Secondary Education Programs
Alignment with VCAL Curriculum | *2020 - 2024*

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Personal Development Skills | Intermediate Unit 2

Program Names: Scope Young Ambassador, See the Person Program

VCAL Award Level: Intermediate

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.

" I learned to see the person and see what we have in common "

- Program participant

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 2 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
Research and analyse an environmental, cultural or social issue affecting members of a community.

Elements

The elements are demonstrated when the student can:

1.1. Research and explain an environmental, cultural or social issue within a community

1.2. Research the roles of different community members affected by the issue

1.3. Analyse how these roles have contributed to or impacted on the issue

1.4. Report on findings, supported by the use of appropriate digital media technologies

Learning opportunities

Students will engage in the SYA/SPP to discuss and complete various learning activities, to explore 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.

"Fantastic session. Personal stories were great. Don't often hear about this from the perspective of a person with a disability."

- Program participant

Learning Outcome 2
Plan and organise a complex activity or project concerning an environmental, cultural or social issue within a community.

Elements

The elements are demonstrated when the student can:

2.1. Identify and explore an environmental, cultural or social issue within a community that requires action

2.2. Identify and evaluate a range of strategies to address the issue

2.3. Select and justify a strategy to address the issue

2.4. Actively participate in and contribute to planning and organising the activity or project to address the issue

2.5. Reflect on own and others' contribution to the activity or project

Learning opportunities

Students will engage with the SYA/SPP to discuss social issues related to the inclusion of people with disabilities. Through this they will be exposed to areas of the community that require action and begin to discuss strategies to address this issue. Students then select a strategy and plan for and participate in a community activity, actively contributing to its success. Strategies may include; effective communication, problem-solving, health and safety considerations etc. Finally, students will reflect on their own and others' involvement in the activity.

Learning Outcome 3
Use a range of communication strategies to raise awareness of an environmental, cultural or social activity within a community.

Elements

The elements are demonstrated when the student can:

3.1. Identify and evaluate a range of information sources regarding an environmental, cultural or social activity within a community

3.2. Identify and use a variety of communication strategies to raise awareness of the issue

3.3. Collect feedback on the effectiveness of the awareness-raining strategies

3.4. Evaluate and report on the effectiveness of the awareness-raising activity, supported by the use of appropriate digital media technologies

Learning opportunities

Students will engage with the SYA/SPP to discover strategies for effective communication specifically related to their community activity. Within the SYA/SPP learning, students will have opportunities for practical application of strategies to communicate with people with disabilities as well as how these can be used to raise awareness of their selected social activity. Collation of feedback and further evaluation relating to the effectiveness of the activity will not be completed within the parameters of the SYA/SPP and should be facilitated by the classroom teacher.

"I learned that everyone communicates differently."

- Program participant

Learning Outcome 4
Analyse and apply problem solving skills related to an environmental, cultural or social issue within a community

Elements

The elements are demonstrated when the student can:

4.1. Identify and analyse problems that may arise when dealing with an environmental, cultural or social activity within a community

4.2. Identify and evaluate a range of strategies to address the problems

4.3. Demonstrate problem-solving skills related to the identified problems

4.4. Reflect on own performance in analysing and addressing problems related to the issue

Learning opportunities

Students will engage with structured activities and discussion, to identify challenges related to a community. Within the parameters of the SYA/SPP, this will include developing knowledge about communicating with people with disabilities, including; practical strategies, aids and devices for communicating and consequences of breakdowns and misunderstandings. Students will be required to utilise a range of these throughout the workshop sessions and community activity and can then reflect on their own performance in a range of formal and informal ways.

Learning Outcome 5
Actively contribute to group cohesion to manage a complex activity or project concerning an environmental, cultural or social issue within a community

Elements

The elements are demonstrated when the student can:

5.1. Describe personal factors that contribute to group work or teamwork

5.2. Develop and implement a strategy to promote group cohesion

5.3. Contribute to and participate in a complex group activity or project concerning an environmental, cultural or social issue within a community

5.4. Evaluate factors that influence group/team behaviour and impact on the achievement of the activity or project

5.5. Reflect on own contribution to group cohesion in the activity or project

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.

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