

Personal Development Skills | Foundation Unit 2

Program Names: Scope Young Ambassador, See the Person Program

VCAL Award Level: Foundation

VCAL Unit Level: 2

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

As stated in the VCAL Curriculum: Unit 2 focuses on the development of appropriate knowledge, skills and attributes in relation to:

- Community engagement
- Social and environmental awareness
- Participation in a democratic society
- Social connectedness
- 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.

“The activities made me have a slight glimpse into certain disabilities which makes me more compassionate and patient.”

- Program participant

Student role and responsibilities in relation to the task:

To develop knowledge, skills and understanding of diversity and disability issues in order to become community leaders. Students undertake self and peer awareness activities, interact with people with disabilities and carry out 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 the activities.

Teachers should:

- 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 2 requirements

- Maintain personal records of student participation and contribution to program workshops and community service activities to ensure student learning meets VCAL PDS Unit 2 requirements

Any consideration of diverse needs

The SYA and SPP programs are based around the concept and understanding 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

Identify the roles of members of a community.

Elements

The elements are demonstrated when the student can:

- 1.1. Discuss what it means to be a member of a community
- 1.2. Describe the importance of rights and responsibilities of members of a community
- 1.3. Identify and list the roles of different members of a community
- 1.4. Discuss how a member of a community can have a positive impact on that community
- 1.5. Identify the skills and personal attributes of an effective member of the community

Learning opportunities

Students will collate information about characteristics and issues that are present in diverse communities, with primary focus on people with disability. They will discuss the rights and responsibilities of individuals and factors that contribute to inclusion and positive outcomes within a community. To achieve this, students will use a variety of investigatory methods which may include enquiry, media and online research, discussion and reflection.

Learning Outcome 2

Plan and organise a simple activity concerning an environmental, cultural or social issue within a community.

Elements

The elements are demonstrated when the student can:

- 2.1. Discuss and select an environmental, cultural or social issue within a community
- 2.2. Plan a simple activity to address the issue
- 2.3. Identify the risks associated with the activity and implement strategies to minimise the risks identified
- 2.4. Contribute to and participate in the planned activity
- 2.5. Reflect on own contribution to the activity

Learning opportunities

Students will engage with Scope's Young Ambassador or See the Person Program to discuss social issues related to the inclusion of people with disabilities. They will prepare for and attend a community activity, actively contributing to its success. Students should have knowledge of potential risks associated with the activity and implement strategies to minimise these. Strategies may include; effective communication, problem-solving, health and safety considerations etc. Finally, students will reflect on their involvement in the activity.

Learning Outcome 3

Communicate information about a simple environmental, cultural or social activity within a community.

Elements

The elements are demonstrated when the student can:

- 3.1. Identify sources of information regarding a simple environmental, cultural or social activity within a community
- 3.2. Collect and interpret information about the activity
- 3.3. Communicate information and/or findings to others regarding the activity, using appropriate digital media technologies
- 3.4. Reflect on the effectiveness of the communication of the activity

Learning opportunities

Students will engage in discussion and various learning activities to learn about social issues and community activities affecting people with a disability. Student will complete research (either independently or collaboratively) to extend their learning about the social issue and/or community activity. Utilising a range of communication strategies and devices, students will discuss or present their findings before reflecting on their experience.

“Renee’s personal experiences was incredibly valuable. She gave me a different view of disability & inclusion.”

- Program participant

Learning Outcome 4

Identify problems related to a simple environmental, cultural or social activity within a community.

Elements

The elements are demonstrated when the student can:

- 4.1. Identify and list problems that may arise when dealing with a simple environmental, cultural or social activity within a community
- 4.2. Discuss the causes of these problems
- 4.3. Detail the impact these problems may have on the activity
- 4.4. Identify a range of strategies to address the problems

Learning opportunities

Students will engage with structured activities and discussion, to identify challenges related to a community. Within the parameters of the SYA or SPP, this will include developing knowledge about communication; methods, aids and devices for communicating and consequences of breakdowns and misunderstandings. Students will engage with case studies and a community activity to observe problematic communication and brainstorm possible resolutions.

Learning Outcome 5

Demonstrate teamwork skills in a simple activity within a community.

Elements

The elements are demonstrated when the student can:

- 5.1. Participate in a simple activity within a community 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

Through structured learning activities, students will learn about teamwork and collaboration. They will explore how a range of factors contribute to group success, including their personal attributes and contributions to a team or group. Students will participate in a community activity, utilising and demonstrating teamwork skills. They will then use feedback to discuss the success of their group's involvement in an activity and reflect on their own personal contribution.

“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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