

Personal Development Skills | Senior Unit 1

Program Names: Scope Young Ambassador, See the Person Program

VCAL Award Level: Senior

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
- Self-directed 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. As required by the Senior PDS Outcomes, the major focus of these programs should be the Community Activity Project. Scope will provide opportunities for students' projects to be aligned with a Balloon Football League or supported Ice-skating program. Additionally, students can have experiential learning opportunities at the Endeavour Foundation or Nadrasca Farm.

The total program hours are dependent on individual arrangements between schools and Scope and should be confirmed prior to commencement.



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, Student Workbook Tasks, Community Service Project. Classroom teachers must ensure elements of learning outcomes are met through additional and subsequent assessment tasks.

On completion of the SYA/SPP workshops and Community Project, students will receive a certificate of achievement.

Learning Outcome 1

Plan, organise and carry out a complex, self-directed project.

Elements

The elements are demonstrated when the student can:

- 1.1. Plan, organise and carry out a complex, self-directed project in relation to one or more of the following:
 - Resilience, self-esteem and efficacy
 - Health and wellbeing
 - Family and social responsibilities
 - Environmental responsibilities
 - Participation in a democratic society
- 1.2. Select and use resources to meet requirements for the completion of the project
- 1.3. Develop solutions relating to potential problems connected with the project

1.4. Communicate effectively to audiences unfamiliar with concepts involved in the project

1.5. Critically evaluate own performance through self-reflection and feedback from stakeholders

Learning opportunities

Engagement with the SYA/SPP will allow students to develop a project in association with Scope's Community Inclusion programs. The focus of the project can relate to one or more of the focus areas and should be confirmed with Scope prior to SYA/SPP commencement. Additionally, students can discuss elements of the program with the Scope educator and apply this information to their independent planning and communication. Feedback will be provided to the student by the Scope Educator, which they can use in their self-reflection.

Learning Outcome 2

Evaluate the impact of environmental, cultural or social issues in a complex, self-directed project.

Elements

The elements are demonstrated when the student can:

- 2.1. Demonstrate an understanding of environmental, cultural or social community issues in a complex, self-directed project
- 2.2. Identify and discuss the social and ethical considerations of digital media involvement with these issues
- 2.3. Describe the benefits and challenges of environmental, cultural or social community responsibility
- 2.4. Apply knowledge of environmental, cultural or social community issues to planning the project
- 2.5. Evaluate the effectiveness of strategies used to consider these issues

Learning opportunities

Utilising the SYA/SPP workshops and workbook as a starting point, students will continually work to evolve their knowledge of issues related to the inclusion and recognition of people with disability. They will explore this in a practical setting through the Community Project.

“Awesome presentation which was as excellent way to increase awareness when working / interacting with people with a disability.”

– Program participant

Learning Outcome 3

Implement decision-making skills in a complex, self-directed project.

Elements

The elements are demonstrated when the student can:

- 3.1. Lead a structured meeting that has been convened to resolve an issue related to a complex, self-directed project
- 3.2. Implement decision-making techniques suitable for a team or group
- 3.3. Contribute to effective group decision making
- 3.4. Critically evaluate the effectiveness of decision making in the project

Learning opportunities

Students will be required to utilise decision-making skills throughout the SYA/SPP and Community Project. As these occasions will predominantly occur outside of the SYA/SPP workshop(s), the classroom teacher will provide, facilitate and/or monitor students' leadership in accordance with the elements of this learning outcome.

Learning Outcome 4

Apply strategies to improve communication in a complex, self-directed project.

Elements

The elements are demonstrated when the student can:

- 4.1. Identify and evaluate different methods of communication relevant to a complex, self-directed project
- 4.2. Research and discuss the place of digital media technologies as a communication strategy
- 4.3. Develop and implement a communication strategy for the project
- 4.4. Critically evaluate the effectiveness of the communication strategy

Learning opportunities

Students will explore the essential elements of effective communication and use these to direct research and develop a communication strategy for their Community Project. Within the context of the SYA/SPP, students may also wish to explore how digital media technologies and platforms can aid communication for people with disabilities. Students may collect feedback on the effectiveness of the communication strategy through their Community Project, which can then contribute to their critical evaluation.

Learning Outcome 5

Demonstrate teamwork skills in a simple activity within a community.

Elements

The elements are demonstrated when the student can:

- 5.1. Research leadership skills necessary for effective group work and teamwork
- 5.2. Develop and demonstrate effective leadership skills in the project
- 5.3. Lead the project involving two or more people
- 5.4. Critically evaluate own leadership in the project

Learning opportunities

Students will be exposed to a range of people demonstrating leadership through case studies, video and in-person. Students may then use this as the basis to extend their personal research and application. Opportunities to demonstrate and lead the project will be presented throughout the SYA/SPP and Community Project. Students should utilise a range of resources and methods to evaluate their personal leadership.

“It was informative, interesting and I gained more knowledge in my understanding on relationship with disability.”

- VCAL participant

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

Please get in touch with us:

 1300 4 72673

 contact@scopeaust.org.au

 www.scopeaust.org.au