

PERSONAL DEVELOPMENT ACTIVITY PLANNER

VPC 1&2

Introduction 2

Individual Activity Planning Steps..... 4

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- ⇒ Literacy VPC 1&2: Coursebook & Applied Vocational Booklet
- ⇒ Numeracy VPC 1&2: Coursebook & Skills Development Portfolio
- ⇒ Personal Development VPC 1&2: Coursebook & Applied Vocational Booklet
- ⇒ Work Related Skills VPC 1&2: Coursebook & Applied Vocational Booklet
- ⇒ 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
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- ⇒ Work Related Skills VM 1&2: Coursebook & Applied Vocational Booklet
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- ⇒ Work Related Skills VM 3&4: Coursebook & Applied Vocational Booklet

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VCE: VM 1&2
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CAE: Foundation 11	___ @ \$55	or ___ @ \$595
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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 this as 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 a task 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.

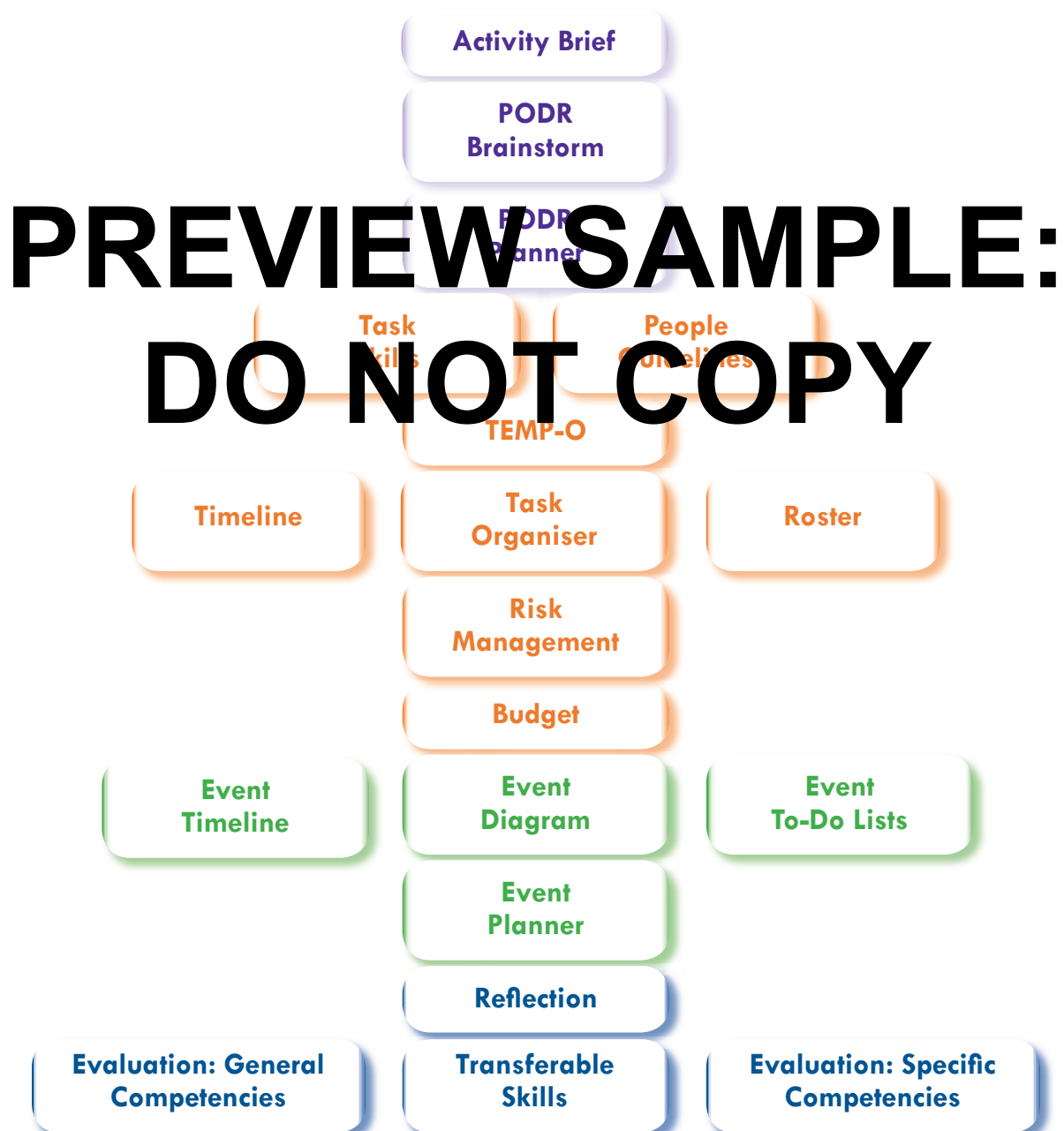
Each of the 4 stages of PODR cross over. So you should be checking and reviewing throughout the whole activity process.

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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.



Individual Activity Planning Steps

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

Individual PDS Activity:						
Activity Step	Page	Information	Required?	Date	Done?	
1. Brief	5					
2. PODR Brainstorm	6-7					
3. PODR Planner	8-9					
4. Task Skills	10-11					
5. TEMP-O	12-13					
6. Timeline	14-15					
7. Task Organiser	16-17					
8. Communication	18-19					
9. Risk Management	20-21					
10. Budget	22-23					
11. Event Timeline	24					
12. Event Diagram	25					
13. Event To-do Lists	25					
14. Event Planner	26-27					
15. Reflection	28-29					
16. Transferable Skills	30-31					
17. Evaluation: General Competencies	32					
18. Evaluation: Specific Competencies	33					
19. Other information	34-35					

PLANNING

ORGANISING

DOING

REVIEWING

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1. Individual Activity Brief

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

- ⇒ The brief outlines the key goals and requirements of the activity.
- ⇒ Your teacher will discuss the activity brief with you and your class.
- ⇒ Use short sentences to record key activity details.

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

2. What does my individual activity involve?

- ⇒
- ⇒
- ⇒

3. What are the main benefits of joining the club?
4. What are the key timelines and deadlines?
5. Who else is involved in this activity?

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4. What are the key timelines and deadlines?

- ⇒
- ⇒
- ⇒

5. Who else is involved in this activity?

- ⇒
- ⇒
- ⇒

Planning

Now it is time for you to start planning your individual PDS goal, objective or activity (such as a health and wellbeing goal).

- ⇒ Good planning involves developing a timeline to help you to achieve your goals and objectives.
- ⇒ Planning and goal-setting are 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 activity.

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

2. Individual Activity PODR Brainstorm

- i. List the main tasks that might be required for your 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 activity.

3. Activity PODR Planner

You have done some brainstorming of ideas, so now it's time to develop a written plan for your individual 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 individual PDS Activity.)

Write a one sentence description of your individual activity.

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

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ii. Organising stage

(For your overall individual PDS Activity.)

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

Which other people might be involved?

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

3. Individual Activity PODR Planner

List potential safety hazards, legal requirements and permissions.

iii. Doing stage

(For the specific outcome, goal or event of your individual PDS Activity.)

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

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

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What tasks need to be done for the specific activity outcome or event?
By when must these be done?

iv. Reviewing stage

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

When will I discuss my progress with my teacher?

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

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 individual Personal Development Activity, think about and discuss these questions. Then complete the **Activity Task Skills** pro-forma on p.11.

- What skills do I already bring to the activity?
- Which skills do I lack (i.e. skills-gaps); what can I do about this?
- Who can help as a supervisor/mentor for my activity?

Potential activity task skills (tick/add others specific to your activity)			
<input type="checkbox"/> plan timelines	<input type="checkbox"/> negotiate permissions	<input type="checkbox"/> get supervisor feedback	<input type="checkbox"/> prepare written information
<input type="checkbox"/> organise resources	<input type="checkbox"/> make appointments	<input type="checkbox"/> organise travel times	<input type="checkbox"/> organise transportation
<input type="checkbox"/> brief other people	<input type="checkbox"/> communicate responsibilities	<input type="checkbox"/> monitor safety	<input type="checkbox"/> plan budgets
<input type="checkbox"/> hire rooms and facilities	<input type="checkbox"/> organise music	<input type="checkbox"/> write a speech/presentation	<input type="checkbox"/> organise guests
<input type="checkbox"/> handle and collect money	<input type="checkbox"/> estimate quantities	<input type="checkbox"/> organise guest speakers	<input type="checkbox"/> use multimedia
<input type="checkbox"/> make posters	<input type="checkbox"/> develop marketing materials	<input type="checkbox"/> develop web materials	<input type="checkbox"/> prepare visual aids
<input type="checkbox"/> contact people	<input type="checkbox"/> organise rosters	<input type="checkbox"/> fill in forms	<input type="checkbox"/> print handouts
<input type="checkbox"/> make announcements	<input type="checkbox"/> record a presentation	<input type="checkbox"/> operate ICT equipment	<input type="checkbox"/> troubleshoot technical issues

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4. Individual Activity Task Skills

a. What tasks are involved?

What skills do I bring to the activity?

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b. What skills do I lack?

How can I develop these skills?

e.g. I don't know how to create a daily timetable to follow.

I am going to learn how to plan my timetable as part of Numeracy.

c. Supervisor/Mentor

Who might be able to assist me in a supervisor/mentor role?

Organising

You have completed a **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 individual activity. So now it is time to start organising your activity based on these 4 key categories by using this **Individual Activity TEMP-O**.

- i. Tasks that need to be done.
- ii. Equipment that will be used.
- iii. Materials that will be needed.
- iv. The roles and responsibilities of any external people I have to deal with.

i. Tasks (What, when & how?)

Main task?	When by?	How?
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5. Individual Activity TEMP-O

ii. Equipment		
What equipment?	When needed?	\$ Costs?

iii. Materials		
What materials?	When needed?	\$ Costs?
PREVIEW SAMPLE:		
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iv. People			
Who else?	What is their role?	What I need to ask?	Advice/permission

Organising Timelines

You must plan and organise your individual 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 **Individual Activity Timeline**.

What are the step-by-step activity dates and deadlines?

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

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

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Organising Tasks

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

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

Use the **Individual 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?

Zoh's teacher says that she needs to get permission from the principal before she can organise the fashion show she is planning. However, Zoh has already told her friends to make their outfits because she promised them her show would go ahead.

7. Individual Activity Task Organiser

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

Communicating Effectively

As part of your individual 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.

i. What message(s)/information am I trying to communicate? Why?

⇒

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⇒

⇒

⇒

⇒

⇒

⇒

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

8. Individual Activity Communication

ii. What is the best way to communicate this message/information?

(Think: Format & media)



iii. How can I make sure that the message/information is effective?

(Think: To suit the audience)



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iv. How will I know that the message/information has been understood?

(Think: Feedback)



Risk Management

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 your level of responsibility in ensuring that each issue is dealt with properly.

Discuss each of these six risk management issues and list key points related to your individual 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?

⇒

⇒

⇒

⇒

9. Individual Activity Risk Management

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:

- ⇒
- ⇒

PREVIEW SAMPLE:

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

As part of your individual 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 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:

⇒

⇒

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Expense

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

⇒

⇒

⇒

⇒

⇒

⇒

⇒

⇒

Tip: Always underestimate revenue and overestimate expenses!

10. Individual Activity Budget

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		

Student signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

Doing - 11. Individual Activity Event Timeline

Now it is time to work on the doing stage of your individual 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 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 responsibilities 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 **Individual Activity Task Organiser**.)

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- a. Create an event timeline identifying the times for your tasks. When you get feedback from your teacher.

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Individual Activity Event: 12. Diagram // 13. To-Do Lists

b. Event mind-map, flowchart, or diagram

PREVIEW SAMPLE:

c. Event To-Do Lists

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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

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

14. Activity Event Planner

d. Event Planner

Activity/(specific 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, \$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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14. Individual Activity Event Planner

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

Individual Reflection

Feedback, review and self-assessment are important ways to help you 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 your individual Personal Development Activity.

There are also evaluation pro-formas on pp.32-33.

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.



PREVIEW SAMPLE:



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.



15. Individual Activity Reflection

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.



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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.



16. 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 individual 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
<input type="checkbox"/> work with others?		
<input type="checkbox"/> contribute to activity outcomes?		
<input type="checkbox"/> manage my time?		
<input type="checkbox"/> show creativity?		
<input type="checkbox"/> build resilience?		
<input type="checkbox"/> deal with conflict?		
<input type="checkbox"/> get motivated?		
<input type="checkbox"/> participate in discussions?		
<input type="checkbox"/> use active listening?		
<input type="checkbox"/> participate in the community?		
<input type="checkbox"/> manage risk?		

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16. Transferable Skills

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

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REVIEWING

17. Evaluation: General Competencies

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.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Being adaptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Managing time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Solving-problems.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Managing and leading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Planning and organising.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Learning new tasks.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Using technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Being self-reliant.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Working with others.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Working safely.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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 _____

18. Evaluation: Specific Competencies

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: _____

19. Other Information

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