

PERSONAL DEVELOPMENT Applied Vocational Booklet

VM 1&2

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- ⇒ Work Related Skills VM 1&2: Coursebook & Applied Vocational Booklet

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michael@deliverededucation.com.au

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Contact: www.deliverededucation.com.au michael@deliverededucation.com.au (03) 9939 1229

Carolan, Michael

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	Done?	Date
1 Skill Break	<input type="checkbox"/>	<input type="checkbox"/>
2 A Few of My Favourite Things	<input type="checkbox"/>	<input type="checkbox"/>
3 Personal Values and Working	<input type="checkbox"/>	<input type="checkbox"/>
4 Here I Am	<input type="checkbox"/>	<input type="checkbox"/>
5 There I Was	<input type="checkbox"/>	<input type="checkbox"/>
6 Look at Me	<input type="checkbox"/>	<input type="checkbox"/>
7 Look at Them	<input type="checkbox"/>	<input type="checkbox"/>
8 Emotional intelligence	<input type="checkbox"/>	<input type="checkbox"/>
9 Self-Awareness	<input type="checkbox"/>	<input type="checkbox"/>
10 EI, EI	<input type="checkbox"/>	<input type="checkbox"/>
11 Oh My!	<input type="checkbox"/>	<input type="checkbox"/>
12 So, Tell Me What You Want!	<input type="checkbox"/>	<input type="checkbox"/>
13 What You Really, Really Want!	<input type="checkbox"/>	<input type="checkbox"/>
14 Your Best Behaviour	<input type="checkbox"/>	<input type="checkbox"/>
15 Rationing My Time	<input type="checkbox"/>	<input type="checkbox"/>
16 Motivating Myself	<input type="checkbox"/>	<input type="checkbox"/>
17 Communication in Action	<input type="checkbox"/>	<input type="checkbox"/>
18 Work Wellbeing	<input type="checkbox"/>	<input type="checkbox"/>
19 My Work Wellbeing	<input type="checkbox"/>	<input type="checkbox"/>
20 Work Demands	<input type="checkbox"/>	<input type="checkbox"/>
21 Work Demands and Me	<input type="checkbox"/>	<input type="checkbox"/>
22 Stress Me Out	<input type="checkbox"/>	<input type="checkbox"/>
23 Work Stress	<input type="checkbox"/>	<input type="checkbox"/>
24 Hi Ho	<input type="checkbox"/>	<input type="checkbox"/>
25 Volunteer Interviews	<input type="checkbox"/>	<input type="checkbox"/>
26 Tech and Me	<input type="checkbox"/>	<input type="checkbox"/>
27 Tech and Work	<input type="checkbox"/>	<input type="checkbox"/>

	Done?	Date
28- For Better or Worse	<input type="checkbox"/>	<input type="checkbox"/>
29 For Better or Worse	<input type="checkbox"/>	<input type="checkbox"/>
30 My Task Skills	<input type="checkbox"/>	<input type="checkbox"/>
31 My PODR for Work	<input type="checkbox"/>	<input type="checkbox"/>
32 Healthy Workers	<input type="checkbox"/>	<input type="checkbox"/>
33 Happy Workers	<input type="checkbox"/>	<input type="checkbox"/>
34 Local Community Members	<input type="checkbox"/>	<input type="checkbox"/>
35 Virtually Good For Me	<input type="checkbox"/>	<input type="checkbox"/>
36 What Gets Me Going	<input type="checkbox"/>	<input type="checkbox"/>
37 Picture Me This?	<input type="checkbox"/>	<input type="checkbox"/>
38 Change in Me	<input type="checkbox"/>	<input type="checkbox"/>
39 The Good Old Days	<input type="checkbox"/>	<input type="checkbox"/>
40 Community Empathy	<input type="checkbox"/>	<input type="checkbox"/>
41 Connection to Culture	<input type="checkbox"/>	<input type="checkbox"/>
42 A Vocation not a Job	<input type="checkbox"/>	<input type="checkbox"/>
43 A Vocation not a Job	<input type="checkbox"/>	<input type="checkbox"/>
44 The Big Issues	<input type="checkbox"/>	<input type="checkbox"/>
45 Deal With It	<input type="checkbox"/>	<input type="checkbox"/>
46 Helping Out	<input type="checkbox"/>	<input type="checkbox"/>
47 With Me or Agin' Me?	<input type="checkbox"/>	<input type="checkbox"/>
48 The Passion and the Power	<input type="checkbox"/>	<input type="checkbox"/>
49 Engaged to a Better Me	<input type="checkbox"/>	<input type="checkbox"/>
50 A Little Bit Goes a Long Way	<input type="checkbox"/>	<input type="checkbox"/>
51 Sort It Out	<input type="checkbox"/>	<input type="checkbox"/>
52 I Know Better Now	<input type="checkbox"/>	<input type="checkbox"/>
53 My Personal Development	<input type="checkbox"/>	<input type="checkbox"/>
54 Review and Reflection	<input type="checkbox"/>	<input type="checkbox"/>

COMPLETE
PREVIEW
SAMPLE

Describe an example from over your break when you demonstrated each of these transferable personal development skills. Add 2 more examples of your own.

Skills	Example
communicating (with someone who was new to you)	
planning and/or organising	
working in teams	
using technology (that was new to you)	
problem-solving	
resolving conflict	

**COMPLETE
PREVIEW
SAMPLE**

2 A Few of My Favourite Things

Describe your favourites for each of the following categories. Be prepared to discuss these. Add 5 more categories of your own.

Category	My favourite is/because
e.g. animal	Panther - Because they're sleek, black and solitary.
1 hobby	
2 chocolate bar	
3 sport	
4 junk food	
5 colour	
6 home-cooked meal	
7 drink	
8 holiday destination	
9 motor vehicle	
10 clothing brand	
11 vegetable	
12 brand of phone	
13 movie	
14 day of the week	
15 technological device	
16 song	
17 world leader	
18 animal	
19 performing artist	
20 job	
21	
22	
23	
24	
25	

**COMPLETE
PREVIEW
SAMPLE**

Personal Values and Working 3

Our personal values are strong influencers of the type of work we will seek out and enjoy as part of career development. Certain values can align closely with career choice.

- Briefly outline how each of these personal values might influence the type of career you pursue. Add 3 more specific to you.

How my values might influence my work and career choices.		
Family life	Friendship	Socialisation
Health	Fitness	Leisure
Faith/Spirituality	Helping others	Caring for environment
Creativity	Freedom	Fun
Recognition	Success	Wealth
Security	Satisfaction	Power

- Interview an adult worker that you know. Ask them how their work and career support or impact on their values. Complete a similar table.

4 Here I Am

1. List 8 things you own that contribute to your self-identity, or that make you uniquely you. Be prepared to discuss why this is the case.

1	2	3	4
5	6	7	8

2. List 8 things that you like doing that demonstrate your self-identity, or that make you uniquely you. Be prepared to discuss why this is the case.

1	2	3	4
5	6	7	8

3. Reflect on how what you own, and what you do, might indicate the type of work that you might enjoy in your future career. Create statements to bring these together.

e.g. I really like buying retro clothes, and I also enjoy upcycling them by adding my own touches. I might be able to apply my interests and skills to fashion retailing.

e.g. I own a pretty good range of woodworking tools, and I enjoy working with timber and fixing things around the house. I could apply my interests and skills to construction, carpentry, or even for casual work in hardware sales and support.

1. Have a think back to when you were in **Grade 6** at primary school. What were some of the things you were into at that time, and why?

Back in Grade 6...		
I was really into...	I spent a lot of my free time...	What I wanted to be when I grew up was...

2. Have a think back to when you were in **Year 9**. What were some of the things you were into at that time, and why?

Back in Year 9...		
I was really into...	I spent a lot of my free time...	What I wanted to be when I grew up was...

3. Now think about **right now**, today. What are some of the things you are into, and why?

For me, right now...		
I am really into...	I spend a lot of my free time...	What I want to do now as a career is...

4. So what is the same, and why? What has changed, and why?

5. What about 10 years in the future? What might be the same, and what might have changed? Why might that be?

6 Look at Me

We express our self-identity in many visual ways through what we wear, our hairstyle, tattoos and piercings and other personal displays.

1. Explore your personal identity by describing how you choose to look 'on the outside'. How do your choices make you feel? An annotated image would also be a good idea.

However, when we are working we might be expected to tone down some of our more 'striking' visual displays so as to meet the expectations of our employers.

2. Describe how you would modify your personal look to suit vocational situations. Why do you need to do this? An annotated image would also be a good idea.

3. Is this fair? How does doing this make you feel about yourself?

Many workers are expected to meet appropriate dress standards. This can involve uniforms, workwear, safety gear, and occupational-specific standards of attire.

1. Describe the uniform requirements of these occupations. Add 1 more. Find images.

nurse	police officer	flight attendant
fast-food cook	retail worker	

2. Some dress and uniform standards apply to meet workplace safety requirements. Explain the dress requirements of these occupations in relation to safety standards.

carpenter	butcher	waiter
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3. What are the dress and uniform requirements for your preferred occupation? Who supplies these?

8 Emotional Intelligence

All workers require well-developed emotional intelligence. But the nature of some jobs, especially workers dealing with people in community services, health and education, require applied emotional intelligence in nearly all their job tasks.

Give examples of how these types of workers will apply emotional intelligence in their day-to-day job roles. Add 1 more EI skill. Draw from situations that you have seen in action.

Applied emotional intelligence	Community or medical or care worker	Teacher or trainer or coach
Communication		
Empathy		
Patience		
Intuition		
Flexibility		
Initiative		
Motivation		
Trustworthiness		
Self-confidence		
Responsibility		
Teamwork		

**COMPLETE
PREVIEW
SAMPLE**

Working is very often about dealing with other people. Customers, clients, managers, colleagues, suppliers, volunteers and so on. But sometimes issues and conflict can occur.

1. Apply these skills of emotional intelligence as part of self-awareness to handle these work-related situations that you might have to deal with.

<p>A customer complains about waiting too long and calls you lazy. Being Resilient</p>	<p>You don't know how to sort out a customer's problem with an order. Communication</p>
<p>Your boss tells you off for making a mistake, but it wasn't your fault. Conflict resolution</p>	<p>A colleague keeps making errors that you have to cover for. Problem-solving</p>
<p>You work an extra shift on a weeknight and you don't get your film reviewed for Literacy. Self-management</p>	<p>You are on a shift-in and your manager says this is the busiest day of the year so you better have brought your A-game. Strengths-based approach</p>

COMPLETE
PREVIEW
SAMPLE

2. Interview an experienced worker or manager and get their advice about how to apply emotional intelligence skills to day-to-day workplace issues that might occur.

Interviewee:	Role:
Being Resilient	Communication
Conflict resolution	Problem-solving
Self-management	Your choice:

In the contemporary world of work, employers are not just looking for people who have the ‘hard’ skills to do a job, they are looking for people who can work well with others.

- Each of these occupations requires well-developed levels of emotional understanding. For each one, explain how a worker would have to apply the emotional intelligence skill when doing their job.

Nurse: Empathy	Teacher: Patience	Vet nurse: Intuition
Police officer: Conflict management	Aged-care worker: Conscientiousness	Hairdresser/barber: Communication
Youth worker: Understanding	Sales assistant: Trustworthiness	Performer: Self-confidence
Tradie: Problem-solving	Transport driver: Problem-solving	Waitperson: Flexibility
Child-care worker: Adaptability	Self-employed person: Initiative	All workers: Motivation

- Interview a local employer. Ask them what ‘type of person’ they seek out when hiring. Carefully note the key words they use to describe ‘what’ they are looking for. Do any of these sound like you?

Often, the most challenging part of working is about dealing with people. Imagine you are working a casual job on the checkout at your local supermarket. How would you apply your skills in emotional intelligence to deal with these situations?

<p>An elderly lady tells you that she doesn't know how she can keep going if prices keep on rising.</p>	<p>A young professional guy talks loudly on the phone and doesn't even acknowledge you throughout the entire transaction.</p>
<p>A middle-aged bloke who buys only a few things every day, always chats for too long and holds up the queue.</p>	<p>A young mother starts crying when you tell her the total cost of her weekly shop.</p>
<p>A big angry looking dude buys 6 packs of toilet paper when the limit is only 3.</p>	<p>A woman asks, "Where's Francine today?" An then informs you that Francine is much faster than you.</p>
<p>A friendly regular whispers to you, "We're being overrun love" and motions her head towards your manager, who is clearly not from an Anglo background.</p>	<p>A funny looking dude removes the peel from his banana before he asks you to weigh it.</p>
<p>A little girl tries to buy a block of chocolate with a few buttons. She says she saw how to do this on TV!</p>	<p>A nice enough customer, and not much older than you, surprisingly asks if you are single.</p>

12 So, Tell Me What You Want

When working, communication is vital. But people communicate differently and use different language, terminology and tone, and even have different expectations.

1. What would you say in these different work situations involving customers and clients.

<p>Cake shop</p> <p>“What’s the best cakes you have under \$3. I want 50.”</p>	<p>Lolly shop</p> <p>A little kid with \$5 keeps picking items, but swapping for the next one they see.</p>	<p>Retail clothing</p> <p>A young customer with headphones, is quietly browsing through the clothes.</p>
<p>Bread shop</p> <p>On older bloke keeps asking the ingredients in all the different loaves.</p>	<p>Plumber</p> <p>“Can you fix my toilet?” “Yep, it’ll be about \$400.” “Can’t you do it cheaper for me?”</p>	<p>Retail pharmacy</p> <p>A nervous guy asks, “I don’t think you can help me, you’re too young.”</p>
<p>Supermarket</p> <p>A woman says “Where is the, you know, in the ad with the Gorilla skating?”</p>	<p>Beauty salon</p> <p>A middle-aged woman asks, “What’s the best hair color for my hair?” “I’ll give you a 17th century.”</p>	<p>Café</p> <p>A worker on a laptop responds, “No I’m fine love, I’ve got my own lunch.”</p>

2. Sometimes you might have to ‘sort out’ communication differences with colleagues and managers. How would you approach these situations? Report back to the class.

<p>Your boss says, “Anything you’re not sure of just ask someone.” “What do I have to do with the Penske order?” “Sort it out, just hearing that name triggers me.”</p>	<p>You ask a co-worker for help. They reply; “just give me five.” After 15 minutes you see them going out to lunch.</p>	<p>On your first day a colleague comes up to you. “So who are you?” “I’m on work experience.” “Well you better keep out of my way then.”</p>
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Sometimes people don't really know what they want. But they are after some sort of positive outcome from their purchase or service, or trying to deal with, or avoid a negative.

Pair up. As a worker, how would you respond to these requests? Add 3 more.

<p style="text-align: center;">Retail pharmacy</p> <p>A young boy says he has \$10 to buy a Mother's Day present.</p>	<p style="text-align: center;">Retail electronics</p> <p>An elderly woman says she needs a simple phone that is easy to use.</p>	<p style="text-align: center;">Auto repair centre</p> <p>A customer on the phone says her car made a big 'clunk' noise and stopped.</p>
<p style="text-align: center;">Tattoo studio</p> <p>A geeky looking guy says he wants a tattoo that will give him more street cred.</p>	<p style="text-align: center;">A fitness studio</p> <p>A very skinny guy says he wants to get big muscles and fast.</p>	<p style="text-align: center;">A fashion store</p> <p>A woman in her 30s asks, "Does my butt look big in these jeans?"</p>
<p style="text-align: center;">Restaurant</p> <p>A hipster girl says the menu 'sucks', she wants a meal that's healthy and vegan.</p>	<p style="text-align: center;">Bar</p> <p>A customer asks, "I want to try something new. Can you recommend a drink that's not too strong?"</p>	<p style="text-align: center;">Bakery</p> <p>An undecided customer asks to sample all the pastry choices you suggest.</p>
<p style="text-align: center;">Shop</p> <p>A customer says, "I don't want your help", go get the hot one over there.</p>	<p style="text-align: center;">Pokies Room</p> <p>A woman asks, "Tell me honestly pet, which one is the lucky machine."</p>	<p style="text-align: center;">Careers Adviser</p> <p>A Year 11 student says they want an easy job that will earn big dollars.</p>

COMPLETE
PREVIEW
SAMPLE

14 Your Best Behaviour

1. How would you describe how you behave and contribute in family situations?
e.g. I do very little as I am the youngest and I get spoiled.

i. _____

ii. _____

2. Do these behaviours ever cause conflict with other family members?

3. How would you describe how you behave and contribute in social situations?
e.g. I am the funny one, so I am always revving everyone up and making jokes.

i. _____

ii. _____

4. Do these behaviours ever cause conflict with your friends and peers?

5. Explain when and how you might need to modify or change your behaviours in work-related situations.

**COMPLETE
PREVIEW
SAMPLE**

When you are working you will have to find more time in your week to fit in all your activities that you both need to do, and want to do.

1. Estimate how much time you spend each week on these main activities.
2. Calculate these as hourly amounts and per week. Add others relevant to you.

Activities	Estimate	Calculation
at school		
travel to/from school		
sleeping		
eating		
preparing meals		
housework/home duties		
personal hygiene/grooming		
online social networking		
online browsing		
gaming		
talking on the phone		
sending/receiving SMS messages		
watching shows, videos and movies		
sport/exercising		
doing homework		
other		
other		
other		

COMPLETE
PREVIEW
SAMPLE

3. How much time does/will working (and work travel) take up? What sacrifices will you make, and why?

16 Motivating Myself

1. What is it that gets you out of bed each day to go to school? Explain your answer.

2. Which is your favourite subject at school/or task activity at work? Why so?

3. We all try harder at some things than other things. List 3 things that you regularly try harder at doing, or try harder to succeed at. Why so?

4. Consider these statements. "Whatever." "What's in it for me?" "Near enough is good enough." "If something is worth doing, it's worth doing well?" Which of these sound more like you? Does this change depending on the situation? Discuss with others.

**COMPLETE
PREVIEW
SAMPLE**

1. Create a 4-panel narrative that uses text and/or images to illustrate people communicating ineffectively in work or community situations.



i.	ii.
iii.	iv.

2. Now apply your EI skills to create a 4-panel narrative that uses text and/or images to illustrate people communicating effectively in work or community situations



i.	ii.
iii.	iv.

COMPLETE
PREVIEW
SAMPLE

18 Work Wellbeing

We are constantly being bombarded with media stories about the need to increase pay rates to encourage people to do certain jobs that might be undervalued in society. However, the level of pay is only one small piece of the puzzle when it comes to vocational health and wellbeing, motivation and satisfaction as part of career choice.

For each of these wellbeing categories, explain how a worker (not you) might gain positive wellbeing benefits from the work they choose to do. You could interview a worker.

Physical wellbeing	Emotional wellbeing
Relationship wellbeing	Social wellbeing
Spiritual wellbeing	Cultural wellbeing
Geographical wellbeing	Environmental wellbeing

**COMPLETE
PREVIEW
SAMPLE**

Naturally, when younger workers first start out in the labour force, their key motivator is usually pay and income. But they are also trying to build skills, experience, confidence, contacts and other more ‘intrinsic’ benefits. And these intrinsic benefits strongly motivate workers to stay in a job and build a career.

For these categories, explain how you could gain positive wellbeing benefits from working. Also describe the level of importance of each in motivating you in your work.

Economic wellbeing	Career wellbeing
Physical wellbeing	Emotional wellbeing
Relationship wellbeing	Social wellbeing
Spiritual wellbeing	Cultural wellbeing
other wellbeing	other wellbeing

**COMPLETE
PREVIEW
SAMPLE**

20 Work Demands

When you start working you will experience changes to your own personal health and wellbeing. These happen from the need to make sacrifices by taking on new responsibilities, by the nature of the work tasks themselves, and by having to balance work, personal and other responsibilities.

Consider how of each these personal health and wellbeing factors might be influenced, both positively and negatively, by the job demands required of the workers in the table.

Factors	Café/restaurant worker	Bricklayer	Child-care worker	Train driver
Physical activity				
Lifestyle				
Stress				
Diet and nutrition				
Anxiety and fears				
Illness and injury				
Physical environment				
Responsibilities				
Relationships				
Your choice:				
Your choice:				

**COMPLETE
PREVIEW
SAMPLE**

Consider how of each these personal health and wellbeing factors might be influenced, both positively and negatively, by the job demands required of your job and career choices.

Factors	My casual // or entry job	My career vocation
Physical activity		
Lifestyle		
Stress		
Diet and nutrition		
Anxiety and fears		
Illness and injury		
Physical environment		
Responsibilities		
Relationships		
Your choice:		
Your choice:		
Your choice:		

**COMPLETE
PREVIEW
SAMPLE**

22 Stress Me Out

1. Make a list of the things in your non-work life that cause you to stress out. Rate them according to how often they happen (*occasionally, regularly, constantly*) and the degree to which cause your stress (*mild, moderate, severe*).

The stressful situations are...	and this happens...	the stress level is...

2. Make a list of the things that you do in your work life that cause stress to others. Rate them according to how often they occur (*occasionally, regularly, constantly*) and the degree to which they seem to make others stress out (*mild, moderate, severe*).

The stressful situations are...	and this happens...	the stress level is...

Working can be very stressful. Work demands and responsibilities can cause acute stress, (immediately from a situation) as well as chronic stress (accumulating over a longer-term).

1. Consider these occupations. What do you think might be the major causes of stress for workers in these job roles? How would these workers deal with the stress they face?

Occupation	Causes of stress	How to deal with stress
police officer		
secondary teacher		
nurse		
chef		
truck driver		
surgeon		
social worker		
performer		

**COMPLETE
PREVIEW
SAMPLE**

Many jobs require people to work directly with customers and clients in face-to-face roles. This can easily and quickly cause stress. And what’s more, a lot of younger workers are in these roles.

2. What might be the types of stressful situations faced in these job roles? What actions would you recommend to deal with these stressful situations? Add 1 more.

Occupation	Causes of stress	What do you recommend?
retail worker		
food service staff		
bar staff		

1. What are the benefits of volunteering?

2. List any volunteers you are aware of, and describe what they do.

3. Have you ever volunteered? Why/why not?

**COMPLETE
PREVIEW
SAMPLE**

4. What skills have you offered/could you offer as a volunteer?

5. What are some 'causes' for which you'd really like to be a volunteer? Why so?

Interview 2 people who volunteer in different community activities or community groups.

	Person 1	Person 2
Name, age, etc.? Employment status. Other relevant personal details.		
For whom do they volunteer? How many hours? How long have they been involved?		
What requirements did they have to meet to become a volunteer? Why?		
What do they do? What skills do they contribute?		
What skills have they developed? How?		
Why do they volunteer?		
How has volunteering helped them?		
How has their volunteering helped others?		
What advice would they give you.		

**COMPLETE
PREVIEW
SAMPLE**

26 Tech and Me

1. Briefly describe the importance of smart devices and social media sites as part of your personal life.

2. Briefly describe the importance of smart devices and social media sites as part of your social life.

3. Briefly describe the importance of smart devices and social media sites for your current vocational/work-related life.

4. Briefly describe the importance of smart devices and social media sites for your future vocational/work-related life.

5. Create either a narrative, text-piece, storyboard, image or graphic (or combination of these) that illustrates what your day would be like without digital communication devices and social media sites. Perhaps you could role-play this for the class.

**COMPLETE
PREVIEW
SAMPLE**

Reflect on a workplace that you have worked at (or would like to work at).

1. Describe the importance of hand tools and manual implements for job tasks in this workplace.

2. Describe the importance of equipment for job tasks in this workplace.

3. Describe the importance of powered tools, equipment and machinery for job tasks in this workplace.

4. Describe the importance of data and communications ICT and devices for job tasks in this workplace.

5. Describe the importance of networks and infrastructure for job tasks in this workplace.

6. How do workers develop their skills in using these items of technology? Have you?

COMPLETE
PREVIEW
SAMPLE

28 For Better or Worse

The impact of digital disruption on the world of work has been enormous and will continue to create pressures and opportunities for work-related stakeholders. As a digital native you might not realise that in the 'old days', some work-related tasks were done faster, and with higher quality and better service than today.

1. When, how and for what do you use digital technologies as a customer or client?
2. What do you see as the advantages of using digital technologies as a customer/client?
3. Do you feel that there are disadvantages for you from using these digital technologies?

My digital commerce	Advantages for me?	Disadvantages for me?

COMPLETE
PREVIEW
SAMPLE

4. What else would you like to see 'digitised' in the commercial world? Why so?

- Interview a person who is at least 35 years old. Find out how they used to use 'old school' methods as a customer or client. Do they still use these?
- Ask them to explain which they feel was/is better - the new digital methods, or the 'old school' methods - and why.

Interviewee:	Age:
Old-school methods	Which was/is better, and why?

- Interview a worker (aged 35+). Ask them to describe how digital technologies have impacted on their work life. Do they think these changes are for the better or worse?

Worker:	Occupation:	Age:
Old-school methods	Which was/is better, and why?	

- Explain how the impact of digital technologies on the world of work has actually de-skilled some types of workers.

30 My Task Skills

1. Briefly describe 5 'everyday' sorts of tasks that you can do very well, and that you would classify yourself as being better at than most people.

e.g. I'm good at cleaning the car because I really take care in giving it a good shine.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

2. You would have worked in groups as part of school, work or other activities. List 5 skills that you bring to a group, and describe the group roles that you would be best suited for.

Skills I can bring to a group.	Description of suitable group roles.

3. What types of tasks do you avoid because you're not that good at them? Why is that?

Planning, organising and reviewing are a natural part of workers' doing their day-to-day roles. When you were working, in what circumstances did you have to plan, organise and review? Or did other people, such as managers or colleagues, do this for you? Explore your own PODR skills at work by following the prompts in the table.

Planning for your day at work.		
What did you have to plan?	Techniques & 'tools' you used.	Who helped you, and how?
Organising yourself for your day at work.		
What did you have to organise?	Techniques & 'tools' you used.	Who helped you, and how?
Planning your roles and duties for the work day.		
Who told you what to do?	How did they communicate this?	Questions you needed to ask.
Organising yourself during the work day to get things done.		
Doing work tasks alone.	Tools, equipment & technology.	Questions you needed to ask.
Doing work tasks with others.	Tools, equipment & technology.	Questions you needed to ask.
Doing work tasks on time	Tools, equipment & technology.	Questions you needed to ask.
Checking on and reviewing your work performance.		
What did you have to check?	How did you check?	Questions you needed to ask.
What did others check & who?	How did they communicate to you?	Things you needed to improve.

32 Healthy Workers

Working can impact on people's health in many different ways. This includes health impacts directly related to the job tasks, health issues from the work environment, and health impacts on a person's life and overall wellbeing.

1. Choose a preferred occupation and describe ways that working might impact on your own health and wellbeing. Some prompts have been given, but add some more.

Occupation:		Workplace:	
Job tasks	Work environment	Personal wellbeing	
manual handling	machinery and electricals	longer hours	
using tools & equipment	noise	travel time	
work stress	exposure to chemicals	level of physical activity	

2. Interview a worker about how working impacts on their health and wellbeing.

Worker:		Occupation:	
Job tasks	Work environment	Personal wellbeing	

3. So what can you do to look after your health and wellbeing when working?

There are many reasons why people work. Some of the main reasons that workers stay in a particular job, or with an employer, relate to motivation and a sense of job satisfaction.

1. Consider your future career pathways choices. What would motivate you in your career, and what factors would help you to experience job satisfaction in the workplace?

My future career:	
Motivators for me	Job satisfiers for me

2. Interview 2 workers in totally different types of jobs. Ask them about the key factors that motivate them, and how these create job satisfaction for them.

<u>Worker 1</u>	<u>Employer</u>	<u>Occupation</u>	<u>Worker 2</u>	<u>Employer</u>	<u>Occupation</u>

3. Ask them about what could be changed to improve their motivation and job satisfaction.

4. So what do you think really motivates workers? Is that what you were expecting?

1. Identify 3 online or virtual communities of which you are a member.
2. Describe how being a member of these communities has made your life better.
3. Explain any disadvantages associated with being a member of these virtual communities.

Virtual community	The ways that it has improved my life.
Disadvantages?	

**COMPLETE
PREVIEW
SAMPLE**

4. What types of job can be 'done' virtually. Are you interested in working virtually? Why/why not?

36 What Gets Me Going

Use examples to describe the types of activities you regularly do (or would like to do) as part of your involvement with various communities.

Situation	Descriptions of activities
Burning some excess energy and/or a good way to exercise and get fitter.	
Hanging with friends during the day.	
Meeting and contacting new and diverse people.	
Doing something positive without being asked to.	
Helping out people less fortunate.	
Kickin' back and relaxing on my own.	

**COMPLETE
PREVIEW
SAMPLE**

Create and describe 3 photos or images of you participating in community activities.

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PREVIEW
SAMPLE

38 Change in Me

Use examples to describe the types of community activities you were into at different stages of your life. Anticipate what you might be into at future stages of your life.

Life stage	Descriptions of community activities and involvement.
When I was 6-7.	
When I was 11-12.	
When I was 16-17 (or now).	
When I'm 21.	
When I'm 30.	
When I'm 40.	
When I'm 50.	
When I retire from working.	
When I'm 75+.	

**COMPLETE
PREVIEW
SAMPLE**

Interview 2 people much older than yourself about the community activities they participated in at your age. One of these should be at least 50 years old. Complete this table.

Person 1	Person 2
Description of the person.	
What community activities did they participate in when they were your age? How did these activities bring people together?	
Explain whether they kept participating in these community activities as they aged. Why/why not?	
If they were young now, what community activities would they like to do? Who is supporting them?	
What community activities that young people do now, would they dislike doing? Why so?	
List some similarities and differences between community activities, now and then. Make sure you include a discussion about the level of physical activity involved.	

**COMPLETE
PREVIEW
SAMPLE**

40 Community Empathy

Empathy is a key personality trait that drives people to connect and work with their community. Some of the key elements of empathy are listed below. Add 1 more.

For each one, explain how workers in different occupations would apply their skills of empathy in their day-to-day community work roles. Try for at least 6 different occupations.

Empathy trait	Occupation 1	Occupation 2
Listening to others	Occupation 1	Occupation 2
Understanding other points of view	Occupation 1	Occupation 2
Embracing diversity	Occupation 1	Occupation 2
Respecting different values	Occupation 1	Occupation 2
Communicating in varied ways	Occupation 1	Occupation 2
Monitoring for the feelings of others	Occupation 1	Occupation 2
Encouraging participation	Occupation 1	Occupation 2
Developing mutual trust	Occupation 1	Occupation 2
Developing mutual respect	Occupation 1	Occupation 2
	Occupation 1	Occupation 2

**COMPLETE
PREVIEW
SAMPLE**

Connection to culture drives people to feel recognised and to celebrate their heritage and diversity.

1. How might each of these vocational roles enable a person to connect with and celebrate culture? Add and explain 3 more.

visual artist	dancer	musician
aged-care worker	teacher/trainer	tourism worker
retailer	café/restaurant owner	media producer

People often connect with culture through active participation in community groups that celebrate culture and diversity.

2. How can being part of a community group help you develop applied skills and experiences that you can transfer to employment and vocational situations? Give examples for these task roles and responsibilities. Add 3 from your own experiences.

planning an event	organising participants	promoting and advertising
planning an itinerary	staging an event	meeting safety obligations
sourcing funding	managing a budget	dealing with media

42 A Vocation not a Job

Rates of pay and other working conditions are important in choosing a career. However, many people happily pursue long-term vocational careers in ‘community services’, even though pay and workplace conditions might be ‘better’ in other jobs.

1. Interview workers from these community industry sectors and ask them why they have chosen to pursue vocational careers. Use the questions to guide you; or develop others.
2. Then reflect on the potential of this vocation for you.

Health and medical worker		
Person	Occupation	Employer
Why did you choose this job/ career?	What are your main roles/ duties?	What are your main responsibilities?
What are the most important skills needed to do this job?	What are the important personality traits for this job?	What do you enjoy most about your vocation?
What would you like to see improved?	What advice would you give to young people?	Suitability for me?

Education and training worker		
Person	Occupation	Employer
Why did you choose this job/ career?	What are your main roles/ duties?	What are your main responsibilities?
What are the most important skills needed to do this job?	What are the important personality traits for this job?	What do you enjoy most about your vocation?
What would you like to see improved?	What advice would you give to young people?	Suitability for me?

Care and community support worker		
Person	Occupation	Employer
Why did you choose this job/ career?	What are your main roles/ duties?	What are your main responsibilities?
What are the most important skills needed to do this job?	What are the important personality traits for this job?	What do you enjoy most about your vocation?
What would you like to see improved?	What advice would you give to young people?	Suitability for me?

Emergency services worker		
Person	Occupation	Employer
Why did you choose this job/ career?	What are your main roles/ duties?	What are your main responsibilities?
What are the most important skills needed to do this job?	What are the important personality traits for this job?	What do you enjoy most about your vocation?
What would you like to see improved?	What advice would you give to young people?	Suitability for me?

3. So, do I want a job, a career, or a vocation? Why is that? Can I have all 3 at the same time?

44 The Big Issues

Describe examples of how each of these issues is impacting on communities you are a part of. Suggest what you could (or might) do as a response.

Community issue	Issue impacting locally	Issue impacting broadly	What could you do?
A cultural issue such as:			
A social issue such as:			
An environmental issue such as:			
An economic issue such as:			

**COMPLETE
PREVIEW
SAMPLE**

1. Identify 3 issues that are impacting on a community that you are a part of, that you feel should be dealt with.

i. _____

ii. _____

iii. _____

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

i. _____

ii. _____

iii. _____

3. List the types of occupations that are affected by, or involved with, the issue.

46 Helping Out

1. Brainstorm 20 different terms related to the following issue. (You choose how to set this out.)
“What could I do to become a more active member of my community, and to help deal with issues impacting on my community?”
2. Choose 3 of the most appropriate terms, and for each one write a 1-sentence action statement to help you achieve that outcome. e.g. I will find out what I need to do to volunteer with the local foodbank.
3. How might your actions create transferable skills for your vocational career?

**COMPLETE
PREVIEW
SAMPLE**

1. Choose 1 issue that you have been investigating as part of your PDS unit. List 3 reasons why this issue is relevant either for people your age, or for people in your situation.

Issue:		

2. Who is likely to disagree with the reasons you listed above? Why might they disagree, and what might be their different points of view?

<p>COMPLETE PREVIEW SAMPLE</p>		

3. The ways that issues play out are not always negative for all involved. Identify and explain how some occupational roles, including business owners, stand to gain or benefit from how the issue impacts on the community.

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48 The Passion and the Power

Create a profile of a leader who has turned community connection into their vocation. Summarise key points about their journey. Include an image.

Person:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

**COMPLETE
PREVIEW
SAMPLE**



1. Identify 3 areas of your life that you think you need to improve at. These might include health, fitness, emotional wellbeing, relationships, goal-setting, motivation and so on. For each, explain community engagement activities that could help you improve your life. What types of community vocational roles might you encounter?

Area for improvement	Community engagement activities that could help me.	Vocational roles I might encounter.

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SAMPLE

2. What can I change for the rest of the day that will move me a step closer to self-improvement through community engagement?

3. What can I change for the rest of this week that will take me some more steps closer to self-improvement through community engagement? Report back on your progress.

4. How might my enhanced community engagement improve my employability?

50 A Little Bit Goes a Long Way

When you are working you have to follow the rules, procedures, codes of conduct and standards of behaviour expected of you from your employer, including many legal requirements. However, your attitude towards how you act is still up to you.

1. Choose an occupation you are interested in, or have worked in. What can you do on a day-to-day basis as part of your normal job roles, to deal more positively with these 4 issues that impact on the community and on society.

Occupation:		Workplace:	
Cultural issues	Social issues	Environmental issues	Economic issues
I can make sure that I:	I can make sure that I:	I can make sure that I:	I can make sure that I:
I can try to help by:	I can try to help by:	I can try to help by:	I can try to help by:
I will not:	I will not:	I will not:	I will not:
I can suggest to my boss that perhaps:	I can suggest to my boss that perhaps:	I can suggest to my boss that perhaps:	I can suggest to my boss that perhaps:

2. How might you be able to help deal with those issues by volunteering?

Cultural issues	Social issues	Environmental issues	Economic issues

1. Identify 3 problems in your life that you could do with some help to deal with.

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2. Work with a different person for each problem, and ask them to use problem-solving tools and strategies to suggest possible solutions to help you deal with these problems.

COMPLETE PREVIEW SAMPLE

52 I Know Better Now

Explain 5 things or issues that you previously believed or thought were true, but for which you've changed your mind, primarily as a result of your VM: PDS studies. For each one, explain why you changed your mind/opinion. At least 1 must be vocational-related.

COMPLETE
PREVIEW
SAMPLE

Now that you have completed your VM: PDS units, create an 'after' representation of yourself. You might create an artwork, a graphic, an image, a song, a profile, a CV or some other representation.



**COMPLETE
PREVIEW
SAMPLE**

54 Review and Reflection

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

Journal of: _____ Date: _____

⇒ What did I most enjoy during this year as part of my PDS studies?

⇒ What major personal development skills and strategies did I develop and apply?

⇒ How did I use and apply what I learned for my personal and social activities?

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SAMPLE**

⇒ How did I use and apply what I learned in my work-related activities?

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

⇒ What other information can I share and/or how would I summarise my experiences?

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