PERSONAL DEVELOPMENT
// VOCATIONAL & PATHWAYS LEARNING

VPC 1&2

M1: Understanding self

M2: Developing self

M1: Exploring and connecting with community

M2: Community participation

Important: All material, advice and assessment tasks are provided as a guide only and do not constitute official advice. As always you must check with the VCAA and any other relevant authorities about the suitability of a task.

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VCE: Vocational Major

*Note: 3&4 due Nov & Dec '23	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs	3&4 Interim masters
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*Personal Development VM: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	Available in Oct
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*Literacy VPC: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	Available from Nov
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Literacy VPC: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	
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Vocational and Work Education Resources

	Printed Book	e-version Master license PDFs
Work Experience Journal	___ @ $22	or ___ @ $165
Work Placement Journal	___ @ $33	or ___ @ $220
PDS Planner: VPC 1&2	___ @ $33	or ___ @ $220
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Foundation Numeracy	___ @ $44	na
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CAE: General 11 2ed	___ @ $60	or ___ @ $660
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CAE: Foundation 11	___ @ $55	or ___ @ $595
CAE: Foundation 12	___ @ $55	or ___ @ $595

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New editions were released in 2022

I&E Unit 1: Workplace Participation 5ed - book	___ @ $38
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Me, Myself, I   1

Activities 1: Me, Myself, I	p.	Due date	Done	Comment
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FULL DRAFT PREVIEW SAMPLE

Comments:

1.01 Unit 1: Module 1 - Introduction

Module 1: Understanding self

You will explore 'Understanding self' through the first 3 sections of this resource: **S1: Me, Myself, I**, **S2: Developing Skills** and **S3: Goal-Setting and Planning**.

Sections 1&2 each conclude with a graduated assessment task. The unit assessment task at the end of Section 3 requires you to create a Self-Development Profile.

You should also complete relevant applied activities on an ongoing basis in your Applied Vocational Booklet to see how personal development skills can be transferable to work-related situations.

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FULL DRAFT PREVIEW SAMPLE

M1: Understanding self	S3: Goal-Setting and Planning

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FULL DRAFT PREVIEW SAMPLE

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Your teacher will discuss the key requirements for successfully completing
Module 1: Understanding self with your class. List these below.

1.03 Personal Development

Identity

So, who are you? That's a big question!

The concept of personal or **self-identity** is a key determinant of how we see ourselves. Our self-identity is who we are. It drives how we interact with others in the external world.

Our self-identity is **dynamic**, and not static.

As people, we **evolve** over time as part of personal development.

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, connect and achieve in one way or another.

Self-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.

So which factors have already shaped you?

And what factors will continue to influence, shape and drive your own self-identity, as part of your lifelong journey of personal development?

Personal Development

Identity

Personality		Personal values
Self-concept	Working can really help young people develop personally.	Attitudes
Self-esteem		Behaviours
Purposefulness		Personal values
Goals		Teamwork
Strengths		Communication
Weaknesses		Time management
Self-reflection		Problem-solving
	Health and wellbeing	

Image: lisafx/ Photos.com

Complete each of these **statements** as they **relate** to **you**. You could use key words (that you should underline or highlight) to describe sentences about yourself. Add 1 more of your own.

⇨ e.g. A key <u>strength</u> I bring to a <u>group</u> situation is that I always meet <u>deadlines</u>, which makes me <u>reliable</u>.

⇨ I really need to <u>improve</u> at being able to <u>listen</u> to others, as my <u>mind</u> tends to <u>wander</u> off.

My greatest strength is that I'm...

_____

_____

_____

People can rely on me to...

_____

_____

_____

People would describe me as being...

_____

_____

_____

A positive I bring to a group situation is:

_____

_____

_____

I really need to improve at....

_____

_____

_____

I usually try to get out of doing...

_____

_____

_____

_____

_____

FULL DRAFT PREVIEW SAMPLE

1.05 Personal Development

I'm perfect, just ask me!

Have a think about this statement by Chris, 17.

"I am so cool. I can't help it - I am!

I have over 50,000 fans on Instagram who follow every part of my fab life. And I earn quite a bit of moolah as an influencer just for pretending to use someone's products.

I don't really think I can be better than I am now. I'm already the person I was destined to be. I'm young, I'm hot and I'm popular. What else would you want? You can't improve on perfection!"

🗣 What do you reckon about Chris? Is this as good as it gets? Has Chris reached the ultimate stage of **personality development**?

What about you?

Do you think you have the potential to **develop**, **grow** and **evolve** over the rest of your life?

Or are you already the person you were destined to be, just as Chris is?

"I don't think I could get any more perfect than I already am!"

Image: Wavebreakmedia/ Depositphotos.com

1B   Where am I at?

What about you? Where are you at in your own personal development?

1. Describe **2** areas of your **personal development** you feel **you** are **doing well** at.

2. Describe **2** areas of your **personal development you** would **like t**o **improve**.

One area of personal development I am doing well at is... This is because...	I feel I am also doing well at my personal development in... This is because...
I would like to improve.... Because...	I would also like to improve.... Because...

Your personality

Your **personality** (i.e. who you 'are') is determined by a range of factors. These include your family, your genetics, your upbringing, your age, your life/social situation, your values and beliefs, your skills, your strengths and weaknesses, your fears and insecurities, and many other factors.

Your personality can manifest through factors that drive your **values** such as:

⇨ **expectations** (what you want and what you think you deserve)

⇨ **motivation** (what drives you to act in different ways and achieve goals)

⇨ **attitudes** (your underlying beliefs that influence your thoughts, feelings and actions)

⇨ **behaviours** (how you act in different situations, including towards others).

Essentially your **self-concept** drives your personality. While at the very same time, your self-concept is also driven by your personality.

However, there are very few of us who are totally beautiful and perfect people. That's why we need to undertake **personal development** to make improvements.

Image: kikkerdirk/ Depositphotos.com

FULL DRAFT PREVIEW SAMPLE

My personality   1C

Complete these **sentences** in **relation to yourself**. Doing so will start to build a picture of your personality.

Expectations	Motivation
One of the main things I want from my life is:	The main reason I work hard at tasks is because:
I think that in life I deserve:	At times I might not try too hard because:

Attitude	Behaviour
I would say that my attitude to life is:	Some things I would never do include:
One thing I firmly believe is that:	The way that I treat other people is:

1.07 Personal Development
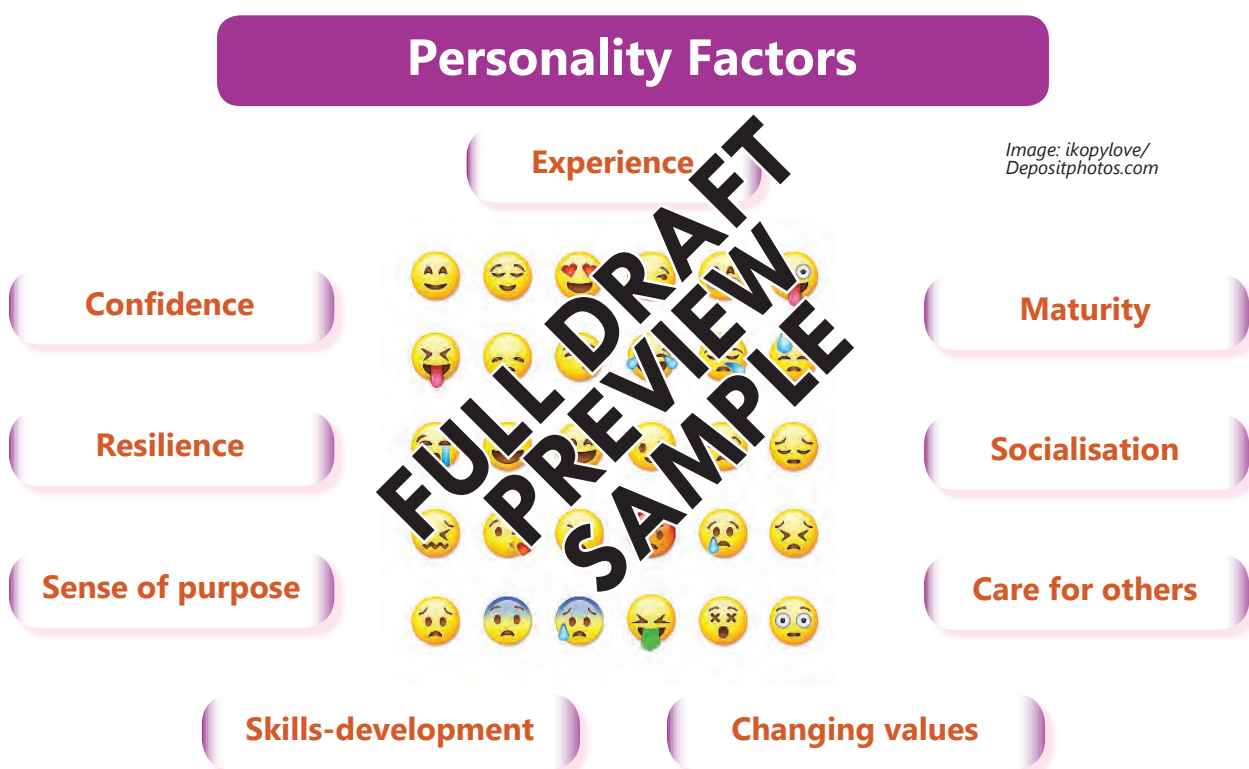
Personal development

One important thing to be aware of is that your **personality** isn't fixed. You would hope to grow, develop and improve as a person over time.

Many online commentators and social media influencers will say that you have to, "embrace that you are a beautiful and perfect person and if the world can't handle that then that's their problem."

But is that true? Are you perfect? Is that what 'self-love' means?

Your personality is likely to change and evolve over time. Different factors have more importance and influence over your personality at different stages of your life.

🗣Some key factors are shown below, but can you think of any more?

Personality Factors

Experience

Image: ikopylove/ Depositphotos.com

Confidence

Maturity

Resilience

Socialisation

Sense of purpose

Care for others

Skills-development

Changing values

FULL DRAFT PREVIEW SAMPLE

Personal growth

I think you'll agree, that you're not really likely to be the same person in 50, 25, 10 or even five years' time, as you are now.

As you grow, and **evolve**, and **experience** new things in life, your personality is also likely to grow and evolve and drive you towards new experiences, fresh ideas and different **values**.

So in the future, a slightly more wrinkled Chris might be wondering where all 'the followers' have gone (most likely they've grown up; and/or moved on to a different social media platform). However, you'll be busy just getting on with your adult life and evolving into a more well-rounded you, achieved through ongoing and lifelong personal development.

Complete this table by doing the following tasks. Use the terms on p.8 and/or add others of your own choosing.

1. Provide a **definition** of each personal development term.

2. Outline how **you could develop** this as part of your personal development.

3. Explain how this will **help your personal development** in your life.

What is... (definition)	How can I develop this?	How will this help me?
experience		
socialisation		
confidence		
maturity		
changing values		
skills-development		
resilience		
sense of purpose		
care for others		
other		
other		

1.09 Self Understanding

Concept of self

The key element in our personal development relates to 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.

In contemporary times we are experiencing 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-concep**t is important for **emotional health** and **wellbeing**.

However, the risk is that these types of people are starting to develop ongoing traits of **narcissism**. This essentially means that they are becoming self-conscious, self-obsessed and 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 understand that we all need a healthy **balance** of these **self-traits**. Otherwise our self-concept may become quite distorted. So which of these relate to you?

Self:

Image: CreativaLV/Depositphotos.com

respect

aware

esteem

conscious

belief

critical

reflection

interest

indulgent

reliant

discipline

control

assured

sufficient

secure

pity

absorbed

opinionated

motivated

1. Research the **meaning** of any of the **'self' terms** from p.10 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. 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

1.11 Self Understanding

Developing oneself

It is important to understand that personal self-development is not a static once-off activity. You can't just do one course, or one personal improvement action, or even one personality 'cleanse' - and then think you have become the best that you can be.

Effective self-development is an **ongoing process** throughout our entire life. We develop continuously (and differently) as our life **circumstances change**.

We grow up, mature, change, evolve, take on work **responsibilities**, develop new social **contacts**, build **friendships**, enter (and leave) **relationships**, and in many cases, start our own **families**.

We win, thrive and enjoy. We struggle, doubt and worry. We lose, fail and suffer.

So to become a more well-rounded, self-assured and resilient person, you have to understand and embrace the ongoing, and ever-changing, **challenges** that come with developing and improving your life. And that includes the difficult challenges - these often build greater character and give you more **resilience**.

These challenges illustrate how lifelong learning is vital to developing your career pathway. So get ready for these challenges.

Personal Self-Development

Maturing and personal growth

Taking on work responsibilities		**Taking on family responsibilities**
Training and learning		**Feeling and loving**
Broadening our experiences		**Caring and nurturing**
Developing social contacts		**Understanding and empathising**
Setting goals and making decisions		**Handling stress and anxiety**
Dealing with adversity		**Dealing with criticism**
Getting knocked down		**Getting back up again**
Eliminating negative habits		**Developing a healthy lifestyle**
Self-understanding	**Communicating effectively**	**Self-Reflection**

One of the greatest achievements in a young person's life is getting their driver's license.

Self-understanding   1F

Consider some of the elements of **Personal Self-Development** listed on p.12.

1. Complete these **statements** by reflecting on **your** own personal **situation**.

I feel happy when...

_____

_____

_____

I feel upset when...

_____

_____

_____

My family might say that I ...

_____

_____

_____

My friends might say that I ...

_____

_____

_____

I'd like to learn how to...

_____

_____

_____

I'd like to stop...

_____

_____

_____

2. Find or create **2 images** that represent p**ersonal self-development** for you.
    Describe what each image **represents** to you.

Image 1 _____

Image 2 _____

1.13 Personal Values

Values

A value is something that we feel is important and which influences our decision-making. Our values will influence our **goals** in life.

Values also influence the way that we act in personal and group situations when we are trying to achieve these goals.

As a result, our values are one of the strongest influences on our decision-making. Given this, our values underpin our **attitudes**.

For example:

⇨ someone who values **career success** might give up personal leisure activities to achieve their vocational 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 these.

🗣 So what are some of your most important personal values?

Personal Values

Family life
Friendship
Leisure
Health
Fitness
Socialisation
Spirituality
Creativity
Satisfaction
Helping others

Work
Career
Success
Fame
Wealth
Power
Freedom
Achievement
Recognition
Security

Care for the environment

Image: vectorlab/ Depositphotos.com

1. Choose 5 of the **personal values** from p.14 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 **meet** 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.

4. The list on p.14 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**.

1.15 Personal Values

Different values

Australia is a **diverse** nation. In our **democratic** society, we both welcome and encourage people to form their **own beliefs**. We also expect people to be **tolerant** and **respectful** of those **values** that may be different from our own.

People are diverse. They:

⇨ come from different **backgrounds**

⇨ hold different **beliefs**

⇨ have different **values**

⇨ develop different **attitudes**, and

⇨ demonstrate different **behaviours**.

That's a lot of differences there.

Sometimes we encounter people who hold different values from us. In many cases, it's not a problem - for either party. Indeed, people are more alike than they are different.

But in recent times, especially in the **digital age**, we are seeing people **argue** aggressively because they hold **different values**.

Changing values

Although values **change** and **evolve** over time, including your own values, some people get stuck or fixated on their own beliefs. This can play out as an intolerant attitude; as well as alarming, hurtful and even discriminatory behaviours.

We are also experiencing a change in **societal values**; especially with respect to gender equality, acceptance of diverse sexualities, gender identity, Indigenous culture and respect, and freedom from discrimination of all forms.

But some people can still be **stuck in the past**. Even people you love. Like a grandparent - who might think that marriage should only be between a man and a woman.

When you are presented with a **clash of values**, here are four ways to deal with the situation.

1. Accept that the person holds a **different point of view** from you.

2. If needed - **agree to disagree.**

3. To move forward - **find common ground**.

4. To overcome the situation - **Let it go**.

However, if the other party's values have become entrenched as attitudes, and play out as toxic behaviours, then you really should reconsider whether it is in your personal interest to stay connected with that party. This can explain why some friends grow apart, some relationships break down and some family members become estranged.

1. Complete this table about **respecting other** people's **values**. Explain **why** people's values are **different**, and how to be **respectful** of others. Add 2 more.

Value	Why people's values are different.	How I can be respectful.
spirituality		
family values		
values towards helping others		
care for the environment		

2. Find or create an **image** of a person (or you) **respecting** the **values** of others.

Describe what is happening in the image. Your teacher might get you to share this with the class.

1.17 Passions, Skills & Goals

Passions and hobbies

We all have passions that help us to **enjoy** our lives. Our passions help unite our **values**, our **skills** and our **goals**. Passions help to give us a **sense of purpose**. Our passions can drive us to **achieve** in life. Our hobbies and passions can also help us to **connect** with other like-minded people.

People might enjoy diverse hobbies, interests and activities as part of their personal, social and recreational lives.

Some people might be passionate about music, or art or dance. Some people might love to play sport, martial arts or juggling.

Some people are passionate about cooking, or film-making or even about collecting action figures.

Some people are revved-up by motorbikes, or head over heels about skating, or switched-on by computers.

Some people are even fortunate enough to turn a passion or interest into a career.

🗣 What about you? What are you passionate about?

Some people are into trains. Then they get a casual job in a hobby store. Next they become a train driver. They might travel the world and meet with fellow enthusiasts. Later in life they might volunteer on restored tourist train lines.

Skills

So what can you do? Can you play sport, dance, fix cars, look after pets, grow vegetables, or even recite the alphabet backwards?

Are you good at doing **manual** tasks and activities with your hands (e.g. guitar), your feet (e.g. soccer) or your whole body (e.g. trampolining?)

Are you good with your **mind** doing thinking tasks and solving problems, such as puzzles, doing coding, or managing a budget?

Are you good at **creative** tasks such as drawing, writing lyrics, or designing clothes?

Are you good at dealing with other **people**, such as playing team sports, babysitting or teaching others?

Or perhaps you can do all of these things; or only some of these things; or totally different things from these.

🗣 So, have a think, what are your skills, and how have your passions and hobbies helped you to develop these skills?

Goals

The final piece of the self-development puzzle is 'goals'. Goals are simply what you are hoping to achieve in life. We may have personal goals, relationship goals, educational goals, vocational goals as well as many other types of goals.

The thing to remember about goals at this stage of your personal development, is that we don't just achieve by accident. We all have to work towards our goals.

🗣 So are you ready to start achieving? Time then for more personal development!

1. Complete this table about **your hobbies** and **passions**. Outline **skills** you have developed through this hobby or passion.

Passion/hobby	Why I like/enjoy this.	Skills I have developed.
One of my major passions is...		
A hobby I really enjoy is...		
To relax I also like to...		
When socialising with others I enjoy...		
I would love to be better at...		

2. Create an image of **you enjoying a hobby or passion. Describe** what you are doing in the image. Your teacher might get you to share this with the class.

3. Complete this table about **personal goals** you have **achieved**. Describe the **actions you took** to achieve these. Explain how you felt. Add 1 more goal.

My goal was	What actions did I take?	How I felt when I did this.
A personal growth goal:		
An educational goal:		
A vocational goal:		

4. Create an image of **you achieving** one of your **goals**. **Describe** what you are doing in the image. Your teacher might get you to share this with the class.

1.19 Self-Reflection

Self-reflection

A very important part of **personal development** is to **reflect honestly** on your **actions** and **experiences** as an **individual**, as well as to reflect on how you are **interacting** with **others** in different life situations.

Self-reflection enables you to **monitor** your **personal health and wellbeing**. Self-reflection also lets you see how well you are doing at **achieving your goals**; whether these be big, or small!

Some people are afraid to self-reflect. They instead believe that everything they are doing is good - or in some cases bad. Social media has amplified this problem as some people just present a one-sided view of their lives.

In order to develop, grow and mature as a human, we all need some honest self-reflection. Some of the key elements of self-reflection include:

✓ reflecting on your own strengths and weaknesses

✓ identifying the quality of your personal interactions with others

✓ seeking advice and feedback from others

✓ responding to constructive criticism

✓ modifying your behaviour to improve your actions

🗣 So as a class, discuss the elements of self-reflection that are listed below.

Self-Reflection

Understanding my strengths		Asking questions
Acknowledging my weaknesses		Seeking & using feedback
Being willing to learn		Contributing to groups & teams
Following instructions		Helping out my family
Accepting responsibility		Being a supportive friend
Making decisions		Caring for my loved ones
	Identifying skills I need to develop	

Image: michaeljung/ Depositphotos.com

a. Complete this quick **self-reflection** on **your current actions**. Answer honestly.

b. Add **2 more questions** related to your own situation.

c. In the final column **rank the importance** of each of these statements for **you**.

d. Can you see any **patterns**? What do these **suggest**?

e. Where are your <u>strong</u> responses landing? Keep going! Are there any **strategies** that you use for these that can **help** you with your **less strong areas**?

f. Have a look at your <u>high importance</u> rankings. Are these mainly in your <u>strong</u>, <u>moderate</u> or <u>lacking</u> statements? **Why** do you think that is the **case**?

g. 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...**	◯	◯	◯	5 4 3 2 1
2. **Acknowledgement of weaknesses is...**	◯	◯	◯	5 4 3 2 1
3. **Willingness to learn is...**	◯	◯	◯	5 4 3 2 1
4. **Ability to follow instructions...**	◯	◯	◯	5 4 3 2 1
5. **Willingness to accept responsibility is...**	◯	◯	◯	5 4 3 2 1
6. **Ability to make decisions is...**	◯	◯	◯	5 4 3 2 1
7. **Willingness to ask questions is...**	◯	◯	◯	5 4 3 2 1
8. **My seeking and use of feedback is...**	◯	◯	◯	5 4 3 2 1
9. **Contribution to groups and teams is...**	◯	◯	◯	5 4 3 2 1
10. **Help I give to my family is...**	◯	◯	◯	5 4 3 2 1
11. **Support I give to friends is...**	◯	◯	◯	5 4 3 2 1
12. **Care for my loved ones is...**	◯	◯	◯	5 4 3 2 1
13. **Identification of skills to develop is...**	◯	◯	◯	5 4 3 2 1
14. **My**	◯	◯	◯	5 4 3 2 1
15. **My**	◯	◯	◯	5 4 3 2 1

FULL DRAFT PREVIEW SAMPLE

1.21 Graduated Assessment

AT1 Personal Profile: Who Am I? - Understanding self

Overview: Personal Profile

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

Required: Personal Profile

Your Personal Profile must include the following.

1. Brief **biodata** about yourself.

2. Three of your key **personality strengths**.

3. Three **personal values** that are important to you.

4. A description of something you are **passionate** about.

5. A description of three of your most **useful skills**.

6. A description of at least one area in which you'd like **to improve.**

7. A description of a **personal goal** that you have.

8. A description of a **vocational goal** that you have.

Methods: Personal Profile

You should incorporate the following information to complete your profile.

- ❏ Text
- ❏ Numbers
- ❏ Images
- ❏ Graphics
- ❏ Digital media (if suitable)
- ❏ Other:

Format: Personal Profile

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

- ❏ Poster
- ❏ Biography
- ❏ Report
- ❏ Photo-essay
- ❏ Multimedia page
- ❏ Other:

They 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. Write this below.

Name:	Key dates:	UNIT 1 Module 1

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.	✓		○	
Choose suitable format: _____	✓		○	
1. Biodata	✓		○	
2. Personality strengths	✓		○	
3. Personal values	✓		○	
4. Passions	✓		○	
5. Useful skills	✓		○	
6. Areas to improve	✓		○	
7. Personal goal	✓		○	
8. Vocational goal	✓		○	
	○		○	
	○		○	
	○		○	
⇨ Drafts of appropriate non-text media.	✓		○	
Part B: Completing my profile				
🗣 **Prepare a draft of my profile for feedback.**	✓		○	
⇨ **Use appropriate methods and media.**	✓		○	
⇨ **Prepare and submit my final profile.**	✓		○	
🗣 **Present my profile (if required).**	○		○	

Additional information:

Signed: _____ Date: _____

FULL DRAFT PREVIEW SAMPLE

1.23 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	1	2	3	4	5
not shown	low	reasonable	good	very good	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: _____

Developing Skills

2

Activities 2: Developing Skills	p.	Due date	Done	Comment
2A **Communication**	27			
2B **Communication methods**	29			
2C **Effective teams**	31			
2D **Teamwork**	33			
2E **Timelines**				
2F **Timelines in action**				
2G **Timelines for me**				
2H **Solving problems**	39			
2I **What/How problem-solving**	41			
AT2 **Developing and Applying Skills**	42			

Comments:

2.01 Communication Skills

Planning timeline

An important part of your self growth is developing and applying skills to deal with tasks and issues related to your personal, social and vocational responsibilities. So it's time to have a look at four important skill-sets.

1. **Communication skills**
2. **Teamwork skills**
3. **Time management skills**
4. **Problem-solving skills**

Communication

Communication is the most basic and fundamental skill needed by humans to function in society.

Communication is a **two-way process** that involves both giving or sending a message, as well as receiving a message.

Image: VLADGRIN/ iStock/Thinkstock

You must communicate with family, friends, acquaintances, colleagues, workers, and a whole range of different people that you come into contact with in your **personal** life.

The communication process has 3 elements.
1. The sender
2. The message
3. The receiver

You will also need to develop effective communication skills for **vocational situations** when dealing with a whole range of work-related stakeholders.

Therefore, effective communication with other people is the key to leading a rewarding life.

Communicating effectively

People communicate with others all the time. But people don't always communicate effectively. This is becoming an even bigger problem with the overuse of **digital communication**.

Just because a person communicates digitally, it doesn't mean it is better. Sometimes digital communication is less effective than face-to-face or 'old school' methods of communication. Can you think of examples?
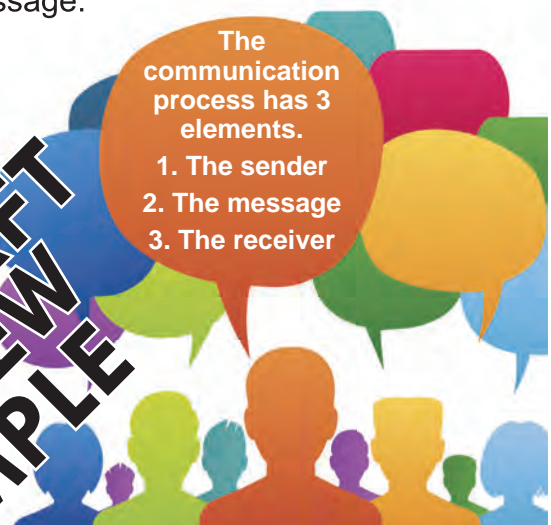
There is a range of factors you need to take into account when developing effective communication. These include:

✓ understanding the **purpose** of the message
✓ making sure that the message is suitable for the **audience**
✓ choosing the most suitable **type** or **form** of communication, and
✓ ensuring that the message has been **received** and **understood**.

Got it? Just in case let's try it again

⇨ What are you saying?
⇨ Who are you 'saying' it to?
⇨ How are you going to say it?
⇨ How will you know they have understood the message?

1. Who do **you communicate** with **regularly**? What communication **methods** do you use?

2. What are the **3 elements** of every **communication process**?

3. What are the **4 factors** you need to take into account when developing **effective communication**?

4. Consider each of these **occupations**. Use an **example** to briefly **explain** why **communication** is **vital** for this worker. Add 2 more.

Teacher	Nurse
Retail worker	Police officer
Delivery driver	Waitperson

2.03 Communication Skills

Digital communication

A fundamental **change** has occurred in the way that people are communicating.

Innovation in technology and mobile devices has meant that **messages** can now be sent much **faster**, much more **cheaply**, and to **more recipients**, more **often**.

Improved technology should mean that people are better able to communicate.

But this new technology has also led to ineffective communication, **over-communication** and communication addiction.

For example, many people are now spending way too many hours **posting**, liking, 'LOLing', commenting and messaging electronically through **social networking platforms** and digital communication **devices**.

As young people growing up in a world where TikTok, Facebook, Twitter, Instagram, email, mobiles, SMS, DMs, PMs, FaceTime, voicemail, podcasting and other digital messaging processes dominate, you are naturally used to these methods of communication.

However, it is important to remember that technology is only a means of communication - it doesn't necessarily mean it is able to understand the message.

The real key to good communication is having the message **read**, **understood** and **acted upon**.

Communication Methods

Image: shotsstudio/ Depositphotos.com

Non-verbal

Verbal

Email

Briefings

Meetings

SMS & texts

Advertising

Photographic

Video

DMs and PMS

Music

Social media

Visual/signs

Touch

Signalling

Broadcast

What ever happened to just talking to someone?

Podcast

Mobiles

Zoom/Facetime

Landlines

1. Which **communication methods** do you most **prefer**? **Which** do **dislike** using or try to **avoid**?

Communication methods I prefer:	Communication methods I dislike:

2. Which **communication methods** do **you use** most often in each of these situations? Why is that?

Family	Friends

School	Work

3. How do **you** use your **smart devices** for communicating? Do you **type**, **write**, **speak**, **snap**, **video**, etc.? And in what situations?

FULL DRAFT PREVIEW SAMPLE

2.05 Teamwork Skills

Working in teams 101

As humans, we deal with other people all the time in personal, social, educational and vocational situations.

The ability to work in teams is a vital personal development skill.

You will hear nearly everyone say that they are a team player, especially if they are in a job interview!

But you know what, teamwork does not come naturally to all people. And not everyone is always a team player.

So when Alvin ate all the Tim Tams before the team meeting was he being a team player then?

When Kurtly refused to answer the texts about whether they had finished the slides for the presentation, were they being a team player then?

And when Cincy went ahead and bought the cheaper sausages for the BBQ, without checking to see if they had pork in them, was she being a team player?

Team skills

It's not always easy working in teams. And working in teams is not necessarily better than working alone. But it can be! Especially when team members are **united** and working towards a **common goal.**

There are important skills that you can develop and apply when working with others in group and team situations.

Effective teamwork requires a range of **interpersonal skills**.

Effective teams require support, trusting and most of all; **communication**.

Working with others is often very hard and can lead to **wasted time**, **conflict** and **stress**.

Interpersonal effectiveness requires **emotional intelligence** and also an understanding of varying **multiple intelligences**.

Image: FogStock/ FogStock Collection/

Effective communication is the key to successful teamwork.

It is important to understand that teamwork is based on **collaboration**. This means that members work together to achieve the objectives of the team (and not personal or selfish goals).

Collaboration creates **synergy** and often involves **flexibility**, **negotiation** and **compromise**.

1. List all the **bolded terms** from p.30 and p.32. In small groups **discuss** the meaning of each. How could you apply these to work **better** as a **team**? Give **examples** from **your** own group and team **experiences**.

2. Here are some **guidelines** ~~relate to~~ ~~effective~~ **teams**. For each rule, explain **why** this is **vital** for ~~team~~ ~~success~~.

Communicate clearly with each other.	
Have a balanced range of skills and strengths to create synergy.	
Collaborate and work positively with each other.	
Be willing to negotiate, and if needed compromise.	
Be reliable and complete tasks on time.	
Support one another; lend a hand where needed.	

3. Do **you like** working in **teams**? Why/why not? **Discuss** this in small groups (i.e. in a team!)

2.07 Teamwork Skills

Synergy

Building effective teams is about finding the right **balance** of people's skills and personalities. This creates **synergy**. Synergised teams consist of team members who have **complementary strengths** and **weaknesses**.

When a team works well together its members may feel a sense of **belonging**. This feeling helps to boost **motivation** and **satisfaction**. It can also help decrease conflict between team members.
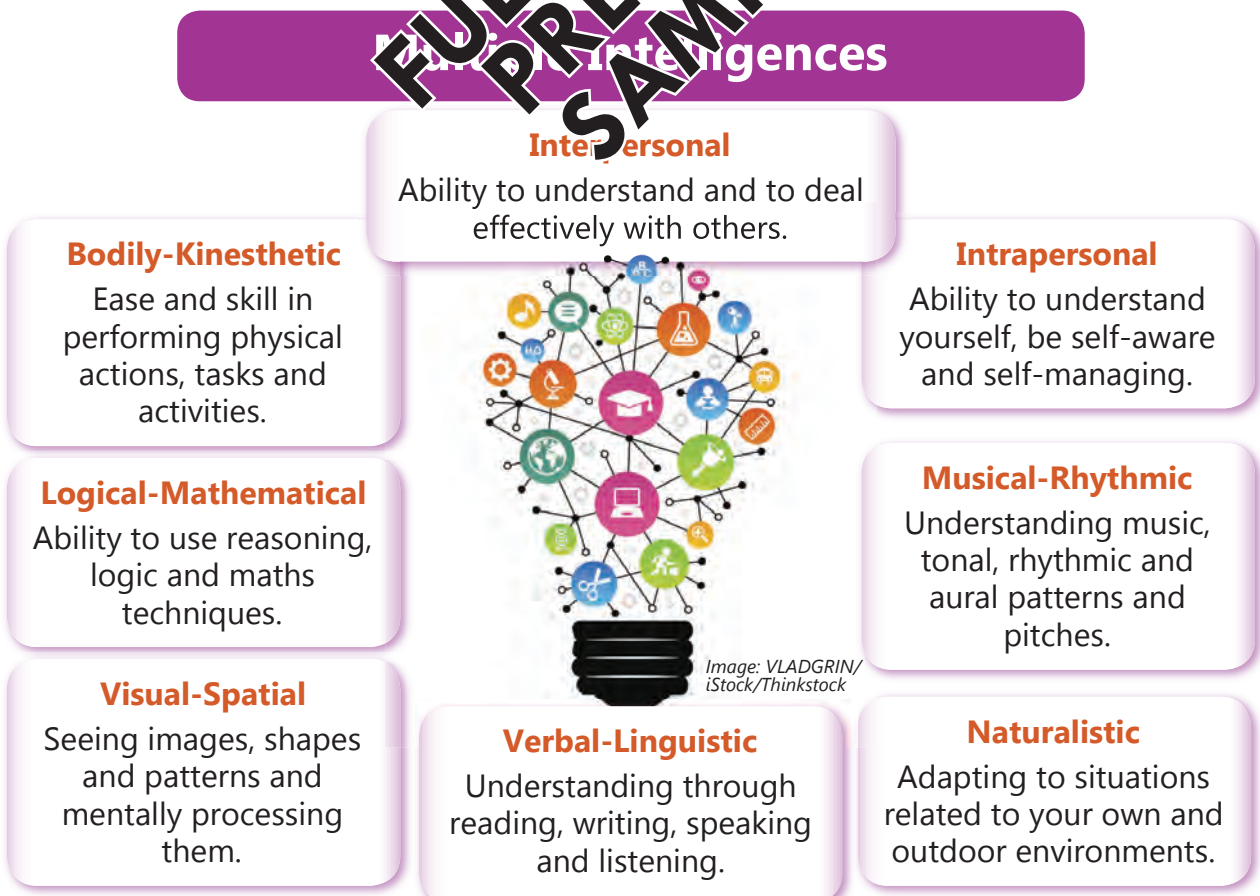
Effective teams also need people who are **reliable**. Team members rely on one another to get their tasks done. Some tasks are **pre-requisites** for others. If others are waiting for you to finish your tasks then they can't move forward - and vice versa!

Other tasks are **co-dependent**. This means that workers rely on each other (i.e. they collaborate) to simultaneously complete all tasks. For example, a pair of furniture removalists is in big trouble if one team member keeps chucking sickies every Monday!

Multiple intelligence

Your personality, attributes, skills and ultimately the **competencies** you develop are strongly influenced by your varied **multiple intelligences**. This means that you and others are likely to bring and apply **varied skills and abilities** to **team** situations. Harvard University professor Howard Gardner is recognised as the developer of the model that describes eight 'multiple intelligences'.

🗣 So which of these multiple intelligences sounds like you?

Multiple Intelligences

Interpersonal
Ability to understand and to deal effectively with others.

Bodily-Kinesthetic
Ease and skill in performing physical actions, tasks and activities.

Intrapersonal
Ability to understand yourself, be self-aware and self-managing.

Logical-Mathematical
Ability to use reasoning, logic and maths techniques.

Musical-Rhythmic
Understanding music, tonal, rhythmic and aural patterns and pitches.

Image: VLADGRIN/ iStock/Thinkstock

Visual-Spatial
Seeing images, shapes and patterns and mentally processing them.

Verbal-Linguistic
Understanding through reading, writing, speaking and listening.

Naturalistic
Adapting to situations related to your own and outdoor environments.

1. Identify 2 **multiple intelligences** that you believe might be **your 'strongest'**, and 2 that **you** are '**weakest**' in. Briefly explain why, using examples.

My strongest MI #1:	**My weakest MI #1:**
My strongest MI #2:	**My weakest MI #2:**

2. What is **synergy**? How can an **understanding** of different **peoples' multiple intelligences** help a team **achieve** better synergy?

_____

_____

_____

_____

_____

3. You have to build **teams** of **4** for each of these **tasks**. From your **classmates** who would you **choose**; and **why**?

A demonstration on how to change a car tyre.	**A presentation on how to level-up on a tough part of a game.**
A video recipe on how to make a birthday cake.	**A coaching clinic on how to correctly use gym equipment.**

2.09 Time Management Skills

Planning timeline

When you are making plans to achieve a long-term goal it is very important to map out a **timeline.**

A **timeline** is a method of making sure that you plan and organise yourself, others, key resources and other important factors to help you to achieve your goals.

A timeline helps you to break your big goal into smaller **objectives**.

You can then break those objectives into even smaller short-term **tasks**.

This process reflects the **plan-organise-do** parts of PODR (see p.48).

Many people like to show timelines visually using words and numbers. Doing this is also a useful numeracy skill.

Image: Sergii19.i.ua/ Depositphotos.com

Features of timelines

When you set out a timeline you need to know the **start date** and the **end date** so that you can establish the deadline involved.

Once you know these dates you can calculate the **duration** (or timeframe) you have available to achieve your goal. For example, "I have 2 years to save up for my car."

You set out your timeline using **equal time periods** such as hours, days, weeks or even months - depending on the length of the goal being achieved.

As your planning starts to move into organising, you need to work out the key objectives to be achieved. These are the project **milestones**.

It is also important to organise these objectives, as well as all the required short-term tasks, in the most appropriate **order**.

As you move further into organising you will need to estimate an approximate, reasonable and likely **time required** to complete each task.

Sometimes it is better to work **backwards** to plan a timeline. You start with the **deadline** and then work out all the step-by-step **objectives** or **tasks**, you need to do. Then you work out the approximate time needed to do each task. These become **milestones**.

🗣 There are also other things you can add to your timeline. What do you think these might include?

Timelines

| Objectives | Goal | Tasks |

Start date/time

End date/time

Duration

Milestones

Time periods

Correct order

Estimate

Diary

Reminders

Plan

Organise

Do

Review

Check...

Adjust

From where do you think the word milestone originated? Should we change it to a kilometre...stone?

Image: ngungfoto/ Depositphotos.com

FULL DRAFT PREVIEW SAMPLE

Timelines   2E

The information on p.34 includes a lot of **colour** key terms. But sometimes it's hard to make clear sense of information when there are a lot of key points. A good strategy is to make **word chains** that feature **key words** or terms.

1. Based on p.34, complete **word chains** for these key words. Some key words will feature more than once. Develop one final summary word chain.

goals	
planning	
timeline	
time periods	

You get a text from home. "We're all tied up at work. We need you to have dinner ready on the table 7pm. Thanks, we're counting on you!"

2. Can **you achieve** this? What will be the **important tasks** to do, and what **timeline** would you need to set, along with smaller **milestones** to achieve?

2.11 Time Management Skills

Use the timeline below to answer the following questions in your workbooks.

1. What is the **overall goal** being planned?

2. What is the overall **duration** or **timeframe** of the activity?

3. What **specific objectives** are involved, and by **when**?

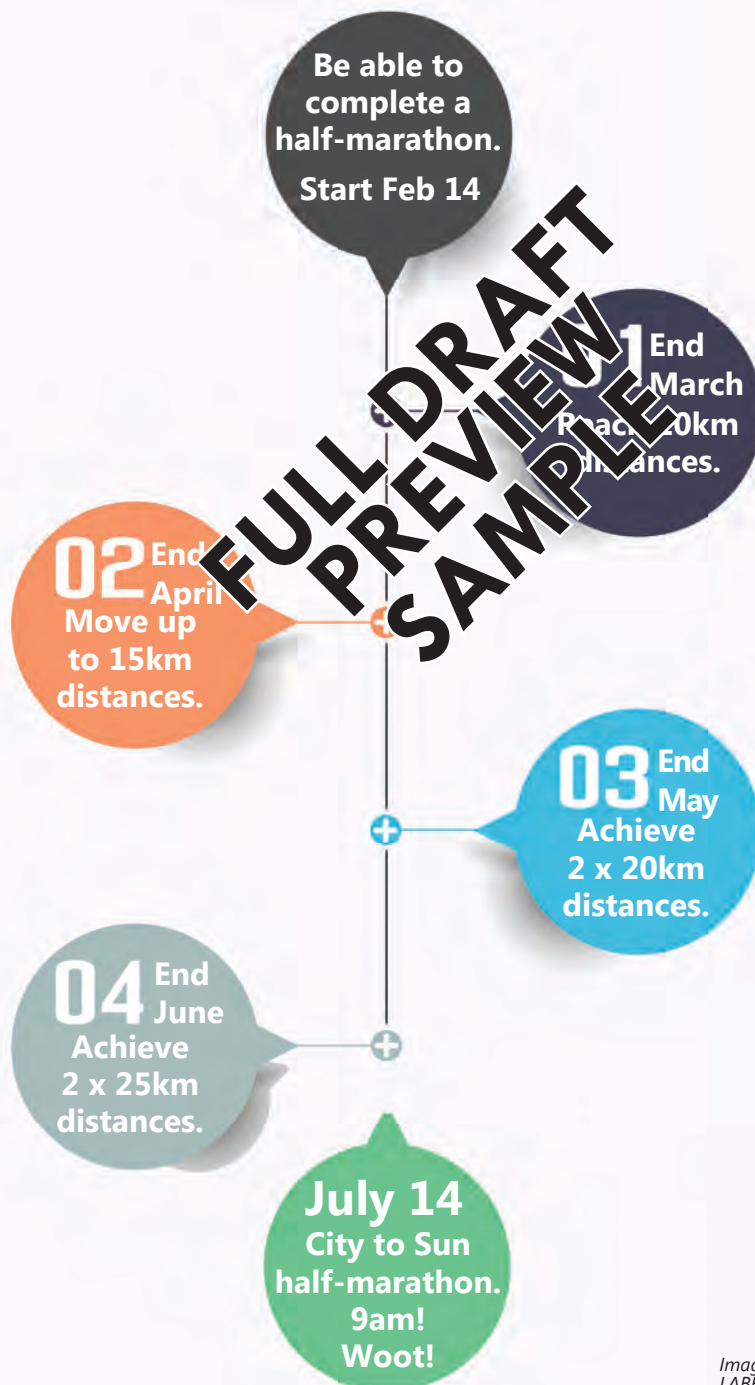4. Are there any **other tasks** that you would **include**?

Be able to complete a half-marathon. Start Feb 14

01 End March Reach 10km distances.

02 End April Move up to 15km distances.

03 End May Achieve 2 x 20km distances.

04 End June Achieve 2 x 25km distances.

July 14 City to Sun half-marathon. 9am! Woot!

FULL DRAFT PREVIEW SAMPLE

Image: Adapted from: LABBELMAN/Depositphotos.com

Plan a **timeline** for an **event** or **activity you** are interested in achieving. Your teacher will help guide you in this.

1. What is your **overall goal** being planned for?

2. What is the **overall duration** or **timeframe** of the activity?

3. What **specific objectives** are involved, and by **when**?

4. What **short-term tasks** need to be achieved?

5. How will you **check** your **progress**?

Start to draft your ideas below. Then complete the timeline in your workbooks or using digital software or an app.

Your teacher might provide you with some headings/key terms to organise your thoughts.

FULL DRAFT
PREVIEW
SAMPLE

2.13 Problem-Solving Skills

Problems

Ok. Life is not always easy. We all have to face various problems from time to time.

Problems such as not having enough time to get everything done, or not having enough money to buy everything we want. Problems such as interpersonal stress and conflict in our relationships.

People problems. School problems. Work problems. Family problems. Health problems. Wealth problems. Relationship problems. Pet problems. Problems, problems, problems.

However, it's not all doom and gloom! People face different problems every day. But most people find ways to deal with their problems.

They develop strategies to deal with their problems. They use **tools** and **strategies** to help solve their problems. They make **decisions** to overcome their problems. And then they get over it and move on with their lives.

You too can do this. It's about building **resilience**.

One of the key drivers to success, both in your personal and in your vocational life, is the ability to solve problems.

Solving problems can assist you to achieve your goals. And the ability to solve problems is a skill that can be built and developed.

Some key skills that support problem-solving are shown below. Your teacher will discuss these with the class. So think about what these terms mean to you.

Problem-Solving Skills

- Goal-setting
- Communicating
- Supporting
- Planning
- Helping
- Organising
- Negotiating
- Checking
- Compromising
- Reviewing
- Collaborating
- Asking
- Learning
- Decision-making
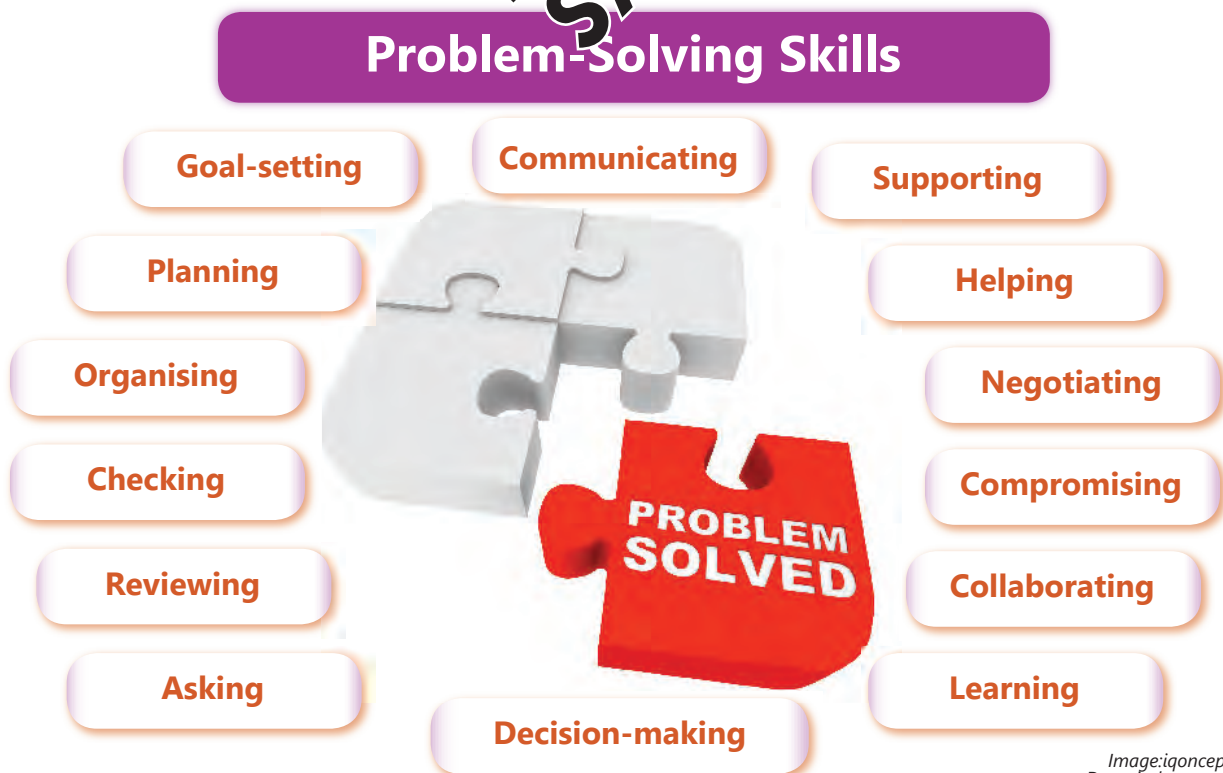
Image:iqoncept/ Depositphotos.com

Solving problems   2H

1. Choose **2 problem-solving skills** to **help** out each person with their **problems**. Explain how **each skill** can be used to **help** them.

2. Add 2 **problems** that **young people** your age commonly **face**.

Problem	Problem-solving skill 1	Problem-solving skill 2
Zed says he doesn't know what to do in life. "Bro, I've got no direction."		
Janny says she can't do her Numeracy homework because she hasn't got a clue how fractions work.		
Manny says that he doesn't like working in teams because he ends up doing all the work.		
Rego says that their Literacy teacher keeps saying their report needs more work and that they need to edit it better.		
Lago says that she wants to get better at playing football but she doesn't know where to start.		
Milla says that she is always late because she can't get her act together and decide what to wear.		

FULL DRAFT PREVIEW SAMPLE

2.15 Problem-Solving Skills

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 a **skills-gap**!

For example, "Our group has to do a presentation to the class of our plan to achieve a personal development goal. 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 them 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 inability could again be 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."

In response to a 'how' problem you should ask yourself, "Why am I unable to do this?" Is your inability due to a lack of skills, time, commitment, budget, resources, support, permission; or a combination of these? By learning how to overcome this **skills-gap** you will be developing yourself personally!

For example, "I need to get support from my teacher so that I know the ins and outs of the digital projector we will be using."

Developing and applying skills

When you deal with the 'how' part of a problem you might get some help from others, do some training, and then develop, practise and apply your skills.

These responses contribute to your own personal skills development.

So when you find yourself stuck, just ask yourself. Am I dealing with a 'what' problem or a 'how' problem? Then you can get moving!

What/How problem-solving	**2I**

Work in pairs to use the **What/How problem-solving process** to help you with two of these problems.

❑ To get your 'Ls'?

❑ To change a car tyre.

❑ To find your correct hourly wage.

❑ To find an Australian Apprenticeship.

FULL DRAFT
PREVIEW
SAMPLE

2.17 Graduated Assessment

AT2 **Developing and Applying Skills - Understanding self**

Overview: Personal Profile

You are required to complete visual summaries that show the key concepts for the four essential skills areas.

> 1. **Communication skills**
> 2. **Teamwork skills**
> 3. **Time management skills**
> 4. **Problem-solving skills**

Required

Your visual summaries should be presented in the form of **mind-maps** or **diagrams**. Your teacher will show you a preferred method, or you can search online to find a style that suits you.

You will create your mind-maps **manually** or by using **digital media**.

On your mid-maps you need to:

❑ highlight or **emphasise** the most **important concepts** for the skills area(s)

❑ identify relevant **key terms**

❑ use **images** or **icons** to illustrate your visual map(s).

Note: Your teacher might direct you to focus on specific skills area(s) from the four.

Name:		Key dates:			UNIT 1 Module 1
Tasks - AT2: Developing and Applying Skills		**Must Do?**	**Due Date**	**Done**	**Level**
Part A: Drafting my mind-maps					
🗣 Negotiate the task details with my teacher.		✓		○	
1. Create a draft of Communication skills mind-map.		✓		○	
2. Create a draft of Teamwork skills mind-map.		✓		○	
3. Create a draft of Time management skills mind-map.		✓		○	
4. Create a draft of Problem-solving skills mind-map.		✓		○	
⇨ Find suitable images/non-text media.		✓		○	
🗣 Get feedback on my drafts from my teacher.		✓		○	
Part B: Completing my mind-maps					
⇨ **Apply suitable images/non-text media.**		✓		○	
⇨ **Prepare and submit my final mind-maps.**		✓		○	
🗣 **Present my mind-maps to the class (if required).**		○		○	

FULL DRAFT PREVIEW SAMPLE

Goal-Setting and Planning | 3

Activities 3: Goal-Setting and Planning	p.	Due date	Done	Comment
3A **My goals**	45	☐	◯	
3B **My goals - Timeframes**	47	☐	◯	
3C **Goals & PODR**	49	☐	◯	
3D **Motivation and me**	51	☐	◯	
3E **Purposefulness**	53	☐	◯	
3F **Drag and drop**	55	☐	◯	
3G **Back-up plans**	57	☐	◯	
3H **Don't worry, be happy**	5	☐	◯	
3I **Health and wellbeing factors**	59	☐	◯	
3J **What about me?**	61	☐	◯	
3K **Emotional intelligence**	63	☐	◯	
AT3 **Self-Development Profile**	64-65	☐	◯	
R3 **Review and Reflection**	66	☐	◯	

FULL DRAFT PREVIEW SAMPLE

Comments:

3.01 Goal-Setting and Planning

Planning, organising and goal-setting

Planning and organising are vital self development skills that you need for your everyday personal, educational, social, recreational and vocational lives.

Planning and organising is all about achieving goals and objectives. So let's have a look at **goal-setting**.

Goal-setting

A **goal** (or an **objective**) is something you are aiming to achieve.

Image: almagami/ iStock/Thinkstock

One of the most important ways to live a happy and healthy life is to match your **personal values** with your life goals, and with your career goals.

You can undertake personal development in a variety of areas to help you achieve your goals.

Your goals might relate to self-development, social development, helping your family, achieving an educational or learning goal, a sporting achievement, a health and wellbeing goal, a vocational goal, or some other self-improvement goal.

Regardless of the type of goal, the most effective way to achieve any longer-term goal is to break it down into a series of smaller, shorter-term, and more achievable, 'bite-sized' **objectives**. The smart way to start planning your future goals is to ask:

⇨ "Where do I see myself at the end of the year?"

⇨ "Where do I see myself in 2-3 years' time, when I am 18-20?"

⇨ "Where do I see myself in 6-9 years' time, when I am in my mid-20s?"

Goal-Setting Process

1. Break longer-term goals down into smaller achievable objectives.

2. Visualise your goals and yourself in these roles; (but don't daydream).

3. Aim high but still keep your goals realistic.

4. Find out as much information as possible about what you need to do to achieve your goal.

5. Make short-term sacrifices to gain long-term improvements in yourself.

6. Plan and use your time efficiently.

7. Ask for help and get advice when needed.

1. Briefly outline a **personal goal** you have in relation to the following categories.

Self-development goal	Social development goal
Family-related goal	Educational or learning goal
Health and wellbeing (or sporting) goal	Vocational goal

FULL DRAFT
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SAMPLE

2. Answer the following questions in relation to **your** own **self development**.

i.   What do I hope to improve or achieve in **3 months** time?

_____

ii. What do I hope to improve or achieve in **12 months** time?

_____

iii. What do I hope to achieve in **2-3 years** time?

_____

iv. What do I hope to achieve in **6-7 years** time?

_____

v.   What do I hope to achieve in **15 years** time?

_____

3.03 Goal-Setting and Planning

Planning

Planning is the important first stage of goal achievement.

We all have plans. Perhaps you plan to be the next undiscovered singing sensation like Kid Laroi?

Or maybe you plan to develop a million-dollar app and retire at 35, filthy rich?

Could be that you are planning to get drafted by an AFLW or AFL team?

These are **big picture goals**. (They are also quite unrealistic for most people, as you would need some pretty special talent, skills, ambition and discipline to achieve those goals).

But have a think about a person who might achieve each of those goals.

That person wouldn't get to their end goal in just one go. They would achieve their overall goal **step by step**.

And most likely, once they got to that particular supergoal, well that's when a whole new set of plans, objectives and even harder work kicks-in all over again!

Planning timeframes

When planning for a big long-term goal it is important to be aware of different planning timeframes. We can usually classify these timeframes into three levels:

Long-term goal

This is the overall or 'big picture' goal. The timeframe will change depending on the complexity of the goal. e.g. It might be 2 years to save to buy a car.

Mid-term goals

These are the step-by-step smaller **objectives** that help you reach the 'big' goal. e,g, This might be setting a savings target every 3 months for the car.

Short-term goals

These are the specific **tasks** that need to be done immediately and/or regularly to get you on your way to achieving your objectives and then your 'big' goal. e.g. This might be a weekly budget to control spending as part of saving for a car.

Being able to break down a long-term or big picture goal into smaller timeframes. is how you can better organise yourself, and perhaps others, to achieve that goal.

And one other important thing to note, is to keep your plans **achievable, realistic**, and **timely**.

Image: Zsiros Istvan Hungary/ Depositphotos.com

People often have **similar goals** in life. But because of varied personal circumstances we might **achieve** these goals in **different ways** - and according to **different timeframes**.

Complete this table for each of these 'common' **life goals**. Add 2 more.

Personal Goal	Goal for me? Why/why not?	What is the timeframe?	What do I need to do or achieve to help me?
Finishing school.			
Getting my license.			
Getting into TAFE or training.			
Getting a job.			
Moving out of home.			

FULL DRAFT PREVIEW SAMPLE

3.05 PODR Planning Process

Plan-Organise-Do-Review

A key part of your Personal Development Skills course is for you to be able to participate in individual or group-based personal development activities.

When you plan and organise an activity related to your personal development, there are many tasks that you will be required to do.

Some tasks, such as developing a **timeline**, are relevant for any PDS activity.

Other tasks are specific to the particular PDS activity you are doing, such as surveying people, developing a multimedia presentation, or organising a guest speaker.

There might also be different **task skills** that are needed depending on the type of activity you are doing. These task skills will vary:

⇨ 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

⇨ during and following the activity as part of the review process.

So a good planning tool that helps you work out what you need to use is the **PODR** or Plan-Organise-Do-Review Process.

PODR Planning

1. Plan

Work out just what it is you are trying to do; i.e. your overall goal, 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 of these smaller objectives on a task-by-task basis.

Organise yourself, 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.

Some Common Goals

Education		Relationship
Training		Health
Learning		Fitness
Skills		Socialisation
Achievements		Team
Vocational		Creative
Community		Caring
Helping		Financial
Environmental	Personal growth	Family

Image: alphaspirit/
Depositphotos.com

FULL DRAFT PREVIEW SAMPLE

Goals & PODR   3C

Describe possible things or areas that you would **like** to **achieve**; or perhaps areas in which you need to **make improvements**. Then briefly explain why.

I need to improve or achieve...	Because...
e.g. I want to improve my personal health and wellbeing by being more physically active.	I spend too much time online and using digital devices and I do not move or exercise anywhere near as much as I did 3 years ago.

Applied: You might focus on one personal development goal or objective for a PDS activity. If so, you will use and apply the PODR Planning process. What are the **4-stages** of the **PODR** Planning process?

3.07 Motivation

Motivation

Motivation drives people to act in certain ways.

Motivation may occur **intrinsically** from within a person, or occur **extrinsically** from outside a person.

Different **factors** or **drivers** motivate different people in different ways - and at different stages of their lives. That's a lot of differences!

It isn't easy to motivate yourself, and it is usually even harder to motivate other people.

It's quite difficult to get people to do something they don't want to do if they aren't motivated to do it.

Motivation
Two basic factors that can motivate people is when they are:

1. **trying to achieve a positive goal (proactive), or**

2. **trying to avoid a negative consequence (reactive).**

There isn't one particular set of rules or guidelines that you can use when it comes to motivation techniques.

But there are basic accepted theories of motivation that apply generally to people in personal, social, educational, work and other 'professional' situations.

One of the key elements in achieving **self-development** is to be motivated to act in ways to achieve **positive outcomes** for yourself, for others and for the broader community and society. This is tied to having a sense of **purposefulness**.

Some Motivating Factors

To develop a sense of purposefulness.

To achieve task or job satisfaction.

To build self-esteem.

To gain recognition.

To earn some income.

To support family and loved ones.

Wanting to avoid punishment.

To gain a sense of achievement.

To receive peer recognition.

To achieve status, power and respect.

To contribute to the community.

Image: julos/ Depositphotos.com

To do something now so as to 'receive' more in the future.

To achieve some type of non-income reward.

What gets you motivated?

1. Complete the table by describing **situations** when **you** were **motivated** by each of these factors. **Describe** what you did, and explain **why** you did it. Add 2 more.

Factor	What did I do?	Why did I do it?
To earn some income.		
To gain a sense of achievement.		
To achieve task or job satisfaction.		
To gain recognition.		
To build self-esteem.		
To support family and loved ones.		
Wanting to avoid punishment.		
To contribute to the community.		

2. Summarise what you feel to be **your key motivators** in life.

3.09 Motivation

A sense of purpose

A key driver of **self-motivation** is the ability of a person to have a sense of purpose in life. This is often called **purposefulness**, and you will explore this more in Module 2 in relation to health and wellbeing.

One key part of **purposefulness** is being able to focus on achieving a **goal** - be it large or small. Having goals helps a person establish a sense of **meaning**. Goals bring **purpose** to their lives. Goals can drive **personal motivation**. Together, all these factors help to improve **personal health** and **wellbeing**.

Sometimes it might be difficult to always feel a sense of purposefulness. This happens because many of life's goals are **big picture goals** - and these can be **difficult**, or can take a long time to achieve. Some people can start to feel lost and develop a sense of aimlessness, which is the opposite of having a sense of purpose.

It is also important not to **over-focus** on just one objective in your life. This can lead to too **narrow** a **focus**. If we are always **obsessing** about just one thing, we can **miss out** on experiencing everything else going on around us.

A feeling of **aimlessness** is a natural emotional reaction that all people experience from time to time.

However, we all need to take steps to rediscover our **sense of purpose**. This can be as simple as **focusing** on the **positives** and **changing** our **routines** to include more positive experiences (even very small ones), taking **time** to **reflect** on how your actions can help you and others, and seeking **support** and **advice** when you are struggling with your feelings and level of motivation.

Purposefulness

Achieving

Helping

Supporting

Learning

Improving

Experiencing

Growing

Engaging

Connecting

Focusing

Reflecting

Image: kgtohbu/ Depositphotos.com

Self-awareness

Self-development

1. What is a sense of purpose or **purposefulness**?

    _____

    _____

    _____

2. How does a sense of **purpose** help us to **improve** our **health** and **wellbeing**?

    _____

    _____

    _____

    _____

3. What is **aimlessness**?

    _____

    _____

    _____

4. What can people do to help overcome a sense of **aimlessness**?

    _____

    _____

    _____

5. Complete the table to identify **positive actions you** can **take** to build more **purposefulness** in your life. 4 action prompts are already supplied.

Achieving	Learning	Supporting	Engaging

3.11 Motivation

Motivating factors

When it comes to understanding motivation, a good strategy is to clearly identify how all the different factors influencing your day-to-day life impact on your own motivation.

In some cases these factors arise **externally**. You can't control most of those external factors, but you can **control** how **you respond** to external factors.

In other situations these influencing factors **arise** from **you yourself**. You have much more control over how you let these **internal** factors play out in your life. But sometimes you just might need to seek some **guidance** and **support**.

We can simplify the most common factors into two opposing sets of **positive motivators** and **negative motivators**.

Image: Ai825/Depositphotos.com

Positive motivators	Negative motivators
⇨ **Joys:** These are things that you naturally enjoy experiencing.	**Stressors:** These are things that cause you problems.
⇨ **Drivers:** These are things that get you going.	**Daggers:** These are things that hold you back.
⇨ **Enablers:** These are things that help you achieve.	⇨ **Barriers:** These are things that stop you from achieving.

FULL DRAFT PREVIEW SAMPLE

3F   Drag and drop

1. So have a think about the things and **actions you do** in life. What regularly makes you **happy**?

2. Now think about the things and **situations** that cause **problems**. What regularly **brings you down**?

3. Now have a think about the things and **situations** that might happen **unexpectedly**. How do these **impact** on you and make you **feel**?

4. This time, think about **good things** that haven't happened, but **might happen**. What makes you **excited**?

5. This time, think about **bad things** that **haven't happened**, but could happen. What makes you **anxious**?

6. Now finally, have a think about the things and situations that get you to **respond**, take **action** and act with life. What gets **you going**?

Analysis

Your teacher will reinforce the notions of **positive motivators** and **negative motivators** with the class. Read back through **your responses**. **Classify** your responses under these 6 **headings**. What is the table saying about **your motivation**?

Joys	Drivers	Enablers
Stressors	Draggers	Barriers

3.13 Plan B

Back-up

Although planning and organising is a key strategy for setting and achieving your goals, we all know that sometimes things don't go to plan.

Sometimes our plans and goals can be challenged by **changing circumstances** in our personal lives.

For example, a person might suffer a long-term **injury** or **illness**, or have to **relocate** to a different region, or might even have to deal with **personal** and **family issues** and problems that are more important at that time.

At other times our plans and goals might be challenged by **external factors** over which we have no control.

We all saw the impact of the **COVID-19 pandemic** on society, and the resulting changes in the world of work.

In response, many people re-assessed their **career** and **life goals** and objectives, with thousands of workers changing jobs as part of a new career direction.

Others took the opportunity to start a family. Tens of thousands moved to regional locations. And many older workers even took up early retirement.

There is always more than one way to get to where you want to be in life. So in life, it is important to have a **back up** or **contingency plan**.

Planning and following a different set of steps that help you just as much as your original plan.

In order to do this, people need to be **adaptable**, **flexible** and **enterprising** - in their personal, social, educational and work lives.

As part of a back-up plan we may need to:

⇨ take **different actions** to achieve our goals, or

⇨ plan a **modified goal**, using a combination of the **same** actions together with some **different** actions, or

⇨ have a **new goal**, with totally **new actions** required.

Image: Foto_vika/Depositphotos.com

Back-up Plans

Same goal - Plan:
- ❏ **Different steps, and/or**
- ❏ **Different timeline, and/or**
- ❏ **Different education, and/or**
- ❏ **Different training, and/or**
- ❏ **Different work experiences.**

Modified goal - Plan
- ❏ **Same or different steps, and/or**
- ❏ **Same or different timeline, and/or**
- ❏ **Same or different education, and/or**
- ❏ **Same or different training, and/or**
- ❏ **Same or different experiences.**

Totally new goal - Plan:
- ❏ **New steps, and/or**
- ❏ **New timeline, and/or**
- ❏ **New education, and/or**
- ❏ **New training, and/or**
- ❏ **New work experiences.**

Back-up plans 3G

In pairs, discuss these case studies. What back-up plans and **actions** would you **suggest** for each person. What would you do?

Fringie, 17 and at school, lives in a regional town and had their heart set on being a barber/hairdresser. But the tourism drop hit the town hard, people have moved away, and now the only salon has closed down. Fringie not only lost their casual job, but also any chance for an apprenticeship.

Maveo loves computers and wants to work in IT. But Maveo has developed RSI in their hands as a result of too much gaming. The injury causes lots of pain - and it's getting worse. Maveo wonders if their body is cut out for a 50-year career working on the keyboard?

3.15 Health and Wellbeing

Personal health and wellbeing

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

Your achievement of positive health and wellbeing is influenced by a series of interrelated factors.

it is important that you understand that every aspect of your life **influences** your health and wellbeing, just as every aspect of your life is **influenced by** your 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 state of mind could also help you to experience successful outcomes in other health and wellbeing areas, such as your **physical health**, and in your **relationships**.

As another example, if you are happy in your job this will directly improve your **career** health and wellbeing. It could 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. Start to come up with examples of how each might relate to your own personal situations.

Image: agefotoshock, Depositphotos.com

3H   Don't worry, be happy

What **makes you happy**? What are the **factors** that contribute to your own **health and wellbeing**? And what are some of the things that **get you down**? Complete these sentences.

1. The thing that most makes me **happy** is...

_____

2. However, I can feel really **contented** when...

_____

3. I make other people **happy** by...

_____

4. However, a thing that makes me **unhappy** is...

_____

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

_____

Health and Wellbeing Factors

Physical
i.e. The quality of your health, fitness and nutrition lifestyle.

Emotional
i.e. Your personal happiness and how you feel about yourself.

Mental
i.e. Your feelings of stress, anxiety, and life's ups and downs.

Relationship
i.e. Your dealings with family, friends, partners, digital networks, etc..

Spiritual
i.e. Your personal values, religious beliefs and broader consciousness.

Career
i.e. Your education, job satisfaction, career goals and contributions.

Financial
i.e. Your income, wealth and standard of living measures.

Societal
i.e. Your feelings of safety, security and contentment with your world.

Health and wellbeing factors   **3I**

1. Give an example that **describes** your level of **health and wellbeing** for each of the **8 factors** shown above.

Physical	Emotional
Mental	Relationship
Spiritual	Career
Financial	Societal

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

3.17 Self-Knowledge

Self-knowledge

Do you know yourself? Truly?

Self-knowledge is a concept that relates to an individual having a true understanding of themselves in terms of, their wants and needs, their hopes and dreams, and most importantly, their skills and abilities to achieve their goals.

We can build self-knowledge through honest **self-reflection** and **evaluation**.

We can also build self-knowledge by getting constructive **feedback** and **review** from others.

Understanding oneself is the key to having a happier and healthier life. It is important to identify what you really **want** and **need** for a happier life. Not what someone else needs and wants. What you need and want.

You don't need to be rich and famous to be a happy human being. Nor do you need to display the outward trappings of being successful. You don't need no bling to make your own heart sing!

We get advertisers and marketers trying to tell us what we want - a new Jaguar. When all we might truly need is a reliable and roadworthy second-hand car.

And just eating a bowl of Weetbix or Nutri Grain every day won't turn you into an athlete (although one of those products is quite healthy).

Choose your own goals

Sometimes people try to achieve the wrong goals. They think they need to be rich, or famous, or a celebrity, or a sports star, or a singer, or an actor, or some other supergoal.

These **supergoals** are not really their own. They are the goals of someone else, usually someone more successful and famous. That is a problem with the influence of **social media** and **celebrity culture**.

And then people get told. "Anyone can achieve their dreams - just go for it."

Well it might have worked for the super-successful who possess extraordinary talent, skills, drive, dedication and self-sacrifice. But for most of us, we need to know our **limitations**. And also how best to build and apply our **strengths**.

People might also be influenced by peer pressure, popular culture and social media. It's natural and happens to all of us at times. But deep inside we know what we really want. So don't let the over-inflated opinions and **influence** of others, cloud your own vision.

Image: ysbrand/ Depositphotos.com

"It's just an image for my 'job'. What I really enjoy doing most is baking cupcakes!"

Self-Knowledge

Honesty

Reflection

Review

Critique

Feedback

Strengths

Weaknesses

Growth

Decline

Skills

Abilities

Save your wishes for your birthday

Hopes

Dreams

Wants

Needs

FULL DRAFT PREVIEW SAMPLE

What about me?   3J

So **how well** do you **know yourself**? Answer these questions honestly. You don't need to share your answers with others if you don't want to. Put them away and come back to them in a few months time to check and see how you're doing!

What I want is...	But all I actually need is...
I would say that my greatest strength is...	Others might say my greatest strength is...
I would say that my biggest weakness is...	Others might say my biggest weakness is...
I'd love to have the ability to...	But skills I would need to develop include...
In 10 years I would hope to...	If I could achieve 1 big dream it would be...

3.19 Self-Knowledge

Emotional intelligence

An important part of self-knowledge is to have an understanding of your level of 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 involves recognising and understanding your own emotions by being **self-aware**.

By being self-aware you can then develop and apply skills to effectively **manage your emotions** in different situations.

A person with well-developed emotional intelligence is thought to be better able to succeed in **social situations**. This is because they are likely to have a better understanding of why they, and others, are acting and responding in certain ways.

Emotional intelligence also enables people to have better **personal relationships**. They are more in tune with their own **feelings** and the feelings of others. This is a key element of **empathy**.

And naturally, emotional intelligence and **social skills** are vital for **workplace** success. Employers are looking to **employ** the types of people that they think will work successfully for customers and clients; as well as the types of workers who will be able to work with their colleagues and managers.

Image: Igor Vetushko/ Depositphotos.com

Emotional Intelligence involves...

Self-awareness

Social skills

Empathy

Communication

Self-confidence

Intuition

Self-reflection

Flexibility

Self-regulation

Adaptability

Initiative

Motivation

Teamwork

Conscientiousness

Conflict management

Trustworthiness

Image: Igor Vetushko/ Depositphotos.com

1. What is **emotional intelligence**?

_____

_____

_____

_____

2. What **positives** are people with **better emotional intelligence** more likely to **experience**?

_____

_____

_____

_____

3. What is **empathy**? Describe an example when you have shown **empathy**.

_____

_____

_____

_____

4. List and then **rank yourself** from very high to very low in each of the **emotional intelligence** terms from p.62. Now rank a **friend**. **Compare** your rankings.

3.21 Module Assessment

> **AT3 Self-Development Profile**
> **- Understanding self**

Overview: Self-Development Profile

You are required to complete a **short** personal development activity that involves you creating a **Self-Development Profile**.

Required: Self-Development Profile

In your Self-Development Profile you are required to include the following.

1. About you now, and **your personal strengths** and **limitations** at the moment.

2. Your **hopes** for the **future**.

3. Your key **passions**, **strengths**, **skills** and **qualifications**.

4. Personal **areas** and **skills** you need t**o improve**, including **communication**, **teamwork**, **time management** and **problem-solving**.

5. Self-development or **improvement strategies** that you could undertake.

6. Key **people** who could **help you** improve.

7. Key **resources** and **information** you could use to help you improve.

8. Description of **2 clear actions** that you could take right away to improve your **personal situation** and/or your health and wellbeing.

9. A **timeline** to list the steps required to achieve your self-improvement actions.

10. How you will **check** to see that you have made **an improvement** in your personal life and/or health and wellbeing.

Method: Self-Development Profile

Stage 1

❑ You need to create a plan which includes the steps, and a timeline, of how you will set out and complete your profile.

🗣 ❑ You need to get this plan and timeline approved by your teacher.

Stage 2

❑ You should create your profile using short, clear sentences; and perhaps using dot points under headings.

❑ You should also add images and use multimedia to put your profile together.

🗣 ❑ Your teacher will give you more information about the requirements and due dates. Write this below.

Name:		Key dates:		UNIT 1 Module 1

Tasks – AT3: Self-Development Profile	Must Do?	Due Date	Done	Level
Drafting My Self-Development Profile				
🗣 Negotiate the task details with my teacher.	✓		○	
Choose suitable format: _____	✓		○	
1. My personal strengths and limitations.	✓		○	
2. My hopes for the future.	✓		○	
3. My passions, strengths, skills and qualifications.	✓		○	
4. Personal areas and skills I need to improve.	✓		○	
5. My self-development improvement strategies.	✓		○	
6. People who could help me improve.	✓		○	
7. Resources and information I could make use of.	✓		○	
8. Two actions I can start right away to improve.	✓		○	
9. A timeline to achieve my self-improvement actions.	✓		○	
10. How I will check that I have made improvements.	✓		○	
	○		○	
	○		○	
⇨ Drafts of appropriate non-text media.	✓		○	
Completing My Self-Development Profile				
🗣 Prepare Self-Development Profile draft for feedback.	✓		○	
⇨ Use appropriate methods and media.	✓		○	
⇨ Prepare my final Self-Development Profile.	✓		○	
🗣 Present my Self-Development Profile (if required).	○		○	

Additional information:

Signed: _____ Date: _____

FULL DRAFT PREVIEW SAMPLE

3.23 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	1	2	3	4	5
not shown	low	reasonable	good	very good	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   4

Activities 4: Health and Wellbeing	p.	Due date	Done	Comment
4-6	U1: Module 2 - Requirements	69			
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Comments:

4.01 Unit 1: Module 2 - Introduction

Module 2: Developing self

You will explore 'Developing self' through the next 3 sections of this resource: **S4: Health and Wellbeing S5: Achieving Self-Care** and **S6: Positive Relationships**.

Sections 4&5 each conclude with a graduated assessment task. The unit assessment task at the end of Section 6 requires you to establish and work towards a self-development goal.

You should also complete activities on an ongoing basis in your Applied Vocational Booklet to apply personal development skills to work-related situations.

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Physical	Social	Emotional
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Self-Care — 76

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AT4: My Health and Wellbeing - Self-Reflection (pp.86-88)

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AT5: Achieving Self-Care: Getting Advice (pp.106-108)

M2. Developing self	**S6. Positive Relationships**

Positive Assertiveness	**110**

Assertiveness	**Being assertive**	**Over-stepping**

Online Safety	**118**

Playing it safe	**Think before you post**	**Digital 'relationships'**

e-Safety Commissioner

Personal Relationships	**122**

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AT6: Personal Development Goal (p.130-133)

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U1: Module 2 - Requirements   4-6

Your teacher will discuss the key requirements for successfully completing
Module 2: Developing self with your class. List these below.

4.03 Health and Wellbeing

Achieving personal health and wellbeing

Achieving personal health and wellbeing is a quest for a happy life. But varied factors impact on us which can threaten our ability to achieve personal health and wellbeing. We have to take active steps to ensure our **self-care**.

We all, at times, have to juggle feelings of **happiness**, **satisfaction** and **confidence** with feelings of **anxiety**, **stress** and even **guilt**.

The key 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 - we all have our different issues to deal with - and they are all real to us.

However, it is your own **personal responsibility** to deal with your issues proactively. But you don't have to do this on your own. There are people who can give you **advice**, **guidance** and **support**.

> For example, Martyn has just got a part-time job at Hungry Jacks. He is doing well at school and his VET Retail course is really going well. He should be feeling pretty happy in himself.
>
> However, his partner just broke off their 8-month relationship and Martyn is very down. He can't seem to get happy about anything else.

🗣 What do you think about Martyn's situation? Many things are going well for him. But a very important element of his personal health and wellbeing - his relationship - has ended. How would you feel if you were in Martyn's shoes?

> As another example, Layleen is really enjoying the volunteering for the elderly community that she does through her church group.
>
> She is really rising to the challenges of her Vocational Certificate and is working towards studying a Certificate 4 in Health and Community Services in the future.
>
> But there are problems at home. Her parents have lost their jobs and are stressed out and fighting about money. Layleen feels insecure and anxious about her future, and she feels guilty that she is not out working and earning an income to help her family through this difficult time.

🗣 So how would you feel in Layleen's position; and what might you do?

Image: Multiart/
Depositphotos.com

1. List some **words** that might **describe** how both Martyn and Layleen are **feeling**.

Martyn might be feeling...	Layleen might be feeling...

2. What **advice**, **guidance** and **support** could Martyn and Layleen **access** to help them deal with their situations?

Martyn: Advice, guidance and support	Layleen: Advice, guidance and support

3. Create a **diagram** that sets out the following:

   ⇨ A list of things that can happen in life that cheer you up; i.e. factors that improve your personal health and wellbeing.

   ⇨ A list of things that can happen in life that get you down; i.e. factors that threaten your personal health and wellbeing.

   ⇨ Show if these good and bad factors are related to one another by using arrows, or by matching them up on your diagram in some way.

   ⇨ Identify key factors that threaten your personal health and wellbeing.

   ⇨ For each factor, outline 1 clear action or strategy that you can do to help deal with this problem.

Starting drafting your ideas here

4.05 My 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 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 enjoy better personal health and wellbeing. But these factors can also threaten our ability to achieve personal health and wellbeing.

Physical health and wellbeing

Factors can impact directly on our **physical health and wellbeing**. We might suffer from injury, illness, lack of fitness, lack of sleep, 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.

Not enough sleep and too much screen viewing can impact on your level of energy.

Image: LanaStock/ Depositphotos.com

Social health and wellbeing

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

These factors can threaten our **social health and wellbeing**.

Sometimes communication breakdowns can happen with family, teachers and bosses.

Image: fabianaponzi/ Depositphotos.com

Emotional health and wellbeing

And we all, at times, have to juggle happy feelings, unhappy feelings and even neutral feelings.

These **emotional states** affect our self-esteem, and together may impact on our feelings of self-worth. These factors can impact on our **emotional health and wellbeing**.

At times it becomes a bit harder to always have a clear sense of purposefulness.

Image: motortion/ Depositphotos.com

Page 72 discusses a range of **factors** that can **impact** on **health and wellbeing**.

1. Identify the **key factors** by describing **examples** that 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.72 were **expressed** as **negative** impacts. **Rewrite** the potential **impact** of these factors, but this time as **positive** statements.

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

3. As a class come up with **3-5 major factors** that can really **help** a **young person's** personal **health and wellbeing**.

4.07 My Health and Wellbeing

One thing leads to another

It is important to recognise that various **factors crossover** to influence your personal, social and emotional health and wellbeing.

Your challenge is to find a **balance**.

Sometimes this means that if your emotional 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 missing out on positive social interactions. As a replacement, you might focus on **physical activity outdoors** to enjoy the positive experiences that come from being out and about in nature.

Image: philipdyer/ iStock/Thinkstock

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 influences 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.

Achieving personal health and wellbeing can be a bit of a juggling act.

4C   One thing leads to another

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	
Social Health & Wellbeing	
Emotional Health & Wellbeing	
My Health & Wellbeing	

Influencers of Personal Health & Wellbeing

General health

Illness or injury

Diet & nutrition

Relationships

Physical activity

Responsibilities

Lifestyle

Stress

Sport & recreation

Anxiety & fears

Financial security

Physical environment
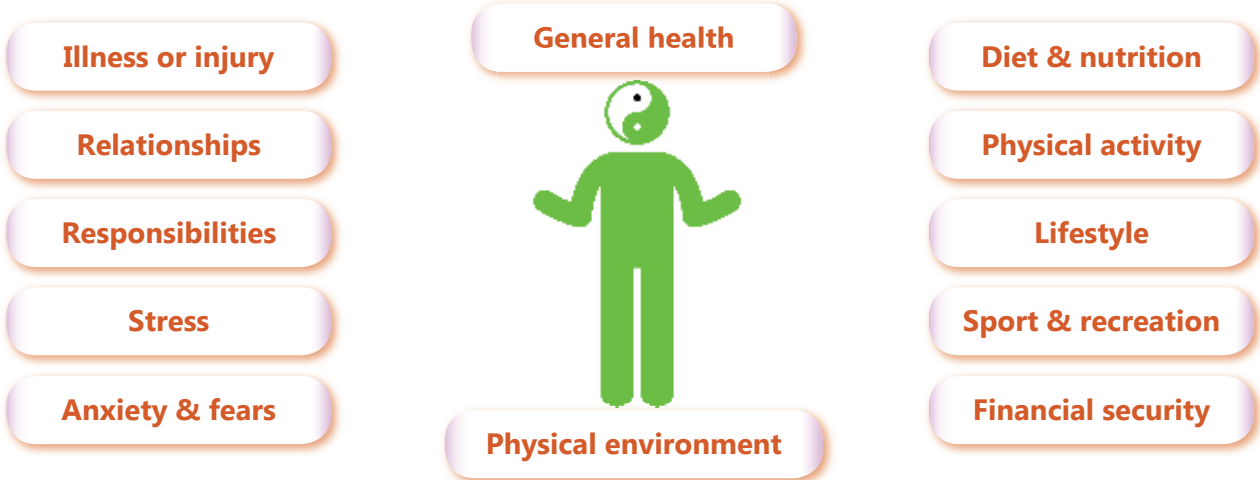
Influencers of Social Health & Wellbeing

Family

Relationships

Sport & recreation

Stress & conflict

Lifestyle

Acceptance

Hobbies & interests

Anxiety & fears

Peer pressure

Broader media

Social media

Friends

Influencers of Emotional Health & Wellbeing

Self-esteem

Personality

Diet & nutrition

Injury & illness

Lifestyle & activity

Responsibilities

Relationships

External stressors

Alienation

Conflict

Social media

Self-worth

Images: adapted from Jeremy/ Depositphotos.com

4.09 Self-Care

Self-care

Self-care can be described as taking active measures to keep yourself well and **resilient**. Self-care involves achieving personal, social and emotional health and wellbeing; often all at the same time!

Ideally, your self-care should be **proactive.** Being proactive will help to cushion you from the inevitable ups and downs of life.

This means that you will be more likely to deal with **health and wellbeing** issues before they become a bigger problem. As we all know, it's much easier to deal with problems and issues at the outset, rather than avoiding or procrastinating - and letting the issue grow into something more problematic.

Self-care involves **self-awareness**, **self-reflection** and s**elf-improvement**.

Self-care can look very different for different people, depending on your own personal needs.

🗣 So what do you think are some of the **actions** you could take to achieve self-care?

Caring for others can improve our own self-care immeasurably!

Pillars of self-care

The ability to care for yourself involves having the basic **supports** to assist you to build a solid, healthy 'self' in the areas of personal, social and emotional health and wellbeing.

🗣 So as a class, discuss these six basic pillars of self-care.

Pillars of Self-Care

Personal safety
Security and safety from physical and emotional harm and strategies to minimise danger.

Shelter
Having stable and safe accommodation including adequate personal space.

Diet and nutrition
Access to nutritious food, and the understanding of how dietary choices impact on wellbeing.

Physical exercise
Undertaking regular physical activity and maintaining strength and stamina.

Lifestyle
Making positive choices in your personal behaviours, activities and social interactions.

Sleep
Having sufficient sleep with regular patterns of rest and recovery.

a. Complete this quick **reflection** on your own personal health and wellbeing. Answer honestly about how you feel your **personal wellbeing is at the momen**t.

b. Add **3 more questions** related to your own situation.

c. In the **final column rank** the **importance** of each of these wellbeing statements for you.

d. Can you see any **patterns**? What can **you do** about these?

e. Where are your **positive responses** landing? Keep going! Are there any **strategies** you use for these that can **help you** with your less positive areas?

f. Have a look at your high **importance** rankings. Do these correspond to the **causing problems** column? **Why** do you think that is the case? You can get some **advice** and **support** to deal with these issues right now. You don't have to deal with everything on your own you know! **Ask your teacher**.

At the moment I would describe:	Positive	Generally positive	Causing problems	How important is this to me?
My general health as...	◯	◯	◯	5 4 3 2 1
My diet and nutrition as...	◯	◯	◯	5 4 3 2 1
My anxiety and fears as...	◯	◯	◯	5 4 3 2 1
My financial security as...	◯	◯	◯	5 4 3 2 1
My family relationships as...	◯	◯	◯	5 4 3 2 1
My personal relationships as...	◯	◯	◯	5 4 3 2 1
My hobbies and interests as...	◯	◯	◯	5 4 3 2 1
My social media engagement as...	◯	◯	◯	5 4 3 2 1
My self-esteem as...	◯	◯	◯	5 4 3 2 1
My level of responsibilities as...	◯	◯	◯	5 4 3 2 1
My experience of conflict as...	◯	◯	◯	5 4 3 2 1
My lifestyle and activities as...	◯	◯	◯	5 4 3 2 1
My	◯	◯	◯	5 4 3 2 1
My	◯	◯	◯	5 4 3 2 1
My	◯	◯	◯	5 4 3 2 1

FULL DRAFT PREVIEW SAMPLE

4.11 Self-Care

Modern 'smarts'

It's great to aspire to 'live your best life' and to believe that 'you are enough'.

But sometimes, these terms that slide off the tongue so easily are planting the idea that there is a problem with you that needs to be 'fixed'.

We could even say that these slogans are really only used to try to get you to 'invest' in your health and wellbeing, by spending money on products to help you to 'be the best version of yourself'.

We even have a contemporary marketing phenomenon for this - the 'wellbeing' industry - and it's an industry that thrives on selling insecurity, self-doubt and unrealistic expectations.

So consider the affirmations in the image. There's a certain level of positive truth in each of them.

Image: luislouro/ Depositphotos.com

"You can't love another person until you love yourself."

"I am in charge of my life."

"I am worthy, I am loved, I am enough."

"Someone else's perfection must never be your goal."
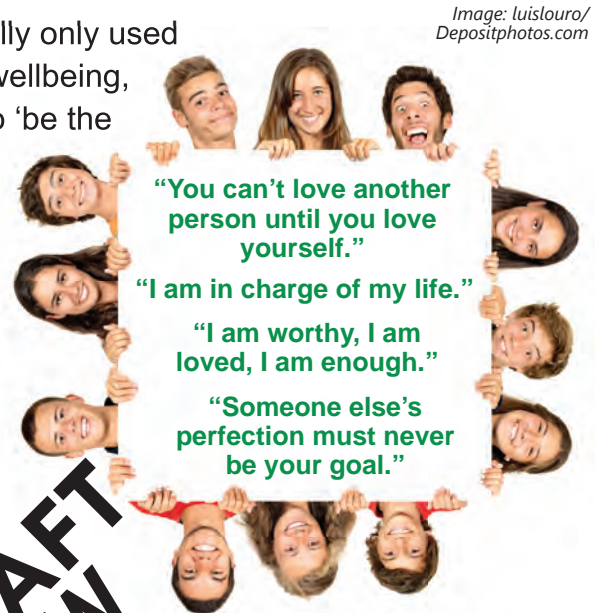
Ancient wisdom

Ancient wisdom refers to the philosophies that have stood the test of time. They originate from many different sources. But essentially, wise people in different cultures were all pretty much saying the same thing.

Although these might be expressed in obscure or quaint ways, they often refer to practical life skills and actions that equate with today's notions of self-care. So self-care wasn't invented on Instagram or by a social media influencer. They are just following in the steps of giants (and making money from their 'knowledge').

Teamwork
⇨ "Many hands make light work."
⇨ "He who would do great things should not attempt them all alone."
⇨ "If you want to go fast, go alone. If you want to go far, go together."

Communication
⇨ "Empty vessels make the most noise."
⇨ "It's easy to hear whatever you want - it's harder to listen."
⇨ "The truth that is least reliable, is that which we create ourselves."

Time Management
⇨ "Time waits for no-one."
⇨ "Lost time is never found again."
⇨ "A stitch in time, saves nine."
⇨ "The day you are leaving is not the time to start your preparations."

Problem-Solving
⇨ "A burden shared is a burden halved."
⇨ "The biggest problem could have been solved when it was small."
⇨ "Flies will easily fly into the honey - their problem is how to get out."

1. What is **self-care**?

    _____

    _____

    _____

    _____

2. What **actions** do **you take** to help you to achieve **self-care**?

3. What are the **6 pillars** of self-care? **Rate** your own **situation** in each pillar from 1-10 (highest).

4. Choose one of the 'Anonymous items' from each of the **4 categories**. In your own words, **explain** what each means.

5. What **lessons** or **advice** could you take from this, to **apply** to your own **self-care**?

Teamwork	**Communication**
Time Management	**Problem-Solving**

Applied

Go online and search for self-care. Also search using a digital assistant. Are you getting results from commercial sites, or from government sites and/or reputable support agencies? Did **Beyond Blue** and **Reach Out** pop up in your searches?

Are there any self-care tools and techniques you can put to use?

4.13 Personal Wellbeing

Personal safety

Personal safety involves your physical security as well as your psychological wellbeing. Personal security includes you as a person, as well as your property.

Your safety can be challenged in person, directly; and virtually, when you are online.

Your personal safety might be put at risk by the actions of a stranger, or by the actions of someone you already know.

Personal safety can be at risk in your environment, whether you are in a public space, or in a private space. As an extension of you, your belongings might also be at risk.

Although you should have an absolute right to personal safety at all times, we live in a society where some people threaten or harm others.

So the challenge is for you to recognise potential dangers, and to always get help and speak up if your personal safety is at risk.

There's a lot of shady characters online!

Image: TinPint, Depositphotos.com

Personal safety

Try to:
⇨ **know your surroundings**
⇨ **keep personal information to yourself**
⇨ **speak up and get help.**

Try to avoid:
⇨ **taking unnecessary risks**
⇨ **dealing with unsavoury people**
⇨ **trusting everyone online.**

4F   Personal safety

1. Describe situations in life that can make **you feel safe**, and also those that can make **you feel unsafe**.

I feel safe when:	I can feel unsafe when:

2. What **actions** can **I take** to enhance my **personal safety**?	3. What **advice**, **help**, and **support** can I seek when **I feel unsafe**?

Shelter

Shelter is a basic human need and access to safe and secure shelter is a fundamental human right. Unfortunately, as the most important health and wellbeing factor for young people, having safe and secure shelter is the one thing that young people have the least control over.

The impact of personal relationships, family breakdown, conflict, financial hardship and even natural disasters can threaten the safety and security of shelter for people.

Young people may not have full control over the quality of their shelter, nor the ongoing security of having a safe home to live in. It is important that you work together with family and caregivers to ensure that your personal needs are being respected, and being met.

So make sure that you work with your family to improve the living conditions for one another. Your role might be to help maintain the quality of your immediate environment.

If you do feel that your access to safe and secure shelter is under threat, then seek help and support immediately. There are people in your school, as well as external support services, that will help you.

Shelter

Try to:

⇨ **create a personal space**
⇨ **maintain your physical environment**
⇨ **seek immediate help if your shelter is threatened.**

Try to avoid:

⇨ **disrespecting your home**
⇨ **having unrealistic expectations.**

Shelter   4G

1. What are the **factors** that enable a **person** have **access** to **safe** and **secure shelter**? What are the **negatives** that can **threaten** a person's **access** to **shelter**?

Shelter is strengthened when:	Shelter is threatened when:

2. What **actions** can **I take** to improve my **personal shelter** situation?

3. What **advice**, **help**, and **support** can I seek when **I feel my access** to **shelter** is under **threat.**

4.15 Personal Wellbeing

Diet and nutrition

Access to, and knowledge about, good diet and nutrition can make a huge and immediate difference to your health and wellbeing.

Making more informed choices about your food and beverage consumption can really help your energy levels, your attention, your motivation, your physical health and your emotional wellbeing.

Restrictive diets and poor eating habits impact how you feel and function. This is especially relevant while you are still growing and developing physically and mentally.

Remember, there is no secret special diet. There is no proven special supplement. And there is no secret superfood. These are just shonky products.

What there is, is nature. And the closer your food resembles how nature made it, then the better it is likely to be. And one more thing, be careful of how kilojoules you drink!

Image: ifong/ Depositphotos.com

Diet and nutrition

Try to:
⇨ **eat more fruit and vegies**
⇨ **eat whole foods & grains**
⇨ **consume regular meals.**

Try to avoid:
⇨ **processed foods**
⇨ **restrictive diets**
⇨ **high kilojoules from drinks.**

4H   Diet and nutrition

1. Describe examples of your regular **healthy diet** and **nutrition** choices, as well as examples of your **less healthy** choices (be honest - don't fib!)

Regular healthy diet & nutrition choices:	Regular less healthy diet & nutrition choices:

2. What **actions** can **I take** to improve my diet and nutrition choices?	3. Where can I get **advice**, **help** and **support** about diet and nutrition?

Exercise and activity

The human body has been designed to move and is a truly remarkable 'machine'. However, contemporary life is encouraging us to move less than ever before.

As we get older we take on more responsibilities that can eat into our time. This can mean that our levels of physical activity drop, and our natural fitness falls away.

It is vital that you maintain regular physical activity in your daily life. This helps you to develop fitness, stamina, flexibility, coordination, balance and strength. These attributes are also vital for many jobs.

Regular exercise and activity will also improve your heart/lung capacity and increase your ability to burn energy.

Exercise also improves many other bodily systems and functions.

Regular exercise and physical activity also help to improve emotional and mental health and wellbeing. It can be fun, enjoyable and make you feel good about yourself.

So move, or lose it.

Never underestimating the benefits of dancing!

Exercise & activity

Try to:
⇨ **walk more**
⇨ **do activities you enjoy**
⇨ **join a team or group.**

Try to avoid:
⇨ **lots of sitting and screens**
⇨ **overtraining**
⇨ **expensive fads.**

Exercise and activity   4I

1. Describe examples of when you undertake **more exercise** and **physical activity**, as well as examples of when you become far **less active**.

When I do more exercise & physical activity:	When I do less exercise & physical activity:

2. What **actions** can **I take** to improve my **physical activity** and **exercise?**

3. What **advice**, help and **support** can I get about **boosting** my **physical activity**?

FULL DRAFT PREVIEW SAMPLE

4.17 Personal Wellbeing

Lifestyle

Being young is a time to socialise, to discover who you are, and to have fun. But it's also a time to create a sustainable and healthy lifestyle for the future.

Some people seem to be in too much of a rush to enjoy as much as they can straight away. Too much, too young can be a recipe for disaster and lead to imbalance, a lack of fulfilment, and poor lifestyle and behavioural choices.

Weigh up all the things you want to do, with the outcomes you would like for your life.

Some things are going to take time. We have to make sacrifices to achieve our goals.

A healthy and sustainable lifestyle takes years to build, but can be threatened in moments.

So it is important to keep your lifestyle choices in balance. Some choices that might seem really cool and on-trend when you are young, might seem really uncool and stupid when you are older.

Lifestyle
Try to: ⇨ **create balance** ⇨ **know your goals** ⇨ **make nurturing and healthy choices.** **Try to avoid:** ⇨ **too much partying** ⇨ **alcohol and drugs** ⇨ **toxic relationships.**

4J   Lifestyle

1. List examples of your positive lifestyle choices, as well as examples of your potentially **harmful lifestyle choices.**

Positive lifestyle choices:	Harmful lifestyle choices:

2. What **actions** can **I take** to improve my lifestyle choices?	3. Where can I get **advice** and **support** about making better lifestyle choices?

Sleep

Sleep is a vital activity that we need to do. Sleep enables our bodies to rest, repair and grow. Yet some people continually fight their bodies' urge to sleep by staying awake for long hours. Others are giving in to their bodies' urges by falling asleep at school!

Sleep can be really problematic for teens and young adults. The temptation or perceived need to stay up too long can be strong - especially with limitless opportunities for digital engagement.

Image: fuse/Photos.com

So always ask yourself, I am going to miss out on something that is so important, and will my life will be forever ruined, because I choose to go to sleep rather than spend an extra hour online?

The **circadian rhythms** of adolescents often prompt them to go to bed later and to wake up later. But the structure of school life, work life and life in general rewards early risers. So the sooner you get your sleep patterns in order, then the more successful, and healthy you will be in life.

Sleep
Try to:
⇨ **have a sleep routine**
⇨ **maintain comfortable bedding**
⇨ **treat sleeping as a delight.**
Try to avoid:
⇨ **screentime late at night**
⇨ **over-stimulation**
⇨ **napping during the day.**

Sleep   4K

1. Consider **your sleep patterns**. What **positives help you** to sleep better? What are the **negatives** that can impact on your **amount** and **quality** of sleep?

I sleep better when:	**Things that cause me to sleep poorly:**

2. What **actions** can **I take** to improve my **sleeping patterns**?

3. What **advice** and **help** can I get about **improving** my **sleeping patterns**?

4.19 Graduated Assessment

AT4 My Health and Wellbeing: Self-Reflection - Developing self

Overview: Annotated Reflection

For this assessment task, you are required to complete an **annotated reflection** that describes how various **factors** impact on **your personal health and wellbeing**.

You will then develop an **action plan** to take steps 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 reflection.

Part A: My Health and Wellbeing (and images)

Three wellbeing areas:

⇨ **Physical** health and wellbeing

⇨ **Social** health and wellbeing

⇨ **Emotional** health and wellbeing.

1. List **factors** that **influence your health and wellbeing** in the **3 health and wellbeing** areas.

2. Are these factors having a **positive** and/or a **negative impact**?

3. Explain how these factors are **influencing your health and wellbeing**. Create **images** to show this.

Part B: My Action plan (and images)

Consider the pillars of wellbeing such as:

❑ Safety	❑ Exercise and physical activity
❑ Shelter	❑ Lifestyle
❑ Diet and nutrition	❑ Sleep

1. What **actions** can you take to **turn negative** factors **into positive** actions?

2. What **timeframe** is needed to **turn negative** factors **into positive** actions?

3. What **benefits might you experience** from these positive actions?

4. Create **images** that illustrate you **undertaking positive actions** to enhance your own health and wellbeing. What is it about these actions that you enjoy?

5. 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 make some **sacrifices**.

6. How did you go? Have you **improved** your **personal health and wellbeing**?

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

FULL DRAFT PREVIEW SAMPLE

4.21 Graduated Assessment

Name:	Key dates:			UNIT 1 Module 2

Tasks - AT4: My Health and Wellbeing	Must Do?	Due Date	Done	Level
Part A: My Health and Wellbeing				
⇨ Describe my **health and wellbeing influencers**.				
1. **Positives: Physical** health and wellbeing.	✓		○	
2. **Negatives: Physical** health and wellbeing.	✓		○	
1. **Positives: Social** health and wellbeing.	✓		○	
2. **Negatives: Social** health and wellbeing.	✓		○	
1. **Positives: Emotional** health and wellbeing.	✓		○	
2. **Negatives: Emotional** health and wellbeing.	✓		○	
3. How these factors are having an **influence**.	✓		○	
⇨ Create a set of annotated images.	✓		○	
	○		○	
Part B: My Action Plan				
1. My **actions** to turn negative factors into positive actions.	✓		○	
2. **Timeframe** to turn negative factors into positive actions.	✓		○	
3. **Benefits** from these positive actions.	✓		○	
4. My set of annotated **images**.	✓		○	
5. - My **changes** to experience these positive actions.	✓		○	
- **Sacrifices** I might need to make.	✓		○	
6. How has my personal health and wellbeing **improved**?	✓		○	
	○		○	
Completing my annotated reflection				
🗣 **Prepare draft of my annotated reflection for feedback.**	✓		○	
⇨ **Use appropriate methods and digital media.**	✓		○	
⇨ **Prepare and submit my final annotated reflection.**	✓		○	
🗣 **Present my annotated report (if required).**	○		○	

Additional information:

Signed: _____   Date: _____

Achieving Self-Care 5

Activities 5: Achieving Self-Care	p.	Due date	Done	Comment
5A Communication and self-care	90-91			
5B Teamwork and self-care	92-93			
5C Problem-solving and self-care	94-95			
5D Time management and self-care	96-97			
5E Purposefulness from positives				
5F Me and purposefulness				
5G Purposefulness from negatives				
5H Nobody's perfect!	101			
5I Self-monitoring and me	103			
5J Listening to others	105			
AT5 Achieving Self-Care: Getting Advice	106-108			

Comments:

FULL DRAFT PREVIEW SAMPLE

5.01 Applied Skills - Communication

Achieving self-care

We would think it would be easy to maintain positive **self-care**. Yet in our lives, we often neglect to take **positive actions** to care for ourselves. At times we are influenced by **negative actions** that threaten our self-care. And sometimes we might find ourselves in **difficult** or even **dangerous situations** that can threaten our self-care.

However, you can apply personal development skills of **communication**, **teamwork**, **problem-solving** and **time management** to develop and apply **strategies**, **techniques** and **tools** to enhance your self-care.

Effective communication

Communication is the key skill that can help you achieve positive self-care. You have seen throughout all your vocational subjects how important it is for you to communicate effectively with others. And when it comes to personal self-care, you also need to communicate with yourself through honest **self-reflection**.

Communication is always about the 'right message'. Consider these questions.

⇨ **What** is the message? What is being 'said', or what needs to be 'said'?

⇨ **How** is the message being communicated? Is this the appropriate way to communicate this information?

⇨ **Who** is receiving the message? Who do I need to communicate with? Who needs to communicate with me? When do I need to communicate with 'myself'?

⇨ How will I know that the message has been **received**, understood and acted upon?

It is important for you to recognise if you are having trouble achieving self-care then there is **help**, **advice** and **support** available. But really, TikTok is not the place to get these answers. If you need immediate help and support, communicate with a trusted **professional** at school. They will always be there to help you.

Image: HayDmitriy/Depositphotos.com

5A   Communication and self-care

Consider each of the **6 pillars of self-care**. For each one identify how you could use **communication** strategies, tools and techniques for self-care.

a. Develop and apply **positive actions** to **improve your** personal **self-care**.

b. Recognise and **avoid negative actions** that **threaten** your achievement of **personal self-care**.

c. Identify how to take **quick** and/or **immediate action** if your personal **self-care** is at risk or in **danger**.

It might be best to work in pairs for this activity, as sometimes we can give better advice to others than we apply to ourselves.

Personal safety: Communication strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

Shelter: Communication strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

Diet and nutrition: Communication strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

Physical exercise: Communication strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

Lifestyle: Communication strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

Sleep: Communication strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

FULL DRAFT PREVIEW SAMPLE

5.03 Applied Skills - Teamwork

Effective teamwork

Teamwork and working with others can be very useful methods for maintaining and improving self-care.

Sometimes our self-care gets out of balance because we might have to take on too many responsibilities. A **helping hand** can really go a long way towards getting on top of everything you need to do. This applies in personal situations, in educational situations, in social situations and in vocational situations.

Working with others can also introduce you to a whole new set of **skills**, **abilities** and **knowledge** that you may not already have. The benefits of teamwork and communication can enable you to learn new self-care skills, such as how to cook more nutritious meals and to eliminate unhealthy food and drink choices.

Many people like to exercise with a training partner. This might help you become more **motivated** because each of you can encourage the other to improve their fitness. This is why many people play team sports and enjoy the benefits of group encouragement and support through a **shared goal** and **sense of purpose**.

Of course, teamwork drives **family connections**. It helps people who are united by strong **emotional bonds** care for each other's personal safety by working together to improve their living conditions.

And you should never forget that there are people out there who can really **help** you deal with issues and problems you may be facing.

Think of them in terms of close coaches. They are on your side. They are part of your wellness and self-care team.

🗣 But you will have to reach out to them to initiate contact about help, advice and support.

Image: kchungtw/ Depositphotos.com

5B	**Teamwork and self-care**

Consider each of the **6 pillars of self-care**. For each one identify how you could use **teamwork** strategies, tools and techniques for self-care.

a. Develop and apply **positive actions** to **improve your** personal **self-care**.

b. Recognise and **avoid negative actions** that **threaten** your achievement of **personal self-care**.

c. Identify how to take **quick** and/or **immediate action** if your personal **self-care** is at risk or in **danger**.

🗣 It might be best to work in pairs for this activity, as sometimes we can give better advice to others than we apply to ourselves.

Personal safety: Teamwork strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

Shelter: Teamwork strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

Diet and nutrition: Teamwork strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

Physical exercise: Teamwork strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

Lifestyle: Teamwork strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

Sleep: Teamwork strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

FULL DRAFT PREVIEW SAMPLE

5.05 Applied Skills - Problem-Solving

Effective problem-solving

Sometimes life can seem to be one long series of problems after another. From the everyday and mundane such as, "I'm so tired, but I have to get up to go to school". Through to complex problems such as, "I need to get a job", or "I want to retire a wealthy person at 50!" Sometimes people even have opposite views on the same problems. "I need to lose weight." "I need to gain weight"!

Many problems are the same types of problems for all people: **health**, **relationships**, **time** management, **financial** security, **work**, **people**! But problems manifest differently for varied people depending on their life situation, the importance of the problem at that time, and other factors influencing their personal health and wellbeing.

Maintaining personal self-care is really just about developing and applying different problem-solving skills. And you have already learned some of these.

So how good are you at coping with life's problems? Are you a **proactive** or a **reactive** problem-solver? Do you create problems that don't exist? Do you turn simple issues into complex problems? Or do you have well-developed problem-solving skills?

When you are facing problems you should ask yourself.

⇨ **What is the problem**? Sometimes this requires analysis, truthful analysis. People can sometimes get the outcome mixed up with the cause. e.g. Not enough sleep is the outcome. But what is the problem?

⇨ What/who is **causing the problem**? Too many responsibilities? Unrealistic expectations? Family or personal issues? Peer pressure? Someone else dragging you down? Procrastinating? Catastrophising? Is it others? Is it you?

⇨ Is it a 'what' problem or a 'how' problem? i.e. Not knowing **what to do** to tackle the problem, or not knowing **how to do** what is needed to deal with a problem.

⇨ And as always, from whom can I get **help**, **advice** and **support**?

Image: adapted from orlaimagen/ Depositphotos.com

5C   Problem-solving and self-care

Consider each of the **6 pillars of self-care**. For each one identify how you could use **problem-solving** strategies, tools and techniques for self-care.

a. Develop and apply **positive actions** to **improve your** personal **self-care**.

b. Recognise and **avoid negative actions** that **threaten** your achievement of **personal self-care**.

c. Identify how to take **quick** and/or **immediate action** if your personal **self-care** is at risk or in **danger**.

It might be best to work in pairs for this activity, as sometimes we can give better advice to others than we apply to ourselves.

Personal safety: Problem-solving strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

Shelter: Problem-solving strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

Diet and nutrition: Problem-solving strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

Physical exercise: Problem-solving strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

Lifestyle: Problem-solving strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

Sleep: Problem-solving strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

FULL DRAFT PREVIEW SAMPLE

5.07 Applied Skills - Managing Time

Effective time management

Time management is one of the most important skills that we can use to help us get on top of problems and issues that are affecting our self-care.

Life can be **hectic** and people have to juggle personal, educational, vocational, social and other commitments. Sometimes a person can lose their sense of **balance** and **control** over their lives. This can cause people to stress and worry about things.

For example, people might swap sleep for late-night gaming sessions, or scoff down take-away food because it is faster, or even risk their safety by rushing around from responsibility to responsibility.

At times we might go the other way and 'slow down' too much by putting off doing important tasks (**procrastinating**), or by **avoiding** our responsibilities, or by **not prioritising** school and work and instead **indulging** in too much fun.

Your teacher will lead a discussion about what you can do to develop and apply your time management skills. Think how each of these actions might help your self-care.

Prioritise: Everything might be important, but is everything urgent? Know the difference!

Organise: Plan and organise your time to fit in what you need to do. Use a diary, e-reminders, and create a weekly life schedule or 'timetable'.

Slow down: Rushing can cause errors, accidents and stress. Take care to look after yourself and others.

Speed up: Procrastinating leads to anxiety, and avoidance can often cause small minor issues to turn into bigger problems down the track.

Balance: Eliminate negative actions, introduce positive actions and make sacrifices to do and achieve what is important, such as physical activity and sleep!

Communicate: Let others know if they are placing unrealistic time demands on you. Ask others for help about how to plan, organise and schedule your time. And ask yourself if you are rushing, wasting time, avoiding, or just plain too busy to do everything that is expected of you.

5D Time management and self-care

Consider each of the **6 pillars of self-care**. For each one identify how you could use **time management** strategies, tools and techniques for self-care.

a. Develop and apply **positive actions** to **improve your** personal **self-care**.

b. Recognise and **avoid negative actions** that **threaten** your achievement of **personal self-care**.

c. Identify how to take **quick** and/or **immediate action** if your personal **self-care** is at risk or in **danger**.

It might be best to work in pairs for this activity, as sometimes we can give better advice to others than we apply to ourselves.

Personal safety: Time management strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

Shelter: Time management strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

Diet and nutrition: Time management strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

Physical exercise: Time management strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

Lifestyle: Time management strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

Sleep: Time management strategies, techniques and tools I could apply.

Creating positive actions	Avoiding negative actions	Getting immediate help

5.09 Maintaining Purposefulness

Recognising and embracing positives

You were introduced to purposefulness in Section 3 when you investigated motivation. But in reality, you have been exploring and developing **a sense of purpose** all your life.

One of the best ways to feel purposefulness is to recognise and embrace the **positives** that happen as a result of your **actions**.

These might be positives experienced directly by **you**, such as developing a better sleep routine that gives you at least 7-8 hours a night, or swapping out two meals per week for healthier vegetarian options.

But at times the positives might extend **beyond you** to other people. For example, you being less grumpy from being better rested and having more patience for others.

And at times your actions might result in benefits for society in general, or for the environment, or even for your pets!

We all need to reflect and self-monitor our achievements, even if these are just small wins that seem insignificant. Because real life for most people is about achieving a series of day-by-day, hour-by-hour and minute-by-minute wins. So what could you do in the next minute to embrace purposefulness?

Image: hsfelix/ Depositphotos.com

🗣 How about closing your eyes and reflecting on the most recent time you made someone happy?

FULL DRAFT PREVIEW SAMPLE

5E   Purposefulness from positives

1. Describe situations when **you** improved your **health** and **wellbeing** by **applying** these **personal development skills**.

Communicating with others	Working with others and in teams

Problem-solving	Time management

🗣 2. From your examples, identify key **words** that helped **you feel purposefulness**.

---

1. Describe examples of different life situations that can help to give **people** a **sense of purpose generally**. Add 1 more life situation.

Families	**Working**

Personal Relationships	**Education**

Recreation and hobbies	

2. Describe examples of different life situations that would help to give **you** a **sense of purpose specifically.** Add 1 more life situation.

Families	**Working**

Personal Relationships	**Education**

Recreation and hobbies	

3. Who **relies** on **you**? **How** so?

FULL DRAFT PREVIEW SAMPLE

5.11 Maintaining Purposefulness

Recognising and embracing negatives

When it comes to purposefulness we must also reflect on some of our actions and outcomes that did not turn out so well, including our mistakes.

Nobody is perfect; and in reality most people are far from that. We don't always get everything we want in life; and if we did, we would still yearn for something more.

We can't all be good at everything we do. Some people are better at different activities and have **different skills-sets** than us. That's why we usually get better outcomes by working with other people.

And it's vitally important to **fail** at times. Because if we only ever succeeded at what we did, then we wouldn't **learn** and **grow**. It's all about building **resilience**.

In the digital age, the ability to embrace losing, and to learn from failure, is being discouraged. Many celebrities as well as lots of 'ordinary' people, are curating unrealistic social media 'personas' that offer an edited or filtered version of their real lives. This is not reality. And even if it was true - it would be someone else's reality.

Here are three steps that can help you develop a strong sense of purposefulness.

1. Make sure that the goals you are trying to achieve are your goals, not someone else's.

2. Understand that the easiest way to fail is to give up.

3. Do something good for someone else each day - with no strings attached!

5G   Purposefulness from negatives

1. Describe situations when you got something **wrong** when applying these **skills**, and what **you did next time** to avoid making the **same mistake**.

Communicating with others	Working with others and in teams

Problem-solving	Time management

2. From your examples, identify key **words** that helped **you feel purposefulness**.

Nobody's perfect!   5H

1. Nobody really likes making mistakes. How does **making mistakes** make **you feel**?

_____

_____

_____

2. Why is **making mistakes** a **natural part** of **life**?

_____

_____

_____

3. How does **failure build resilience**?

_____

_____

_____

4. Consider the **3 steps** to help you **develop purposefulness**. What can **you do** to **action these today**, or **by** this time tomorrow?

Choose your own goals	Fast-fail = not trying	Do good for another

5. Shift into the **mind** of **important players** in your **life**. For those relevant to you, list words to describe how **you make them happy**. Then ask them.

Parent/guardian	A close friend	A partner	A pet!

5.13 Self-Monitoring Strategies

Listening to me

It is important that we all take active steps to monitor our own **physical**, **social** and **emotional** health and wellbeing.

Too often we can get caught up in doing too much, or doing too little, or not quite doing the best things to achieve a **balanced life**. When we tip over, one way or the other, we can let our self-care slide.

So you need to take the time to **listen** to what your **body** and your **mind** are telling you.

Consider **sleep** - which is the way that the body refreshes itself daily by **repairing**, **growing** and **resetting**.

🗣️ Do you feel tired and rundown? Why is that? Are you sleeping enough? Do you have a chronic illness that you can't shake off? Are you trying to fit too much in during the day? Are you socialising or partying too hard? Are you working too hard? Do you have too much screentime late at night? Do other family members impact on your ability to get quiet time? Are you stressed, with the result being that anxiety is keeping you up? Are you supporting your overall health with the right nutrition?

So many questions! If we asked everyone in the class what impacts on them getting enough sleep at night, there's a fair chance that different people might opt for varied reasons. And some of your peers might opt for totally different reasons that are not listed above. But all these reasons are valid. And some of these reasons will overlap.

The important thing is to **communicate** with yourself by listening to your body and your mind. Not a self-appointed TikTok 'expert'. Not a product-promoting Instagram influencer. Not some life 'coach' that pops up in your feed.

If you want to improve your sleep, it's something you have to **action through problem-solving**. Start by making your bedroom environment and bedding clean, crisp and comfortable. Cut out stimulants and screentime well before setting off to sleep. Clear your mind of as many petty worries as you can. And take comfort in your safety, and relax.

🗣️ And have you ever experienced one of those times when to your surprise, you slept really, really well? Then when you woke up, all those other worries and anxieties that had been plaguing you before, seemed petty and like nothing at all!

That's what looking after your health and wellbeing can do. You can re-set and gain a new, and clear perspective on the important things in life.

Image: adapted from jehsomwang/ Depositphotos.com

Often **we know** what we are **doing** (or not doing), or what is **happening** (or not happening) in our **lives**, that is **impacting** on our **health and wellbeing**.

We have to **honestly self-monitor** our **physical**, **social** and **emotional** actions to be able to deal with problems affecting our health and wellbeing.

Dealing with problems isn't always easy. We can use **avoidance** and **denial** to 'mask' what is going on - especially if we need to make some **changes** and **sacrifices** that might at first seem hard to do.

Well, it's time to take back some control over your health and wellbeing.

Honestly **reflect** on **actions** that you might be **avoiding** or **denying**. Do this by **communicating** with **yourself**. Don't get caught up in the reasons. Then, clearly identify what **you can do**, and what **you should accept** so as not to do this in the future.

My physical health and wellbeing

What am I avoiding?   **What am I denying?**

What can I do?   **What should I accept?**

My social health and wellbeing

What am I avoiding?   **What am I denying?**

What can I do?   **What should I accept?**

My emotional health and wellbeing

What am I avoiding?   **What am I denying?**

What can I do?   **What should I accept?**

FULL DRAFT PREVIEW SAMPLE

5.15 Self-Monitoring Strategies

Listening to others

Nobody is expected to deal with every issue and solve every problem that is going on in their lives, on their own. This naturally extends to maintaining positive personal **health and wellbeing** as part of achieving **self-care**.

But in the digital age, we are all bombarded by **conflicting** '**messages**' about how to achieve self-care. In fact, there is now a so-called 'wellness' industry that is generating billions of dollars of sales worldwide.

This questionable industry is driven by wellness gurus, insta-bloggers, TikTok trainers and other shady characters who are selling unrealistic dreams of health and wellbeing.

The amount of shonky products, supplements, advice guides and self-improvement programs and apps that claim to help you deal with every problem in your life, almost instantly, is astounding.

If it were all true, then why do we all look and feel the way we do? If these products worked, then we'd all be like them - fit, trim, attractive, happy, successful and in perfect relationships! A real area of concern is their infiltration into the minds of girls and women, including the digitally-connected yummy mummy 'sector'

But we are all just, after all, pretty normal! Yet we all need to get **reliable advice** from **valid** and **unbiased** sources to help us to deal with emotional, physical, mental and social health and wellbeing issues.

So who to turn to? Start with who your teacher advises and move out from there.

Advice and Support

Image: Sabelskaya/ Depositphotos.com

Teachers

Family

Coaches

"Just 3 of our shakes a day and you'll look like us in no time!"

Nurses

Care workers

GPs

Psychologists

Allied health

Counsellors

Social workers

Youth workers

Headspace Australia
https://headspace.org.au

Kids Help Line
1800 55 1800

Better Health Channel
www.betterhealth.vic.gov.au

Health Direct
www.healthdirect.gov.au

This time you are going to get **help**, **support** and **advice** from **others**. You need to organise to talk to someone who can assist you.

It might be a knowledgeable **adult**, a **peer** with real expertise, a **coach** or a **mentor**, or even a **professional** such as a school **nurse** or **psychologist**. In some cases you might even consider talking with a **medical** or **health professional**.

Now get **their perspective** on some of your health and wellbeing issues that you'd like to address. Sometimes just letting someone else do the 'thinking', can really help us to **clarify** what the **problem** is, and the best **ways** to **tackle** the problem.

My <u>physical</u> health and wellbeing

Who:

What are some issues?   What can I do?   What can I learn?

My <u>social</u> health and wellbeing

Who:

What are some issues?   What can I do?   What can I learn?

My <u>emotional</u> health and wellbeing

Who:

What are some issues?   What can I do?   What can I learn?

Kids Helpline
"Any time. Any Reason"   https://kidshelpline.com.au   1800 55 1800

FULL DRAFT PREVIEW SAMPLE

5.17 Graduated Assessment

AT5 Achieving Self-Care: Getting Advice - Developing self

Overview

For this assessment task you are required to create an **annotated action plan** of **strategies** that you can apply to achieve **physical**, **social** and/or **emotional health and wellbeing**. You need to report on using and applying communication, teamwork, time management and problem-solving skills.

For **AT4**, you undertook a similar activity to get you started on improving your health and wellbeing. For this assessment task, you will organise to meet with **another person** to help you plan **strategies** and take **action**.

My health and wellbeing advisor: _____

Part A: My Health and Wellbeing: Getting Advice

1. Arrange to **meet** with a suitable **health and wellbeing advisor**.

2. Choose **3** of the key **pillars** of **health and wellbeing** from:

   - ❏ Safety
   - ❏ Shelter
   - ❏ Diet and nutrition
   - ❏ Exercise and physical activity
   - ❏ ~~Lifestyle~~
   - ❏ ~~Sleep~~

   Discuss **factors** that impact on your achieving **health and wellbeing** in each of these **3 areas**. Use the proforma. Consider both positive and negative factors.

3. Summarise how these factors influence your sense of **purposefulness**. Consider both positive and negative influences.

4. Explain any **other factors** that might be having an influence on your self-care. Consider both positive and negative influences.

5. Find or create **images** and other **multimedia** elements to illustrate your action plan.

Part B: My Action Plan: Getting Advice

1. Discuss **actions** you could take to **turn negative factors** into **positives**. Explain how you could:

   a. apply **communication** skills, tools and techniques

   b. apply **teamwork**, help, support and advice from others

   c. apply **time management** skills, tools and techniques

   d. apply **problem-solving** skills, tools and techniques.

2. Develop a **timeframe** to turn negative factors into positive actions.

3. Explain **potential benefits** that could result from your positive actions.

4. Identify any **sacrifices** you might need to make.

5. Find or create **images** and other **multimedia** elements to illustrate your action plan.

My health and wellbeing advisor is:

Health & Wellbeing Pillar 1:

Health & Wellbeing Pillar 2:

Health & Wellbeing Pillar 3:

FULL DRAFT PREVIEW SAMPLE

5.19 Graduated Assessment

Name:		Key dates:			UNIT 1 Module 2
Tasks - AT5: Achieving Self-Care: Getting Advice		**Must Do?**	**Due Date**	**Done**	**Level**

Part A: My Health and Wellbeing: Getting Advice

⇨ Describe the factors that influence my **self-care**.

	Must Do?	Due Date	Done	Level
1. My health & wellbeing **advisor**:	✓		○	
2. Impact of factors on my **personal shelter**.	○		○	
Impact of factors on my **nutrition**.	○		○	
Impact of factors on my **personal safety**.	○		○	
Impact of factors on my **physical activity**.	○		○	
Impact of factors on my **lifestyle**.	○		○	
Impact of factors on my **sleep**.	○		○	
3. Impact of factors on my sense of **purposefulness**.	✓		○	
4. Impact of **other** factors on me achieving **self-care**.	✓		○	
5. Create a set of annotated **images** and/or **video**.	✓		○	
	○		○	

Part B: My Action Plan: Getting Advice

	Must Do?	Due Date	Done	Level
1. Describe **actions** to turn negative factors into positives.				
- Applying **communication** skills.	✓		○	
- Applying **teamwork** skills.	✓		○	
- Applying **time management** skills.	✓		○	
- Applying **problem-solving** skills.	✓		○	
2. **Timeframe** to turn negative factors into positive actions.	✓		○	
3. **Potential benefits** from these positive actions.	✓		○	
4. Describe **sacrifices** I might need to make.	✓		○	
5. Create a set of annotated **images** and/or **video**.	✓		○	
	○		○	

Completing my annotated reflection

	Must Do?	Due Date	Done	Level
Prepare draft of my annotated action plan for feedback.	✓		○	
⇨ **Use appropriate methods and digital media.**	✓		○	
⇨ **Prepare and submit my final annotated action plan.**	✓		○	
Present my annotated report (if required).	○		○	

Positive Relationships | 6

Activities 6: Positive Relationships	p.	Due date	Done	Comment
6A	Positive assertiveness	111			
6B	Being assertive	113			
6C	Over-stepping	116			
6D	Assertiveness in action	117			
6E	Think before you post	119			
6F	eSafety Commissioner	120-21			
6G	Personal relationship - Give and take	123			
6H	Ready, set, go!	125			
6I	Intimacy and consent	127			
6J	Dealing with coercion	129			
AT6	Personal Health and Wellbeing Goal	130-133			
R6	Unit Review and Reflection	134			

Comments:

6.01 Positive Assertiveness

Assertiveness

One of the most important character traits to develop as you grow into a young adult is that of assertiveness.

Being **assertive** involves being aware of your **personal**, **emotional** and **social needs**, and then behaving in a way that ensures, as much as possible, that these needs are being **met**. Being assertive can also extend to looking out for the needs and wants of other people. This is what many workers have to do all the time in their job.

Being assertive does not mean you have a **right** to get everything you **want**. Nor does it mean that someone else has a right to get everything they want. Assertiveness often involves **negotiation** and **compromise**.

Being assertive also extends into our **behaviours**. Once again, assertiveness doesn't give you the right to behave however you want. And again, it doesn't give others the right to behave however they want.

We always have to **monitor** and consider the **effects** of our behaviours on others. And this includes both the intended and the unintended outcomes of what we do and how we act.

Positive assertiveness involves balancing our own **personal rights** against meeting our **responsibilities** to **others**. So that's why **understanding** and **empathy** are so important.

Being assertive

It is sometimes hard to build the skills required for assertiveness. This can happen because, to be assertive, we often have to be **clear**, **direct** and **firm**. "No I am not going to that, it goes against my personal values."

Image: karelnoppe/Depositphotos.com

Sometimes when we are assertive, other people get **upset**. They might think they have done something **wrong**, or that they have **offended** us. Perhaps they have. But sometimes they haven't just thought things through, or they might have made a small mistake. Just like all of us do when we sometimes **neglect** to fully consider the **needs** and **wants** of others. "There might be a mistake. I didn't order the soup, I ordered a sandwich."

At times we need to be assertive to deal with selfish or bossy people. We might have to **reinforce** our needs and wants rather than simply being pushed around by others. This can place **strain** on personal, family and social **relationships**. "You always pick the movie, I'm sick of car chase films. I want to watch the animal movie."

Assertiveness is often required in work-related situations. "It doesn't look safe to go on that ladder, it's all old and bent." It can be hard to be assertive at work when you are talking with a boss or manager.

Positive Assertiveness involves...

Being self-aware

Understanding rights

Balancing needs and wants

Listening and 'watching'

Clarifying and explaining

Image: luislouro/ Depositphotos.com

"Sometimes it's about setting clear boundaries!"

Meeting responsibilities

Ensuring personal safety

Empathy and understanding

Negotiating and compromising

Communicating calmly

Positive assertiveness   6A

1. Using the **key terms** from these pages, describe what **positive assertiveness is**.

2. Explain what **positive assertiveness isn't**.

3. How would you describe **your level** of **assertiveness**? Why is that? **What** skills could **you do** with **some help** with?

FULL DRAFT PREVIEW SAMPLE

6.03 Positive Assertiveness

Being assertive

At times we have to be assertive to make sure that we are being treated **equally** and **fairly**, or that we have **access** to what we are entitled to. Essentially, we are acting to **assert our rights**.

It is not always easy to speak for yourself or others, or to go against someone who appears more confident, or who is more dominant, or has more authority, or is even more aggressive.

But we should also consider, that at times, other people will not be deliberately trying to deny us our right to assert ourselves.

Sure there are selfish and bullying people in all walks of life.

But there are also people who **don't notice**, or who are dealing with their own very real **personal problems**, or who are '**overworked**', or who just sometimes **forget** that they are dealing with other people and may not be demonstrating a whole lot of **empathy** at that time.

So asserting your rights isn't necessarily about taking a placard to the streets and protesting, nor shouting down every unthinking person.

Being assertive can be simply about **clearly communicating your needs** according to principles of fairness, access and equity.

So what **techniques** and skills can you apply to help do this? Read on!

Assertiveness involves...

Using 'I' statements about yourself, instead of 'you' statements about them.

Knowing your limits.

Setting clear boundaries.

Understanding how and when to say 'no'.

Communicating your needs.

Using confident body language, and voice tone.

Avoiding emotional outbursts.

Understanding the needs of others.

Negotiating and compromising.

Communicating how the actions of others make you feel.

Image: edgecreative01@gmail.com/ Depositphotos.com

1. Using **'I' statements** is one of the most effective techniques to develop and apply assertiveness. **Change these** statements to **'I'** statements.

"You always get to choose where we go out, it's not fair."	"You always tell me off for things that don't matter."	"You shouldn't have eaten all the cupcakes, did you think of me?"

2. Communicating **how you feel** or felt as a result of the actions of someone else is also a positive assertiveness technique that helps to reduce blame and conflict. Once again it also helps to change the focus from 'you' (them) to 'I' (you).

"Why did you ignore my birthday post, don't you care about me at all?"	"Don't raise you're voice at me, you're being aggro."	"Thanks a lot. You left me to clean up after you again!"

3. Knowing your **limits and setting boundaries** are vital for positive relationships with others. How could you assertively communicate your boundaries in these situations?

"Go on have a drink, what are you scared of?"	"Seriously, I'm broke. And you have a job. It's just $20. I'll pay you back this time - I promise."	"Why are you even friends with them? They are so uncool you know."

4. At times, you can communicate even more positively and assertively by using appropriate body language and non-verbal communication. With a classmate practice **physically responding** to situations using these **commands**. **Model** these for the class. Which were most effective? And why?

"Stop."	**"Stop right now!"**	**"Back-off!"**
"Keep your distance."	**"Calm down!"**	**"Slow down!"**
"No. I was next."	**"I'm speaking now."**	**"No. I don't do that."**

6.05 Positive Assertiveness

Varied interpersonal relationships

Developing techniques and skills in positive assertiveness is vital for many **interpersonal relationships** and situations that you will naturally experience in life.

These experiences can involve family, friends, peers, partners, colleagues, customers, acquaintances and even people you encounter but have never met before.

We all experience some people who are pretty **laidback** and easy to get along with. Others are friendly, polite, patient and **supportive**.

Then there's people who we know quite well which means we can read their moods and actions a lot more easily. These close **relationship bonds** enable us to deal better with the ups and downs in **behaviours** that we experience from our families, friends, partners and other people close to us. And vice versa.

But unfortunately, we also have to deal with people that are at the other end of the scale who may be **pushy** and uptight. Then there are those who seem to be trying to **manipulate** others into doing what they want. Of course, we will come across aggro people, **selfish** people and people who are just plain unfriendly and **rude**. And we don't even need to mention the **online** behaviour of some people!

So it is important to develop techniques of positive assertiveness to help you recognise and better deal with some of the 'less than positive' behaviours in people you might have to deal with in different situations.

Interpersonal relationships

Family relationships.	Personal relationships.	**Friendship and peer relationships.**
Close romantic or intimate relationships.		**Education and training situations.**
Social situations and acquaintances.		**Online interactions and relationships.**
Community participation situations.		**Phone and digital relationships and interactions.**
Work-related situations as a customer or client.	**Work-related situations with colleagues & managers**	**Work-related situations as a worker.**

Many young people work in frontline roles where they need assertiveness to deal with difficult customers and clients.

Image: Vadymvdrobot/ Depositphotos.com

Overstepping the mark

At times people can push the concept of personal assertiveness too far.

Essentially they start to develop **behaviours** that are not what we would expect of positive assertiveness. Instead, these behaviours can cross over into **selfishness**, **dominance**, **manipulation** and **aggression**.

This often happens because, although people should be able to expect to assert their rights, some people try to **prioritise** their rights over those of other people. Basically, they think their needs are more important than others.

Now there are times when we all have to make sure that we are treated fairly and equitably. This involves being assertive and standing up for ourselves or for others.

But you have all probably experienced people who seem to **get their own way** most of the time, even though they are remaining **polite** and **respectful**.

In those situations, people are **exploiting** the techniques of assertiveness for their own outcomes. They seem to have an **excuse** in favour of them, and/or against you.

> "Let me go first, I'm in a hurry."
>
> "I'm feeling lonely today, so I need you to come over to my place."
>
> "I don't like techno, put on some R&B."
>
> "I need you to cover for me because I'll be late back from lunch."
>
> "You do the presentation, you're so successful like me."

These types of behaviours seem to show an unwillingness to **negotiate** and **compromise**. These behaviours are more reflective of a self-centred view of the world. At times we might even say that these behaviours can originate from a sense of **entitlement**.

Some people don't even realise they are doing this. Essentially they have developed a pattern of behaviour where they are used to **getting their own way**.

So remember, when you are developing and applying your personal assertiveness, it comes down to a question of whose **rights** are more **valid**, or more **important.**

At times that might be another person; and at other times it might be you.

Image: colorfuelstudio/ Depositphotos.com

Some people never grow out of selfish behaviour, they just get 'smarter' at getting their own way!

6.07 Positive Assertiveness

6C   Over-stepping

1. How might some people **overuse personal assertiveness** to **get their own way**?

2. Have **you** ever had that **happen to you**? How did **you handle this**?

3. What does it mean to **compromise**? **Is** that a bad thing? When should **you** consider **compromising**?

4. Again, two good **techniques** to deal with **over-assertiveness** are to use **'I' statements** and to explain how the **actions** make you **feel**. **Respond** to these.

"Don't wear that, you always piggyback on my choices."	"It's just one shift. A true friend would've taken the night off work to be with me."	"You would help me out if you really cared."

5. For each of these **scenarios**, **suggest** what **might happen next**. What **advice** could you give the people involved?

Parent: "So I'll pick you up from the party at 10." Teen: "That's so unfair. I'm 16, but you treat me like a child."	Partner. "Let's eat vegan tonight." Partner. "You are joking, my friends would laugh at me!"	Customer. "Hurry up, I haven't got all day." Cashier. "Who are you Mr Bigshot, the Prime Minister?"

FULL DRAFT PREVIEW SAMPLE

Assertiveness in action   6D

1. The best way to develop techniques and skills in assertiveness is to **model** and then **apply** these to different situations.

   a. How would **you feel** in these situations?

   b. What **should you do** in these situations?

   c. What **would you do** in these situations?

   d. Role-play these with others. Switch roles around to see if things change.

   > You're next to be served. But someone else starts with their order before you do.

   > You're next to be served. But the salesperson addresses the person next to you.

   > You're next to be served, but a person ducks in-front and says, "I'm sorry to push-in but I'm running late for work."

2. What happens next?

   a. What would **you say**?

   b. Role-play these with others. Switch roles around to see if things change.

   > You order a latte.
   > You get given a mocha.
   > You say, "I didn't order this."
   > The barista says, "Yes you did!"

   > You say to a friend,
   > "...my birthday why don't we eat somewhere different."
   > Your friend says, "Just make sure you pick something I like."

3. Help these guys out.

   a. What's the **problem**?

   b. What **advice** could you give?

   c. Role-play these with others. Switch the roles around to see if things change.

   > John: "But you always get to go in the front seat."
   > His brother: "But I'm way taller than you, I need the space."
   > John: "Mum, it's not fair just because I'm younger!"

   > Mira: "I feel sad today, I'm not coming in to work."
   > Boss: "I understand, but just letting you know you have run out of sick pay."
   > Mira: "You're discriminating against me."

   > Partner 1: "I've had a tough day at work, can you do the dishes for me."
   > Partner 2: "But I've got to walk the dog."
   > Partner 1: "There's time to do both."
   > Partner 2: "If it's so easy why don't you do them then."

   Image: Elnur_/ Depositphotos.com

   > Jonah: "Can you put your phone down please, this is important."
   > Jay: "I can."
   > One-minute later...   Jonah: "Well?"
   > Jay: "Oh you mean now, you should've said so!"

6.09 Online Safety

Playing it safe

Digital and online communication is quick, convenient and fun. But people post so much stuff about themselves online without fully thinking through the potential consequences of sharing and **over-sharing**.

Although some people set their **security** and **privacy** to limit the **audience**, posts can get immediately shared, downloaded and saved (e.g. screenshots that can live forever even if the post is deleted by the poster). 'Friends of friends' settings can open posts up to thousands of potential viewers.

And of course, there are those silent online **lurkers**, **scammers** and **trolls** out there just waiting for an opportunity to **exploit** and **take advantage** of naive, (and especially younger), posters for their own nasty - often criminal - benefit.

You need to develop strategies for safer online communication. So for your own security and personal wellbeing, make sure that you carefully consider each of these potential issues before posting.

Think Before You Post

Is this information, video, or photo, or comment suitable to be posted and to live in the digital world forever?

Image: Voyagerix/ Depositphotos.com

Who should/shouldn't see it? (e.g. Family, friends, workmates, boss, friends of friends - who are actually strangers!)

"Really? I am posting that! What were they thinking - or weren't they?"

Does my post show information about me that could hurt or embarrass me?

What action can I take to block others from seeing it?

Could my post tell or show something about others that could hurt or embarrass them?

Could my post tell others something about me that might risk my safety?

Am I bullying or harassing someone else?

Does my post include images or information that could risk my security?

Am I participating in, spreading or escalating gossip or rumour?

Am I sharing or reposting something that aligns me with a person or group who have hateful or nasty values?

Think before you post 6E

As a class, discuss the 'Think Before You Post' questions you should always ask yourself. Then break into **small groups** or **pairs** to drill-down further. Use clear examples to **summarise** your **responses** based on these questions.

Use the table to record your ideas, then complete these in your workbooks.

1. What do y**ou need** to **ask yourself** and **why**?

2. Have **you** ever been in this **situation online** or in the **digital world**?

3. Have you experienced **people you know** putting themselves in this **situation**?

4. What should **you do** to '**get yourself out**' of this **situation** if it happens?

Is this suitable to live in the digital world forever?	Who should/shouldn't see it?	What measures can I take to block others from seeing it?
Could my post tell others something about me that might hurt my safety?	Does my post include images or information that could threaten my security?	Does my post show information about me that could hurt or embarrass me?
Could my post hurt or embarrass others?	Am I bullying or harassing someone else?	Am I spreading or escalating gossip or rumour?
Am I aligning myself with hateful or nasty values?		

5. When you are finished report back to the class. As a class develop a list of **top tips** to guide you in 'Thinking Before You Post'.

6.11 Online Safety

Digital 'relationships'

The digital world enables people of all ages to connect with others and build friendships and relationships. It also enables people to be in contact over long distance by making global **connections** with old friends, and new friends.

As a **digital native** it's natural for you to have a range of varied digital relationships. As part of this you might use a digital **language** and follow digital **etiquette** that is readily accepted and understood by your friends. You investigated some techniques for respectful digital behaviour in Literacy.

But the language and etiquette of digital relationships do not apply universally. In addition to close digital relationships, you might have a digital connection with your **employer**, with **acquaintances** and other people whom you don't know very well.

It is important that you **modify** your **online behaviour** and '**tone**' to suit the 'type' of relationship. This might mean having more than one digital profile - a 'private personal you' for close friends, and a more 'public professional you' for general relationships.

Younger people also take it for granted that they will make new digital connections quickly and easily. However, just like in the real world, there are a whole lot of **nasty**, **shady** and **creepy** individuals out there, who are just waiting for the chance to take advantage of others.

And the ease of sharing personal information that comes from digital connections really does enable people to find a whole lot of **personal information** about someone else very quickly. In the wrong hands, this could lead to:

☹ requests for **personal details** (which really are nobody else's business)

☹ **coercion** - including sexual coercion

☹ **scamming** - especially asking for money to help someone out

☹ **extortion** - threatening to disclose personal information

☹ **bullying** - such as **trolling**, abusing, ganging up and belittling, and even

☹ **catfishing** - pretending to be someone else.

So, what can you do to make sure that you are respectful online? And what do you have to watch out for to make sure that your digital relationships do not threaten your own, or others, **personal safety**.

Image: phillbg/ Depositphotos.com

6F   eSafety Commissioner

The Federal government has a special agency, the **eSafety Commissioner** to help people, including young people, experience more positive interactions online. It has lots of advice, videos and practical tips to help you to: avoid harmful online behaviour, deal with negative online situations, and develop more positive and assertive behaviours when engaging with others in the digital world.

www.esafety.gov.au 🔍

The section aimed at young people covers topics in 4 broad areas.

1. Dating and relationships.   2. Navigating difficult situations
3. Protecting yourself online.   4. Self-identify and community.

These can be accessed through: **www.esafety.gov.au/young-people**

Pair up. Your teacher will allocate these topics to pairs so that a broad investigation is undertaken. Note: Some topics might be considered sensitive and not suitable for general discussion in your school community, so that's why your teacher will choose these for your class.

Investigate the advice and make **summary notes** in your workbooks. **Repor**t back to the **class** on **tips** and **strategies**. Then, record the **main piece** of **advice** below.

Cyberbullying	**Be an upstander**	**Online dating**
Online gaming	**Being pressured about intimate content**	**Receiving unwanted intimate content**
Online hate	**Digital footprint**	**Fake news**
Catfishing	**Being out, trans or gender diverse online**	**Someone is creating drama online**
Disturbing content	**Consent for sharing photos and videos**	**Protecting your identity online**
Pressures from social media	**Spending too much time online**	**Keeping your online accounts secure**

View: Have you ever watched the US series, Catfish: The TV Show? **Warning**: It does contain adult themes so your teacher will decide if it is suitable for class viewing. So why do people Catfish, and why do others fall for this?

6.13 Personal Relationships

Personal relationships

For most people, it's the quality of their personal relationships that is the key determinant of a **happy** life.

There is so much **advice**, so many self-help books and so many TV shows and movies made about personal relationships, that you'd think everybody in the world was an expert, and that anyone could just click their fingers and bingo - happy days are here to stay!

But as you already know, developing and maintaining positive and respectful personal relationships is not always easy to do.

Relationships are about people **interacting** with other **people**. This requires balancing varied **needs** and **wants**. Balancing the needs and wants of others involves **compromise** - give and take. We might have to delay our **gratification** for the sake of another person. Other people might set aside their needs and wants for you. So it is important that you build personal relationships that are not **selfish**, nor too **selfless**.

It is also important that you recognise how the **values**, **behaviours** and **actions** of others impact on the **quality** of the relationships you have with them. Identifying positives enables you to recognise the efforts of others, so that you do not take them **for granted**. Identifying the negatives helps you to see if there are actions of others that are causing you to feel **manipulated** or even **exploited**. And vice versa - you also must reflect on the positives and negatives of your own behaviours and actions.

🗣 So, do you?

Personal relationships involve...

Care and nurturing.	Communicating your needs and wants.	Advice and support.
Personal rights.		Personal responsibilities.
Listening to others.		Respect for others.
Compromise: Give and take.		Setting limits and boundaries.
Anticipating the needs of others.		Understanding needs of others.
Having shared experiences.	Helping others and being helped.	Having fun and enjoyment.

Image: adapted from medtazi2000/Depositphotos.com

Personal relationships - Give and take   6G

1. Now is a good time to undertake an honest **self-assessment** of the **quality** of your **personal relationships** in general. **Evaluate** your **feelings** in relation to each statement, and the **importance** of this to you. Add 1 more 'pair'.

2. You could also do this survey specifically for **particular types** of **relationships**.

In my personal relationships at the moment...	Strong	Moderate	Lacking	How important is this to me?
1. My ability to communicate my needs is:	○	○	○	5 4 3 2 1
2. My consideration of others' needs is:	○	○	○	5 4 3 2 1
3. The advice and support I receive is:	○	○	○	5 4 3 2 1
4. The advice and support I give is:	○	○	○	5 4 3 2 1
5. The care and nurturing I receive is:	○	○	○	5 4 3 2 1
6. The care and nurturing I give is:	○	○	○	5 4 3 2 1
7. The respect of my personal rights is:	○	○	○	5 4 3 2 1
8. My respect of others' rights is:	○	○	○	5 4 3 2 1
9. My respect for others is:	○	○	○	5 4 3 2 1
10. Other peoples' respect for me is:	○	○	○	5 4 3 2 1
11. My willingness to compromise is:	○	○	○	5 4 3 2 1
12. Others comprising for me is:	○	○	○	5 4 3 2 1
13. My ability to set boundaries is:	○	○	○	5 4 3 2 1
14. Others respecting my boundaries is:	○	○	○	5 4 3 2 1
15. The fun and enjoyment I receive is:	○	○	○	5 4 3 2 1
16. The fun and enjoyment I give is:	○	○	○	5 4 3 2 1
17. My willingness to listen is:	○	○	○	5 4 3 2 1
18. Other people listening to me is:	○	○	○	5 4 3 2 1
19.	○	○	○	5 4 3 2 1
20.	○	○	○	5 4 3 2 1

6.15 Personal Relationships

Positive personal relationships

Just like most important things in life, success in personal relationships doesn't necessarily come easily to all people at all times.

Compounding this difficulty is the very real notion that there are different rules and standards of **etiquette** expected in relationships with others, depending on the type and **closeness** of a personal relationship.

For example, how you act with your family will be different from with your close friends, which again will be different from your acquaintances and peers. How you behave in educational situations might require a different type of etiquette. And then there are relationships with colleagues, managers, customers and clients. In vocational situations, you might have to adopt a more professional set of behaviours to meet the expectations of work-related situations.

Image: mika_48/ Depositphotos.com

Ready, set, go

A technique that you can apply to varied types of relationships is a traffic light system. Just like when you are driving, and for safety signs, you can also apply **green** for **go**, **amber** (or yellow) for **caution** and **red** for **stop**, to the behaviours and actions of yourself and others.

Green

These are the behaviours and actions that are find and acceptable within relationships. You might be given the green light due to your closeness with others, your shared history and your friendship and family bonds. These arise from a shared understanding of where it is acceptable to behave in a certain way (that you may not do in less familiar relationships. Green lights are based on familiarity, respect and trust.

Amber

Just like with driving, amber (or yellow) signifies caution. This can happen when we are not sure if our behaviour is acceptable. It might be due to a lack of familiarity with the person or the situation. At times, the way that you and others communicate and behave in close relationships, might push the boundaries in less familiar relationships.

So you have to slow down and ask yourself; "is my behaviour acceptable?" You also should recognise if the behaviour of others makes you feel cautious. If something is causing you to hesitate, think and question, then you should only proceed with caution.

Red

Red, as always, means stop! At times you might experience behaviours that go against your values and beliefs. Some of these behaviours might even threaten your personal safety or your rights to personal freedom. You also need to identify when your own behaviours and actions are likely to infringe the rights of others.

It is important that personal relationships involve mutual respect, understanding and acceptance of diversity. When you experience a '**red flag**', you might be in a situation where you are feeling forced or coerced into thinking, feeling or acting in a way that infringes your personal rights. This is not on!

Describe examples of **varied rules** of **behaviour** and **etiquette** for these different **personal relationship situations**.

Family relationships	Friendship relationships
Educational relationships	**Work-related relationships**

Applied:

a. Form into pairs or small groups. Develop a list of green light, amber light and red light behaviours and action for the different types of relationships.

b. Model negative and positive behaviour with your partner or group.

c. Report back to the class. Develop a class list of the top tips to apply in personal relationships using the green light, amber light and red light system.

Family relationships	Friendship relationships
Educational relationships	**Work-related relationships**

6.17 Close Relationships

Close relationships

One of the most enjoyable and personally fulfilling parts of life, is when people start to develop close personal relationships with other people that evolve into intimate relationships.

Close intimate relationships provide **love**, **care**, **nurturing** and **support**. But these relationships must be built upon a foundation of mutual **respect**, **understanding**, **communication** and **consent**.

Your school might choose to explore this area of personal development according to a set of values or standards in line with its religious beliefs, moral codes, expected behaviours and other values.

But no matter who you are or what your personal values are, close intimate relationships must always be conducted within a framework of mutual and active **consent**.

Intimacy

People become ready and open to different levels of intimacy at varying stages of their lives.

There are no universal 'rules' governing the level of readiness. So it is important that people do not feel pressured into moving too fast. However, there are **laws** governing **consensual** intimate **activities**, including digital and online 'relationships'.

Different levels of readiness can create pressures in close relationships when partners have **conflicting expectations** about the level of intimacy they expect.

Sometimes one person may have more experience with intimate activities and impose a set of unrealistic expectations on their less-experienced partner.

At other times, a new relationship just might not be strong enough to move beyond a close personal friendship. This is a common situation whereby people form strong emotional connections with others, but this connection does not evolve into intimate feelings.

And of course, there are times when a relationship has run out of steam and a person no longer wishes to engage in any intimate contact with their partner. People have a **moral** and a **legal right** to stop intimate connections and end a relationship.

One of the major problems surrounding intimacy is the incessant mixed messaging that is communicated online through various media and content creators, and then amplified through the use of social media. Added to this problem, is the ease and speed of digital contact with other people.

When younger people are confused about their feelings towards intimate activities, it is important that they discuss their expectations with a **trusted adult**. Adults have gone through this process of discovery themselves. and a wise word can help prevent a lot of confusion and heartache, as well as prepare young people with tools to ensure that they conduct themselves in a safe, respectful and non-coercive manner.

Consent

Intimate relationships must be consensual relationships. This means that at all times, the people involved must clearly communicate their consent.

The laws relating to consent apply equally regardless of gender, gender identity, sexual orientation, marital status and/ religion.

People must also be legally able to consent based on their age. They must not be under the influence of drugs or alcohol, or be threatened, manipulated, tricked or coerced into intimate activities. This includes online/digital interactions and content.

*Image:
Dzimitry Valiushka/
iStock/Thinkstock*

Victorian state law has an **affirmative consent model**. Affirmative consent involves:

⇨ everyone has a responsibility to get consent before engaging in sexual activity

⇨ a person must take active steps to find out if the other person consents

⇨ not saying "no", does not mean consent is given

⇨ not resisting an act verbally or physically, does not mean that consent has been given

⇨ consent can be withdrawn at any time

FULL DRAFT
PREVIEW
SAMPLE

Intimacy and consent   6I

1. This is a simple question with a simple answer. What is **consent**?

2. Another simple question. Why is **consent vital** in intimate relationships?

3. This question is sometimes 'harder' to apply, but it shouldn't be. How can a person **know** that **active consent** is being given?

6.19 Close Relationships

Coercion

Sexual coercion involves pressuring, tricking, manipulating or even threatening someone into performing unwanted intimate activities.

Some coercion is **overt**, such as badgering or threatening. Some coercion is based on **trickery** and abuse, such as taking advantage of a person under the influence. Some is **deceitful** such as catfishing. But all types of sexual coercion is **abusive**.

It is vitally important that you are aware of different types of sexual coercion. This will help you to avoid falling prey (**red flag time**!). This will also help make sure that you yourself don't in engage these actions against others.

Coercion might involve...

Encouraging someone to consume alcohol or take drugs.	Suggesting that you'd "do it" if you really loved them.	Offering work-related incentives such as a job or more shifts, for intimate activities.
Taking advantage of someone under the influence of alcohol or drugs.	Suggesting that everyone else is doing it, so why don't try.	Taking away work-related rights unless a person 'agrees' to intimate activities.
Taking advantage of someone in a confused emotional, or frail mental state.	Catfishing.	Taking advantage of a person by using a position of power or authority,
Offering money or other incentives to manipulate a person into intimate actions.	Threatening to release intimate images or videos unless a person pays money, or sends further intimate digital content (extortion).	Using a person's past actions against them to manipulate them into intimate activities.
Withholding money or threatening human rights to manipulate a person into intimate actions.	Harassing, bullying, intimidating and using verbal, emotional and/or physical violence to coerce someone into intimate activities.	Threatening to expose someone to others to manipulate them into intimate activities.

1. Form into pairs. Choose 4 of the acts of **coercion** (p.128) that **young people** might be pressured by. What **language** and **behaviours** would you need to be on the lookout for to 'spot' potentially coercive situations? (Think of the 'amber' and 'red' lights).

2. If it was **you experiencing** these coercive **pressures**, what could **you do** or **say** to put a **stop** to the **coercive behaviour** immediately?

3. If you were l**ooking out for others**, such as at a party or online, what could **you do** or **say** to put a **stop** to the **coercive behaviour** immediately?

4. Which **behaviours** should be **reported** to trusted **adults**, and/or even to the **police**? Why is that?

FULL DRAFT PREVIEW SAMPLE

5. Choose 1 of the scenarios and role-play a situation to show how **personal assertiveness** and clear **communication** can put a **stop** to **coercive actions**; and/or even help **prevent them** from happening in the first place.

6.21 Module Assessment

AT6   Personal Development Health and Wellbeing Goal - Developing Self

Overview: My Personal Development Health and Wellbeing goal

You are required plan, organise, do and review a 2-week **Personal Development Health and Wellbeing** goal. Then you will report on your experiences.

(Note: Your teacher might allow a goal that will take longer).

Listed below are possible types of Personal Development Health and Wellbeing goals. Your teacher may also discuss other potential goals with the class.

❑ Achieving improved personal health and wellbeing to deal with specific issues.

❑ Completing a training course that develops you personally.

❑ Undertaking personal assertiveness and/or positive relationships training.

❑ Achieving a goal or outcome that will help you contribute more to your family's health and wellbeing.

❑ Achieving a health, fitness, recreation, or sporting goal or outcome.

❑ Completing a creative, arts, performance, or some other related goal or outcome that helps create improved health and wellbeing.

❑ Completing a digital safety and wellbeing program.

❑ Developing an equity and access strategy.

Throughout this activity you have to apply skills in:	
Teamwork	**Communication**
How I will use this:	How I will use this:
Time Management	**Problem-solving**
How I will use this:	How I will use this:

Stage 1: Planning my Personal Development Health and Wellbeing goal

a. Negotiate your **health and wellbeing goal** with your teacher.

b. Develop the **overall timeline** for your achievement of this goal.

> a. What is my personal development health and wellbeing goal?
>
>
> b. What is the timeline for my personal development health and wellbeing goal?

Stage 2: Organising my Personal Development Health and Wellbeing goal objectives

a. Break your **overall goal** into **smaller achievable** objectives.

b. Develop a specific **timeline** to achieve these objectives.

c. Identify **potential problems** related to the goal.

d. Develop strategies (back-ups) to deal with these.

e. **Organise yourself** to meet these objectives.

f. **Organise** and make use of other **resources** to achieve these objectives.

a. What are the step-by-step objectives of my goal?

b. What are the specific timelines for each step (e.g. daily or '2-days')?

c. What problems might I have to deal with?

d. How will I deal with these?

e. Organise myself to meet these objectives. What do I have to do at each step?

f. What other resources and support will I need other to achieve these steps?

6.23 Module Assessment

Stage 3: Doing my Personal Development Health and Wellbeing actions

a.   Work out the **specific times** to do the personal development **actions**.

b.   Successfully **do the** specific **actions** required to achieve the objectives.

c.   Deal with any **problems** related to your goal (and your activity specifically).

> a. What times, on which days, did I do my Personal Health & Wellbeing actions?
>
> b. What specific Personal Health and Wellbeing actions did I do?
>
> c. What problems did I have to deal with?

Stage 4: Reviewing my Personal Development Health and Wellbeing Goal

a.   Seek and make use of **feedback** to improve your performance.

b.   Report on your **successes** in achieving your goal.

c.   Suggest further **improvement strategies** that you might need to undertake as part of personal reflection.

> a. What feedback did I need? What feedback did I get?
>
> b. How successful was I at achieving my goal, objectives and actions?
>
> c. What could I do better next time?

Name(s):	Key dates:	UNIT 1 Module 2
My personal development goal is:		

Tasks - AT6: Personal Development Health and Wellbeing Goal	Must Do?	Due Date	Done	Level
Stage 1: Planning for my personal development goal/outcome.				
a. Negotiate my personal development goal.	✓		○	
b. Develop a timeline for achievement of my goal.	✓		○	
⇨ Applied use of teamwork, communication, time management and problem-solving skills.	✓		○	
Stage 2: Organising my personal development objectives.				
a. Break my goal into smaller achievable objectives.	✓		○	
b. Develop specific timelines for each objective.	✓		○	
c. Identify potential problems and develop a back-up plan.	✓		○	
d. Develop specific timelines to achieve my objectives.	✓		○	
e. Organise myself to meet these objectives.	✓		○	
f. Organise other resources to achieve my objectives.	✓		○	
⇨ Applied use of teamwork, communication, time management and problem-solving skills.	✓		○	
Stage 3: Doing my personal development actions.				
a. Develop step-by-step times for my personal development tasks.	✓		○	
b. Do specific actions to achieve my objectives.	✓		○	
c. Deal with any problems that arise.	✓		○	
			○	
⇨ Applied use of teamwork, communication, time management and problem-solving skills.	✓		○	
Stage 4: Reviewing my personal development goal.				
🗣 Seek and use feedback to improve my performance.	✓		○	
⇨ Draft a report of my experiences.	✓		○	
⇨ Submit my report.	✓		○	
🗣 Prepare and make a presentation to the class (if required).	○		○	
⇨ Use self-reflection to review my achievement.	✓		○	

Additional information:

Signed: _____   Date: _____

6.25 Unit Review and Reflection

Unit Review and Reflection

Which Personal Development skills did I develop during this entire unit?

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

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

0	1	2	3	4	5
not shown	low	reasonable	good	very good	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: _____

What is Community? | 7

Activities 7: What is Community?	p.	Due date	Done	Comment
7-9 **U2: Module 1 - Requirements**	137	☐	◯	
7A **Community**	139	☐	◯	
7B **Local community**	141	☐	◯	
7C **Communities**	143	☐	◯	
7D **Local communities**		☐	◯	
7E **Local community outcomes**	14	☐	◯	
7F **Global communities**	1	☐	◯	
7G **Researching global communities**	149	☐	◯	
7H **Community benefits**	151	☐	◯	
7I **Community 'work'**	153	☐	◯	
AT1 **Local Community Map**	154-155	☐	◯	
R7 **Review and Reflection**	156	☐	◯	

Comments:

7.01 Unit 2: Module 1 - Introduction

Module 1: Exploring and connecting with community

You will investigate 'Exploring and connecting with community' through the next 3 sections of this resource: **S7: What is Community?**, **S8: Inclusive Communities** and **S9: Rights and Responsibilities**.

Sections 7&8 each conclude with a graduated assessment task. The unit assessment task at the end of Section 9 requires you to explore 'belongingness'.

You should also complete activities in your Applied Vocational Booklet to see how personal development skills can be transferable to work-related situations.

M1: Exploring and connecting with community	S7: What is Community?

Communities — 138

Types

Local Community — 140

Community members | Community groups | Actions & outcomes

Global Community — 146

Global connection | Global outcomes

Community Benefits — 150

Benefits | Community group involvement

AT1: Local Community Map (pp.154-155)

M1: Exploring and connecting with community	S8: Inclusive Communities

Community Connection — 158

Connection | Ways to connect | Outcomes

Diversity — 164

Cultural diversity | Learning & growing

Empathy — 168

Empathy | Community empathy

Connection to Culture — 172

AT2: Diversity and Inclusion Profile (pp.174-175)

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M1: Exploring and connecting with community

S9: Rights and Responsibilities

Rights and Responsibilities 178

Rights **Rights in action** **Responsibilities**

Citizenship and Democracy 184

Rights & responsibilities of citizens **Roles of Citizens**

My Rights and Responsibilities 188

My Community Involvement 190

Belonging **Personal attributes**

Local community inclusion **Global community inclusion**

AT3: I Belong, We Belong (pp. 196-197)

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SAMPLE

U2: Module 1 - Requirements   7-9

Your teacher will discuss the key requirements for successfully completing **Module 1: Exploring and connecting with community** with your class. List these below.

7.03 Communities

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 **identities.**

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 organisations provide **community services** to make things 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 experiences.

As a class, have a discussion about the good things that arise from being a member of these communities.

Types of Communities

Family communities	Neighbourhood communities
School communities	Cultural communities
Religious communities	Work communities
Sporting communities	Online communities
Hobby/recreation communities	Retirement communities

Image: Rawpixel/ Depositphotos.com

1. In your own words, **describe** what it means to **be part of a community**.

_____

_____

_____

_____

_____

2. Choose **3** of the **communities** from the diagram on p.138 or add some of your own choosing. For each one **explain** how **you** are **part** of that **community**.

e.g. Cultural community. I am part of the Cook Islands Dance troupe. We perform cultural dances at various community events, festivals and fairs. There are 17 of us in the troupe aged from 4 through to 62 years old!

_____ community

_____ community

_____ community

7.05 Local Community

Local community

Local community provides one of the strongest connections for people in our society.

We live (**reside**) locally, we usually go to **school** locally. We often **recreate** or play **sport** locally, and we **shop** and use local **services**.

We may use local facilities such as swimming pools, libraries and child-care.

We rely on our local **council** or **shire** to provide services for our community. Many state or Commonwealth-funded government **agencies** and services will operate through local providers.

We also get involved in local community **events** and community **pride** activities.

We also form **community groups** to deal with broader **issues** on a local basis, such as care for the environment.

And when we need **support**, it is often local people and groups who are there to lend a helping hand.

... ... will often buy local produce such as ... at a farmer's market.

Image: julie514/ Depositphotos.com

Community Members

- Residents
- Families
- Employers
- Police
- Retailers
- Schools
- Arts/music societies
- Emergency services
- Religious bodies
- Volunteer groups
- Community centres
- Government agencies
- Community groups
- Businesses
- Libraries
- Visitors
- Local councils
- Sports clubs
- Recreation groups
- Medical providers
- Care facilities
- Charities
- Welfare agencies
- Environmental groups

1. Describe your **local community**.

_____

_____

_____

_____

_____

2. List some **community groups** and **organisations** that are part of **your local community**.

~~FULL DRAFT PREVIEW SAMPLE~~

3. List **3 local communities** that you are a part of. Describe some of the **benefits** that come from **belonging** to these communities.

4. What **online local communities** are **you** a part of? Why? Find out about a **new different online community** that **interests you**.

🔍

7.07 Local Community

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, the SES or a local surf life-saving club.

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 teams combine football, netball and cricket clubs and participate in fundraising, community projects and community support.

Local sporting clubs often unite people in communities.

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 sports and activities, environmental and community support.

Some communities are fortunate enough to have their own local community or neighbourhood learning centres.

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**, **aged-care** health and support, **disability** health and support, **engagement** of isolated people, as well as thousands of other actions.

In most instances these will be run and staffed by **volunteers**, relying on local **grants**, **donations**, **fundraising** and other means of support.

Volunteers are the lifeblood of most community groups and organisations.

Image: IgorVetushko/Depositphotos.com

1. What is a **not-for-profit enterprise**? Give examples.

_____

_____

_____

2. What is **goodwill**? How does goodwill help drive community activities?

_____

_____

_____

3. Some community enterprises act as a **hub and 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 special assistance**. Why is this important?

_____

_____

_____

_____

5. Why do we need community enterprises and groups that focus on the **environment**, **landcare**, or **animal** rescue and support? Does this interest you?

7.09 Local Community

Local community actions

The clear benefit that comes from having communities is that community members will work together to achieve **positive outcomes** for people and society.

The **actions** to achieve these outcomes might vary depending on the **values** and **beliefs** of the key **stakeholders** involved.

Some outcomes will match the **priorities** of Commonwealth, state and local **governments**, especially when government **funding** and support have been provided.

Other outcomes are targeted to the **needs** and **services** of particular community members, such as aged-care, disability services or youth **support**.

Improvement outcomes might aim to address ongoing community **disadvantage**, such as Indigenous health-care and education programs.

Many community outcomes foster **local participation** such as sports, recreation, arts and local group activities.

Sometimes community actions might be aimed at one **local objective**, such as a river or creek protection group fighting to preserve the local environment.

Others outcomes might be more complex and aimed at addressing a variety of **community needs**; such as the local library or sporty centre.

And at times outcomes might focus purely on preventing some type of activity that can **harm** local communities; such as a local residents action group against high-rise development.

So it is important to remember that actions are aimed at achieving outcomes. And the type of action will vary depending on the type of outcomes that the community group is hoping to achieve. And vice versa.

7D   Local communities

1. Identify a **local community example** for each of these outcomes. Choose 3 more of your own. (Use the diagram on p. 145 for ideas.)

Local government program	Education	Business sponsorship
Sport	**Recreation**	**Religious**

Community Outcomes can involve...

Friendship groups

Employee/ worker skills

Community services

Business sponsorship

Educational outcomes

Arts/music events

Religious/faith services

Volunteer assistance

Community cohesion

Government programs

Community services

Network building

Resident action groups

Citizen awareness

Sporting facilities

Recreation facilities

Charity support

Welfare services

Environmental safeguards

Community pride

FULL DRAFT PREVIEW SAMPLE

Image: MPetrovskaya/ Depositphotos.com

Local community outcomes 7E

Research a **local community group** or **organisation** that is trying to achieve positive outcomes for local community members. Use the research notes to guide your **investigation**. You can also consider **interviewing** a key person involved.

Note: If each class member (or pair) chooses a different community group then you will have a broad set of community examples.

Research notes:

- ❑ Who are they?
- ❑ What are the key contact details?
- ❑ What do they do?
- ❑ What outcomes are they hoping to achieve?
- ❑ What outcomes are they achieving?

- ❑ What programs, activities or services do they offer?
- ❑ How can people get involved?
- ❑ Other information:

7.11 Global Community

Global communities

Although we have the most engagement with local communities, we are also all members of the **global community**.

The **digital age** has enabled us to connect with people all over the world. Some of these connections are with **family** and **friends** overseas. Some of these connections are about embracing the roots of our **ethnicity** and **culture** as part of where we have come from.

And some of these connections are about forming new **friends**, **bonds** and **alliances** based on our **values**, **beliefs** and our **attitudes** towards social issues.

Of course we are not directly linked with each of the 8 billion+ people in the world.

However, we are all connected globally, one way or another, by the **responsibility** to care for and **protect** the delicate biosphere that is **Earth**.

Global communities help people to find like-minded allies anywhere in the world.

People can connect and unite with others for **hobbies**, for **travel** and even to **campaign** for a better global society.

Image: stockdevil_666/ Depositphotos.com

FULL DRAFT PREVIEW SAMPLE

Global Connection

Image: pogonici/ Depositphotos.com

Family, friends and ancestors.

Ethnicity and cultural heritage.

Common religions, faith and spirituality.

Political and economic links.

Shared sporting, hobby and cultural interests.

Shared human rights & democratic freedoms.

International travel & community experiences.

Shared beliefs, values, ideals and hopes.

The ability to connect through social media and other digital platforms.

Work and vocational connections.

1. Describe some examples of **global communities**.

_____

_____

_____

_____

2. List some **global community groups** and **organisations** that also **impact** on your **local community**.

3. List **3 global communities** that you are a member of. Describe some of the **benefits** that come from **belonging** to these communities.

4. What **online global communities** are **you** a part of? Why? Find out about a **new** or **different online** global **community** that interests you.

🔍

FULL DRAFT
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SAMPLE

7.13 Global Community

Global outcomes

Just as with local community action, the aim of global community action is to achieve some type of positive outcome for communities and for community members.

However, global community actions usually occur on a large scale. This means that they are harder to co-ordinate and implement. But this also means that these global groups have a greater reach and a stronger platform. Many operate local divisions, such as Red Cross International with Red Cross Australia.

It is also important to know that internationally, global community groups and organisations are called **NGOs** (non-Government organisations). So when researching online, look for that term.

Digital communication is giving people the ability to start movements, get noticed, recruit global support and coordinate global people-based' action.

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**!"

Global Outcomes

Achieving positive global action.

Supporting global engagement and connection.

Improved global community health and wellbeing

Providing international aid, support and programs.

Offering global skills-development and education.

Uniting to improve environmental outcomes.

Providing global community services.

Supporting human rights & democratic freedoms.

Reducing, stopping or eliminating a negative global action or outcome.

Dealing with global emergencies, crises, and other situations.

Researching global communities   7G

Research these global **NGOs** and summarise their actions and the **outcomes** they are **trying** to **achieve**. Add others that you might be aware of. The research might be split between pairs or groups with each reporting back to the class about their allocated NGO. Start by finding their **websites** and online **portals**.

UNICEF	**Red Cross International**
World Vision International	**Plan International**
Fred Hollows Foundation	**Bali Street Dogs**
Amnesty International	**Oxfam**
Medicines Sans Frontières	**Mercy Ship**
Transparent Hands	**CARE International**
Mary MacKillop Today	**Sea Shepherd**
Greenpeace	

FULL DRAFT PREVIEW SAMPLE

7.15 Community Benefits

Community benefits

When you are a member of a community there are many positives that may occur for you, and for other people that you come into contact with.

Communities are normally formed around people who have similar interests such as sporting clubs, environmental groups or online forums.

This leads to **social interaction**, **shared knowledge** and other benefits.

Communities may form and grow based on people who live near one another.

This leads to social interaction, and can also provide **care and support**, with people looking out for one another, as well as helping to create **a sense of belonging**.

Community organisations and volunteer groups normally perform some sort of community service. This means that they can offer **help**, **advice** and **network contacts**.

Community organisations and volunteer groups also give people the opportunity to **make a contribution** by helping others.

Global communities help people to find like-minded others anywhere in the world. People can connect and unite for hobbies, for travel and even to campaign for a better global society

🗣 So what do you think are the benefits that you might experience from being part of a community?

Community benefits

"Learning and knowledge."

"A sense of belonging."

"Help and advice."

"Care and support."

"Social interaction."

"Making a contribution."

"Network contacts."

Image: game_gfx/ Depositphotos.com

Communities rely on people contributing to help others. When you help and support a community, more people can get assistance. And sometimes helping your community actually helps you in other ways.

e.g. Volunteering with an animal rescue group helps the animals and the group. It also gives you experience, contacts and a feeling that you are contributing.

1. Complete this table for **3 benefits** that come from communities. First explain how **you** might **benefit**; and then how **you helping** could **benefit others**.

Benefit	How I might benefit?	How I could benefit others?

2. Choose **4** of the **community members** from the diagram on p.140. For each of these, explain how **you interact** with or **benefit from**, **these** community members.

FULL DRAFT PREVIEW SAMPLE

7.17 Community Benefits

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

FULL DRAFT PREVIEW SAMPLE

One way to think about the role of different community groups and members is by taking a vocational approach.

1. Explain the **role** of these **occupations** in **communities**. i.e. What do they do?

2. What **benefits** 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			
social worker			
carer			
faith leader			
artist or performer			

FULL DRAFT PREVIEW SAMPLE

5. Community job roles require a **high level** of **communication** with people. **Why** is this important?

7.19 Graduated Assessment

AT1 Local Community Map
- Exploring and connecting with 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 a photo display, 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 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, size and format. Record this information below.

You might also have to make a presentation to your class.

Name:		Key dates:		**UNIT 2** Module 1

Tasks – AT1: Local Community Map	Must Do?	Due Date	Done	Level
🗣 Negotiate the task details with my teacher	✓		○	

Part A: Researching my local community map

	Must Do?	Due Date	Done	Level
1. Research local community government services.	✓		○	
2. Research local emergency services.	✓		○	
3. Research local sporting and recreation clubs and facilities.	✓		○	
4. Research local arts and cultural enterprises and facilities.	✓		○	
5. Research local volunteer services.	✓		○	
6. Research local welfare and support services.	✓		○	
7. Research local community support enterprises.	✓		○	
8. Research other local community features.	✓		○	
	○		○	

Part B: Creating my local community map

	Must Do?	Due Date	Done	Level
1. Show local community government services.	✓		○	
2. Show local emergency services.	✓		○	
3. Show local sporting and recreation clubs and facilities.	✓		○	
4. Show local arts and cultural enterprises and facilities.	✓		○	
5. Show local volunteer services.	✓		○	
6. Show local welfare and support services.	✓		○	
7. Show local community support enterprises.	✓		○	
8. Show other local community features.	✓		○	
	○		○	

Completing my local community map.

	Must Do?	Due Date	Done	Level
🗣 **Prepare draft of my map for feedback.**	✓		○	
⇨ **Use appropriate methods and digital media.**	✓		○	
⇨ **Prepare and submit my final map.**	✓		○	
🗣 **Present my annotated map (if required).**	○		○	

7.21 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	1	2	3	4	5
not shown	**low**	**reasonable**	**good**	**very good**	**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: _____

Inclusive Communities 8

Activities 8: Inclusive Communities	p.	Due date	Done	Comment
8A Community is...	159			
8B Ways to connect	161			
8C Community connections	162			
8D Connection in pictures	163			
8E Diversity	165			
8F Benefits of diversity	167			
8G Empathy	169			
8H Applying empathy	171			
8I Bangarra Dance Theatre	172-173			
AT2 Diversity and Inclusion Profile	174-175			
R8 Review and Reflection	176			

FULL DRAFT PREVIEW SAMPLE

Comments:

8.01 Community Connection

Community connection

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 plus 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 and might reflect varied social profiles; although it is a smaller part of a greater whole.

And then we participate in other communities including education, sports, recreation, arts, music, culture, environment, faith, 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.

Community engagement includes 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**.

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; and even the local general store, post office or pub in some small towns!

🗣 So what about you? How do you engage with your local communities?

Image:mangostock/ Depositphotos.com

1. List all the **bolded words** or **terms** from p.158.

☐ **communities**   ☐   ☐
☐   ☐   ☐
☐   ☐   ☐
☐   ☐   ☐
☐   ☐   ☐
☐   ☐   ☐
☐   ☐   ☐

2. Create 5 **statements** to **describe 'community'** using **those terms**.
    Use at least 3 words or terms in each statement.
    Try to use all 21 words or terms across these statements.

    e.g. Members of **communities** can give back by sharing.

8.03 Community Connection

Ways to connect

The whole purpose of community connection is to achieve positive outcomes for the community and for community members. These outcomes can be generally classified as either:

⇨ enabling community **participation**

⇨ providing community **services**

⇨ achieving improved community **health** and **wellbeing**

⇨ celebrating community **diversity**

⇨ creating positive community **action**

⇨ offering **skills** development and **education**

⇨ dealing with **emergencies** and other situations, and

⇨ reducing, or **preventing** a **negative** community **outcome**.

Some outcomes might be aimed at one single achievement, such as a local wildlife 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.

Community Connection Outcomes

Community engagement

Community participation

Community support

Community belonging

Community advice

Community service

Community assistance

Community development

Community care

Community action

Community guidance

Community inclusion

Community leadership

Community mentoring

Volunteers are a vital part of community connection.

1. Explain how **members** of a **community** can **act** to **achieve** each of these **community connection outcomes**. Add 1 more.

2. Explain how **you** either could, or already **act** to **achieve** these **community connection outcomes**. Add 1 more.

1. What community members can do for...		2. How could you...
Participating		
Supporting		
Serving		
Assisting		
Caring		
Including		
Leading		

FULL DRAFT PREVIEW SAMPLE

3. Which local **group** or **person** do you feel is the most important **driver** of local **community connection** for **you**? **Why** is that?

8.05 Community Connection

8C   Community connections

Again have a look at all the **bolded terms** on p.158 Use those terms to create short **descriptions** that show how they relate to **communities you** are **aware** of.

Use a **range** of different **communities** for your examples. You can get a feel for how best to do this by looking at the example. Pick 2 more terms of your own choice.

Interests

e.g. Every Friday evening a bunch of local people gather down the park, dressed up in medieval outfits, and have mock battles.

I've always thought that this LARPER community looks like a lot of fun.

Values

Shared history

Engage

Contribute

Unite

Deal with problems

Volunteer

Discuss the **images** below.

1. What **types** of **communities** and **community members** might be shown in these?

2. Explain how the **people** featured are **connecting** with their **community**.

3. Find or create 1 **image** of **your own** and answer for this as well.

Image: Wavebreakmedia/Depositphotos.com

Image: Nicolashan/Depositphotos.com

Image: monkeybusiness/iStock/Thinkstock

FULL DRAFT PREVIEW SAMPLE

8.07 Diversity

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 from 60,000 to 65,000 years ago.

Australia is also home to people from almost 200 different countries who have added to the rich layer of **culture** and **community**.

Diversity creates 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 and other workplace stakeholders come from varied and diverse backgrounds.

You need work-related skills to recognise and deal with cultural diversity in society and in vocational situations, by developing 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.

⇨ 72% of people lived in major cities; 38% 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

Diversity   8E

1. What is **diversity**? Give examples of some of the **characteristics** of **diversity**.

_____

_____

_____

_____

2. **Why** is **cultural diversity important**?

_____

_____

_____

_____

3. Are **you culturally diverse**? How does that make you feel?

_____

_____

_____

_____

4. Do you have **family**, **friends** and other important **people** in your life who are **culturally diverse**? What do **they say** about the **importance** of **diversity**?

_____

_____

_____

_____

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"

8.09 Diversity

Different abilities

People have all sorts of **different abilities** that might manifest through their interests, their activities, their skills, their learning styles and their multiple intelligences. A diverse community welcomes people with different and varied abilities.

Communities must be **inclusive** of people who might have physical, intellectual and emotional differences. This broadens the **cultural richness** that makes a community stronger.

As well as being active members of the broader community, differently-abled and disabled people might also seek out other similar community members who have more **insight** into their particular personal circumstances and needs.

This can create an instant **support network** and opportunities for **mentoring** and direct community connection and engagement.

Learning and growing

Community connection helps all of us to learn and grow through dealing with people who might seem, on the surface, to be different from us.

Community inclusion helps people from diverse backgrounds become part of the broader **fabric of** our **society**.

Community inclusion also helps people who are not culturally diverse experience the world in a new or different way through **communication**, **understanding** and **empathy**. We can learn a lot when we move away from the 'self' and try to see the world from a different **perspective**.

But community inclusion doesn't just happen without some **challenges**. For too long Australia's structural **institutions**, and the **social values** and **attitudes** of many people, have not fostered inclusion based on race, ethnicity, gender identity, sexual orientation, religious beliefs, disability and other reasons.

Change is happening. Australia today is very different from even just 10 years ago, let alone 50 or 100 years ago.

And some of the **community leaders** of change have been **younger people** who are more accepting of people for 'who they are', and not interested in stereotyping people based on 'what they are'.

In reality, we are more alike than we are different.

🗣 Do you agree?

Image: SimmiSimons /Thinkstock

Pair up and describe **examples** of how **diversity** helps to achieve **positive community benefits** in each of these **areas**. Add 2 more. Name any community leaders or groups that take action in this area.

Area	Positive community benefits	Community leaders and groups
Ethnicity		
Gender		
Disability		
Age		
Background		

Discussion: What can we all do to make sure that **we accept** and **include** others based **not** on '**what they are**' but **instead** on '**who they are**'?

Applied: Do **you** have **personal insight** or **lived experience** related to the examples above? If so, how could **you apply this** to **help others** to better **understand** the **benefits** of **diversity**?

8.11 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 person's **perspective**.

Empathy doesn't mean that you can truly experience what others might have to deal with, for example 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, and which is not a good way to feel about others.

Image: xniF/Depositphotos.com

Empathy involves...

Noticing

Communicating

Listening

Imagining

Respecting

Understanding

Accepting

Encouraging

Welcoming

Learning

Trusting

Adapting

Initiating

Appreciating

Celebrating

Motivating

Working together

Including

Image: mashmuh/Depositphotos.com

1. What is **empathy**?

_____

_____

_____

_____

2. Why is it **important** to have **empathy** for **others**?

_____

_____

_____

_____

3. Identify different **vocations** (occupations) that involve the **skills** of **empathy** listed on p.168. Explain how these **workers** would apply their empathic skills.

4. What **types** of **organisations** would these workers be **employed by**?

5. Find examples of these **organisations** operating **locally**.

8.13 Empathy

Empathy in action

You can be more understanding of a person's situation by applying empathic skills. This might involve **asking** about any support, changes and/or modifications that might be needed to enable diverse people to go about their daily lives more successfully.

You yourself, might have particular **insights** into these situations through your own **lived experiences**.

As part of your own personal development, you might emerge as a community **leader**.

You could help **inform**, **train** and **support** others in making physical, environmental, and especially attitudinal changes, to better include people with varied types of differences and disabilities.

For example, in vocational situations this could involve implementing changes as simple as shorter filing cabinets, voice recognition software, providing written, aural or visual instructions of procedures, and many 'tweaks' that improve accessibility.

All it takes is some asking of **questions**, a little bit of **listening** to others, and some applied **problem-solving**.

In community situations this might be more challenging, such as making longer term changes to improve accessibility to facilities, developing community engagement programs to cater for people with diverse needs, and engaging the broader community in empathy training.
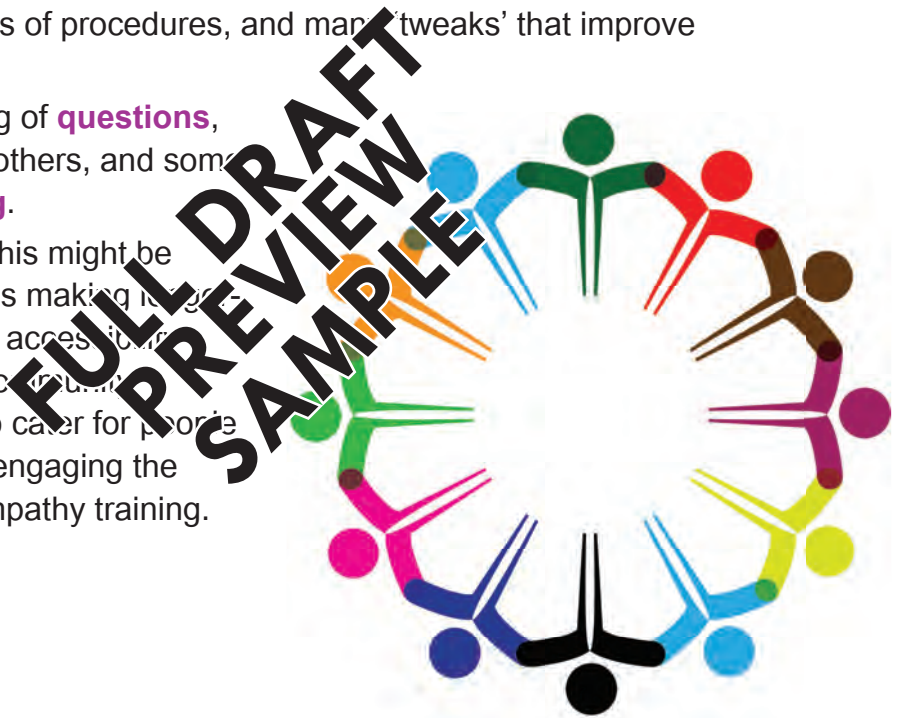
Image: smarnad/Depositphotos.com

Community empathy

Community empathy occurs when:

⇨ people are united in gaining a better understanding of others

⇨ society gives a voice and recognition to diverse peoples

⇨ people actively listen and accept the views and perspectives of others

⇨ society encourages community inclusion with support and participation opportunities

⇨ people act to promote and achieve community engagement

⇨ social structures become representative of social inclusion and diversity

⇨ people think beyond themselves, their own needs, and their entrenched attitudes

⇨ social values and attitudes evolve and reflect the needs and views of others.

Applying empathy 8H

1. How have **you applied** your skills of **empathy** in different **situations**?

_____

_____

_____

_____

2. What **skills** of **empathy** would **you** like to **develop** further? **How** could you do this?

_____

_____

_____

_____

3. How can we create more **community** empathy?

_____

_____

_____

_____

4. Empathy goes both ways. How have **you been helped** by **people showing** you **empathy**?

_____

_____

_____

_____

Applied: There are a lot of empathy questionnaires online that you could investigate. They are not all that informative, but are an OK starting point. But beware, many involve you needing to sign up or register with an organisation to get your results. Your teacher will guide you or direct you to a site they can trust.

8.15 Connection to Culture

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 high-profile 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 countries 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 Nunukul people and the Munaldjali of the Yugambeh from southeast Queensland.

Together with his dancers and collaborators, Page has created a truly unique way of expressing what it is to inhabit a First Nations identity in contemporary Australia.

A lot of community development and celebration opportunities have been created by having a main-stage First Nations dance company in Australia.

Employment of creatives and technical and supporting staff is an obvious one.

Incredible 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

8I   Bangarra Dance Theatre

1. Find out what **bangarra means** and from which specific **language** it is derived.

_____

_____

_____

_____

2. Find the section called **Bangarra's values on their website**. Discuss what **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. List some of the **places** that Bangarra is touring, 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** of **creating** a **work**.

View: There's plenty of videos and learning resources on this website too. You might want to watch some as a class and find out more.

Applied: Do you identify with, or associate with a group in society that has strong connection to culture? Share your celebration of culture with the class.

8.17 Graduated Assessment

AT2 Diversity and Inclusion Profile
- Exploring and connecting with community

Overview:

This assessment task requires you to create a **Diversity Profile** of your **community**. You might work in pairs or small teams for this task. Your teacher will talk to the class about this. You might choose to focus on your **local** community, or take a broader **statewide**, **national** or even **global** focus.

The **Diversity Profile** should incorporate **images**, **text** and other **elements**.

The **diversity profile** should focus on:

❑ community government-led examples of diversity and inclusion

❑ community groups that involve diversity and inclusion

❑ education and training opportunities for diversity and inclusion

❑ sporting and recreation that promotes diversity and inclusion

❑ arts and cultural enterprises that encourage diversity and inclusion

❑ volunteer services that welcome diversity and inclusion

❑ welfare and support services that help achieve diversity and inclusion

❑ other community features about diversity and inclusion relevant to you.

Note: If you have particular knowledge, expertise, or lived experience of diversity and inclusion, your teacher might encourage you to focus on just one or a few of these community services, activities and groups listed above.

Format

You might create a photo essay, a diagram, a multimedia resource, a video presentation or some other visual representation of community diversity and inclusion.

❑ You should include a brief **description** of the diversity and inclusion opportunities and activities provided by these community members, as well as key contact details.

You also need to make summary conclusions about:

❑ the **benefits** of diversity within the community you investigated

❑ the **success** of programs and activities to achieve inclusion

❑ community **strategies** to **develop** greater diversity and inclusion.

Your teacher will give you more details about your task requirements, deadlines, size and format. Record this information below. You might also want to present your Diversity Profile to your class or another audience.

Name:		Key dates:		**UNIT 2** Module 1
Tasks – AT2: Diversity and Inclusion Profile	**Must Do?**	**Due Date**	**Done**	**Level**
🗣 Negotiate the task details with my teacher	✓		◯	

Part A: Researching community diversity and inclusion.

1. Research community government-led services.	✓		◯	
2. Research community groups.	✓		◯	
3. Research education and training opportunities.	◯		◯	
4. Research sporting and recreation clubs and facilities.	◯		◯	
5. Research arts and cultural enterprises and facilities.	◯		◯	
6. Research volunteer services.	◯		◯	
7. Research welfare and support services.	◯		◯	
8. Research other community features of diversity & inclusion.	◯		◯	
	◯		◯	

Part B: Creating my community diversity and inclusion profile.

1. Describe community government-led services	✓		◯	
2. Describe community groups.	✓		◯	
3. Describe education and training opportunities.	◯		◯	
4. Describe sporting and recreation clubs and facilities.	◯		◯	
5. Describe arts and cultural enterprises and facilities.	◯		◯	
6. Describe volunteer services.	◯		◯	
7. Describe welfare and support services.	◯		◯	
8. Describe other community features of diversity & inclusion.	◯		◯	
	◯		◯	

Completing my Diversity Profile.

⇨ **Make conclusions about diversity and inclusion.**	✓		◯	
🗣 **Prepare draft of my diversity profile for feedback.**	✓		◯	
⇨ **Use appropriate methods and digital media.**	✓		◯	
⇨ **Prepare and submit my final profile**	✓		◯	
🗣 **Present my diversity and inclusion profile (if required).**	◯		◯	

FULL DRAFT PREVIEW SAMPLE

8.19 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	1	2	3	4	5
not shown	low	reasonable	good	very good	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: _____

Rights & Responsibilities 9

Activities 9: Rights & Responsibilities	p.	Due date	Done	Comment
9A Rights - Match'em	179			
9B Rights	181			
9C Responsibilities	182			
9D Pressure groups	183			
9E Language of rights and responsibilities	184			
9F I can, I shouldn't and I musn't	18			
9G Threat to rights	7			
9H My rights and responsibilities	189			
9I Me and community	191			
9J Local community inclusion	192-193			
9K Global community inclusion	194-195			
AT3 I Belong, We Belong	196-197			
R9 Reflection and Review	198			

Comments:

FULL DRAFT PREVIEW SAMPLE

9.01 Rights and Responsibilities

Rights and responsibilities

People, organisations and groups have certain **rights** and **responsibilities**.

Rights refer to personal and other **freedoms** that are **protected** for all people, including democratic rights.

Responsibilities refer to people **acting** in such a way so as to **respect** and **ensure** the rights of themselves and others are **not infringed**.

The interaction of rights and responsibilities is an **interdependent** process. You can't have one without the other.

An individual can only have rights if they are prepared to accept and meet the responsibilities associated with that right.

A democratic society such as Australia enables certain personal and social rights (**human rights**) within the boundaries of what is responsible behaviour to protect the **freedoms** of its citizens.

Ensuring that rights and responsibilities are maintained can be a balancing act.

Image: Sashkin7/ Depositphotos.com

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.

'Types' of Rights

Legal

Human

Civil

Consumer

Personal

Economic

Employee

Workplace

Image: VisualGeneration/ Depositphotos.com

Rights - Match'em   9A

Match each of these **types** of **rights** to the most appropriate **example**.

Note: Some rights might match more than one example. This illustrates how rights cross over many different areas of our lives. Report back to the class and discuss how your classmates may have matched these differently (but still correctly).

❏ civil	❏ employee	❏ personal
❏ consumer	❏ human	❏ workplace
❏ economic	❏ legal	

FULL DRAFT
PREVIEW
SAMPLE

Right	Example
	Freedom from discrimination: All persons are equal before the law.
	The right to expect fair pay for work done, and freedom from slavery or forced labour.
	Freedom from unlawful attacks on privacy, home, honour and reputation.
	The right to a safe working environment.
	The right to expect that goods and services will be of the quality promised.
	Freedom of information, opinion and expression.
	Freedom to participate in the democratic process.
	The right to participate in the labour market and to work towards maintaining a standard of living.

9.03 Rights and Responsibilities

Rights in action

As humans we have the right to be treated with **respect**, to be **protected** under the law, and to be free from **discrimination**. These rights extend to personal, social, vocational and other settings.

Therefore, these rights reflect the way that society is structured to ensure that people are treated humanely, i.e. **human rights**.

The acceptance and enforcement of these rights go a long way to creating community **standards of behaviour**.

> For example, in Australia it is expected that people should not be subjected to racism at work, in the community, in clubs, nor in any situation. This is the law. These rights are protected under the law, and offenders can be punished according to the law.

Racism, it's been going on for too long - and it's just not on mate!

Image: zzzdim/ Depositphotos.com

As a **community** we also experience certain rights that are provided by government agencies. We take many of these for granted because they have become basic **community expectations**.

Some key rights include the following, but there are also many more. So which have you experienced?

⇨ Access to universal health-care.

⇨ The option of 'free' public education.

⇨ Protection and community support through the police.

⇨ A fair and equitable justice system.

⇨ The provision of emergency services, such as fire services and ambulance.

A **personal right** might relate to your freedom to choose the types of lifestyle activities that you want to pursue, so long as the pursuit of these activities does not breach any law, and your actions do not harm anyone else.

> For example, Efrem has the right to collect scary garden gnomes which he buys from local markets.
>
> But his friend Manny wants to collect scary garden gnomes from local residents' gardens.
>
> Manny does not have this right as his actions breach the rights of others, which relates to the protection of their own personal property.
>
> And Manny would be committing theft.

Image: IvanNikulin/ Depositphotos.com

1. Explain each of these **rights** and the extent to which they **apply to you**.

Rights		
Freedom from discrimination. ⇨ ⇨	Access to universal health-care. ⇨ ⇨	The option of 'free' public education. ⇨ ⇨
Protection and community support through the police. ⇨ ⇨	A fair and equitable justice system. ⇨ ⇨	The provision of emergency services. ⇨ ⇨

FULL DRAFT PREVIEW SAMPLE

At times, peoples' rights might be overlooked, threatened, or even **abused**.

2. In pairs, describe **examples** of when this **happens** within our **society**. Have **you**, or **someone** you know, ever **experienced this**? How did **you feel**? What did you/ they **do**?

3. Report back to the class and talk about strategies to tackle rights abuses.

9.05 Rights and Responsibilities

Responsibilities

With rights come responsibilities. Rights cannot exist unless people, organisations and groups act in appropriate ways to uphold these rights.

This means that it is the responsibility of people to act in such a way that they do not infringe the rights of other people.

Responsible **behaviour** by human beings ensures that people's basic rights are not infringed.

That behaviour is driven by the varied **responsibilities** that individuals must meet as part of the communities within which they exist and interact.

These include local communities, work communities, and increasingly, online and digital communities.

Many rights are set down in law as human rights.

For example, **equal opportunity and anti-discrimination legislation** makes it illegal to discriminate based on a number of areas including gender, race, religion, age, sexual orientation, family status, disability and other areas.

Therefore, it is our responsibility as members of a community to make sure that we do not act in a way that discriminates against people. It is our responsibility to **respect** the rights of others.

In some circumstances it may even be our own responsibility to protect the rights of others. This applies to employees who have a duty of care to look after members of society.

This responsibility extends to us personally to ensure that our actions don't harm others, either intentionally or unintentionally. As an example, think about the responsibility of motor vehicle drivers to other road users, cyclists and pedestrians.

When we get our driver's license we are responsible not only for ourselves and our passengers, but for all other road users.

Image: Route55/ Depositphotos.com

9C   Responsibilities

What is the **relationship** between **rights** and **responsibilitie**s? Give an example.

_____

_____

_____

_____

Community responsibility

Sometimes laws cannot cover all potential problems faced by a community. So it might fall to a community to help set the standards for people's rights.

This community responsibility is driven by **social values** and **ethics**.

In these situations, people band together and bring to attention a wrongdoing that is infringing others' rights.

Various **pressure** and **lobby groups** often take on this responsibility. Consider Sea Shepherd, or sensible petitions on Change.org.

In these instances, concerned people, welfare organisations and community groups step in to try and assist others.

They take on the responsibility to improve the rights of marginalised or threatened people or groups; or even to protect the natural environment or the rights of native fauna and other animals.

Consider examples such as; residents joining together to help stop developments that threaten local wildlife, services to homeless people, and legal support for asylum seekers.

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

Pressure groups 9D

1. What is a **pressure group**?

_____

_____

_____

_____

Investigation: Find out more about a pressure group you are interested in. Describe what it does, and whether it offers services or resources that could benefit your local community.

9.07 Citizenship and Democracy

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.

Rights and freedoms do not permit people to do anything they like. It is important to realise that all **rights** are balanced by **responsibilities**.

Just as you have a democratic right to certain personal, human and other rights - so do others - including people who you may not agree with.

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 made worse within the **echo chamber** that is **social media**.

For example, during the acute phases of the COVID-19 pandemic, some human rights and personal 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 remain 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.

Some basic personal and human rights and freedoms include the right to **not** be **discriminated against**, the right to work, vote and to **worship** a faith (or not). People also have freedom of **opinion**, freedom of **assembly**, freedom of **movement** and freedom of **expression**; as well as many more (as listed on p.178).

🗣 But it is far from perfect! What problems do you see happening around you? Your teacher will lead a discussion with the class.

On social media people often just seem to be yelling at each other. And they hear their own views multiplied and amplified, like being in an 'echo chamber'.

Image: Slphotography/ Depositphotos.com

9E   Language of rights and responsibilities

There is some **new terminology** used in the explanation above. List all the **bolded terms** and find out the **meaning** of any you are not sure of.

🔍

I can, I shouldn't and I musn't   9F

Now that your class has had a discussion of the democratic **rights** and **freedoms** of citizens, form into **pairs** to **complete** these summary **statements**. Add 1 right/ freedom of your own choosing. Report back to the class and see if you have reached the same, or different, conclusions.

Freedom of opinion	**Freedom of opinion**	**Freedom of opinion**
Means that you can:	But it doesn't mean that you are allowed to:	And it definitely does not permit you to:

Freedom of expression	**Freedom of expression**	**Freedom of expression**
Means that you can:	But it doesn't mean that you are allowed to:	And it definitely does not permit you to:

Right to personal safety	**Right to personal safety**	**Right to personal safety**
Means that you can expect:	But it doesn't mean that you can expect that:	But unfortunately it doesn't guarantee you that:

FULL DRAFT PREVIEW SAMPLE

9.09 Citizenship and Democracy

Roles of citizens

Citizens are expected to adhere to a range of **responsibilities** in different situations in their lives.

We might play many different **roles** in society, including as a **consumer**, as a **worker**, as a **voter**, as a **family member** and as a member of our **communities**.

But some people can push the boundaries, and neglect or even threaten the rights of other citizens.

This can happen in personal situations when people put their own values ahead of others and treat different people and diverse groups badly.

Sometimes this will play out as discrimination, bullying and harassment. In severe instances it can result in intimidation, aggression, hate speech and even violence. In many cases, people push things too far and break the law.

Neglecting or threatening the rights of others can also happen in high-pressure **commercial situations** where **money** is on the line.

It can play out in exclusion, neglect and exploitation of people will little commercial power, such as minorities or marginalised groups.

In severe situations, it might play out as active discrimination that breaks the law, or as unethical or even illegal business and commercial practices.

So you always need to consider and balance

✓ **legal** rights and responsibilities

✓ **personal** rights and responsibilities

✓ **social/civic** rights and responsibilities

✓ **democratic** rights and responsibilities

✓ **commercial** rights and responsibilities

✓ **employment** rights and responsibilities.

Image: adapted from/leremy/ Depositphotos.com

Sometimes simple cartoons can tell a complex story.

What rights are being infringed in each of these images?

Threat to rights   9G

Use the **terms** to complete these **passages** about **threats** to the varied **rights** of **people** and **groups**.

❑ agree   ❑ same
❑ empathy   ❑ their
❑ protest   ❑ understanding
❑ right   ❑ values

❑ boundaries   ❑ harrassment
❑ criminal   ❑ laws
❑ federal   ❑ state
❑ harms   ❑ property

Clash of values

Sometimes people and groups have different _____ and don't _____ on certain issues.

In a democratic society people have the _____ to disagree. Not everyone is expected to think the _____ way.

People and groups also have the right to peaceful _____ within legal parameters.

If you are unhappy when someone disagrees with you, think of it from _____ point of view.

This is about developing _____ and _____ others.

Do you do this? 🗣

Unlawful and antisocial behaviour

Unlawful behaviour is when people, and organisations, break the _____ of the land.

We have _____ laws, _____ laws and local laws. Most of the laws that you have to adhere to are state-based law, including most _____ law.

Antisocial behaviour includes lawbreaking, but can also involve people pushing the _____ of what is legal and what is illegal.

Sometimes antisocial behaviour involves _____, intimidation and destruction of _____.

Unfortunately, it can also play out as criminal action that _____ others.

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❑ advertising   ❑ natural   ❑ wage
❑ discrimination   ❑ overseas   ❑ weaker
❑ minorities   ❑ power   ❑ unethical

Exploitation

Exploitation occurs when one party takes advantage of their power over a _____ party.

Certain marginalised groups in society suffer from _____ imbalances and can experience passive, and even active _____. This can sometimes lead to cultural and economic exploitation of _____, including workers in poorer _____ nations.

Commercial exploitation can involve labour and _____ exploitation, manipulative _____ and marketing, age-based exploitation and other _____ or illegal practices.

We may also see environmental exploitation occurring when _____ resources are overused, degraded or even destroyed.

9.11 My Rights and Responsibilities

9H   My rights and responsibilities

1. Identify **rights** that you **feel strongly** about. Then for each of these, **explain your responsibility** in respect to these rights.

Personal rights

Right	Responsibility
⇨ **I have the right to not be harassed and bullied by others.**	⇨
⇨	⇨

Human rights

Right	Responsibility
⇨ **I have the right to not be discriminated against.**	⇨
⇨	

Other rights

Right	Responsibility
⇨ **I have the right to be treated in public hospitals free of charge.**	⇨
⇨	⇨

2. Create a **cartoon** or **graphic** about **rights or responsibilities** and present this to the class. Draft ideas below.

   Alternatively, work with classmates to develop a **short role-play** about rights and responsibilities in action.

3. Discuss **examples** and **situations** relating to these **types** of **rights** for **you**.

Rights and responsibilities		
Legal rights and responsibilities	Personal rights and responsibilities	Social/civic rights and responsibilities
Democratic rights and responsibilities	Consumer rights and responsibilities	Employment rights and responsibilities

4. From 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

Discussion

Some people or groups have very little voice or 'power' when it comes to their rights. We also need to consider the rights of animals, and flora and fauna, as well as the right to protect and preserve the broader natural environment.

How do these 'voices' get heard, or how are these rights protected?

Who 'sticks up for them'?

What can you do?

9.13 My Community Involvement

Belonging

Community engagement relies on active and positive community involvement.

When individuals and groups connect with their communities, then people, and broader society, experience a range of positive outcomes. These positives are driven by a range of actions that come from **belonging** to a community.

A sense of belonging is very important. Remember back in Unit 1 when you investigated **purposefulness**? Well, belonging leads to purposefulness, and purposefulness leads to belonging.

Again we are seeing the idea of **interdependence**. And interdependence is what belonging to a community is all about. In communities people **help** one another. People **support** one another. People **socialise** with one another. People **celebrate** with one another. And people **look out** for one other.

So it's time to reflect on your own **personal attributes**, as well as your **skills**, that can help you to become a more inclusive **member** of your community.

Some of the most important personal attributes are listed below. And of course, the skills can be wide and varied.

These personal attributes that drive community inclusion can also be applied and **transferred** to other situations, including work-related situations.

Image:Rawpixel/ Depositphotos.com

"Only people can make a difference!"

Personal Attributes

Understanding

Communication

Engagement

Socialisation

Resilience

Respect

Care

Empathy

Patience

Connectedness

Purposefulness

Support

Image: jarenwicklund/iStock/Thinkstock

1. Discuss and consider the **Personal Attributes** on p.190.

2. Describe these **attributes** in relation to **yourself**. Add **2 more** of your own choice.

   e.g. I believe respect is very important. Community members must respect others, including elders, and people from diverse backgrounds.

3. Explain how you might be **able** to **apply these** in **your local community**.

Personal Attributes	Describe these attributes in relation to yourself.	How could you apply these in your local community?
Engagement		
Respect		
Care		
Understanding		
Communication		
Resilience		
Socialisation		

9.15 My Community Involvement

9J   Local community inclusion

Now is a good time to reflect on your sense of belonging and inclusion in local communities.

1. List **local communities** that **you** are a **part of**. What do **you do** as a **community member**?

2. Explain **why** you are **part** of **these communities**. Consider: What drives your **sense of belonging**, or how do these communities create **inclusion**?

1. My local communities.	2a. What I do in these...	2b. Why: Belonging and inclusion?

3. How do these local community groups **reflect**, **welcome** and **celebrate cultural diversity**?

1. My local communities.	3. Reflect diversity by...	3. Welcome diversity by...	3. Celebrate diversity by...

4. What **benefits** do **you get** from being **part** of these **local communities**?

5. What **benefits** do **other people** get **from you** being part of these communities?

1. My local communities.	4. Benefits I get	5. Benefits others get from me

6. What are **your** most important **rights** and **responsibilities** associated with being **part** of these **local communities**?

1. My local communities.	6. My community rights	6. My community responsibilities

7. In **one sentence**, summarise the **sense of belonging you get** from being part of this **local** community. Source or create an **image** or **graphic** as well.

Applied: Interview a **community leader** or **elder** from one of these communities. Ask them the **same questions** that you just completed and record their answers.

9.17 My Community Involvement

9K   Global community inclusion

Now is a good time to broaden your reflection and focus on your sense of belonging and inclusion in global communities.

1. List **global communities** that **you** are a **part of**. What do **you do** as a **community member**?

2. Explain **why** you are **part** of **these** global **communities**. Consider: What drives your **sense of belonging**, or how do these communities create **inclusion**?

1. My global communities.	2a. What I do in these...	2b. Why: Belonging and inclusion?

3. How do these global community groups **reflect**, **welcome** and **celebrate cultural diversity**?

1. My global communities.	3. Reflect diversity by...	3. Welcome diversity by...	3. Celebrate diversity by...

4. What **benefits** do **you get** from being **part** of these **global communities**?

5. What **benefits** do **other people** get **from you** being part of these communities?

1. My global communities.	4. Benefits I get	5. Benefits others get from me

6. What are **your** most important **rights** and **responsibilities** associated with being **part** of these **global communities**?

1. My global communities.	6. My community rights	6. My community responsibilities

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7. In **one sentence**, summarise the **sense of belonging you get** from being part of this **global** community. Source or create an **image** or **graphic** as well.

8. **Applied**: Interview a **community leader** or **elder** from one of these global communities. Ask them the **same questions** you completed. Record their answers.

9.19 Module Assessment

AT3   I Belong, We Belong
- Exploring and connecting with community

Overview:

This is an open task that requires you to develop your preferred methods of responding to the statements.

1. **I belong.**

2. **We belong.**

In responding to each of the 2 statements you need to identify:

a. Local community examples of belongingness

b. Global community examples of belongingness

c. The importance of diversity in local community connection

d. The importance of diversity in global community connection

e. The rights and responsibilities of members of local communities

f. The rights and responsibilities of global community citizens.

Finally, you will make conclusions that summarise the real benefits of community belonging and inclusion for yourself, and for other people in communities and society.

You should explore and consider different types of responses including one or a combination of:

❑ text and image report

❑ multimedia presentation

❑ audio-visual report

❑ role-plays and/or dramatic performance

❑ music and/or dance response

❑ art and/or design response

❑ creative writing response

❑ other: _____

Your teacher will give you more details about your task requirements, deadlines, scope and formats. Record this information below. You might also have to present your responses to your class or to another audience.

Name:		Key dates:			UNIT 2 Module 1

Tasks – AT3: I Belong, We Belong	Must Do?	Due Date	Done	Level
🗣 Negotiate the task details with my teacher				

Part 1: I belong

	Must Do?	Due Date	Done	Level
a. Local community examples of belongingness.	✓		○	
b. Global community examples of belongingess.	✓		○	
c. Importance of diversity in local community connection.	✓		○	
d. Importance of diversity in global community connection.	✓		○	
e. Rights and responsibilities of local community members.	✓		○	
f. Rights and responsibilities of global community members.	✓		○	
	○		○	

Part 2: We belong

	Must Do?	Due Date	Done	Level
a. Local community examples of belonging...	✓		○	
b. Global community examples of belong...	✓		○	
c. Importance of diversity in loc... community connection.	✓		○	
d. Importance of diversity in... global...ity connection.	✓		○	
e. Rights and responsibilities of local com...ity members.	✓		○	
f. Rights and responsibilities of global community members.	✓		○	
	○		○	

Completing my response

	Must Do?	Due Date	Done	Level
⇨ **Conclusions about benefits of belonging and inclusion.**	✓		○	
🗣 **Prepare draft of my response for feedback.**	✓		○	
⇨ **Use appropriate methods and digital media.**	✓		○	
⇨ **Prepare and submit my final response**	✓		○	
🗣 **Present my response (if required).**	○		○	

Additional information:

Signed: _____ Date: _____

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9.21 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	1	2	3	4	5
not shown	low	reasonable	good	very good	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 Support

10

Activities 10: Community Support	p.	Due date	Done	Comment
10-12 **U2: Module 2 - Requirements**	201			
10A **Community support systems**	203			
10B **Medical and health-care**	205			
10C **Mental and emotional health**	207			
10D **Social and welfare services**				
10E **Emergency services**				
10F **Education and training**				
10G **Sport and recreation**	215			
10H **Arts and culture**	217			
10I **Environment and animals**	219			
AT4 **Community Support Map**	220-221			
R10 **Reflection and Review**	222			

Comments:

10.01 Unit 2: Module 2 - Introduction

Module 2: Community participation

You will investigate 'Community participation' through the final 3 sections of this resource: **S10: Community Support**, **S11: Community Leadership** and **S12: Community Participation**.

Sections 10&11 each conclude with a graduated assessment task. The unit assessment task at the end of Section 12 requires you to engage with a Community Participation Initiative.

You should also complete activities in your Applied Vocational Booklet to see how personal development skills can be transferable to work-related situations.

M2: Community participation	S10: Community Support
Community Support Systems	202
204 Medical and Health-Care	
	Medical and Emotional Health 206
208 Social and Welfare Services	
	Emergency Services 210
212 Education and Training	
	Sport and Recreation 214
216 Arts and Culture	
	Environment and Animals 218

AT4: Community Support Map (pp.220-221)

M2: Community participation	S11: Community Leadership
Leadership Traits	224
Developing Leadership	226

Personal settings	Social settings	Community settings	Vocational settings

Community Leadership	234

Community leaders	Sense of belonging

Community Leadership in Action	238

Orange Sky Laundry	SecondBite	Leadership awards

A5: Community Leader Profile (pp.246-247)

M2: Community participation   S12: Community Participation

Community Participation   250

Inclusion   **Action**   **Involvement**

Community Participation Initiative   256

Connecting with an initiative   **Developing an initiative**

PODR - Planning process   **PODR - Brainstorm**

PODR Activity Planner   262

Planning   **Organising**   **Doing**   **Reviewing**

Doing the Participation Initiative   266

Activity Event Timeline   **Activity Event layout**   **Activity Event safety**

Activity Event to-do lists   **Activity Event Planner**

AT6: Community Participation Initiative (pp.274-277)

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U2: Module 2 - Requirements 10-12

Your teacher will discuss the key requirements for successfully completing
Module 2: Community participation with your class. List these below.

10.03 Community Support Systems

Community support

One of the most important benefits of communities is the support that is provided by varied community support groups, organisations and agencies.

There are thousands of organisations, large and small, that operate to help members of the community.

Some, such as **emergency services**, hospital emergency departments and help lines provide **urgent** or **acute** help in times of crisis.

Others such as **health-care** providers assist people dealing with longer-term or ongoing health-related conditions.

Many community support services provide **education**, training and skills-development.

Then we have the support that comes from **welfare** and **charity** agencies who step-in to try and make life better for people who are struggling and doing it hard.

Added to these are the community groups who work to protect and restore the **environment**, as well as those that provide care for **animals**.

And we all can experience connection through **sports**, **arts**, **recreation** and **cultural** groups, whereby our participation produces a sense of **belonging** and **connection** which leads to the achievement of positive support.

In this section, you will explore a range of community service providers. Many of these work together as part of a community support system. So pay close attention and find out what support is out there, and when you might need to access this support.

Also think about whether you might want to join in and become a community support member, either as a **volunteer**, or perhaps as your future vocational **career**.

Community Support Systems

Medical and health-care	**Mental and emotional health**
Social and welfare services	**Emergency services**
Education and training	**Sport and recreation**
Arts and culture	**Environment and animals**

Image: file404/depositphotos.con

Community support systems   10A

1. Form into pairs. **Brainstorm** a list of key words and phrases related to **community support** and **community support systems**.

COMMUNITY
SUPPORT
SYSTEMS

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2. Briefly explain situations when **you** might need to, or want to, **access these** community support services.

10.05 Medical and Health-Care

Medical and health-care

Some of the most important community support services are those that provide advice, care and treatment in relation to **physical health and wellbeing**.

At different times in our lives we will all need to access doctors, dentists, pharmacists, nurses and a whole range of allied health professionals for medical care.

We may need to use the services of public hospitals for emergency treatment, acute health problems, and care and support to manage ongoing chronic conditions.

Of course, medical support services and agencies don't just provide treatment. They also develop and deliver preventive public health programs, health education services, and targeted programs for specific needs such as maternal health, rehabilitation programs and geriatric health.

Government health departments and health-care agencies are the major stakeholders in public health-care. In Australia we are fortunate to have a free public health system funded through Medicare, as well as subsidised pharmaceuticals through the PBS. We also have the NDIS that is trying (but not always succeeding) to develop a more user-focused disability services program.

Some people prefer to use the private health system by taking out private health insurance. This is important for conditions requiring elective surgery and also for subsidised dental, optical, physio and other specialist care.

People work in medical and health-care roles because they want to help people and make a difference in the community. Without them, our communities would suffer.

Community Support - Physical Health

Major hospitals

Regional hospitals

Childrens' hospital

Medical centres

Medical clinics

Allied health

Nurse on call

Physiotherapy

Pharmacies

Vaccination clinics

Disability support

Maternal and child health services

Rehabilitation programs

Nurses are the lifeblood that keep hospitals and medical services running - and we need more than ever before!

Image: Photos.com

🔍 **www.healthdirect.gov.au**   **www.betterhealth.vic.gov.au**

1. What is the **role** of **community health-care** and **medical service** providers?

2. How **important** is **what they do** for **you** or your **family**? **Why** is that?

3. Find out the **name**, **location**, **contact details** and main **services** offered by **3 community health-care providers** that **you might need** to access.

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4. What types of **workers and job roles** are needed to provide these services? Who **do you know** working in these roles?

5. What **volunteer** and **community activities** can help support **community health-care** and **medical services**? How can **you get involved**?

Investigation: Find out about health-care support and services through
www.betterhealth.vic.gov.au   www.betterhealth.vic.gov.au/a-z (directory)

10.07 Mental and Emotional Health

Mental and emotional health

Just as we need support for physical health, we also have to be aware of the various mental and emotional health support systems that are available in the community.

In life we all have to deal with ups and downs. Doubt, fear, anxiety, stress and other **feelings** can affect us in **negative** ways. These are a natural part of life's ups and downs and can cause emotional **distress**.

However, when these **negative** feelings persist over an extended period of time they can become larger problems and might threaten our **mental health**.

One of the best actions that you can take to deal with emotional or mental health and wellbeing issues is to **reach out** and talk to someone.

You might be surprised how some problems that may be bothering you 'internally', can seem quite small when you say them out loud and have them unpacked by a trained **professional**. These support **practitioners** can provide strategies to deal with issues and problems. They can also **link** you up with other people and organisations who have **specialist** experience in dealing with issues affecting young people

At times, some problems might need to be assessed and **treated** by a **mental health specialist**, and not some so-called 'expert' on TikTok.

But you can always start somewhere, anywhere to reach out. People will **support** you and will know where you can get specific help. You can always start with **Kids Help Line**. Its motto is '**Anytime, Any Reason**'. Got that. Anytime. Any reason.

Community Support: Mental & Emotional Health

🔍

Lifeline
www.lifeline.org.au 131144

Beyond Blue
www.beyondblue.org.au

Reachout
https://au.reachout.com

Youth Beyond Blue
1300 22 4636

Kids Help Line
1800 55 1800

School staff

Doctors/ GPs

Psychologists

Psychiatrists

Counsellors

Youth workers

Talk to someone. Call or text.
There's no judgement.
Just listening and support.

Headspace Australia https://headspace.org.au/

Image: dmbaker/ Depositphotos.com

1. What is the **role** of **community mental health** and **service** providers?

2. How **important** is **what they do** for **you** or your **family**? **Why** is that?

3. Find out the **name**, **location**, **contact details** and main **services** offered by **3 community mental health care services** that you **might need** to access.

4. What types of **workers and job roles** are needed to provide these **mental health** services? Who **do you know** working in these roles?

5. What **volunteer** and **community activities** can help support **community mental health services**? How can **you get involved**?

Investigation: Find out about the Black Dog Institute:
www.blackdoginstitute.org.au

🔍

10.09 Social and Welfare Services

Social and welfare services

There are thousands of community social and welfare organisations that provide help and support services to people in society. We can classify these services in two main ways.

1. Social and welfare support services

These community support providers operate to provide **direct support** and help for people and groups dealing with **hardship**, **adversity** and personal **struggles**.

These services may be targeted at people experiencing financial strain, legal uncertainty, health and medical conditions, addiction problems, social isolation, or other life situations that are already threatening their health and wellbeing. They also extend to **aged-care**, **child-care** and **disability-care** services.

2. Social and welfare preventative services

These community support providers operate to provide **support** and **advice** so that people and groups avoid hardship, deal with adversity and develop strategies to overcome personal struggles. So in essence, they're helping to **empower** people to develop positive **strategies** to deal with problems before these become overwhelming.

These services may reach out to people dealing with potential physical, mental and emotional health and wellbeing issues. They can provide advice and support through counselling and referral, linking people with community agencies that can provide specific health support. They can also involve home visiting programs, life skills development, ongoing case management through social and youth workers, and often just a friendly, non-judgemental and knowledgeable person to go to get advice.

Community Support, Social and Welfare

Counselling	**Charities**
	Care services
Diversity groups	**Welfare agencies**
Disability support	**Foodbanks**
Home care programs	**Clothes banks**
Aftercare & rehab	**Financial support**
Mentoring programs	**Legal advice**
Youth workers	**Housing support**
Social workers	**Parental support**

Never before has there been so much need for foodbanks and food relief.

Kids Help Line   1800 55 1800

Social and welfare services   10D

1. What is the **role** of **community social** and **welfare service** providers?

2. How **important** is **what they do** for **you** or your **family**? **Why** is that?

3. Find out the **name**, **location**, **contact details** and main **services** offered by **3 community social** and **welfare providers** that ~~you might need~~ to access.

FULL DRAFT
PREVIEW
SAMPLE

4. What types of **workers and job roles** are needed to provide **community social** and **welfare** services? Who **do you know** working in these roles?

5. What **volunteer** and **community activities** can help support **community social** and **welfare services**? How can **you get involved**?

Investigation: Find out about community support and services through your local council or shire online directory.

🔍

10.11 Emergency Services

Emergency services

Another crucial area of community support is that provided by emergency service organisations and personnel.

In many cases, we only need these people when we need them. So they have to be well-trained, well-equipped and **on-call** and ready to go at any time.

Of course, we know about the roles of the state police forces, firefighters and paramedics. But emergency services also include search and rescue, federal police, water police, Australian Border Force and other agencies.

Communities, especially those in **regional**, **rural** and **outer-metropolitan** areas rely on the SES (State Emergency Services), CFA, RHS and state-based country **firefighter** services, as well as other local **emergency response** services.

These community organisations provide services ranging from bushfire prevention, disaster management, emergency support and a range of actions to help people in distress.

Many of the members of these organisations are **volunteers** and give selflessly to support their communities. This is even more prevalent in regional, rural and even remote parts of Australia, as well as along the coastline, especially surf **coastlines** that are patrolled by local Surf Life Saving Australia community teams.

In times of **acute crisis**, we also see the **Australian Defence Force** engaged to help with disaster relief, especially in transport logistics, medical care and other support roles.

Community Support - Emergency Services

State police

Federal police

Border forces

Firefighters

CFA, RFS, etc.

Ambulance

Paramedics

Search and rescue

Disaster Relief Australia

State Emergency Services

Seriously. Where would we be without paramedics and other first responders?

Surf Life Saving Australia

Australian Defence Force

Image: HayDmitriy/ Depositphotos.com

1. What is the **role** of **emergency service** providers?

2. How **important** is **what they do** for **you** or your **family**? **Why** is that?

3. Find out the **name**, **location**, **contact details** and main **services** offered by **3 emergency service providers** that **you might need** to access.

FULL DRAFT
PREVIEW
SAMPLE

4. What types of **workers and job roles** are needed to provide **emergency** services? Who **do you know** working in these roles?

5. What **volunteer** and **community activities** can help support **emergency services**? How can **you get involved**?

Investigation: Find out about Surf Life Saving Australia at:
https://sls.com.au

🔍

10.13 Education and Training

Education and training

Communities form around **schools**. School education - at all levels - thrives on community participation and support.

You have all experienced the importance of educational providers in community services and activities. Schools offer more than just in-class education and extend into vocational training, sport and recreation, arts and culture, as well as community participation through volunteering and fundraising.

Almost all successful adults, when interviewed, name a formative **teacher** or '**coach**' who helped motivate, inspire and guide them on their career pathway. Many teachers and educational staff become **mentors** to their students and help them deal with some of life's challenges, including important transitions from childhood, to adolescence and through to adulthood.

Beyond school education, training services exist in TAFE and **vocational training**, as well as specialist industry-specific training, qualifications and licensing.

Community education and training programs can include driver education, life skills including cooking, health and nutrition, financial management, family relationships and personal wellbeing courses.

Community **neighbourhood learning centres** can help link and support people (including marginalised people) through language and literacy training, numeracy training, work readiness programs, social and cultural interaction, technological training and community participation programs.

FULL DRAFT PREVIEW SAMPLE

Community Support - Education and Training

Teachers

Primary schools

Early childhood

TAFE

University

Life skills

Cultural training

Mentoring

Secondary schools

Child-care

RTOs and GTOs

Language centres

Specialist training

Volunteer training

Coaching

Community learning centres

Tech-training for elderly people, showing them to communicate with grandkids, is something you could participate in.

Image: Barabasa/ Depositphotos.com

1. What is the **role** of **community education** and **training** providers?

2. How **important** is **what they do** for **you** or your **family**? **Why** is that?

3. Find out the **name**, **location**, **contact details** and main **services** offered by **3 education** and **training providers** that **you might need** to access.

FULL DRAFT
PREVIEW
SAMPLE

4. What types of **workers and job roles** are needed to provide **education** and **training** services? Who **do you know** working in these roles?

5. What **volunteer** and **community activities** can help support community **education** and **training services**? How can **you get involved**?

Investigation: Find out about your local TAFE?

What courses do they offer that can help you achieve your career goals?

10.15 Sport and Recreation

Sport and recreation

Sport and recreation organisations and groups provide some of the most direct, accessible and user-focused opportunities for people to become involved with their communities. Many communities have multi-faceted **recreation** and **leisure centres**.

Sporting clubs act as a local **hub** for community engagement. Not only do these provide the sporting activities that people want to access, they also provide important opportunities for community **inclusion** and **connection**. That's why you'll find people of all ages connected with their local sporting clubs as part of an **inter-generational** community.

Club members can play alongside other participants and develop **fitness** and coordination, team **skills**, and build **leadership** capabilities. They can also get involved in management, administration, fund-raising, safety and wellness, coaching and mentoring, and other community activities.

People need to recreate to enjoy a more rounded and healthy life. From fishing to hiking, swimming to gardening, all the way through to social outings and pet shows.

In the digital age, many people are finding **online connections** with others who share their **interests** and **hobbies**. This enables global connection with like-minded others and can help people deal with isolation and social dislocation.

Our contemporary lifestyle has seen people become more dependent on their smart devices and screens. A really good way to balance this is to get involved with sport, recreation and hobbies that require you to travel and connect face-to-face.

Community Support Sport and Recreation

Physical activity

Sporting clubs

Leisure centres

Social groups

Hobby groups

National parks

Coaching

Retiree groups

Recreation groups

Recreation centres

Youth programs

Online groups

Outdoor recreation

Self-defense

Disability activities

Community neighbourhood centres

There are now so many opportunities for people of all ability levels to participate in sport.

Image: apid/ Depositphotos.com

1. What is the **role** of **community sport** and **recreation service** providers?

2. How **important** is **what they do** for **you** or your **family**? **Why** is that?

3. Find out the **name**, **location**, **contact details** and main **services** offered by **3 community sport** and **recreation providers** that **you might need** to access.

FULL DRAFT
PREVIEW
SAMPLE

4. What types of **workers and job roles** are needed to provide **sport** and **recreation** services? Who **do you know** working in these roles?

5. What **volunteer** and **community activities** can help support community **sport** and **recreation services**? How can **you get involved**?

Investigation: Find out about
https://sportscommunity.com.au

🔍

10.17 Arts and Culture

Arts and culture

A healthy society can be said to be measured by its embrace and celebration of arts and culture. Throughout the history of humankind people from all cultures have communicated through song, dance, performance, painting, drawing, sculpture and other expressive artforms.

And in Australia, we are fortunate to enjoy the oldest continuous living culture, with 60,000+ years of Aboriginal and Torres Islander peoples' **cultural connection**, tradition and celebration.

Culture is shared through many expressive **artforms** and community connection opportunities. It enables the telling and re-telling of **oral histories**, stories, traditions and beliefs. We can learn more about ourselves by understanding the culture of others.

Artistic and **cultural** pursuits help connect people across generations, while at the same time uniting people from **diverse** backgrounds. They also help people develop a broader and deeper understanding and appreciation of the many diverse people that have come from all over the world to populate Australia.

Many artistic and cultural service organisations (often called 'companies') are **government-funded** and aim to bring arts and culture to people across Australia.

There are opportunities for all people to participate in arts and culture. Doing so helps build confidence and self-respect. Accessing these services can also help create **emotional health and wellbeing** through **social connection** and having a '**voice**'.

Community Support: Arts and Culture

Touring 'companies'

Performing arts	**Indigenous cultures**
Music venues	**Multicultural groups**
Galleries	**Community days**
Arts events	**Local histories**
Youth companies	**Pride groups**
Writing groups	**Open access groups**
Learning centres	**Cultural centres**

Community dance groups provide benefits on so many levels: fun, fitness, connection and culture!

Governments at all levels

1. What is the **role** of community **arts** and **cultural service** providers?

2. How **important** is **what they do** for **you** or your **family**? **Why** is that?

3. Find out the **name**, **location**, **contact details** and main **services** offered by **3 arts** and **cultural providers** that **you might need** to access.

FULL DRAFT
PREVIEW
SAMPLE

4. What types of **workers and job roles** are needed to provide **arts** and **cultural** services? Who **do you know** working in these roles?

5. What **volunteer** and **community activities** can help support community **arts** and **cultural services**? How can **you get involved**?

Investigation: Find out about Creative Victoria
https://creative.vic.gov.au

🔍

10.19 Environment and Animals

Environment and animals

We live on the Earth and we co-exist with **nature**, including its flora, and native **fauna**. We also share relationships with domestic **animals** as pets, who are in some cases, our most loyal and trusting friends. We also use animals for work on farms, as a food source, and in recreational pursuits such as racing and competition.

It is we, as people, who bear the **responsibility** for the care of our **natural environment**. It is also people who have ultimate responsibility for **animal care** and **welfare**. However, as you already know, we sometimes exploit and neglect the natural environment for our own, sometimes selfish, benefit. We also see situations where animals of all kinds need extra care, support, welfare and rescue services.

When it comes to the protection and management of the natural environment, and the care and welfare of both wild animals, and domestic animals, these areas must have someone to be a '**voice**' for them.

Many **pressure groups** and community organisations exist to address environmental concerns. Without their actions, we would soon find that the exploitation of our natural resources becomes too great a burden for nature to bear. **Governments** at all levels are the leading stakeholders in developing policies, laws and programs to improve environmental management. But it is at the local **community level** where you are most likely to experience committed and active environmental groups taking action to improve environmental outcomes. The same goes for animal welfare services who usually work tirelessly to help those little creatures, that unfortunately, and through no fault of their own, often find themselves at the mercy of human neglect.

FULL DRAFT PREVIEW SAMPLE

Community Support - Environment and Animals

Pressure groups

Landcare

Water management

Recycling programs

Upcycling programs

Community planting & greening

Government programs, grants & subsidies

Animal protection

Animal rescue

Native animal rescue programs

Breeding and release programs

Animal shelters

Desexing and rehoming programs

Community renewable initiatives

Many people give selflessly, 24-7 on 365 days, to care for orphaned native marsupials.

Image: Thinkstock

1. What is the **role** of **environmental** and **animal welfare service** providers?

2. How **important** is **what they do** for **you** or your **family**? **Why** is that?

3. Find out the **name**, **location**, **contact details** and main **services** offered by **3 environmental** and **animal welfare services** that you **might need** to access.

FULL DRAFT
PREVIEW
SAMPLE

4. What types of **workers and job roles** are needed to provide **environmental** and **animal welfare** services? Who **do you know** working in these roles?

5. What **volunteer** and **community activities** can help support **environmental** and **animal welfare services**? How can **you get involved**?

Investigation: Find out about Wildlife Victoria
www.wildlifevictoria.org.au

10.21 Graduated Assessment

AT4 Community Support Map
- Community participation

Overview:

This assessment task requires you to create a profile '**map**' of your **local community support system**. 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**:

❑ medical and health-care support services

❑ mental and emotional health support services

❑ social and welfare support services

❑ emergency support services

❑ education and training support services

❑ sport and recreation support services

❑ arts and culture support services

❑ environment and animal support services

❑ other local community support services

Note: If your local community is large, your teacher might get you to focus on just a few specific local community support services.

Format:

The map does not need to be set out like a traditional map. But it could be.

Alternatively, you might create a photo essay, a diagram, a multimedia resource or some other visual representation of your local community support system.

❑ You should include a brief outline description of the key support services provided by these community organisations and groups, as well as important contact details.

You could include these descriptions and contact details directly on your 'map', or in a separate list that is clear and easy to understand.

🗣 Your teacher will give you more details about your task requirements, deadlines, size and format. Record this information below.

You might also have to make a presentation to your class.

Name:		Key dates:		**UNIT 2** **Module 2**
Tasks – AT4: Community Support Map	**Must Do?**	**Due Date**	**Done**	**Level**
🗣 Negotiate the task details with my teacher	✓		○	
Part A: Researching my local community support map				
1. Researching medical and health-care support services.	✓		○	
2. Researching mental and emotional health support services.	✓		○	
3. Researching social and welfare support services.	✓		○	
4. Researching emergency support services.	✓		○	
5. Researching education and training support services.	✓		○	
6. Researching sport and recreation support services.	✓		○	
7. Researching arts and culture support services.	✓		○	
8. Researching environment and animal support services.	✓		○	
9. Researching other local community support services.	○		○	
Part B: Creating my local community support map				
1. Show medical and health-care support services.	✓		○	
2. Show mental and emotional health support services.	✓		○	
3. Show social and welfare support services.	✓		○	
4. Show emergency support services.	✓		○	
5. Show education and training support services.	✓		○	
6. Show sport and recreation support services.	✓		○	
7. Show arts and culture support services.	✓		○	
8. Show environment and animal support services.	✓		○	
9. Show other local community support services.	○		○	
Completing my local community support map.				
🗣 **Prepare draft of my map for feedback.**	✓		○	
⇨ **Use appropriate methods and digital media.**	✓		○	
⇨ **Prepare and submit my final map.**	✓		○	
🗣 **Present my annotated map (if required).**	○		○	

FULL DRAFT PREVIEW SAMPLE

10.23 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	1	2	3	4	5
not shown	low	reasonable	good	very good	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 Leadership

11

Activities 11: Community Leadership	p.	Due date	Done	Comment
11A **Leadership**	225	☐	◯	
11B **Leadership in personal settings**	228	☐	◯	
11C **Leadership in social settings**	229	☐	◯	
11D **Leadership in community settings**	232	☐	◯	
11E **Leadership in vocational settings**	233	☐	◯	
11F **Different leaders**	35	☐	◯	
11G **Community leadership**	23.	☐	◯	
11H **Orange Sky Laundry**	23	☐	◯	
11I **SecondBite**	241	☐	◯	
11J **Community leadership awards**	243	☐	◯	
11K **Community leaders**	244-245	☐	◯	
AT5 **Community Leader Profile**	246-247	☐	◯	
R11 **Reflection and Review**	248	☐	◯	

Comments:

11.01 Leadership Traits

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 is 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, so discuss these as a class.

Traits of Effective Leaders

Communication

Responsibility

Knowledge

Encouragement

Inclusiveness

Flexibility

Teamwork

Self-awareness

Empathy

Enterprise

Collaboration

Self-evaluation

Feedback

Perseverance

Vision

Loyalty

Initiative

Focus

Consultation

Innovation

Emotional intelligence

Image: adapted from Pixelery.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 add any others as well.

Trait	Description
Initiative	The ability to look for and create opportunities, rather than just sitting back and waiting for things to happen.
L	The ability to remain true to yourself, to your values, or to someone you are involved with.
F	The ability to talk with people and to give constructive criticism and positive reinforcement; and to listen to what others say about you.
I	The ability to see and develop new trends, new products and new and better ways of doing things; being more enterprising.
S A	The ability to know one's strengths and weaknesses, and to be prepared to act in accordance with these.
C	The ability to get a message across using verbal and non-verbal techniques, to be able to listen, and tailor a message to suit the listener.
I	The ability to ensure that people in groups have different skills and abilities, and that different cultures are included in what goes on.
P	The ability to stick with a task and see it through, even if it takes longer than expected or is not going as well as expected.
F	The ability to be able to perform varied tasks at the same time, and to have the knowledge and skills to back this up.
R	The ability to accept that you are in control of your own actions, or that you are the person in charge of others.

2. Describe a time when **you demonstrated leadership** traits or skills.

11.03 Developing Leadership

Leadership in different settings

People with leadership qualities are one of the most valuable resources for the community.

People can develop and apply transferable leadership characteristics in personal, social, community and vocational settings.

And you know what, so can you!

Image: sindler1/Depositphotos.com

Leadership in personal settings

The most common way that people develop leadership abilities is in their personal lives. People have to **manage** themselves, help and **organise** their families, assist friends and peers, **support** others through tough times, and make **decisions** and **solve problems**.

Sometimes people develop leadership abilities through their ongoing interest in health and fitness, pet and animal care, environmental protection and other leisure and hobby **activities** and **interests**.

We often say that these people become **natural leaders**, especially those who deal with adversity and hardship, and those leaders who show others how to do the same. This often involves caring for, helping and supporting others.

Key leadership traits

- ✓ **Communication**
- ✓ **Knowledge**
- ✓ **Responsibility**
- ✓ **Initiative**
- ✓ **Focus**
- ✓ **Encouragement**
- ✓ **Perseverance**
- ✓ **Loyalty**

Leadership in Personal Settings

FULL DRAFT PREVIEW SAMPLE

Personal goal setting, problem-solving and decision-making.

Managing responsibilities related to personal, parenting and family duties.

Caring for and protecting others, animals and the environment.

Achieving educational and training goals and personal successes.

Nurturing positive friendships and personal relationships.

Overcoming adversity and personal hardship.

Excelling in a hobby, interest or personal health and fitness area.

Achieving key life goals such as independent living, financial management, self-growth and other personal successes.

Image: adapted from bloomua/ Depositphotos.com

Leadership in social settings

The natural extension from leadership in personal situations is to leadership in social situations.

People apply their personal strengths to social situations and can emerge as someone to look up to within a social group or community activity or setting.

Some people grow into leadership roles through their **care**, **commitment**, **expertise** and **empathy**.

Others may create **social interaction** and **participation** opportunities by taking on the **responsibilities** associated with being a social leader, and by initiating and leading social activities.

Demonstrating leadership through social interaction helps us all to develop our **interpersonal skills**.

We can apply these skills back to our own **personal** lives, and apply these across to our **vocational** lives.

That is the beauty of **transferable skills**; and leadership traits are perhaps the most transferable of any skill-set.

So, again we witness the emergence of **natural leaders**.

Key leadership traits

✓ **Communication**
✓ **Knowledge**
✓ **Inclusiveness**
✓ **Empathy**
✓ **Encouragement**
✓ **Loyalty**
✓ **Collaboration**
✓ **Consultation**

Leadership in Social Settings

Building and maintaining friendship networks.

Extending and caring within family networks.

Initiating, planning and organising social events.

Participating in social interest groups and communities.

Meeting with and learning from people from different cultures.

Developing activities for diversity and inclusion.

Participating in sports, recreation, hobbies and interests.

Coaching, mentoring and supporting others.

Developing empathy, tolerance and patience with others.

Image: adapted from bloomua/ Depositphotos.com

11.05 Developing Leadership

11B   Leadership in personal settings

1. Describe **3** ways that people can **demonstrate leadership** in their **personal lives**.

2. Describe **2** examples of how **people you know** demonstrate **leadership** in their **personal lives**. **Why** do they do this - what **drives** or **motivates** them?

3. Describe an example of how **you** have demonstrated **leadership** in your **personal life**. **Why** did you do this?

4. How could **you further develop leadership** skills or traits through your personal activities? What do **you need** to **do**?

Investigation

2022 Australian of the year, Dylan Alcott, never set out to be a community leader.

But to thrive, he had to "Be the change, you want to see."

Find out more about Dylan's journey to community leadership.

1. Describe **3** ways that people can **demonstrate leadership** through their **social experiences**.

2. Describe **2** examples of how **people you know** demonstrate **leadership** in their **personal lives**. **Why** do they do this - what **drives** or **motivates** them?

3. Describe an example of how you have demonstrated **leadership** in your **social activities**. **Why** did you do this?

4. How could **you further develop leadership** skills or traits through your **social activities**? What do **you need** to **do**?

Investigation   **https://mensshed.org**

Find out about Men's Sheds, how they came into being, and what they do.

And are these only for men?

11.07 Developing Leadership

Leadership in community settings

Many people who demonstrate personal and leadership abilities go on to become leaders in the community.

They identify as members of a specific **demographic** in society based on shared cultural, ethnic, Indigenous, faith, disability, age-related or other characteristics and **lived experiences**.

These leaders often emerge from within their own communities and become a **voice** for others and an **agent of change**.

Many people also go on to become leaders within communities generally. They take action to include people, unite people, educate people, help and support people, and create better **outcomes** for **society**.

And in reality, all community leaders take action to **unite** diverse groups of people regardless of their personal characteristics.

Community leaders develop sophisticated leadership behaviours and apply these on an ongoing basis. Without these **enterprising** community leaders, we would find that our society would suffer greatly.

Key leadership traits

- ✓ **Communication**
- ✓ **Responsibility**
- ✓ **Initiative**
- ✓ **Empathy**
- ✓ **Encouragement**
- ✓ **Collaboration**
- ✓ **Flexibility**
- ✓ **Vision**

Leadership in Community Settings

FULL DRAFT PREVIEW SAMPLE

Volunteering, donating and funding.

Addressing a community issue or problem.

Starting community activities, programs and groups.

Caring for and protecting others, animals and the environment.

Creating positive change for the good of many.

Taking community action to help, support and contribute to communities.

Changing community values and attitudes.

Leading and/or moderating an online community.

Uniting and working with government community agencies, and existing community services and groups.

Image: adapted from bloomua/ Depositphotos.com

Leadership in vocational settings

Leadership is the most sort after vocational skills-set in the world of work. Employers are looking for employees who might become future leaders. They are seeking those with **initiative**, **problem-solving** and **communication** skills; some of the key drivers of **emotional intelligence**.

It is vital to recognise that being a manager doesn't automatically mean that a person is a leader. Leadership in vocational situations is about **motivating** people, **uniting** workers and taking **responsibility** for actions. It is about doing things better (and not necessarily faster, cheaper or easier). So newly-appointed managers need leadership **training**.

Many people go on to perform a leadership role in a vocational setting. They teach, they care, they advise, they support. They might protect others, protect the environment, or protect those with no voice - such as in animal welfare.

There are very, very few people who work in community roles who are there by accident. What they do is hard and demanding. But they love it.

After all, it is their vocation in life - their reason for working. And it might just become yours. But first you might have to talk to your inner-leader.

Key leadership traits

- ✓ **Communication**
- ✓ **Knowledge**
- ✓ **Encouragement**
- ✓ **Feedback**
- ✓ **Responsibility**
- ✓ **Initiative**
- ✓ **Collaboration**
- ✓ **Consultation**

Leadership in Vocational Settings

Applying problem-solving and decision-making skills at work.

Recognising that leading is not just being a manager.

Developing products and services that help people.

Uniting and motivating people, including workers.

Being able to seek, give and receive constructive feedback.

Well-developed emotional intelligence and empathy.

Including, catering for and uniting diverse people.

Training, mentoring and supporting others.

Pursuing a vocational career to help support, educate, care for and improve the lives of others.

Image: adapted from bloomua/ Depositphotos.com

11.09 Developing Leadership

11D   Leadership in community settings

1. Describe **3** ways that people can **demonstrate leadership** through their **community participation**.

2. Describe **2** examples of how **people you know** demonstrate **leadership** through their **community actions**. **Why** do they do this - what **drives** or **motivates** them?

3. Describe an example of how you have demonstrated **leadership** through your own **community participation**. Why did you do this?

4. How could **you further develop leadership** skills or traits through community participation? What do **you need** to **do**?

Investigation

What do you know about the 2019 Young Australian of the Year, Danzal Baker?

Find out more about this young community leader.

1. Describe **3** ways that people can **demonstrate leadership** through their **vocational roles**.

2. Describe **2** examples of how **people you know** demonstrate **leadership** in their **vocational roles**. **Why** do they do this - what **drives** or **motivates** them?

3. Describe an example of how you have demonstrated **leadership** in your **vocational activities**. Why did you do this?

4. How could **you further develop leadership** skills or traits through your **vocational activities**? What do **you need** to **do**?

Investigation

Invite your local member for parliament, or a local councillor, to your class to talk about the importance of leadership for vocational careers within the community.

11.11 Community Leadership

Community leaders

When you investigate communities it is important to know 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 of change**; and many of these will be **volunteers** or people who have started their own **community enterprises**.

Ordinary people can do extraordinary things.

Image: macrovector/Depositphotos.com

Community Leaders might be...

Employed directly by organisations to fulfil community service occupations.

Appointed to lead and manage community services, community organisations and government agencies.

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 of 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, performance, 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.

1. Discuss how different **community leaders create** or **gain** their positions.
2. Identify **community leaders** you are **aware of** who attained their **roles** by these **means/actions**.

Employed
Who?

Organisation?

What do they do?

Appointed
Who?

Organisation?

What do they do?

Elected
Who?

Organisation?

What do they do?

Chosen
Who?

Organisation?

What do they do?

Activist
Who?

Organisation?

What do they do?

Elders// or cultural// or faith leaders
Who?

Organisation?

What do they do?

High achievers
Who?

Organisation?

What do they do?

Volunteers
Who?

Organisation?

What do they do?

FULL DRAFT PREVIEW SAMPLE

11.13 Community Leadership

Sense of belonging

One of the key features of community participation is a sense of belonging.

Community organisations, by their very nature, are focused on **connection** and **engagement**. Community **leaders** work tirelessly to turn 'I' into 'we'.

As humans, people have a need to connect with others. People reach out to communities to find like-minded people who share similar **values** or **interests**. This helps people to develop a sense of belonging.

People join in with communities because they want to **unite** with others to achieve **positive actions** and outcomes. This is a strong driver of community belonging.

People benefit from the **social** interaction that comes from community involvement. This helps bring people together through **sharing**, **helping** and **supporting**. Once again, a sense of belonging is one of the key outcomes.

And people like to identify as members of their communities. Community **pride** is one of the most powerful drivers of belonging.

But when it comes to community connection, 'being part of a community is only a small part of the equation. A sense of belonging is more about '**doing**' as part of a community. Because after all, that is what community is truly all about.

Have a think about where and how you belong in community. Perhaps you're not quite there yet. So maybe all you need to do is to reach out and find your community.

A Sense of Belonging

Image: DmitriyDemidovich/ Depositphotos.com

Communication

Acceptance

Empathy

Encouragement

Involvement

Support

Recognition

Unity

Service

Participation

Doing

Connection

Inclusion

Understanding

Support

Engagement

Advice

Enjoyment

Teamwork

Duty

Part A: Community leaders and belonging

1. Give examples of **community groups** and **leaders** that create **a sense of belonging** for community **members** in each of these **varied settings**.

Care and support	Sport and recreation
Environmental action	**Arts and culture**

Part B: Leadership in community settings

1. Work in pairs to identify the examples of leadership in this **case study**.

2. Suggest **strategies** that could help Lily get more **support** by **creating** a **sense of belonging** for others.

	Ideas
Lily, 17, started an environmental group in her town and gets local businesses to sponsor a section of the bushland for clean-up.	
The sponsorship money is then used for signage, admin costs, web and PR costs and to provide transport, lunch and drinks to her 2 volunteers when they all do the clean-up work, every 2nd Sunday.	
Lily has negotiated with a local waste service business to remove the rubbish at no charge. She is also supplied gloves, bags and other products by a local supermarket.	
However, as this grows, Lily now feels that she is having trouble fitting in her VCE, work and this enterprise. She knows she's onto something good, and wants to get more helpers involved, but is not sure how.	

Orange Sky Laundry

"Don't change clothes, change lives"

Community leadership can involve creating something new and innovative, or finding a way to address a community problem.

In 2014, a couple of Brisbane lads first had an idea to take a mobile washing service on the road to provide a free laundry to people experiencing homelessness. So in this case - adapt a service to suit the needs of the user.

In the beginning, Nic Marchesi and Lucas Patchett literally put a couple of washing machines and dryers on the back of a van and visited parks and hostels around Brisbane offering to wash and dry clothes and bed linen for homeless people.

Orange Sky Laundry was born.

Now they have a fleet of purpose-built vans that can even run without external power and water.

This means that they have the flexibility to visit remote locations. Some vans are now fitted with showers.

Orange Sky Laundry has grown to employ 39 paid workers along with its volunteers.

It operates in many locations around Australia and in New Zealand

Marchesi and Patchett still say that the most important part of the service is the connection made between users of the service and volunteers.

This demonstrates how connecting with others is integral to the success of community enterprise initiatives. Connecting helps to create and reinforce a sense of belonging.

Orange Sky Laundry was the first service of its kind in the world, which reinforces how the founders acted proactively to deal with a social problem.

Orange Sky Laundry plays a vital role in maintaining dignity, hygiene and connectedness for those not able to access laundry services.

These are certainly the type of values you would expect from an enterprising community leader.

People can donate to help subside the service.

$24 can provide a person in need with a warm shower, and a full laundry, as well as the time to connect with an Orange Sky worker or volunteer.

So this money not only helps cover the cost of providing the direct showering and laundry facilities, it also provides a vital people and support connection for disenfranchised and marginalised members of the community.

Sources: **https://orangesky.org.au/**

Orange Sky Australia
Australian Services: 2020/21

8150+ shifts

32 Services

30,000+ Laundry loads

60,000+ hours of conversation

3,600+ Showers

1,869 Volunteers

Source: Orange Sky Laundry, Annual Report 2020/21

Orange Sky Laundry 11H

1. Who **started Orange Sky Laundry**? Why?

_____

_____

_____

_____

2. What does **Orange Sky Laundry do**?

_____

_____

_____

_____

3. How does **Orange Sky Laundry** also create a sense of **belonging**?

_____

_____

_____

_____

4. Describe **examples** of **community leadership** demonstrated by Orange Sky Laundry.

Investigation: The website of **Orange Sky Laundry** is excellent. Find out more about what it does, how it operates and other interesting and important information about this community enterprise. **https://orangesky.org.au**

SecondBite

"Ending Waste. Ending Hunger."

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 if this food could somehow find its way to those in need?

In 2005, Ian and Simone Carson in Melbourne, 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, SecondBite was able to source a greater supply of donor food. When it got some seed funding, it employed its first paid staff member.

SecondBite
In 2020/21 SecondBite:
⇨ **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. (20/21 COVID-affected).**
Source: SecondBite,
Annual Reports 21/22 & 20/21

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.

SecondBite supplies fresh and nutritious food and produce to more than 1,400 diverse community partners. These charities, community agencies and groups then make this food into meals; or distribute it directly to people and families who need it.

SecondBite draws on three major categories of support.

Food donors such as farmers, markets, food retailers, caterers and food manufacturers.

In-kind supporters such as professional service providers, designers, transport services, and equipment suppliers.

Supporters who provide donations, grants and financial assistance, media and publicity; and partnerships with government departments and agencies.

SecondBite   11I

1. Who **started SecondBite**? Why?

_____

_____

_____

_____

2. What does **SecondBite do**?

_____

_____

_____

_____

3. How does **SecondBite** help to **connect different community members**?

_____

_____

_____

_____

4. Describe **examples** of **community leadership** demonstrated by SecondBite.

Investigation: The website of SecondBite is very informative. Find out more about what it does, how it operates and other interesting and important information about this community enterprise. **https://secondbite.org**

2021 Victorian Multicultural Awards for Excellence

Premier's Award for Community Harmony

This award recognises an individual or organisation that has made a significant contribution to increasing understanding, acceptance and cooperation between different faith and cultural groups.

Winner: Sikh Volunteers Australia

Sikh Volunteers Australia (SVA) is a non-profit volunteer organisation focusing on reducing distress in the community by providing free food to disadvantaged or needy individuals and families. It was founded by the Sikh community in Melbourne's south east in 2017 and now regularly helps feed homeless people in the municipalities of Casey and Frankston.

Due to the 2020 bushfires and the COVID-19 pandemic, the service expanded to more areas to assist more vulnerable communities impacted and has played an active part in Victoria's crisis response and recovery efforts. On average, SVA delivers 800 meals every day, with over 100,000 free meals delivered in 7 months during 2020.

SVA has 250 registered volunteers from all age groups and culturally diverse backgrounds who work cohesively to create a more engaged and peaceful multicultural society.

Youth Leadership Award

This award recognises the outstanding contributions of a young person, group or organisation that provides leadership, empowerment and support to young Victorians from culturally diverse backgrounds.

Winner: Shenei Meisi Penaia

Shenei Meisi Penaia has been a frontrunner in streamlining COVID-19 information to her Maori and Pacific Islander community, especially to elders. She has worked with The Pasefika Navigators, a youth advocacy and advisory group, to circulate reputable health information into her community to debunk misinformation on COVID-19 related issues. The success of these collective efforts promoted participation in vaccination days exclusive for Maori and Pacific Island people.

Shenei has also assisted Pacific Island Creative Arts Australia (PICAA) in putting together a cultural appropriate food and essentials drive for families in need.

Community Response and Recovery Award

Winners: Marwo Mohammed Salat

Drawing on her language skills in Somali, Arabic and English, Marwo Mohamed Salat was instrumental in addressing multiple needs of local African communities particularly impacted by COVID-19.

Marwo communicated and coordinated needs, isolation requirements and maintained regular contact with people in public housing. She facilitated urgent food, medical and household supplies, personal and cultural needs, and coordinated with local charities, government agencies and service providers to ensure ongoing support and comfort. This included arranging devices for remote schooling and other communication technologies to keep the affected residents informed.

Culturally and linguistically diverse communities representing Somalia, Eretria, Sudan and Ethiopia were greatly supported by Marwo's tireless efforts to coordinate the needs of affected residents.

See other winners:

AfriAus iLEAC INC & LUVPACKS partners

West Welcome Wagon Inc

Source: Extracted from '2021 Multicultural Awards for Excellence recipients'. Victorian Multicultural Commission

www.multiculturalcommission.vic.gov.au

2022: Victorian Disability Awards finalists

Victorian Disability Awards finalists by award category

Emerging leader award finalists
⇨ Abbey Dalton
⇨ Chloé Hayden
⇨ Emily Unity

Excellence in creating inclusive communities finalists
⇨ Lance Nilsson - Doncaster All Abilities Basketball Inc
⇨ Change Your Reactions - Autism Public Education Campaign
⇨ Mandy Hose and Kate Jones, Too Peas in a Podcast
⇨ Frankston All Abilities and Walking Basketball Programs
⇨ Em Dewhurst

Excellence in employment outcomes finalists
⇨ Where is My Coffee?
⇨ Northeast Health Wangaratta Tidy Town

Excellence in promoting health, housing and wellbeing finalists
⇨ Jane Tiller
⇨ Blind Sports & Recreation Victoria team
⇨ Western Health Vaccination Sedation Clinic
⇨ Disability Healthcare Access Service
⇨ Rosie's Love and Care

Excellence in promoting rights, fairness and safety winner
⇨ Mary Ritchie - Rubix Support

Excellence in promoting disability pride finalists
⇨ Chloé Hayden
⇨ I CAN Network Mentoring Team

Volunteer award finalists
⇨ Blind Sports & Recreation Victoria Volunteer Ambassadors
⇨ Sandra Bennett
⇨ Marwa Mostafa

Lifetime achievement honour roll finalists
⇨ Effie Meehan
⇨ Karel Caswell
⇨ Karen Underwood
⇨ Amanda Golding
⇨ Sue Rmond

Minister's Award for outstanding leadership winner
⇨ Blind Sports & Recreation Victoria Volunteer Ambassadors

Source: Extracted from 'Victorian Disability Awards and Victorian Disability Awards finalists by award category, 2022 Victorian State Government, Department of Families, Fairness and Housing

www.dffh.vic.gov.au/victorian-disability-awards

Community leadership awards   11J

Researching local, state and national community awards is an effective way to find out about so many local community programs and the leaders involved.

It is also normally easy to find these online because the information is hosted through government websites that are easy to locate on search engines.

Access some recent lists of community multicultural and disability awards, and award winners. Broaden your searches to other community awards for arts, sport, recreation, health, regional participation, youth and other community participation.

Develop a profile of 2 of these award nominees or recipients. Can you get involved?

11.21 Community Leadership in Action

11K 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** and **belonging**.

Draft some ideas and questions

FULL DRAFT
PREVIEW
SAMPLE

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)

11.23 Graduated Assessment

AT5   Community Leadership Profile - Community participation

Required: Community Leadership Profile

For this assessment task you are required to:

a.   **research a community participation initiative**, and

b.   **interview a community leader** to develop a **profile** of that leader.

You can use the sample questions below for each part of the task. You may need to modify and add questions based on the community participation initiative and the activities of the community leader.

You should research the community participation initiative before you interview the community leader.

You are required to create an annotated report that includes key information, your questions, the responses of the community leader and any images and other supporting information.

Your teacher will advise if you can work in pairs, and whether you are required to make a presentation to the class, (which is strongly recommended).

Community initiative/group/organisation:	
Location	Contact details/Online presence
What services do they offer?	
Which community members are involved?	
How do their services and actions help to create community belonging?	
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?

Community leader:	
Community initiative/group/organisation:	
What is their role/position; and how long have they been in this role?	
How did they get this role?	What experience/training did they have?
What do they do to create community belonging?	
What do they most enjoy about their role?	Why do they do what they do?
What challenges do they face?	What else would they like to do?
Are there volunteer opportunities?	What is needed to be a part of their group?
How could they help you?	How could you help them?
What advice can they give you?	Other relevant questions?

Name:			Key dates:		UNIT 2 Module 2
Tasks – AT5: Community Leadership Profile		**Must Do?**	**Due Date**	**Done**	**Level**
🗣 Negotiate the task details with my teacher		✓		○	

a. Plan, research and summarise a community participation initiative.

RESEARCH		Must Do?	Due Date	Done	Level
	Identify a suitable community participation initiative.	✓		○	
	Prepare suitable questions/focus points.	✓		○	
	Use appropriate research resources and techniques.	✓		○	
	Collect/create visual and other information.	✓		○	
	Summarise the information.	✓		○	
	Make recommendations about community belonging.	✓		○	
		○		○	

b. Plan, undertake and summarise an interview with a community leader.

INTERVIEW		Must Do?	Due Date	Done	Level
	Identify a suitable community leader	✓		○	
	Negotiate an interview time and location	✓		○	
	Prepare suitable questions.	✓		○	
	Record the interviewee's responses	✓		○	
	Summarise the responses.	✓		○	
	Make recommendations about community belonging.	✓		○	
		○		○	

Completing my leader profile

	Must Do?	Due Date	Done	Level
⇨ **Applied effective interview techniques.**	✓		○	
🗣 **Prepare draft of my leadership profile for feedback.**	✓		○	
⇨ **Use appropriate methods and digital media.**	✓		○	
⇨ **Prepare and submit my final leadership profile profile.**	✓		○	
🗣 **Present my leader profile (if required).**	○		○	

Additional information:

Signed: _____ Date: _____

11.25 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: _____

Community Participation | 12

Activities 12: Community Participation	p.	Due date	Done	Comment
12A **Participation**	250	☐	◯	
12B **Community participation**	251	☐	◯	
12C **You and community**	253	☐	◯	
12D **Local community participation**	254-255	☐	◯	
12E **Join in?**	257	☐	◯	
12F **Start up?**	259	☐	◯	
12G **PODR - Brainstorm**		☐	◯	
12.11-12.14 **PODR Activity Planner**			◯	
12H **Getting ready**				
12I **TEMP-O**	267		◯	
12J **Activity Event Timeline**	268	☐	◯	
12K **Activity Event diagram**	269	☐	◯	
12L **Activity Event safety audit**	270	☐	◯	
12M **Activity Event to-do lists**	271	☐	◯	
12N **Activity Event Planner**	272-273	☐	◯	
AT6 **Community Participation Initiative**	274-277	☐	◯	
R12 **Unit Reflection and Review**	278	☐	◯	

Comments:

FULL DRAFT PREVIEW SAMPLE

12.01 Community Participation

Community inclusion

One key aim of community participation is to recognise, help and support people to develop and deliver community activities and programs.

Many community groups are formed to **recognise, unite and celebrate cultural diversity.** Other community groups develop based on a **shared interest** and participation in sport, recreation, hobbies, arts, culture and other life-affirming activities.

These types of groups offer real opportunities for people to develop a sense of **belonging. Inclusion** is at the very heart of their core **values** and reason for being.

What examples of community initiatives are you aware of that are aiming to create community inclusion for diverse peoples?

Community action

Communities can also form around like-minded people who work together to create positive outcomes to help to address **community issues** and **problems**.

Many community leaders and groups are acting to try and address a **social** issue, an **economic issue**, or an **environmental** issue. Unfortunately, in our society we find that some people, or groups of people, experience disadvantage. Often community groups step-in to try and help. Consider the committee actions of local foodbanks.

At times, varied stakeholders might have **conflicting 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, young 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 coming into **conflict** with one another. This is especially amplified by the use, and misuse, of **social media**. This is something you want to avoid.

12A Participation

List 24 words related to **participation**, 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

United together

Rather than conflict, a better outcome for society would be to see people unite together behind their **shared values**.

This involves focusing on the shared characteristics that make us all much more similar to each other, than we are different from one another.

Perhaps that's a community engagement initiative you could participate in, or indeed, create.

Image: Lighthunter/ Depositphotos.com

"The five of us all come from different backgrounds - but who cares? We don't! Our Community Participation Initiative is called: "Many pasts, one future." It's about getting young people to help others to feel that they belong.

Community participation 12B

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

"What community initiatives ~~...~~ ople participate in?"

FULL DRAFT
PREVIEW
SAMPLE

COMMUNITY PARTICIPATION INITIATIVES FOR YOUNG PEOPLE

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.

⇨ Encourage everyone to contribute. Use 'hands-up' for ideas.

⇨ Ideas are not criticised or rejected during the process.

12.03 Community Participation

Positive involvement

Community engagement and involvement is about people **taking action** to be active members of their communities.

Taking action is about **doing** things.

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 more 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 action group.

People might take action to **protect** things, such as people forming an action group to recognise and promote local Indigenous resources threatened by development.

Taking action can also be about **creating** things.

People might take action by **starting** their own local animal rescue and welfare group.

People might take action by **launching** an online information site that collects and shares the oral histories of local community members.

People might take action by **funding** a not-for-profit social enterprise with an aim to support young gender-diverse local community members.

🗣 So the question really is, what 'things' can you do?

Getting Involved

Volunteering

Joining

Working

Donating

Promoting

Funding

Marketing

Recruiting

Lobbying

Training

Coaching

Leading

Image: depositedhar/Depositphotos.com

1. Identify **examples** of **local community action** that you are aware of, whereby **community members** are taking action by '**doing things**'.

2. Identify examples of **broader community** or **social action** that you are aware of, whereby **community members** are taking action by '**doing things**'.

Doing by...	Local community examples	Broader community examples
Helping		
Supporting		
Guiding		
Campaigning		
Improving		
Protecting		
Starting		
Launching		
Funding		

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Discussion

So what could you do, either as an individual, as groups, or even as a whole class, to take action and 'do things' to make a difference in your local community.

12.05 Community Participation

12D Local community participation

Pair up and choose 2 **local community organisations** or **initiatives** that operate to encourage young people to participate.

Research the **actions** of these community **organisations** or **initiatives** 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 promote community belonging?	
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?**

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 belonging?

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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?**

How might these community groups be suitable for my/our Community Participation Initiative?

12.07 Community Participation Initiative

Community Participation Initiative 1

Now it is time for you to start developing a Community Participation Initiative. There are basically two types of community participation initiatives that might be suitable.

1. Connecting with an <u>existing</u> local community activity, initiative, or group.

This might involve:

⇨ the whole class,

⇨ teams of students, or

⇨ even you individually,

joining in with a community initiative.

You might join, train, volunteer, fund-raise, participate in structured activities, or even create a resource to promote the benefits of community connection.

Some of you might already be connected with a local community initiative. If so, this puts you in a good place to promote the benefits of community participation for young people.

You could do this by sharing your experiences with others, perhaps by creating a video. Or you might create an 'advertisement' for the initiative and then invite a fellow class member to experience the community initiative in action.

Another option is to interview a local community leader, and then together communicate the benefits of community participation by explaining how it offers connection and creates a sense of belonging.

You could consider profiling a specific community initiative for young people, and then make a multimedia presentation describing the benefits of community participation.

Alternatively, you might analyse an issue impacting on young people, and then investigate how community networks can offer advice, help and support.

And there are many other potential opportunities for you to connect in this way.

🗣 Your teacher will discuss your opportunities for community participation initiatives with your class.

"We're volunteering with the local youth environmental action group to get rid of all the rubbish in our parks."

Image: AllaSerebrina/ Depositphotos.com

Join in? 12E

1. Start by identifying the **type of benefits** that **you** would be **seeking** to get from **community participation**. Add any others relevant to you.

❑ advice	❑ fitness	❑ networking	❑
❑ care	❑ fun	❑ nutrition	❑
❑ connection	❑ health	❑ performance	❑
❑ education	❑ inclusion	❑ safety	❑
❑ emotional support	❑ leadership	❑ skills	❑
	❑ mentoring	❑ support	❑
❑ entertainment	❑ motivation	❑ training	❑

2. Form into small groups to broaden your advice options. Answer these **questions** as they **relate to you.**

Is there a community initiative that I am aware of, or already involved with, that I can make the focus for my participation?	Is there a community initiative or activity that I have always wanted to try?	Is there a community initiative or program that would benefit from me helping out?
Is there a community initiative or program that would help improve my wellbeing?	Is there a community initiative or program where my I could help the wellbeing of others?	Is there a community leadership program for young people that I could experience?

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3. List some **key words** that describe how you could contribute to a community initiative.

❑	❑
❑	❑
❑	❑
❑	❑
❑	❑

4. So, what **local community participation initiative** could **you** get **involved** with, and **why**?

12.09 Community Participation Initiative

Community Participation Initiative 2

You have just explored how you might connect with existing community initiatives. Now it's time to explore the second option for a Community Participation Initiative.

2. Developing <u>your own</u> community initiative or activity

This second option might involve:

⇨ the whole class,

⇨ teams of students, or

⇨ even you individually,

creating, developing and delivering your own Community Participation Initiative.

You might develop a Community Participation Initiative involving training others, recruiting volunteers, fund-raising, participating in school community activities, or even creating a resource to promote the benefits of community connection to others.

Some of you might already be connected with a local community activity or group. If so, you could consider developing your own similar (smaller-scale) initiative to promote, or even deliver the benefits of community participation, for young people. You could also do this by sharing your experiences with others, perhaps by creating a video or a presentation, or by coaching, mentoring or leading.

Or you might create an 'advertisement' for a Community Participation Initiative and then invite and lead others to experience the community initiative in action.

Another option is to communicate the benefits of community participation to your peers (or to other age groups) by explaining how community members can connect and feel a sense of belonging. One good starting point might be to view the ABC series, *Old People's Home for Teenagers*.

You could use your experiences with a specific community support program for young people to create a multimedia presentation describing the benefits of community participation. Alternatively, you might focus on an issue impacting on young people, and then investigate how you and others can provide advice, help and support.

And of course, your teacher might coordinate the entire class to participate in a Community Day, a Cultural Day or a Community Awareness Program with groups of students responsible for different activities.

"We're creating a fully inclusive school spirit dance routine."

Image: adapted from:
MAJIVECKA/
Depositphotos.com

www.delivereducation.com.au   michael@delivereducation.com.au
PERSONAL DEVELOPMENT: VPC 1&2 // VOCATIONAL & PATHWAYS LEARNING
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Start up? 12F

1. Start by identifying the **type of benefits** that **you** would be **aiming** to offer by developing your own **Community Participation Initiative**. Add others.

❑ advice	❑ fitness	❑ networking	❑
❑ care	❑ fun	❑ nutrition	❑
❑ connection	❑ health	❑ performance	❑
❑ education	❑ inclusion	❑ safety	❑
❑ emotional support	❑ leadership	❑ skills	❑
	❑ mentoring	❑ support	❑
❑ entertainment	❑ motivation	❑ training	❑

2. Form into small groups to broaden your advice options. Answer these **questions** as they **relate to you.**

Is there a community initiative that I am aware of, or already involved with, that I can offer something similar?	Is there a community initiative or activity that I have always wanted to develop and offer?	Is there a community initiative or program that I would benefit from developing?
Is there a community initiative I could develop that would help the wellbeing of my peers?	Is there a community initiative I could develop that would help the wellbeing of others?	Is there an area of community leadership that I possess that I can share with others.

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3. List some **key words** that describe why **you** should **develop** a community initiative.

❑	❑
❑	❑
❑	❑
❑	❑
❑	❑

4. So, what **local community participation initiative** could **you develop** and offer, and **why**?

12.11 Community Participation Initiative

Community Participation Initiative

Your teacher will now lead you through a number of steps to discuss and plan your Community Participation Initiative. You can use the pro-formas on pp.260-273 to help you identify and plan your requirements. These include:

- ❑ a **PODR - Brainstorm**
- ❑ the **PODR Activity Planner**
- ❑ a **TEMP-O**
- ❑ an **Activity Event Timeline**
- ❑ an **Activity Event layout & safety**
- ❑ **Activity Event to-do lists**
- ❑ the **Activity Event Planner**.

Plan-Organise-Do-Review

There are many possible tasks that might need to be done at different stages when undertaking your Community Participation Initiative.

⇨ 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 participation goal; and how you might achieve this.

⇨ Summarise this in one or two short sentences.

2. Organise

⇨ Break your community participation goal into smaller, achievable, objectives.

⇨ Develop an action plan and timeline to achieve these smaller objectives on a task-by-task basis.

⇨ Organise yourself, 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 the goals and objectives of your Community Participation Initiative; 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.

PODR - Brainstorm 12G

List the main tasks that might be required at each of the 4 PODR stages for your
Community Participation Initiative.

Community Participation Initiative is:

1. Planning Stage

2. Organising Stage

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3. Doing Stage

4. Reviewing stage

12.13 PODR Activity Planner

PODR Activity Planner: Community Participation Initiative

🗣 **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 Participation Initiative.)

Write a one sentence description of your initiative.

List 3 key goals/objectives associated with the initiative.

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

ii. Organising stage
(For your overall Community Participation Initiative.)

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 initiative?

List potential safety hazards, legal requirements and permissions.

12.15 PODR Activity Planner

iii. Doing stage
(For your specific Community Participation Initiative, or an event.)

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

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

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

iv. Reviewing stage
(For your overall participation initiative/ and for a 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?

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.

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12.17 Doing the Community Participation Initiative

Doing the Community Participation Initiative

For some of you, your Community Participation Initiative 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.

If so, 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 Participation Initiative.

This means your **planning** will now switch to a micro scale.

Your **organising** will be directly related to all the **objectives** needed for 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, involving the use of **immediate** and **supportive feedback**.

You have planned for this. You have organised for this, so let's go!

12H Getting ready

OK. One sentence for each. As a team, clearly and concisely describe your key objectives for this **doing** stage of the Community Participation Initiative.

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?

TEMP-O   12I

Use this TEMP-O task organiser to **identify** the **specific** tasks, equipment, materials, and roles of team members needed to participate in and **do** your **Community Participation Initiative.** 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?)

12.19 Activity Event Timeline and Layout

12J   Activity Event Timeline

Now it is time to work on the participation/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 Participation Initiative organised by your teacher.

However, some of you might be participating in your Community Participation Initiative on an ongoing basis rather than just as a single event. If this is the case you will still need to complete these planners at the beginning of the doing stage. Then as you get more familiar with your roles and responsibilities, you can update with any information as you progress through your activity.

Here are some key steps for this 'doing' stage that might apply to your Community Participation Initiative. Your teacher will guide you as to which ones you need to do.

a. Plan and draft an **Activity Event Timeline** (p.268).

b. Develop a visual mind-map, or **Activity Event diagram** (p.269). Include key roles, work stations, equipment location, safety issues and other information.

c. Complete an **Activity Event safety audit** (p.270) and have this checked.

d. Create and use **Activity Event to-do list** (p.271) on paper or e-devices.

e. Develop an **Activity Event Planner** (p.272-3) that lists all the tasks, the times and the people involved in preparing, installing and cleaning-up (or de-installing) the event.

As a team, brainstorm the timing, scheduling and rostering requirements associated with doing the specific Community Participation 'Activity Event'.
When finished create a larger-scale Activity Event Timeline.

Activity Event diagram 12K

Develop a visual mind-map, or Community Participation **Activity Event Diagram**. Include key roles, work stations, equipment location, safety issues and other information.

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12.21 Activity Event Safety

12L Activity Event safety audit

🗣 You will have responsibility for ensuring that you participate in, and do your Activity Event safely. Your safety responsibilities naturally include you and your teammates, 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.	**2. Training and skills-development that is needed prior to 'doing'.**
Teacher feedback:	Teacher feedback:

3. Activity Event monitoring	**4. Emergency management**
Teacher feedback:	Teacher feedback:

For the participating/doing part of your Community Participation Initiative, 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 these need to be done.

So you need to develop checklists, like those below, 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.

An effective approach is to complete these pre-formatted to-do lists that include a bit more detail to help everyone stay on top of their task roles and responsibilities.

_____ 's To-do List

Task: _____ Date: _____

Tasks I have to complete	Time	Contact info.		
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room		

_____ '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

12.23 Activity Event Planner

12N Activity Event Planner

One way to communicate all the individual tasks that need to be done is to create a Community Participation **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.

Community Participation 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, ??? change.	Cannot handle both food & money.	CB
After the event e.g. Clean-up serving area	60 mins 1-2pm	Nancine & Czarleah	Bins, ???, spray clean & ???	All bins must be emptied in skip.	NR/ CB

Community Participation Activity Event Planner (cont')

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'.

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12.25 Module Assessment Task

AT6 Community Participation Initiative
- Engaging and supporting community

Overview

For this assessment task, you are required to establish, participate in and evaluate a **Community Participation Initiative**. 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 participation initiative that offers support and creates belongingness
- [ ] smaller **groups** or **teams** participating in volunteer or community participation initiatives that offer support and create belongingness
- [ ] **individual students** accessing community participation initiatives that offer support and create belongingness
- [ ] the entire class, or smaller groups or teams, or individual students, developing and implementing **their own specific** Community Participation Initiative.

Requirements

My Community Participation Initiative is:

I will be working with:

Resources required are:

The key dates are:

Assessment

To successfully complete your Community Participation Initiative you are required to:

- ✓ **establish** the requirements of your activity (PODR: **Planning** and PODR: **Organising**)
- ✓ **participate in/do** 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 Participation Initiative.

As an example, you might use the PODR Planning Process, or a different process that your teacher feels is more suitable.

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.

Complete a review on the extent to which **you developed** and **demonstrated employability skills** when undertaking your **Community Participation Initiative**.

How could these **be transferred** and applied to **vocational** situations?

Community Participation Initiative: _____

Name: _____ Dates: _____

Employability skill	How well did I develop and demonstrate this skill in the Community Participation Initiative?	How can I transfer and apply this skill to vocational situations?
Communication		
Teamwork		
Problem-solving		
Planning and organising		
Self-awareness		
Learning		
Technological		
Initiative and enterprise skills		

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12.27 Module Assessment Task

| Name(s): | Key dates: | | | |
| Activity: | | | | |

Tasks - AT6: Community Participation Initiative	Must Do?	Due Date	Done	Level
🗣 Negotiate the task details with my teacher.	✓	☐	○	☐
Stage 1: Planning the Community Participation Initiative				
⇨ Explain the benefits of community support and participation.	✓	☐	○	☐
⇨ Describe actions that encourage community participation.	✓	☐	○	☐
⇨ Profile community leaders that create community participation.	✓	☐	○	☐
⇨ Describe your community participation objective.	✓	☐	○	☐
⇨ Propose a suitable Community Participation Initiative.	✓	☐	○	☐
⇨ Identify the team members involved in the initiative.	✓	☐	○	☐
⇨ Complete a PODR - Brainstorm (p.261 or similar).	✓	☐	○	☐
🗣 Get feedback on the PODR - Brainstorm.	✓	☐	○	☐
🗣 Draft your PODR Activity Planner (pp.262-265) and submit this to your teacher for checking, advice and approval.	✓	☐	○	☐
⇨ Identify the requirements you need to satisfy to participate in the initiative.	✓	☐	○	☐
⇨ Identify any safety or ethical issues you need to consider when participating in the initiative.	✓	☐	○	☐
		☐	○	☐
Stage 2: Organising the Community Participation Initiative				
🗣 Contact, arrange meetings and meet with any external parties that you will be working with.	✓	☐	○	☐
🗣 Discuss the outcomes of these meetings with your teacher.	✓	☐	○	☐
⇨ Clarify any personal requirements that need to be satisfied before participating in the initiative.	✓	☐	○	☐
⇨ Identify any potential safety issues or hazards, and outline how these will be minimised.	✓	☐	○	☐
⇨ Obtain any relevant permissions from the school.	✓	☐	○	☐
⇨ Identify the specific tasks required for the initiative.	✓	☐	○	☐
🗣 Complete an updated PODR Activity Planner (pp.262-265) and submit this to your teacher for checking, advice and approval.	✓	☐	○	☐
⇨ Ensure that all relevant permissions, ethical and legal requirements have been sorted out.	✓	☐	○	☐
⇨		☐	○	☐
⇨		○	○	☐

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Name(s):	Key dates:	**UNIT 2** **Module 2**
Activity:		

Tasks - AT6: Community Participation Initiative	Must Do?	Due Date	Done	Level

Stage 3: Doing the Community Participation Initiative

	Must Do?	Due Date	Done	Level
⇨ Complete your PODR Activity Planner (pp.262-265 or similar).	✓		○	
Submit your PODR Activity Planner to your teacher for feedback; and make final adjustments.	✓		○	
⇨ Clarify the final goals/objectives of the Community Participation Initiative.	✓		○	
⇨ Explain the roles of team members in the initiative.	✓		○	
⇨ Clarify the overall timeline and key dates of the initiative.	✓		○	
⇨ Identify resources, equipment and technology needed.	✓		○	
⇨ Finalise and communicate the roles of each person for the initiative.	✓		○	
⇨ Outline specific day-to-day timelines and dates.	✓		○	
⇨ Clarify supervision that is needed.	✓		○	
⇨ Identify the specific tasks required, who will be responsible for doing these tasks, and key dates and times.	✓		○	
⇨ Work safely and ethically to participate in the Community Participation Initiative.	✓		○	
⇨	○		○	

Stage 4: Reviewing the Community Participation Initiative

	Must Do?	Due Date	Done	Level
Discuss progress with your teacher, prior to participating in/doing the Community Participation Initiative.	✓		○	
⇨ Develop (and implement) a back-up plan (if needed).	○		○	
⇨ Develop criteria to evaluate successful application of:				
- Planning (and organising) skills	✓		○	
- Communication skills	✓		○	
- Team skills	✓		○	
- Problem-solving skills	✓		○	
- Decision-making skills	✓		○	
- Applied use of technology	✓		○	
- Achievement of the goals of the Community Participation Initiative	✓		○	
- My personal success.	✓		○	
- Strategies for future improvement	✓		○	

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12.29 Review and Reflection

Unit Review and Reflection

Which Personal Development skills did I develop during this entire unit?

➡ _____

➡ _____

➡ _____

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

➡ _____

➡ _____

➡ _____

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

➡ _____

➡ _____

➡ _____

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: _____

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