesion**. How could **you get involved** in this?



10.05 Pressure and Lobby Groups

Pressure and lobby groups

Pressure and lobby groups exist throughout Australia and operate as important community stakeholders. Pressure and lobby groups are prime examples of **active citizenship**.

Pressure and lobby groups work to give people with different **social values** voice and power.

Pressure and lobby groups might also try to promote values and behaviours that they believe the government and/or commercial and industry organisations are not promoting.

Pressure and lobby groups aim to bridge the gap between profit and people, and to help ensure that harm is minimised.

There are thousands of pressure and lobby groups working to service their local stakeholders and to bring about change in local community areas.

These include local environmental groups, regional arts organisations, targeted welfare agencies, animal rescue and welfare service-providers, sporting and recreation clubs, youth support agencies and more.

Smaller local groups might be staffed entirely by **volunteers**. They might rely on **fundraising, donations**, government (especially local government) **grants**, as well as distributions from charitable foundations and trusts to survive.

They try to bring about change by lobbying key and influential stakeholders, and by using their community knowledge to network key decision-makers.

A lot of change in society originates from the **grassroots** action by community groups; as well as from many of the major pressure and lobby groups.

However, different pressure and lobby groups often come into conflict with one another about:

- ⇒ whether a community issue truly exists
- ⇒ different perspectives and varied opinions on how to deal with a community issue, and/or
- ⇒ whether a community issue is even worth doing something about at all!

*Image: ClassyCatStudio/
Depositphotos.com*

“Well, if they actually asked me, I’d rather be alive in the sea, than dead on someone’s plate, or being used for so-called scientific research!”



Uncommon Knowledge

Lobbying is the process of trying to influence powerful institutions, such as the government, to make decisions that the lobbyist wants to see happen.

Some lobbying is positive such as the Australia Medical Association using its standing, expertise and the united voice of its members to achieve better health outcomes for the community.

But some lobbying can be insidious, especially when it is carried out by wealthy people or corporations who try to influence outcomes mainly for their own benefit.

Those powerful lobby groups throw big \$\$\$ into PR and advertising campaigns. They often engage lobbyists (many of whom are former politicians) who have established network connections with key decision-makers.

Pressure and Lobby Groups 10.06

Pressure/lobby groups

- ⇒ Unions including the ACTU, VTHC and others.
- ⇒ Industry associations such as the National Farmers' Federation.
- ⇒ Australian Conservation Foundation
- ⇒ The Wilderness Society
- ⇒ RSPCA
- ⇒ Friends of the Earth
- ⇒ Gun Control Australia
- ⇒ Amnesty International
- ⇒ Human Rights Council of Australia
- ⇒ GetUp!
- ⇒ Public Transport User's Group
- ⇒ Sea Shepherd

Welfare/charitable agencies

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

- ⇒ Red Cross Australia
- ⇒ The Smith Family
- ⇒ Oxfam Australia
- ⇒ World Vision Australia
- ⇒ Ozchild
- ⇒ The McGrath Foundation
- ⇒ Make a Wish Foundation
- ⇒ The Salvation Army
- ⇒ St Vincent De Paul Society
- ⇒ Care Australia
- ⇒ Youth off the Streets
- ⇒ Rotary Australia
- ⇒ Lions Club Australia

Pressure and lobby groups 10C

1. What is the role of **pressure** and **lobby** groups?

2. Why do **pressure** and **lobby** groups **exist**? The 'answer' is in their 'name'.

Applied investigation

1. List any pressure or lobby groups that **you support**, either directly, or indirectly.
2. Choose 1, and research and summarise how it is creating inclusion and cohesion. How could you get involved in this?



10.07 Different Perspectives

Issues

Issues are never really simple and always have two, or more sides to them. You experienced this with AT3 in Section 9 when you had to analyse an issue from not just your own perspective, but also from opposing and/or neutral **perspectives**.

Consider a local tourism development to build high-rise apartments near a beach in a small under-developed coastal village.

Some local stakeholders will welcome the initiative as it will create investment, economic activity, tourism and jobs.

Other local stakeholders might oppose the development on the grounds that it threatens the amenity and serenity of the beach, or that it will damage the environment, and/or that it will encourage too many visitors to a town that is not capable of supporting the influx of new people.



Image: stetsik/Depositphotos.com

Varied **stakeholders** might have **different perspectives** from one another. And each other's perspective (or **voice**) might be based on **the truth**. It's just that there is a different **hierarchy** applied to which truth is more **important** and **valid**.

Different perspectives can lead to **disagreements** and **conflict**, and can threaten community cohesion. Therefore, when you are unpacking complex issues it is important that you can **analyse** information to present an unbiased and **balanced** point of view.

So there are always **critical thinking** skills you can develop and apply to improve your ability to identify, understand and deal with different perspectives on issues.

Different Perspectives

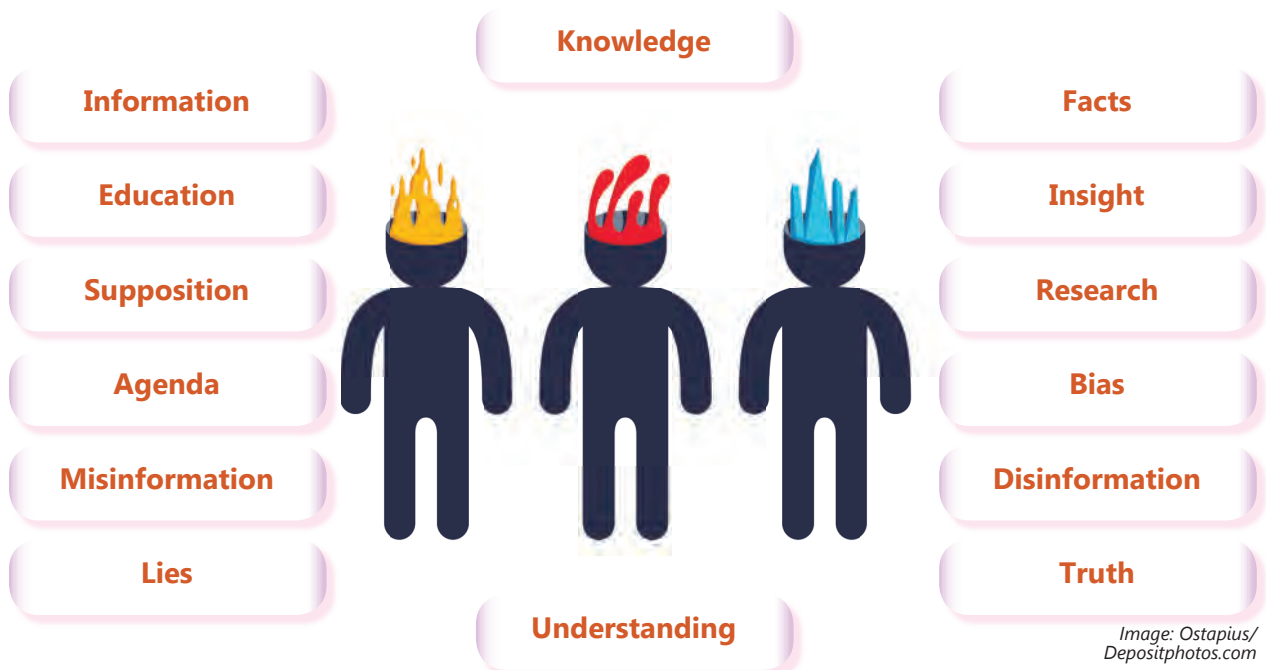


Image: Ostapius/Depositphotos.com

1. Information: Fact or fiction?

Welcome to the information age. Just about every piece of knowledge that has ever existed is available to anyone, in the palm of their hand, with just one, or a few, clicks. However, the more information there is, the harder it seems to be able to make sense of it.

There are many problems with information about issues that impact on people, communities and society more generally.

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

Reflect for a moment. How can Justo Listentome the social media influencer, know more about climate science, or epidemiology, or even weight reduction than all the collective intelligence, research, industry and experience that exists in the world? Has Justo lived in Kiribati? Is Justo a medical specialist? Has Justo invented a miracle product that really can blast away flab without the need for diet or hard exercise? Probably not.

But Justo might be very good at **social media 'communication'**. So beware the Insta-Influencers and TikTok Tellers, as they earn money for their 'opinion'.

And opinions are like onions, easy to buy, hard to unravel and they usually result in tears.

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Fact or fiction? 10D

What is the **meaning** of each of these words? Have you ever **encountered** any of these being **used** to make something 'seem truer' than it really is?

Opinion	Advertising	PR
Spin	Conjecture	Anecdote
Hyperbole	Misinformation	Propaganda

Discussion: Respond to this statement.

“The digital age has made it easier, faster and cheaper to lie about information. Why would people want to distort information - what’s in it for them?”



10.09 Different Perspectives

2. Recognising and dealing with bias

When analysing information, it is important that you can identify and deal with bias.

Sometimes we hold positive biases, such as having feelings, values or attitudes against a bad thing, or towards a good thing. Consider a **bias against** discrimination and racism, and a **bias towards** inclusion and acceptance.

But at times we might find our biases getting in the way of our willingness to accept information that we don't want to agree with. New or valid information can **challenge** our **beliefs**, meaning that we don't want to accept the **validity** of what we are hearing. We are biased against accepting the 'truth'.

We might also overplay our biases by not accepting other people or parties' views about our beliefs or values. There is often more than one 'right' away to deal with an issue - but perhaps not the way we might immediately prefer.

So bias can make a person **blinker**. Too much bias can lead quickly to **arrogance**, **inflexibility** and **prejudice**.

The **digital age** has also increased the ease with which we experience **cognitive bias**. Cognitive bias plays out when as humans, we have trouble dealing with and accepting new, different or challenging information. As a result, we **filter** out and ignore information that doesn't agree with or support our existing beliefs.

If you think about it a bit more, this is how a child makes a sense of the world as they are still developing their decision-making capabilities. They often make **errors of judgement** based on a **lack of knowledge**, understanding and **insight**. That's why parents, teachers, elders and other mentors have to guide them. But as for adults - what's their excuse?

A lot of media and online information comes with bias.

In essence, most of it is advertising; and/or paid promotion, dressed up as information or even as 'news'.

A whole lot of **social media** information is very, **very biased** - and is becoming even more so.

But can you spot the difference?

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Have you ever heard of the Dunning Kruger Effect? Discuss this as a class and find out why we all, unfortunately, can get caught up in our own information biases from time to time!



Image: VectorMine/
Depositphotos.com

1. What are **you** biased towards? **Why**? Is that a **good** thing?

2. What are **you** biased against? **Why** is that? Is that a **good** thing?

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Applied: Complete this quiz and this report with to the class. Do your **answers match** those of **anyone else**?



So, what's **wrong** with this **quiz**? What's wrong with **'black and white'** opinions?

1. Which is the best football team?	Worst?
2. Which is the best type of music?	Worst?
3. Which is best food cuisine?	Worst?
4. Which is the best fashion brand?	Worst?
5. Which is the best holiday destination?	Worst?
6. Which is the best car?	Worst?
7. Which is the best job?	Worst?
8. Which is the best video game?	Worst?
9. Who is the best politician?	Worst?
10. Who is the best Australian?	Worst?

10.11 Different Perspectives

3. Sorting out the truth

Misinformation

Misinformation is **false** or **incorrect** information.

Usually, misinformation is **not deliberate**. The person holding a view, or the creator or poster of information, makes a **mistake**, or only accesses **part** of an original text or **information source**. This means that they will usually use the information **out of context**.

As you learned in Literacy, misinformation often occurs because people **copy**, **plagiarise** and **don't check sources**. Sometimes misinformation takes hold when people treat **opinion** as fact.

Misinformation can threaten community cohesion because people might express views or **attitudes** based on **assumptions**, **opinions** or **false beliefs**. Their flawed stance influences them in such a way that they are unwilling to see the other point of view in a discussion, an issue or an argument.

The best way to deal with misinformation is to try and **inform** and/or **educate** people.

For example: "I saw online that migrant labour threatens local workers." Fact: Many migrant workers are recruited to fill seasonal or short-term skills shortages such as farm labour, fruit and vegetable picking and harvesting, and work in skilled trades on a temporary basis.

The worst way to deal with misinformation is to **disparage**, **mock** or **abuse** the person.

Cohesion is about bringing people together, not driving them away - even if their viewpoint is flawed!

Disinformation

Disinformation is the **deliberate** creation and spreading of **false information**.

Disinformation is a **sinister** tool of persuasion. It can also be known as **propaganda**.

Disinformation is **lying**. Lies about **facts**. Lies about **people**. Lies about **events**. Lies about **issues**.

The internet and social media platforms make the spreading of disinformation easier, faster and wider.

Much contemporary disinformation is simply made up, to 'recruit' believers and followers to a **fringe** cause. But the use of disinformation is no longer fringe - it's **widespread!**

Disinformation is **dividing** communities. Disinformation is often created to **belittle** marginal groups. Disinformation is often the tool for contemporary **sexism**, **racism**, **bigotry**, **xenophobia** and for spreading **fear**.

If you are dealing with people in the community who are deliberately creating or spreading disinformation, then there will be very little you can do to change their attitude, let alone their behaviour.

Don't engage with them. 'Walk' away. Just stay on the lookout for any future disinformation in case it starts to filter out into the minds of 'reasonable' people and groups.

Image: georgejmclittle/
Depositphotos.com



1. What is the **difference** between **misinformation** and **disinformation**? Use examples.

2. Why might people **believe** and **repeat misinformation**? Use examples.

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3. Why might people **believe** and **repeat disinformation**? Use examples.

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Discussion

Nobody is perfect! Have you ever, inadvertently or otherwise, repeated misinformation? Think back to when you were younger (perhaps Santa Claus!).



Analysis

It can be a good thing to be exposed to contrary views on an issue, even if these views are based on mistakes, or even 'lies'. When you are exposed to a contrary view you often go back and question your own knowledge, biases and understanding. Doing this can clarify and strengthen your own view.



So how would you respond to this statement?

**“Bigfoot, Sasquatch, Yeti and even the Yowie must be real.
There’s too much evidence online to disagree!”**

10.13 Different Perspectives

Analysing information

Not all information is created equal. Some is **accurate**, **truthful** and **unbiased**. Some is **well-meaning**, but not so accurate, relying more on **opinion** and **conjecture**. And some, well, is just plain **inaccurate** (and that's being kind).

It is important that you can develop **critical thinking skills** to find, summarise, analyse and make conclusions about the **validity** and **accuracy** of information about an issue.

Analysing Information: Ask yourself...



10G Analysing information



1. Choose **an issue** that is affecting **community cohesion**.
2. Find at least **4 different sources** of **information** about this issue from:
 - a news report in 'print', video or radio
 - a website from a respected stakeholder group, such as the government, government agencies, a representative organisation, a community group, or a pressure or lobby group
 - social media posts or links
 - direct contact with an affected stakeholder.
3. Complete a summary pro-forma to **analyse each piece** of **information** about the issue, and make **conclusions** on its **validity** and **accuracy**.

Analysing Information

Issue:	
Title:	Source:
Creator:	Date:

Summary of main points made	

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Analysis of information and source	
Authority?	Vested interest?
Independence?	Evidence?
Verification?	Media used?

Conclusions about information and source

10.15 Dealing with Problems

Creating positive change

One model for action is the **RAISE Engagement** model. It won't solve all the problems you might have to deal with when it comes to developing and executing a community cohesion action plan. But then again you can't solve every problem. You can't change everyone's mind. And you won't necessarily achieve all your goals.

 But as your teacher reads through this RAISE Engagement Model, have a think about how you will turn challenges into enablers by applying the model to undertake positive community action.

1. Recognition (Being heard)

So you think there is a community issue or problem that should be addressed? You feel passionate about making a difference, and want to let as many people know about what you hope to do. So where should you start?

But...in this digital age, whereby everyone has a voice, it is increasingly harder to get heard. In addition, many messages are unclear, garbled or so poorly communicated that no-one is interested. So how do you get your 'message' noticed?

2. Acceptance (Being believed)

Some people are good at getting attention, but that doesn't mean they win people over. Acceptance is about finding like-minded stakeholders who agree with you about the issue, about the need to take action, and about what can be done. You need people who believe in what you're saying, and who believe in you.

But...be prepared for controversy, negativity, and even trolls!

3. Involvement (Getting people to join in)

Once you have gained attention and generated acceptance, you need to recruit people to help you. Issues are complex and cannot be addressed or dealt with by one person acting alone. There is power and synergy in a team of like-minded stakeholders with shared values and varied skills. And you can all get much more work done to deal more effectively with the issue!

But...acceptance doesn't necessarily mean action. Saying, 'I will help you' is one thing. Actually 'volunteering' time, effort and expertise is another thing altogether. You can attract all the views, likes and shares in the world - but if you haven't got 'bodies' to do the work with you - then you are pretty much alone.

4. Support (Getting resources)

Everything costs: time, money, labour, expertise. There are many opportunity costs involved in community action - or in other words, personal sacrifices to be made. And there's generally no economic payoff for taking grassroots community action. So you need to attract financial supporters, skills supporters or media supporters.

But...once money is involved you have a whole range of financial and legal obligations to meet, including budgeting, recording transactions, keeping records and other accountability measures.

5. Engage (Tackling the issue or problem)

Finally, time to get started on the issue. You need to have developed concrete goals and plans, and created efficient organising tools to meet your objectives, before you start ‘doing’. Leadership is vital, safety is paramount, and ethics, including appropriate communication and personal standards of behaviour, will come into play.

But...things don't always go to plan. People don't turn up. Or the weather goes bad. Or there is another legal or safety hurdle problem to overcome. So what is your back-up?

RAISE Up! 10H

Think of a **challenge** affecting your **community**, such as different opinions over an environmental issue. How could **you** apply each **stage** of the **RAISE Up** model to help **deal** with the **issue**?

Challenge is:		
RAISE Stage	Enablers - Positive influences	Potential challenges & conflict
Recognition (Being heard)		
Acceptance (Being believed)		
Involvement (Getting people to join in)		
Support (Getting resources)		
Engage (Tackling the issue or problem)		

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10.17 Dealing with Problems

What/How problem-solving

One approach to problem-solving is to decide whether the problem is a **'what'** problem or if it is a **'how'** problem.

This is a very useful first step when dealing with any problem. It can also be used with other problem-solving tools and processes.

A 'what' problem

A 'what' problem occurs when you don't know what to do to solve a problem.

This inability could be based on a lack of experience and skills, poor communication; or just having to deal with something you have never encountered before.

So this is a **skills-gap!**

For example, "Our group has to do a presentation to the class of our roster to build a herb garden for our Community Engagement Activity. We've never done this before. We don't know what to do!"

In response, you could ask for **help**, or ask for **advice** on where to get help, or get **trained**, **supervised** or **coached** so as to solve the problem of 'what to do?'

For this example, your teacher might advise this.

"You are going to need to learn how to use the digital e-board. I want you to select two team members to stay back today and I will show you how to properly use this technology."

Once you know the 'what', then you can focus on the 'how'.

A 'how' problem

A 'how' problem occurs when you know what to do, it's just that you don't really know how to go about solving the problem.

This could happen due to a lack of experience, skills or knowledge. However, it might also be caused by **barriers** preventing you from coming up with the best **solutions**.

For example, "I know we have to use multimedia equipment for our presentation. But I'm not sure which equipment the school has, and what format our presentation needs to be saved in."

So in this case this is a problem based on a lack of knowledge. "I know what to do, it's just that I don't know exactly how to do it."

Applied problem-solving

The What/How problem-solving model is very relevant for community challenges, issues and problems that can be tackled. People generally know 'what' the problem is, it's just that they are unsure 'how' to deal with the problem.

Sometimes all it takes is community leadership.

🧠 Perhaps that's where you could step in.

Image: mentalmind/
Depositphotos.com



Drilling-down

Do you recall how the best way to tackle large goals is to break them down into smaller, more manageable, bite-sized chunks? Well, the same applies for problem-solving.

Many problems loom large and seem too hard to overcome. However, if you can **break** a **problem** down into its **smaller components**, then you are well on the way to identifying the key causes of that problem. This will make it easier for you to **tackle** the issues and try and **solve** that problem.

Drilling-down allows you to make a **choice** between different **courses of action**. You might have even used this method as part of your previous work in your vocational studies (it's a good tool to use for job-seeking).

Which way should I go?

Drilling-down breaks complex problems into progressively smaller parts. This critical thinking makes 'big' problems a little easier to solve. Drilling-down can then be used in conjunction with other tools and techniques to help tackle the problem.

When you drill down a problem you will see that as you get closer to the right-hand side, you might even be starting to come up with some solutions!



Use the drilling-down problem-solving tool to 'unpack' this community problem.

"Some young people report being bored and disengaged in our local community."



10.19 Creating Cohesion

Cohesion?

Before we start to develop strategies to create community cohesion, perhaps we need to look at class cohesion.

Ms Shwishes has a class of students developing a project on community cohesion and engagement.

“Ok guys, today you have to create a promotional poster about how to get people in your community to better engage and cohere with one another.

Tomorrow, in your groups, you will have to present your promotional poster to the class.

To encourage you, last night when I was shopping, I bought a pack of Tim Tams to give to the team who creates the best poster.”

However, Ms Shwishes was taken aback by these responses from her class.

AL



“Not fair. We have 4 people in our group, someone will miss out on 1!”

BO



“Not fair for us. We have 5 people in our group, someone will get extra!”

CEE



“We all deserve a reward, you should buy a pack for everyone.”

DA



“That’s really inconsiderate, I’m on a diet!”

EB



“What about me? I’ll be away tomorrow, I don’t get a pack!”

FLO



“Don’t you have a conscience - you’re threatening the Orangutans.”

GI



“Xe is a vegan, you’re excluding them!”

HJ



“Mint Slices are better, why didn’t you buy them instead!”

IN



“We’ve got Yu in our group, he never puts in - we have no chance!”

JOY



“What if there’s a tie? We won’t get much!”

KAY



“It will take more than that to get me to work harder!”

LAR



“You’re favouring Zo, she’s the best at design!”

MAN



“If you’d got the bigger pack, there’d be more to share you know!”

NAH



“We did the best presentation last time but we didn’t get anything!”

ORS



“It’s alright for you, you can afford Tim Tams anytime you want.”

PAT



“They might have been made on machinery that is exposed to nuts, you’re putting me at risk.”

QUE



“I don’t eat chocolate, so you didn’t think about me, did you!”

ROK



“But what if our presentation is better? Is it about the poster or the presentation? Have you thought this through?”

1. What **happened** in Ms Shwishes' class?

2. Why **did** this happen?

3. How would **you feel** if you were Ms Shwishes?

4. Is this a **realistic example**? What would happen in your class?

5. The students seem to have missed the point here. What might that point be?

6. Do these sorts of responses **happen** in the 'real world'? Think carefully.

7. Who would have **eaten** the **Tim Tams**, and **when**?

Discussion

Why do people push, argue and fight for their own interests over others, often when nothing has even been done?



10.21 Creating Cohesion

Creating cohesion

As you can see, it's not always easy to create community cohesion.

Some people simply aren't interested and will ignore you.

Some people will hear you, but won't care.

Some people won't agree (for valid reasons).

Some people will actively disagree (based on an 'attitude').

And some people will never even 'hear' your message.

So you need to focus on proactive strategies to develop community cohesion. This involves focusing on the positive enablers. This also requires you to understand the challenges.

Doing this will help you to learn how to identify and deal with potentially negative influences.

Remember, we are all much more alike than we are different. Take care to focus on the **bonds** that **unite** people.

Some people will have different needs and abilities. Be **understanding** and **empathetic** of people's differences and **cultural** and other needs related to **diversity**. But again, we are all more alike than we are different, so don't dwell on differences. But be pre-prepared to take action to modify what you are trying to do if needed.

Communicate. Make sure you develop communication **strategies** to reach your **target audience**. Be prepared to seek **feedback** and **listen** to your target audience. They might provide ideas and **suggestions** to help you **achieve** your **aims** to achieve more inclusive and stronger cohesion.

You can't do it alone. Cohesion is about **collaboration**, **teamwork** and developing community **engagement**. So **network**, get **advice** and **support**, band together and share roles and responsibilities. Ask your community **leaders** for their advice.

You can't do everything. Establish a clear **objective** for cohesion and work towards that. You cannot **solve** all of the **problems** that exist in the world that are causing people to splinter into **disunity**. So don't try to. Focus on what you, and your team, can do.

You **can't please everyone**. Remember the Tim Tams? Even if you had a wish granted for unlimited Tim Tams for everyone, sooner or later, people would start complaining that you are not meeting their needs in one way or another. Hear what dissenters have to say, but don't take everything on board; e.g. "What about...". Why aren't you..." Most of what you hear will say more about them, than it does about you.

Finally, be prepared to be **patient**. Building community cohesion may take time. Some people need to be 'sold' on the potential benefits. If you get people to **participate**, and they experience positive **benefits**, then pretty soon they'll be more likely to **engage**. And once engaged, you have **allies** who are prepared to join you and who can reach out to others.

Be the change you want the world to be!



Image: depositedhar/
Depositphotos.com

1. There's lots of key terms **bolded** on p.236. Discuss these in groups, choose those that are most relevant to helping you achieve community cohesion, and enter them into the diagram. Source or create an image as well.



Achieving Cohesion



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2. At times, achieving cohesion can involve dealing with **negative 'voices'** and **attitudes**. Develop 3 clear strategies to help you deal with potentially negative **challenges** that might prevent you from creating community **cohesion**.

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3. But as you know, we should always focus more on the **positives**. Create 6 clear and concise proactive **statements** that describe how **you** can **help** create community **cohesion**. Start each with 'I' or 'We'.

10.23 Assessment Task

AT4 United We Stand. We Stand for United - Engaging and supporting community

Overview

For this assessment task you are required to:

- identify **community issues** and **challenges** related to achieving **community cohesion** (or AT3, pp.212-214)
- analyse **varied perspectives** of key **stakeholders** about **community cohesion issues** (or AT3, pp.212-214)
- implement a **plan of action** to support community **diversity, inclusion** and **cohesion**.

Throughout this task, you are required to identify and apply skills in: **Planning, Communication, Critical thinking, Problem-solving** and **Decision-making (10.25)**.

The task might involve:

- the **class** participating in and reporting on a volunteer program or community participation program that builds **community cohesion**
- smaller **groups** or **teams** participating in and reporting on different volunteer programs or community participation activities that build **community cohesion**
- individual students** participating in and reporting on specific or targeted community cohesion programs or activities, that they have already been involved in
- the entire class, or smaller groups or teams of individual students, developing and implementing **their own specific** community cohesion activity.

Your teacher might have structured the task so that at this 2nd stage, you are now developing an action plan for creating **community cohesion** for a community engagement activity later in the year.

Alternatively, you might be expected to investigate, plan for and participate in a community cohesion activity or project right now.

“We’re going to create a 30-second advertisement to promote cohesion.”

“We’re putting on a multi-cultural luncheon for staff, reflecting the diversity of our class.”

“We are creating a jigsaw of images of local diversity and quotes from elders.”

Prepare an annotated or multimedia report

- Issues and challenges related to achieving community cohesion (or AT3).
- Varied perspectives of key stakeholders about community cohesion issues (or AT3).
- The importance of creating diversity and inclusion as part of community cohesion.
- Strategies to develop community cohesion, including inclusion and diversity. You could use the RAISE Engagement Model.
- Implementation of an action plan to build community cohesion through inclusion and diversity. You could apply the RAISE Engagement Model.
- Evaluation of the benefits for community participants from this activity.
- Strategies to encourage others to participate in this activity.

R.A.I.S.E. Engagement Model

1. Recognition: 'Being heard'

Consider: Communicating the issue. Getting noticed. Clarifying what the issue is, and who is effected.

2. Acceptance: 'Being believed'

Consider: That the issue is important. That something needs to be done. That you are a valid and trusted voice.

3. Involvement: 'Getting people'

Consider: Recruiting followers and supporters. Forming a working group. Setting rules, roles and responsibilities.

4. Support: 'Getting resources'

Consider: Skills provision, donations, fundraising, crowd-funding, sponsorship, local and community grants, community support and alliances, media alliances.

5. Engage: 'Tackling the issue/problem'

Consider: Developing an action plan. Organising and mobilising people and resources. Undertaking community action. Communicating messages. Evaluating outcomes.

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10.25 Assessment Task

Name(s):		Key dates:	
Activity:		PDS Activity Applied Skills Record	
Tools, techniques & skills of:	Related to issues and challenges.	Related to analysing different perspectives.	For supporting diversity, inclusion and cohesion.
Planning What, how and why? Required resources?			
Communication What, how and why? Required resources?			
Critical thinking What, how and why? Required resources?			
Problem-solving What, how and why? Required resources?			
Decision-making What, how and why? Required resources?			

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Assessment Task 10.26

Name:	Key dates:	UNIT 2 AOS2		
Tasks - AT4: United We Stand. We Stand for United	Must Do?	Due Date	Done	Level
Negotiate the task details with my teacher	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Describe and plan the requirements for the community cohesion activity or project.				
	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Prepare an annotated or multimedia report about the community cohesion activity.				
1. Issues and challenges achieving community cohesion	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Perspectives of varied stakeholders about cohesion.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Need for diversity and inclusion in community cohesion.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Strategies to develop community cohesion.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5. Actions to build community cohesion.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
R - Plans/actions for Recognition: 'Being heard'	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
A - Plans/actions for Acceptance: 'Being heard'	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
I - Plans/actions for Involvement: 'Getting people involved'	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
S - Plans/actions for Support: 'Getting resources'	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
E - Plans/actions for Engage: 'Working on the issue'	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
6. Benefits of community cohesion for participants.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
7. How to encourage others to participate.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Completing my community cohesion activity.				
⇒ Participate in a community cohesion activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Apply key skills, including problem-solving.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Use appropriate methods and digital media.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Prepare and submit the final report.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Present the report (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Additional information:				
Signed: _____			Date: _____	

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10.27 Review and Reflection

Review and Reflection

Which Personal Development skills did I develop during this unit?

→ _____

→ _____

→ _____

→ _____

How have the skills of Personal Development helped to improve my personal life?

→ _____

→ _____

→ _____

How have Personal Development skills helped to improve my work-related skills?

→ _____

→ _____

→ _____

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My performance in developing my Personal Development skills this unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Community Engagement

11

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Activities 11: Community Engagement	p.	Due date	Done	Comment
11-12 U2: AOS3 - Requirements	245	<input type="checkbox"/>	<input type="checkbox"/>	
11A Community engagement	247	<input type="checkbox"/>	<input type="checkbox"/>	
11B Issues and initiatives	249	<input type="checkbox"/>	<input type="checkbox"/>	
11C Prioritising needs	250	<input type="checkbox"/>	<input type="checkbox"/>	
11D Local autonomy	251	<input type="checkbox"/>	<input type="checkbox"/>	
11E Local leadership	252	<input type="checkbox"/>	<input type="checkbox"/>	
11F Capacity building	253	<input type="checkbox"/>	<input type="checkbox"/>	
11G Flexibility	254	<input type="checkbox"/>	<input type="checkbox"/>	
11H Sharing information	255	<input type="checkbox"/>	<input type="checkbox"/>	
11I Developing partnerships	257	<input type="checkbox"/>	<input type="checkbox"/>	
11J Cry me a river	259	<input type="checkbox"/>	<input type="checkbox"/>	
11K Reach out	261	<input type="checkbox"/>	<input type="checkbox"/>	
AT5 Community Engagement Report	262-263	<input type="checkbox"/>	<input type="checkbox"/>	
11.21 Applied Metacognitive Skills	264	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

11.01 Unit 2: AOS3 - Introduction

Unit 2: AOS3 - Engaging and supporting community

In **Section 11: Community Engagement**, you will investigate the factors that lead to community engagement. You will start by identifying community engagement initiatives aimed at addressing issues in broad areas. You will then explore a range of key features that can assist in achieving community engagement.

You will apply your understanding to how to develop community partnerships, and extend this to how to achieve community engagement, by clarifying the difference between being an agent for change and an agent of change.

At the end of this section, you will complete a graduated assessment that involves you preparing a report on the opportunities, benefits and challenges of community engagement.

Section 12: Community Engagement Activity is an action-oriented section that culminates in you planning, implementing and evaluating an individual or group Community Engagement Activity.

You will use the PODR Planning Process to plan, organise, do and review your Community Engagement Activity. To achieve this, you will apply your suite of metacognitive skills such as planning, communication, critical thinking, problem solving and decision-making.

At the end of this section, area of study and unit, you will undertake your Community Engagement Activity and complete an evaluation as to its, your own, and your team's effectiveness at achieving your community engagement objectives.

As always, your teacher might modify or add to assessments; or introduce different assessment tasks that are more suitable to you and your class.

AOS3: Engaging and supporting community				Section 11: Community Engagement			
Community Engagement				246			
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Community Engagement Features				250			
Prioritising needs	Local autonomy	Local leadership					
Capacity building	Flexibility	Sharing information					
Community Partnerships				256			
Achieving Engagement				258			
Cry me a river	Agent for change	Agent of change					
AT5: Community Engagement Report (pp.262-263)							

AOS3: Engaging and supporting community		S12: Community Engagement Activity	
	Community Engagement		266
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Plan-Organise-Do-Review	PODR - Brainstorm	Activity Overview	
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	Activity Event Layout & Safety		282
	Activity Event diagram	Activity Event safety audit	
284	Activity Event To-Do List	Activity Event Planner	286
AT6: Community Engagement Activity (pp.288-291)			

U2: AOS3 - Requirements 11-12

Your teacher will discuss the key requirements for successfully completing **AOS3: Engaging and supporting community** with your class. List these below.



S11: Community Engagement	S12: Community Engagement Activity

11.03 Community Engagement

Engagement

So far this unit you have investigated the concept of community, and researched and described the actions of community groups and related opportunities for community participation.

You have also analysed a range of issues and challenges influencing community cohesion and inclusion. And as you know, there are so many of these issues to deal with. This can sometimes make it seem overwhelming and hard to focus on just how to make a positive difference.

But you can **make a difference** through community engagement, and very soon, you will. For the final part of your PDS studies this year you are required to become actively engaged with community initiatives.

Your engagement might involve you **seeking** out **existing community initiatives** that you might **align** yourself with.

Your engagement might also involve you developing **your own**, or a group or team-based, **community engagement initiative**.

You might also already **be engaged** in community initiatives through ongoing **volunteering**, **support**, **participation**, **action** and community **membership**. In these situations, you might create an action plan to broaden engagement, and to build inclusion and cohesion.

If it was easy, you wouldn't be needed

To achieve true engagement, you should approach all of the topics in this section using an action-oriented focus. This means that you should apply the research examples of global, national, state and local community initiatives, and see where you can get involved.

Also, the **leaders** in your community (or like to come to you, sitting in your classroom (although you could invite them). You need to move out into your communities and **talk directly** with the people involved, and see what they do.


Ask for their **advice** on the important issues they think need to be addressed.

Get advice on how you can get **involved** and make a difference.

Make full use of the **lived experiences** of community members. Find out how you can generate **support** to engage others through your own community initiatives.

Consider finding a community **mentor** who can help give guidance and link you to support networks.

When dealing with issues some people think to themselves. "It's all too hard, what can I do!" They are not asking a question. All they have done is avoided an answer.

 Instead; you ask yourself:

"What can I do?"

And then off you go!



Image: SiberianArt/
Depositphotos.com

1. As a class, brainstorm a list of the most important **words or terms** that describe how to create **community engagement**.



Community Engagement

Connection		
		Cohesion

2. Consider this infographic. Give examples of **community initiatives** that **you** could engage with to create **positive outcomes**. **What** can you do?



Image: VectorMine/Depositphotos.com

11.05 Community Engagement

Issues and initiatives

Within communities, there is a broad range of programs and initiatives that create community engagement to help, support and unite people.

- Read through these lists as a class, and discuss examples of community initiatives, big and small, that are trying to address these issues.

A true measure of our society is how we care for our most vulnerable people.



Image: Implementar/Depositphotos.com

Engagement: Issues and Initiatives

Social Issues and Initiatives

- ⇒ Public health awareness and education programs.
- ⇒ Direct medical health services including Medicare and the PBS.
- ⇒ Improvements to the NDIS.
- ⇒ Accessibility improvements for people living with disabilities.
- ⇒ Regional initiatives to deal with local issues.
- ⇒ Programs to deal with financial hardship and food insecurity.
- ⇒ Education and training services.
- ⇒ Parenting and family programs.
- ⇒ Care and support services.

Cultural Issues & Initiatives

- ⇒ Recognition of Indigenous voice to Parliament in the constitution.
- ⇒ Welcome to Country at events.
- ⇒ Multi-cultural celebrations and festivals.
- ⇒ Cultural engagement programs to learn about diversity.
- ⇒ Cross-cultural skills and empathy training.
- ⇒ Pride and diversity initiatives.
- ⇒ Cultural mentoring.
- ⇒ Arts, sports, recreation and community participation.
- ⇒ Redefining 'Australian' culture.

Environmental Issues & Initiatives

- ⇒ Local landcare and water restoration programs.
- ⇒ Native animal protection and/or animal rescue programs.
- ⇒ Replanting and forest management programs.
- ⇒ Green initiatives, including the use of renewables.
- ⇒ Recycling, upcycling and re-using initiatives.
- ⇒ Government environmental laws and policies.
- ⇒ Government environmental funding, programs and grants.

Economic Issues & Initiatives

- ⇒ Government welfare programs.
- ⇒ Not-for-profit charity and welfare agency programs and initiatives.
- ⇒ International aid programs.
- ⇒ Federal, state and local grants and funding for community initiatives.
- ⇒ Food relief programs.
- ⇒ Financial support and advice for people dealing with hardship.
- ⇒ Targeted assistance for marginalised groups.
- ⇒ Fundraising support and crowdfunding.
- ⇒ Philanthropic support.

1. Think about **community engagement generally**. Describe **positive actions** and **initiatives** that can help **engage** people for each of these **issues**.

Social issues and initiatives	Cultural issues and initiatives
Environmental issues and initiatives	Economic issues and initiatives

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2. Now think about a **specific** community group. Describe **positive actions** and **initiatives** that can help **engage** people for each of these **issues**.



Community group:

Social issues and initiatives	Cultural issues and initiatives
Environmental issues and initiatives	Economic issues and initiatives

11.07 Community Engagement - Features

Prioritising needs

One of the first features of positive community engagement is to establish the needs of communities and their members. Some needs are **immediate** and **acute** such as responses to natural disasters, and the coordinated actions of many community agencies to deal with the global COVID-19 pandemic. Other needs are **ongoing** such as issues surrounding poverty, homelessness and community dislocation.

And then there are needs that can only be met with **long-term structural change**, such as changing the attitudes of society in regard to diversity and inclusion, improved environmental practices, and long-term public health initiatives aimed at reducing social harm caused by negative personal behaviours, such as smoking.

Governments at all levels have to develop priorities for action. These are usually established as part of the core **values** of political parties and are communicated to the electorate. If elected, these become enacted through **policy**, **funding** and **programs**. Prime examples are support and action on health, education, social welfare, the environment, and changing social values related to diversity, inclusion and equity.

But governments can't meet the needs of everyone, nor can they do everything that different groups want them to do. As a result, we often get stakeholders using "**but what about**" arguments to criticise action on areas they feel are of a lesser priority. For example, an initiative to increase funding for regional arts, culture, sport and recreation might be met with, "but what about homelessness and poverty?"

Community leaders also prioritise needs and find ways to create positive engagement for initiatives that they feel are a priority. They choose based on their **personal values** (i.e. protecting the environment), their **skills** and **expertise** (local environmental knowledge) and their ability to build **support** and generate **funding**.

So remember, no-one can do everything, and every decision has an **opportunity cost**.

11C Prioritising needs

1. What does it mean to **prioritise needs**? What does **opportunity cost** mean?

2. Describe **examples** from **communities** you are familiar with, where community **engagement actions** have been able to **prioritise needs**. **Interview a community leader**, or **research a community group** to find out more about this.

Community Engagement - Features 11.08

Local autonomy

In simple terms, autonomy means giving people or groups the power to **self-govern** and to determine their **own course of action**. Features of autonomy involve **responsibility, ownership, stewardship** and **accountability**.

The strength of local autonomy is that community issues play out at the local level because all community issues are related to the actions, or inaction of **people**.

So that's why we see governments, government agencies, pressure groups, community organisations and other community stakeholders develop programs that **empower** local action.

You have all heard the term **“Think globally, act locally”**. Actions start and end with people. Community responses are often initiated by one or just a few enterprising community leaders.

Local engagement is the key feature of swift, targeted community response. Local autonomy recognises that it is the very people affected by a community issue who are best placed to develop **initiatives** to **proactively** deal with that issue.

Local autonomy is also very important for a huge country such as Australia, which has a relatively small and mainly coastal population.

Local conditions, experiences and needs vary.

So, what better way to deal with local issues and to create local engagement than giving local autonomy to the very people who are their communities.

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Image: scornejor/
Depositphotos.com



Local autonomy 11D

1. What is **local autonomy**?

2. Describe **examples** from **communities** you are familiar with, where community **engagement actions** have helped **build local autonomy**. **Interview a community leader**, or **research a community group** to find out more about this.



11.09 Community Engagement - Features

Local leadership

As you already know, community engagement is driven by local community involvement. It is vital that local leaders have **autonomy** to develop community initiatives to engage with their local community members.

Community leaders emerge from their desire and willingness to take **action** to help their communities. These people are able to become firstly an **agent for change**, and then through their actions, an **agent of change**.

It is at the **local level** that people within communities are most likely to come together and **cohere**. It is at this level that **inclusion** and **diversity** are truly enacted by people helping, supporting and engaging with one another. And as you have seen, the strategy of '**Think global, act local**' is played out through local leadership.

Many community initiatives involve broader coordination and funding, often on a national or state basis. Large pressure and lobby groups, established charities and welfare agencies, prominent arts, recreation and cultural providers, and the federal and state governments operate on a broad scale. But all of these community stakeholders know that it is at the **grassroots** level that true **change** and **action** can happen.

So look to your local leaders for inspiration. And if there isn't anyone taking the lead on community action that you feel is important, then perhaps it's time for you to **step up!**

Image: Lighthunter/
Depositphotos.com

"We found out that you can apply to philanthropic foundations and the local council to get funding for community engagement programs. And now we have set up our own Youth Environmental Leadership program to help older residents better reduce, recycle and re-use!"

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11E Local leadership

1. Why is it vital for community engagement to have **local leadership**?



2. Describe **examples** from **communities** you are familiar with, where community **engagement actions** have been driven by **local leadership**. **Interview a community leader**, or **research a community group** to find out more about this.



Community Engagement - Features 11.10

Capacity building

Community initiatives often provide help or support to disadvantaged or marginalised groups of people who have immediate support and care needs. For example, local foodbanks help families that are dealing with financial stress access quality and nutritious food, including emergency food packages.

Global community action, such as **foreign aid**, helps people and communities in **developing nations** improve their **standard of living**.

But it is important that community support programs don't develop into an expectation of hand-outs on an ongoing basis. It is one thing to step in and help out in a time of **crisis**. It is another thing altogether to help community members develop their own **capacity** to deal with issues on an **ongoing** basis. Because what happens when the humanitarian aid is used up, and when the aid workers move on to another crisis?

Capacity building involves the supporting party providing **education, training, investment** (including micro-funding), and ongoing **support** to help communities not only 'survive' but to strengthen, grow and thrive into the future.

For example, capacity building through training can involve a team of tradies helping to build community facilities in a remote community, or in one of Australia's less-developed Pacific neighbours. But the tradies also make sure that they train locals to be able to undertake their own essential practical and manual tasks, on an ongoing needs basis. This can be supported by **micro-funding** and **community partnerships** that assist the locals to access tools and materials.

One of the most effective areas of global capacity building is through providing education to young people, and especially in some regions girls who might not otherwise be able to access schooling due to family roles and responsibilities, or due to political, cultural, social or other economic factors threatening their human rights.

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Capacity building 11F

1. What is **capacity building**?

2. Describe **examples** from **communities** you are familiar with, where community **engagement actions** have helped achieve **capacity building**. **Interview a community leader**, or **research a community group** to find out more about this.



11.11 Community Engagement - Features

Flexibility

Community leaders and community groups need to demonstrate flexibility and adaptability in order to engage with community members. They have to be flexible in what tasks they do, how they do these tasks, and when they do these tasks.

From a work-related point of view, flexibility can be defined as either numerical or functional.

Numerical flexibility refers to when a worker performs their tasks. **Functional flexibility** refers to what a worker actually does when performing those tasks.

You are aware that community engagement often requires people and volunteers to be available **after hours**, on **weekends**, or even **on-call** for emergency and crisis situations. This requires numerical flexibility. Many people involved in community initiatives are engaging with their communities in addition to their normal work life. So, they have to be flexible enough to **balance** their own **work**, **personal** and **community responsibilities**.

Community engagement initiatives and programs require a range of **skills** including **people** skills, **communication** skills, **leadership** skills and **technical** skills; all the way through to skills in **coordinating** and **running** a community **enterprise** with very few financial resources. Community participants also need to be able to deal with a **wide** and fluid range of stakeholders such as **governments**, local **authorities**, **professionals**, **funding** bodies, support **organisations**, **volunteers** and diverse **community members** with varied needs.

So being **multi-skilled** as part of functional flexibility is vital. Multi-skilling enables community participants to take on a variety of **roles**. This functional flexibility can help drive the success of the community initiative or program. This flexibility also creates the ability to be able to **swing into action** when needed, based on any emerging areas of community need and responsibility.

As you can see, it's tough 'work' and requires so many applied skills. So is the reward worth it? Community leaders would certainly think so.

11G Flexibility

1. Why is **flexibility** important for community engagement?



2. Describe **examples** from **communities** you are familiar with, where community **engagement actions** have demonstrated **flexibility**. **Interview a community leader**, or **research a community group** to find out more about this.



Community Engagement - Features 11.12

Sharing information

At the very heart of community engagement is the sharing of information. Community initiatives and programs exist to help, support and involve community members. This means that community engagement is about people **reaching out** and **connecting** with other people. You cannot engage without **information**; and you cannot **communicate** effectively without sharing information.

At times, the very **nature** of the community engagement program will be about **sharing** information such as skills-development, education and learning, health and wellbeing advice and support, and even local news and media communication.

However, all community leaders and people involved in community engagement need to work with one another as part of a **community network**. People can reach out to others for advice on business support, grants and community fundraising ideas. People can ask other community organisations for tips on how to build a team of volunteers, the types of induction and training that are required, and how they handled any safety or ethical issues.

People can give and receive advice on government regulations, how to access subsidised or free community facilities, and even about how they can collaborate together and work arm-in-arm to achieve positive community outcomes.

Even if a community engagement initiative is new and unique there will be an existing **network** of **experienced community leaders** who will be able to give quality advice about what to do, what not to do, how not to fail, and how best to **successfully**...

Image: RawPixel/Depositphotos.com



Sharing information 11H

1. Why is **sharing information** vital for community engagement?

2. Describe **examples** from **communities** you are familiar with, where community **engagement actions** rely on **sharing information**. **Interview a community leader**, or **research a community group** to find out more about this.



11.13 Community Partnerships

Developing community partnerships

Most people realise that they cannot tackle community problems and issues on their own. After all, community engagement is really all about reaching out, connecting with, and **working with others** to achieve a greater good.

Sometimes an individual or a community group creates the impetus for change, and then calls on a **network** of community partners to assist in various ways.

You should strongly consider developing **external** community **partnerships** to find other like-minded people and groups to assist you to:

- ⇒ develop a broader **skills-base**
- ⇒ access **support** and **services**
- ⇒ raise community **awareness**
- ⇒ have greater access to **funds**, and
- ⇒ create opportunities to **learn** from **mentors** and other experienced community members.



There is a range of community partners who can assist you to 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.

Developing Community Partnerships

Federal government

This level of government offers many community services itself. It also provides funding to arts, recreation, welfare and other organisations. However, strict funding rules apply.

State government

They are involved in specific state-based issues offering services directly; as well as funding opportunities, training and support for community initiatives.

Local governments

They target local programs by offering services directly, as well as lots of local funding grants, and advice and support, for local community initiatives.

Corporate support

Organisations often have sponsorship, foundations and social and community support programs as part of their community involvement.

Media outlets

Community radio and local press can reach a wide audience very quickly, and can get actively and quickly involved with local social entrepreneurs.

Local business

Local traders can be very active in grass-roots support and sponsorship; as well as in-kind support by offering goods or services rather than cash donations.

Crowdfunding & Social media

Pozible, GoFundMe and Kickstarter enable social entrepreneurs to attract funds to support their projects. Social media enables people to quickly raise awareness for their 'causes'.

Support agencies

These can include existing pressure and lobby groups, community organisations such as Rotary and Lions Club, government agencies, charitable foundations, as well as consultants, professional PR and fundraising companies, and philanthropic societies.

1. Split into **pairs** to **research** 2 of the types of **community partners** from p.256.
2. As a class, develop a **databank** of information, resources and contacts.
3. Invite one of the **partner stakeholders** to **address** the class and give **feedback** and **advice** about your Community Engagement Activity.



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

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11.15 Achieving Engagement

Cry me a river

It's not always easy to get the help and support of others. Some people can find many reasons or excuses why they don't want to get involved with community issues.

💡 Have a look at the responses below and discuss whether you have heard these before (and indeed, whether you yourself, might have said this before!).

Image: Milkos/
Depositphotos.com

				
"It's just all too hard."	"I'm only one person."	"It's not my problem."	"What do you want me to do about it?"	"It stresses me out to think about it."
				
"I'll get back to you."	"Call the winge police!"	"Who do they expect - a free ride?"	"I don't want to...I'm over it!"	"It's their own fault!"
				
"Back off! Ask someone else."	"What difference can you make?"	"No way... I don't believe you."	"Bor-ing!"	"Too bad, how sad!"
				
"I have to look out for number 1 first!"	"You're asking me?"	"There's bigger problems you know."	"It hurts my head just thinking about it."	"Yeh, but, we've all got stuff to deal with."
				
"It's not my fault, so don't blame me."	"Why should I care about that?"	"What about...and... and...and..."	"It will cost too much."	"My time is too important to waste."

1. Choose **10** of the **responses** given by these people (in their '20s) on p.258. Name each, and write their response in the table.
2. Explain **why** you think they **might** be **responding** this way? i.e. Attitude.
3. Describe how **their response** makes you **feel**, and **why** so?
4. What do you think **you could say** in **reply** to each person? **Would you?**



Name and response	Why might they be responding this way?	How does the response make you feel?	What could you say in reply? Would you?

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Discussion: Why do some people, not care, or not want to care, or even get angry with you, if you care? Have you ever experienced this?



11.17 Achieving Engagement

Reaching out

It is true - there is strength in numbers! One person cannot change the world. It's important for you to find others who share your values, and unite with them to try and create positive change. There is power in 'like people'. But people also 'like power'.

Agent for change

An **agent for change** can be described as someone who highlights or illustrates an issue. We are seeing this most often through social media commentators who take a stance on an issue to bring it to the attention of others. These people often self-publish 1,000s of words a week on the issue. They are good at communicating about problems and reaching an audience. They are 'right' and people who question them or disagree with them, are wrong. They often attract a mob of followers.

However, these people are increasingly not so good at being proactive problem-solvers. In many cases, they seem to prefer complaining about an issue, rather than seeking to find pragmatic ways to deal with the issue itself.

In essence, their 'social media-driven' self-identity becomes tied up with them being experts about the 'big' problem; rather than breaking down the causes of the problem to find achievable solutions.

Essentially these people are managers of information and **agitators for change**. That is an important role. But it is not the only role.

Agent of change

An **agent of change** is a different type of person. They understand the problem. They analyse the contrary arguments, which helps to strengthen their own case. They become proactive in trying to find ways to deal with the problem. They analyse the causes of the problem to break the issues down into smaller components. They avoid using simple black/white, right/wrong, and good/bad language and analysis.

These people understand that change starts with an individual, and that big changes are really just an accumulation of small **proactive** actions. They seek to make positive change through their actions, and not just their words; by **encouraging** and **engaging** with **supporters**, and by **modelling** good behaviour (rather than forcing it on others).

They don't alienate people by calling them uncaring, stupid or bad! They understand that they can't change someone else's **attitude** - so they don't waste time with naysayers, critics and trolls. This means that they also don't waste time, and emotional energy, getting into unwinnable arguments on social media.

They think along the lines of, "I know I can't solve everything on my own. But what I can do next can make a small positive change. And if there's 10 of us doing that in our community - then we are getting somewhere."

Essentially these people are **leaders** of others. That is an important role. And perhaps it is the most important role for you to grow into.

Image: iqoncept/
Depositphotos.com



Reach out 11K



It is time for you to engage with others by being an **agent for change**; and **then** to join together to become **agents of change**.

Apply the **RAISE Engagement model** (pp.230-231), to draft an **action plan to engage with others** to create **positive change**. Start drafting ideas.

Agent for change	Agent of change	Link and join with others
Recognise		
How can I get others to recognise the need for change?	What can we do to make a positive difference?	How could external parties help us to broaden recognition?
Acceptance		
How can I get others to accept the need for change?	What can we do to make a positive difference?	What advice could external parties provide to help create acceptance?
Involvement		
How can I get others to act for positive change?	What can we do to make a positive difference?	What strategies could we learn by working with external parties?
Support		
How can I get others to be willing and able to support the change initiatives?	What can we do to make a positive difference?	How could we link with external parties to get support?
Engage		
How can I encourage others to engage with the initiatives?	What can we do to make a positive difference?	How could people from external parties help us engage more broadly?

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11.19 Graduated Assessment

AT5 Community Engagement Report - Engaging and supporting community

Overview: Community Engagement Report

For this assessment task, you are required to report on the opportunities, benefits and challenges of community engagement.

Throughout this task, you are required to identify and apply skills in: **Planning, Communication, Critical thinking, Problem-solving** and **Decision-making (11.21)**.

Your community engagement report will need to summarise the following.

1. Opportunities for **community engagement** related to a **cultural, social, environmental** or **economic initiative**.
2. The **benefits of community engagement** in **dealing with** one (or more) of these cultural, social, environmental or economic **issues**.
3. Describe a **community engagement initiative** that **you could**/have **contribute(d)** to.
 - a. Describe the community engagement **initiative**, its **aims** and **who is involved**.
 - b. How **you could** (or did) **engage** with the **community initiative**.
 - c. The **skills** that **you can offer** (or offered) to the community engagement **initiative**.
 - d. The **benefits** that **you might gain** (or have gained) from **engaging** with the community **initiative**.
 - e. The **skills** and **expertise** that **other community members bring** to the community engagement **initiative**.
 - f. The **benefits** that **community members gain** from **engaging** with the community **initiative**.
 - g. How **you could encourage** others to **engage** with the community **initiative**.
4. How **you could apply** knowledge, **understanding, skills, techniques, contacts** and **support** that you develop through your experiences in the community initiative, to a community engagement activity that you create.

"We've been volunteering at the aged-care home, we'll report on that."

"I have been thinking of joining the surf life-saving club. I will investigate that."

"The local creek is a mess. We need to find out how we can build local support."

"We've got an idea about tutoring new migrants in our school in English. We first want to see how an existing program runs."



Prepare an annotated, or visual, or oral, or media report

Your teacher will advise you of appropriate formats for your report. But at this stage of the year, try to use a format that is different from what you have usually chosen.

- You might create an annotated mind-map that links the key points together with brief explanations.
- You might record an interview with a significant community leader where you discuss the key points, and get advice.
- You could create a digital photo journal that you describe in a presentation.
- You might create a 2-minute news-style bulletin that covers all the key points.
- You might create an action plan for a potential engagement initiative.

Name:	Key dates:	UNIT 2 AOS3			
Tasks - AT5: Community Engagement Report		Must Do?	Due Date	Done	Level
Negotiate the task details with my teacher		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe the cultural, or social, or environmental, or economic issue that is your focus.					
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare an annotated, or visual, or oral, or media report about community engagement.					
1. Describe opportunities for community engagement.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Summarise benefits of community engagement.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe the community engagement initiative.					
a. Describe the community engagement initiative.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Explain how you could engage with the initiative.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Skills that you can offer to the initiative.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Benefits for you from engagement with the initiative.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Skills and expertise other community members bring.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Benefits for others through engagement with the initiative.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. How to encourage others to engage with the initiative.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. How to apply skills and knowledge to your initiative.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to apply contacts and support to your initiative.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completing the community engagement report.					
⇒ Actively research community engagement.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Apply key skills, including problem-solving.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Use appropriate methods and digital media.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Prepare and submit the final report.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present the report (if required).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information:

Signed: _____ Date: _____

11.21 Applied Metacognitive Skills

Name(s):		Key dates:		PDS Activity Applied Skills Record
Activity:				
Tools, techniques & skills of:	Related to the community engagement initiative.	Related to your involvement.	Related to getting others engaged.	
Planning What, how and why?				
Required resources?				
Communication What, how and why?				
Required resources?				
Critical thinking What, how and why?				
Required resources?				
Problem-solving What, how and why?				
Required resources?				
Decision-making What, how and why?				
Required resources?				

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Community Engagement Activity

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12.05 Community Engagement Activity..	270	12.19 Activity Event To-Do Lists	284
12.09 PODR Activity Planner	274	12.21 Activity Event Planner.....	286
12.11 Doing the Engagement Activity	276	12.23 Assessment Task.....	288
12.15 Activity Event Timeline.....	280	12.27 Unit Review and Reflection.....	292

Activities 12: Engagement Activity		p.	Due date	Done	Comment
12A	Engagement	266		<input type="checkbox"/>	
12B	Community engagement	267		<input type="checkbox"/>	
12C	Local community engagement	268-269		<input type="checkbox"/>	
12D	PODR - Brainstorm	271		<input type="checkbox"/>	
12.07-12.08	Personal Development Activity Overview	272-273		<input type="checkbox"/>	
12.09-12.12	PODR Activity Planner	274-277		<input type="checkbox"/>	
12E	Getting ready	278		<input type="checkbox"/>	
12F	TEMP-O	279		<input type="checkbox"/>	
12G	Activity Event Timeline	280-281		<input type="checkbox"/>	
12H	Activity Event diagram	282		<input type="checkbox"/>	
12I	Activity Event safety audit	283		<input type="checkbox"/>	
12J	Activity Event to-do lists	284-285		<input type="checkbox"/>	
12K	Activity Event Planner	286-287		<input type="checkbox"/>	
AT6	Community Engagement Activity	288-291		<input type="checkbox"/>	
R12	Unit Review and Reflection	292		<input type="checkbox"/>	

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Comments:

12.01 Community Engagement

Community engagement

You have now reached the stage where it is time to fully plan, implement and evaluate a community engagement activity.

Community engagement is about people **taking action** to be active members of their communities. Taking action is about **doing** things to address community issues.

People might take action to **help** others, such as people who are doing it tough due to the economic or financial circumstances impacting on their lives.

People might take action to **support** others, such as people who are new to a community or area, including newly-arrived refugees.

People might take action to **guide** others, such as successful people using their skills and abilities to provide advice and mentoring for younger people.

Taking action can also be about **changing** things.

People might take action to **campaign** for things, such as an emerging community leader forming a lobby group to convince the government to build a skate park in the local area.

People might take action to **improve** things, such as people banding together to form a local environmental restoration group.

People might take action to **protect** things, such as people forming an action group to recognise and promote local Indigenous historical sites under threat from development.

Taking action can also be about **creating** things.

People might take action by **starting** their own community rescue and welfare group.

People might take action by **launching** an online information site that collects and shares the oral histories of their local community members.

People might take action by **forming** a not-for-profit social enterprise with an aim to support young gender-diverse local community members.

So now is the time to launch your whole-of-class, teams-based or individual Community Engagement Activity.

 So the question now is, what can you do? And the solution is you.

12A Engagement

List 24 words related to **engagement**, each starting with a different letter of the alphabet.

A	B	C	D
E	F	G	H
I	J JOIN	K	L
M	N	O	P
Q	R	S	T
U	V	W	X/Y/Z

Form into small groups. Brainstorm a list of **key words** and **phrases** in response to the question:



“What programs and activities can help to create community engagement?”

	PROGRAM & ACTIVITIES THAT HELP BUILD COMMUNITY ENGAGEMENT	

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Effective brainstorming

- ⇒ Write the key idea large and bold for everyone to see on a large page, poster or whiteboard.
- ⇒ Set a short time limit, between 60 seconds and 2-3 minutes.
- ⇒ If done out loud, get someone to write down the responses for all to see.
- ⇒ Use ‘hands-up’ for ideas.
- ⇒ Ideas are not criticised or rejected during the process.
- ⇒ Encourage everyone to contribute.

12.03 Community Engagement

12C Local community engagement



Pair up and choose 2 **local community organisations**, agencies or groups that operate to encourage community engagement.

Research the **operations** of these community members and complete a summary pro-forma for each.

Name	
Location	Contact details/Online presence
What services do they offer?	
Which community members do they help?	
How do their services and activities help to create community engagement?	
Are they stand-alone, or part of a broader organisation?	How are they funded?
What challenges might they face?	Are there volunteer opportunities?
How could they help you?	How could you help them?

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Name			
Location		Contact details/Online presence	
What services do they offer?			
Which community members do they help?			
How do their services and actions help to create community engagement?			
Are they stand-alone, or part of a parent or other organisation?		How are they funded?	
What challenges might they face?		Are there volunteer opportunities?	
How could they help you?		How could you help them?	

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How might these community groups be suitable for my/our Community Engagement Activity?

12.05 Community Engagement Activity

Community Engagement Activity

Your teacher will now lead you through a number of steps to discuss and plan your Community Engagement Activity. You can use the pro-formas on pp.271-277 to help you identify and plan your requirements. These include a **PODR - Brainstorm**, the overall task **Personal Development Activity Planner**, and the more activity-specific **PODR Activity Planner**.

Plan-Organise-Do-Review

There are many possible tasks that might need to be completed at different stages when undertaking your Community Engagement Activity.

- ⇒ When first starting or initiating your activity as part of the **planning** process.
- ⇒ In the lead-up to your activity as part of the **organising** process.
- ⇒ During your activity as part of the **doing** process.
- ⇒ Following your activity as part of the **reviewing** process.

So a good planning tool that can help you work out what you need to do, is the PODR or Plan-Organise-Do-Review Process. The PODR Process should also be used in conjunction with other tools when you are planning activities and making decisions.

1. Plan

- ⇒ Work out just what it is you are trying to do; i.e. your community engagement goal; and how you might achieve this.
- ⇒ Summarise this in one or two short sentences.

2. Organise

- ⇒ Break your community engagement goal into smaller, more achievable, objectives.
- ⇒ Develop an action plan and timeline to achieve those smaller objectives, a task-by-task basis.
- ⇒ Organise your own, other people and any resources you need to successfully complete each task.

3. Do

- ⇒ Undertake the day-to-day activities needed to actually perform each task.
- ⇒ This is where everything comes together; and might even be the shortest (but not easiest) part of the entire process.

4. Review

- ⇒ Monitor what you've achieved, evaluate your community engagement goals; and make any changes and adjustments if necessary.
- ⇒ Remember that each of the 4 stages of Plan-Organise-Do-Review cross over. So, you should be reviewing throughout the whole activity process.

Applied Skills: Community Engagement Activity

As part of planning, organising, doing and reviewing your Community Engagement Activity you need to develop and apply the following skills. The applied use of these skills will naturally complement one another. The application of these skills should also be a natural and organic process. So when you are thinking about how to plan, implement and evaluate your Community Engagement Activity, you should always ask: **what, how** and **why?**

- ⇒ **Communication** (Think what, how and why?)
- ⇒ **Critical thinking** (Think what, how and why?)
- ⇒ **Problem-solving** (Think what, how and why?)
- ⇒ **Decision-making** (Think what, how and why?)

Community Engagement Activity 12.06

PODR - Brainstorm 12D

List the main tasks that might be required at each of the 4 PODR stages for your **Community Engagement Activity**.

Activity is:

1. Planning Stage

2. Organising Stage

3. Doing Stage

4. Reviewing Stage

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12.07 Community Engagement Activity

Personal Development Activity Overview



Complete this **ongoing planner** and **record** for your **Community Engagement Activity** by recording important information in every relevant section, throughout the entire process.

Tick off each task as it is negotiated with, and approved by, your teacher.

You can copy and expand this planner if needed.

1. Your teacher will lead a class discussion about the potential activity or activities that you can undertake.

Approved

Date

2. Choose appropriate team members (if relevant).

Approved

Date

3. Choose a Community Engagement Activity that you're interested in and discuss it (and with your team).

Approved

Date

4. Complete a PODR Brainstorm p.271. Get feedback from your teacher

Approved

Date

5. Fill-out an initial PODR Activity Planner (pp.274-277), and submit this to your teacher for checking, advice and approval.

Approved

Date

6. Contact and arrange meetings with any external parties that you will be working with to discuss your activity. (You might need permission forms for unsupervised excursions.)

Approved

Date

7. Discuss the outcomes of these meetings with your teacher to assess whether your activity is suitable. (If not, go back to step 4.) Discuss safety, legal and other issues.

Approved

Date

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Community Engagement Activity 12.08

8. Obtain any relevant permissions from the school, including workplace learning forms, excursion forms, and other supervision and legal issues that need to be sorted out.

Approved

Date

9. If you get the go-ahead to proceed, complete an updated PODR Activity Planner (pp.274-277). Submit this to your teacher for checking, advice and approval.

Approved

Date

10. Start to organise your Community Engagement Activity. (Confirm the roles of everyone in the group). Discuss these roles with your teacher and your mentor. Use relevant PODR Activity Planner at different stages.

Approved

Date

11. Identify any potential safety issues or hazards. Outline how these will be minimised.

Approved

Date

12. Ensure that all relevant permissions, ethical and legal requirements have been sorted out.

Approved

Date

13. If everything is ready to go, and you have approval from your teacher, then undertake the Community Engagement Activity.

Approved

Date

14. After the Community Engagement Activity is finished complete evaluation questions. Your teacher will inform you if you also have to give a presentation based on the activity.

Approved

Date

12.09 PODR Activity Planner

PODR Activity Planner: Community Engagement Activity



Use this planning and goal-setting pro-forma to guide your PDS activity. Enlarge it to A3. When finished present this to your teacher for checking and discussion.

Name(s): _____ Date: _____

PDS Activity: _____

i. Planning stage (For your overall Community Engagement Activity.)

Write a one sentence description of your activity.

List 3 key goals/objectives associated with the activity.

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Who else is involved in the activity? What skills can they offer?

ii. Organising stage
(For your overall Community Engagement Activity.)



What is the overall timeline? (By when do key tasks need to be done?)

Which external stakeholders might be involved?

What resources, materials, equipment and technology might be required?

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What are the main roles of each person for this activity?

List potential safety hazards, legal requirements and permissions.

12.11 PODR Activity Planner



iii. Doing stage

(For your specific Community Engagement outcome or event.)

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

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

What tasks need to be done for the specific activity outcome or event, who will do these, and by when must they be done?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

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iv. Reviewing stage
(For your overall Engagement Activity/ and for the specific outcome or event.)



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

What criteria will be used to monitor and check your progress?

Do you need to have back-up plans in place? If so, what?

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Feedback on PODR planner
Before you move on to the organising stage, you need to present this planner to your teacher for feedback and possible changes.



12.13 Doing the Community Engagement Activity

Implementing the Community Engagement Activity

Your Community Engagement Activity might involve a specific one-off event to stage an initiative such as a community day, a cultural celebration, a fundraising drive, or a sports, arts, health or recreation activity.

As you have already realised, this might be the shortest part of the entire process, especially if you are doing a one-off activity.

However, this will be the most important part of the entire process. So now is the time for you to use and apply all of your skills to achieve your goals.

In this doing stage, you now have to focus on the specific tasks required to successfully implement your activity.

Once again you should reflect on the PODR Process. The difference now is that you are dealing with the specific tasks required to **do** the Community Engagement Activity.

This means your **planning** will now switch to a micro scale.

Your **organising** will be directly related to all the **objectives** needed for many different micro **activities** and **tasks**.

Your **doing** will be about each **team member** safely carrying out the **tasks** needed to successfully meet their **responsibilities**.

And your **reviewing** will switch to real-time **monitoring, assessment** and **judgement** that you are meeting your specific objectives, including the use of **immediate** and **supportive feedback**.

You have planned for this. You have organised for this. So let's go!

12E Getting ready



OK. One sentence for each. As a team clearly and concisely describe your key objectives for this **doing** stage of the Community Engagement Activity.

What are we doing - specifically?

How will we ensure that everyone knows their roles and responsibilities?

How will we ensure that we have all our equipment, technology and inputs?

How will we check on progress throughout the doing stage?

How do we monitor and check for safety?

Doing the Community Engagement Activity 12.14

TEMP-O 12F

Now that you are at the implementing stage, use this TEMP-O task organiser to **identify** the **specific** tasks, equipment, materials, and roles of team members needed to **do** your **Community Engagement Activity**. Your teacher will check this.



1. 'Doing' Tasks
(What, when & how?)

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

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

4. What people will 'Do'
(Who is responsible, who supports, who checks?)

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12.15 Activity Event Timeline

12G Activity Event Timeline

Now it is time to work on the doing stage of your activity.

Your previous planning and organising will have helped prepare you to deliver a one-off event for your activity. This event might be a community day, a cultural celebration, a fundraising drive, a sports, arts, health or recreation activity, or some other Community Engagement Activity organised by your teacher.

However, some of you might be doing your Community Engagement Activity on an ongoing basis rather than just as a single event. If this is the case you will still need to complete these planners in the beginning of the doing stage. Then as you get more familiar with your work roles and responsibilities on an ongoing basis, you can update with any information as you progress through your activity.



Here are some key steps for this 'doing' stage that apply to your Community Engagement Activity. Your teacher will guide you as to which ones you need to do.

- Plan and draw an **Activity Event Timeline** (p.281).
- Develop a visual mind-map, or **Activity Event Diagram** (p.282). Include key roles, work stations, equipment location, safety issues and other information.
- Complete an **Activity Event safety audit** (p.283), and have this checked.
- Create and use **Activity Event to-do lists** (p.284-5) on paper or e-devices.
- Develop an **Activity Event Planner** (p.285-7) that lists all the tasks, the times and the people involved in preparing, running and cleaning-up (or de-installing) the event.

As a team, brainstorm all the tasks, scheduling and rostering requirements associated with doing the specific 'Activity Event'. When finished arrange these on the Activity timeline.

Activity Event Timeline

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12.17 Activity Event Layout & Safety

12H Activity Event diagram



Develop a visual mind-map, or **Activity Event diagram**. Include key roles, work stations, equipment location, safety issues and other information.

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You will have responsibility for ensuring that you do your Activity Event safely. Your safety responsibilities naturally include you and your team mates, but also extend to customers and clients, as well as any other stakeholders that might be affected by what you do for your **Activity Event**.



1. Complete this audit in each of the 4 safety categories. Identify who has responsibility and who acts as a back-up.
2. Submit to your teacher for feedback. Make any necessary changes.

1. Equipment, technology and materials safety.

Teacher feedback:

2. Training and skills-development that is needed prior to 'doing'.

Teacher feedback:

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3. Activity Event Monitoring

Teacher feedback:

4. Emergency Management

Teacher feedback:

12.19 Activity Event To-Do Lists

12J Activity Event to-do lists

When it comes to the doing part of your Community Engagement Activity there will be lots of smaller tasks that need to be done by each team member.

Getting on top of these tasks requires careful pre-organising.

So it is good to develop lists that show:

- ✓ tasks that need to be done,
- ✓ clear communication of who is responsible for doing these, and
- ✓ easy identification of when they need to be done.



So you need to develop checklists that can be ticked-off as each task is completed.

You might just use simple Post-it-note checklists and make sure that each team member completes one for each task they are responsible for.

You could also set e-reminders to help you out.

However, a more effective approach is to complete these pre-formatted to-do lists that include a bit more detail to help everyone get on top of their task roles and responsibilities.

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_____ 's To-do List					_____ 's To-do List				
Task: _____					Task: _____				
Date: _____					Date: _____				
Tasks I have to complete	Time	Contact info.	Task no.	Done init.	Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC	e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

Activity Event To-Do Lists 12.20

_____ 's To-do List				
Task: _____		Date: _____		
Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

_____ 's To-do List				
Task: _____		Date: _____		
Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

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_____ 's To-do List				
Task: _____		Date: _____		
Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

_____ 's To-do List				
Task: _____		Date: _____		
Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

12.21 Activity Event Planner

12K Activity Event Planner

One way to communicate all the individual tasks that need to be done is to create an Activity Event Planner. You should organise this into tasks required to **prepare** for the 'event', tasks **during** the 'event' and then tasks to complete **after** the 'event'.



Every team member should have a copy of the **Activity Event Planner** so that they know who is doing what, when and where.

Activity Event Planner					
Activity/(Event): _____					
Task	Time	People	Equipment/materials	Other information	Done?
Divide this planner into 3 sections: 'Preparing for the event', 'During the event' and 'After the event'.					
Preparing for the event e.g. Cut-up onions	30 mins 11-11.30	Vlade	Knife, chopping board, goggles, bowl.	Must do in the Foods kitchen.	VT
During the event e.g. Take customer orders	60 mins 12-1pm	Khristy	Cash tin + 2 of change.	Cannot handle both food & money.	CB
After the event e.g. Clean-up serving area	60 mins 1-2pm	Nancine & Czarleah	Bins broken, spray clean & waxes.	All bins must be emptied in skip.	NR/ CB

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12.23 Assessment Task

AT6 Community Engagement Activity - Engaging and supporting community

Overview

For this assessment task, you are required to develop, implement and evaluate a **Community Engagement Activity**. Your teacher will have led you through a number of steps to clarify your requirements.

The activity might involve:

- the **class** participating in a volunteer or community program that aims to create individual or group community engagement
- smaller **groups** or **teams** participating in volunteer or community programs that aim to create individual or group community engagement
- individual students** accessing community programs or activities to achieve a community engagement initiative
- the entire class, or smaller groups or teams, or individual students, developing and implementing **their own specific** Community Engagement Activity.



Requirements

My Community Engagement Activity is:

I will be working with:

Resources required are:

The key dates are:

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Assessment

To successfully complete your Community Engagement Activity you are required to:

- ✓ **develop** the requirements of your activity (PODR: **Planning** and PODR: **Organising**)
- ✓ **implement** the activity (PODR: **Organising** and PODR: **Doing**)
- ✓ **evaluate** the activity (PODR: **Reviewing**).

Your teacher will explain a range of steps, tools and techniques to enable you to successfully develop, implement and evaluate your Community Engagement Activity.

As an example, you might use the PODR Planning Process, or a different process that your teacher feels is more suitable.

Applied activity skills

Throughout all stages of this activity, you are required to identify and apply skills, as part of **metacognition**, in the following areas: **Planning, Communication, Critical thinking, Problem-solving** and **Decision-making**. You can record your ongoing progress on the pro-forma (12.24).






Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

Assessment Task 12.24

Name(s):	Key dates:	PDS Activity Applied Skills Record		
Activity:	Tools, techniques & skills of:	Planning stage (Planning)	Implementing stage (Planning & Organising)	Evaluating stage (Reviewing)
Planning What, how and why?				
Required resources?				
Communication What, how and why?				
Required resources?				
Critical thinking What, how and why?				
Required resources?				
Problem-solving What, how and why?				
Required resources?				
Decision-making What, how and why?				
Required resources?				

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12.25 Assessment Task

Name(s):		Key dates:		UNIT 2 AOS3	
Activity:					
Tasks - AT6: Community Engagement Activity		Must Do?	Due Date	Done	Level
	Negotiate the task details with my teacher.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stage 1: Planning the Community Engagement Activity					
⇒	Describe features that enable personal community engagement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	Describe features that enable group community engagement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	Describe resources that enable community engagement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	Describe a community engagement objective.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	Propose a suitable Community Engagement Activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	Identify the group members for the activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	Complete a PODR - Brainstorm. (p.271 or similar)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Get feedback on the PODR - Brainstorm.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	Start to complete a Personal Development Activity Overview proforma (pp.272-273 or similar).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	Identify the requirements you need to satisfy to participate in the activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	Identify any safety or ethical issues you need to consider when participating in the activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	Apply planning, communication, critical thinking, problem-solving and decision-making skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stage 2: Organising the Community Engagement Activity					
	Get feedback on the Personal Development Activity Overview proforma (pp.272-273 or similar).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	Contact, arrange meetings and meet with any external parties that you will be working with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Discuss the outcomes of these meetings with your teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	Clarify any personal requirements that need to be satisfied before participating in the activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	Identify any potential safety issues or hazards, and outline how these will be minimised.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	Obtain any relevant permissions from the school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	Identify the specific tasks required for the activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Complete a PODR Activity Planner (pp.274-277) and submit this to your teacher for checking, advice and approval.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	Ensure that all relevant permissions, ethical and legal requirements have been sorted out.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	Apply planning, communication, critical thinking, problem-solving and decision-making skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name(s):	Key dates:	UNIT 2 AOS3		
Activity:				
Tasks - AT6: Community Engagement Activity	Must Do?	Due Date	Done	Level
Stage 3: Doing the Community Engagement Activity				
⇒ Complete an updated PODR Activity Planner (pp.274-277 or similar).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Submit the updated PODR Activity Planner (to your teacher for feedback; and make recommended adjustments).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Clarify the final goals/objectives of the Community Engagement Activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Explain the roles of group members in the activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Clarify the overall timeline and key dates of the activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Identify resources, material, equipment and technology that will be required.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Finalise and communicate the main roles of each person for the activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Outline specific day-to-day timelines and dates.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Clarify supervision that is needed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Identify the specific tasks that are required, who will be responsible for doing these tasks, and key dates and times.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Work safely and ethically to implement the Community Engagement Activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Apply planning, communication, critical thinking, problem-solving and decision-making skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stage 4: Reviewing the Community Engagement Activity				
Discuss progress with your teacher, prior to implementing (doing) the activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Develop (and implement) a back-up plan (if needed).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Develop criteria to evaluate successful application of:				
- Planning (and organising) skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Communication skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Critical thinking skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Problem-solving skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Decision-making skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Applied use of technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Achievement of the Community Engagement objective	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Teamwork and group success	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- My personal success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12.27 Unit Review and Reflection

Unit Review and Reflection

Which Personal Development skills did I most develop during this entire unit?

→ _____

→ _____

→ _____

→ _____

How have the skills of Personal Development helped improve my personal life?

→ _____

→ _____

→ _____

How have Personal Development skills helped improve my work-related skills?

→ _____

→ _____

→ _____

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My performance in developing my Personal Development skills this entire unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
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What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

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