PERSONAL DEVELOPMENT ACTIVITY PLANNER

VPC 1&2

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.

VPC Units 1&2: From 2023
⇨ Literacy VPC 1&2: Coursebook & Applied Vocational Booklet
⇨ Numeracy VPC 1&2: Coursebook & Skills Development Portfolio
⇨ Personal Development VPC 1&2: Coursebook & Applied Vocational Booklet
⇨ Work Related Skills VPC 1&2: Coursebook & Applied Vocational Booklet
⇨ Personal Development Activity Planner - VPC 1&2

VCE: VM Units 1&2: From 2023
⇨ Literacy VM 1&2: Coursebook & Applied Vocational Booklet
⇨ Numeracy VM 1&2: Coursebook & Skills Development Portfolio
⇨ Personal Development VM 1&2: Coursebook & Applied Vocational Booklet
⇨ Work Related Skills VM 1&2: Coursebook & Applied Vocational Booklet
⇨ Personal Development Activity Planner - VM 1&2

VPC Units 3&4: From 2024
⇨ Literacy VPC 3&4: Coursebook & Applied Vocational Booklet
⇨ Numeracy VPC 3&4: Coursebook & Skills Development Portfolio
⇨ Personal Development VPC 3&4: Coursebook & Applied Vocational Booklet
⇨ Work Related Skills VPC 3&4: Coursebook & Applied Vocational Booklet

VCE: VM Units 3&4: From 2024
⇨ Literacy VM 3&4: Coursebook & Applied Vocational Booklet
⇨ Numeracy VM 3&4: Coursebook & Skills Development Portfolio
⇨ Personal Development VM 3&4: Coursebook & Applied Vocational Booklet
⇨ Work Related Skills VM 3&4: Coursebook & Applied Vocational Booklet

www.delivereducation.com.au   michael@delivereducation.com.au

2023 DELIVER Education: Order form for Semester 1 2023. All prices are (GST inc.)

2023 VM & VPC

VCE: Vocational Major

New VCE: VM	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs
Literacy VM: 1&2 (New)	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Numeracy VM: 1&2 (New)	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Personal Development VM: 1&2 (New)	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Work Related Skills VM: 1&2 (New)	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495

VCE: VM 1&2 All resources available for 2023

Vocational Pathways Certificate

New VPC	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs
Literacy VPC: 1&2 (New)	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Numeracy VPC: 1&2 (New)	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Personal Development VPC: 1&2 (New)	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Work Related Skills VPC: 1&2 (New)	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495

VCE: VPC 1&2 All resources available for 2023

VCAL: Until end of 2023

Until end of 2023	Printed Coursebook	Activities Booklet	Master license PDFs	e-version Master license PDFs
Literacy Senior	___ @ $42.50	___ @ $27.50	___ @ $330	or ___ @ $440
Numeracy Senior	___ @ $49.50	___ @ $27.50	___ @ $330	or ___ @ $440
Personal Development Senior	___ @ $42.50	___ @ $27.50	___ @ $330	or ___ @ $440
Work Related Skills Senior	___ @ $42.50	___ @ $27.50	___ @ $330	or ___ @ $440

Vocational and Work Education Resources

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Work Experience Journal	___ @ $22	or ___ @ $165
Work Placement Journal	___ @ $33	or ___ @ $220
PDS Planner: VPC 1&2 (New)	___ @ $33	or ___ @ $220
PDS Planner: VM 1&2 (New)	___ @ $33	or ___ @ $220
PDS Planner: Senior	___ @ $33	or ___ @ $220
Foundation Numeracy	___ @ $44	na

WACE: Career and Enterprise

Career and Enterprise	Printed Text Coursebook	e-version Master PDFs
CAE: General 11 2ed	___ @ $60	or ___ @ $660
CAE: General 12/ATAR 11 2ed	___ @ $62	or ___ @ $660
CAE: ATAR 12 2ed	___ @ $68	or ___ @ $770
CAE: Foundation 11	___ @ $55	or ___ @ $595
CAE: Foundation 12	___ @ $55	or ___ @ $595

VCE: Industry and Enterprise

New editions were released in 2022

I&E Unit 1: Workplace Participation 5ed - book	___ @ $38
I&E Unit 1: Workplace Participation - e-master	___ @ $550
I&E 1&2: Towards an Enterprising You 6ed - book	___ @ $55
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Introduction

Welcome to the Personal Development Activity Planner - VPC 1&2. This resource has been created to help support you in all stages of planning, organising, doing and reviewing personal development activities.

In order to manage your activities effectively, you should follow the 4-stage PODR Planning Process: **Plan (purple)**, **organise (orange)**, **do (green)** and **review (blue)**. Note: Although reviewing happens at the end of your activities, it also happens during the other three stages as well.

This planner includes 2 sets of PDS Activity resources.

❑ Individual Personal Development Skills Activity: pp.4-35.

❑ Team Personal Development Skills Activity: pp.36-76.

1. Plan

In the first stage you should:

⇨ work out just what it is you are trying to do, i.e. what is your overall goal?

⇨ outline how you might be able to achieve this goal.

It is good to be able to write this overall goal in one or two short sentences. Think of it like a mission statement that will guide all of your tasks.

2. Organise

In the second stage you should:

⇨ break your overall goal into a series of smaller, achievable, objectives

⇨ develop an action plan to achieve each of these smaller objectives on a task-by-task basis.

So, organise yourself, others and resources to successfully complete each task.

3. Do

In the third stage you should:

⇨ undertake the specific tasks needed to actually achieve your objectives

⇨ successfully complete your event or specific activity outcome.

This is where everything comes together and might even be the shortest (but not easiest) part of the entire process.

4. Review

In this stage you should:

⇨ check what you've done, make sure you are doing the right things, and make any changes if necessary
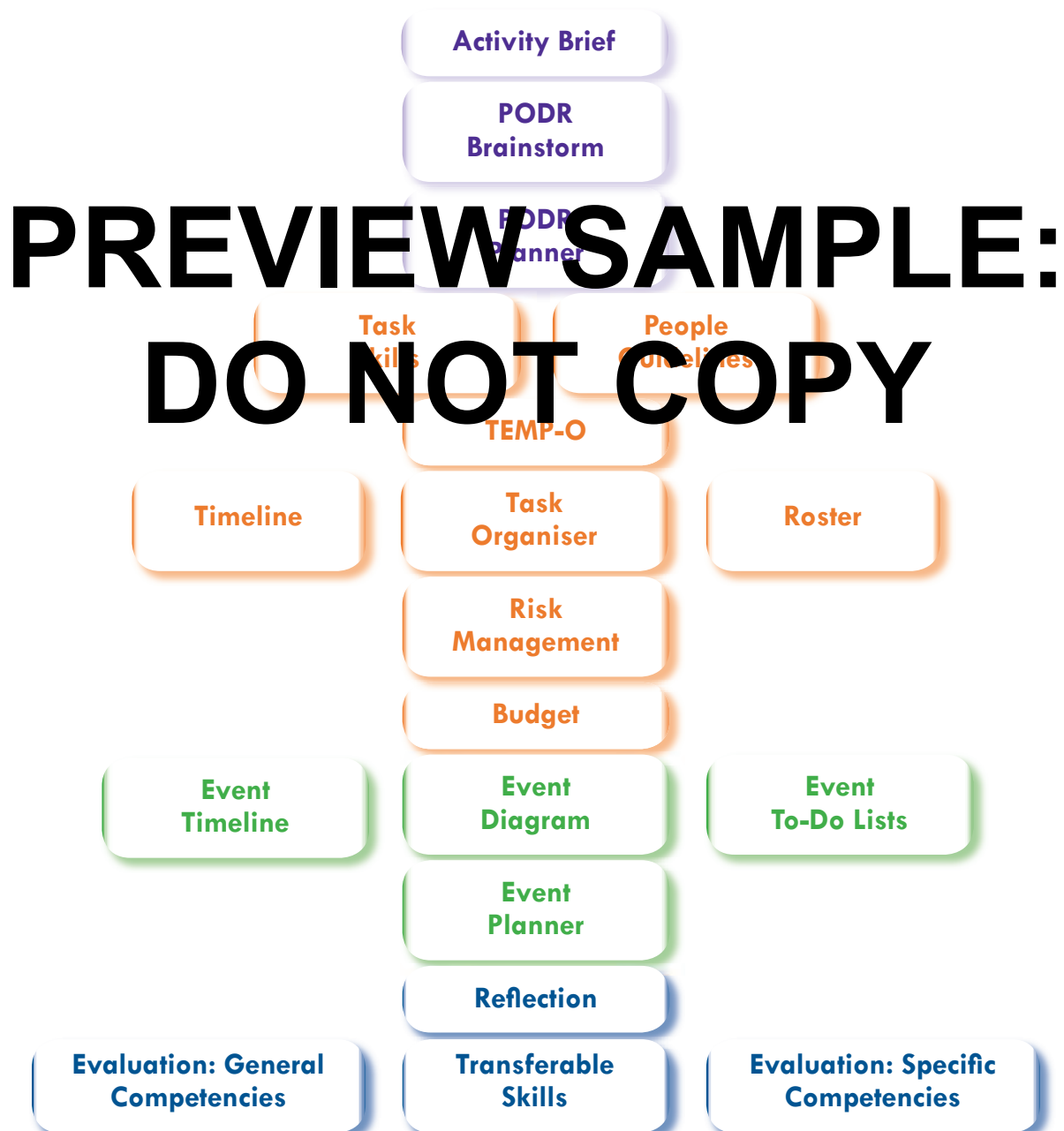
⇨ seek feedback, and also self-assess.

Each of the 4 stages of PODR cross over. So you should be checking and reviewing throughout the whole activity process.

This resource guides PDS Activity planning, organising, doing and reviewing. As an active record of your participation in your activities, it also serves as an evidence journal. So, use the individual and team activity planners to:

✓ brainstorm, discuss and outline information in the yellow boxes

✓ complete the relevant colour-coded PODR pro-formas for your activities

✓ get feedback, guidance and support from your teacher

✓ make suitable changes; because these planners are working documents that can be updated and refined throughout your activities.

Your teacher will direct you to complete some, or all, of the following tasks, depending on the scope and complexity of your individual and/or team PDS Activities.

Activity Brief

PODR Brainstorm

PODR Planner

Task Skills

People Guidelines

TEMP-O

Timeline

Task Organiser

Roster

Risk Management

Budget

Event Timeline

Event Diagram

Event To-Do Lists

Event Planner

Reflection

Evaluation: General Competencies

Transferable Skills

Evaluation: Specific Competencies

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Team Activity Planning Steps

Your teacher will direct you as to which of these steps need to be completed (some might not apply to your activity). Tick those required.

	Activity Step	Page	Information	Required?	Date	Done?
PLANNING	1. **Brief**	37				
	2. **PODR Brainstorm**	38-39				
	3. **PODR Planner**	40-43				
ORGANISING	4. **Task Skills**	44-45				
	5. **People Guidelines**	46-47				
	6. **TEMP-O**	48-49				
	7. **Timeline**	50-51				
	8. **Task Organiser**	52-53				
	9. **Roster**	54-55				
	10. **Communication**	56-57				
	11. **Risk Management**	58-59				
	12. **Budget**	60-61				
DOING	13. **Event Timeline**	62-63				
	14. **Event Diagram**	64				
	15. **Event To-do Lists**	65				
	16. **Event Planner**	66-67				
REVIEWING	17. **Reflection**	68-71				
	18. **Transferable Skills**	72-73				
	19. **Evaluation: General Competencies**	74				
	20. **Evaluation: Specific Competencies**	75				
	21. **Other information**	76				

The first stage of any activity is the overall activity brief.

⇨ The brief outlines the key goals and requirements of the team activity.

⇨ Your teacher will discuss the team activity brief with you and your class.

⇨ Use short sentences to record key activity details.

1. What is the personal development focus of the team activity?

2. What does the team activity involve?

⇨

⇨

⇨

3. Who else is involved in this team activity?

⇨

⇨

⇨

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4. What are the main benefits of doing this team activity?

⇨

⇨

⇨

5. What are the key timelines and deadlines?

⇨

⇨

⇨

Planning - Team

Now it is time for you to start planning your team PDS goal, objective or activity (such as a community participation activity).

⇨ Good planning involves developing a timeline to help you to achieve your goals and objectives.

⇨ Planning and goal-setting is more successful when you break your overall goals into smaller, achievable 'bites'.

You can use three key planning timeframes to help you achieve this.

1. Long-term to match the overall **planning** timeline of the activity.

2. Mid-term to match deadlines for **organising** your activity.

3. Short-term to match specific tasks for **doing** your activity.

At all stages of your activity, you should also be **reviewing** your progress, so that you are achieving your goals and objectives.

So you should: Plan-Organise-Do-Review. That's a PODR success!

List the key goals and objectives to be achieved by doing the team activity.

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Tip: Try to list your goals and objectives in simple short sentences.

i. List the main tasks that might be required for your team Personal Development Activity (or a PDS goal/outcome). For each task, note whether it is more likely to be part of the planning, organising, doing or reviewing stage.

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ii. Draft a proposed timeline for your team activity.

3. Team Activity PODR Planner

You have done some brainstorming of ideas, so now it's time to develop a written plan for your team Personal Development Activity. Use this **Activity PODR Planner** to record the key elements related to your activity. When finished present this planner to your teacher for feedback.

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

Write a one sentence description of your team activity.

List 3 key goals/objectives associated with the team activity.

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

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

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

Which external stakeholders might be involved?

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

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

List potential safety hazards, legal requirements and permissions.

3. Team Activity PODR Planner

iii. Doing stage
(For the specific outcome, goal or event of your team PDS Activity.)

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

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

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

What?	What?	What?
Who? &When?	Who? &When?	Who? &When?

What?	What?	What?
Who? &When?	Who? &When?	Who? &When?

What?	What?	What?
Who? &When?	Who? &When?	Who? &When?

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

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

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

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

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Feedback on PODR planner

Team Task Skills

All activities require a range of task skills.

Some of these will be general and needed for all sorts of activities. Some will be more specific and related to a particular activity, goal, outcome or event.

When considering task skills that might be needed for your team Personal Development Activity, think about and discuss these questions.

Then complete the **Team Activity Task Skills** pro-forma on p.45.

a. What skills do we already bring to the activity?

b. Which skills do we lack (i.e. skills-gaps); what can we do about this?

c. Who can help as a supervisor/mentor for our activity?

Potential activity task skills (tick/add others specific to your team activity)

❏ organise people	❏ plan timelines	❏ get supervisor feedback	❏ prepare written information
❏ organise resources	❏ make appointments	❏ organise travel times	❏ organise transportation
❏ brief other people	❏ communicate responsibilities	❏ monitor safety	❏ plan budgets
❏ hire rooms and facilities	❏ organise music	❏ write speech/ presentation	❏ organise guests
❏ handle and collect money	❏ estimate quantities	❏ organise guest speakers	❏ use multimedia
❏ make posters	❏ develop marketing materials	❏ develop web materials	❏ prepare visual aids
❏ contact people	❏ organise rosters	❏ fill in forms	❏ print handouts
❏ make announcements	❏ record a presentation	❏ operate ICT equipment	❏ troubleshoot technical issues

ORGANISING

a. Who is involved?	What skills do they bring to the team activity?

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b. What skills do we lack?	How can we develop these skills?

c. Supervisor/Mentor
Who might be able to assist us in a supervisor/mentor role?

Organising People - Team

Perhaps the most important part of team activity management is organising people. But your team needs to develop some rules and guidelines that everyone agrees to. This will make things run more smoothly. Some key issues to consider are listed below.

i.   Who is going to do which task(s); and why them?

ii. How will decisions be made?

iii. Who will take on the roles of leader/manager, and why?

iv. What will you do to cover for absences, no-shows, etc.?

Brainstorm these key people management issues for your activity, then complete a list of **Team Activity People Guidelines** for your team.

---

i. How will you work out who does which task?

ii. How will decisions be made?

iii. How will leadership roles and responsibilities be allocated?

iv. What back-ups might be needed to cover absences, etc?

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Tips

⇨ Create synergy by working as a balanced team.

⇨ Don't allocate roles based on friendships.

⇨ Always communicate clearly and professionally.

What would you do?

"It's pretty simple who should be the leader, me, because I'm the oldest." However, the other team members didn't agree with what Sporan said. In fact, they find him bossy and arrogant and not willing to listen.

People Management Guidelines

After brainstorming key people management issues, prepare a series of agreed statements (or team rules) that will apply for your team activity. (You must address all 4 issues from the boxes on p.46.)

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ORGANISING

Organising - Team

You have completed a **Team PODR Activity planner** and had it checked and approved by your teacher.

As part of this organising stage, you should discuss and list the main resources required for your team activity. Now it is time to start organising your activity based on these 4 key categories, by using this **Team Activity TEMP-O**.

i.   Tasks that need to be done.

ii.   Equipment that will be used.

iii. Materials that will be needed.

iv. People's roles and responsibilities.

i. Tasks (What, when & how?)

Main task?	When by?	How?

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ii. Equipment

What equipment?	When needed?	$ Costs?

iii. Materials

What materials?	When needed?	$ Costs?

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iv. People

Who else?	What is their role?	What I need to ask?	Advice/permission

Organising Timelines - Team

You must plan and organise your team activity so as to meet key milestones and deadlines.

The more accurate you are at this, then the better you will be at organising those four categories of resources.

Remember, you want to break your overall goal down into smaller and more achievable objectives.

Brainstorm and discuss the question below related to organising. Then complete an accurate **Team Activity Timeline**.

i. What are the step-by-step team activity dates and deadlines?

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ii. What is the availability of activity participants?

iii. Who is responsible for timelines; how will rosters be communicated?

Tip: Break your overall activity timeline into equal weeks (or days).

ORGANISING

Draw an activity timeline identifying the key dates of activity milestones and deadlines, as negotiated with your teacher.

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Organising Tasks - Team

Now that you have identified key tasks, resources and timelines required for your team PDS Activity, you should summarise this information in a **Team Activity Task Organiser**.

Brainstorm and discuss a task list; and then put these tasks into the correct order for activity completion.

Use the **Team Activity Task Organiser** to list key dates by week (or by day for short-term activities). Also briefly outline what needs to be done to complete each task successfully. (Note: Some weeks might have more than one milestone that needs to be met.)

List all the tasks that you think are required for your activity. Number these in the order in which they should be completed.

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Tips

⇨ Divide your activity into equal time periods.
⇨ Put tasks in the right order by carefully considering prerequisite tasks that must be done first.
⇨ Perhaps develop a mind-map or flowchart to help you.

What would you do?

The activity team put a deposit on a jumping castle as part of their role in a family fun day. However, it looks like the school is going to have trouble with the public liability insurance and the team's activity might not be approved. The team didn't really carefully plan the order of the tasks they had to do.

Team Activity Task Organiser

When by?	Specific tasks to be organised	How will this be done?
e.g. Week 1 18/4	e.g. Get school permission to run a Year 7 soccer competition.	Prepare my PODR planner and meet with the school principal.

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ORGANISING

Organising People - Team Rosters

When it comes to organising participants' time you will need to create a roster. But there are some guidelines you should follow.

☺ Rosters need to be planned in advance and communicated to all.

☺ Rosters should ensure that team members with appropriate skills, training and authority are rostered on.

☺ Rosters should balance the availability of team members with the requirements for getting the tasks done.

☺ Rosters must be fair. They must not be used to favour or punish particular team members.

List those key tasks required for your team activity. Number these in the correct order. (Note: You might already have done this using your **Team Activity Task Organiser** on p.53.)

Now, use the **Activity Roster** to carefully allocate and organise duties and roles for each of your team members. (You could also use this Activity Roster format to organise specific doing tasks for an event as well.)

Key tasks involved in organising the team activity are:

Activity Roster

Activity (or specific event) _____

Supervisor: _____ Supervisor's phone: _____

Task	By ...day ...date ...time	Person(s) responsible?	Equipment/money/ inputs	Other information	When...day ...date ...time ...duration	Done/ initials
e.g. Go to the shops and buy sausages for BBQ.	Monday Aug 12 9.00 am	Jim & Yusuf	$50 budget. Use the cash we have collected.	Needs to be Halal	Monday Aug 12 8.00 am 45 mins	JB YS

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ORGANISING

Communicating Effectively - Team

As part of your team PDS goal or activity, you will be required to communicate with different people. Communication always involves three elements:

⇨ the sender

⇨ the message

⇨ the receiver.

Obviously, you will have to communicate with your teacher. But you may also need to communicate with a supervisor, community leader, clients and customers, suppliers and other stakeholders such as WHS/OH&S reps.

And it's possible that you will be required to research information and make a presentation. The presentation might even be the 'doing' outcome or event associated with your activity. So brainstorm and discuss answers to these four questions to help organise your communications methods.

i. What message(s)/information are we trying to communicate? Why?

⇨

⇨

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⇨

⇨

⇨

⇨

Tip: Work out the best method to communicate to your intended audience.

ii. What is the best way to communicate this message/information?
(Think: Format & media)

⇨

⇨

⇨

⇨

iii. How can we make sure that the message/information is effective?
(Think: To suit the audience)

⇨

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⇨

⇨

⇨

iv. How will we know that the message/information has been understood? (Think: Feedback)

⇨

⇨

⇨

⇨

Risk Management - Team

Every activity carries with it some element of risk. It is important that you can identify and manage any potential risks as part of self-care. For example, there is a range of safety and legal issues that you might have to consider. To manage these risks you need to:

⇨ identify potential safety, legal and ethical issues

⇨ develop ways to deal with these issues, and

⇨ determine who is going to be responsible to ensure that each issue is dealt with properly.

Discuss each of these six risk management issues and list key points related to your team activity. You will need to consult with your teacher as to how best to deal with these issues.

i. Safety Risks
What are some potential safety risks?

⇨

⇨

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⇨

⇨

ii. Safe procedures
Procedures are ways of completing tasks for your activity. So what procedures will you follow to ensure that potentially risky tasks are completed safely?

⇨

⇨

⇨

⇨

iii. Permissions

You may need permission from internal and external stakeholders to do and complete certain activity/event tasks. These include:

⇨

⇨

⇨

iv. Legal requirements

Certain tasks might involve legal requirements such as hygiene, food handling, privacy and others. Legal requirements related to the activity include:

⇨

⇨

⇨

v. Copyright and intellectual property

You might use text materials, images and intellectual property owned by others. What potential copyright issues might relate to the activity?

⇨

⇨

⇨

vi. Ethics and social responsibility

Ethics relate to carrying out activities in a socially responsible manner. This can include privacy issues (including posting online), environmental care and the nature of the activity itself. Some ethical issues related to the activity are:

⇨

⇨

⇨

Budgeting - Team

As part of your team Personal Development Activity, you might have to manage money. If so, you should prepare a budget to help you manage the activity (or specific outcome or event).

A budget summarises anticipated revenue (money coming in) and expenses (money going out). The result is either a surplus or a deficit.

When the team PDS Activity, goal or event is over, you should then compare actual amounts with your budgeted amounts. This can show you where you got things 'wrong'. This will help you to plan better in the future.

Income

Income could be revenue from sales, donations, sponsorship or crowd-funding. Any money contributed by activity participants should be included here (although it is 'capital funds' rather than 'income'). The activity/event's likely main sources of income and funds are:

⇨

⇨

⇨

⇨

Expenses

Expenses might include costs such as inputs, materials, stock, equipment costs, printing, travel, administration, marketing and others. The activity/events's likely main expenses are:

⇨

⇨

⇨

⇨

⇨

⇨

⇨

⇨

Tip: Always underestimate revenue and overestimate expenses!

Cash Budget/Financial Planner

Name(s): _____

Activity: _____ Date(s): _____

Income items	Forecast $	Actual $	Expense items	Forecast $	Actual $
Total Revenue			**Total Expenditure**		
Forecasted Surplus			or Forecasted Deficit		
Actual Surplus			or Actual Deficit		
Difference between forecast and actual			Difference between forecast and actual		

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Student signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

ORGANISING

Doing - Team Activity Event Timeline

Now it is time to work on the doing stage of your team activity.

Your previous planning and organising will have helped prepare you to deliver a one-off event for your team activity. This event might be a fundraising lunch, a BBQ, a performance, or some other outcome.

However, not all personal development activities will have actual 'events'.

Your activity might involve community participation, or a presentation, or a report, or some other outcome or goal. These should be treated like an 'event' for the doing stage.

Here are some key steps for this 'doing' stage that might apply to your activity. Your teacher will guide you as to which ones you need to do.

a. Plan and draw an **Event Timeline**.

b. Develop a visual mind-map, or **Event Diagram**. Include key roles, work stations, equipment location, safety issues and other information.

c. Create and use **Event To-Do Lists** (on paper or e-devices).

d. Develop an **Event Planner** that lists all the tasks, the times and the people involved in preparing, in doing, and in cleaning-up (or de-installing) the event.

(Note: You might already have come up with some of these when completing your team **Activity Task Organiser** and/or your **Activity Roster** on p.55.

The specific tasks that need to be done for the event are:

a. Draw an event timeline identifying the times for event tasks, and then get feedback from your teacher.

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DOING

14. Team Activity Event Diagram

b. Event mind-map, flowchart, or diagram

c. Event To-Do Lists

_____ 's To-do List

Task: _____ Date: _____

Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

_____ 's To-do List

Task: _____ Date: _____

Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

_____ 's To-do List

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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

DOING

16. Team Activity Event Planner

d. Event Planner

Activity/(specific event): _____

Divide this planner into 3 sections: 'Preparing for the event', 'During the event' and 'After the event'.

Task	Time	People	Equipment/materials	Other information	Done?
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, $20 of change.	Cannot handle both food & money.	CB
After the event e.g. Clean-up serving area	60 mins 1-2pm	Nancine & Czarleah	Bins, broom, spray clean & wipes.	All bins must be emptied in skip.	NR/ CB

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d. Event Planner (cont.)

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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DOING

Reflection - Team

Feedback, review and self-assessment are important ways that help identify strengths and weaknesses to develop personally and build transferable skills. So you need to reflect on what went well, and also not so well. That's why it's called a Personal Development Activity.

Listed below are some questions that you are expected to answer to review, and reflect on, your experiences as part of the team Personal Development Activity.

There are also evaluation pro-formas on pp.74-75.

Your teacher might also provide you with specific review and reflection questions related to your activity and event.

My personal successes

Outline examples from your Personal Development Activity of how you achieved successfully.

☺

☺

☺

My personal challenges

Outline examples from your Personal Development Activity, of things or tasks that you found difficult or challenging.

☹

☹

☹

My communication successes

Use examples from your Personal Development Activity to describe how you effectively used communication to achieve a better outcome.

☺

☺

☺

My communication challenges

Use examples from your Personal Development Activity to describe how your use of communication did not help achieve a better outcome.

☺

☺

☺

My time management successes and challenges

Use examples from your Personal Development Activity to describe how you effectively managed your time.

☺

☺

☺

Use examples from your PDS Activity to describe how you didn't do so well at managing your time.

☹

☹

☹

My problem solving successes and challenges

Use examples from your PDS Activity to describe how you effectively dealt with problems, risks and other issues.

☺

☺

☺

Use examples from your PDS Activity to describe how you didn't do so well at dealing with problems and other issues.

☹

☹

☹

Working collaboratively

Describe how you worked effectively with others.

☺

☺

Reflection - Team

Team successes

Use examples from your Personal Development Activity to describe how **teamwork** helped achieve a better outcome.

☺

☺

☺

Team challenges

Use examples from your Personal Development Activity to describe how **teamwork** didn't help achieve a better outcome.

☹

☹

☹

Team communication successes

Use examples from your Personal Development Activity to describe how **team communication** helped to achieve a better outcome.

☺

☺

☺

Team communication challenges

Use examples from your Personal Development Activity to describe how **team communication** didn't help to achieve a better outcome.

☹

☹

☹

Team time management successes and challenges

Use examples from your PDS Activity to describe how your team effectively managed time.

☺

☺

☺

Use examples from your PDS Activity to describe how your team didn't do so well at managing time.

☹

☹

☹

Team problem-solving successes and challenges

Use examples from your PDS Activity to describe how your team dealt with problems, risks and other issues.

☺

☺

☺

Use examples from your PDS Activity to describe how your team didn't do so well dealing with problems and issues.

☹

☹

☹

Personal Improvement strategies

After discussing your performance with your teacher, and getting constructive feedback, list 3 improvement strategies that can help **you** develop in the future.

😐

😐

😐

Team Improvement strategies

After discussing your performance with your teacher, and getting constructive feedback, list 3 improvement strategies that can help you develop in the future when working in a **team**.

😐

😐

😐

REVIEWING

18. Transferable Skills

A good way to self-assess, is to provide examples of how you demonstrated various skills as part of your active participation in your team Personal Development Activity.

Some of these skills might even be directly transferable to your CV.

These tables contain many activity and task skills that you may have been expected to demonstrate.

For each relevant skill, briefly outline, using an example, how you successfully demonstrated this. Then your teacher will check and initial these.

Transferable skills

How did I successfully...	Explanation/example	Teacher
☐ work with others?		
☐ contribute to activity outcomes?		
☐ manage my time?		
☐ show creativity?		
☐ build resilience?		
☐ deal with conflict?		
☐ get motivated?		
☐ participate in discussions?		
☐ use active listening?		
☐ participate in the community?		
☐ manage risk?		

Transferable skills

How did I successfully...	Explanation/example	Teacher
☐ solve problems?		
☐ make decisions?		
☐ communicate verbally?		
☐ communicate non-verbally?		
☐ use social media to communicate?		
☐ use digital devices to communicate?		
☐ research an issue?		
☐ analyse an issue?		
☐ participate in meetings?		
☐ demonstrate empathy?		
☐ work with external people?		
☐ deliver a presentation?		
☐		
☐		
☐		

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REVIEWING

19. Evaluation: General Competencies - Team

Evaluation: General Competencies

This evaluation should be completed by your supervisor in relation to your activity. Your teacher might also instruct you to self-assess and/or have your team member(s) complete an evaluation.

Student: _____

Activity: _____

Student's role: _____

Evaluated by: _____ Position: _____

Performance at:	Excellent	Very Good	Good	Basic	Not shown
☺ Communicating effectively...............					
☺ Being adaptable..............................					
☺ Managing time.................................					
☺ Solving-problems............................					
☺ Managing and leading					
☺ Planning and organising................					
☺ Learning new Tasks					
☺ Using technology					
☺ Being self-aware.............................					
☺ Working with others.........................					
☺ Working safely					

Briefly describe up to three of this student's most successful contributions/areas of involvement.

1. _____

2. _____

3. _____

Briefly suggest areas that this student should aim to develop further.

1. _____

2. _____

Feel free to comment further. (Add another page or a specific evaluation if necessary.)

_____

_____

_____

Signed: _____ Date_____

Evaluation: Specific Competencies

This evaluation needs to be completed by your supervisor in relation to your activity. Your teacher might also instruct you to self-assess and/or have your team member(s) complete an evaluation.

Student: _____

Activity: _____

Student's role: _____

Evaluated by: _____ Position: _____

Specific work-related skills/competencies successfully demonstrated by the student included...

e.g. Safely used kitchen equipment including microwave, industrial dishwasher and peeling machine.

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Briefly suggest areas that this student should aim to develop further.

1. _____

2. _____

Feel free to comment further. (Add another page or another evaluation if necessary.)

_____

_____

Signed: _____ Date: _____

REVIEWING

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