

Personal Development Skills | Intermediate Unit 1

Program Names: Scope Young Ambassador, See the Person Program

VCAL Award Level: Intermediate

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
- Collaborative skills
- Leadership and decision-making skills for group work or teamwork

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 complex activity or project.

Elements

The elements are demonstrated when the student can:

- 1.1. Plan, organise and carry out a complex activity in relation to one or more of the following:
 - Resilience, self-esteem and efficacy
 - Health and wellbeing
 - Family and social responsibilities
 - Environmental responsibilities
 - Valuing participation in a democratic society
- 1.2. Identify and use appropriate resources related to the activity or project

- 1.3. Identify positive or negative factors that influence individual behaviour and impact participation in the activity or project
- 1.4. Reflect upon own achievements and challenges of the activity or project

Learning opportunities

Students can plan the SYA/SPP workshop(s) and community activity which relates to social responsibilities and valuing participation in a democratic society. They will liaise with Scope Educators to confirm required resources, ensure the completion of the activity by developing success criteria. Using student evaluation resources, they will reflect on their own achievements and challenges of the activity.

Learning Outcome 2

Demonstrate knowledge and skills in the context of a complex activity or project.

Elements

The elements are demonstrated when the student can:

- 2.1. Establish the requirements of a complex activity or project
- 2.2. Document a plan to achieve the activity or project with the assistance of a peer or adult mentor
- 2.3. Identify, demonstrate and evaluate the knowledge and skills required for the activity or project
- 2.4. Reflect on own performance within the activity or project
- 2.5. Reflect on own contribution to the activity

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 they establish the tasks and elements required to complete the activity or project. Students will be able to reflect on their own performance using the evaluation and workbook as well as informal discussions and additional tasks set by the classroom teacher.

Learning Outcome 3

Demonstrate self-management skills for goal achievement in the context of a complex activity or project.

Elements

The elements are demonstrated when the student can:

- 3.1. Identify and implement processes and procedures for achieving goals within the context of a complex activity or project
- 3.2. Use time management strategies to achieve the goals
- 3.3. Identify and demonstrate various personal skills including stress management, resilience and conflict management to achieve goals
- 3.4. Identify strategies to improve own performance in achieving the goals

Learning opportunities

Through the planning and participation 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.

“It was an eye opening experience and I learnt about communication.”

- Program participant

Learning Outcome 4

Demonstrate interpersonal skills to communicate ideas and information.

Elements

The elements are demonstrated when the student can:

- 4.1. Identify characteristics of effective communication
- 4.2. Identify and demonstrate problem-solving strategies to avoid or resolve conflict
- 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 explore the essential elements of effective communication and use these to 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 leadership skills and responsibilities.

Elements

The elements are demonstrated when the student can:

- 5.1. Describe the characteristics and interpersonal skills of people in leadership roles
- 5.2. Distinguish between different leadership styles
- 5.3. Recognise individual leadership styles within a team
- 5.4. Identify and demonstrate the skills required of an effective team leader
- 5.5. Reflect on and evaluate own leadership skills within a team

Learning opportunities

Students will be exposed to a range of people demonstrating leadership through case studies, video and in-person within SYA/SPP sessions and Community Activities. Through structured activities and informal discussion, students will begin to identify and distinguish between leadership styles and roles. Students may also reflect on characteristics of leadership that influencing team behaviour, 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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