

Personal Development Skills | Senior Unit 2

Program Names: Scope Young Ambassador, See the Person Program

VCAL Award Level: Senior

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. 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.

“It is an amazing opportunity for students to learn about equality and fair treatment for all members of society.”

– Teacher and senior school co-ordinator

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 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 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

Research, analyse and evaluate an environmental, cultural or social issue that affects members of a community.

Elements

The elements are demonstrated when the student can:

- 1.1. Identify a range of research methods appropriate for collecting information regarding an environmental, cultural or social issue that affects members of the community
- 1.2. Critically analyse the issue
- 1.3. Research and analyse potential support for addressing the issue
- 1.4. Evaluate and report on own findings, using appropriate digital media technologies

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, completion of the student workbook, discussion and reflection.

Learning Outcome 2

Establish or build on an external partnership to address or promote awareness of an environmental, cultural or social issue in a community

Elements

The elements are demonstrated when the student can:

- 2.1. Identify appropriate external partnership opportunities relevant to an environmental, cultural or social issue in a community
- 2.2. Select an appropriate external partnership and justify own decision
- 2.3. Develop objectives and goals for the selected external partnership arrangement
- 2.4. Identify, evaluate and implement a range of strategies to maintain a successful external partnership
- 2.5. Critically evaluate the effectiveness of the established external partnership

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 3

Plan, organise and carry out a complex, self-directed project related to an environmental, cultural or social issue in a community.

Elements

The elements are demonstrated when the student can:

- 3.1. Develop a project plan, including aims, budget, timelines and measurable milestones, for a complex, self-directed project related to an environmental, cultural or social issue in a community
- 3.2. Identify and evaluate internal and external factors that may impact on the desired project outcome/s, and plan for possible contingencies
- 3.3. Organise, run and minute meetings related to the project using appropriate meeting protocols
- 3.4. Actively participate in carrying out the project
- 3.5. Critically evaluate own performance in the project

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 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.

“I learned to see the person and see what we have in common.”

- Program participant

Learning Outcome 4

Present and communicate ideas and information in a complex, self-directed project related to an environmental, cultural or social issue in a community.

Elements

The elements are demonstrated when the student can:

- 4.1. Select and prepare information to suit the project purpose and an audience, including community partners
- 4.2. Use communication media appropriate to the nature and context of the potential audience
- 4.3. Apply the process of planning and editing to produce communication or marketing products
- 4.4. Use appropriate language and tone for the audience and purpose
- 4.5. Deliver a sustained presentation on the project using appropriate digital media technologies

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 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 effective teamwork skills in a complex, self-directed project related to an environmental, cultural or social issue in a community

Elements

The elements are demonstrated when the student can:

- 5.1. Apply appropriate negotiation and decision-making skills to reach desired outcomes in a complex, self-directed project related to an environmental, cultural or social issue in a community
- 5.2. Describe and implement conflict resolution skills in relation to the project
- 5.3. Understand and demonstrate compassion and empathy towards others in the project
- 5.4. Critically reflect on own and team involvement in the 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.

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

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