

# PERSONAL DEVELOPMENT Applied Vocational Booklet

## VPC 1&2

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- ⇒ Literacy VPC 1&2: Coursebook & Applied Vocational Booklet
- ⇒ Numeracy VPC 1&2: Coursebook & Skills Development Portfolio
- ⇒ Personal Development VPC 1&2: Coursebook & Applied Vocational Booklet
- ⇒ Work Related Skills VPC 1&2: Coursebook & Applied Vocational Booklet

### VCE: VM Units 1&2: From 2023

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- ⇒ Work Related Skills VM 3&4: Coursebook & Applied Vocational Booklet

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	p.	Done?	Date	p.	Done?	Date
<b>1 Skill Break</b>	1	<input type="checkbox"/>	<input type="text"/>			
<b>2 A Few of My Favourite Things</b>	2	<input type="checkbox"/>	<input type="text"/>	3	<input type="checkbox"/>	<input type="text"/>
<b>3 What About Me</b>	4	<input type="checkbox"/>	<input type="text"/>	5	<input type="checkbox"/>	<input type="text"/>
<b>4 Personal Values and Working</b>	6	<input type="checkbox"/>	<input type="text"/>	7	<input type="checkbox"/>	<input type="text"/>
<b>5 Here I Am</b>	8	<input type="checkbox"/>	<input type="text"/>	9	<input type="checkbox"/>	<input type="text"/>
<b>6 There I Was, Here I Go</b>	10	<input type="checkbox"/>	<input type="text"/>	11	<input type="checkbox"/>	<input type="text"/>
<b>7 Look at Me</b>	12	<input type="checkbox"/>	<input type="text"/>	13	<input type="checkbox"/>	<input type="text"/>
<b>8 Dress for Success</b>	14	<input type="checkbox"/>	<input type="text"/>	15	<input type="checkbox"/>	<input type="text"/>
<b>9 Me and My Skills</b>	16	<input type="checkbox"/>	<input type="text"/>	17	<input type="checkbox"/>	<input type="text"/>
<b>10 Communication in Action</b>	18	<input type="checkbox"/>	<input type="text"/>	19	<input type="checkbox"/>	<input type="text"/>
<b>11 Working with Others</b>	20	<input type="checkbox"/>	<input type="text"/>	21	<input type="checkbox"/>	<input type="text"/>
<b>12 Emotional Intelligence</b>	22	<input type="checkbox"/>	<input type="text"/>	23	<input type="checkbox"/>	<input type="text"/>
<b>13 Positive Emotions</b>	24	<input type="checkbox"/>	<input type="text"/>	25	<input type="checkbox"/>	<input type="text"/>
<b>14 So, Tell Me What You Want</b>	26	<input type="checkbox"/>	<input type="text"/>	27	<input type="checkbox"/>	<input type="text"/>
<b>15 It Takes Time</b>	28	<input type="checkbox"/>	<input type="text"/>	29	<input type="checkbox"/>	<input type="text"/>
<b>16 Shooting for Goal</b>	30	<input type="checkbox"/>	<input type="text"/>	31	<input type="checkbox"/>	<input type="text"/>
<b>17 Work Wellbeing</b>	32	<input type="checkbox"/>	<input type="text"/>	33	<input type="checkbox"/>	<input type="text"/>
<b>18 Work Demands</b>	34	<input type="checkbox"/>	<input type="text"/>	35	<input type="checkbox"/>	<input type="text"/>
<b>19 Healthy &amp; Happy Workers</b>	36	<input type="checkbox"/>	<input type="text"/>	37	<input type="checkbox"/>	<input type="text"/>
<b>20 In the Community</b>	38	<input type="checkbox"/>	<input type="text"/>	39	<input type="checkbox"/>	<input type="text"/>
<b>21 Hi Ho</b>	40	<input type="checkbox"/>	<input type="text"/>	41	<input type="checkbox"/>	<input type="text"/>
<b>22 A Different World</b>	42	<input type="checkbox"/>	<input type="text"/>	43	<input type="checkbox"/>	<input type="text"/>
<b>23 It's Me in Action</b>	44	<input type="checkbox"/>	<input type="text"/>	45	<input type="checkbox"/>	<input type="text"/>
<b>24 Diversity, Empathy &amp; Culture</b>	46	<input type="checkbox"/>	<input type="text"/>	47	<input type="checkbox"/>	<input type="text"/>
<b>25 Community Supporters</b>	48	<input type="checkbox"/>	<input type="text"/>	49	<input type="checkbox"/>	<input type="text"/>
<b>26 Follow the Leader</b>	50	<input type="checkbox"/>	<input type="text"/>	51	<input type="checkbox"/>	<input type="text"/>
<b>27 My Personal Development</b>	52	<input type="checkbox"/>	<input type="text"/>	53	<input type="checkbox"/>	<input type="text"/>
<b>28 Review and Reflection</b>	54	<input type="checkbox"/>	<input type="text"/>			

COMPLETE  
PREVIEW  
SAMPLE

Describe an example from over your break when you demonstrated each of these 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

### Part A

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. food	Notburgers - I'm a vego and they are full of protein and yum!
1 person	
2 pet animal	
3 wild animal	
4 hobby	
5 meal	
6 snack food	
7 drink	
8 TV show/series	
9 motor vehicle	
10 clothing brand	
11 tech device	
12 movie	
13 song	
14 website	
15 time of day	
16	
17	
18	
19	
20	

**COMPLETE  
PREVIEW  
SAMPLE**



### 3 What About Me

#### Part A

1. List 10-12 words that you **would use** to describe your personality. Be prepared to discuss these.

1	I am...	2	3	4
5		6	7	8
9		10	11	12

2. List 10-12 words that you **wouldn't use** to describe your personality. Be prepared to discuss these.

1	I am not...	2	3	4
5		6	7	8
9		10	11	12

COMPLETE  
PREVIEW  
SAMPLE

**Part B**

1. Choose 4 of your personality terms that describe you. Explain how each would make you a better worker. Use specific occupational examples.


2. Choose 4 of the personality terms that do not describe you. Describe how each of these also shows how you would be an effective worker.

e.g. I am not an angry person. This means that if I was working in retail, where you have to deal with a lot of customer complaints, I could keep my cool.


3. So what type of jobs do think would suit your personality; and why?

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## 4 Personal Values and Working

### Part A

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

Briefly outline how each of these personal values might influence the type of career you pursue. Source 3 images to show these.

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

**COMPLETE  
PREVIEW  
SAMPLE**



**Part B**

1. What type of occupations or job roles might help people to satisfy these values?

Occupations and job roles that can help satisfy the values of...		
Family life	Friendship	Socialisation
Health	Fitness	Leisure
Faith/Spirituality	Helping others	Caring for environment
Creativity	Freedom	Fun
Recognition	Success	Wealth
Security	Satisfaction	Power

COMPLETE  
PREVIEW  
SAMPLE

2. Find people working in these occupations or job roles.
3. Ask them about their most important values; and how their career helps deliver on these for them.


## 5 Here I Am

### Part A

1. List 6 things **you own** that contribute to your self-identity, or that make you uniquely you. Feel free to source or create images to show these. Be prepared to discuss why this is the case.

1	2	3
4	5	6

2. List 6 things that you **like doing** that demonstrate your self-identity, or that make you uniquely you. Again, source or create images to show these. Be prepared to discuss why this is the case.

1	2	3
4	5	6

**Part B**



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. Images might also be a good idea!

e.g. I really like buying retro clothes, and I 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.



**COMPLETE  
PREVIEW  
SAMPLE**



## 6 There I Was, Here I Go

### Part A

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?

**Part B**

1. What about **5 years** into the **future**? What might you be into, and what might have changed? Why might that be?

5 years in the future		
I might be into...	I will spend my leisure time...	Reasons for this are...

2. What about **15 years** into the **future**? What might you be into, and what might have changed? Why might that be?

15 years in the future		
I might be into...	I will spend my leisure time...	Reasons for this are...

3. What about **25 years** into the **future**? What might you be into, and what might have changed? Why might that be?

25 years in the future		
I might be into...	I will spend my leisure time...	Reasons for this are...

4. So why do people need to change? Will you need to change? Why is that?

## 7 Look at Me

### Part A

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

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


**COMPLETE  
PREVIEW  
SAMPLE**

**Part B**

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.

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


**COMPLETE  
PREVIEW  
SAMPLE**

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

## 8 Dress for Success

### Part A

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 3 more. Find images.

nurse	police officer	flight attendant
fast-food cook	retail worker	courier driver
<b>COMPLETE PREVIEW SAMPLE</b>		

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



**Part B**

1. What are the dress and uniform requirements for your preferred occupation?
2. Why is that?
3. What is the \$ cost of the components of your work attire or uniform cost?
4. Who pays for these; and/or who supplies these?

COMPLETE  
PREVIEW  
SAMPLE

5. Create an annotated image of you wearing appropriate attire or uniform.

## 9 Me and My Skills

### Part A

Learning new skills and behaviours is a key part of personal development.

1. Identify areas in which you both want to and/or need to learn new skills.
2. How could you go about doing this?

Learning: School-related	
What do I want and/or need to learn?	How could I learn this?

Learning: Personal growth-related	
What do I want and/or need to learn?	How could I learn this?

Learning: Work-related	
What do I want and/or need to learn?	How could I learn this?

**Part B**

1. If you had to teach, train or show others what to do, what would you be able to help them learn? How would you go about this?

One personal life skill I could teach others right away is:

I would do this by:

One work-related skill I could teach others is:

I would do this by:

**COMPLETE  
PREVIEW  
SAMPLE**

2. If there was one work-related skill that you'd like to learn how to do ASAP, what would that be? How could you learn this and who could help? How long might it take to learn?

A work-related skill I would like to learn ASAP is:

I reckon I might be able to learn this by/from:

The time it might take to learn this is likely to be:

## 10 Communication in Action

### Part A

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

i.	ii.
iii.	iv.

**COMPLETE  
PREVIEW  
SAMPLE**

2. Share your narrative with another class member. Analyse each other's narratives and explain what you see going on. Was there any imagery or text that was 'interpreted' a different way (i.e. ambiguous)? Why was that?

**Part B**

1. Now create a 4-panel storyboard narrative, that uses text and images to illustrate people communicating **effectively** in work or community situations.

i.	ii.
iii.	

COMPLETE  
PREVIEW  
SAMPLE

2. Share your narrative with another class member. Analyse each other's narratives and explain what you see going on. Was there any imagery or text that was 'interpreted' a different way (i.e. ambiguous)? Why was that?

## 11 Working with Others

### Part A

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 many 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.
3. Describe the group roles that you would be best suited for.

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

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

**Part B**

1. Reflect on a workplace you have worked in. Describe how teamwork is used by workers as part of their day-to-day work roles.


COMPLETE  
PREVIEW  
SAMPLE

Sometimes when working you will have to ask your colleagues, supervisor or manager how to do work tasks.

2. Think about a workplace you are interested in. What would you say to ask for help in these situations? Describe an occupational-specific example for each

<p>You understand what needs to be done, but you're not yet fully confident doing this.</p>	<p>Last time you did this, a customer told you that you were wrong then walked away.</p>
<p>Your boss thinks you know how to do this, but you haven't been trained by anyone to do this yet.</p>	<p>Your boss tells you to go online and find out how to do this.</p>

## 12 Emotional Intelligence

### Part A

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. Draw from situations that you have seen in action.

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**



**Part B**

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

1. Apply these skills of emotional intelligence 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. <b>Being Resilient</b></p>	<p>You don't know how to sort out a customer's problem with an order. <b>Communication</b></p>
<p>Your boss tells you off for making a mistake, but it wasn't your fault. <b>Conflict resolution</b></p>	<p>A colleague keeps making errors that you have to cover for. <b>Problem-solving</b></p>
<p>A lazy member of your work team is complaining they are working too hard. <b>Teamwork</b></p>	<p>Your train to work is cancelled and you need to tell the big boss you'll be late. <b>Time Management</b></p>

COMPLETE  
PREVIEW  
SAMPLE

2. Interview an experienced worker or manager. Get their advice about how to apply these skills to day-to-day workplace problems and issues that might occur.

<b>Interviewee:</b>	<b>Role:</b>
<b>Communication</b>	<b>Teamwork</b>
<b>Time Management</b>	<b>Problem-solving</b>

## 13 Positive Emotions

### Part A

In the 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.

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

- 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?

**Part B**

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.

1. How would you apply your interpersonal and communication skills to deal with these situations?
2. Add 2 more 'tricky' situations that a retail worker might have to deal with.

<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 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 2.</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 bossy woman asks, "What's the special today?" And then informs you that the special is much faster than you think.</p>	<p>A grumpy 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>

COMPLETE  
PREVIEW  
SAMPLE

## 14 So, Tell Me What You Want

### Part A

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

What would you say in these different work situations involving customers and clients? Add 3 more tricky situations that workers often have to deal with.

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

COMPLETE  
PREVIEW  
SAMPLE

**Part B**

Sometimes people don't really know what they want. But they are after some sort of positive outcome from their purchase or service; or they are trying to deal with, or avoid a negative.

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

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

## 15 It Takes Time

### Part A

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?

**Part B**

Set up 2 daily schedules to compare your normal day, to a full-time day of ‘work’.

1. The 1st schedule will show the activities you normally do on a weekday and the associated times and duration.
2. The 2nd schedule will show the activities you will be required to do on a day of full-time work or work placement. Report to the class about the differences.

Time	Normal Day's Activities	Time	Work Day's Activities
12-6am		12-6am	
7am		7am	
8am		8am	
9am		9am	
10am		10am	
11am		11am	
12pm		12pm	
1pm		1pm	
2pm		2pm	
3pm		3pm	
4pm		4pm	
5pm		5pm	
6pm		6pm	
7pm		7pm	
8pm		8pm	
9pm		9pm	
10pm		10pm	
11pm		11pm	

COMPLETE  
PREVIEW  
SAMPLE

## 16 Shooting for Goal

### Part A

We all need to set goals. Of course, we then have to do ‘things’ to enable us to achieve those goals.

1. Describe some key **personal** goals, and the actions you could take to achieve those goals, within these time periods listed below.

Time period	Goal	Actions
By the end of today.		
By the end of tomorrow.		
By the end of the week.		
By the end of the month.		
By the end of the term.		
By the end of 3 months' time.		
By the end of the semester.		
By the end of the year.		
By when I finish school.		

COMPLETE  
PREVIEW  
SAMPLE

2. What help and support might you need to achieve your personal goals?



**Part B**

Nobody is ever going to come knocking on your door and offer you a job. You have to identify and set your own career pathways goals. And just as with our personal goals, we also have to do ‘things’ to enable us to achieve our vocational goals. And the best time to start is right away.

1. Describe some key **vocational** goals, and the actions you could take to achieve those goals, within these time periods listed below.

Time period	Goal	Actions
By the end of today.		
By the end of the week.		
By the end of the month.		
By the end of the term.		
By the end of 3 months' time.		
By the end of the semester.		
By the end of the year.		
By when I finish school.		

COMPLETE  
PREVIEW  
SAMPLE

2. What help and support might you need to achieve your vocational goals?

## 17 Work Wellbeing

### Part A

We constantly 'hear' 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 work health and wellbeing, motivation and satisfaction as part of career choice. For 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.

#### Personal Wellbeing

Occupation:

Interviewee:

Positive benefits:

COMPLETE  
PREVIEW  
SAMPLE

Occupation:

Interviewee:

Positive benefits:

#### Emotional Wellbeing

Occupation:

Interviewee:

Positive benefits:

**Part B**

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 it is these intrinsic benefits that strongly motivate workers to stay in a job and build a career.

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

**My Work Personal Wellbeing**

**Occupation:**

**Positive benefits:**

**Importance:**

**COMPLETE  
PREVIEW  
SAMPLE**

**Occupation:**

**Positive benefits:**

**Importance:**

**My Work Emotional Wellbeing**

**Occupation:**

**Positive benefits:**

**Importance:**

## 18 Work Demands

### Part A

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.

Explain how 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	Restaurant/ café worker	Bricklayer	Child-care worker	Train driver
Physical activity				
Lifestyle				
Stress				
Diet and nutrition				
Anxiety and fears				
Illness and injury				
Sleep				
Responsibilities				
Relationships				
Your choice:				

**COMPLETE  
PREVIEW  
SAMPLE**

**Part B**

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		
Sleep		
Responsibilities		
Relationships		
Your choice:		
Your choice:		

**COMPLETE  
PREVIEW  
SAMPLE**

## 19 Healthy & Happy Workers

### Part A

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 an occupation. 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	level of physical activity	
work stress	exposure to chemicals	dealing with difficult people	

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 protect your health and wellbeing when working?

**Part B**

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? What factors would help you get job satisfaction from your work?

My future career:	
Motivators for me	Job satisfiers for me

2. Interview 2 workers in different types of jobs. Ask them about the key factors that motivate them, and how to best 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 what could be changed to improve motivation and job satisfaction.


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





**Part B**

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 jobs can be 'done' virtually? Are you interested in working virtually? Why/why not?

**Part A**

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?

**Part B**

Interview 2 people who volunteer in different community activities or community groups. Complete the table based on their responses.

	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?		

## 22 A Different World

### Part A

Describe the types of community activities you were into at different stages of your life. Predict 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**

**Part B**

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. Ask them these questions and summarise their responses in the 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 again, what community activities would they like to do? What's stopping 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**

## 23 It's Me in Action

### Part A

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**

**Part B**

1. Create 2 selfies or images of you participating in community activities.
2. Briefly describe the community setting and what you are doing.

3. Now ask one of the community members to take photos of you participating in community activities.
4. Briefly describe what you are doing.
5. Do their photos showcase you in a different way? Why/why not?

**COMPLETE  
PREVIEW  
SAMPLE**

## 24 Diversity, Empathy & Culture

### Part A

Empathy is a key personality trait that enables people to connect and work with diverse people in 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 when dealing with diverse people or groups. Try for at least 4 different occupations.

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

**COMPLETE  
PREVIEW  
SAMPLE**



**Part B**

Connection to culture drives people to feel recognised and to celebrate their heritage and diversity. This is a part of belonging.

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

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

People often connect with culture through active participation in community groups that celebrate cultural and diversity by creating a sense of belonging.

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 roles and responsibilities. Add 2 more from your own experiences.

<b>planning an event</b>	<b>organising participants</b>	<b>planning an itinerary</b>
<b>staging an event</b>	<b>participating safely</b>	<b>sticking to a budget</b>
<b>using ICT and social media</b>		

## 25 Community Supporters

### Part A

Describe examples of how community support providers work to deal with issues in communities you are a part of. Suggest what you could (or might) do as a response.

Community support to help deal with:	How the issue impacts my community.	Actions of the community support provider.	What could you do to help?
A safety issue such as:			
A social issue such as:			
An environmental issue such as:			
An economic issue such as:			
Your choice:			

**COMPLETE  
PREVIEW  
SAMPLE**

**Part B**

Millions of people work in community support roles, with millions more volunteering. These people work to help people, make their communities better and create a better society overall. They have a true vocation in life.

1. What are some of the most common and/or most vital community support occupations?

2. Who do you know who works in community support occupations?

3. Ask them why they do this job.

4. Ask them if they have any advice that they could give to you.

5. Do you think you might be suited to developing a career in a community support role? Explain using examples.

6. What about volunteering? Could you help out by giving back to your community?

## 26 Follow the Leader

### Part A

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

Person:

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

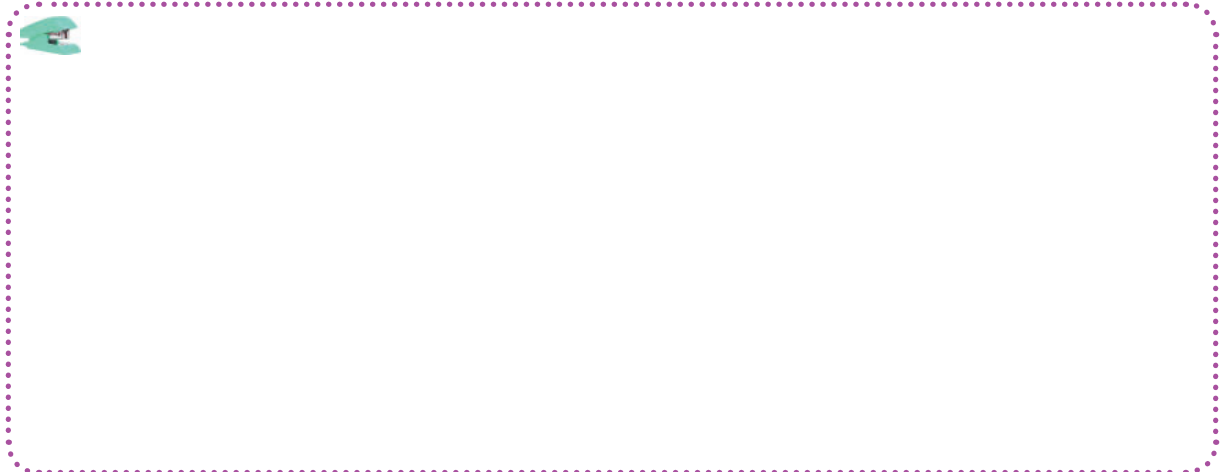
**COMPLETE  
PREVIEW  
SAMPLE**



**Part B**

Using your profiled leader as a model, explain specific actions you could do to develop your leadership skills and qualities. Who could help you and how? Include an image of you demonstrating leadership.


**COMPLETE  
PREVIEW  
SAMPLE**



## 27 My Personal Development

### Part A

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

**COMPLETE  
PREVIEW  
SAMPLE**

**Part B**

Now that you have completed your VPC: PDS units 1&2, 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**

## 28 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?

COMPLETE  
PREVIEW  
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; how would I summarise my experiences?



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