

Personal Development Skills | Foundation Unit 1

Program Names: Scope Young Ambassador, See the Person Program

VCAL Award Level: Foundation

VCAL Unit Level: 1

Curriculum Focus: Personal Development Skills Strand
(Accreditation period January 2020 – December 2024)

As stated in the VCAL Curriculum: Unit 1 focuses on the development of appropriate knowledge, skills and attributes in relation to:

- Resilience, self-esteem and efficacy
- Health and wellbeing
- Family and social connectedness
- Environmental awareness
- Critical and creative thinking
- Planning and organisational skills
- Problem-solving and interpersonal skills

NB. Refer to the VCAL Personal Development Skills Strand Curriculum Planning Guide to ensure that the curriculum focus is appropriate.

Assessment overview

Scope's Young Ambassador (SYA) and See the Person Programs (SPP) focus on developing students' knowledge, skills and attitudes around including members of their community who are living with disability. A key component of the programs involves giving students hands-on experience of supporting people with disability in the school and wider community. Activities may include involvement with Scope's accessible sports programs including the Balloon Football League and supported Ice-skating, and volunteering with the Endeavour Foundation and Nadrasca Farm.

The SYA program contributes approximately 15 hours and SPP contributes approximately 10 hours to the VCAL PDS curriculum.



Program objectives & student activities

Students will develop knowledge, skills and understanding of diversity and disability issues in order to become community leaders. The program consists of self and peer awareness activities, interaction with people with disabilities, and a community service activity. Students may also reflect on and learn from the activities they undertake through the supplementary student workbook as well as formal and informal discussion.

Level of teacher support

Community Educators from Scope provide delivery of the SYA and SPP programs and additional support for completion of the activities. Teachers are required to:

- Support Scope through the active supervision and behaviour management of students during workshop and community service activities.
- Design and implement extension activities and assessment tasks to ensure student learning meets VCAL PDS Unit 1 requirements.

- Maintain personal records of student participation and contribution to program workshops and community service activities to ensure student learning meets VCAL PDS Unit 1 requirements.

Any consideration of diverse needs

The SYA and SPP programs are based around understanding the concept of diversity, and how this is integral to building healthy communities. Furthermore, the programs:

- Use case studies of people with disability to highlight issues related to lack of community inclusion and encourage students to consider and promote the needs of young people with disability in their communities
- Incorporate interactive activities and supplementary learning materials that cater for a range of learning styles and abilities
- Are adapted through Reasonable Adjustments to ensure accessibility for all students participating

Evidence of successful completion

Practical activities, Community Service Activity, Student Workbook Tasks.

Learning Outcome 1

Plan, organise and carry out a simple activity.

Elements

The elements are demonstrated when the student can:

- 1.1. Develop a plan for a simple activity in relation to one or more of the following:
 - Resilience, self-esteem and efficacy
 - Health and wellbeing
 - Family, social and/or environmental responsibilities
 - Valuing participation in a democratic society
- 1.2. Select resources appropriate for achievement of the activity
- 1.3. List success criteria for achievement of the activity
- 1.4. Carry out the activity that involves a limited number of steps within a defined period of time
- 1.5. Reflect upon own achievements and challenges of the activity

Learning opportunities

Students can plan the SYA or SPP workshop(s) and community activity to promote social responsibilities and equal participation in the community. They will liaise with Scope Educators to confirm required resources and monitor the completion of the activity by developing success criteria. Using student evaluation resources, they will reflect on their own achievements and challenges throughout the activity.

Learning Outcome 2

Demonstrate knowledge specific to a simple activity.

Elements

The elements are demonstrated when the student can:

- 2.1. Identify and demonstrate knowledge that will contribute to the achievement of a simple activity
- 2.2. Access and gather information required to complete the activity
- 2.3. Outline steps required for completion of the activity
- 2.4. Reflect on own performance and outcomes achieved

“Learnt so much, enlightening, informative on how to work better and prepare better written communication and language use.”

- Program participant

Learning opportunities

Students will research the SYA/SPP workshops and community activities and seek any further clarification from the Scope Educator. In completing the SYA/SPP, students should ensure the following is completed:

- Selection of the most suitable program
- Coordination of suitable times and dates for in-school workshop(s)
- Selection of desired community activity
- Confirmation of dates for the community activity
- Completion of registration documentation (in association with the classroom teacher)
- Discussion of resources required for the workshop and community activities
- Discussion of any concerns regarding any aspect of the program (with support from the classroom teacher)
- Distribution of supplementary workbooks to all students
- Submission of completed student evaluations to the scope educator at the conclusion of the program

Learning Outcome 3

Demonstrate skills specific to a simple activity.

Elements

The elements are demonstrated when the student can:

- 3.1. Identify and demonstrate personal and other skills that will contribute to the achievement of a simple activity
- 3.2. Demonstrate use of the skills relevant to the activity
- 3.3. Use appropriate equipment and materials to suit the conditions under which the activity will be undertaken
- 3.4. Reflect on own skill development within the activity

Learning opportunities

Through planning and participating in a simple activity, students must identify and use a range of personal skills as well as equipment and resources. These may include; organisation, collaboration, critical and creative thinking, reflection, communication, problem-solving. Students may reflect on their skill development using the workbook, evaluation document, formal or informal discussion and/or through resources supplied by the classroom teacher.

Learning Outcome 4

Solve a problem specific to a simple activity.

Elements

The elements are demonstrated when the student can:

- 4.1. Identify a problem related to a simple activity
- 4.2. Explain possible solutions to the problem
- 4.3. Contribute to the activity that is aimed at resolving the problem
- 4.4. Reflect upon the effectiveness of the action taken to resolve the problem

Learning opportunities

Students will discuss potential problems in planning and carrying out the SYA/SPP with their classroom teacher and/or peers. Through this process, they will be able to identify any problems that arise and find and implement a solution to resolve the problem. Students may reflect on their skill development using the workbook, evaluation document, formal or informal discussion and/or through resources supplied by the classroom teacher.

Learning Outcome 5

Demonstrate teamwork skills in a simple activity.

Elements

The elements are demonstrated when the student can:

- 5.1. Participate in a simple activity demonstrating teamwork skills
- 5.2. Describe personal factors that contribute to teamwork
- 5.3. Reflect on factors that influence team behaviour
- 5.4. Discuss the effectiveness of team processes for achieving goals

Learning opportunities

Students will be required to use teamwork skills throughout the SYA/SPP workshops and community activities. This will be demonstrated through the interactive and experiential nature of the programs and will require students to complete a range of discussion and wider learning activities. Students may reflect on factors influencing team behaviour and processes, using the workbook, evaluation document, formal or informal discussion and/or through resources supplied by the classroom teacher.

“I learnt how to communicate with people with disabilities and that they are just like us.”

– Program participant

Interested in running a Scope program in your school, or want to find out more?

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