

# An Integrated VCE Vocational Major Community Project

[illegible]

# *WORKING COMMUNITY PROGRAM*

An Integrated Victorian Certificate of Education Vocational Major Program- as a whole year project or phased approach to teaching and learning

A resource for the Victorian Certificate of Education Vocational Major Studies  
Unit 3 & 4 Personal Development Skills, Literacy, Numeracy and Work Related Skills

# A note about this edition

## WORKING COMMUNITY PROGRAM

A resource for integrated delivery of the VCE Vocational Major Units 3&4 in Literacy, Numeracy, Personal Development Skills and Work Related Skills.

### *A note about this and previous editions:*

The Working Community Program was first published in 2004 (Dave Turner & Dave Tout ISBN 0 7594 0464 3 © Commonwealth of Australia, 2004) and funded by the Commonwealth Department of Education, Science and Training under the Quality Teacher Program.

In 2011 the Department of Education, Employment and Workplace Relations granted the Victorian Applied Learning Association (VALA) permission to update Working Community to take into account changes to the Victorian Certificate of Applied Learning (VCAL) curriculum and to a number of organisations and resources mentioned in the first edition.

In 2022, as part of the Senior Secondary Reforms, Victorian Curriculum and Assessment Authority (VCAA) released new study designs for the VCE Vocational Major (VCE VM) and Victorian Pathway Certificate (VPC), replacing the VCAL from 2023. Both the VCE VM and VPC remain underpinned by Applied Learning pedagogy, and it is recommended that the study designs are delivered and assessed through an integrated approach (VCAAa, 2023).

In response to these changes, VALA has undertaken a complete overhaul of the original program. Whilst maintaining program title and the ‘bones’ we have added many activities. Notably, the implementation of continuous reflective journaling, portfolio preparation and presentation and integrated Numeracy and Literacy tasks to create a **scaffolded and fully integrated program that is able to meet all key knowledges and skills from Units 3 & 4 in the Literacy, Numeracy, Personal Development Skills and Work Related Skills Study Designs**. You can use it to structure any project you and your students co-design, or you can dip ‘in and out’.

As always, we don't tell you **what** to do, we show you **how** to do it!

*This resource is not static, and we invite you to share your learnings and suggestions from implementing the program in your setting so we can continue to improve this free resource.*

Helene Rooks, CEO

Vocational & Applied Learning Association (VALA)

PO Box 123 Seville VIC 3139

[info@vala.asn.au](mailto:info@vala.asn.au)

Acknowledgements:

- **Mark Collard** (Playmeo) for advice and guidance on developing reflective questions and interpersonal, teamwork, communication and leadership skills.
- **Mal Hand** for developing and mapping the Numeracy activities in the program.
- **Shelley Muir** for developing assessment rubrics (ongoing)
- **Cherie Osta** for developing the 'Power skills in Action' resource which can be incorporated into this program.
- **Natalie Purves** (VALA) for restructuring, extending, curriculum mapping and managing this project.
- **Dave Tout** (Multifangled) for advice and guidance incorporating the Numeracy study designs.

# Contents

<b>PROLOGUE</b>	<b>1</b>
<b>Introduction</b>	<b>1</b>
<b>Chapter 1</b>	<b>25</b>
<b>Phase 1: Induction</b>	<b>25</b>
<b>Chapter 2</b>	<b>72</b>
<b>Phase 2: Community visits</b>	<b>72</b>
<b>Chapter 3</b>	<b>113</b>
<b>Phase 3: Skills Workshops</b>	<b>113</b>
<b>Chapter 4</b>	<b>161</b>
<b>Phase 4: Planning and implementing community project</b>	<b>161</b>
<b>Chapter 5</b>	<b>220</b>
<b>Phase 5: Evaluating community projects and portfolio celebration</b>	<b>220</b>
<b>Chapter 6</b>	<b>260</b>
<b>Rubric</b>	<b>260</b>
<b>Appendices</b>	<b>261</b>
<b>Appendix A: List of Information sheets and Handouts</b>	<b>262</b>
<b>Appendix B: Resources</b>	<b>264</b>
<b>Appendix C: Acronyms and Abbreviations</b>	<b>266</b>
<b>Appendix D: References</b>	<b>267</b>

# Tables

<b>TABLE 1 WORKING COMMUNITY PROGRAM PHASES MAPPED TO VCE VM PDS, LITERACY AND WRS UNITS AND OUTCOMES</b>	<b>7</b>
<b>TABLE 2 WORKING COMMUNITY PROGRAM PHASES MAPPED TO VCE VM NUMERACY UNITS, AREAS OF STUDY AND NUMERACIES</b>	<b>8</b>
<b>TABLE 3 WHOLE YEAR (30-32 WEEK) SCHEDULE FOR RUNNING WORKING COMMUNITY</b>	<b>19</b>
<b>TABLE 4 PHASE 1 VCE VM STUDY AND UNIT, AREA OF STUDY, OUTCOME AND ASSESSMENTS</b>	<b>26</b>
<b>TABLE 5 PHASE 1 VCE VM NUMERACY STRUCTURE OF OUTCOMES 1, 2 &amp; 3</b>	<b>28</b>
<b>TABLE 6 PHASE 1 ACTIVITIES, UNIT AND AREA OF STUDY, KEY KNOWLEDGE AND KEY SKILLS</b>	<b>28</b>
<b>TABLE 7 PHASE 1 REFLECTIVE JOURNAL QUESTIONS – INDICATIVE AND TARGETED QUESTIONS</b>	<b>32</b>
<b>TABLE 8 PHASE 2 VCE VM STUDY AND UNIT, AREA OF STUDY, OUTCOME AND ASSESSMENTS</b>	<b>74</b>
<b>TABLE 9 PHASE 2 VCE VM NUMERACY STRUCTURE OF OUTCOMES 1, 2 &amp; 3</b>	<b>77</b>
<b>TABLE 10 PHASE 2 ACTIVITIES, UNIT AND AREA OF STUDY, KEY KNOWLEDGE AND KEY SKILLS</b>	<b>78</b>
<b>TABLE 11 PHASE 2 REFLECTIVE JOURNAL QUESTIONS – INDICATIVE AND TARGETED QUESTIONS</b>	<b>84</b>
<b>TABLE 12 PHASE 3 VCE VM STUDY AND UNIT, AREA OF STUDY, OUTCOME AND ASSESSMENTS</b>	<b>115</b>
<b>TABLE 13 PHASE 3 VCE VM NUMERACY STRUCTURE OUTCOMES 1, 2 &amp; 3</b>	<b>117</b>
<b>TABLE 14 PHASE 3 ACTIVITIES, UNIT AND AREA OF STUDY, KEY KNOWLEDGE AND KEY SKILLS</b>	<b>118</b>
<b>TABLE 15 PHASE 3 REFLECTIVE JOURNAL QUESTIONS – INDICATIVE AND TARGETED QUESTIONS</b>	<b>124</b>
<b>TABLE 16 PHASE 4 VCE VM STUDY AND UNIT, AREA OF STUDY, OUTCOME AND ASSESSMENTS</b>	<b>163</b>
<b>TABLE 17 PHASE 4 VCE VM NUMERACY STRUCTURE OF OUTCOMES 1, 2 &amp; 3</b>	<b>166</b>
<b>TABLE 18 PHASE 4 ACTIVITIES, UNIT AND AREA OF STUDY, KEY KNOWLEDGE, AND KEY SKILLS</b>	<b>167</b>
<b>TABLE 19 PHASE 4 REFLECTIVE JOURNAL QUESTIONS – INDICATIVE AND TARGETED QUESTIONS</b>	<b>176</b>
<b>TABLE 20 PHASE 5 VCE VM STUDY AND UNIT, AREA OF STUDY, OUTCOME AND ASSESSMENTS</b>	<b>222</b>
<b>TABLE 21 PHASE 5 VCE VM NUMERACY STRUCTURE OF OUTCOMES 1, 2 &amp; 3</b>	<b>223</b>
<b>TABLE 22 PHASE 5 ACTIVITIES, UNIT AND AREA OF STUDY, KEY KNOWLEDGE AND KEY SKILLS</b>	<b>224</b>

# PROLOGUE

## Introduction

### Chapter overview

Summary

The five phases

VCE VM learning outcomes

Establishing a program

Resources

### Summary

*Working Community* is an integrated Victorian Certificate of Education Vocational Major (VCE VM) community focused program targeted at Year 12 students. The program meets the Unit 3 and 4 outcomes for Personal Development Skills (PDS), Literacy, Numeracy and Work Related Skills (WRS). The structured applied learning program involves students working in teams to plan, implement and evaluate a community project of their choice.

These community projects relate to a community issue of concern. The young people will identify environmental, cultural, economic and social issues affecting the local, national and global community and select one for an extended community project (VCAAd, 2023). The extended project will provide opportunities for the students to explore their local community. The Working Community program provides students with the opportunity to **explore their local community** through either:

- selecting an issue of concern **in their local community** and collaborating with organisations, agencies, and employers who are either directly involved in the issue of concern or indirectly through their ability to help build awareness of the community project and/or facilitate aspects of the project, or
- selecting an issue of concern **in a national or global community context** and collaborating with organisations, agencies and employers who are either directly

involved in the issue of concern or indirectly through their ability to help build awareness of the community project and/or facilitate aspects of the project.

This resource is aimed at giving teachers and school communities the information and resources required to deliver the program to VCE VM Year 12 students.

*Working Community* can be implemented in its entirety over a whole school year, approximately 30 - 32 weeks. Alternatively, teachers can choose individual phases to implement into their VCE VM program.

## The five phases

*Working Community* is a five-phase structured program, the phases are:

- Phase 1: Induction
- Phase 2: What is community?
- Phase 3: Skills workshops
- Phase 4: Planning and implementing a community project
- Phase 5: Evaluating the community project and portfolio celebrations

### Phase 1: Induction

- A 5-week phase which includes a one day workshop for all the students in the project.
- Students are introduced to the program by presenters from education, the voluntary sector and industry.
- Students work in small groups and compete in structured activities and quizzes based on the information provided during the workshop.
- Students will refresh the underpinning numeracy knowledge and skills necessary to complete the Numeracy tasks embedded in the program.
- Students use the induction day to develop their understanding of workplace responsibilities and rights through interactions with guests and speakers and apply this to the *Working Community* phases.



- Students will choose their *Power Skill in Action* to further develop throughout the program, they will need to provide evidence of meeting their power skill, along with reflective discussions held with their peers and teachers. Once their power skill has been met through the activities and evidence in the phases, students can choose another power skill to develop.
- Students begin their critical reflective journals and portfolios. These journals and portfolios will be an ongoing process as the students move through the phases. They will be completed and presented in Phase 5.

## **Phase 2: What is community?**

- The students learn about environmental, cultural, economic and social issues affecting the local, national and global community, through accessing informational, organisational and procedural texts and numeracies in context. They explore local community agencies and organisations that respond to these issues or can help to facilitate a response to the issues.
- A class is divided into student teams of three or four, and the teams organise visits to one or two local community agencies that respond to, or can help facilitate a response to, an issue of concern in the community. In these visits the students practice their communication and collaboration skills within a workplace.
- Students then inform the class about the visits and compile their information into a class informational directory text that can be used for ideas for community projects in Phase 4.
- With teacher direction, students learn interviewing skills, phone-call techniques, and presentation and recording skills, etc.
- Students continue to critically reflect in their journals, prepare their portfolios, and provide evidence of developing their power skill.

## **Phase 3: Skills workshops**

- Students participate in two skills workshops. Skills Workshop 1 is focussed on interpersonal, teamwork, leadership and communication skills and knowledge. Skills Workshop 2 is focussed on leadership skills and knowledge. They will go onto apply

these knowledge and skills to workplace wellbeing and personal accountability in implementing their community project in Phase 4.

- At an external venue such as a fitness camp, students participate in a series of outdoor adventure type activities to learn about interpersonal, teamwork, leadership, and communication skills. These workshops can also be conducted on school grounds.
- These skills and knowledge are supported by the numeracy activities: Health and society; Design a recreation space, and Let's fundraise! where they learn planning and costing for budgeting in Phase 4.
- Students will attend an excursion or incursion with the Young Workers Centre where they will learn about discrimination, bullying and sexual harassment in the workplace and apply this to a role play.
- Students continue to critically reflect in their journals, prepare their portfolios, and provide evidence of developing their power skill.

#### **Phase 4: Planning and implementing a community project**

- Students form their own teams and plan and implement their own project of an area of concern in a local, national or global community.
- Students engage with literacy for advocacy as they produce a range of texts for the promotion their community project and produce a podcast on their chosen community issues of concern.
- They develop the skills as they lead their projects and participate in a process of structured reflection.
- They draw on their previous learning in the Skills Workshops to implement a healthy, collaborative, cooperative and harmonious workplace that is the community project
- This development of skills and knowledge is supported through the numeracy activities: Are you sure about that?; Shapes, angles and design, and Young worker injuries.
- Students undertake a final entry into their critically reflective journals, finish their *Power Skills in Action* and collate everything in their portfolios moving to Phase 5 portfolio presentation.

## Phase 5: Evaluating the community project and portfolio celebrations

- Students complete their numeracy activities: Moving out, Can I afford it?, and Let's celebrate!
- Students complete their portfolio for group and individual presentation and celebration
- Student teams give a presentation to adults who have a career or job that is of particular interest to the team members, or of relevance to their *Working Community* issue of concern.
- The presentation will focus on an evaluation of the effectiveness of the project planning and implementation. Additionally, the presentation will showcase reflections on the issue of concern, and how they can advocate or advise others on this issue.
- Respondents provide feedback to the students on the relevance of what they have learnt as related to their own career.
- Students will display material from their projects in their portfolio and attend a celebration to share their learning and achievements. Ideally, guests would be invited, and students will receive certificates.

## VCE VM Learning Outcomes

The *Working Community* program taken in its entirety covers all the studies for the VCE VM Unit 3 and 4. Inclusive of areas of study, outcomes, key knowledge and key skills and assessments. Individual phases can be implemented separately and have been designed to provide enough evidence through the use of assessment tools, to cover a whole area of study (AOS) and outcome for PDS and Literacy with VCAA aligned assessment task. With the exception of WRS Unit 3 AOS 1, 2 and 3 which is covered over multiple phases. See Table 1 *Working Community* program phases mapped to VCE VM, PDS, Literacy and WRS Units and Outcomes for a more detailed outline of this.

Numeracy outcomes and numeracies are spread out over the five phases.

**Note:** There are three activities that occur throughout all phases of the *Working Community* program, which are developed to cover a whole area of study and outcome for a particular study with VCAA aligned assessment task. These are:

1. Critically Reflective Journals (PDS Unit 3 AOS 1)
2. Portfolio Preparation (WRS Unit 4 AOS 1)
3. Power Skills in Action (PDS Unit 3 AOS 1, 2 & 3 and a selection of key knowledge and key skills from WRS Unit 3 AOS 1 & 3)

Consequently, if a school chooses to implement a single phase rather than the whole *Working Community* program, the above activities may not provide enough evidence of demonstration of achievement of the AOS and satisfactory completion of a unit. This will depend on how much evidence and understanding is provided by the students in the activities and the key knowledge and key skills chosen by the teacher to be evidenced in the activities and aligned to AOS's. See below for further details on each of these activities and guidance for implementation.

The mapping of *Working Community* to the VCE VM study designs should be seen as **a guide only**. Teachers must **check the relevant study designs** to gauge which outcomes are covered by each project and each student.

**Table 1 *Working Community* program phases mapped to VCE VM PDS, Literacy and WRS Units and Outcomes**

VCE VM Unit	Outcomes	Phase
Personal Development Skills – Unit 3 Leadership and Teamwork	AOS 1: Social awareness and interpersonal skills	1, 2, 3 & 4
	AOS 2: Effective leadership	1, 2, 3 & 4
	AOS 3: Effective teamwork	1, 2, 3 & 4
Personal Development Skills – Unit 4 Community Project	AOS 1: Planning a community project	2 & 4
	AOS 2: Implementing a community project	4
	AOS 3: Evaluating a community project	5
Literacy – Unit 3 Practical Purposes	AOS 1: Accessing and understanding informational, organizational and procedural texts	2
	AOS 2: AOS 2: Creating and responding to organizational, informational and procedural texts	2
Literacy – Unit 4 Oral Communication	AOS 1: Understanding and engaging with literacy for advocacy	4
	AOS 2: Speaking to advise or advocate	4 & 5
Work Related Skills – Unit 3 Industrial relations, workplace environment and practice	AOS 1: Workplace wellbeing and personal accountability	1, 2, 3 & 4
	AOS 2: Workplace responsibilities and rights	1 & 3
	AOS 3: Communication and collaboration	1, 2, 3 & 4
Work Related Skills – Unit 4 Portfolio preparation and presentation	AOS 1: Portfolio development	1, 2, 3 & 4
	AOS 2: Portfolio presentation	5

Table 2 *Working Community* program phases mapped to VCE VM Numeracy Units, Areas of Study and Numeracies

Numeracy Student activities	Personal	Civic	Financial	Health	Vocational	Recreational	Unit 3 Numbers	Unit 3 Shape	Unit 3 Quantity and measures	Unit 3 Relationships	Unit 4 Dimension and direction	Unit 4 Data	Unit 4 Uncertainty	Unit 4 Systematics	Problem solving	Toolkit
<b>PHASE 1</b>																
Numeracy nutters	✓						✓			✓					✓	✓
Who's in charge?		✓					✓					✓			✓	✓
Disasters		✓					✓					✓			✓	✓
Let's get out and about	✓						✓				✓	✓			✓	✓
<b>PHASE 2</b>																
Health and society				✓			✓					✓			✓	✓
Design a recreational space					✓	✓	✓		✓			✓			✓	✓
Let's fundraise!	✓				✓	✓	✓	✓	✓	✓		✓			✓	✓
<b>PHASE 3</b>																
What's a job worth?			✓				✓			✓		✓			✓	✓

Getting paid			✓				✓					✓		✓	✓	✓
Do I have to pay for that?	✓		✓	✓			✓					✓			✓	✓
<b>PHASE 4</b>																
Are you sure about that?						✓	✓					✓	✓		✓	✓
Shapes, angles and design						✓		✓							✓	✓
Young worker injuries				✓			✓					✓	✓		✓	✓
<b>PHASE 5</b>																
Moving out	✓		✓				✓			✓		✓		✓	✓	✓
Can I afford it?	✓		✓				✓			✓			✓	✓	✓	✓
Let's celebrate!	✓					✓	✓			✓				✓	✓	✓

At the beginning of every phase chapter there are two tables (examples below), information included in these tables are:

1. Outline of how the Phase meets a VCE VM Study and Unit, Area of Study, Outcome and Assessments

VCE VM Unit	Outcome	Assessment
PDS – Unit 3 Leadership and teamwork AOS 1: Social Awareness and interpersonal skills	<b>Outcome 1</b> Apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.	<ul style="list-style-type: none"> <li>• a critical reflection on the use of interpersonal skills – Critically Reflective Journal indicative and target questions</li> <li>• Handout 2: Developing your learning contract.</li> <li>• participation in Induction Workshop               <ul style="list-style-type: none"> <li>○ team statement</li> <li>○ presentation</li> </ul> </li> <li>• <i>Power Skills in Action</i></li> </ul>

2. Outline of how the Phase activities meet key knowledge and key skills in the VCE VM studies.

Activity	Unit	Key Knowledge	Key Skills
Students will plan, organise, and negotiate on an agreed or acceptable criteria for a <b>student learning contract</b> (Handout 2) during the program.	PDS Unit 3: Leadership and teamwork AOS 1: Social awareness and interpersonal skills	<ul style="list-style-type: none"> <li>• interpersonal skills to support effective and respectful interactions with others, including verbal and non-verbal communication, collaboration, negotiation, conflict resolution, decision making and leadership</li> </ul>	<ul style="list-style-type: none"> <li>• describe concepts relating to social awareness and interpersonal skills</li> </ul>

Colours are representative of each of the four studies as listed below:

• PDS
• WRS
• Literacy
• Numeracy

**Note:** Every numeracy task or activity is assessed through a multimedia presentation/report. This is in line with the Numeracy Study Design (VCAA, 2023) assessment task requirements.



## Assessment tasks

Assessment tasks provide opportunities for practical application of the outcomes. The assessment tasks can meet individual or multiple key knowledge and key skills depending on the activity. To satisfactorily complete an outcome in a VCE VM study an assessment task used to demonstrate achievement of one outcome in VCE VM unit cannot be used to demonstrate achievement in any other VCE VM unit (VCAA, 2023). Consequently, in each phase, an assessment task has been developed to explicitly meet the requirements of a VCAA VCE VM study and outcome, this assessment task is highlighted in yellow in the tables. However, within activities and assessment tasks there are opportunities to meet key knowledge and key skills from multiple units and outcomes as this is an integrated program. If a teacher is wishing to meet other outcomes, and key knowledge and key skills, then they will need to provide alternative evidence in the form of an assessment task. For example, a role play assessment task could be explicitly meeting an outcome for literacy oral communication, however, there are opportunities to meet an outcome for PDS teamwork. Teachers will need to provide assessment(s) to allow students to demonstrate their learning of teamwork.

## Key Knowledge and Key Skills

Within the phase outline specific key knowledge and key skills from VCE VM studies and their units have been mapped to the activities and assessment tasks, these assessment tasks are highlighted in bold in the tables. This means that the outcome for a specific subject and unit are being met through a range of activities where the students should apply and demonstrate learning.

While there are Handout sheets for the students and Information sheets for the teachers in the *Working Community* booklet, teachers will still need to scaffold the activities to make sure that the key knowledge and key skills are being met. This may mean developing further handouts and structured worksheets where students are guided in their learning. For example, a key skill in literacy requires students to apply the conventions of literacy, including sentence structure, paragraphing, punctuation, and spelling (VCAA, 2023). Whilst an activity has been mapped to meet the key skill, depending on the school context and

individual students, scaffolded teaching and learning and structured worksheets of the conventions of literacy will need to be developed.

## Power Skills in Action

There is an attached *Power Skills in Action* booklet to this *Working Community* program document. This booklet contains the following:

- Introduction to *Power Skills in Action*
- Eight Power Skills – accompanying each:
  - Definition
  - Strategies
  - Resources
  - Action table
  - Reflection questions
  - Future goal(s) table
- Links to VCE VM curriculum
  - PDS Unit 3 AOS 1, 2 & 3
  - WRS Unit 3 AOS 1 & 3

**Note:** Links to key knowledge and key skills in each of the units and AOS are indicative only. Depending on the power skill chosen, how the student develops the power skill in activities and phases and the evidence they produce will determine which key knowledge and key skill they are meeting. To use *Power Skills in Action* as an assessment tool, students will need to demonstrate the achievement of an outcome and satisfactory completion of a unit through the evidence gained throughout the phases. This is based on the teacher's decision.

Notably, WRS Unit 3 AOS 1 and 3, the evidence provided to meet these outcomes will need to relate to workplace environments that are simulated through the *Working Community* phases. Teachers should provide opportunities for students to apply their power skill to key knowledge and key skills in workplace wellbeing and personal accountability and communication and collaboration. Teachers could choose specific key knowledge and key

skills in these AOS's for the students to demonstrate their understanding and assessment requirements.

For the above reasons the *Power Skills in Action* booklet has not been specifically designated as an assessment task to meet either WRS or PDS, however, could easily meet AOS's through teacher guidance and power skills aligned to workplaces simulated in the *Working Community* program.

In Phase 1, students will choose a power skill to develop and strengthen throughout the activities in Phases 1 – 4. In consultation between the teacher and student, more power skills can be developed throughout the phases, in the hope that a number of power skills will be completed by the end of Phase 4. In Phase 5 they will include their Power Skill in their portfolio presentation and celebration.

A variety of guest speakers from a mix of workplaces can be invited to talk to the students about their experiences with power skills in their place of employment. This can be included in the Induction Day or as a separate activity. The focus is on why they are important and how they are used. The guest speakers, ranging from employees to business owners, can give a 'real life purpose' to why it is important to strengthen them.

Students are introduced to the eight power skills:

1. Communication
2. Conflict Management
3. Emotional Intelligence
4. Empathy
5. Problem Solving
6. Collaboration
7. Wellness
8. Time Management

Students work independently and/or in conference with peers and the teacher to decide on

their current levels of power skills. From the results, they compile a list of their strongest ones and ones that they would like to strengthen.

From the list of power skills that the students identified as wanting to strengthen, one area is chosen to develop and improve on throughout Phases 1 -4. They can add on other power skills throughout the phases as they achieve them.

Students are given a copy of their power skill, definition, strategies, resources, action table and future goal(s) table to read through. They are instructed that the Action table will be filled in throughout the phases and activities with evidence the students collect. The Future Goals table will be used in conjunction with the teacher and reflection questions, this can occur as and when the teacher and student decide to.

There are a few ways to undertake the *Power Skills in Action* activity:

### **Individual**

Students work through the power skill identified e.g., communication, reviewing the information and starting to fill in the table found in the booklet. This breaks down the power skill allowing for strategies and evidence of progress. Through the *Working Community* phases students purposefully and intentionally focus on improving their power skill using the strategies in an applied manner. For example, one strategy to improve communication skills is to initiate contact and talk face to face with a quest speaker.

After a designated time, students reflect on their progress and set future goals. This is all individualised. Some students will need to continue to work on their current power skill whilst others may choose another one for their list. Reflections may be done in individually, small groups or within teacher conferencing sessions.

### **Small Groups**

Students may work from the start, in small groups with others that share their power skill area to improve on. This may be done in structured meetings (weekly or fortnightly). The

group review the information and help each other set goals. Small groups also allow for students to practice techniques on each other and also allows for immediate feedback.

After a designated time, students reflect as a group on their progress and individually set future goals. Some students will need to continue to work on their power skill whilst others may choose another one from their list. New power skills will mean new groups, allowing students with the same skill to work together.

### **Timeline and achievement**

The aim to improve power skills can be undertaken over all the phases in *Working Community*. By the end of Phase 4, students should include the skills into their portfolio as a part of their resume, along with evidence and examples of how they have demonstrated them.

### **Critically Reflective Journals**

A critically reflective journal should be completed by students at the end of every phase. The journal is an assessment task that provides opportunities for practical application of the outcomes. Specifically, PDS Unit 3 Leadership and teamwork, Area of Study 1 Social awareness and interpersonal skills, Outcome 1 “Apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills” (VCAAd, 2023, p. 25).

Teachers should also use student critically reflective journals to actively engage students in a process of assessing their own learning. A form of assessment as learning: occurring when students reflect on and monitor their progress to inform their future learning goals (formative assessment). Additionally, the reflective journal is an assessment of learning assisting teachers in using evidence of student learning to assess achievement against outcomes and standards (summative assessment). Teachers should provide feedback on journals at every phase.

For each journal entry there are indicative questions that can be modified, and targeted questions that reflect the activities undertaken during the specific Phase. A way to help students undertake a critical reflection is to use specific examples from the phase to answer the questions.

## Portfolio

Portfolio preparation should be undertaken by students during and at the end of every phase. The portfolio preparation is an assessment task that provides opportunities for practical application of the outcomes. Specifically, WRS Unit 4 Portfolio, Area of Study 1 Portfolio development, Outcome 1 “Analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education” (VCAAe, 2023, p. 29). Additionally, the students will use this portfolio in Phase 5 as part of their presentation and celebration.

Students should prepare their portfolios using material from the activities and assessment tasks. Teachers should provide opportunities for the students to research a variety of portfolios to identify purpose, characteristics, intended audience and appropriate artefacts. Evidence is required of this research. Additionally, there are opportunities in Phase 2 for schools to organise excursions to institutions where the students can view examples of portfolios. This could include:

- Local TAFE’s and universities where they offer portfolio workshops and/or viewing of student portfolios in specific industries
- [Top Designs at Melbourne Museum](#) (virtual tours are also offered)
- [Eventbrite](#) – search this site for virtual and live portfolio events

## Establishing a program

The information outlined below is taken directly from the VCAA (2023) *VCE VM and VPC Integrated* program guidelines and modified to suit the *Working Community* program details.

## Planning

The *Working Community* program and its phases demonstrates how VCE VM Units 3 and 4 from PDS, WRS, Literacy and Numeracy can be integrated in one community project. This can be done in two ways. Firstly, as a totally integrated project whereby the students are taught all units in the same classroom by the same teachers. Teaching PDS, WRS, Literacy and Numeracy with the same group of students and in the same classroom is useful. This enables the allocated groups to work together across the four studies and have all their resources in the one room. Having two -three different teachers teaching across the range of subjects has its advantages. See what works best within your school and its timetable. Secondly, in a setting where students attend separate PDS, WRS, Literacy and Numeracy classes. Students complete the PDS outcomes of the integrated project in their PDS class, the WRS outcomes of the integrated project in their WRS class, and so on for Literacy and Numeracy. The activities in the phases will be integrated throughout the timeline of the *Working Community* program. Teachers should consistently relate the work students complete in the PDS, WRS, Literacy and Numeracy classes to the *Working Community* program. In some weeks student will complete tasks and activities which are directly linked to work they have done in their other classes.

### **Integrated unit suggestion**

Develop one booklet for the *Working Community* program that includes the PDS, WRS, Literacy and Numeracy work completed. Having the work in the same booklet shows students how the four studies are integrated and are mutually supporting student learning and development. It also means that if a student or group are working well, then they can move onto the next steps, or if they complete the work set in a PDS lesson, they can use class time to finish their WRS, Literacy or Numeracy work. Finally, this booklet can be used to help students prepare their portfolio for WRS Unit 4 and present the portfolio in Phase 5 celebrations.

Some parts of the program may need to be explicitly taught, so creating clear lessons around these is important. Some of these things may be known before we start teaching the phases so can be pre-prepared (e.g., *Power Skills in Action*). Others might emerge during the project

(e.g., working through conflict in groups) and need to be specifically addressed through targeted learning experiences created by the teacher.

It is important to develop a clear timeline and linked checklist for the *Working Community* program. This will help groups stay on track and know when milestones need to be met. Other useful strategies include having regular team meetings with the teacher/s, and keeping the students updated as to their progress throughout the program. You could have the timeline/checklist on the wall and each group gets the milestones marked off as they are met to the appropriate standard. It is important students realise this is not a race, as otherwise work may not be completed to the required level.

Goal setting could easily be built into this project for both WRS and PDS. For example, a student may focus on taking on a leadership role for PDS or researching reliable sources for WRS. Goals could be set weekly or fortnightly, or there could be a goal for across the entire project.

Different types of assessment are important in this integrated project. The booklet can be one key element of assessment, but it should not be the only method. Assessment can be ongoing, formative and summative, and both formal and informal, throughout the project. Assessment can take many forms, including conversations with the teacher, written tasks, oral presentations, observation of group work, involvement in the phases and reflection activities.

Outcome trackers are useful to have to ensure the key skills and key knowledge for both PDS, WRS, Literacy and Numeracy are addressed and met by each student. Students will work through these at different rates, with some students meeting outcomes on the first attempt and others needing multiple opportunities to meet them. It is therefore important that a tracking device is used, so accurate records for each student are kept. Sharing the information with students at different times throughout the unit can be encouraging for students and they can clearly see how the work they are doing is helping them meet the required outcomes.



## Schedule and activities

*Working community* operates as a whole year (30 – 32 weeks approximately) program. A possible structure and schedule are included below, which forms the basis of the program outlined in this document.

The schedule outlined is for 30 weeks, allowing 2 weeks for school activities, camps, and other interruptions to the school year. Teachers can also modify the schedule according to students meeting outcomes and assessments.

**Table 3 Whole year (30-32 week) schedule for running *Working Community***

Phase	Weeks	Activities
Phase 1	Weeks 1 – 5	<ul style="list-style-type: none"> <li>• Briefing students</li> <li>• Conducting Phase 1 Induction workshop and debriefing</li> <li>• Commencement of <i>Power Skills in Action</i> – an ongoing activity throughout phases</li> <li>• Introduction to critical reflection journal and WRS portfolio – an ongoing activity throughout phases</li> <li>• Refreshing underpinning numeracy skills</li> <li>• Linking <i>Working Community</i> to workplace responsibilities and rights</li> </ul>
Phase 2	Weeks 6 - 12	<ul style="list-style-type: none"> <li>• Exploring community through texts and numeracies</li> <li>• Preparing, organising and undertaking community visits</li> <li>• Applying communication and collaboration skills to community visits</li> <li>• Collating information and starting to think about Phase 4 project ideas</li> <li>• Power Skills in Action, Critically Reflective Journals and Portfolio Preparation</li> </ul>
Phase 3	Weeks 13 – 16	<ul style="list-style-type: none"> <li>• Contract expectations revisited with students</li> <li>• Skills workshops</li> </ul>

		<ul style="list-style-type: none"> <li>Investigating employment opportunities and responsibilities as tax paying citizen</li> <li>Incursion or excursion to Young Workers Centre</li> <li>Power Skills in Action, Critically Reflective Journals and Portfolio Preparation</li> </ul>
Phase 4	Weeks 17 - 26	<ul style="list-style-type: none"> <li>Planning and implementing the community projects</li> <li>Community projects as workplaces where wellbeing and personal accountability is implemented</li> <li>Promotion and advocacy of community project</li> <li>Completing and documenting the community project</li> <li>Investigating uncertainty, shapes and workplace injuries</li> <li>Power Skills in Action, Critically Reflective Journals and Portfolio Preparation</li> </ul>
Phase 5	Weeks 27 – 30	<ul style="list-style-type: none"> <li>Portfolio presentations and celebrations</li> <li>Evaluating community project</li> <li>Numeracy investigating students' next life stages</li> </ul>

## Resources

### Teacher Information

Power Skills in Action booklet (separate pdf)

Information sheet 1: Checklist of pre-conditions

Information sheet 2: Preparation tasks

Information sheet 3: Draft letter to parents/carers

## Information sheet 1: Checklist of pre-conditions

What needs to be put in place before Phase 1 begins? Here is a check list to help you identify a number of important factors that should be considered before running a *Working Community* program.

### Support for the program

- If working with other schools in a cluster, an agreement has been reached as to whether the school(s) will work alone or in a supportive cluster that can share resources and responsibilities between the schools ☐
- School has allocated global budget funds towards the program. ☐
- A partnership and/or coalition of contributing stakeholders has been established, that is, schools, community agencies and respondents from the world of work. ☐
- Additional funding or in-kind support has been identified or sourced. ☐

## Information sheet 2: Preparation tasks

### Promotion

1. Explain the vision and format of the five phases, the relevance of the program to the existing priorities of schools to the teachers in the school(s.)
2. Produce an introductory pamphlet for potential stakeholders (community agencies, employers, etc.).
3. Organise a briefing for the parents of interested students.

### Planning

4. Secure a global budget and or source additional funds or in-kind support for the program from local companies and local community agencies<sup>1</sup>.
5. Organise venues, dates and resource people for Phases 1, 3 and 5 external events and prepare an outline calendar for the five phases.

### Coordination

6. Liaise with local government, employment programs and LLENs concerning their active involvement in the program, e.g., volunteer-seconded facilitators, the role of their Youth Affairs Officer and leads for recruiting volunteers (community agencies and employers for Phases 2, 4 and 5).
7. Consult with local community agencies, e.g., employment programs, economic development organisations, community agencies and charities concerning their interest in participating in Phases 2 and 4.
8. Consult with key employers regarding their willingness to be involved in the “respondent role” in Phase 5, e.g., large companies, Chamber of Commerce, and service clubs.
9. Prepare information for participating students, in unsupervised excursions, including parent permission forms.

---

<sup>1</sup> Local Community Agencies refer to local government, voluntary sector, self-help groups, charities, youth agencies (not for personal profit). They will need a careful briefing on the aims and philosophy of the program.

## **Implementation**

10. Gain the commitment of the career or Career Education Funding coordinator, VCE VM coordinator and other relevant school personnel to support the program.
11. Highlight the need for resources that will be required by students in Phases 2 - 5, e.g., access to phones, messages, email, the project venture fund for student projects, access to laptops, laminated display boards etc.
12. Develop resource materials for students and briefing notes for community agencies, respondents from the world of work and young people and parents.

## **Evaluation**

13. Map student learning outcomes for the evaluation processes of the program.

## Information sheet 3: Draft letter to parents/carers

Dear ...

During this year your young person is to be involved in a community based/vocational learning program called *Working Community*. The program will enable your young person to engage in community-based team projects which also provide opportunities to gain skills relevant to the world of work.

The program will be incorporated into the school's Victorian Certificate of Education Vocational Major (VCE VM) program. It will form part of the *(here incorporate details of the levels and units being covered)*.

Your young person will be working in student learning teams away from the school site, investigating agencies that serve the community with the intention of developing their own community projects which meets an issue of concern that they have selected. The teams will then present their community projects to local employers, organisations and agencies to gain feedback about the relevant employment, interpersonal, teamwork, leadership and communication skills learned.

*Include a paragraph here providing more details to parents regarding travel, supervision of students and costs.*

Please sign the attached unsupervised excursion form confirming your willingness to allow your young person to work off the school site, with community agencies for the *Working Community* program.

*Working Community* is an exciting and valuable experience for our young people to develop citizenship, employment and lifelong learning skills as they develop and explore future pathways to work and community life.

Should you require further information, please contact \_\_\_\_\_.

Yours sincerely

\_\_\_\_\_  
Principal

\_\_\_\_\_  
*Working Community* Coordinator

*School must attach the permission form to this letter*

# Chapter 1

## Phase 1: Induction

The first phase of *Working Community* introduces students to the concept and aims of the program through an Induction Workshop, *Power Skills in Action*, Critically Reflective Journals and Portfolio Preparation. Additionally, this phase provides a refresher of knowledge and skills required for numeracy activities. Finally, students are introduced to their responsibilities and rights in workplaces.

### Time

Five weeks

### Structure and activities

Week	Activity
1	1. Introduction to the program and relevance to VCE VM 2. Development of a contract for participation in the program 3. Numeracy activity – Numeracy Nutters
2	4. Induction Workshop 5. Getting to know your responsibilities and rights in <i>Working Community</i> workplace (weeks 2 – 5)
3	6. Debriefing after Induction Workshop 7. <i>Power Skills in Action</i> (weeks 3 – 4) 8. Numeracy activity – Who’s in charge?
4	9. Numeracy activity – Disasters
5	10. Commencement of critical reflective journals 11. Commencement of portfolio preparation 12. Numeracy activity – Let’s get out and about

## VCE VM outcomes covered

This phase of *Working Community* can cover the VCE VM outcomes listed in the table below. **Yellow** indicates assessment task that explicitly meets the requirements of the VCAA VCE VM study and outcome.

**Table 4 Phase 1 VCE VM Study and Unit, Area of Study, Outcome and Assessments**

VCE VM Unit	Outcome	Assessment
PDS – Unit 3 Leadership and teamwork AOS 1: Social Awareness and interpersonal skills	<b>Outcome 1</b> Apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.	<ul style="list-style-type: none"> <li>• <b>Critically Reflective Journal</b> - a critical reflection on the use of interpersonal skills,</li> <li>• Handout 5: Critically Reflective Journals</li> <li>• indicative and target questions</li> <li>• Handout 2: Developing your learning contract.</li> <li>• participation in Induction Workshop               <ul style="list-style-type: none"> <li>○ team statement</li> <li>○ presentation</li> </ul> </li> <li>• Power Skills in Action</li> <li>• Handout 4: What are my Power Skills?</li> </ul>
PDS – Unit 3 Leadership and teamwork AOS 2: Effective leadership	<b>Outcome 2</b> Describe the concept of effective leadership, analyse leadership qualities, and evaluate leadership styles in a range of contexts, and demonstrate a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation	<ul style="list-style-type: none"> <li>• Power Skills in Action</li> <li>• Handout 4: What are my Power Skills?</li> </ul>



<p>PDS – Unit 3 Leadership and teamwork AOS 2: Effective teamwork</p>	<p><b>Outcome 3</b> Describe the characteristics of an effective team, and through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.</p>	<ul style="list-style-type: none"> <li>• Power Skills in Action</li> <li>• Handout 4: What are my Power Skills?</li> </ul>
<p>WRS – Unit 3 Industrial relations, workplace environment and practice</p>	<p><b>Outcome 2</b> Outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.</p>	<ul style="list-style-type: none"> <li>• a record of presentations by guest speaker/s at Induction Day</li> <li>• a record of participation in exercises in Workplace responsibilities and rights in the <i>Working Community</i> <ul style="list-style-type: none"> <li>○ Jigsaw activity</li> <li>○ Interviews</li> <li>○ Presentation</li> </ul> </li> <li>• Handout 3: Gallery Walk</li> </ul>
<p>WRS – Unit 4 Portfolio preparation and presentation AOS 1: Portfolio development</p>	<p><b>Outcome 1</b> Analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education</p>	<ul style="list-style-type: none"> <li>• <b>Portfolio preparation</b> - evidence of research into a variety of portfolios to identify purpose, characteristics, intended audience and appropriate artefacts.</li> <li>• Handout 6: What is a portfolio?</li> </ul>

Table 5 Phase 1 VCE VM Numeracy structure of outcomes 1, 2 &amp; 3

Phase 1 Numeracy student activities	Personal	Civic	Financial	Health	Vocational	Recreational	Unit 3 Numbers	Unit 3 Shape	Unit 3 Quantity and measures	Unit 3 Relationships	Unit 4 Dimension and direction	Unit 4 Data	Unit 4 Uncertainty	Unit 4 Systematics	Problem solving	Toolkit
Numeracy nutters	✓						✓			✓					✓	✓
Who's in charge?		✓					✓					✓			✓	✓
Disasters		✓					✓					✓			✓	✓
Let's get out and about	✓						✓				✓	✓			✓	✓

Within the phase outline below specific key knowledge and key skills from VCE VM studies and units have been mapped to the activities and assessment tasks, these assessment tasks are highlighted in **bold** and in the table above.

Table 6 Phase 1 Activities, Unit and Area of Study, Key Knowledge and Key skills

Activity	Unit	Key Knowledge	Key Skills
----------	------	---------------	------------

Students will plan, organise, and negotiate on an agreed or acceptable criteria for a <b>student learning contract</b> during the <i>Working Community</i> program.	PDS Unit 3: Leadership and teamwork AOS 1: Social awareness and interpersonal skills	<ul style="list-style-type: none"> <li>interpersonal skills to support effective and respectful interactions with others, including verbal and non-verbal communication, collaboration, negotiation, conflict resolution, decision making and leadership</li> </ul>	<ul style="list-style-type: none"> <li>describe concepts relating to social awareness and interpersonal skills</li> </ul>
Students will reach a group decision on acceptable behaviour on the agreed criteria for the <b>student learning contract</b> and should include: <ul style="list-style-type: none"> <li>commitment and participation in program</li> <li>regular attendance</li> <li>suitable language and behaviour</li> <li>dress code.</li> </ul>	PDS Unit 3: Leadership and teamwork AOS 1: Social awareness and interpersonal skills	<ul style="list-style-type: none"> <li>interpersonal skills to support effective and respectful interactions with others, including verbal and non-verbal communication, collaboration, negotiation, conflict resolution, decision making and leadership</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate the skill of leadership in communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to demonstrate social awareness and interpersonal skills in a real-life scenario or simulation.</li> </ul>
Students will work in workshop team activities at the <b>Induction Workshop</b> and prepare team statements and presentations about working with communities and undertake a team-based activity to develop a <b>student learning contract</b> .	PDS Unit 3: Leadership and teamwork AOS 1: Social awareness and interpersonal skills	<ul style="list-style-type: none"> <li>contexts and settings in which people demonstrate social awareness and interpersonal skills in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>compare and analyse characteristics, influences and settings, and contexts relating to social awareness and interpersonal skills</li> </ul>

Students will include in their <b>Induction Workshop</b> presentation an overview of workplace rights and responsibilities and how this applies to the <i>Working Community</i> program. They will participate in a <b>Gallery Walk</b> to explore this further.	WRS Unit 3: Industrial relations, workplace environment and practice AOS 2: Workplace responsibilities and rights	<ul style="list-style-type: none"> <li>individual employee responsibilities in relation to colleagues and community health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge to real and simulated workplace scenarios and case studies</li> </ul>
<p>In groups, students explore workplace responsibilities and rights in the <i>Working Community</i>. Students work in small groups to:</p> <ul style="list-style-type: none"> <li><b>Exercise 1:</b> Jigsaw overview of National Employment Standards and the role of the Fair Work Commission in workplace disputes</li> <li><b>Exercise 2:</b> Interviews</li> <li><b>Exercise 3:</b> Unions and professional organisations</li> </ul>	WRS Unit 3: Industrial relations, workplace environment and practice AOS 2: Workplace responsibilities and rights	<ul style="list-style-type: none"> <li>overview of the National Employment Standards and the role of the Fair Work Commission in workplace disputes <b>1</b></li> <li>worker classifications including: employees, contactors, apprentices and trainees <b>2</b></li> <li>awards, agreements and individual contracts as methods for determining pay and conditions of work <b>2</b></li> <li>employee advocates, including unions and professional associations <b>2, 3</b></li> </ul>	<ul style="list-style-type: none"> <li>identify and explain key ideas and concepts relating to workplace relations <b>1, 2, 3</b></li> <li>discuss, compare, analyse and evaluate concepts and strategies relating to the workplace environment, processes and practices <b>1, 2</b></li> <li>propose and justify strategies to improve the workplace environment</li> <li>apply knowledge to real and simulated workplace scenarios, and case studies <b>2, 3</b></li> </ul>
Students will commence their <b>Power Skills in Action</b> activity by exploring <b>What are my Power Skills?</b> , choosing	PDS Unit 3: Leadership and teamwork	<ul style="list-style-type: none"> <li>See attached <i>Power Skills in Action</i> booklet</li> </ul>	<ul style="list-style-type: none"> <li>See attached <i>Power Skills in Action</i> booklet</li> </ul>

a Power Skill to develop over the course of the <i>Working Community</i> phases.	AOS 1: Social awareness and personal accountability AOS 2: Effective leadership AOS 3: Effective leadership		
Students will respond to indicative and targeted questions on their interpersonal skills in their <b>critically reflective journals</b> .	PDS Unit 3: Leadership and teamwork AOS 1: Social awareness and interpersonal skills	<ul style="list-style-type: none"> <li>interpersonal skills to support effective and respectful interactions with others, including verbal and non-verbal communication, collaboration, negotiation, conflict resolution, decision making and leadership</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate the skill of leadership in communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to demonstrate social awareness and interpersonal skills in a real-life scenario or simulation.</li> </ul>
Students will explore different types of portfolios including physical, digital and/or hybrid their purposes, contexts and audiences and discuss the relevant evidence that will be included in their <b>portfolio preparation</b> through asking the question <b>What is a portfolio?</b>	WRS Unit 4: Portfolio preparation and presentation AOS 1: Portfolio preparation	<ul style="list-style-type: none"> <li>overview of the purpose of a portfolio and its intended audience and uses in different contexts.</li> <li>types of portfolios including physical, digital and/or hybrid</li> <li>types of evidence and artefacts included in a portfolio: cover letter, resume, photographic evidence, written artifacts</li> </ul>	<ul style="list-style-type: none"> <li>propose the relevant evidence that will be included in a portfolio.</li> <li>explain key characteristics relating to physical and digital, and/or hybrid portfolios.</li> <li>compare the key characteristics and purpose of physical and digital portfolios.</li> </ul>

		<ul style="list-style-type: none"> <li>Portfolio preparation will include sourcing examples of portfolios; these can be from their research in Phase 1 and conduct a gallery walk to consider:</li> <li>the purpose of a portfolio</li> <li>types of portfolios (physical, digital and hybrid)</li> <li>types of evidence and artefacts typically included in a portfolio</li> <li>characteristics of a high-quality portfolio.</li> </ul>	
--	--	--	--

Critically reflective questions in the table below, for students to respond to in their reflective journals, includes both indicative and targeted questions.

**Table 7 Phase 1 reflective journal questions – indicative and targeted questions**

Indicative Questions	Targeted Questions
<ul style="list-style-type: none"> <li>What have you learned about working in teams, and giving and receiving peer support?</li> <li>In what way have you taken responsibility for your learning?</li> <li>What have you understood about the world of your community and world of work?</li> <li>What did you feel you did well?</li> </ul>	<ul style="list-style-type: none"> <li>In what ways did you communicate with peers, teachers, and presenters at the induction day?</li> <li>How did you negotiate within your team? Would you change the negotiation process during the coming phases of the program? Why/why not?</li> <li>In what ways did you team collaborate?</li> </ul>

<ul style="list-style-type: none"> <li>• What were the things you thought you could do better?</li> <li>• What would you do differently?</li> <li>• How and when did you learn best?</li> <li>• What drives your learning and what you are passionate about?</li> <li>• How are you progressing in a study (Literacy, Numeracy, PDS and/or WRS) over this phase?</li> <li>• What are your processes in solving a difficult problem in this phase?</li> <li>• What reactions have you had to the texts you are reading?</li> <li>• What feedback on your participation in activities have you been given and how have you improved?</li> <li>• How have you participated in group work tasks and discussions?</li> <li>• What are your own values, preferences, and biases, and how this might impact your own participation.</li> <li>• What is difficult at the moment and why? What is the next step? Who or what can help me here?</li> </ul>	<ul style="list-style-type: none"> <li>• Where their conflicts that arose in collaborating and/or negotiating? If yes, what were they and how did you resolve them?</li> <li>• In what ways has the induction day made you think about your interpersonal skills and social awareness of others?</li> <li>• How and why did you choose which power skill to further develop?</li> </ul> <p><b>Note:</b> A way to help you answer these questions is by giving specific examples.</p>
--	--

## Week 1

### 1. An introduction to the program and its relevance to VCE VM

In the first week, students need to be introduced to the purpose of the program. This should include:

- a course description, see *Handout 1: About Working Community* and an outline of the assessment procedures as it relates to the VCE VM units
- the aims of the course and how *Working Community* contributes to their studies
- the structure of the program and information about the Induction Workshop
- being made aware of any other schools participating in the program and how they may work with those students.

### 2. Development of a contract for participation in the program

A student learning contract is between the student and the teacher. Both parties need to negotiate and agree on what is expected from participation in the program.

To achieve this, students should work in teams to negotiate and agree on the criteria for acceptable behaviour and then reach a group decision which should include:

- commitment to participate in all sessions
- suitable language and behaviour, in and out of class
- dress
- willingness to participate, listen and speak etc.

Use *Handout 2: Developing your learning contract* as the basis for a class activity to develop learning contracts. Contracts are a good way of reaching a group decision on acceptable behaviour for an activity.

It is also a positive way to introduce to students' skills such as negotiating, working in groups, respect for the values of others, etc.

### 3. Numeracy activity - Numeracy Nutters

The purpose of these Numeracy tasks is to establish students' existing skills and knowledge, and to provide learning opportunities to ensure that students have the necessary underpinning skills and knowledge to complete the Numeracy tasks embedded throughout



the *Working Community* program. See *Information sheet 4: Numeracy Nutters* for detailed outline of activity.

## Resources

### Teacher Information

Information sheet 4: Numeracy Nutters

### Student Resources

Handout 1: About Working Community

Handout 2: Developing your learning contract

## Week 2

### 4. Induction Workshop

The aims of the Induction Workshop are for students to:

- gain a better understanding of the purpose and the nature of the *Working Community* program
- work in small groups/teams preparing presentations on their learning on the day and their hopes for the program
- focus on the nature and meaning/relevance of the community and workplace responsibilities and rights
- build a commitment to participate in the program.

### 5. Getting to know your responsibilities and rights in *Working Community* workplace

During the Induction Workshop students will be introduced to workplace responsibilities and rights. This should include:

- seeing the *Working Community* program as a simulated workplace scenario where they can apply their understanding of workplace responsibilities and rights
- a discussion on how to maintain positive working relationships with peers, teachers, and community representatives.

- unpacking the concept of a positive workplace culture and its relationship to the *Working Community* program and the success of their projects.

This topic will proceed throughout Weeks 2 – 5.

## Structure

This one-day workshop may involve students from either one school or from a number of schools who are collaborating as a cluster to run the *Working Community* program. The day is structured so students can be given information, whilst they participate in a series of group activities, such as games and quizzes. A sample program for the Induction Workshop is included see *Information sheet 5: Induction workshop sample program*.

It is a good idea to start the Induction Workshop with some icebreaker activities. A couple of ideas for such activities are included in *Information sheet 6: Sample icebreaker activities*.

The students are introduced to the five phases of *Working Community* and are informed why the schools have invested in the program. They also meet, listen to and discuss information provided by local community representatives, employers and possibly local celebrities such as sports people and musicians. Finally, they are introduced to the topic of workplace responsibilities and rights through a guest speaker, discussing how the students can identify and contribute to a healthy, collaborative, cooperative and harmonious workplace similar to what they will experience throughout the phases of the *Working Community* program. They will work on this topic throughout Phase 1, see *Information sheet 7: Workplace responsibilities and rights* and *Handout 3: Gallery Walk*

## Resources

### Teacher Information

Information sheet 5: Induction Workshop sample program

Information sheet 6: Sample icebreaker activities

Information sheet 7: Workplace responsibilities and rights in the *Working Community*

### Student Resources

Handout 3: Gallery Walk

## Week 3

### 6. Debriefing after Induction Workshop

After the Induction Workshop and the development of the learning contract, it will be important to have time with the students reflecting on what they have experienced and found out about the course. They may have questions they want answered. This will be essential if the program is to continue successfully.

### 7. *Power Skills in Action*

Students will be introduced to *Power Skills in Action* (see attached *Power Skills in Action* booklet), an activity that will run throughout the five phases of the *Working Community* program. The aims of the *Power Skills in Action* activity are for students to:

- Choose a power skill that they would like to develop throughout the Working Community program, see *Handout 4: What is my Power Skill?*
- Gain knowledge around what power skills are, why they are important, how students can work on them, and examples of power skills
- Provide evidence throughout the *Working Community* phases to show how they are meeting different areas of their chosen power skill
- Relate these power skills and evidence provided to WRS Unit 3 AOS 1 and 3
- Respond to reflective questions on their chosen power skill, to occur in consultation with the teacher, throughout the phases of the *Working Community* program
- Describe how they will achieve future goals on areas of their chosen power skill, using evidence to show what they achieved.

This topic will proceed throughout Weeks 3 – 4.

Use the *Power Skills in Action* outline in *Chapter 1 VCE VM Learning Outcomes* and booklet (a separate pdf from this *Working Community* document) to help to introduce the students to what power skills are. Each power skill is outlined, and strategies of the power skill are listed and described.

## Structure

Once the students have identified the power skill that they want to further develop throughout the *Working Community* program, use the attached *Power Skills in Action* booklet to help guide the students in completing the tables throughout the phases. At end of every phase, students will need to provide evidence towards showing how they have met areas of the power skill, answered targeted power skill reflective questions, and outlined future goals on what areas they would like to work on using evidence to show how they will achieve this. Students can return to the tables and reflective questions at any time throughout the phases. All tables should be completed by the end of Phase Four to be included in their portfolio presentation in Phase 5.

## **8. Numeracy activity – Who’s in charge?**

The purpose of this Numeracy task is to investigate the responsibilities of Australian levels of Government, and our responsibilities as citizens in a changed workforce. See *Information sheet 8: Who’s in charge?* for a more detailed outline of the activity.

### **Resources**

#### **Teacher Information**

Power Skills in Action booklet (separate pdf)

Information sheet 8: Who’s in charge?

#### **Student Resources**

Handout 4: What are my Power Skills?

## **Week 4**

Students focus on completing tasks for activities:

- Workplace responsibilities and rights in the *Working Community*
- *Power Skills in Action*.

## **9. Numeracy activity – Disasters**

The purpose of this Numeracy task is to investigate how our understanding and responses to environmental disasters have changed over time, particularly with the incorporation of the

knowledge of our First Nations' peoples. See *Information sheet 9: Disasters* for a more detailed outline of the activity.

## Resources

### Teacher Information

Information sheet 9: Disasters

## Week 5

### 10. Commencement of critically reflective journals

The start of the critical reflective journals should commence early in the program. These journals will be completed at every phase of the *Working Community* program. Students can work on the questions throughout the phases or complete them at the end of each phase. Teachers should provide feedback to journal entries at every phase to help guide the student responses and to provide avenues for discussions with individual students, groups and the whole class.

There are two aspects to the critical reflective journals:

- I. Indicative questions
- II. Targeted questions

Phase 1 indicative and targeted questions for the critically reflective journals are listed in Table 6 at the beginning of this chapter. Thereafter, the questions are listed in a table at the beginning of each phase.

Teachers should review information provided in *Chapter 1 VCE VM Learning Outcomes Student Reflective Journals*. Teachers can modify the targeted questions to best suit their students, context and activities undertaken.

*Use Handout 5: Critically Reflective Journals* to get students to understand the requirements for their journals. Students should attempt to write a response to the journal questions; however, they can also use drawings, paintings, poems, songs/lyrics etc. as well.

## 11. Commencement of portfolio preparation

The start of the portfolio preparation should commence early in the program. These portfolios will be developed at every phase of the *Working Community* program through structured activities. Students can work on developing their portfolios throughout the phases or at the end of every phase. Teachers should check portfolio preparations and provide feedback at every phase. In Phase 5, the students will present their completed portfolios in a panel style interview and an evaluation of the end product.

Throughout the phases of the *Working Community* program, structured activities for portfolio preparation will include students undertaking:

- An exploration of the purpose of a portfolio and a consideration of the intended audience and uses of portfolios in different contexts.
- Discussions and comparisons of the features and uses of physical and digital portfolios and an examination of the characteristics of a high-quality portfolio.
- An understanding of how to prepare a portfolio proposal and how to plan the development of a portfolio.

Teachers should review information provided in *Chapter 1 VCE VM Learning Outcomes Portfolio*. Teachers can modify the portfolio activities to best suit their students, context and activities undertaken.

Use *Handout 6: What is a portfolio?* to get students to understand the requirements for their portfolios and as a stimulus for discussions about portfolio preparation throughout the phases.

## 12. Numeracy activity – Let's get out and about

The purpose of this Numeracy task is to investigate how our local community has changed over time; to identify local facilities that are of interest, and to plan the logistics of visiting these facilities in Phase 2. See *Information sheet 10: Let's get out and about* for a more detailed outline of the activity.

## **Resources**

### **Teacher Information**

Information sheet 10: Let's get out and about

### **Student Resources**

Handout 5: Critically Reflective Journals

Handout 6: What is a Portfolio?

**Students continue to focus on completing tasks for activities Workplace responsibilities and rights.**

## Handout 1: About Working Community

### WHAT WE HOPE YOU WILL GET OUT OF PARTICIPATING IN *WORKING COMMUNITY*

- Undertake projects in which you believe are based on your understanding and research into environmental, social, cultural and/or economic issues of concern in the local, national, and global community and how to advocate.
- Develop skills for work, learning and community participation and involvement.
- Build your confidence so that you can take responsibility for your learning and for investigating and finding possible pathways as you move from senior secondary schooling to post-schooling options.
- Learn about your local community; what types of organisations exist and what they do; and what types of organisations and activities you could be involved in.
- Take part in community-based activities and be supported in learning outside the classroom.
- Learn to present your ideas in a range of different ways and communicate them to different audiences.
- Learn about working independently, in teams, and taking responsibly and supporting each other.
- “A Fun Way To Learn”

**Our learning goals**

**SOCIAL AWARENESS**

**PERSONAL ACCOUNTABILITY**

**TEAMWORK**

**LEADERSHIP**

**COMMUNICATION**

**ADVOCACY**



## Structure of the *Working Community* program

*Working Community* has five phases.

### Phase 1 - Induction

- The start of the program where you learn more about *Working Community*.
- You will work in small groups and participate in some games and quizzes at a one-day workshop.
- You will commence three activities to be undertaken throughout all phases of the program:
  1. *Power Skills in Action*
  2. Critically Reflective Journals
  3. Portfolio Preparation.
- You will draw links between the program and the phases as a workplace and your responsibilities and rights.
- You will refresh your knowledge and skills of numeracy and undertake activities which investigate the numeracy around governments, citizenship, the environment and a local community.

### Phase 2 – What is Community?

- You will work in small groups to research environmental, social, cultural and economic issues of concern in the local, national and global community through a variety of practical texts and numeracies.
- You will be divided into teams of three or four, and each team will organise some visits to one or two local community agencies that deal with issues of concern in the local community or could potentially facilitate help for a local, national or global issue of concern (sports club, elderly citizens group, kindergarten, local library, Red Cross, St John's Ambulance, a local business, etc).
- You will practice your communication and collaboration skills on these visits.
- After your visits you will talk to the rest of the class about the visits and compile your information with the rest of the class into a class directory.

### **Phase 3 - Skills workshops**

- You will attend two one day skills workshops focused on:
  1. Interpersonal, teamwork, leadership, and communication
  2. Leadership
- 8. You will attend an external venue, like a fitness camp, where you participate in a series of adventure-type activities to learn about interpersonal, teamwork, leadership and communication skills.
- 9. You will develop numeracy skills to ensure that you are financially healthy for the next stages of your life.
- 10. You will attend an incursion or excursion to the Young Workers Centre to explore bullying and discrimination at work
- 11. You will be introduced to the main part of the course - the community projects.

### **Phase 4 - Young person-led community projects**

- You will work with a team and undertake your own projects out in the community.
- You will have to plan and implement your own project to address an area of concern in the local, national or global community.
- You will work in a team to promote and advocate for your community project.
- You will apply the Workshop Skills to develop strategies for workplace wellbeing and personal accountability that can be implemented in Phase 4 community project workplaces.
- You will investigate numeracies into life's uncertainties, shapes and objects that you encounter in the real world.

### **Phase 5 - Presentations and celebration**

- You will prepare a group and individual presentation of your portfolio that includes an evaluation of your community project and how you can now promote, advocate, or advise for your issue of concern.
- The numeracy in this phase is preparing you for life beyond school like moving out and avoiding debt and assisting in the preparation for your celebratory event.

- The members of your team will give a presentation to adults who have a career or job that is of particular interest to your team or your issue of concern.
- These adults will give you feedback on your projects and on the relevance of what you have learnt to working in the future.
- Finally, you will have the opportunity to make a display about your project and attend a celebration (a party) where you will share all your achievements and learning with other people – people from school, and perhaps your parents and friends.

## Handout 2: Developing your learning contract

A learning contract is between you and your teacher. You should try to negotiate and agree with them on what is expected from you throughout *Working Community*.

To do this you should work in a small team with some other students to discuss issues and write up a draft contract to present to your teacher.

It becomes a written agreement between you and the teacher for the rest of the course. Of course, you can ask to renegotiate it if you think things have changed.

First, think about what you believe your teachers will expect of you in terms of:

- attendance
- language and behaviour
- how much you need to be involved in the activities and work you have to do (like your willingness to participate, listen and speak in class)
- doing and handing in your work
- what standard of dress is acceptable when undertaking community projects.

Second, think about what other people - like other students in your class, other teachers, your parents - might expect of you in terms of the same issues. Are they different?

Finally, now look at all these issues and see if your team can work out some way of satisfying everyone's needs and interests. Can you work out a compromise – that is, find some way of meeting what you want to do, what your classmates might expect, and also what the teacher wants?

After you have a draft, discuss it with your teacher. If you can agree on what it is to say, you should write it up and both you and your teacher should sign it.

## Information sheet 4: Numeracy Nutters

Personal Numeracy	Area of study	Student activity 1: Numeracy Nutters	Problem solving	Toolkit
<ul style="list-style-type: none"> <li>numerical information embedded in print and digital media, including monetary values</li> <li>personal and home/family day-to-day tasks such as cooking, gardening, sport, travel</li> <li>savings related activities such as comparing prices with different discounts and payment deals, calculating and reviewing unit prices, or calculating and comparing fuel economy rates and costs for cars</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3 Numbers</li> <li>Unit 3 Relationships</li> </ul>	<p>For this activity students need to be provided with a series of skills worksheets to refresh underpinning numerical skills and processes including rounding whole numbers and decimals up to 3 decimal places, powers to an index of 3 and square roots, and rates of change</p> <p>Participate in quiz/online games to celebrate these skills</p>	<ul style="list-style-type: none"> <li>Identifying the relevant mathematical information in questions</li> <li>Deciding on the mathematical process/es to apply to the questions</li> <li>Estimating results and analysing if results are reasonable</li> <li>Interact with teacher and fellow students to complete the worksheets</li> <li>Participate in the online quiz/game</li> </ul>	<ul style="list-style-type: none"> <li>Use physical or online calculator</li> <li>Use technology safely</li> <li>Use online examples to aid completion of questions</li> <li>Use the software program to access and complete the quiz/online games</li> </ul>

## Information sheet 5: Induction workshop sample program

SESSION 1	WELCOME INTRODUCTION AND PURPOSE (30 MINS)
	<p>Students divide into round table teams of between four to eight and one facilitator and introduce each other and decide upon a name for their team. If it is a cluster of schools, then it is best if there are two schools at each table with two to four students from the same school to combine with two to four from one other school.</p> <p>The day could start with an ice breaker activity where students get to do a fun activity whilst meeting other students. Have a prize for the winners(s).</p> <p>The students are welcomed by the MC, and he/she explains:</p> <ul style="list-style-type: none"> <li>• the purpose(s) of the day, e.g., induction, learning, build a commitment.</li> <li>• the round table competition, scoring system and prize.</li> </ul> <p>The MC then runs a short “fun” quiz of 10 questions to get the teams working together.</p>
SESSION 2	WHY COMMIT YOURSELF TO THE PROGRAM (30 MINS)
	<p>I. Two significant adults (e.g., a Principal and Regional Director, VCE VM coordinator, LLEN Chair or CEO) explain to the students why the program has been developed and that it has their support and refer to the importance and relevance of the learning to future career and lifestyle choices/pathways. Note the program is about citizenship not training.</p> <p>II. A panel of community representatives (e.g., from local government and the voluntary/community sector) offer an invitation and challenge to the students to investigate the role of community organisations (Phase 2) and develop ideas for community projects of an issue of concern that will be of community benefit (Phase 4). The panel members also explain why they see community involvement and active citizenship as being positive for both young people and society in general.</p> <p>III. The MC then conducts a short quiz (second competition) for round table teams - questions about the presentations and/or connected issues. Five questions only related to the speakers e.g., Give two reasons why it is good to be involved.</p>
SESSION 3	WORKPLACE RESPONSIBILITIES AND RIGHTS (30 MINS)

	<p>A guest speaker, an employer, talks about workplace responsibilities and rights and links to the program:</p> <ul style="list-style-type: none"> <li>• The projects you develop and the teams you work in are similar to workplace scenarios.</li> <li>• issues to be aware of in workplaces (workplace bullying, workplace discrimination and workplace harassment)</li> <li>• how to address and resolve such issues</li> <li>• how these skills and knowledge can be developed through active participation in community projects.</li> </ul>
	<i>Break – Morning Tea / lunch/ afternoon tea</i>
SESSION 4	<b>WORKING COMMUNITY – 5 PHASES (15 MINS)</b>
	<p>A speaker who knows the <i>Working Community</i> program explains:</p> <ul style="list-style-type: none"> <li>• the pioneering nature of the program</li> <li>• the five phases</li> <li>• the background to the program.</li> </ul>
SESSION 5	<b>MAJOR QUIZ – REFLECT UPON SESSION 4 (30 MINS)</b>
	<p>The round table teams are asked a series of questions that:</p> <ul style="list-style-type: none"> <li>• relate to key points from Session 3</li> <li>• are relevant to key points arising from Session 4.</li> </ul> <p>The MC then reiterates the key purpose of the <i>Working Community</i> program and asks students to talk about:</p> <ul style="list-style-type: none"> <li>• why they should make/should not make a commitment to participation</li> <li>• what needs to be further explained when they return to school.</li> </ul> <p><i>(Facilitators of tables record points and quickly feedback to the large group)</i></p>
SESSION 6	<b>ROUND TABLE REFLECTIONS – PRESENTATIONS (45 MINS)</b>
	<p>The MC informs the teams that it is now their turn to make a presentation. The content and quality of their presentations will be scored and incorporated into the competition. The presentations should focus upon (for between 2-3 minutes):</p> <ul style="list-style-type: none"> <li>• key learning points for the team. What did we learn today? What skills did we develop?</li> <li>• a team statement about how they feel about the ideas behind <i>Working Community</i>.</li> </ul> <p>The team can decide who and how they will present - speech, visual aids, theatre, music/rap etc.</p>
SESSION 7	<b>CONCLUSION (15 MINS)</b>
	<p>The MC thanks everyone for their participation, thanks sponsors and volunteers and announces the scores for the competition. The winners receive their prizes.</p>

## Information sheet 6: Sample icebreaker activities

### Activity 1. Signature Bingo

#### Aims

To get students to mix and talk, and to learn something about each other.<sup>2</sup>

#### Task

Each person has to find ten different people who answer the ten questions on the Scavenger Hunt sheet.

The winner is the first person to find someone who can say “yes” to each of the ten statements on their sheets and has ten signatures collected.

Prizes should be awarded for the first person to collect the ten signatures (or you can award prizes for second and third if you wish).

#### Rules

- Each question must be answered by a different person.
- You cannot answer your own questions.
- Each person must sign the sheet against the question they are answering.

#### Preparation

Prepare about ten questions suitable for your group of students. Some sample questions are on the following page.

Photocopy them onto A4 sheets - enough for one per person.

Have a prize or prizes for the winner(s). Confectionery bars or sweets are suitable.

#### Instructions

1. Hand out the Scavenger Hunt sheets – one per person.
2. Explain the rules (see above).
3. Start the game.
4. Support the students who may get “lost” in asking questions (e.g., because of reading difficulties, shyness).
5. Wait for the winner(s) and check their form and the signatures.
6. Award the prize(s)

---

<sup>2</sup> Alternative ways to play Signature Bingo is available on Playmeo see <https://www.playmeo.com/activities/ice-breakers-get-to-know-you-games/signature-bingo/>



## Signature Bingo

**Every square must be signed!**

**Find someone who...**

<b>I was born overseas</b>	<b>I have seven letters in my first name</b>	<b>I own a dog at home</b>	<b>I have travelled interstate for vacation</b>	<b>I play a competitive sport</b>
<b>I had cereal for breakfast this morning</b>	<b>I like watching movies at the cinema</b>	<b>I have broken a bone in the past</b>	<b>I know how to waltz</b>	<b>I am the same age as you</b>
<b>I am taller than you</b>	<b>I have the same number siblings as you</b>	<b>I have travelled overseas for vacation</b>	<b>I rode public transport here today</b>	<b>I am wearing the same colour as you</b>
<b>I read a book yesterday</b>	<b>I ate two pieces of fruit yesterday</b>	<b>I write with my left hand</b>	<b>I know the answer to 3 x 17</b>	<b>I can speak a language other than English</b>
<b>I have been rock climbing</b>	<b>I have two middle names</b>	<b>I wear the same size shoe as you</b>	<b>I can stand up surfing</b>	<b>I have visited three continents</b>

## Information sheet 6 continued: Sample icebreaker activities

### Activity 2. Back tracking

#### Aims

To get students to mix and talk, and to learn to work together.

#### Task

Each person has to find ten different people who answer the question that is stuck on their back.

The students then get into groups with others who had the same question on their backs.

The team then collate their information and make up a summary to present to the whole group.

#### Rules

- Find ten different people and get them to answer the question on your back.
- You can't see your own question or ask people what it asks.
- You need to write down the answer next to the person's name on the answer sheet.
- After you have collected ten answers, sit down and take the question off your back.
- Now find all the others in the room with the same question as you and form a team.
- Decide, as a group, how you can summarise all the answers you each got to your questions. (Remember that you may have the same answers from the same person - take this into account in your summaries.).
- Optional extension - make a poster that summarises your answers to show the whole group.

#### Preparation

- Prepare enough questions suitable for your group of young people. You need enough different questions so that about 3 to 5 people use each question.
- Some sample questions are on the following page.
- Photocopy them onto cards or sheets - a different question on a different colour, and enough for one per person.
- Photocopy an answer sheet for each person.

### **Instructions**

- While you explain the rules, stick the question cards onto the backs of the young people (or get a helper to do this).
- Explain the rules (see above).
- Support the students who may get “lost” in asking questions (e.g., because of reading difficulties, shyness).
- When everyone has their ten questions answered, help them organise themselves into teams of people all with the same question.
- Remind the group to summarise all the answer they got by pooling their results. If you have decided to do the optional extension by making a poster, hand out the paper and pens, and circulate to support students to draw diagrams or charts to show the results.
- Get each team to present their summary/poster.

### **Extension**

When the team collates their information and makes up their summary, they could produce a poster to show to the whole group. You will need to provide butchers paper and pens.

Students could do this through.

- pictures or illustrations
- graphs or charts
- cartoons.

## Back Tracking – Sample questions

<b>What's your favourite Aussie rules football team?</b>	<b>What did you have for breakfast this morning?</b>
<b>Who's your favourite Aussie band or singer?</b>	<b>What's your favourite drink?</b>
<b>What's your star sign?</b>	<b>Which school subject do you like the best?</b>
<b>What was the last movie your saw?</b>	<b>Do you prefer pizzas or hamburgers?</b>
<b>Who's your favourite Simpson's character?</b>	<b>About how tall you (in centimetres) are?</b>
<b>How many months until you can get your driver's licence?</b>	<b>Which sport do you play the most?</b>

## Back Tracking - Answer sheet

Answer to your question	Person's first name
1. ....	.....
2. ....	.....
3. ....	.....
4. ....	.....
5. ....	.....
6. ....	.....
7. ....	.....
8. ....	.....
9. ....	.....
10. ....	.....

**What was the question on your back?**

.....

.....

.....

## Information sheet 7: Workplace responsibilities and rights in the Working Community

This set of classroom activities to introduce students to workplace relations, responsibilities and rights including the National Employment Standards and determining pay and conditions. These activities also provide an opportunity for students to practice their presentation skills in front of their peers before Phase 2 community visits.

### Exercise 1: Jigsaw overview of National Employment Standards and the role of the Fair Work Commission in workplace disputes

#### Step 1: Divide students into groups of 4 to 6 people per group.

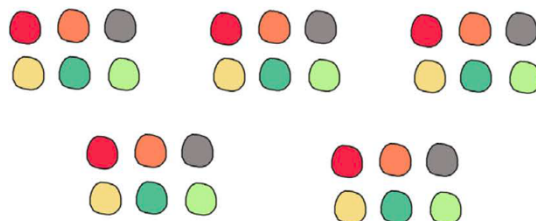
Jigsaw works best when you have the same number of students in each team, so avoid having some groups of four, some of five, and some of six. We'll call these the Jigsaw Groups.

#### Step 2: Divide the National Employment Standards into 4 to 6 chunks (2-3 standards each).

It's important to divide the content into the same number of chunks as the number of students in each group. So, if you have six students per group, break your content into six chunks. If you're only going to have five students in each group, then you'll only need five chunks.

#### Step 3: Assign one chunk of content to each person in the Jigsaw Group.

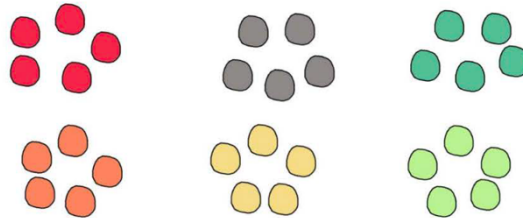
Each group has one person responsible for one chunk of the content. That person will be expected to teach that chunk to the rest of the group.



At this point, students don't really interact with other members of their group; they just research and study their own chunk of content independently. Then, their independent study is fortified by the next step...

**Step 4: Have students meet in Expert Groups.**

After each student has studied his or her chunk independently, they gather with all the other students who have been assigned to the same chunk. These are called *Expert Groups*.



Within each Expert Group, students compare their ideas and work together to prepare some kind of presentation to give to their Jigsaw Groups. During this time, gaps in individual students' knowledge can be filled, misconceptions can be cleared up, and important concepts can be reinforced.

**Step 5: Students return to Jigsaw Groups.**

Now that students have studied their chunks in their expert groups, they return to their original jigsaw groups, where each student takes a turn presenting their chunk of information. Meanwhile, the other students listen carefully, take notes, and ask lots of questions – they are learning the material from this expert, so this is their opportunity to make sure they learn it right.

Once the first expert has gone, the others take their turns. As each “expert” teaches their chunk of content, the others in the group are learning it.

**Step 6: Assess all students on all the content.**

The assessment can be a simple quiz to make sure all students got a basic understanding of all the material. Be sure to include all content chunks in this quiz.

(Cult of Pedagogy, 2015)

**Note: A way to guide the research is to develop questions for the students to answer.**

**These questions will relate to the National Employment Standards and the role of the Fair Work Commission.**

**Exercise 2: Interviews**

Develop a set of appropriate questions students can use to interview family, friends or acquaintances about their industry, worker classification, method for determining pay and conditions and interaction with employee advocates. Students collate and share their findings with a small group or the class.

### **Exercise 3: Unions and professional associations**

Ask students to work in small groups that align with their chosen future career industry i.e., retail trade, mining, agriculture forestry and fishing, transport, utilities, arts and recreation, accommodation and food services etc. Research the role of employee advocates (unions and professional associations) for their chosen industry including:

- determining how these organisations act as employee advocates, including your rights at work
- outlining the process to apply for membership and the benefits and limitations of membership.
- explaining any campaigns that have involved the organisation.

There is also the opportunity to invite industry union and professional association representatives to the school to speak to the students. This would provide the students an opportunity to meet key knowledge and skills in WRS Unit 3 AOS 3 communication and collaboration.

Each group is to then present their research to the whole group. Ask the whole group to listen carefully to each presentation and personally note:

- How does their organisation compare to mine?
- What was a difference between their organisation and mine?
- What surprised you about their organisation?



## Handout sheet 3: Gallery Walk

### Introducing students to the application of responsibilities and rights to the *Working Community* phases

#### Aim of the activity

Students are asked to think about what their responsibilities and rights might be in the *Working Community* program in order to encourage students to view the phases as a workplace environment. They will undertake a gallery walk to share ideas and respond to meaningful questions and prompts.

#### The activity

Discuss with the students the idea of the *Working Community* and the phases that they will participate in as a workplace environment. Ask students to identify and discuss what they think might be some of their responsibilities and rights within this workplace. Add these ideas to a whole class brainstorm. Teachers will need to facilitate discussion and provide prompts and ideas when needed including:

- Dispute resolution
- Conditions of work
- Bullying, anti-discrimination and harassment

#### 1. Write

Create six questions or prompts from the brainstorm and write each one on a piece of chart paper or on a white board. Hang or place the questions or prompts in various places around the classroom to create six stations. Images, documents, problems, or quotes may also be used.

#### 2. Group

Organise students into teams of three to five students. Each group should start at a different station.

### **3. Begin**

At their first station, groups will read what is posted and one recorder should write the group's responses, thoughts, and comments on the chart paper or white board. For individual student accountability, you may also have the students record their own responses on a worksheet or put their initials below what they wrote. Having different coloured markers for each student is also an option.

### **4. Rotate**

After three to five minutes, have the groups rotate to the next station. Students read and discuss the previous group's response and add content of their own. Repeat until all groups have visited each station. To involve all group members, you can have groups switch recorders at each station.

### **5. Monitor**

As the teacher, it is important to monitor the stations while the students participate. You may also need to clarify or provide hints if students don't understand or misinterpret what is posted at their station.

### **6. Reflect**

Have students go back to their first station to read all that was added to their first response. Bring the class back together to discuss what was learned and make final conclusions about what they saw and discussed.

## Handout 4: What are my Power Skills?

### Introducing students to *Power Skills in Action in Working Community*

#### Aim of the activity

Power skills – It's not just about using power skills in a workplace; it's also about how you use them in other areas of your everyday life. Strengthening these skills can help with relationships, mental and physical health and can help with how to deal with life's challenging situations. You have heard from several guest speakers from different workplace contexts to highlight why power skills are important and how they are used, applying a 'real life purpose' to why it is important to strengthen them.

#### The activity

Throughout Phases 1 – 4 of the *Working Community* students will be required to develop and work on chosen power skills. They can work on developing the power skill individually or in a small group that share their power skill. These power skills will then be incorporated into your resume and presented in their portfolios in Phase 5.

Students are given a list of 8 power skills. Students work independently and/or in conference with peers and the teacher to decide on their current levels of power skills. From the results, they compile a list of their strongest ones and ones that they would like to strengthen.

From the list of power skills that the students identified as wanting to strengthen, one power skill is chosen to develop and improve on throughout Phases 1 -4. They can add on more during the phases if they feel as though they have achieved the power skill.

Students will review the information on the power skill and start to fill in the table found in the *Power Skills in Action* booklet. The information provided breaks down the power skill allowing for strategies and evidence of progress. Strategies and evidence will be utilised and

drawn from the activities the students participate in throughout the phases. An example of this could be the power skill of communication, where during Phase 2 students will be required to communicate with organisations in their community and will need to implement the strategy of initiating contact and talking face-to-face with a representative from the organisation. Evidence of this power skill could be in the form of an email and video recorded conversation.

After a designated time, students reflect on their progress and set future goals. This is all individualised. Some students will need to continue to work on their current power skill whilst others may choose another one for their list. Reflections may be done in individually, small groups or within teacher conferencing sessions.

The aim to improve the power skill will be undertaken over all the phases of *Working Community*. In Phase 5, students can include the power skills they achieved in their resume, portfolio presentation and celebration, along with evidence of how they demonstrated them.

## Information sheet 8: Who's in charge?

Civic Numeracy	Area of study	Student activity 2: Who's in charge?	Problem solving	Toolkit
<ul style="list-style-type: none"> <li>political or government-related information, including advertising, elections and voting</li> <li>managing personal and social responsibilities and obligations</li> <li>economic data including unemployment rates, underemployment, participation rates, inflation and official interest rates</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4 Data</li> <li>Unit 3 Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Identify the 3 levels of Government in Australia</li> <li>Match list of responsibilities to each level of Government</li> <li>Research the proportional cost of 4 areas of responsibilities for each level of Government</li> <li>Investigate employment data in terms of proportion of the workforce and trends over the last 30 years</li> <li>Brainstorm the social and personal impact of under/unemployment</li> <li>List 3 areas of personal social responsibility to each level of Government</li> <li>Present findings to the class</li> </ul>	<ul style="list-style-type: none"> <li>Identifying current, reliable &amp; valid data</li> <li>Extracting the relevant data</li> <li>Downloading data in an appropriate format</li> <li>Applying mathematical processes to the data to ensure that the research questions are fully addressed</li> <li>Evaluating if the processed data addresses the research questions</li> <li>Communicating the findings of the research in the most effective format</li> </ul>	<ul style="list-style-type: none"> <li>Use technologies safely</li> <li>Identify current, reliable and valid data sources</li> <li>Use of software programs to access and download data</li> <li>Use the conventions of mathematical and statistical information to record and present data</li> <li>Use these technologies to work mathematically</li> <li>Use the most effective technologies to present findings to the class</li> </ul>

## Information sheet 9: Disasters

Civic Numeracy	Area of study	Student activity 3: Disasters	Problem solving	Toolkit
<ul style="list-style-type: none"> <li>environmental issues from multiple perspectives including First Nations peoples' perspectives, such as land management, fire management, waterways, wildlife</li> <li>state, national and global social and environmental issues such as climate change, human rights, animal rights, cultural sites</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4 Data</li> <li>Unit 3 Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Research natural disasters in local area/State/Nation over last 30 years</li> <li>Research how disaster mitigation and management has changed over this period</li> <li>Research how indigenous environmental management has been applied to disaster mitigation and management</li> <li>Present findings to the class</li> </ul>	<ul style="list-style-type: none"> <li>Identifying current, reliable and valid data sources</li> <li>Extracting the relevant data</li> <li>Downloading data in an appropriate format</li> <li>Applying mathematical processes to the data collected to ensure that the research questions are fully addressed</li> <li>Evaluating if the processed data addresses the research questions</li> <li>Communicating the findings of the research in the most effective format</li> </ul>	<ul style="list-style-type: none"> <li>Use technologies safely</li> <li>Identify current, reliable and valid data sources</li> <li>Use of software programs to access and download data</li> <li>Use the conventions of mathematical and statistical information to record and present data</li> <li>Use these technologies to work mathematically</li> <li>Use the most effective technologies to present findings to the class</li> </ul>

## Handout 5: Critically Reflective Journals

Introducing student to critically reflect on their *Working Community* journey

### Aim of the activity

Throughout the *Working Community* program, you will be asked to reflect on the activities that you undertake. Being a reflective learner allows you to step back from what you are learning and develop your critical thinking skills by analysing your experience and improving on your future performance. Your reflections will be entered into a critically reflective journal, which will form an assessment task for Personal Development Skills.

### Benefits of reflecting on your learning:

- Examine what you have learned and how you have learned it.
- Demonstrate how your thinking grows and develops over time.
- Assist with making connections between what you already know and what you are learning.
- Help you learn from mistakes by identifying how you would do things differently next time.
- Encourage you to become a reflective practitioner in your future career.

(Deakin University, 2023)

### The activity

In every phase your teacher will give you a set of indicative questions and targeted questions for you to reflect on in a critically reflective journal.

The indicative questions will provide you with ideas to reflect on, basically anything and everything! Reflecting on your experiences allows you to discover more about what you are learning and how you learn (the reflective process).

You can reflect on:

- How and when you learn best.
- What it is that drives your learning and what you are passionate about.
- Your progress in a study over time (Literacy, Numeracy, PDS and/or WRS).
- Your process in solving a difficult problem in the phase.

- Your reactions to the texts you are reading.
- Feedback on your participation in activities and how to improve.
- Group work tasks and discussions.
- Your own values, preferences, and biases, and how this might impact your own participation.
- What is difficult at the moment and why? What is the next step? Who or what can help me here?

The targeted questions will be focussed specifically on the activities undertaken in the phase. A good way to help you answer the targeted questions is to use an example from the activities.

Responses to indicative and targeted questions must be in written form. There are also options to respond through drawings, paintings, singing, poems, digital artifacts etc. in consultation with your teacher. Your journal is an expression of yourself, be as creative as you want!



## Handout 6: What is a portfolio?

### Introducing students to the Portfolio

#### Aim of the activity

Throughout the *Working Community* program, you will be asked to develop a portfolio to be presented in Phase 5. In simple terms, a portfolio is a collection of your best work and achievements. It serves as a showcase that demonstrates your skills, talents, and experiences, allowing others to gain insights into your abilities. This is useful for post-school education providers and future employers. The activities you participate in during the phases will provide you with material to include in your portfolio preparation. Leading to the formal presentation and celebration of a completed portfolio in a panel style interview and evaluation of the end product. The preparation and presentation will form the assessment tasks for Work Related Skills.

#### The activity

In every phase you will collect relevant evidence and artefacts from the activities relating to your potential employment in a chosen industry or application to TAFE or University to be included in your portfolio.

Evidence and artifacts include:

- Photographic evidence of participation in activities
- Meeting and agenda notes you have conducted
- Interviews with community members
- Endorsements, recommendations or letters of appreciation you have received from community members
- Written and visual overviews of activities and pieces of work that you've led or been involved with
- Goals you have achieved throughout the phases
- Skills that you have become expert in during the phases
- Summary of activities you have participated in
- Samples of your best work from the phases

- Resume
- Records of community service
- Grants or proposals you wrote
- Promotional materials for your community project you designed
- Photographs of you in a professional setting
- Printouts/links to websites, web pages, or blogs you created

### **Different Types of Portfolios – Physical and Digital**

Portfolios come in two primary forms: physical and digital. Each has its advantages and considerations which you will learn about and decide which to choose or a combination of both – a hybrid.

#### **Physical**

Physical portfolios are tangible collections of your work and achievements. They can take the form of a physical binder, folder, or even a custom-made presentation book. They are well-suited for artistic disciplines, where the physical presence of your work matters, such as fine art, design, or fashion.

#### **Digital**

Digital portfolios, on the other hand, are virtual collections of your work and accomplishments, presented through online platforms or websites. They allow you to showcase multimedia content, including documents, images, videos, and interactive elements. They are highly versatile and are particularly valuable for fields that emphasise technology and digital skills, such as web development, graphic design, or digital marketing.

The decision to create a physical or digital portfolio depends on your goals and the industry you're targeting. Physical portfolios can create a lasting impact in visual and hands-on fields, where the tactile experience matters. On the other hand, digital portfolios offer convenience and accessibility, making them ideal for showcasing tech-savvy skills and reaching a broader audience online.

(Study Work Grow, 2023 )

Students are to undertake research into and collate a collection of articles, blogs and videos that address the purpose and use of a portfolio in different contexts (including employment and education), and the different types of portfolios used (physical, digital and hybrid).

See links below for helpful resources:

### **Physical**

[Student Portfolios](#)

[The ultimate guide to student portfolios](#)

[Design: Physical Portfolio](#)

### **Digital**

[Dropbox](#)

[Google sites](#)

[Digital Learning Selector](#)

[Tools for creating digital student portfolios](#)

[Cool tools for school](#)

[OneNote](#)

[Canva student portfolio templates](#)

### **Hybrid**

[Printivity Insights](#)

[What is a student portfolio? The complete guide](#)

Once examples of portfolios have been collated, conduct a gallery walk to consider:

- the purpose of a portfolio
- types of portfolios (physical, digital and hybrid)
- types of evidence and artefacts typically included in a portfolio
- characteristics of a high-quality portfolio.

## Information sheet 10: Let's get out and about

Personal Numeracy	Area of study	Student activity 4: Let's get out and about	Problem solving	Toolkit
<ul style="list-style-type: none"> <li>numerical information embedded in print and digital media, including monetary values</li> <li>planning and undertaking a BBQ, family event, trips to sites of cultural significance</li> <li>personal and home/family day-to-day tasks such as cooking, gardening, sport, travel</li> <li>planning a class excursion or event including costs and logistics and complexities</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4 Data</li> <li>Unit 3 Numbers</li> <li>Unit 4 Dimension and direction</li> </ul>	<ul style="list-style-type: none"> <li>Investigate how the demographics of the local area has changed over the last 50 years</li> <li>Identify the social infrastructure needs of the local community in terms of age/ethnicity/religion/gender etc</li> <li>Identify local community facilities</li> <li>Explain the target demographics for these facilities</li> <li>Compare these target demographics to the local council population</li> <li>Take or download photos of these facilities</li> <li>Present findings to class</li> <li>Organise a preferential vote to select several facilities for the class to visit in Phase 2</li> <li>Create a map and timeline for these visits in Phase 2</li> </ul>	<ul style="list-style-type: none"> <li>Identifying current, reliable and valid data sources</li> <li>Extracting the relevant data</li> <li>Downloading data in an appropriate format</li> <li>Applying mathematical processes to the data collected to ensure that the research questions are fully addressed</li> <li>Evaluating if the processed data addresses the research questions</li> <li>Communicating the findings of the</li> </ul>	<ul style="list-style-type: none"> <li>Use technologies safely</li> <li>Identify current, reliable and valid data sources</li> <li>Use of software programs to access and download data</li> <li>Use the conventions of mathematical and statistical information to record and present data</li> <li>Use these technologies to work mathematically</li> <li>Using online maps and local tourism</li> </ul>

<ul style="list-style-type: none"> <li>• savings related activities such as comparing prices with different discounts and payment deals, calculating and reviewing unit prices, or calculating and comparing fuel economy rates and costs for cars</li> </ul>		<ul style="list-style-type: none"> <li>• Plan and cost various forms of transport to visit these facilities in Phase 2</li> <li>• Plan and cost catering for lunch during this excursion in Phase 2</li> </ul>	research in the most effective format	<p>guides to identify local facilities</p> <ul style="list-style-type: none"> <li>• Using phones, cameras or websites to collect photos of the facilities</li> <li>• Use the most effective technologies to present findings to the class</li> </ul>
---	--	--	---------------------------------------	--

## Chapter 2

### Phase 2: Community visits

This second phase of *Working Community* enables students to learn about community at a local, national and global level, potential issues of concern in these communities and various community-based agencies in their community. Students explore community through practical texts and numeracies. Student teams communicate and collaborate to ask personnel from such agencies a series of questions and document their responses as an audio file. They will compile all this information into a brochure or vlog and present to the class. A project ideas file will house these presentations for Phase 4 Community Project. Students will continue to critically reflect in their journals, provide evidence of meeting their *Power Skills in Action* and collect evidence for their portfolios.

#### Time

Seven weeks

#### Structure and activities

Week	Activity
6 - 8	<ol style="list-style-type: none"> <li>Students explore the question of What is Community? By working on activities that investigate environmental, cultural, economic, and social issues affecting local, national and global communities.</li> <li>Numeracy activity – Health and Society</li> <li>Numeracy activity – Design a recreational space (weeks 7 – 8)</li> </ol>
9 - 11	<ol style="list-style-type: none"> <li>Numeracy activity – Let's fundraise! (weeks 9 – 10)</li> <li>Students undertake structured learning activities related to social awareness and interpersonal skills.</li> <li>Student teams organise and undertake visits to one or two local community agencies.</li> </ol>
12	<ol style="list-style-type: none"> <li>Students report on their visits and compile their information into a class community project ideas file.</li> </ol>

	<ol style="list-style-type: none"><li>8. Critically reflective journals</li><li>9. Portfolio preparation</li><li>10. Power Skills in Action</li></ol>
--	---

## VCE VM outcomes covered

This phase of *Working Community* can cover the VCE VM outcomes listed in the table below. **Yellow** indicates assessment task that explicitly meets the requirements of the VCAA VCE VM study and outcome.

**Table 8 Phase 2 VCE VM Study and Unit, Area of Study, Outcome and Assessments**

VCE VM Unit	Outcome	Assessment
PDS Unit 3 - Leadership and teamwork AOS 1: Social Awareness and interpersonal skills	<b>Outcome 1</b> Apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.	<ul style="list-style-type: none"> <li>• a critical reflection on the use of interpersonal skills – Reflective Journal indicative and targeted questions</li> <li>• Handout 7: What is your passion? Devising a Passion Chart</li> <li>• a record of participation in the exercises for the <i>What is Community?</i></li> <li>• structured learning activities</li> <li>• Power Skills in Action</li> </ul>
PDS Unit 3 – Leadership and teamwork AOS 2: Effective leadership	<b>Outcome 2</b> Describe the concept of effective leadership, analyse leadership qualities, and evaluate leadership styles in a range of contexts, and demonstrate a range of leadership skills when working	<ul style="list-style-type: none"> <li>• Power Skills in Action</li> </ul>
PDS Unit 3 – Leadership and teamwork AOS 3: Effective teamwork	<b>Outcome 3</b> Describe the characteristics of an effective team, and through engagement in a team activity, evaluate personal contribution to the effectiveness of the team,	<ul style="list-style-type: none"> <li>• Power Skills in Action</li> </ul>



	reflecting on individual strengths as a leader and problem-solver.	
Literacy Unit 3 – Practical Purposes AOS 1: Accessing and understanding informational, organisational, and procedural texts.	<b>Outcome 1</b> Demonstrate the ability to locate, read and understand the purpose, audience and context presented in a variety of informational, organisational, and procedural texts through application of knowledge to real-life documents.	<ul style="list-style-type: none"> <li>• a series of annotations and summaries (the exercises in <i>What is Community?</i>)               <ul style="list-style-type: none"> <li>○ Handout 7: Passion Poster</li> <li>○ Paint a Word Picture of Community</li> <li>○ Role Play</li> <li>○ The word “community”</li> <li>○ <i>Our working definition and statement of relevance</i></li> <li>○ Presentation</li> <li>○ Community Investigation</li> <li>○ A global check</li> </ul> </li> </ul>
Literacy Unit 3 – Practical Purposes AOS 2: Creating and responding to informational, organisational, and procedural texts	<b>Outcome 2</b> Create organisational, informational, and procedural texts that reflect a specific workplace or vocational experience.	<ul style="list-style-type: none"> <li>• a brochure or report including visuals/diagrams or a vlog.</li> <li>• Oral presentation of community visit</li> <li>• Project ideas file</li> </ul>

<p>WRS Unit 3 – Industrial relations, workplace environment and practice AOS 3: Communication and collaboration</p>	<p><b>Outcome 3</b> Apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships, and work effectively in diverse teams.</p>	<ul style="list-style-type: none"> <li>• a record of observed active listening techniques – Audio file of interview.</li> <li>• Research task on community agency activity and staff roles and responsibilities <ul style="list-style-type: none"> <li>○ Handout 8: visit planning and recording sheet.</li> <li>○ Handout 10: a record of prepared questions</li> <li>○ a record of details about organisation</li> <li>○ file of organisation information</li> </ul> </li> </ul>
<p>WRS – Unit 4 Portfolio preparation and presentation AOS 1: Portfolio development</p>	<p><b>Outcome 1</b> Analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education</p>	<ul style="list-style-type: none"> <li>• Portfolio preparation - evidence of research into a variety of portfolios to identify purpose, characteristics, intended audience and appropriate artefacts.</li> <li>• Handout 11: Current industry practices for portfolio design</li> </ul>

Table 9 Phase 2 VCE VM Numeracy structure of outcomes 1, 2 &amp; 3

Phase 2 Numeracy student activities	Personal	Civic	Financial	Health	Vocational	Recreational	Unit 3 Numbers	Unit 3 Shape	Unit 3 Quantity and measures	Unit 3 Relationships	Unit 4 Dimension and direction	Unit 4 Data	Unit 4 Uncertainty	Unit 4 Systematics	Problem solving	Toolkit
Health and society				✓			✓					✓			✓	✓
Design a recreational space					✓	✓	✓		✓			✓			✓	✓
Let's fundraise!	✓				✓	✓	✓	✓	✓	✓		✓			✓	✓

Within the phase outline below specific key knowledge and key skills from VCE VM studies and units have been mapped to the activities and assessment tasks, these assessment tasks are highlighted in **bold** and in the table above.

**Note:** The overall focus of the exercises to investigate what community is? is Literacy Unit 3 AOS 1 Outcome 1 and Numeracy. Students will access and understand information, organisational and procedural texts through their investigation into different community groups. They will meet this outcome through a series of annotations and summaries of their investigation. However, during these exercises they will also be meeting key knowledge and skills in PDS Unit 3 AOS 1 Outcome 1 social awareness and interpersonal skills. Teachers will need to make sure that they have evidence of alternative assessment tasks to show that students are applying and demonstrating their learning in PDS.

Table 10 Phase 2 Activities, Unit and Area of Study, Key Knowledge and Key skills

Activity	VCE VM Unit	Key Knowledge	Key Skills
In pairs or small groups, students identify and discuss what they are passionate about, document ideas on a <b>"Passion Poster"</b> , discuss with peers and link up with students who have similar interests or passions	PDS Unit 3: Leadership and teamwork AOS 1: Social awareness and interpersonal skills	<ul style="list-style-type: none"> <li>characteristics of social awareness, such as appreciating diversity, understanding different perspectives, empathy, contribution to society, relationships, and consideration of social, cultural, and ethical norms</li> </ul>	<ul style="list-style-type: none"> <li>compare and analyse characteristics, influences and settings, and contexts relating to social awareness and interpersonal skills</li> </ul>
<p>In groups, students investigate the meaning of 'community' and issues of concern in the local, national and global context through accessing and understanding informational, organisational and procedural texts, give a short presentation, listen to the presentations of others, and reflect on the process. Students work in small teams to:</p> <ul style="list-style-type: none"> <li><b>Exercise 1:</b> Introduction and brainstorm – <b>Paint a Word Picture of Community</b></li> <li><b>Exercise 2:</b> Role play</li> <li><b>Exercise 3:</b> The word "community"</li> </ul>	PDS Unit 3: Leadership and Teamwork AOS 1: Social awareness and interpersonal skills	<ul style="list-style-type: none"> <li>characteristics of social awareness, such as appreciating diversity, understanding different perspectives, empathy, contribution to society, relationships, and consideration of social, cultural, and ethical norms <b>1, 2, 4, 6, 7</b></li> <li>interpersonal skills to support effective and respectful interactions with others, including verbal and non-verbal communication,</li> </ul>	<ul style="list-style-type: none"> <li>describe concepts relating to social awareness and interpersonal skills <b>1.</b></li> <li>compare and analyse characteristics, influences and settings, and contexts relating to social awareness and interpersonal skills <b>2, 3, 6, 7.</b></li> <li>demonstrate the skill of leadership in communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to demonstrate social awareness and</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Exercise 4:</b> Presentation</li> <li>• <b>Exercise 5:</b> Community investigation</li> <li>• <b>Exercise 6:</b> Our <i>working definition</i> and <i>statement of relevance</i></li> <li>• <b>Exercise 7:</b> A global check</li> </ul>		<p>collaboration, negotiation, conflict resolution, decision making and leadership <b>6, 7.</b></p> <ul style="list-style-type: none"> <li>• processes to engage in research of cultural, social, environmental and/or economic issues <b>4, 7.</b></li> <li>• influences on the development of social awareness and interpersonal skills <b>3.</b></li> <li>• strategies to demonstrate social awareness and apply interpersonal skills when using digital technologies. <b>5</b></li> </ul>	<p>interpersonal skills in a real-life scenario or simulation. <b>2, 4, 6, 7</b></p> <ul style="list-style-type: none"> <li>• apply and evaluate strategies relating to social awareness and interpersonal skills when using digital technologies <b>5.</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Exercise 1:</b> Introduction and brainstorm – <b>Paint a Word Picture of Community</b></li> <li>• <b>Exercise 2:</b> Role play</li> <li>• <b>Exercise 3:</b> The word “community”</li> <li>• <b>Exercise 4:</b> Presentation</li> <li>• <b>Exercise 5:</b> Community investigation</li> <li>• <b>Exercise 6:</b> Our <i>working definition</i> and <i>statement of relevance</i></li> <li>• <b>Exercise 7:</b> A global check</li> </ul>	<p>Literacy Unit 3: Practical purposes AOS 1: Accessing and understanding informational, organisational, and procedural texts.</p>	<ul style="list-style-type: none"> <li>• the structures and features of different texts such as reports, tax forms and advice, insurance forms, community charters and promotional texts <b>2, 7</b></li> <li>• key elements of specific complex texts <b>2, 7</b></li> <li>• elements of oral communication, including eye</li> </ul>	<ul style="list-style-type: none"> <li>• access relevant texts via the internet or other means <b>2, 7</b></li> <li>• read, infer, and create meaning from texts <b>2, 7.</b></li> <li>• identify key elements of complex, technical documents, including tables of contents, headings, sub-headings, paragraphs, and indexes to locate relevant information <b>2, 7.</b></li> <li>• engage with commonly encountered and technical</li> </ul>

		<p>contact, tone, body language and intonation 2, 4, 5</p> <ul style="list-style-type: none"> <li>the way different organisations, groups and businesses develop their own language 2, 5, 7.</li> <li>the conventions of discussion, including active listening and questioning 1, 2, 3, 4, 5, 6, 7</li> <li>the conventions of literacy, including punctuation, sentence structure, paragraphing, and spelling. 2, 4, 5, 7</li> </ul>	<p>documentation for a specific workplace, vocational setting, and real-life situation 2, 7.</p> <ul style="list-style-type: none"> <li>compare and contrast texts designed for similar purposes, evaluating their effectiveness in delivering information 7.</li> <li>listen and contribute to small group and whole class discussions 1, 2, 3, 4, 5, 6, 7.</li> <li>apply the conventions of literacy, including sentence structure, paragraphing, punctuation, and spelling. 2, 4, 5, 7</li> </ul>
<p>Students work in teams in <b>structured learning activities</b> to:</p> <ul style="list-style-type: none"> <li>plan and organise a visit to a community agency.</li> </ul> <p>This includes:</p> <ul style="list-style-type: none"> <li>interviewing, making phone calls.</li> <li>organising paperwork and approval from school and questionnaires.</li> <li>Group activities</li> <li>Recording of information</li> <li>Interpersonal skills</li> </ul>	<p>PDS Unit 3: Leadership and teamwork AOS 1: Social awareness and interpersonal skills</p>	<ul style="list-style-type: none"> <li>interpersonal skills to support effective and respectful interactions with others, including verbal and non-verbal communication, collaboration, negotiation, conflict resolution, decision making and leadership.</li> <li>influences on the development of social awareness and interpersonal skills.</li> </ul>	<ul style="list-style-type: none"> <li>compare and analyse characteristics, influences and settings, and contexts relating to social awareness and interpersonal skills.</li> <li>apply and evaluate strategies relating to social awareness and interpersonal skills when using digital technologies.</li> <li>demonstrate the skill of leadership in communication, critical thinking, problem-solving, decision-making,</li> </ul>

<ul style="list-style-type: none"> <li>Communication, reporting, presenting skills.</li> </ul>		<ul style="list-style-type: none"> <li>contexts and settings in which people demonstrate social awareness and interpersonal skills in everyday life.</li> <li>strategies to demonstrate social awareness and apply interpersonal skills when using digital technologies.</li> </ul>	<p>planning and metacognitive skills when working independently and/or collaboratively to demonstrate social awareness and interpersonal skills in a real-life scenario or simulation.</p>
<p><b>Research</b> community agency's activities and staff roles and responsibilities.</p> <ul style="list-style-type: none"> <li>This includes:</li> <li><b>visit planning and recording sheet</b></li> <li>identifying <b>relevant agencies</b></li> <li>developing and <b>preparing the questions</b> to be investigated</li> <li>gathering information from staff and other sources (e.g., flyers, website).</li> <li><b>File of organisation information</b></li> <li><b>Audio file of interview</b></li> </ul>	<p>WRS Unit 3: Industrial relations, workplace environment and practice AOS 3: Communication and collaboration</p>	<ul style="list-style-type: none"> <li>the roles individuals play in workplace teams.</li> <li>the methods and mechanisms for communicating with teams and individuals in the workplace, taking individual differences and industries into account.</li> <li>active listening techniques in relation to understanding team and individual roles and responsibilities in the workplace.</li> <li>the benefit of appropriate open-question techniques to understand workplace requirements and to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>research, discuss and identify the roles that individuals play in workplace teams.</li> <li>identify, justify, and apply a variety of appropriate and inclusive methods and mechanisms for workplace communication.</li> <li>identify, explain, and apply active listening techniques appropriate for both teams and individuals in the workplace.</li> <li>identify, justify, and apply a variety of appropriate open questioning techniques for clarification and problem-solving purposes.</li> </ul>

<p>Report back to class on their visits.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• creation of an organisational, informational, or procedural text in the form of a <b>brochure or report</b> including visuals/diagrams or a <b>vlog</b> that reflects the specific organisation.</li> <li>• <b>Oral presentation</b> of information documenting information in a <b>project ideas folder</b>.</li> </ul>	<p>Literacy Unit 3: Practical Purposes AOS 2: Creating and responding to organisational, informational, or procedural texts</p>	<ul style="list-style-type: none"> <li>• the structure and language of different organisational, informational, and procedural texts</li> <li>• the purpose and intended audience of the text.</li> <li>• the characteristics of organisational, informational, and procedural texts</li> <li>• elements of oral communication, including eye contact, tone, body language and intonation</li> <li>• the conventions of discussion and debate, including active listening and questioning</li> <li>• the conventions of literacy, including punctuation, sentence structure, paragraphing, and spelling.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• explain the purpose and intended audience of instructional, procedural, and informational texts.</li> <li>• identify where to seek reliable and accurate sources of information.</li> <li>• recognise key elements of organisational, informational, and procedural texts including table of contents, headings, sub-headings, paragraphs, and indexes to locate relevant information.</li> <li>• create informative, procedural, and instructional content for a chosen organisation or workplace taking into account the audience and purpose.</li> <li>• listen and contribute to small group and whole class discussions.</li> <li>• apply the conventions of literacy, including sentence structure, paragraphing, punctuation, and spelling.</li> </ul>
<p>Students will <b>critically reflect</b> on their social awareness and interpersonal skills used during learning about</p>	<p>PDS Unit 3: Leadership and teamwork</p>	<ul style="list-style-type: none"> <li>• interpersonal skills to support effective and respectful interactions with others,</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate the skill of leadership in communication, critical thinking, problem-solving, decision-making,</li> </ul>



community ( <b>Exercise 8</b> ), planning and organising a visit to a community organisation, and presentation in their <b>critically reflective journal</b> by answering <b>indicative and targeted questions</b>	AOS 1: Social awareness and interpersonal skills	including verbal and non-verbal communication, collaboration, negotiation, conflict resolution, decision making and leadership	planning and metacognitive skills when working independently and/or collaboratively to demonstrate social awareness and interpersonal skills in a real-life scenario or simulation.
Students will continue to develop their <b>Power Skill in Action</b> with descriptions and evidence of meeting their chosen Power Skill. Undertake reflective questions and set future goal(s)	PDS Unit 3: Leadership and teamwork AOS 1: Social awareness and personal accountability AOS 2: Effective leadership AOS 3: Effective leadership	<ul style="list-style-type: none"> <li>see attached <i>Power Skills in Action</i> booklet</li> </ul>	<ul style="list-style-type: none"> <li>see attached <i>Power Skills in Action</i> booklet</li> </ul>
In their <b>portfolio preparation</b> the students will research the different portfolio practices and requirements relating to a chosen industry/s and/or tertiary education institution/s, and identify the key elements required to meet the expectations of a target audience. Using this information, they will critically assess the evidence and	WRS Unit 4: Portfolio preparation and presentation AOS 1: Portfolio preparation	<ul style="list-style-type: none"> <li>types of evidence and artefacts included in a portfolio: cover letter, resume, photographic evidence, written artefacts</li> <li>practice and requirements, employer preference and tertiary education application</li> </ul>	<ul style="list-style-type: none"> <li>propose the relevant evidence that will be included in a portfolio</li> <li>collect current, relevant artefacts relating to career and/or education goals</li> <li>research the current industry practices for portfolios in a chosen field</li> </ul>

artefacts collected in Phase 1 and 2 to propose the relevant evidence to be included in a portfolio.		<ul style="list-style-type: none"> <li>the use of portfolios in current relevant industry practice or further education</li> <li>the current industry practice for a portfolio in a chosen field</li> </ul>	<ul style="list-style-type: none"> <li>discuss portfolio relevance to current industry practice or further education</li> </ul>
--	--	---	---

Critically reflective questions in the table below, for students to respond to in their reflective journals, includes both indicative and targeted questions.

**Table 11 Phase 2 reflective journal questions – indicative and targeted questions**

Indicative Questions	Targeted Questions
<ul style="list-style-type: none"> <li>What have you learned about working in teams, and giving and receiving peer support?</li> <li>In what way have you taken responsibility for your learning?</li> <li>What have you understood about the world of your community and world of work?</li> <li>What did you feel you did well?</li> <li>How and when did you learn best?</li> <li>What were the things you thought you could do better?</li> <li>What would you do differently?</li> </ul>	<ul style="list-style-type: none"> <li>In the passion poster activity did you find anything confronting? In what ways?</li> <li>In the information sharing and discussion exercise in the passion poster activity how did you go about communicating your poster with your peers?</li> <li>In what ways did the passion poster activity enhance your confidence, self-esteem and learning with your peers?</li> <li>What have you learnt about the meaning and relevance of the term/concept “community”?</li> <li>Which of your ideas/views have change about community and what has remained the same? Why?</li> <li>How did you feel about sharing your ideas orally in the passion poster activity, role play and presentations throughout phase 2?</li> </ul>

<ul style="list-style-type: none"> <li>• What drives your learning and what you are passionate about?</li> <li>• How are you progressing in a study (Literacy, Numeracy, PDS and/or WRS) over this phase?</li> <li>• What are your processes in solving a difficult problem in this phase?</li> <li>• What reactions have you had to the texts you are reading?</li> <li>• What feedback on your participation in activities have you been given and how have you improved?</li> <li>• How have you participated in group work tasks and discussions?</li> <li>• What are your own values, preferences, and biases, and how this might impact your own participation.</li> <li>• What is difficult at the moment and why? What is the next step? Who or what can help me here?</li> </ul>	<ul style="list-style-type: none"> <li>• Have the skills learnt in the activities to get you ready for your community visits been helpful in communicating with your team members and organisational representatives? In what ways?</li> <li>• Are there other skills that you feel you need to work on before the next phases? What are they and how will you further develop them?</li> </ul> <p><b>Note:</b> A way to help you answer these questions is by giving specific examples.</p>
---	--

## Week 6 - 8

### 1. Students explore the question of “What is Community?” by working on activities that investigate environmental, cultural, economic, and social issues affecting local, national and global communities.

It is important to provide a number of activities in the initial phases of *Working Community* to prepare students for the following phases and to introduce them to aspects of community and areas of concern. Students will investigate community through a number of activities that meet outcomes for literacy and numeracy.

Students need to investigate their understanding of community and issues of concern, as this is at the core of *Working Community*. Use the activities included in *Handout 7: What is your passion?* and *Information sheet 11: What is community?* as a stimulus for discussions about community.

### 2. Numeracy activity – Health and society

The purpose of this Numeracy task is to investigate community social health issues and strategies of harm minimization. See *Information sheet 12: Health and Society* for a more detailed outline of the activity.

### 3. Numeracy activity – Design a recreational space

The purpose of this extensive and complex Numeracy task is to design a recreational facility from concept sketches through to accurate scale drawing, and the materials that would be used in the construction and cleaning of the facility. See *Information sheet 13: Design a recreational space* for a more detailed outline of the activity.

## Resources

### Teacher Information

Information sheet 11: What is Community?

Information sheet 12: Health and Society

Information sheet 13: Design a recreational space

## Student Resources

Handout 7: What is your passion?

## Weeks 9 -11

### 4. Numeracy activity – Let’s fundraise!

The purpose of this extensive and complex Numeracy task is to investigate fundraising with baked goods, including costing ingredients and packaging to establish break even scenarios. This will help the students to undertake budgets for Phase 4 projects. See *Information sheet 14: Let’s fundraise!* for a more detailed outline of this activity.

### 5. Students undertake structured learning activities related to social awareness and interpersonal skills.

Students need to undertake structured learning activities related to VCE VM PDS Unit 3, notably, AOS 1 social awareness and interpersonal skills relevant to this Phase. Additionally, activities could relate to PDS Unit 3 AOS 2 and 3 Effective leadership and teamwork but would need to have alternative assessment tasks to make sure outcomes are being met. Early in *Working Community*, such activity should be structured, and teacher directed. Activities that could be included in this phase to support students in undertaking their community visits and preparing them for the next phases are:

- skills related to interviewing people and making phone calls, e.g., via role plays
- activities to support them in organising their visits such as the development of questionnaires, including the completion of any necessary paperwork and approval from the school to go on an unsupervised visit
- group activities to support their skills for working in teams and cooperating with peers
- personal development activities to support their personal skills in terms of their interactions with other adults, recording of information collected
- development of communication, reporting and presentation skills.

## **6. Student teams organise and undertake visits to one or two local community agencies**

Organise for students to form teams/or be placed in teams and select their research project. Help them to be clear about the questions and format they wish to ask on community visits.

Student teams should do at least two visits, one that is of their own choice, and one decided by the teacher. The organisation decided by the teacher may be an organisation or agency that could provide advice to students on project planning. You may need to coordinate this with your coordinator/facilitator if you have one, or work in conjunction with your local LLEN.

### **Planning the visits**

There are a number of stages to go through with students to organise their visits:

- They need to identify what organisations exist within their community to help facilitate an issue of concern and which of these they are interested in visiting.
- They need to collect details about the organisation, who they can use as the contact to organise the visit, make sure they set an agreed date, and work out how they can get there.
- Students need to organise the necessary paperwork and approval from the school to go on an unsupervised visit.
- Students to prepare a set of questions for them to ask. The team members should have prepared their questions before they go on their visits.
- During the visits and interviews the students are required to demonstrate active listening techniques which will be recorded in an audio file.

Teachers and students should work together to organise the visits and to develop their questions. Remember that this is one of the first times they will be working in small groups/teams, so be aware of supporting students' teamwork skills. Handouts 8, 9, and 10 have been provided to support students planning and undertaking their visits.

Teachers can facilitate and use Phase 2 as a stepping stone to Phases 4 and 5.

## Resources

### Teacher Information

Information sheet 14: Let's fundraise!

### Student Resources:

Handout 8: Visit planning and recording sheet

Handout 9: Possible community agencies

Handout 10: Format and questions for your community visit

## Week 12

### **7. Students report on their visits and compile their information into a class community project ideas file.**

An important aspect of this phase is the information sharing that happens at the end. This not only develops students' communication and presentation skills, but also enables students to share any common interests. Students need to be given opportunities to communicate and share ideas with their peers so they can develop their confidence, self-esteem and learning.

After all students have completed their two visits they should:

- in their teams, report back to the whole class on their visits and on what they found out about the agencies they visited. They can do this orally but should also include the creation of a brochure or report including visuals/diagrams or a vlog that reflects that specific agency and issues of concern. Additionally, they will need to upload the audio file of their interview and demonstrate active listening techniques by answering questions from their peers and the teacher.
- document this information in a Phase 4 Community Projects Ideas file.

### **8. Critically reflective journals**

Phase 2 indicative and targeted questions for the reflective journals are listed in Table 9 at the beginning of this chapter. Students need to respond to these questions during and/or at the end of the phase.

## 9. Portfolio preparation

In their portfolio preparation the students will research the different portfolio practices and requirements relating to a chosen industry/s and/or tertiary education institution/s, and identify the key elements required to meet the expectations of a target audience. Using this information, they will critically assess the evidence and artefacts collected in Phase 1 and 2 to propose the relevant evidence to be included in a portfolio. See *Handout 11: Current industry practices for portfolio design*.

There are opportunities in Phase 2 for schools to organise excursions to institutions where the students can view examples of portfolios. This could include:

- Local TAFE's and universities where they offer portfolio workshops and/or viewing of student portfolios in specific industries
- [Top Designs at Melbourne Museum](#) (virtual tours are also offered)
- [Eventbrite](#) – search this site for virtual and live portfolio events

Students will need to decide on the type of portfolio that they want to prepare; physical, digital or hybrid. This will depend on their future pathways taking into consideration further education and/or future employers and industries. Additionally, communicate relevant skills, experiences, and capabilities to these pathways.

The evidence and artifacts the students choose to include in their portfolio needs to be carefully considered and displayed appropriately and creatively.

## 10. Power Skills in Action

Students work on their identified power skill as an individual or group, reviewing information from the *Power Skills in Action* booklet and completing the table with evidence from the phase.

In consultation with the student, teachers decide when a reflection on the students' progress of achieving their power skill is required, using the reflective questions in the *Power*



*Skills in Action* booklet. Students can set future goals from this reflective conversation. Or, if the students feels as though they have achieved their power skill, they can choose another power skill to develop in the coming phases.

## **Resources**

### **Student Resources**

Handout 11: Current industry practices for portfolio design

## **Handout 7: What is your passion? Devising a Passion Chart**

### **Introducing students to the spirit of *Working Community***

#### **Aim of the activity**

Students are asked to reflect on what they are passionate about in order to encourage students to generate ideas that may help them later in the program (Phases 2 and 4) to plan and implement projects that they find interesting, fun and relevant to their personal and career aspirations and to their community.

#### **The activity**

Organise students into pairs or small groups. Ask students to identify and discuss what they are passionate about in terms of their interests, post-schooling aspirations, and beliefs and in terms of who and what they care about in their community. Teachers need to facilitate discussion and provide prompts and ideas where needed.

Students are then asked to document their ideas on poster paper. Graphics can be included. These “Passion Posters” are collected and posted around the classroom and all students are then invited to move around the classroom and read the posters and ask questions about the ideas represented on them.

Students are given adequate time to discuss what they have learned about their classmates. They are encouraged to link up with students who have expressed similar interests or passions for their Phase 2 and 4 projects.

This activity will also help students to think about their portfolio preparation, in terms of their targeted industries, careers, and tertiary education futures.

#### **Some anecdotes from previous iterations of the *Working Community* program**

Some of the students found the activity confronting, others had difficulty sharing their ideas orally. Most were able to complete the Passion Chart. A few students had no idea of what

their passions or future employment or careers were or lacked the confidence to share these with the group. Adequate time needs to be allowed for the activity and individual students may require reassurance from a supportive teacher.

A very interesting outcome of the activity was the information sharing exercise. Some students found they shared common interests. For instance, two students discovered they shared a common interest in ballroom dancing. They had never considered taking lessons, as they did not have a friend that shared the same passion. The students may be more likely to take up lessons with someone they know who shares a common interest. Clearly students need to be given opportunities to communicate and share ideas with their peers as it can only enhance their confidence, self-esteem and learning.

## Information sheet 11: What is Community?

This is a set of classroom activities to introduce students to the concept of Community and issues of concern within a local, national and global community. These issues of concern should relate to environmental, social, cultural and/or economic. The exercises are developed to meet outcomes in Literacy and Numeracy and also WRS communication and collaboration. However, can also meet PDS Unit 3 AOS 1 as a record of participation in specific activities. Teachers will need to make sure there are alternative assessments for PDS. The students work in small groups to research the concept of community by accessing, understanding, creating and responding to informational, organizational and procedural texts. Further, the numeracy activities will provide opportunities for students use data and systematics to investigate issues of concern in the local, national and global community.

### Exercise 1: Introduction and brainstorm

Ask students to work in small groups/pairs and develop a list of words/ideas that come to mind when one says “**community**”. Additionally, how do communities work to address issues of concern. Ask each group to feedback their words/ideas and record them on a flipchart or whiteboard.

This will “Paint a Word Picture of the Community”.

### Exercise 2: Role play

Ask each small group to take on a particular role from the list below and from that perspective, define “community” and how they address issues of concern. They are to access and understand the purpose, audience and context of the group in a variety of informational, procedural and organizational texts that relate to their chosen group.

Each group is then to prepare a small presentation on “What we think Community means and how we address issues of concern” from the point of view of their chosen or given role.

Each group is to choose one of the following roles to play (with one group to include the first dictionary-based activity):

- explore the dictionary definition of Community (online or physical dictionaries and thesaurus should be available)
- a group of elderly citizens
- local government (council)
- local football/netball/sport team
- the Chamber of Commerce/small business club/Rotary Club
- a group of indigenous young adults
- the local Member of Parliament
- a group of 18-year-old unemployed youths
- a group of teachers/social workers
- a local religious leader or leaders
- the local newspaper or radio station
- local internet café
- local police station
- the manager of the local McDonalds or other take-away.

Each group is to then present their ideas to the whole group. Ask the whole group to listen carefully to each presentation (made in role) and personally note:

- What surprised you about the presentations?
- What confirmed your views?
- Was it what you expected?

Discuss as a group. Also discuss the question about how difficult it was to role play. What were the problems? What would have made it easier?

### **Exercise 3: The word “community”**

Provide the group with some information about the word “community”, explaining that in the Australian context, “community” can have any of the following four definitions:

- all people living in a district or area, town or region
- a group of people with shared origins or interests - young people interested in music/bands, religious beliefs

- the public or society - when politicians or leaders talk about the community they may refer to the local, state, national or global community
- a nation or group of nations with traditions in common, for example, the European Community or the Commonwealth.

Teachers may want to provide students with examples of each definition.

Explain that community is about a sense of association and belonging generated by a common area of residence, by commonly shared interests or aspirations, or in response to issues of concern. Ask students to check out these ideas with their friends, family or relatives. Ask them to talk to people of different ages and come back to the large group with their reactions.

#### **Exercise 4: Presentation**

Ask students to re-form their teams, consider the relevance of these four definitions to young people and make an oral presentation to the whole group, for example, a poem, a report, “rap”, a song or audio tape. Their presentation must incorporate responses to the following questions:

- Which definition do you relate to?
- What would you say was your community and why?
- Why is it a good thing - or not - for young people?
- How can different communities respond to issues of concern?

After all groups have done their presentations, help the whole group to discuss and consider the various team responses to these four questions. A key prompt to look for and ask is whether community is used for different reasons by different people? Is it an economic, social, cultural, environmental or political term and how/why is it used?

#### **Exercise 5: Community investigation**

Ask each group or team to make contact and interview, phone or email representatives of a sample or even of all of the groups described above and ask them:

- What do you think “community” means?
- Why is it a good thing?
- Should young people take on the same or a different definition to you of “community”?
- Are young people part of the same community as yourself?
- How can young people best contribute to community? What do you expect of young people?
- Can we make contact again for more information, for instance, in our phase 2 community agency visits?

Note that this activity could easily be incorporated into their community visits that will happen in this phase.

It is helpful to remind them of certain fundamentals when carrying out a community investigation:

- Work out how you will record the information – mobile device, camera, video, notebook and prepare accordingly.
- Prepare and know your questions. Do a mock interview with someone you know and trust - a friend, relative, etc.
- Introduce yourself and explain why you need their help, expertise, ideas.
- Cover each question fully, before you go on to the next one.
- Record the information - notebook, audio or film recorder – and ensure you capture the key points they are making.
- Pick up other helpful information in brochures and write down names, addresses (phone/email) of people and organisations who can help further.
- Say “Thanks” (even write a short note of thanks later). It is polite and you or other young people may well need their time and help in the future.

### **Exercise 6: Our working definition and statement of relevance**

The whole group agrees (by consensus or majority vote):

- a working definition(s) for “community” for the program *Working Community*

- a statement about the meaning and relevance of community to young people.

Both the working definition(s) and statement of relevance are put up on the wall for the duration of *Working Community*.

### **Exercise 7: A global check**

You may ask the group to do a global check on their local research:

- Using national or state newspapers, TV/radio news, podcasts, social media the Internet - check out the way in which community is defined and how/why it is used.
- How do businesses, politicians, union leaders, environmentalists, farmers, lobby groups, use the term?
- What are some of the issues of concern in the national and global communities?
- How are communities responding to these concerns?

This research should then be shared and debated in the whole group.

Having done this, you could ask the group to review their working definition and statement of relevance that are pinned on the wall.

### **Exercise 8: Reflection**

To draw this section to a conclusion, teachers may wish to conduct a review session with the whole group to ensure that structured reflection occurs and that students capture the learning from these activities.

For example, ask the group:

- What have you learnt about the meaning and relevance of the term/concept “community”?
- Which of your ideas/views have been changed by this learning and what has remained the same? Why?
- What skills have you used and developed in these sessions?



## Information sheet 12: Health and Society

Health Numeracy	Area of study	Student activity 1: Health and society	Problem solving	Toolkit
<ul style="list-style-type: none"> <li>social health issues such as drinking, safe driving, obesity, drugs</li> <li>publicly available medical and health information and advice, for example in relation to maintaining a healthy and safe lifestyle including healthy eating/diet, exercise or diseases and pandemics</li> <li>medical information within a hospital/doctor setting such as typical blood pressure, heart rate, respiration rate, body temperature</li> <li>nutrition or fitness, including setting goals and understanding issues such as the relationships between lifestyle and disease</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4 Data</li> <li>Unit 3 Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm at least 3 community health issues</li> <li>Create a mind map of the factors that are involved with each of these health issues</li> <li>Select one of these factors for each of the 3 health issues to investigate in depth</li> <li>Research and record mitigation strategies for each of these factors that improve personal health aspects such as weight/blood pressure etc</li> <li>Create a presentation for the class</li> </ul>	<ul style="list-style-type: none"> <li>Identifying current, reliable and valid data sources</li> <li>Using software to isolate relevant data</li> <li>Downloading and recording raw data</li> <li>Applying data analysis to establish norms and outlier data</li> <li>Creating tabulated and graphical representations of data</li> <li>Evaluating if the results of the research are as anticipated</li> <li>Communicating oral mathematical and statistical language when presenting findings to class</li> </ul>	<ul style="list-style-type: none"> <li>Use technologies safely</li> <li>Use of software programs to access, use selection techniques and download data</li> <li>Apply the conventions and language of mathematics and statistics to represent and explain the results of the research</li> <li>Use the most effective technologies to present the results of research to the class</li> </ul>

## Information sheet 13: Design a recreational space

Recreational Numeracy Vocational Numeracy	Area of study	Student activity 2: Design a recreational space	Problem solving	Toolkit
<ul style="list-style-type: none"> <li>rules and game scoring systems and formulas, penalties, fines, timing</li> <li>traditional and modern games including games played by First Nations peoples and other cultural groups across different regions of Australia</li> <li>occupational health and safety or quality assurance requirements</li> <li>dimensions and specifications of community recreation areas, such as the size of a netball court, chessboard, or multipurpose court</li> <li>workplace specific plans, diagrams, formulas,</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4 Data</li> <li>Unit 3 Quantity and measures</li> <li>Unit 3 Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Research and summarise the rules and scoring systems of physical sports typically played by Australian children and teens such as Australian football, soccer, netball, cricket, baseball</li> <li>Research and record traditional and modern games played by First Nations peoples and by other cultural groups</li> <li>Research recreational facilities in the local community</li> <li>Identify target demographics for each recreational facility</li> </ul>	<ul style="list-style-type: none"> <li>Identifying current, reliable and valid data sources</li> <li>Extracting the relevant data</li> <li>Downloading data in an appropriate format</li> <li>Identifying the mathematical knowledge and skills involved with the design, construction and cleaning of the new recreational facility</li> <li>Applying mathematical processes to the design, construction and cleaning of the new recreational facility</li> <li>Evaluating if the results of the mathematical</li> </ul>	<ul style="list-style-type: none"> <li>Use technologies safely</li> <li>Identify current, reliable and valid data sources</li> <li>Use of software programs to access and download data</li> <li>Use the conventions of mathematical and statistical information to record and present data</li> <li>Use technologies to work mathematically</li> <li>Use most effective technologies to present design and reasoning to the class</li> </ul>

<p>proportions, rates and ratios</p> <ul style="list-style-type: none"> <li>• workforce comparisons from past practice (pre-digital) to current (digital), including time to complete tasks and effort involved</li> <li>• reading, following or creating instructions and documents related to workplace tasks such as phone numbers, ratios to mix chemicals or for the handling of hazardous chemicals or substances, including interpreting Materials Safety Data Sheets (MSDS)</li> <li>• different technological (digital or analogue) measuring and processing devices, tools and applications</li> <li>• tolerances and levels of accuracy and the implications of incorrect</li> </ul>		<ul style="list-style-type: none"> <li>• Identify OHS risks and risk management for each facility</li> <li>• Research injury statistics for each type of recreational facility</li> <li>• Research and record the dimensions of recreational facilities</li> <li>• Develop a plan for a new recreational facility</li> <li>• Sketch the components of the new recreational facility</li> <li>• Construct an accurate scale drawing of the new recreational facility</li> <li>• Explain how this accurate scale drawing would have been created before digital technologies</li> <li>• Detail the construction materials that would be needed for the new recreational facility</li> </ul>	<p>processes reflect preliminary estimations</p> <ul style="list-style-type: none"> <li>• Communicating what the new recreational facility would be, and why, to the class</li> </ul>	
---	--	---	---	--

applications or mixing of chemicals		<ul style="list-style-type: none"> <li>• Research the relevant Materials Safety Data Sheets</li> <li>• Calculate the perimeter, area and volume (if an indoor facility) of all components and the totals of the new recreational facility</li> <li>• Explain how these measurements would be done onsite during construction of the recreational facility before digital technologies</li> <li>• Explain the digital technologies that could be utilised to measure the components and during the construction of the recreational facility</li> <li>• Calculate all pertinent material ratios such as concrete</li> </ul>		
-------------------------------------	--	--	--	--

		<ul style="list-style-type: none"><li>• Research the cleaning materials that would be needed once the new recreational facility is in use</li><li>• Explain the measures and ratios of these cleaning products and an acceptable range of tolerance</li><li>• Explain the safe handling of these cleaning products</li><li>• Present your plan and information to the class</li></ul>		
--	--	---	--	--

## Information sheet 14: Let's fundraise!

Recreational Numeracy Vocational Numeracy Personal Numeracy	Area of study	Student activity 3: Let's fundraise!	Problem solving	Toolkit
<ul style="list-style-type: none"> <li>the planning of an activity or event including costings, steps and processes</li> <li>dimensions and specifications of art and craft products being planned or created, such as photo sizes, dresses/costumes, furniture</li> <li>different technological (digital or analogue) measuring and processing devices, tools and applications</li> <li>numerical information embedded in print and digital media, including monetary values</li> <li>personal and home/family day-to-day tasks such as cooking, gardening, sport, travel</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3 Relationships</li> <li>Unit 3 Numbers</li> <li>Unit 3 Quantity and measures</li> <li>Unit 3 Shape</li> <li>Unit 4 Data</li> </ul>	<ul style="list-style-type: none"> <li>This activity requires that students are provided with a range of simple recipes for cakes/cookies/muffins that are using U.S measurements, including temperature</li> <li>Research formulas to convert Imperial measurements to their Australian metric equivalents, including temperatures</li> <li>Convert units</li> <li>Write the recipe in Australian units, including temperatures</li> <li>Estimate how many items could be sold in the fundraising</li> <li>Scale up ingredients accordingly</li> <li>Compare ingredient costs from different retailers (physical and/or online)</li> <li>Calculate ingredients cost</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the Imperial units in recipes</li> <li>Researching how to convert these to Australian measurements, including temperatures</li> <li>Applying conversion formulas to measurements</li> <li>Estimating how many items can be made in a batch</li> <li>Researching the ingredients cost of a batch</li> <li>Estimating the unit cost</li> </ul>	<ul style="list-style-type: none"> <li>Use technologies safely</li> <li>Use a range of familiar and unfamiliar analogue tools</li> <li>Apply conversion formulas</li> <li>Use spreadsheets to quantify ingredients and costs scaled up for fundraising</li> </ul>

<ul style="list-style-type: none"> <li>• planning a class excursion or event including costs and logistics and complexities</li> <li>• savings related activities such as comparing prices with different discounts and payment deals, calculating and reviewing unit prices, or calculating and comparing fuel economy rates and costs for cars</li> </ul>		<ul style="list-style-type: none"> <li>• Decide on packaging for sale</li> <li>• Sketch and then accurately construct a net of this packaging</li> <li>• Calculate how much packaging would be needed for the fundraising</li> <li>• Compare packaging costs from different retailers (physical and/or online)</li> <li>• Calculate packaging costs</li> <li>• Record these costs in a spreadsheet</li> <li>• Establish and apply a percentage mark-up for the fundraising</li> <li>• Create and interpret two break-even graphs (one to reflect minimum sales, the other to reflect maximum sales) for the fundraising</li> <li>• Evaluate if this result is reasonable</li> <li>• If not, adjust percentage mark-up</li> <li>• Choose the most effective way to communicate the fundraising plan and details to the class</li> </ul>	<ul style="list-style-type: none"> <li>• Deciding on and applying a percentage mark-up to determine the unit sale price</li> <li>• Estimating how many units could be sold at the fundraising event</li> <li>• Applying scaling to establish how much of each ingredient is needed</li> <li>• Researching the total cost of ingredients needed</li> <li>• Deciding on packaging design and materials</li> <li>• Costing packaging materials for the fundraising</li> <li>• Using technology to establish the break-even point for the fundraising</li> </ul>	<ul style="list-style-type: none"> <li>• Use analogue tools to plan packaging</li> <li>• Use digital tools to accurately draw packaging</li> <li>• Use spreadsheets to establish break-even for fundraising</li> <li>• Use the most effective technologies to present fundraising details to the class</li> </ul>
---	--	--	--	---

			<ul style="list-style-type: none"> <li>• Analysing if this is reasonable</li> <li>• Evaluating if the results of the mathematical processes reflect preliminary estimations</li> <li>• Communicating the fundraising plan and details to the class</li> </ul>	
--	--	--	---	--



## Handout 8: Visit planning and recording sheet

Name: .....

Organisation/Agency: .....

When do you plan to visit? .....

How will you get there? .....

How did you make contact? (please ✓ box)

letter	<input type="checkbox"/>	phone	<input type="checkbox"/>
email	<input type="checkbox"/>	personal	<input type="checkbox"/>

Date you made contact: .....

Who confirmed the visit? Name: .....

Phone No: .....

Email: .....

Have you obtained permission from the school? Yes ☐ No ☐

Name of the teacher: .....

Have you prepared a list of questions? Yes ☐ No ☐

Where can these be found? .....

.....

Have your parents received the parent letter and given permission for your unsupervised

excursion? Yes No

Student signature ..... Staff signature .....

Date: ..... Date: .....

## Handout 9: Possible community agencies

### Community agencies

Examples of agencies that could be investigated and visited include:

- councils, youth programs, aged care
- welfare agencies, mental health support, disability support
- Red Cross, St. Johns Ambulance
- church based and religious organisations
- sporting clubs
- hobby groups
- youth services - employment and training providers
- local community education providers
- libraries
- schools, kindergartens
- service clubs (e.g., Rotary, Apex, Lions)
- police, fire and other emergency services
- environmental improvement agencies
- campaigning bodies - Amnesty International, Greenpeace
- multicultural organisations
- mental health support
- local and social media.

Range of community agencies visited by young people in Phase 2 in the past iteration of the *Working Community* program.

These include:

- sporting clubs - football club and local amateur sports clubs
- welfare organisations - Melbourne City Mission, the Smith Family, Salvation Army
- youth organisations - YWCA
- health organisations and services - Royal Children's Hospital
- local kindergartens and childcare centres

- local primary schools
- local governments and their youth services
- education support and training agencies for young people
- police and other emergency services
- charities.

## **Handout 10: Format and questions for your community visits**

### **Format of visits**

- Your team should do two visits, one that you organise yourself and one decided by your teacher.
- Remember to also collect information (fliers, brochures and other documents) that might help explain what the agency does.
- You should interview personnel (paid and volunteer) from the agencies you choose to visit. Ask your series of questions and remember to record and keep their responses.
- You must have prepared your questions before you go on your visits.

### **Possible questions**

- What do you see your organisation's role within the community is?
- What issues or concerns does your agency try to help with?
- What services are provided by your agency and how are they funded?
- How many people work for your agency? How many are paid? How many are volunteers?
- What are the roles of paid workers and volunteers in your agency and why is this the case?
- What kind of community projects could be organised by Working Community participants that would help your agency?
- What support could your agency offer a small team of students that decided to do one of those projects?

These are only a small list of questions. Students will need to develop more targeted questions that relate to the specific agency/organisation, issues that concern the organisation in the local, national or global community and identifying whether these concerns are environmental, cultural, economic, and/or social, how they target these issues etc.

**Note:** a good way to develop questions is the 5 Ws and one H, or the who, what, when, where why and how.

## **Handout 11: Current industry practices for portfolio design**

### **Practice requirements , employer preferences and tertiary application – evidence and artefacts for portfolio preparation**

#### **Aim of the activity**

In their portfolio preparation the students will research the different portfolio practices and requirements relating to a chosen industry/s and/or tertiary education institution/s, and identify the key elements required to meet the expectations of a target audience. Using this information, they will critically assess the evidence and artefacts collected in Phase 1 and 2 to propose the relevant evidence to be included in a portfolio.

Students will need to decide on the type of portfolio that they want to prepare; physical, digital or hybrid. This will depend on their future pathways taking into consideration further education and/or future employers and industries. Additionally, communicate relevant skills, experiences, and capabilities to these pathways. The evidence and artifacts the students choose to include in their portfolio needs to be carefully considered and displayed appropriately and creatively.

#### **The activity**

Organise students into pairs and small groups that align with future pathways into employment or further education. This could be from their learnings in the *Passion Poster* or from *What is Community?* Students are then to undertake research into the current industry practices for portfolios in that chosen field.

Once the students have decided on the type of portfolio they would like to develop in the phases and aligned to the practices of their chosen career pathway, industry or further education, they will start to assess what evidence and artefacts from Phase 1 and 2 they would like to collate into their portfolio. This critical assessment of evidence and artifacts will continue throughout Phases 3 and 4 as they prepare their portfolios.

## Chapter 3

### Phase 3: Skills Workshops

Phase 3 is the final phase before the students form teams that plan and implement their own projects. The focus of Phase 3 is two Skills Workshops focussed on interpersonal, teamwork, leadership and communication skills. The first workshop is held at an external venue where students participate in a series of activities to learn about interpersonal, teamwork, leadership and communication skills. The second workshop, is held at school where the students will explore the concept of leadership, learn about leadership styles and participate in leadership activities. Upon completing the Skills Workshops, students will be introduced to Phase 4 of *Working Community* – Community Projects. Alongside the Skills Workshops the students will undertake an excursion or incursion to the Young Workers Centre to gain an understanding of what constitutes workplace bullying & discrimination. Students also gain practical tools for responding to these issues when they arise. Additionally, the students will undertake numeracy activities that investigate the world of work and pay linking into Phase 4 community project workplace scenarios. Students will continue to work on their critically reflective journals, portfolio preparation and Power Skills in Action.

### Time

Four weeks

### Structure and activities

Week	Activity
<b>13</b>	<ol style="list-style-type: none"> <li>1. Revisit learning contracts with students and brief them on the purpose of the Skills Workshops</li> <li>2. Skills-based activities in preparation for the Skills Workshop</li> <li>3. Numeracy activity – What's a job worth?</li> <li>4. Young Workers Centre</li> </ol>

<b>14 - 15</b>	5. Skills Workshop 1 – interpersonal, teamwork, leadership, and communication skills 6. Skills Workshop 2 – leadership 7. Numeracy activity – Getting paid
<b>16</b>	8. An introduction to Phase 4 of <i>Working Community</i> – Community Projects. 9. Numeracy activity – Do I have to pay for that? 10. Critically reflective journals 11. Portfolio preparation 11. Power Skills in Action



## VCE VM outcomes covered

This phase of *Working Community* can cover the VCE VM outcomes listed in the table below. **Yellow** indicates assessment task that explicitly meets the requirements of the VCAA VCE VM study and outcome.

**Table 12 Phase 3 VCE VM Study and Unit, Area of Study, Outcome and Assessments**

VCE VM Unit	Outcome	Assessment
PDS Unit 3 - Leadership and teamwork AOS 1: Social Awareness and interpersonal skills	<b>Outcome 1</b> Apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.	<ul style="list-style-type: none"> <li>• a critical reflection on the use of interpersonal skills – Reflective Journal</li> <li>• reflection on learning contract and renegotiation</li> <li>• a reflection on participation in Skills Workshops 1 &amp; 2</li> <li>• Power Skills in Action</li> </ul>
PDS Unit 3 – Leadership and teamwork AOS 2: Effective leadership	<b>Outcome 2</b> Describe the concept of effective leadership, analyse leadership qualities, and evaluate leadership styles in a range of contexts, and demonstrate a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation.	<ul style="list-style-type: none"> <li>• A record of participation in Skills Workshop 1 &amp; 2</li> <li>• Notes from community leadership speaker</li> <li>• Handout 14: Reflection on participation in Skills Workshop 2 leadership activities</li> <li>• Power Skills in Action</li> </ul>

<p>PDS Unit 3 – Leadership and teamwork</p> <p>AOS 3: Effective teamwork</p>	<p><b>Outcome 3</b></p> <p>Describe the characteristics of an effective team, and through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.</p>	<ul style="list-style-type: none"> <li>• Handout 13: a critical reflection on team members' feedback</li> <li>• a record of participation in Skills Workshops 1 &amp; 2</li> <li>• Skills Workshop 1 presentation</li> <li>• Peer feedback</li> <li>• Power Skills in Action</li> </ul>
<p>WRS Unit 3 – Industrial relations, workplace environment and practice</p>	<p><b>Outcome 2</b></p> <p>Outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow</p>	<ul style="list-style-type: none"> <li>• Handout 12: Role play of workplace relations</li> <li>• Participation in discussion and questions during excursion to Young Workers Centre</li> </ul>
<p>WRS Unit 3 – Industrial relations, workplace environment and practice</p>	<p><b>Outcome 3</b></p> <p>Apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.</p>	<ul style="list-style-type: none"> <li>• Development of open questions for excursion to Young Workers Centre</li> </ul>

WRS – Unit 4 Portfolio preparation and presentation AOS 1: Portfolio development	<b>Outcome 1</b> Analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education	<b>Portfolio preparation</b> - evidence of research into a variety of portfolios to identify purpose, characteristics, intended audience and appropriate artefacts.
---	--	---

Table 13 Phase 3 VCE VM Numeracy structure outcomes 1, 2 &amp; 3

Phase 3 Numeracy student activities	Personal	Civic	Financial	Health	Vocational	Recreational	Unit 3 Numbers	Unit 3 Shape	Unit 3 Quantity and	Unit 3 Relationships	Unit 4 Dimension and	Unit 4 Data	Unit 4 Uncertainty	Unit 4 Systematics	Problem solving	Toolkit
What's a job worth?			✓				✓			✓		✓			✓	✓
Getting paid			✓				✓					✓		✓	✓	✓
Do I have to pay for that?	✓		✓	✓			✓					✓			✓	✓

Within the phase outline below specific key knowledge and key skills from VCE VM studies and units have been mapped to the activities and assessment tasks, these assessment tasks are highlighted in **bold** and in the table above.

**Table 14 Phase 3 Activities, Unit and Area of Study, Key Knowledge and Key skills**

Activity	VCE VM Unit	Key Knowledge	Key Skills
<p>Students will critically reflect on their <b>learning contracts</b> by discussing in teams whether they have been able to keep to their contracts or not. Students will note discussion down in <b>critically reflective journal</b>.</p> <p>They can <b>renegotiate their learning contract</b>.</p> <p>Students will <b>critically reflect</b> on their participation in <b>Skills Workshop 1 &amp; 2</b> in their <b>critically reflective journals</b>.</p>	<p>PDS Unit 3: Leadership and teamwork AOS 1: Social awareness and interpersonal skills</p>	<ul style="list-style-type: none"> <li>interpersonal skills to support effective and respectful interactions with others, including verbal and non-verbal communication, collaboration, negotiation, conflict resolution, decision making and leadership.</li> <li>influences on the development of social awareness and interpersonal skills.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate the skill of leadership in communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to demonstrate social awareness and interpersonal skills in a real-life scenario or simulation.</li> </ul>
<p>Students will attend an <b>excursion to the Young Workers Centre and participate in discussions and open questions</b>.</p> <p>Students will develop a <b>role play</b> that demonstrates their understanding of what constitutes</p>	<p>WRS Unit 3 - Industrial relations, workplace environment and practice</p>	<ul style="list-style-type: none"> <li>individual employee responsibilities in relation to colleagues and community health and wellbeing</li> <li>Commonwealth and state anti-discrimination and equal opportunity laws; freedom from</li> </ul>	<ul style="list-style-type: none"> <li>identify and explain key ideas and concepts relating to workplace relations</li> <li>discuss, compare, analyse and evaluate concepts and strategies relating to the workplace environment, processes and practices</li> </ul>

<p>workplace bullying &amp; discrimination and the practical tools for responding to these issues when they arise.</p>	<p>AOS 2: Workplace responsibilities and rights AOS 3: Communication and collaboration</p>	<p>discrimination on the basis of race, disability, age, sex and other protected factors</p> <ul style="list-style-type: none"> <li>• characteristics of workplace sexual harassment</li> <li>• overview of the legal consequences of workplace bullying, workplace discrimination, and sexual harassment for employees and employers</li> <li>• overview of common issues that affect young workers, such as underpayment of wages, processes relating to termination and employment classification</li> <li>• grievance procedures and processes for reporting issues within the workplace and how to escalate unresolved or unlawful issues</li> <li>• the role statutory bodies play in the enforcement of workplace rights.</li> </ul>	<ul style="list-style-type: none"> <li>• propose and justify strategies to improve the workplace environment</li> <li>• apply knowledge to real and simulated workplace scenarios, and case studies.</li> </ul>
--	--	---	---

		<ul style="list-style-type: none"> <li>the benefit of appropriate open-question techniques to understand workplace requirements and to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>identify, justify and apply a variety of appropriate open questioning techniques for clarification and problem-solving purposes</li> </ul>
<p>Students work in teams in a number of structured activities* and apply this at the <b>Skills Workshop 1</b> that require students to:</p> <ul style="list-style-type: none"> <li>work cooperatively.</li> <li>solve a problem cooperatively.</li> <li>use a range of different skills.</li> <li>recognise and clarify the rights and responsibilities of all group members.</li> <li>address and resolve conflict situations.</li> <li>Participate in a <b>presentation</b> of knowledge and skills</li> </ul>	<p>PDS Unit 3 – Leadership and teamwork AOS 3: Effective teamwork</p>	<ul style="list-style-type: none"> <li>attributes and skills required to lead a team, and to be an effective member of a team.</li> <li>the development of key characteristics of effective teamwork, including communication, motivation, management, interpersonal relationships, and ethical behaviours</li> <li>individual attributes when working within a team such as motivation, reliability, persistence, and adaptability for the development of collective goals that benefit a community or group.</li> <li>steps in problem-solving, including the stages of identifying a problem or issue; setting goals; researching and</li> </ul>	<ul style="list-style-type: none"> <li>describe concepts relating to effective teamwork.</li> <li>discuss, compare, and analyse characteristics and attributes relating to effective teamwork.</li> <li>analyse personal skills that contribute to effective teamwork.</li> <li>apply and evaluate strategies relating to problem-solving, reflection and evaluation when working within a team.</li> <li>apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working within a team as part of a real-life scenario or simulation.</li> </ul>

		<p>planning possible responses; and putting a solution into action.</p> <ul style="list-style-type: none"> <li>• metacognitive strategies for reflection and evaluation of individual contributions to a team, the effectiveness of teamwork and the overall outcome of an activity.</li> </ul>	
<p>Students will provide <b>feedback</b> to peers on Workshop 1 and undertake <b>a critical reflection on team members' feedback</b>. The peer feedback and critical reflection discussion must include:</p> <ul style="list-style-type: none"> <li>• attributes and skills to be a leader and team member.</li> <li>• effective teamwork characteristics</li> <li>• individual attributes when working in a team.</li> <li>• steps in problem-solving</li> </ul> <p>To be undertaken at the end of Skills Workshop</p>	<p>PDS Unit 3 – Leadership and teamwork AOS 3: Effective teamwork</p>	<ul style="list-style-type: none"> <li>• attributes and skills required to lead a team, and to be an effective member of a team.</li> <li>• the development of key characteristics of effective teamwork, including communication, motivation, management, interpersonal relationships, and ethical behaviours</li> <li>• individual attributes when working within a team such as motivation, reliability, persistence, and adaptability for the development of collective goals that benefit a community or group.</li> </ul>	<ul style="list-style-type: none"> <li>• describe concepts relating to effective teamwork.</li> <li>• discuss, compare, and analyse characteristics and attributes relating to effective teamwork.</li> <li>• analyse personal skills that contribute to effective teamwork.</li> <li>• apply and evaluate strategies relating to problem-solving, reflection and evaluation when working within a team.</li> <li>• apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working within a team as part of a real-life scenario or simulation.</li> </ul>

		<ul style="list-style-type: none"> <li>• steps in problem-solving, including the stages of identifying a problem or issue; setting goals; researching and planning possible responses; and putting a solution into action.</li> <li>• metacognitive strategies for reflection and evaluation of individual contributions to a team, the effectiveness of teamwork and the overall outcome of an activity.</li> </ul>	
<p>Students work independently and in teams in a number of structured activities* at the <b>Skills Workshop 2 Leadership</b> that require students to:</p> <ul style="list-style-type: none"> <li>• record a presentation and developed questions for a guest speaker.</li> <li>• apply and evaluate leadership styles.</li> <li>• undertake leadership activities.</li> </ul>	<p>PDS Unit 3 - Leadership and teamwork AOS 2: Effective leadership</p>	<ul style="list-style-type: none"> <li>• characteristics of effective leadership</li> <li>• contexts and settings in which people demonstrate leadership to address issues or concerns in local and global communities.</li> <li>• contexts and settings in which people demonstrate leadership during times of change.</li> <li>• leadership styles, such as autocratic, charismatic, transformational, distributed and laissez-faire.</li> </ul>	<ul style="list-style-type: none"> <li>• describe concepts relating to leadership.</li> <li>• discuss, compare, and analyse contexts and settings related to leadership and leadership styles.</li> <li>• apply and evaluate leadership styles and related skills.</li> <li>• apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to demonstrate leadership in a real-life scenario or simulation</li> </ul>



<ul style="list-style-type: none"> <li>• <b>A personal reflection of participation in practical activities</b></li> </ul>		<ul style="list-style-type: none"> <li>• critical and creative thinking relating to leadership, including ethics and democracy.</li> </ul>	
<p>Students will continue to develop their <b>Power Skill in Action</b> with descriptions and evidence of meeting their chosen Power Skill. Undertake reflective questions and set future goal(s)</p>	<p>PDS Unit 3: Leadership and teamwork AOS 1: Social awareness and personal accountability AOS 2: Effective leadership AOS 3: Effective leadership</p>	<ul style="list-style-type: none"> <li>• see attached <i>Power Skills in Action</i> booklet</li> </ul>	<ul style="list-style-type: none"> <li>• see attached <i>Power Skills in Action</i> booklet</li> </ul>
<p>Students will continue to critically assess the evidence and artefacts collected by students during the <b>Skills Workshops</b> and that relates to <b>workplace rights and responsibilities</b> to propose the relevant evidence to be included in a <b>portfolio preparation</b>. Students can update their resume and cover letter with the new skills learnt.</p>	<p>WRS Unit 4: Portfolio preparation and presentation AOS 1: Portfolio preparation</p>	<ul style="list-style-type: none"> <li>• types of evidence and artefacts included in a portfolio: cover letter, resume, photographic evidence, written artefacts</li> <li>• the use of portfolios in current relevant industry practice or further education</li> <li>• the current industry practice for a portfolio in a chosen field</li> <li>• strategies to continually develop, update and curate a portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• propose the relevant evidence that will be included in a portfolio</li> <li>• collect current, relevant artefacts relating to career and/or education goals</li> <li>• discuss portfolio relevance to current industry practice or further education</li> <li>• explain key characteristics relating to physical and digital, and/or hybrid portfolios</li> </ul>

Individually and in small groups, the students will brainstorm different practices and strategies that can be applied to continually develop, update and curate a physical, digital and hybrid portfolio.			
---	--	--	--

\* The content of these activities will depend on the activities and tasks undertaken by the students.

Critically reflective questions in the table below, for students to respond to in their reflective journals, includes both indicative and targeted questions.

**Table 15 Phase 3 reflective journal questions – indicative and targeted questions**

Indicative Questions	Targeted Questions
<ul style="list-style-type: none"> <li>• What have you learned about working in teams, and giving and receiving peer support?</li> <li>• In what way have you taken responsibility for your learning?</li> <li>• What have you understood about the world of your community and world of work?</li> <li>• What did you feel you did well?</li> <li>• How and when did you learn best?</li> <li>• What were the things you thought you could do better?</li> <li>• What would you do differently?</li> <li>• What drives your learning and what you are passionate about?</li> </ul>	<ul style="list-style-type: none"> <li>• What areas of the contract have been easy to keep? Why?</li> <li>• What areas of the contract have been difficult to keep to? Why?</li> <li>• Are there some areas that you think were unfair? Or, too easy/relaxed? Explain</li> <li>• Are there new issues and areas that should now be included? Why?</li> <li>• Are there areas you would like to negotiate?</li> <li>• Was giving peer feedback harder than you thought? Why?</li> </ul>

<ul style="list-style-type: none"><li>• How are you progressing in a study (Literacy, Numeracy, PDS and/or WRS) over this phase?</li><li>• What are your processes in solving a difficult problem in this phase?</li><li>• What reactions have you had to the texts you are reading?</li><li>• What feedback on your participation in activities have you been given and how have you improved?</li><li>• How have you participated in group work tasks and discussions?</li><li>• What are your own values, preferences, and biases, and how this might impact your own participation.</li><li>• What is difficult at the moment and why? What is the next step? Who or what can help me here?</li></ul>	<ul style="list-style-type: none"><li>• Was reflecting on peer feedback harder than you thought? Why?</li><li>• Have your ideas about leadership changed? In what ways?</li><li>• What are the ways you foresee that you will apply the skills and knowledge learnt in the Skills Workshops to Phase 4 planning and implementing the community project?</li></ul> <p><b>Note:</b> A way to help you answer these questions is by giving specific examples.</p>
---	--

## Week 13

### 1. Revisit learning contracts with students and brief them on the purpose of the two Skills Workshops

Before going away for the Skills Workshops, it may be good to revisit the students' learning contracts that were negotiated at the start of the course. Students could work in teams to discuss whether they have been able to keep to their contracts or not. They could consider questions such as:

- What areas of the contract have been easy to keep to?
- What areas have been difficult to keep to?
- Are there some areas that you think were unfair? Or, too easy/relaxed?
- Are there new issues and areas that should now be included?
- Are there areas you would like to renegotiate?

Teachers should discuss with each group what the students have decided, and, if agreeable, renegotiate their contracts.

These discussions could be used to discuss the next stages of *Working Community* - the Skills Workshops of Phase 3, and the community projects of Phase 4 - and talk about how these activities will almost all be out of school and the added responsibility that students might have as a result. As students move to taking more responsibility for their own learning, an important area is their awareness of their roles and responsibilities.

### 2. Skills based activities in preparation for the Skills Workshop

Activities that could be included in this phase to support students in learning interpersonal, teamwork, leadership, interpersonal and communication skills would be:

- any activities that support teamwork and group work
- interpersonal development activities that address issues of assessing personal strengths and weaknesses, sorting out differences and dealing with stressful situations and conflict, learning to deal with power and authority, negotiating, giving and taking feedback, values clarification

- activities to support their communication skills (reading, writing, listening and speaking).

### **3. Numeracy activity. – What’s a job worth?**

The purpose of this Numeracy task is to investigate the various pay modalities that are common in our society, and to establish the minimum wage in Victoria. See *Information sheet 15: What’s a job worth?* for a more detailed outline of the activity.

### **4. Young Workers Centre**

Students will attend an incursion or excursion to the Young Workers Centre and participate in discussions and open questions see *Information sheet 16: Young Workers Centre*. They will gain an understanding of what constitutes workplace bullying & discrimination. Students also gain practical tools for responding to these issues when they arise. Upon returning to school, they will develop a role play in groups to apply this knowledge to a workplace scenario see *Handout 12: Role play of workplace relations*. This activity will run over the following weeks of Phase 3.

## **Resources**

### **Teacher information**

Information sheet 15: What’s a job worth?

Information sheet 16: Young Worker Centre

### **Student Resource**

Handout 12: Role play of workplace relations

## **Week 14 -15**

### **5. Skills Workshop 1 – Interpersonal, teamwork, leadership, and communication skills**

The Skills Workshop is:

- held at an external venue (for example, in conjunction with a community group, at a fitness or school camp, a teamwork and leadership training group, or sports club)

- where students participate in a series of activities to learn about interpersonal, teamwork, leadership and communication skills
- where the skills they learn from these activities are related to the demands of Phase 4 projects, notably, as strategies for workplace wellbeing and personal accountability.

Although the workshop could be conducted at a local venue over one day, the Skills Workshop could be a residential (two-day) activity which would provide a strong springboard to the Phase 4 young person-led activity.

It is best if the Skills Workshop 1 is run and facilitated by an external group with the expertise to administer and run a range of problem solving and teamwork, leadership and communication-based activities. See the notes below “Secrets to a successful Skills Workshop”.

The series of group activities at the Skills Workshop 1 need to be structured so that students learn about interpersonal, teamwork, leadership and communication skills including:

- solving problems specific to an established goal
- demonstrating skills specific to an established goal
- demonstrating teamwork skills
- recognising and clarifying the rights and responsibilities of all members in the group
- students working effectively as a group member
- communicating effectively to resolve conflict and/or for students to stand up for themselves or other team members.

There may be benefits (cost, the advantage of a larger group for team activities) for the Skills Workshop in combining the activity with other schools delivering *Working Community*.

Given that schools may need to travel to a venue that can hold the activity, it may be possible to do this in conjunction with other schools from other areas in the region. If the school is already part of a cluster, this would happen as part of that arrangement.

A sample program and list of aims for a Skills Workshop is available on *Information sheet 17: Sample program for Skills Workshop 1*.

As well some ideas for skills based activities are included on *Information sheet 18: Sample activities for Skills Workshop 1*. Some possible Icebreaker Activities were described in Chapter 2. Additionally, references for more ideas and activities are listed below this information sheet.

Students will need to provide feedback to peers on Skills Workshop 1 and undertake a critical reflection on team members' feedback. The peer feedback and critical reflection discussion must include:

- attributes and skills to be a leader and team member.
- effective teamwork characteristics
- individual attributes when working in a team.
- steps in problem-solving

To be undertaken at the end of Skills Workshop 1 see *Handout 13: Skills Workshop 1 - Critical reflection on team members' feedback*.

### Secrets to a successful Skills Workshop 1

Some programs running the original *Working Community* program have run this as a two-day camp, facilitated by a training organisation. Many such organisations exist within the community, some focussed on teamwork and leadership skills for workplaces and businesses. Others, such as youth groups or school camps, would also be suitable for this phase of Working Community.

A number of factors have proven important to the success of the Phase 3 Skills Workshop activity:

- a good and different setting
- a dynamic trainer/facilitator from a training organisation, school camp, youth organisation, fitness club or centre or sporting group, the army, etc
- quick, brief and active sessions

- prizes used to motivate
- keeping the debriefing focused on interpersonal, teamwork, leadership and communication skills
- lots of volunteers as small group facilitators, e.g., employers, adult trainers, youth workers, sportspeople, or local government personnel.

## 6. Skills Workshop 2 - Leadership

The Skills Workshop is:

- held at the school for a full day
- where guest speakers are invited to speak about their leadership style and how they address issues of concern in the community through their leadership
- where students participate in a series of activities to learn about leadership and the different styles of leadership
- where the skills they learn from these activities are related to the demands of Phase 4 projects, notably, as strategies for workplace wellbeing and personal accountability.

The series of group activities at the Skills Workshop 2 need to be structured so that students learn about leadership skills including:

- Discussing what makes a great leader.
- Comparing and evaluating leadership styles
- Discussing how leaders respond to issues of concern
- Discussing how leaders respond to changes

A sample program and list of aims for a Skills Workshop on leadership is available on *Information sheet 19: Sample program for Skills Workshop 2.*

As well some ideas for skills based activities are included on *Information sheet 20: Sample activities for Skills Workshop 2.* Additionally, references for more ideas and activities are listed below this information sheet.



Students will need to provide a personal reflection of participation in the practical activities undertaken throughout the Skills Workshop 2. The personal reflection discussion must include:

- Description of concepts relating to leadership
- An application of leadership skills in practical activities
- Comparison and evaluation of leadership styles in different contexts and settings

To be undertaken at the end of Skills Workshop 2 see *Handout 14: Skills Workshop 2 – Personal reflection of participation in leadership activities*.

## **7. Numeracy activity – Getting paid**

The purpose of this Numeracy task is to investigate the types of income allowances that are common in our society, and to identify Government sources of income protection and support. See *Information sheet 21 : Getting paid* for a more detailed outlined of the activity

## **Resources**

### **Teacher Information:**

Information sheet 17: Sample program for Skills Workshop 1

Information sheet 18: Sample activities for Skills Workshop 1

Information sheet 19: Sample program for Skills Workshop 2

Information sheet 20: Sample activities for Skills Workshop 2

Information sheet 21: Getting paid

### **Students Resources:**

Handout sheet 13: Skills Workshop 1 - Critical reflection on team members' feedback

Handout sheet 14: Skills Workshop 2 - Personal reflection of participation in leadership activities

## **Week 16**

### **8. An introduction to Phase 4 of *Working Community* – Community Projects**

At the end of Phase 3, it is important to introduce students to the aims and objective of the community projects of the next stage.

Phase 4 is the core of *Working Community*. Students plan and implement their own projects on an issue of concern in the local, national or global community. They work in teams to lead a project which is based upon an environmental, social, cultural or economic issue and their ideas, interests, aspirations, values and passions.

### **9. Numeracy activity – Do I have to pay for that?**

The purpose of this Numeracy task is to investigate future financial responsibilities to our society and to ourselves. See *Information sheet 22: Do I have to pay for that?* for a more detailed outline of the activity.

### **10. Critically reflective journals**

Phase 3 indicative and targeted questions for the reflective journals are listed in Table 15 at the beginning of this chapter. Students need to respond to these questions during and/or at the end of the phase.

### **11. Portfolio preparation**

Students will continue to critically assess the evidence and artefacts collected by students during the Skills Workshops and that relates to workplace rights and responsibilities to propose the relevant evidence and artifacts to be included in a portfolio preparation.

Students can use the skills learnt in the Skills Workshop and *Power Skills in Action* to refine their resume and cover letter from WRS Unit 2. This will be finished off in Phase 4.

Individually and in small groups, the students will brainstorm different practices and strategies that can be applied to continually develop, update and curate a physical, digital and hybrid portfolio.

### **12. Power Skills in Action**

Students work on their identified power skill as an individual or group, reviewing information from the *Power Skills in Action* booklet and completing the table with evidence from the phase.

In consultation with the student, teachers decide when a reflection on the students' progress of achieving their power skill is required, using the reflective questions in the *Power Skills in Action* booklet. Students can set future goals from this reflective conversation. Or, if the students feels as though they have achieved their power skill, they can choose another power skill to develop in the coming phases.

## **Resources**

### **Teacher Information**

Information sheet 22: Do I have to pay for that?

## Information sheet 15: What's a job worth?

Financial Numeracy	Area of study	Student activity 1: What's a job worth?	Problem solving	Toolkit
<ul style="list-style-type: none"> <li>occupational income and expenses, including work-related budgets, overtime and penalty rates</li> <li>calculations for allowances, such as travel, uniform and vehicle use</li> <li>sales based commissions, including fixed component and percentage commission, and comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3 Numbers</li> <li>Unit 3 Relationships</li> <li>Unit 4 Data</li> </ul>	<ul style="list-style-type: none"> <li>This activity requires that students are provided with an array of cards detailing different work scenarios where the gross income is given in a variety of weekly, fortnightly and annual periods.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>○ A wage earner with overtime rates</li> <li>○ A wage earner with a PPE allowance</li> <li>○ A salary earner with an annual bonus</li> <li>○ A wage earner with a uniform allowance</li> <li>○ An apprentice with a tool allowance</li> <li>○ A salary earner with a car allowance</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and apply the appropriate mathematical operations to calculate gross incomes</li> <li>Checking the results of calculations for reasonableness</li> <li>Using oral mathematical language to sort the gross income scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Use a calculator or an online calculator to calculate gross incomes</li> <li>Use technologies safely</li> <li>Use the conventions of mathematical and statistical language to analyse, record and display information</li> <li>Use manual or digital tools to create the graph</li> </ul>

		<ul style="list-style-type: none"> <li>○ A wage earner with a percentage of tips</li> <li>○ A wage earner on commission only</li> <li>○ A salary earner with a stock option bonus</li> <li>○ A wage earner with a percentage commission</li> <li>○ A salary earner with a travel allowance</li> <li>○ A wage earner paid by piece rate</li> </ul> <ul style="list-style-type: none"> <li>● Quantify each gross income into the same time period</li> <li>● Arrange the scenarios from the least to the greatest gross income</li> <li>● Postulate a job for each scenario</li> <li>● Research the minimum wage in Victoria</li> <li>● Graphically represent the gross wage scenarios against the Victorian minimum wage</li> </ul>		
--	--	---	--	--

## Information sheet 16: Young Workers Centre

The excursion to the Young Workers Centre is specifically designed to address the issues that young workers face when heading into the workplace for the first time. Notably, bullying and discrimination at work. The module that they will attend gives students an understanding of what constitutes workplace bullying & discrimination. Students also gain practical tools for responding to these issues when they arise.

The excursion can also be held as an incursion for schools that are unable to attend in person.

### **Incursion**

For an incursion with a Young Worker outreach organiser, please email [youth@vthc.org.au](mailto:youth@vthc.org.au).

### **Excursion**

For an excursion host session in person can be held at Victorian Trades Hall for a more immersive experience.

<https://www.youngworkers.org.au/education>

Student will need to be prepared for the excursion/incursion beforehand. This will include developing open questions for the Young Worker speakers.

Teachers should provide an overview of topics including:

- Commonwealth and state anti-discrimination and equal opportunity laws, workplace bullying and sexual harassment
- Legal consequences and role of statutory bodies
- Common issues affecting young workers

Using this overview, provide opportunities for students to develop open questions starting with “Why?” “How?” and “What?”. This will encourage a full answer, rather than the simple “yes” or “no” response that is usually given to a closed-ended question.

## Handout 12: Role play of workplace relations

### Young Workers Centre and role playing workplace relations

#### Aim of the activity

Students will be attending an incursion or excursion to the Young Workers Centre to explore issues that young workers face when heading into the workplace for the first time, notably, bullying and discrimination at work. Students will gain an understanding of what constitutes workplace bullying & discrimination. Students also gain practical tools for responding to these issues when they arise. Students will need to develop open questions for the Young Worker speakers and participate in discussions during the session. Upon returning to school, students will need to create a role play using their knowledge of bullying and discrimination.

#### Activity 1 – Young Workers Centre

Develop open-ended questions starting with “Why?” “How?” and “What?” to encourage a full answer, rather than the simple “yes” or “no” response that is usually given to a closed-ended question. These questions need to relate to Commonwealth and state anti-discrimination and equal opportunity laws, workplace bullying and sexual harassment, legal consequences, grievance procedures and processes for reporting issues in workplaces, the role of statutory bodies in enforcement of workplace rights and common issues affecting young workers.

Some examples might be:

- What are examples of discrimination, bullying and sexual harassment in the workplace?
- What do you think are the best and worst ways to respond to discrimination, bullying and sexual harassment in the workplace and why?
- What are the legal consequences for discrimination, bullying and sexual harassment in the workplace?
- What are the common issues affecting young workers and why?

## **Activity 2 – Role play of workplace relations**

Students will work in small groups to develop a role play of a simulated workplace scenario involving young workers that includes the following:

- A workplace bullying, discrimination and/or sexual harassment incident
- Laws and legal consequences of the incident for both the employee and employer
- The grievance procedure and process for reporting the issue and how to escalate if necessary
- Role of a statutory body in enforcing workplace rights

The small groups the students work in could be aligned to their future career industry. Alternatively, the workplace scenario could be a simulation of Phase 4 team planning and implementing the community project.



## Information sheet 17: Sample program for Skills Workshop 1

### Aims

- Development of interpersonal, teamwork, leadership and communication skills and consider relevance to Phase 4
- Motivate young people to take up Phase 4 community projects
- Provide a springboard and half-way point for the students to take up leadership and responsibility.

### Sample on day timetable

9:30 - 10:15 am	Session 1	<b>Welcome and icebreaker exercise</b> <ul style="list-style-type: none"> <li>• Facilitator introduces them to the day and gets participants to undertake a fun icebreaker activity to get everyone relaxed, and if a cluster of schools are attending, for students who don't know each other to get the students to mix and meet one another.</li> <li>• Form teams of 4 - 8 students - teams name themselves. Facilitator works with each group to outline the aims of the day.</li> <li>• Teams receive points for participation, and winners get prizes!</li> </ul>
10:15 - 10:30 am	Morning tea	
10:30 – 12 noon	Session 2	<b>Outdoor activities on interpersonal, teamwork, leadership, and communication skills</b> <ul style="list-style-type: none"> <li>• Facilitator uses a range of activities that promote interpersonal, teamwork, leadership, and communication skills.</li> <li>• Activities debriefed in terms of interpersonal, teamwork, leadership, and communication skills.</li> <li>• Points/prizes awarded.</li> </ul>
12 noon - 12.45 pm	Lunch (could be a sausage sizzle provided by local community group or students themselves)	

12:45 - 1:45 pm	Session 3	<b>Outdoor (or indoor) activities on interpersonal, teamwork, leadership, and communication skills</b> <ul style="list-style-type: none"> <li>• Facilitator uses a range of activities that promote interpersonal, teamwork, leadership, and communication skills.</li> <li>• Activities debriefed in terms of interpersonal, teamwork, leadership, and communication skills.</li> <li>• Points/prizes awarded.</li> </ul>
1:45 - 2:15 pm	Session 4	<b>Introducing Phase 4 projects</b> <ul style="list-style-type: none"> <li>• <i>Working Community</i> or VCE VM coordinator outlines aims and processes for the major Phase 4 projects.</li> <li>• Provides examples of previous projects.</li> <li>• Could use a student or students from previous <i>Working Community</i> programs to talk to the group.</li> </ul>
2:15 - 3.00 pm	Session 5	<b>Teams prepare presentations</b> <ul style="list-style-type: none"> <li>• What I have learnt today.</li> <li>• Ideas for using interpersonal, teamwork, leadership, and communication skills in Phase 4 projects.</li> </ul>
3.00 - 3:30 pm	Session 6	<b>Presentations</b> <ul style="list-style-type: none"> <li>• Each team presents in turn. Teams have to prepare a fun and informative presentation (5 min) to the whole group on what they have learnt today and the relevance of that learning to Phase 4, plus any ideas for projects.</li> <li>• Review and feedback from facilitator and coordinator.</li> <li>• Close and thanks.</li> </ul>

## Information sheet 18: Sample activities for Skills Workshop 1

Below are some ideas for activities that could be used in Skills Workshop 1, or as activities throughout the course that support the learning of interpersonal, teamwork, leadership, and communication skills.

### Outdoor team games

- With two ropes, pick up an eight gallon drum of a dangerous chemical and take it to a safe place. The team needs to organise themselves to do it and has to remain 3 metres away from the drum.
- A rope challenge where a rope “wall” or “barrier” is set up and teams have to navigate and help their team to get through from one side of the barrier to the other.
- One person is lying on ground injured – team needs to pick him/her up carefully by making a human stretcher and taking them to a safe place.
- Blind folded activities - sighted people give instructions to blindfolded members of team to undertake a task (e.g., walking from one place to another; or to undertake a task like moving an object)

### Relays

- Quick tournament of fun relays that have to be silly enough to be cool.

### Other activities

If you go to an organised camp or training venue, the facilitators may have access to a range of specialist activities such as:

- rope courses
- rock wall climbing
- abseiling
- canoeing
- archery
- orienteering

- bushwalking and horse riding.

## **Indoor games**

### **Tower building activity**

- Three (or more) teams of students build a tower from the same set of materials - a pack of cards and a packet of paper clips. The goal is to build the highest, sturdiest tower using as few cards as possible. The activity models both teamwork and leadership. Use three different leadership scenarios: random or no leader, imposed leader where the teacher nominates the leader randomly, elected leader where the group elects a leader before they start.

### **Celebrity hats (questions)**

Individuals compete to work out who the 'celebrity' is (use names of sports people, singers, etc). The winner is the first person to guess which celebrity they are. There are variations on how you can play the game. One approach would be:

- Have two groups of five students.
- Hats with cards with the names of a different celebrity are placed on the heads of members of one group.
- The celebrity person cannot see the name on their hat or the card.
- In turn, each celebrity asks a question of the team to help them identify who they are. The question has to be of a type where the answer can only be "yes" or "no".
- At any stage, after the response to their question, the celebrity person can have a guess at who they are.
- The winner is the first person to guess which celebrity they are.
- Groups then swap roles.

Variations:

- The celebrity person can keep asking question until they get a "no" answer.
- Points could be scored over a number of games.

### **Other games**

There are other common games which you could play, with variations:

- trivial pursuit
- charades
- indoor sports games and variations

All exercises should be debriefed in terms of interpersonal, teamwork, leadership, and communication skills.

---

## References for more ideas and activities

There are a range of resources available that include suitable activities to use for the Skills Workshops, or throughout *Working Community* to develop interpersonal, teamwork, leadership, and communication skills and more. These include:

Online Activity Database of Group Games & Activities, <https://www.playmeo.com/activities/>  
(Playmeo , 2023)

Collard, Mark, 2018, No Props No Problem: 150+ Outrageously Fun Group Games & Activities using No Equipment, playmeo, Australia <https://www.playmeo.com/shop/no-props-no-problem/>

(Collard, No Props No Problem: 150+ Outrageously Fun Group Games & Activities using No Equipment, 2018)

Collard, Mark, 2008, Count Me In: Large Group Games that Work, Project Adventure Inc, USA <https://www.playmeo.com/shop/count-me-in/>

(Collard, 2008)

Rohnke, Karl, 2010, Silver Bullets: A Guide to Initiative Problems, Adventure Games & Trust Activities - 2nd Edition, Kendall Hunt, USA <https://www.playmeo.com/shop/silver-bullets/>

(Rohnke, 2010)

## Handout 13: Skills Workshop 1 - Critical reflection on team members' feedback

Introducing students to the skill of critically reflecting on their team members feedback from Skills Workshop 1 – Interpersonal, teamwork, leadership, and communication skills.

### Aim of the activity

Students will need to provide feedback to peers on Skills Workshop 1 and undertake a critical reflection on team members' feedback. The peer feedback and critical reflection discussion must include:

- attributes and skills to be a leader and team member.
- effective teamwork characteristics
- individual attributes when working in a team.
- steps in problem-solving

### The activity

The table below provides prompts for giving feedback to a peer (left hand side) and prompts for critical reflection on peer members' feedback (right hand side).

Prompts for feedback to peer	Prompts for critical reflection on peer members feedback
<p><i>Choose one example from the activities undertaken for each prompt. Be sure that your peer will know the activity you are describing and their participation in the activity.</i></p> <p>Using an example from the activity, describe a leadership and teamwork attribute, characteristic and/or skill that your peer displayed to lead the team and be</p>	<p><i>Use the STARR method to critically reflect on your peer's feedback.</i></p> <ul style="list-style-type: none"> <li>• <b>Situation:</b> Describe the situation (location, other people, context, etc.)</li> <li>• <b>Task:</b> Explain what your task or role was. What responsibility did you have? Who gave you the task? What was your relationship with this person?</li> <li>• <b>Activities:</b> What did you do? What methods, techniques, or principles did you use? And most importantly, which attribute, characteristic, and/or skill did you rely on?</li> </ul>

an effective team member. These should relate to:

- communication
- motivation
- management
- interpersonal relationships
- ethical behaviours

Using an example from the activity, describe an individual attribute, characteristic and/or skill that your peer displayed for the development of collective goals that benefited the group.

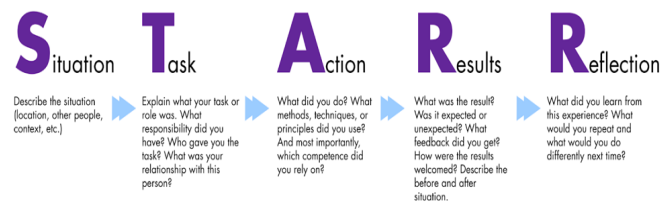
These should relate to:

- motivation
- reliability
- persistence
- adaptability

Using an example from the activity, describe the strategies used by your peer when problem-solving. This should include strategies in:

- identifying a problem or issue
- setting goals
- researching and planning possible responses
- putting a solution into action

- **Results:** What was the result? Was it expected or unexpected? What feedback did you get? How were the results welcomed? Describe the before and after situation.
- **Reflection:** What did you learn from this experience? What would you repeat and what would you do differently next time?



## Information sheet 19: Sample program for Skills Workshop 2

### Aims

- Development of leadership skills and consider relevance to Phase 4
- Motivate young people to take up Phase 4 community projects
- Provide a springboard and half-way point for the students to take up leadership and responsibility.

### Sample on day timetable

9:00 – 9:30 am	Session 1	<b>Welcome and icebreaker exercise</b> <ul style="list-style-type: none"> <li>• Facilitator introduces them to the day and gets participants to undertake a fun icebreaker activity to get everyone relaxed, and if a cluster of schools are attending, for students who don't know each other to get the students to mix and meet one another.</li> <li>• <a href="#">Leadership from a dancing guy</a> – fun clip to show students and discuss</li> <li>• Form teams of 4 - 8 students - teams name themselves. Facilitator works with each group to outline the aims of the day.</li> </ul>
9:30 – 10:30 am	Session 2	<b>Community leader presentation</b> <ul style="list-style-type: none"> <li>• Pose the question: 'What makes a great leader?' Use a think-pair-share to brainstorm and share insights.</li> <li>• Community leader presentation involving: <ul style="list-style-type: none"> <li>○ leadership styles (autocratic, charismatic, laissez faire, transformational and distributed), examples in different contexts and settings, advantages, and disadvantages of each style</li> <li>○ Examples of different leadership styles addressing issues or concerns in the community</li> </ul> </li> <li>• In their groups students record notes on the presentation and pose a question to the leader regarding leadership styles and how they are used to address issues of concern in the community</li> <li>• In their groups the students construct a table that includes:</li> </ul>



		<ul style="list-style-type: none"> <li>○ A summary of the different leadership styles, examples of each and advantages and disadvantages of each style</li> </ul>
10:30 – 11:00 am	Morning tea	
11:00 – 12:30pm	Session 3	<p><b>Marshmallow Challenge</b></p> <ul style="list-style-type: none"> <li>• In advance, prepare one kit containing the following items for each small group:             <ul style="list-style-type: none"> <li>– 20 sticks of spaghetti</li> <li>– 1 metre (3') of string</li> <li>– 1 metre (3') of masking tape</li> <li>– 1 x marshmallow</li> </ul> </li> <li>• Distribute one kit to each team.</li> <li>• A team leader is selected from each group. The team leader is secretly given one of the leadership styles</li> <li>• Instruct the groups to use (only) the contents of the kits to build the tallest free-standing structure, and to place the marshmallow on top (highest peak of structure.)</li> <li>• Explain that every group has exactly 20 minutes to complete the task.</li> <li>• Groups are permitted to use as little or all of their resources and break the spaghetti, string, and tape as they choose.</li> <li>• The team with the tallest (free-standing) structure supporting the highest marshmallow at the end of the time, wins.</li> <li>• At the end of the challenge, the team members reflect:             <ul style="list-style-type: none"> <li>○ What was the style of leadership allocated?</li> <li>○ What did you observe that helped identify that leadership style?</li> <li>○ What were the strengths and weaknesses of this style of leadership?</li> <li>○ Where did you believe it worked and didn't work? Provide examples</li> <li>○ Was your team successful? Why or why not?</li> <li>○ How did this style of leadership motivate you personally?</li> <li>○ How did this style of leadership frustrate you personally?</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ What leadership style would work better for this challenge? Why? Provide evidence</li> <li>○ Share any strategies you used to have your own influence within the team</li> <li>○ Was the task harder than you initially thought? Why?</li> <li>○ Did you make any assumptions during the exercise?</li> <li>○ If you could do this task again, would you do anything differently? What exactly?</li> <li>○ What lessons does this challenge present to us?</li> <li>● For the leader: <ul style="list-style-type: none"> <li>○ Was this a natural style of leadership for you? Why is it natural? When is it natural?</li> <li>○ Do you think this style of leadership was able to motivate your team successfully? Give evidence or examples of your response</li> </ul> </li> </ul>
12:30 – 1:15 pm	Lunch	Could be a sausage sizzle provided by local community group or students themselves
1:15 – 2:15 pm	Session 4	<b>Leadership activities</b> <ul style="list-style-type: none"> <li>● Undertake a variety of leadership activities (see <i>Information sheet. : Sample activities for Skills Workshop 2</i>)</li> <li>● Use/modify the reflection questions from the Marshmallow Challenge</li> <li>● Keep activities to a maximum of 15 minutes.</li> <li>● Try out the different leadership styles in the activities e.g., less democratic more autocratic.</li> <li>● Ask the students to think about the activity after you have explained it, what is the best leadership style to use?</li> </ul>
2:15 – 3:00 pm	Session 5	<b>Teams prepare presentations</b> <ul style="list-style-type: none"> <li>● What have I learnt today?</li> <li>● Ideas for using leadership skills in Phase 4 projects</li> </ul>
3:00 – 3:30 pm	Session 6	<b>Presentations</b> <ul style="list-style-type: none"> <li>● Each team presents in turn. Teams have to prepare a fun and informative presentation (5min) to the whole group on what they have learnt today and the relevance of leadership skills to Phase 4, plus any ideas for projects.</li> <li>● Review and feedback from facilitator and coordinator</li> <li>● Close and thanks</li> </ul>

**Note:** Sample activities only.<sup>3</sup>

## Information sheet 20: Sample activities for Skills Workshop 2

Below are some ideas for activities that could be used in the Skills Workshop 2, or as activities throughout that support the learning of interpersonal, teamwork, leadership, and communication skills.

### Paper Tower

**Dynamic team-building event to build tallest tower.**

Step-by-Step Instructions

1. Divide your group into teams of 3 to 5 people.
2. Distribute 20 sheets of paper to each team.
3. Using only the paper, instruct each team to construct the tallest, free-standing tower.
4. Allow ten minutes for planning and construction.
5. When the time has elapsed, measure the height of each tower, and announce the winner.

### Leaning Tower Of Feetza

**Quick problem-solving game for large & small groups.**

Step-by-Step Instructions

1. Form small teams of about 8 to 15 people.
2. Explain that each group is to build the tallest free-standing structure they can using only their shoes.
3. Everyone has exactly three minutes to achieve the task.
4. The tallest structure wins.

### Number Shuffle

**Very simple energising team-building exercise.**

---

<sup>3</sup> The [Marshmallow Challenge](#) is available to view online at [Playmeo](#), where you will find further ideas for this activity and other activities to choose from.

### Step-by-Step Instructions

1. In advance, prepare a set of large, printed numbers 0 to 9 on individual sheets of paper
2. Also, write a long list of small and large numbers which utilise only one instance of each digit.
3. When ready, distribute one printed number so that each person is holding one of each of the ten numbers.
4. Challenge your group to shuffle the numbers they are holding as fast and as accurately as they can to match each number you announce over several rounds.
5. Announce your first number or write it on a whiteboard / flip-chart paper, e.g., 96,471.
6. In this case, the five people holding these particular numbers will shuffle their positions to represent the number 9 – 6 – 4 – 7 – 1 while the rest of the group steps back and looks on.
7. Continue to announce more numbers, bouncing between small and large numbers regularly.
8. Play for up to 5 minutes

### Blind Polygon

#### **Classic group initiative to sharpen communication skills.**

### Step-by-Step Instructions

1. In advance, tie the two ends of a long rope together to form a closed loop.
2. Gather your group and ask them to close their eyes or distribute blindfolds for them all to wear.
3. When ready, lay the rope at the feet of one of the participants.
4. Instruct your group to manipulate the rope to form a perfect square, ensuring that all participants hold the rope tautly (off the ground) to complete the task.
5. At no time is anyone permitted to open their eyes to view the position of the group or the shape of the rope.
6. Allow up to 30 minutes for the group to solve the problem.
7. When the group believes it has formed the square, ask everyone to stand still and open their eyes/take off their blindfolds.
8. Review the accuracy or otherwise of the final shape.

9. Allow time to invite your group to reflect on the result and their process.

## **Mimeograph**

### **Exciting team-based, pattern-finding group initiative.**

#### Step-by-Step Instructions

1. In advance, lay a pattern of 10 to 15 randomly placed cards in a space out of sight of your group
2. Give your group the second deck of cards.
3. Challenge your group to use this second deck of cards to recreate the exact pattern of the cards which remain out of sight.
4. Taking turns, each person is entitled to leave the room on their own one time only to look at the pattern of the cards.
5. While viewing the cards, this person is not permitted to touch the cards or record their pattern using any device, e.g., pen/paper or photograph.
6. Upon returning to the group, those who view the cards will describe what they saw.
7. When ready, the next member of the team may depart to view the cards.
8. Viewing of the cards may continue until every person of your group has had the opportunity to view them.
9. Allow up to 20 minutes to re-create the pattern.

## **Keyboard**

### **Challenging group initiative that will test memory skills.**

#### Step-by-Step Instructions

1. Distribute one set of alphabet letters/cards (26) to each small team of 4 to 8 people.
2. Initially, challenge each team to lay these letters on the ground/floor to construct a large-scale computer keyboard, i.e., from memory.
3. Allow each team ample time to discuss and solve the task.
4. When ready, ask each team to move to an area approx. 10 metres away from their keyboard.
5. Announce that you will soon provide each team with a ten-letter word to be 'typed' using their keyboard.

6. Challenge each team to 'type' this word as accurately and as fast as possible.
7. To govern fair play, explain that to successfully type the word, each team:
  - Must remain behind the designated line at all times.
  - One person at a time (in rotation) is permitted to move to the keyboard and 'type' the word by touching one of the letters; and
  - The letters must be touched in the correct sequence.
8. Play several rounds, inviting each team to continuously improve their time.
9. To further challenge your group, try a variation.

## **Blackjack**

### **Challenging group initiative with many permutations.**

#### Step-by-Step Instructions

1. Form a circle.
2. Randomly distribute one card from a deck of playing cards to every person, instructing them not to look at it.
3. Announce that the entire exercise will be conducted in silence, i.e., no verbal forms of communication.
4. Ask each person to place their card on their forehead so that it is visible to the rest of the group.
5. Challenge your group to form as many 'blackjacks' as possible so that every person is involved.
6. Explain that for the purposes of this exercise, blackjacks are a hand of cards which add up to 19, 20 or 21.
7. Regular blackjack rules apply – Aces may be valued as 1 or 11, and all picture cards are worth 10 points.
8. Allow ample time for planning and discussion.
9. Invite group to reflect on their process at the end.

## **Overhand Knot**

### **Terrific group problem-solving exercise to teach perspective.**

#### Step-by-Step Instructions

8. Form small groups of 6 to 10 people.
9. Distribute a short length of rope to each team.
10. Ask each team to form a straight line holding hands but ask the middle two people to hold the two ends of the rope between them.
11. Without letting go of the rope or their partner's hands, challenge each team to tie a simple overhand knot in the middle of the rope length.
12. Note the two outside people are not permitted to use their unclasped hands to assist in any way.
13. Allow ample time for teams to problem-solve and apply trial-and-error techniques.
14. When successful, invite your teams to reflect on their process and/or present a more challenging knot to solve

The above activities are available at [Playmeo](#).<sup>4</sup> All activities should be debriefed and reflected upon in terms of leadership skills. Reflective questions are available in Playmeo activities.

---

<sup>4</sup> See *Information sheet 18: Sample activities for Skills Workshop 1* for references for more ideas and activities

## **Handout 14: Skills Workshop 2 - Personal reflection of participation in leadership activities**

### **Introducing students to completing a personal reflection of participation in the Skills Workshop 2 – Leadership Activities**

#### **Aim of the activity**

Students will need to provide a personal reflection of their participation in the leadership activities throughout the Skills Workshop 2.

The personal reflection must include:

- characteristics of effective leadership
- leadership styles and related skills
- critical and creative thinking relating to leadership, including ethics and democracy

#### **The activity**

This activity involves personally reflecting on your participation in the leadership activities. Additionally, how you can apply your knowledge and skills of leadership to working in a team for Phase 4 planning and implementing the community project. The prompts below will help you to reflect in these two areas.

#### **Participation in leadership activities**

- Choose one example from the activities undertaken in the leadership Skills Workshop for each prompt. The leader could be yourself or another peer, teacher, or participant.
  - In what ways was leadership shown in the activity?
  - What did you observe that helped you identify a leadership style?
  - Choosing two leadership styles, how would you compare them? Include a comparison of traits, aims, strengths and weaknesses of the leadership styles.
  - How did you show leadership? Was it natural or unnatural for you? Why?



- In what ways did the leader respond to team members? i.e., motivate, discourage, challenge, inspire, discuss, debate, share ideas, encourage, guide, control, persuade, non-committal, relaxed.
- In a situation where an issue or concern was raised in what ways did the leader respond?

### Application of leadership to teams in Phase 4 Community project

- When responding to the prompts below, provide examples.
  - Is it important to have a leader for your team? Why?
  - How will you choose a leader? Will the leader change throughout the phase? Why/why not?
  - What leadership style do you think will work best for your team? Why?
  - Are there times when you think the leadership style will need to change? When and why?
- Ethical Leadership – 8 Traits of Ethical Leadership (Iacono, 2023)



- Discuss these traits with your peers, think-pair-share your thoughts with the class.
- Research the traits further. See <https://symondsresearch.com/ethical-leadership/>
- Choose three traits and conduct further research into these traits.
- Think about how these three traits might look in Phase 4.
- For each of the three traits respond to the following prompt using an example:
- An issue has arisen in the group, how would the leadership trait respond to the issue?

**Example response:**

**Integrity** - There are two members of the team that want to take on the role of organising the budget for the community project, however, only one team member is needed for this role. A leader that displays the trait of integrity would have the best interest of the group at heart both financially and morally. Financially it might be better to choose the team member that has more skills and knowledge of doing budgets, they may be better at numeracy than the other team member. However, morally it might be better to choose the other team member, as this role was promised to them in the beginning of the planning stage. The leader that displays integrity will need to act in accordance with their words (i.e., they practice what they preach). If they promised the role to the team member, then they need to allocate this role to them. Alternatively, they can acknowledge that for the best interest of the team, the team member who is better at numeracy is allocated the role. This way they have owned up to their mistake, as opposed to hiding them, blaming their team, or making excuses.

## Information sheet 21: Getting paid

Financial Numeracy	Area of study	Student activity 2: Getting paid	Problem solving	Toolkit
<ul style="list-style-type: none"> <li>occupational income and expenses, including work-related budgets, overtime, and penalty rates</li> <li>online financial services such as mobile banking, Medicare and MyGov services</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4 Data</li> <li>Unit 4 Systematics</li> <li>Unit 3 Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Use the Fair Work Ombudsman site to find the weekly wage for a job</li> <li>Research if overtime/ penalty rates/ commissions or tips would apply</li> <li>Research if allowances such as travel/ uniform/ vehicle use would apply</li> <li>Research if there are any work-related expenses like uniform/PPE/ union fees</li> <li>Use the Services Australia Government site to research eligibility for financial support</li> <li>Use the Victorian Government Department of Families, Fairness and</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the relevant data embedded in the websites</li> <li>Using the interactive tools in the websites to establish the conditions and amount of support available</li> <li>Extracting and recording the relevant data</li> <li>Analysing the conditions and amounts of assistance available</li> <li>Identifying if any of the Government assistance conditions are mutually exclusive</li> <li>Estimating what the total income would be for the chosen circumstances</li> </ul>	<ul style="list-style-type: none"> <li>Use technologies safely</li> <li>Use the software programs of the sites to establish the conditions and amount of support available</li> <li>Identify and assess the strengths and weaknesses of the websites</li> <li>Use technologies to work mathematically</li> <li>Use the conventions of mathematical language to record and present data</li> <li>Use most effective technologies to present findings to the class</li> </ul>

		<p>Housing site to research eligibility for financial support</p> <ul style="list-style-type: none"><li>• Create a presentation for the class</li></ul>	<ul style="list-style-type: none"><li>• Communicating the results of the research to the class</li></ul>	
--	--	---	--	--

## Information sheet 22: Do I have to pay for that?

<b>Personal Numeracy</b> <b>Financial Numeracy</b> <b>Health Numeracy</b>	<b>Area of study</b>	<b>Student activity 3:</b> <b>Do I have to pay for that?</b>	<b>Problem solving</b>	<b>Toolkit</b>
<ul style="list-style-type: none"> <li>numerical information embedded in print and digital media, including monetary values</li> <li>government financial systems such as taxation, GST, student loans, superannuation, and Medicare</li> <li>health care costs, including Medicare rebates and surcharge, comparing, and using private health insurance at different ages and stages of life such as single, coupled, family, uncoupled, elderly</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3 Numbers</li> <li>Unit 4 Data</li> </ul>	<ul style="list-style-type: none"> <li>Research typical income for training/work that is a realistic option for next year</li> <li>Research and record current employer superannuation deduction rate</li> <li>Research and record current tax brackets, including the Medicare levy</li> <li>Use this to calculate net income per annum, per fortnight and per week</li> <li>Research the GST percentage rate and</li> </ul>	<ul style="list-style-type: none"> <li>Identifying current, reliable, and valid sources</li> <li>Identifying and applying the appropriate mathematical operations for calculations</li> <li>Checking the results of calculations for reasonableness</li> <li>Presenting findings to the class</li> </ul>	<ul style="list-style-type: none"> <li>Use technology safely</li> <li>Use the conventions of mathematical and statistical language to analyse, extract and record information</li> <li>Use manual or digital tools/software to create the presentation to the class</li> </ul>

		<p>identify where the GST is not applied</p> <ul style="list-style-type: none"> <li>• Brainstorm the advantages and disadvantages of public vs private health care</li> <li>• Research and record at least 3 of Private Health Care Cover options</li> <li>• Explain which Extras are the most relevant as a young adult</li> <li>• Explain how these would change for a young family</li> <li>• Explain how these would change for an older adult</li> </ul>		
--	--	---	--	--

## Chapter 4

### Phase 4: Planning and implementing community project

Phase 4 is at the very heart of the *Working Community* model. Students are now supported to plan and implement their own not for personal profit/community projects in their community. They form their teams to lead an extended community project, which is based upon their selection of an environmental, cultural, economic and/or social area of concern within the local, national, or global community. Students will draw on the skills learnt in Phase 3 to develop a variety of workplace wellbeing and personal accountability strategies in planning and implementing the community project. Further, they will promote and advocate for their community project through a promotional text and podcast. Finally, they will undertake several numeracy activities related to the world of work.

#### Time

Ten weeks

#### Structure and activities

Week	Activity
<b>17 – 19</b>	1. Planning the community project 2. Promotion of community project 3. Wellbeing and personal accountability in the community project 4. Numeracy activity - Are you sure about that?
<b>20 – 24</b>	5. Implementing and undertaking the community project 6. Speaking to advise or advocate for their community project 7. Numeracy activity - Shapes, angles, and design 8. Facilitating regular review sessions with students 9. Power Skills in Action
<b>25 – 26</b>	10. Numeracy activity - Young worker injuries 11. Complete and documenting the projects in preparation for Phase 5

#### Phase 4: Planning and implementing community projects

	12. Critically reflective journals 13. Portfolio preparation
--	---



## VCE VM outcomes covered

This phase of *Working Community* can cover the VCE VM outcomes listed in the table below. **Yellow** indicates assessment task that explicitly meets the requirements of the VCAA VCE VM study and outcome.

**Table 16 Phase 4 VCE VM Study and Unit, Area of Study, Outcome and Assessments**

VCE VM Unit	Outcome	Assessment
PDS Unit 3 - Leadership and teamwork AOS 1: Social Awareness and interpersonal skills	<b>Outcome 1</b> Apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.	<ul style="list-style-type: none"> <li>• a critical reflection on the use of interpersonal skills – Critically Reflective Journal</li> <li>• Handout 18: Power Skills in Action voting sheet.</li> <li>• Power Skills in Action</li> </ul>
PDS Unit 3 – Leadership and teamwork AOS 2: Effective leadership	<b>Outcome 2</b> Describe the concept of effective leadership, analyse leadership qualities, and evaluate leadership styles in a range of contexts, and demonstrate a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation.	<ul style="list-style-type: none"> <li>• Handout 18: Power Skills in Action voting sheet.</li> <li>• Power Skills in Action</li> </ul>

<p>PDS Unit 3 – Leadership and teamwork AOS 3: Effective teamwork</p>	<p><b>Outcome 3</b> Describe the characteristics of an effective team, and through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.</p>	<ul style="list-style-type: none"> <li>• Handout 18: Power Skills in Action voting sheet.</li> <li>• Power Skills in Action</li> </ul>
<p>PDS Unit 4 – Community project AOS 1: Planning a community project</p>	<p><b>Outcome 1</b> Investigate and analyse an environmental, cultural, economic, or social issue of significance to the community and plan a community project to address the chosen area of concern.</p>	<ul style="list-style-type: none"> <li>• Handout 17: Planning your projects</li> <li>• Research report</li> <li>• a record of research strategies</li> <li>• SMART Goals</li> <li>• Task list – allocation and completion</li> <li>• Project timeline</li> <li>• Risk management plan</li> <li>• Budget</li> </ul>
<p>PDS Unit 4 – Community project AOS 2: Implementing a community project.</p>	<p><b>Outcome 2</b> Use project planning skills to implement a comprehensive plan to apply timely, affordable, and effective responses to a community issue.</p>	<ul style="list-style-type: none"> <li>• Documenting the project - implementation, participation, and execution of planned project</li> <li>• Record of oral and written communication</li> <li>• Contingency plan</li> <li>• Review of project</li> </ul>

<p>WRS Unit 3 – Industrial relations, workplace environment and practice AOS 1: Workplace wellbeing and personal accountability</p>	<p><b>Outcome 1</b> Analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace, and identify and explain strategies to contribute to a healthy workplace environment.</p>	<ul style="list-style-type: none"> <li>• A visual presentation (graphic organizer, concept/mind map or annotated posters)</li> </ul>
<p>WRS Unit 3 – Industrial relations, workplace environment and practice AOS 3: Communication and collaboration</p>	<p><b>Outcome 3</b> Apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships, and work effectively in diverse teams.</p>	<ul style="list-style-type: none"> <li>• Participation in team meetings</li> <li>• A record of strategies</li> <li>• A record of interview open questions</li> <li>• A record of discussion with community groups</li> </ul>
<p>Literacy Unit 4 – Oral communication AOS 1: Understanding and engaging with literacy for advocacy.</p>	<p><b>Outcome 1</b> Illustrate understanding of the use of language in advocacy by producing a range of written, visual, and multimodal texts for the promotion of self, a product or chosen community group.</p>	<ul style="list-style-type: none"> <li>• <b>Promotion of community project - multimodal presentation</b> <ul style="list-style-type: none"> <li>○ Activity 1 - Community project traditional promotional text</li> <li>○ Activity 2 - Product/group promotional brief</li> </ul> </li> </ul>

Literacy Unit 4 – Oral communication AOS 2: Speaking to advise or to advocate	<b>Outcome 2</b> Negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluation of student learning	<ul style="list-style-type: none"> <li>• <b>An informative podcast to advise or advocate</b> <ul style="list-style-type: none"> <li>○ Activity 1 – Researching the podcast focus</li> <li>○ Activity 2 – Podcast creation</li> </ul> </li> </ul>
WRS Unit 4 - Portfolio preparation and presentation AOS 1: Portfolio development	<b>Outcome 1</b> Analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education	<ul style="list-style-type: none"> <li>• <b>Portfolio preparation</b> - evidence of research into a variety of portfolios to identify purpose, characteristics, intended audience and appropriate artefacts.</li> </ul>

Table 17 Phase 4 VCE VM Numeracy structure of outcomes 1, 2 &amp; 3

Phase 4 Numeracy student activities	Personal	Civic	Financial	Health	Vocational	Recreational	Unit 3 Numbers	Unit 3 Shape	Unit 3 Quantity and measures	Unit 3 Relationships	Unit 4 Dimension and direction	Unit 4 Data	Unit 4 Uncertainty	Unit 4 Systematics	Problem solving	Toolkit
Are you sure about that?						✓	✓					✓	✓		✓	✓

Shapes, angles, and design						✓		✓							✓	✓
Young worker injuries				✓			✓					✓	✓		✓	✓

Within the phase outline below specific key knowledge and key skills from VCE VM studies and units have been mapped to the activities and assessment tasks, these assessment tasks are highlighted in **bold** and in the table above.

**Table 18 Phase 4 Activities, Unit and Area of Study, Key Knowledge, and Key skills**

Activity	VCE VM Unit	Key Knowledge	Key Skills
<p>In groups, students plan, undertake, document and review a community project. This will include:</p> <ul style="list-style-type: none"> <li>• <b>Research report</b> – researching community projects in your local community; identify and describe the area of concern that is being addressed by the community project. Use Phase 2 class directory text for research report.</li> <li>• <b>Review research strategies</b> to source reliable and accurate sources of information.</li> </ul>	PDS Unit 4 – Community Project AOS 1: Planning a community project.	<ul style="list-style-type: none"> <li>• the process in of planning and designing a community project, including selecting and explaining an area of concern within a local, national, or global community.</li> <li>• key considerations when selecting an area of concern to address in a community project.</li> <li>• the objectives to be achieved in the project.</li> </ul>	<ul style="list-style-type: none"> <li>• outline and explain concerns of significance to a local, national and/or global community.</li> <li>• analyse considerations that influence the selection of an area of concern to address in a community project.</li> <li>• identify, describe, and develop elements of the design process for a community project.</li> <li>• apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when</li> </ul>

<ul style="list-style-type: none"> <li>• Agreeing on a goal/end product using a <b>SMART goal</b> to develop tangible and realistic objectives for the project.</li> <li>• <b>Project plan</b> - Present an overview of the community project planning process.</li> <li>• <b>Identifying tasks</b> to be undertaken</li> <li>• Developing a <b>project timeline</b></li> <li>• a <b>risk management plan</b> for each community plan</li> <li>• <b>Allocating and completing tasks</b></li> <li>• <b>Budgeting</b></li> </ul>		<ul style="list-style-type: none"> <li>• key resources related to the project (such as time, materials, technology)</li> <li>• methods for sourcing appropriate references to research the area of concern including articles, reports, data, tables and/or diagrams.</li> <li>• relevant stakeholders and community partners, and appropriate methods to engage or consult with community stakeholders.</li> <li>• previous and current responses to the area of concern</li> <li>• key actions and strategies to be implemented in the project.</li> <li>• processes for allocating team member responsibilities</li> <li>• developing a budget and timeline for the community project</li> </ul>	<p>working independently or collaboratively to plan and design a community project in an appropriate format.</p> <ul style="list-style-type: none"> <li>• document and communicate the community project design in an appropriate format.</li> </ul>
--	--	---	--

		<ul style="list-style-type: none"> <li>• developing a contingency and risk management plan</li> <li>• the type of evidence the team will collect during the implementation of the community project.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Promotion of community project</b> multimodal presentation conducted through: <ul style="list-style-type: none"> <li>○ <b>Activity 1 - Community project traditional promotional text</b></li> <li>○ <b>Activity 2 - Product/group promotional brief</b></li> </ul> </li> </ul>	<p>Literacy Unit 4 – Oral Communication</p> <p>AOS 1: Understanding and engaging with literacy for advocacy.</p>	<ul style="list-style-type: none"> <li>• the relationship between language choices, audience, and purpose</li> <li>• the impact of visual cues and presentation in influencing an audience</li> <li>• elements of oral communication, including eye contact, tone, body language and intonation</li> <li>• the structures and features of different influential and advocational texts, including webpages, brochures, and social media.</li> <li>• the conventions of discussion, including active listening and questioning</li> </ul>	<ul style="list-style-type: none"> <li>• identify the layout, design, and structural elements of a variety of written, digital, and visual texts.</li> <li>• identify appropriate communication techniques for different settings and contexts.</li> <li>• read, understand, and infer meaning and context by evaluating promotional and influential material.</li> <li>• design and create influential or promotional material appropriate for context and audience.</li> <li>• critically evaluate the appeal and effectiveness of influential or promotional material from different individuals or organisations, considering</li> </ul>

		<ul style="list-style-type: none"> <li>the conventions of literacy, including punctuation, sentence structure, paragraphing, and spelling.</li> </ul>	<p>purpose and the social and workplace values associated with them.</p>
<ul style="list-style-type: none"> <li>Communicating within the group and with outside bodies (e.g., school administration, community agency). This may include <b>oral and written communication</b>.</li> <li><b>Contingency plan</b></li> <li><b>Documenting the project</b> – implementation, participation, and execution of planned project</li> <li><b>Review of project</b> - Reviewing the progress of the project, the effectiveness and efficiency of the team, skills used and any gaps in skills and knowledge of the team.</li> </ul>	PDS Unit 4 – Community project AOS 2: Implementing a community project	<ul style="list-style-type: none"> <li>key elements when implementing a community project, such as: emotional intelligence, interpersonal skills, effective leadership, effective team practices.</li> <li>process to achieve planned objectives.</li> <li>key considerations when implementing a community project such as health, safety, wellbeing, and ethical considerations.</li> <li>stakeholder engagement and relationship management</li> <li>time management</li> <li>active and proactive participation</li> <li>strategies to achieve desired objectives.</li> </ul>	<ul style="list-style-type: none"> <li>explain and apply key elements when implementing a community project.</li> <li>outline, analyse and apply key considerations when implementing a community project.</li> <li>apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and collaboratively to implement a community project in an appropriate format.</li> </ul>



		<ul style="list-style-type: none"> <li>contingency planning and how to apply a contingency plan if required.</li> <li>collecting evidence relating to the implementation of the community project</li> <li>documenting and communicating the community project implementation in an appropriate format.</li> </ul>	
<ul style="list-style-type: none"> <li><b>Participate in team meetings</b> in planning and implementing the community project. Share ideas and relevant information in meetings.</li> <li><b>Develop strategies</b> for maintaining group relationships.</li> <li><b>Develop interview open questions</b> for community agencies, organisations, and groups</li> <li><b>Conduct and record interviews/discussions</b> with community agencies, organizations, groups that facilitate community project</li> </ul>	<p>WRS Unit 3 – Industrial relations, workplace environment and practice</p> <p>AOS 3: Communication and collaboration</p>	<ul style="list-style-type: none"> <li>Active listening techniques in relation to understanding team and individual roles and responsibilities in the workplace.</li> <li>the benefit of developing diverse teams and networks</li> <li>the benefit of supporting and sharing relevant information and ideas with colleagues to achieve workplace outcomes.</li> <li>the benefit of appropriate open-question techniques to understand workplace</li> </ul>	<ul style="list-style-type: none"> <li>identify, explain, and apply active listening techniques appropriate for both teams and individuals in the workplace.</li> <li>research, discuss and identify the benefits of developing diverse teams and networks.</li> <li>identify the benefits of supporting and sharing relevant information and ideas with colleagues to achieve workplace outcomes.</li> <li>identify, justify, and apply a variety of appropriate open questioning techniques for</li> </ul>

		<p>requirements and to solve problems.</p> <ul style="list-style-type: none"> <li>the benefit of establishing and maintaining effective working relationships within teams</li> <li>the characteristics and benefits of building formal and informal networks.</li> <li>the benefits of digital and electronic collaboration and communication.</li> </ul>	<p>clarification and problem-solving purposes.</p> <ul style="list-style-type: none"> <li>discuss, propose, and justify strategies for establishing and maintaining effective professional workplace relationships and networks.</li> <li>identify and apply digital and electronic collaboration and communication.</li> </ul>
<ul style="list-style-type: none"> <li>Speaking to advise or advocate for their community project through a <b>podcast</b> <ul style="list-style-type: none"> <li><b>Activity 1 – Researching the podcast focus</b></li> <li><b>Activity 2 – Podcast creation</b></li> </ul> </li> </ul>	<p>Literacy Unit 4 – Oral communication AOS 2: Speaking to advise or to advocate</p>	<ul style="list-style-type: none"> <li>the elements of oral communication, including eye contact, tone, body language and intonation</li> <li>the way language choice can influence an audience</li> <li>the way authors and speakers use logic, reasoning, and emotion to influence their audience</li> <li>the principles of copyright and the conventions of attribution</li> </ul>	<ul style="list-style-type: none"> <li>sequence and structure oral content to advocate or present advice to an audience</li> <li>provide evidence to support advice or information presented</li> <li>present related pieces of information within a text, signalling these connections with appropriate semantic clues</li> <li>use body language, eye-contact, gestures, pace, and intonation appropriately</li> <li>critically evaluate own work</li> </ul>

		<ul style="list-style-type: none"> <li>the conventions of discussion, including active listening and questioning</li> <li>the conventions of literacy, including punctuation, sentence structure, paragraphing, and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>apply the conventions of referencing and acknowledge attribution, where applicable</li> <li>listen and contribute to small group and whole class discussions</li> <li>apply the conventions of literacy, including sentence structure, paragraphing, punctuation, and spelling.</li> </ul>
<ul style="list-style-type: none"> <li><b>A visual presentation (graphic organizer, concept/mind map or annotated posters</b> which includes the following:             <ul style="list-style-type: none"> <li>Evaluated strategies to support the teams harmonious, safe, and healthy participation in the community project</li> <li>Justified individual contributions to the team</li> <li>Justified inclusive strategies for team members</li> </ul> </li> </ul>	WRS Unit 3 – Industrial relations, workplace environment and practice AOS 1: Workplace wellbeing and personal accountability	<ul style="list-style-type: none"> <li>workplace culture and the characteristics of a supportive, harmonious, safe, and healthy workplace</li> <li>effective and appropriate collaboration, teamwork, and communication</li> <li>diversity and inclusion in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>discuss, compare, analyse, and evaluate concepts and strategies relating to the workplace environment, processes and practices</li> <li>propose and justify methods of contributing to a positive workplace environment</li> <li>apply knowledge to real and simulated workplace scenarios and case studies.</li> </ul>
<p>Throughout the implementation of the project students will reflect on a set of <b>review of learning</b> questions see:</p> <ul style="list-style-type: none"> <li><b>Information sheet 30: Reviewing learning.</b></li> </ul>	PDS Unit 3 – Leadership and teamwork	<ul style="list-style-type: none"> <li>interpersonal skills to support effective and respectful interactions with others, including verbal and non-verbal communication,</li> </ul>	<ul style="list-style-type: none"> <li>compare and analyse characteristics, influences and settings, and contexts relating to social awareness and interpersonal skills.</li> </ul>

<p>At the end of Phase 4 students will vote on the <b>8 Power Skills in Action</b> see:</p> <ul style="list-style-type: none"> <li>○ <b>Handout 19: Power Skills in Action voting sheet.</b></li> </ul> <p>All reflections to be noted in student <b>critically reflective journal</b>, along with answering targeted and indicative questions</p>	<p>AOS 1: social awareness and interpersonal skills</p>	<p>collaboration, negotiation, conflict resolution, decision making and leadership.</p> <ul style="list-style-type: none"> <li>• influences on the development of social awareness and interpersonal skills.</li> <li>• contexts and settings in which people demonstrate social awareness and interpersonal skills in everyday life.</li> <li>• characteristics of effective leadership</li> <li>• strategies to demonstrate social awareness and apply interpersonal skills when using digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• apply and evaluate strategies relating to social awareness and interpersonal skills when using digital technologies.</li> <li>• demonstrate the skill of leadership in communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to demonstrate social awareness and interpersonal skills in a real-life scenario or simulation.</li> </ul>
<p>At the end of Phase 4 students will vote on the <b>8 Power Skills in Action</b> see:</p> <ul style="list-style-type: none"> <li>○ <b>Handout 19: Power Skills in Action voting sheet.</b></li> </ul> <p>Students will use the <b>review of learning</b> to add to their <b>Power Skills in Action</b>. At the end of the implementation of the community project students will complete their <b>Power</b></p>	<p>PDS Unit 3: Leadership and teamwork AOS 1: Social awareness and personal accountability</p>	<ul style="list-style-type: none"> <li>• see attached <i>Power Skills in Action</i> booklet</li> </ul>	<ul style="list-style-type: none"> <li>• see attached <i>Power Skills in Action</i> booklet</li> </ul>

<p><b>Skill in Action</b> with descriptions and evidence of meeting their power skill(s). Undertake reflective questions and set future goal(s) beyond the <i>Working Community</i> program looking to post-schooling pathways.</p>	<p>AOS 2: Effective leadership AOS 3: Effective leadership</p>		
<p>Students will continue to critically assess and add evidence and artefacts from the planning and implementation of the community project to their <b>portfolio preparation</b>. Students will look through examples of their team members and peers physical, digital and hybrid portfolios and discuss and examine:</p> <ul style="list-style-type: none"> <li>• different perspectives (relating to advantages and disadvantages)</li> <li>• similarities and differences of the three portfolio types for different contexts</li> <li>• the reasons for choosing their type of portfolio and relevance to industry or education</li> </ul>	<p>WRS Unit 4: Portfolio preparation and presentation AOS 1: Portfolio preparation</p>	<ul style="list-style-type: none"> <li>• types of evidence and artefacts included in a portfolio: cover letter, resume, photographic evidence, written artefacts</li> <li>• the advantages and disadvantages of digital, physical and hybrid portfolios</li> <li>• the similarities and differences of digital, physical and hybrid portfolios</li> <li>• reasons for selection and use of physical, digital and/or hybrid portfolio, including different industry requirements</li> <li>• the use of portfolios in current relevant industry</li> </ul>	<ul style="list-style-type: none"> <li>• collect current, relevant artefacts relating to career and/or education goals</li> <li>• discuss portfolio relevance to current industry practice or further education</li> <li>• compare the key characteristics and purpose of physical and digital portfolios</li> <li>• justify the selection of a specific portfolio</li> <li>• discuss portfolio relevance to current industry practice or further education</li> </ul>

		practice or further education	
--	--	-------------------------------	--

Table 19 Phase 4 reflective journal questions – indicative and targeted questions

Indicative Questions	Targeted Questions
<ul style="list-style-type: none"> <li>• What have you learned about working in teams, and giving and receiving peer support?</li> <li>• In what way have you taken responsibility for your learning?</li> <li>• What have you understood about the world of your community and world of work?</li> <li>• What did you feel you did well?</li> <li>• How and when did you learn best?</li> <li>• What were the things you thought you could do better?</li> <li>• What would you do differently?</li> <li>• What drives your learning and what you are passionate about?</li> <li>• How are you progressing in a study (Literacy, Numeracy, PDS and/or WRS) over this phase?</li> <li>• What are your processes in solving a difficult problem in this phase?</li> <li>• What reactions have you had to the texts you are reading?</li> <li>• What feedback on your participation in activities have you been given and how have you improved?</li> <li>• How have you participated in group work tasks and discussions?</li> <li>• What are your own values, preferences, and biases, and how this might impact your own participation.</li> </ul>	<p>Throughout planning stages:</p> <ul style="list-style-type: none"> <li>• Information sheet 30: Reviewing learning.</li> </ul> <p>At the end of implementation:</p> <ul style="list-style-type: none"> <li>• Information sheet 31: Identifying Power Skills in Action</li> </ul> <p>Targeted questions:</p> <ul style="list-style-type: none"> <li>• Remember that this project is to make you think about work. What have you found out about the world of work through your projects?</li> <li>• Have you discovered some skills you are good at? That you like? That you'd like to learn more about? If so, what are they and how will you aim learn more about them?</li> <li>• What skills did you not use well? Why?</li> <li>• Are there some careers you're interested in? Where can you train or study in this area?</li> <li>• Would you be interested in working as a volunteer in any area? If so, what area?</li> </ul>

<ul style="list-style-type: none"><li>• What is difficult at the moment and why? What is the next step? Who or what can help me here?</li></ul>	<ul style="list-style-type: none"><li>• What knowledge have you gained from the project and issue of concern that you can take with you after schooling?</li><li>• Will you continue to learn about the issues of concern and become involved in activism on this issue? In what ways?</li></ul> <p>Note: A way to help you answer these questions is by giving specific examples.</p>
---	--

## Week 17 - 19

### 1. Planning the community projects

Students need to form their own teams and plan and implement their own project in which they develop their skills as they lead their projects and participate in a process of learning and structured reflection.

This planning stage is crucial to the success of the student projects. The main tasks to be undertaken include:

- explaining the vision and concept of the community projects (limits and opportunities)
- helping students to generate project ideas and form their teams
- creating opportunities and sources of information for teams to access. Much of this should be available in the class directory and associated bank of project ideas that were established in Phase 2.

### The projects themselves

Projects undertaken will be strongly influenced by not only the personal, social and/or vocational interests of students, but by their definition of community which they developed in Phase 1 and Phase 2 and their views on what issues and needs they feel are important and need to be addressed. It may also be influenced by the community organisations that were studied and reported on in Phase 2.

There are two sample lists of community projects attached:

- *Handout 15: Sample Phase 4 projects*
- *Handout 16: Ideas for Phase 4 Working Community projects.*

There is also a teacher/coordinator's description of the Phase 4 projects at one school. See *Information sheet 23: Community Dreaming – a description of a Phase 4 Working Community program.*

Along with the outcomes from Phase 2, these can all be used as starting points for discussions with students about the possible projects they may undertake. The handouts are



designed as an aide to stimulate the creativity of young people, not a mechanism to limit or even determine the content of the Phase 4 projects.

The following activities will need to be completed throughout the planning phase:

- Research report – researching community projects in the community; identify and describe the area of concern that is being addressed by the community project.
- Review research strategies to source reliable and accurate sources of information.
- Agreeing on a goal/end product using a SMART goal to develop tangible and realistic objectives for the project.
- Project plan - Present an overview of the community project planning process.
- Identifying tasks to be undertaken
- Developing a project timeline
- A risk management plan for each community project
- Allocating and completing tasks
- Budgeting

A planning sheet for students is included as *Handout 17: Planning your projects*.

The scale of the project will be determined by the skills, confidence, and cohesion of the teams. It is the responsibility of the facilitator to help (not direct) teams to both decide upon and undertake projects of appropriate scale and complexity.

## **2. Promotion of community project**

Once the community project has been selected and planned for, the students will be required to promote their community project. How they decide to promote their event is the team's decision, this could be through posters, social media, announcements, emails etc. They will need to understand the use of language in advocacy of projects through a range of written, visual, and multimodal texts. There is a sample promotion of community project lesson ideas (VCAAb, 2023) in *Information sheet 24: Promoting the community project*.

## **3. Wellbeing and personal accountability in the community project**

Early on in Phase 4, students will need to make connections between the knowledge and skills learnt in the Skills Workshops in Phase 3 and how this can be applied to working in a group and with organisations in the planning and implementation of the community project. Specifically, how knowledge and skills of collaboration, teamwork and communication can be applied to developing knowledge and skills to create a supportive, harmonious, safe and healthy workplace. Teachers will need to provide opportunities for students to develop inclusive strategies that they can apply in the planning and implementation of the project and justify their contribution to the team. During the planning and/or implementation of the community project the students will develop a visual presentation which includes evaluated strategies, justified individual contributions and inclusive strategies. This visual presentation can be added to throughout Phase 4 as the students develop more strategies.

### **4. Numeracy activity - Are you sure about that?**

The purpose of this Numeracy task is to examine the relationship between chance and likelihood, and to use this to evaluate personal risk. See *Information sheet 25: Are you sure about that?* for a more detailed outline of this activity.

## **Resources**

### **Teacher Information**

Information sheet 23: Community Dreaming – a description of a Phase 4 *Working Community* program

Information sheet 24: Promoting the community project

Information sheet 25: Are you sure about that?

### **Student Resources**

Handout 15: Sample Phase 4 projects

Handout 16: Ideas for Phase 4 *Working Community* projects

Handout 17: Planning your projects

## **Weeks 20 – 24**

### **5. Implementing and undertaking the community project**

Students implement and undertake their projects, teachers become facilitators. The activities undertaken for WRS OAS 1 wellbeing and personal accountability will still need to be taught and applied to the team's 'workplace' community project. Further, numeracy activities will need to be taught and applied to the team's implementation of their community project.

The following activities will need to be completed throughout the planning phase:

- Communicating within the group and with outside bodies (e.g., school administration, community agency). This may include oral and written communication.
- Contingency plan
- Documenting the project – implementation, participation, and execution of planned project
- Participate in team meetings in planning and implementing the community project. Share ideas and relevant information in meetings.
- Develop strategies for maintaining group relationships.
- Develop interview open questions for community agencies, organisations, and groups
- Conduct and record interviews/discussions with community agencies, organizations, groups that facilitate community project

### **Teacher's role**

The teacher and adult role becomes one of facilitation. He/she supports and guides the student project teams. Although the leadership of project content is in the hands of the students, the facilitator manages the processes of learning and structured reflection. He/she need to intervene when the students require skill development to advance their project. Although the teacher manages the learning process, the students are supporting each other to direct and govern the content of the project. The adult "lets go" of content but remains responsible for facilitating learning.

The ability to facilitate is at the core of *Working Community*, especially in this crucial phase 4. This is spelt out in detail in *Information sheet 26: Working Community - at the heart of the facilitator's role*. Both teachers and facilitators should read this prior to this stage of Working Community.

## **6. Speaking to advise or advocate for their community project**

Students will need to complete a podcast that showcases their knowledge and understanding of language, context, and audience of their community project during the implementation of their community project. The focus of the presentation will be on their chosen community area of concern or issue. The presentation will need to showcase reflections and evaluations of their learning of the community issue or concern. see *Information sheet 27: Speaking to advise or advocate for your community project*

## **7. Numeracy activity – Shapes, angles and design**

The purpose of this extensive and complex Numeracy task is to apply knowledge of the properties of angles, 2D shapes and their transformations, and constructing 3D objects from nets, to create a game/quiz/learning resource/mural. See *Information sheet 28: Shapes angles and design* for an outline of this activity.

## **8. Facilitate regular review sessions with students**

Teachers need to explain to the students that one of their responsibilities is to help students know that they are using and developing their interpersonal, teamwork, leadership, and communication skills throughout their community project. Teachers may wish to hold regular review sessions with either individual teams of students or with the whole class. Teachers should ask students a range of questions about their progress and any difficulties they may be facing. Teachers may then be able to identify any skills that need development and support. Students can use these regular review sessions in conjunction with their *Power Skills in Action*.

A number of exercises and activities to use with students are included:

- *Information sheet 29: Reviewing learning*

- *Information sheet 30: Identifying the Power Skills in Action*
- *Handout 18: Power Skills in Action voting sheet.*

## **9. Power Skills in Action**

At the end of the implementation of the community project students will complete their *Power Skill in Action* with descriptions and evidence of meeting their power skill(s).

Undertake reflective questions and set future goal(s) beyond the *Working Community* program looking to post-schooling pathways. Include their power skills in their resume for their portfolio presentation in Phase 5.

### **Resources**

#### **Teacher Information**

Information sheet 26: *Working Community* – at the heart of the facilitator’s role

Information sheet 27: Speaking to advise or advocate for your community project

Information sheet 28: Shapes, angles and design

Information sheet 29: Reviewing learning

Information sheet 30: Identifying the Power Skills in Action

#### **Student Resources**

Handout 18: *Power Skills in Action* voting sheet

## **Weeks 25 – 26**

### **10. Numeracy activity – Young worker injuries**

The purpose of this Numeracy task is to investigate the statistics of how young people are injured in the workplace. See *Information sheet 31: Young worker injuries* for a more detailed outline of this activity.

### **11. Research task on young worker injuries**

Student will draw on the statistics obtained in the numeracy activity *young worker injuries* to complete a research task into employer expectations and employee rights in their chosen workplace or industry of interest. The aim of this research task is to gain an understanding of the role of statutory and national policy bodies in preventing young workers from being

injured, their own individual responsibilities in the workplace and their employers' responsibilities to prevent injuries. See *Information Sheet 32: Research task on young worker injuries* and *Handout 19: Employee and employer rights and responsibilities to prevent young worker injuries* for more details on this research task.

## **12. Complete and documenting the projects in preparation for Phase 5**

An important aspect to consider at the end of this phase is for the teams to document their projects in readiness for the final phase. This not only develops students' communication and presentation skills, but also enables students to prepare for the important review and celebration events.

After all students have completed their projects they should:

- in their teams, report back to the whole class on their projects and on what they learnt from the experience
- document the project ready for use in Phase 5.
- complete their portfolio preparation, see below.

## **13. Critically reflective journals**

Included in their documentation of Phase 4 above will be the students' responses to the review of learning questions, voting on teamwork, leadership and communication skills, and responses to indicative and targeted questions from Phase 4 reflective questions in Table 19 at the start of this chapter.

## **14. Portfolio preparation**

Students will continue to critically assess and add evidence and artefacts from the planning and implementation of the community project to their portfolio preparation.

Students will look through examples of their team members and peers physical, digital and hybrid portfolios and discuss and examine:

- different perspectives (relating to advantages and disadvantages)
- similarities and differences of the three portfolio types for different contexts

## Phase 4: Planning and implementing community projects

- the reasons for choosing their type of portfolio and relevance to industry or education

Students can complete their resume and cover letter using skills and knowledge learnt throughout the phases.

### **Resources**

#### **Teacher Information**

Information sheet 31: Young workers injuries

Information sheet 32: Research task on young worker injuries

#### **Student Resources**

Handout 19: Employee and employer rights and responsibilities to prevent young worker injuries

## Handout 15: Sample Phase 4 community projects

The range of projects listed below came from the pilot programs of the original *Working Community*. They may give you some ideas of what projects you could undertake.

The range of projects listed below came from the pilot programs of the original *Working Community*. They may give you some ideas of what projects you could undertake. *Projects and ideas in italics are incorporated to add to the projects listed to make sure they meet outcomes.*

- Three students negotiated with Wheelchair Sport (Vic) to organise a wheelchair sports day with 45 Year 7 students. Their aim was to improve awareness about the challenges facing people with disabilities.
- Eight students planned an excursion for 100 Year 7 students to a recreation centre and ran sports competitions.
- *Three students who attended a local youth drop-in centre, held a Fun Day for local young people. They are planning to organise more events in the future to continue the connection.*
- A team raised money through a dance competition and an “Out of Uniform Day” to erect a memorial for a fellow student who died last year.
- A group planted trees and cleaned up graffiti in a local park and then put together a petition for that church-owned park to incorporate a BMX track in the future.
- Two boys developed an educational computer game for younger students.
- Students organised a Year 10 dinner dance and donated \$700 to charity.
- A group of students interviewed residents of a nursing home and produced a mural of their life stories. *They could hold a celebration of this event*
- Two girls produced a song about September 11th and the aftermath, in order to raise awareness of the need for tolerance. *A launch of the song could be held for an awareness day.*
- Two students organised a fete on the school oval (on a Saturday morning) and raised over \$500 for the local dog’s home. Local community groups were involved, and a dog show was held on the day.



#### Phase 4: Planning and implementing community projects

- Three students raised money and then used the proceeds to organise a fun day for local kindergarten.

## **Handout 16: Ideas for Phase 4 *Working Community* projects**

Here is a list of some ideas of what projects you could undertake.

- Produce a young persons' "alternative prospectus/guide" for the senior school (e.g., for VCE VM, VPC or VCE)
- Design, fund and build equipment for a community group e.g., park/picnic bench and table
- Develop and run a campaign for emotional wellbeing and mental health issues for young people. Work with local health agencies to hold an 'awareness' day in the community.
- Work with the local Men's Shed to construct soccer goals for a local club and hold a community soccer game to celebrate.
- Make wooden toys for a local women's shelter or toy library. Option to run a mini market selling the toys as well as other items as a fundraiser.
- Develop a play scheme/program for young children in a local hospital and/or primary school/kindergarten. Ask for local support e.g., sponsorship (tee-shirts etc).
- Develop a recycling system for the local primary school. This includes working with community experts on recycling to deliver educational talks to the students, as well as implementing applied learning activities to demonstrate sustainability, e.g., a visit from the Bunnings school education unit.
- Work with health professionals such as physiotherapists, personal trainers in the community to develop recreational programs for children in a hospital, primary school or kindergarten.
- Through community consultation, plan, design and establish a trail-bike course/track in the local community
- Investigate the interests of students in the school and possibly surrounding ones in the community to organise 'clubs' based on the findings. Such as, football matches, photography, chess clubs, craft groups etc.
- Plan, organise and run a Food Fair using food from various cultures within the local community

#### Phase 4: Planning and implementing community projects

- Investigate and run a career destination/options day for after school for their peer group and/or other schools in the area – a career expo. This would include inviting universities, TAFEs, Employment agencies, Head start etc.
- Organise and run a cycle repair workshop at a school (generally not allowed to due to liability). May be...work with the local Repair Café ....
- Organise and run a series of cultural - food evenings at the school with students who were born in different nations.
- Working with local environmental groups, organise and run an environmental awareness day for the community.
- Organise and run concerts with local bands to raise funds for a cause that the students deem as important to them.
- Using Vic Roads – bike safety as a resource, students organise and produce a publicity campaign for road safety for bike riders. This is delivered to students in the schools as well as others in the area.
- Organise and run a football or netball or other sports tournament for local children
- Using Clearing House for Sport as a resource, students work with local sporting clubs to develop and design a campaign for anti-racism in football/sport
- After visiting the Asylum-Seeking Resource Centre, students work together with various local community groups to prepare a guide for young people who have recently arrived from overseas
- Working in partnership with the local Performing Arts group or an adult with an interest in production, students produce a play or musical production for the community.
- Working with organisations such as, Front Yard Youth Services, students develop and produce an awareness package for the community educating others about the needs of homeless young people. This may lead into creating 'care kits', containing essential items such as toiletries, for them.
- Produce a video on the issue of homelessness – repeat of above
- Develop and produce a promotional campaign on mental health and emotional wellbeing for other young people
- Through surveys, data gathering, resources etc. students break into groups to each be responsible for creating a part of the yearbook for their class

#### Phase 4: Planning and implementing community projects

- Raise money for a charity like the Blind Association by holding a football tournament or teddy bear picnic for younger children
- Students investigate the living conditions of disadvantaged areas in the world with a focus on the health system. As a group they decide on a country /area to focus on and plan a campaign to bring awareness to it that includes a fundraiser for medical support such as a hospital.
- Students hold a market to raise money for a charity of their choice. Each student(s) are responsible for a stall and invite their charity to attend.
- Raising awareness on issues such as loneliness and helping to organise concerts – repeated above
- Conduct a swimathon to raise money for disabled children.
- Students work with the local special developmental school and through a ‘buddy system’ build a relationship over the term/year. Together they plan a swim a thon to raise funds for a meaningful cause that is decided on by all students.

“planned and implemented by young people”

## Information sheet 23: Community Dreaming – a description of a *Working Community* project

The below description of a *Working Community* project was written by Ted Leahy, from Portland Secondary College. These projects were developed through the original *Working Community* program which was aligned to VCAL. They provide an excellent discussion of how a school and community can work together to meet the learning needs of the students in this community.

Community Dreaming is a VCAL-based *Working Community* program that is aimed at young people, both indigenous and non-indigenous, to develop teamwork, leadership, and communication skills, and to develop individual self-esteem. Community Dreaming is a partnership between the school and community agencies. These agencies donate time of staff and resources to assist the young people in undertaking their project. Staff from these agencies work as facilitators and mentors both during and outside school hours.

### Community projects

#### Newsletter for Seaview House

Seaview House is a new residential facility for the elderly in Portland. One group of students decided that their project would be to develop a newsletter for the residents. To achieve this, they had to meet with the CEO of the Portland and District Hospital to explain and gain permission for their project. They then had to work with the Activities Coordinator of the facility and a small committee of residents to produce the newsletter. These students had to develop an understanding and abide by the facilities confidentiality policy and the protocols of the organisation. The concept of the newsletter has been adopted by the facility and will continue.

#### Brochure for Lake Condah Aboriginal Mission Church

When visiting Lake Condah Mission for a mid-stage review, a group decided that they would develop a brochure to publicise the church at the mission. The aim is to raise community awareness of the mission and the church and to specifically draw attention to the need for the restoration of the altar. Through the brochure the students hoped to attract donations

for the restoration. These students had to gain permission from the Elders to undertake the project. They then had to work with members of Winda Marra to gain an understanding of the history of the Mission. On completion of the brochure, they had to present the brochure to the Elders to ensure the way it was presented was correct.

### **Fundraising for Salvation Army**

One group that undertook research on the Salvation Army decided that their project would be to conduct a fundraising activity and donate the proceeds to the Portland branch. They did this by organising a two sausage sizzles, one at the school and one for the community in the town green. This group had to gain permission from the Salvation Army to conduct the fundraiser. They then negotiated with the school administration to conduct the activity at school. To conduct the activity on the town green they had to negotiate with the appropriate departments of the local council for permission. They negotiated with local businesses for donations, eventually having everything donated.

### **Breakwater Clean-up**

After publicity that the breakwater could possibly be closed to amateur fisherman due to the litter, this group decided that they would organise a day for the clean-up of the breakwater. This group negotiated with the CEO of the Port of Portland to have the breakwater closed for a day to undertake their project.

### **Semi-formal for young people between the age of 15 and 18**

This group ran a semi-formal dance for young people of the district. The profits from this activity went to the Portland Housing Program, an organisation that provides housing for the homeless. They had researched this organisation in stage one. Students had to negotiate with the appropriate departments and staff at the City Council for the hire of the hall, negotiate with Winda Marra to enable insurance coverage to be taken out for the event as they were unable to take it out themselves due to their age, organise security staff for the night, negotiate with the local police for their attendance during the night, and organise a DJ who would donate his services. They also gained sponsorship from soft drink and confectionary companies.

### **Fundraiser for Portland Secondary College Student Services Department**

Another group decided that their community activity would be to raise funds the Student Services Department of the College. Their reasoning for this was that the Department worked with a number of support agencies assisting students, many of whom would not be attending school without this support. This group organised a fundraising raffle. To undertake this, they had to research the rules and regulations for raffles. They approached a local retailer who donated a bike valued at \$600. On approaching a local printer to have the tickets printed and explaining what they were doing, the tickets were donated. They organised outlets for the sale of tickets in the community.

### **Outcomes and benefits**

Students have increased their understanding about the needs of others in the community through their research of community groups and organisations, and, by working with these groups and organisations, to conduct a young person-led activity.

The focus of the young person-led activity is to provide something of value to the community where a need has been determined through their community investigation. This may be by working with or for a community group or organisation or by conducting an activity with a community focus. In their initial investigations students were required to focus on how these groups and organisations make a difference in the community and how they could support these groups and organisations. Their feedback to their peers enabled them to develop a greater awareness of community and community needs by the presentations of others on their research.

Probably the greatest benefit to the school and the community is the community facilitators and mentors working with the students both in and outside school. It has enabled these people to feel more comfortable when coming to the school, and enabled people at the school to gain a greater understanding of the facilitators' roles in the community. It has also demystified these agencies with the students. For example, students have a greater understanding of the role of the housing program and its need within the community. Similarly, with the drug and alcohol unit, the community health centre, Winda Marra

Aboriginal Corporation, and the other agencies from which facilitators have come and students have researched. It has also raised the profile of young people and demonstrated to the community the ability of the students and of what they are capable of achieving when given the opportunity. It has shown that young people are interested in and having a caring attitude and concern for others in the community.

The range of people with whom the students have worked and negotiated in developing and undertaking their projects has created greater links with the school and the community. Organisations who have previously not had a formal association with the school are now very much aware of the school and its attempts to cater for the individual needs of students, particularly those students who can be regarded as being “at risk”. The school, in allowing community facilitators to take a major role in the program, has been appreciated by the community groups as they see it as being of great benefit in demystifying their role in the community. These people believe that being in the school and working with students helps in increasing their profile within the community and breaks down some of the prejudices that are sometimes attached to their organisations.

One of the highlights has been the non-indigenous students working with elders and other members of the indigenous community, and indigenous students working with their elders in the school environment. This has led to our students developing a greater awareness of the indigenous community, as demonstrated by the brochure for the church at Condah. The benefits have extended to indigenous students not involved in the program. They see their elders working with the school and their acceptance by students as individuals who provide value to the education system. As one of the elders publicly stated: “Young people do not worry about the colour of others, These young people are showing the way by working together to give benefit to the community.”

The students have become more socially, and community minded through their investigations, in working with and for community groups in their negotiations with businesses, local government and others to undertake their projects. Students who were asked to explain what was meant by the word “community”, or “their community” at the start of the program struggled to articulate their thoughts. Now students can immediately



talk about community, their community and what they see as their role within their community and the role of others.

Community Dreaming is probably the best program I have worked in to assist and develop the skill of young people. The self-esteem and confidence they develop in undertaking and leading their projects is immeasurable. Many of the students in the project are “at risk” students who have had very little success in their life. Some would not have returned to school this year without the history the school has of School to Work and now the VCAL program. The recognition they receive in the community celebration, and the affirmation they receive from community and business leaders further reinforces their self-confidence and self-esteem. Most are relieved when their projects are successfully completed. They are under considerable stress and tension during the final stages of their project. These are real life deadlines that have to be met. As yet we have not had any group not successfully complete their project.

To see these young people for the first time in their life speak publicly to a gathering of more than 100 people who are leaders in the community, and then have these people seek them out to discuss their projects and validate their achievements, gives the students great confidence in their own abilities.

Through the project young people demonstrate to the community what they are capable of achieving when given the opportunity.

### **Background to running Community Dreaming**

We worked with the aboriginal community through the whole program. We had two Koorie students in the program both this year and last year. The other involvement of the Koorie community was through some of their members acting as facilitators. This year we had two members of Winda Marra Aboriginal Corporation as facilitators. Last year we had one member of the community who was health worker.

#### Phase 4: Planning and implementing community projects

The coordinator of the project was a member of Winda Marra. Her role was to organise the facilitator training, the student leadership camp, the staff and student mid-term reviews, the end of program student reviews and the community celebration.

Our program began with a two-day facilitator training program for the people who worked in the program from community organisations.

In our school the program was facilitated by our MIPS coordinator (a non-teacher). There was a teacher allocated to the class who worked with the facilitator. Our MIPS coordinator has completed a Community Services Advanced Diploma and is undertaking a Social Work Degree. Our program has concentrated on applied learning. Facilitators would assist students when they faced problems they could not overcome themselves. At these times the facilitators were not to resolve the problems for the students but to guide them through a problem-solving exercise to assist the students to come to their own decision as to the next step to undertake.

*Ted Leahy, Portland Secondary College*

## Handout 17: Planning your projects

### The stages

Here are some stages you will need to think about when you plan your projects.

- What are you going to do for your project? Who is it for?
- What are all the tasks and jobs that have to be done?
- What is the budget? How much will it all cost? How will you raise the money?
- How will you organise who does what?
- How will you work together and handle any problems and conflicts if they arise?
- How are you going to record and document your project?

### Team issues

- Have you all agreed on a common goal for your project?
- Has everyone got some jobs to do? Who's good at what?
- Is someone good at maths? (They could do all the costing and budgets.)
- How are you going to work together and help each other? Do you need to meet regularly? When? Where?
- How are you going to sort out any disagreements and differences?

### Leadership and management issues

- How are you going to manage the project? Is someone going to be in charge? Or is it by group decision making?
- How will you make sure everyone does his or her job and check on progress?
- What will you do if someone tries to take over and do it all by themselves?
- How will you solve problems that arise?
- Who's going to handle the money?

### Communication issues

- Who's good at talking? Who's good at writing? Who's a good listener? Who's good at drawing?

- Who's going to do any ringing around? Who's going to write things up? Do you need letters written? Do you need some advertising material?
- Do you need to write up and follow instructions or directions?
- Will you need to talk to people and make presentations? Do you need support materials?
- How are you going to record and document your project for the final part of the course? Can you use technology to help you with this?

### **Budgeting issues**

- What do you need to buy or pay for?
- Who is going to do the purchasing?
- How much will it all cost?
- How much money do you need to raise or earn to cover your costs?
- How will you raise the money?
- Who will take responsibility for budgeting and handling money?

## Information sheet 24: Promotion of community project

### Aim of the activity

Students identify the community project they are trying to promote. They choose a traditional method of promotion and use the writing process to create a promotional text, taking into consideration audience and purpose, and appropriate structure and language. In their community project groups, students respond to a promotional brief set by the teacher (VCAAb, 2023).

### Activity 1

#### Community project traditional promotional text

Students identify the community project they are trying to promote.

- The teacher introduces traditional advertising as a form of promotion, including 30-second TV and radio ads, print ads in magazines and newspapers, posters, brochures, mail outs, etc.
- The class reviews different traditional advertisements (tv, radio and print), comparing and contrasting the ads, looking at audience and purpose, and discusses and ranks their effectiveness.
- Students look at how organisations and events promote themselves and explore the elements used in ads, such as visuals, logos, taglines, scripts etc., using a range of websites, videos, Kahoots about logos and taglines, as well as short clips on YouTube.
- Students choose a major organisation and event (AFL Grand Final, Good Friday Appeal, Naidoc week etc.) to compare and contrast how the promotional messages are shared on different platforms.
- Students choose an event (Olympic Games, Comic-Con, The Tribeca Festival etc.) or an organisation (RSPCA, ABC, CSIRO etc.) and look at their promotion over the last 20 years to see how it has changed.
- Students choose a traditional method of promotion and use the writing process to create a promotional text for their community project, taking into consideration audience and purpose, and appropriate structure and language.

- Students use this promotional text to advertise their community project
- Students use a rubric to self-assess and ensure the traditional promotional text is at an Achieving level.

## Activity 2

### Product/group promotional brief

In their community project groups, students respond to a promotional brief set by the teacher:

- The teacher introduces more recent/current platforms and techniques used to promote products, groups, and organisations. This may include things like product placement, influencers, social media contests, events, Facebook ads and email marketing.
- Students work with their community group who they are planning a project for to develop a promotional brief to respond to, which includes information about their community project, audience, purpose etc.; working in their groups, they apply the writing process to create a promotional text for their community project .
- Groups document their ideas and discussions, as well as detailing their chosen idea.
- The teacher facilitates regular communication between the small groups and the community group to ensure the brief is being appropriately applied.
- Students develop a multimodal presentation of the community project brief
- Groups share their responses to the brief with the class, who give feedback.
- Groups use this promotional brief to advertise their community project
- Students use a rubric to self-assess and ensure their response to the brief is at an Achieving level.

## Information sheet 25: Are you sure about that?

Recreational Numeracy	Area of study	Student activity 1: Are you sure about that?	Problem solving	Toolkit
<ul style="list-style-type: none"> <li>• use and overuse of recreational activities and associated dangers</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4 Uncertainty</li> <li>• Unit 3 Numbers</li> <li>• Unit 4 Data</li> </ul>	<p>This activity requires that students are provided with an array of cards outlining scenarios where the probability of each range from 0 to 1</p> <p>For example:</p> <ul style="list-style-type: none"> <li>○ Winning TattsLotto</li> <li>○ Being injured at work</li> <li>○ Getting a Driver's licence</li> <li>○ Winning when playing the pokies</li> <li>○ Jumping out of a plane</li> <li>○ Getting a cold</li> <li>○ Playing for a National sports team</li> <li>○ Using gym equipment</li> <li>○ Playing a game that involves gambling</li> <li>○ Getting a new pet</li> <li>○ Moving out of home</li> <li>○ A flood in your area</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying how probability is mathematically represented</li> <li>• Applying estimation and reasonableness to quantify probabilities</li> <li>• Identifying current, reliable, and valid data sources</li> <li>• Using software to isolate relevant data</li> <li>• Downloading and recording raw data</li> <li>• Applying data analysis to establish risk analysis of different activities</li> </ul>	<ul style="list-style-type: none"> <li>• Use technologies safely</li> <li>• Use of software programs to access, download and record data on high risk activities</li> <li>• Apply the conventions and language of mathematics and statistics to represent and explain the results of the research into high risk activities</li> <li>• Use the most effective technologies to present the results of this research to the class</li> </ul>

		<ul style="list-style-type: none"> <li>○ Using public transport</li> <li>• Arrange the cards in terms of likelihood 0 - 1</li> <li>• Create a number line 0 – 1</li> <li>• Align these scenarios on the number line</li> <li>• Add at least 4 more events to the number line</li> <li>• Apply a numerical value to each of these scenarios/events</li> <li>• Discuss the relationship between probability and chance</li> <li>• Research and record at least 3 high risk activities</li> <li>• Explain how this data influences personal choice to participate or not in these high risk activities</li> <li>• Create a presentation for the class</li> </ul>	<ul style="list-style-type: none"> <li>• Creating tabulated and graphical representations of high risk activities</li> <li>• Evaluating if the results of the research are as anticipated</li> <li>• Communicating oral mathematical and statistical language when presenting findings to class</li> </ul>	
--	--	---	--	--



## Information sheet 26: *Working Community* – at the heart of the facilitator's role

### **A facilitator still teaches**

As they go through the various stages of their projects, such as deciding what their project will be, planning the tasks and jobs to be done, developing a proposal for the budget, handling problems and conflicts as they arise, students will use their interpersonal, teamwork, leadership, and communication skills. As well as the Literacy, Numeracy and WRS knowledge and skills learnt throughout Phases 1 – 3. If they are having difficulty in moving their project forward, the facilitator cannot simply solve the problem or overcome the challenge for them. Teachers are not the rescuer. But neither are they a bystander just observing students dealing with a problem and doing nothing at all.

Here the teachers' job is to think about the issue students are dealing with at any particular point or phase of their project and work out what skill they are not effectively using and therefore need to focus upon. Maybe they need some help in developing that skill. Teachers can enable students to practise and develop that skill to a point where they can apply that skill to the immediate problem/challenge they face in their project. The teaching of the enterprise skills responds to the needs and aspirations of the students and their project. The teaching follows the action, rather than setting out a teaching program on the interpersonal, teamwork, leadership and communication skills and somehow making the young person-led project fit that structure.

### **Expectations of the *Working Community* Facilitator**

- A belief that young people are intrinsically good and are willing and able to make a commitment to improve/shape their community.
- A commitment to supporting students to take the lead and to voice their ideas, values and opinions and then translate them into positive action.
- To hold an opinion that dialogue between students and teachers can enable both parties to learn more about the community; knowledge, wisdom, leadership, and power are interchangeable between adults and young people.

- To be open to the idea that the present state of society and the prevailing norms and power structures (status quo) can be (even may need to be) improved/changed.
- A willingness to let students learn from their successes and mistakes. Support them but without taking the 'risk factor' out of the experience; ensure that learning occurs and is captured.
- A belief that the process and the skill development is more important than the product, a willingness to “let go” of content and focus on managing the learning environment.
- While students lead the action, the facilitator ensures there are opportunities to review the learning and for students to see the relevance to achieving their personal goals. To appreciate the relevance of that learning to the world of work, community life and the achievement of personal and political goals.
- Be perceived by the students as a believer in their project, their ideas, and their aspirations.
- Show enthusiasm for their project activity and be around when they ask for support and advice. Always be willing to promote the 'fun factor' and be able to enjoy working with students as co-learners.

### **Principles of facilitation**

- Guide without directing (what they decide or how it is organised).
- Prompt without persuading (suggest, and then give them the space to decide).
- Praise without bribing (encourage, cajole, but do not buy their commitment by pushing personal loyalty to you).
- Respond with instigating (show respect and support by responding to their requirements without initiating courses of action).
- Advise without controlling (provide lots of opinions and alternatives from which they can choose/decide).
- Build team power without losing individualism (encourage teamwork yet look out for the feelings of individuals, especially the more vulnerable).
- Review without imposing (use natural opportunities to enable the team to review progress and learning, without stopping the natural flow of the project).

## **Information sheet 27: Speaking to advise or advocate for your community project**

### **Aim of the activity**

Students will need to produce an informative podcast that advises or advocates for their chosen issues of concern in their community project. They will need to apply and demonstrate their learning through a series of summaries of their research into their chosen issue of concern, how they have implemented this into their community project and how they developed a podcast. They may choose to interview each other in the podcast. Alternatively, they can interview a member of the public who has facilitated aspects of their community project. This activity will take place throughout Phase 4 and can be used in their community project.

### **Activity 1 – Researching the podcast focus**

- Students develop a focus for their podcast that reflects their issue of concern in their community project in consultation with the teacher.
- They will decide on whether to interview team members, similar to a round table discussion, or a member of the public who has helped to facilitate their community project or is involved in the issue of concern.
- When researching this task, students must consult a minimum of five resources. Students can choose the information sources they consult, or they may choose to be guided to specific texts by their teacher. They should consult Phase 2 directory and additional information collected in the planning stages of Phase 4.
- Students write summaries of the information they gain from their consultations and include references and quotes where appropriate. A full reference list of all texts consulted is required in the final submitted version of the task.
- Students document their summaries and the development of their podcast in a weekly summary, and can document their summaries in a variety of ways including:
  - written entries
  - still images
  - social media posts

- audio/audio visual recordings.
- In their weekly responses students should evaluate their own work on the tasks through answering the following questions:
  - What do you think is a fair assessment for the work you have handed in, and why do you think so?
  - What did you do best in the tasks this week?
  - What did you do least well in the tasks this week?
  - What did you find was the hardest part?
  - What was the most important thing you learned in doing these tasks?
  - If you had more time to complete the task, what (if anything) would you change, and why?
- Over the course of the Phase 4 students meet with their teacher to provide mini reports on their progress on the podcast. These meetings will be consultative in nature and allow students to identify issues and confidently progress with the work they are doing on their podcast.
- The teacher periodically provides feedback to give guidance and ensures that the student can complete the podcast task. Peer feedback may also help to assess a student's progress in the task.

### **Activity 2 – Podcast creation**

- Students research and listen to a range of popular podcasts on topics which are interesting or relevant to them. Teacher will need to also provide examples of podcasts focussed on young adults including but not limited to:
  - The Signal
  - International Youth Podcast
  - Stuff you should know
  - This American Life
  - Ted Talks Daily
  - The Moth
- Students summarise their research of popular podcasts, including:
  - brainstorm of the similarities, differences and important attributes of these popular podcasts.

- Summary of how the podcasts appeal to their target audiences, create a unique sound or style and promote themselves.
- Students develop and create their own podcast on the topic they selected in Activity 1
- An alternative set of activities for teaching about podcasts is available through the following websites:
  - NPR and the [Student Podcast Challenge](#) (NPR, 2018)
  - The New York Times and [Project Audio: Teaching Students How to Produce Their Own Podcasts](#) (New York Times, 2020)
- The teacher presents a lesson on how to set up a podcast taking into consideration the principles of copyright and the conventions of attribution. The following websites will help to provide discussion on this area of law and the effects on the production of a podcast.
  - <https://sprintlaw.com.au/articles/how-to-start-a-podcast/>
  - <https://founddlegal.com/blogs/legal-resources/staying-legally-legit-while-launching-and-scaling-your-own-podcast>
  - [https://eprints.qut.edu.au/19714/1/Australian\\_Copyright\\_Blog\\_Guide.pdf](https://eprints.qut.edu.au/19714/1/Australian_Copyright_Blog_Guide.pdf)
- For their podcast, students must submit:
  - Draft of their script
  - Summary of the Intellectual Property Laws that may apply to them
  - List of any additional sounds or music they recorded or downloaded for the Podcast
  - Design of a logo
  - Written description of their target audience and how they will engage them
  - Final Podcast.

## Information sheet 28: Shapes, angles and design

Recreational Numeracy	Area of study	Student activity 2: Shapes, angles and design	Problem solving	Toolkit
<ul style="list-style-type: none"> <li>dimensions and specifications of art and craft products being planned or created, such as photo sizes, dresses/costumes, furniture</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3 Shape</li> </ul>	<p>In this activity students will design a game (physical or virtual), quiz (physical or online), mural or a learning resource about shapes, the properties of shapes, angles and the properties of angles</p> <ul style="list-style-type: none"> <li>Research and record examples of 2D shapes and 3D objects from the local community, Victoria, Australia and Internationally</li> <li>Sketch nets of common 3D objects, including cones and pyramids</li> <li>Construct accurate scale drawings of these nets</li> </ul>	<ul style="list-style-type: none"> <li>Identifying resources for each task</li> <li>Applying appropriate tools and technologies for each task</li> <li>Downloading and recording supporting and required materials for the chosen activity in an appropriate format</li> <li>Evaluating if the results of each task are as expected</li> <li>Communicating oral mathematical language when presenting game, quiz, learning material or mural to the class</li> </ul>	<ul style="list-style-type: none"> <li>Use technologies safely</li> <li>Use of software programs to access and download supporting and required materials for the chosen activity</li> <li>Use physical tools to create sketches</li> <li>Use technologies to create accurate drawings</li> <li>Use the most effective technologies to present the game, quiz, learning material or mural to the class</li> </ul>

		<ul style="list-style-type: none"> <li>• Use these nets to establish the angle properties of triangles and quadrilaterals</li> <li>• Research and record examples of reflection, rotation, symmetry and similarity in construction or art</li> <li>• Research and record examples of angle properties in road or building construction</li> <li>• Research and record examples of tessellation</li> <li>• Sketch a tessellation using at least three 2D shapes</li> <li>• Use technology to design the tessellation</li> <li>• Research and record examples of 2D shapes and 3D objects being scaled both up and down</li> <li>• Plan your choice of developing one of a game, quiz, learning resource or mural</li> </ul>		
--	--	--	--	--

		<ul style="list-style-type: none"> <li>• Create your game, quiz, learning resource or mural</li> <li>• Present your game, quiz, learning resource or mural to the class</li> </ul>		
--	--	--	--	--



## Information sheet 29: Reviewing learning

Teachers may wish to hold regular review sessions with all the members of the *Working Community* project teams on a regular basis. Teachers should bring the team together and ask them:

- What progress have you made in the last two weeks?
- What skills did you use to make that progress?
- What has not been achieved in the last two weeks?
- What skills did you not use effectively
- Can we do some exercises on those skills now?
- In the last two weeks what were the most and least valuable skills and why? Give a vote out of ten for each of the skills.

It may be helpful to ask a more confident young person to speak first or to get them to discuss their responses to the questions in pairs, before the whole team compares ideas. Ask the students to 'log' their votes and discussion points in each review meeting. It will help the students to reflect more effectively on the whole project experience.

A good way of encouraging the team members to take these review sessions seriously is to create a situation which they want to make a presentation about what their project has achieved and what they have learnt. This gives another 'real reason' for careful reviewing. The nature and style of this will be developed by the team.

They may wish to present other students (same or another scheme), to parents, employers or to other significant adults and gatekeepers they want to impress or receive recognition from, particularly if it is someone who has the job/career they are seeking.

Students may already have a reasonable idea of what they want to do after leaving the project. They may also know what kind of person will have the power to open doors for them, for example, a TAFE admissions officer, an employer, a university academic counsellor. Why not invite one or more of them to listen to the presentation about what the students

have done and learnt? Then a discussion between the team and the respondent can occur about the relevance of the enterprising skills to those aspirations.

## Information sheet 30: Identifying the *Power Skills in Action*

It is vital to bring to the students' attention to their *Power Skills in Action* when they are involved in Phase 4 projects. Students must know that one of the key benefits of designing and managing a community action project is the use and development of these skills. In the *Power Skills in Action*, eight skills were described:

- Communication
- Conflict Management
- Emotional Intelligence
- Empathy
- Problem Solving
- Collaboration
- Wellness
- Time Management






Teachers may like to ask the students to vote on the importance of each power skill to either their developing project or to achieving a personal goal, or even to a part-time job they have done in the past. Even if students have not met all the power skills, they can consult with their peers to find out information about the power skills.

The handout on the next page, *Handout 19: Power Skills in Action voting sheet*, can be used as the basis for each student to rate the above skills in order of importance from most important to least important—eight votes for the most vital, and one for the least valuable.

After the students have rated each of the eight skills, teachers could break the class up into small groups to discuss why they voted the way they did. Then a whole class discussion can be used to pull the discussions together. This raises awareness of the skills.

## Handout 18: *Power Skills in Action* voting sheet

Vote on each of the eight *Power Skill in Action* below in order of importance from most important to least important - 8 votes for the most important, and 1 vote for the least important skill.

	Vote
<p><b>1. Communication</b></p> <p>Communication skills allow you to give and receive information. This involves listening, speaking, and observing. In the workplace environment, communication styles vary from face-to face, videoconferencing, email, text, and other media</p>	
<p><b>2. Conflict Management</b></p> <p>Conflicts are inevitable in a person's day-to-day life. And when they happen, the idea is not to try to prevent them but rather to resolve and manage them in an effective manner. When people use the appropriate tools of resolution to address issues, they will be able to keep their differences from rising to major problems.</p>	
<p><b>3. Emotional Intelligence</b></p> <p>Emotional Intelligence (EI) is the ability to understand, manage, and use your emotions. It includes self-awareness, self-management, social awareness, and relationship management. With effective EI skills you're able to communicate more effectively, empathise with others, relieve stress, and overcome more challenges, such as managing conflict.</p>	
<p><b>4. Empathy</b></p> <p>The ability to emotionally understand what other people feel, see things from their point of view, and imagine yourself in their place.</p>	
<p><b>5. Problem-Solving</b></p> <p>Problem-solving skills allow you to identify a problem, determine the cause of the problem and identify and prioritise how to address the problem.</p>	

## **6. Collaboration**

Collaboration skills allow you the ability to work together as a team/group to achieve a common goal.



## **7. Wellness**

Workplace wellness refers to health promotion activities or policies that support positive employee health and behaviour. This focus is wellness in the workplace. Of course, this too spills over into our whole lives.



## **8. Time Management**

Time management is the process of planning and organizing how much time you devote to specific activities, tasks, or projects in order to maximize productivity, efficiency, and success. It is an important skill that allows people to make the most of their day and achieve their goals in the limited time they have.



## Information sheet 31: Young worker injuries

Health Numeracy	Area of study	Student activity 3: Young worker injuries	Problem solving	Toolkit
<ul style="list-style-type: none"> <li>health and safety at work such as accident types, rates and causes, audits of workplace chemicals and comparison with home-based chemicals</li> <li>health and safety matters related to potential accidents and use of chemicals</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4 Data</li> <li>Unit 4 Uncertainty</li> <li>Unit 3 Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm the definition of a young worker</li> <li>Brainstorm the types of injury hazards in workplaces</li> <li>Brainstorm the use of chemicals in workplaces</li> <li>Predict the percentage of workplace injuries to each part of the body</li> <li>Research young worker injuries by type and industry</li> <li>Create a presentation for the class</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the relevant data embedded in the websites</li> <li>Extracting and recording the relevant data</li> <li>Applying the appropriate mathematical and statistical processes to the data</li> <li>Analysing the data in relation to the predictions</li> <li>Communicating the results of the research to the class</li> </ul>	<ul style="list-style-type: none"> <li>Use technologies safely</li> <li>Use digital tools and technologies</li> <li>Use technologies to work mathematically</li> <li>Use the conventions of mathematical language to record and present data</li> <li>Use most effective technologies to present findings to the class</li> </ul>

## Information sheet 32: Research task on young worker injuries

**This research task is to be done in combination with the numeracy activity young worker injuries**

Students will choose a career, industry or topic of interest to undertake a research task into how to prevent young worker injuries, their own and their employees' rights and responsibilities and how to report an incident and/or injury if this occurs. As part of the research report the students will need to include the role of Safe Work Australia and WorkSafe Victoria. Additionally, it is important that the students know how to and be comfortable in navigating their way around these policy body web pages.

It is important that the numeracy activity on young worker injuries and this research task are integrated to highlight to students how connections can be made between the vocational numeracies, data and statistics and employee and employer rights and responsibilities in the workplace.

The research task will need to be presented using a digital application such as Google docs, Canva, website applications such as Wix, or any other online tool to showcase the student's research. Teachers can either choose an application for all students to use or allow students to choose their own depending on their capabilities. Time allowed and instructions will need to be given on how to use this digital application.

## **Handout 19: Employee and employer rights and responsibilities to prevent young worker injuries**

### **Making connections between statistics on young worker injuries and the rights and responsibilities of employees and employers in your chosen industry**

#### **Aim of the activity**

This research task will involve you choosing a career, industry or topic of interest into young worker injuries, how to prevent them, yours and your employees' rights and responsibilities and how to report an injury or incident. Throughout this research task you will become comfortable with and know how to navigate your way around the Safe Work Australia and WorkSafe Victoria web pages. This research task is to be completed through a digital application such as Google docs, Canva, website applications such as Wix, or any other online tool to showcase your research.

#### **The activity**

Students can work individually or in pairs for this activity, pairs should be aligned to a career, industry or topic of interest to both into young worker injuries. Students are to draw on their knowledge gained in the numeracy activity on young worker injuries to undertake a research task.

Choose an industry, career or topic of interest into young worker injuries such as:

- Quad bike accidents
- Fatalities or injuries by industry, occupation or mechanism
- Mental health
- Industries such as agriculture, aged care, arts and creative, healthcare services, mining and quarries etc.

Undertake research into your chosen industry, career or topic of interest through the websites Safe Work Australia and WorkSafe Victoria and other online material that links to



your research. This includes navigating your way around the statistics and data in Safe Work Australia and typing into WorkSafe Victoria 'young workers' to find relevant information.

Your research task will need to include the following information:

- Statistics and data on young worker injuries related to your industry, career or topic of interest
- Employer and employee rights and responsibilities
- Training and instruction for young workers
- How to identify unsafe conditions
- Strategies to prevent workplace injuries and fatalities
- How to report a workplace incident or injury
- The role of WorkSafe Victoria and young workers.

## Chapter 5

### Phase 5: Evaluating community projects and portfolio celebration

The final phase of *Working Community* provides an opportunity for student teams who have completed their self- managed community projects to present their project as a team and individually present their portfolios of their achievements and learning to adults who are not only of significance to the young people, but who can help the students relate their learning to issues of vocational and career development. As part of this presentation, students will promote and advocate for their community project issues of concern. The respondents listen to the student presentations and then provide feedback on the relevance of what they have learnt to the worlds of work and community life. Students will also complete several numeracy activities to investigate life post-schooling and to support the planning of the *Working Community* program celebratory event. Students will then finish the course with a public display of their projects and have a celebration where they share their achievements and learning.

#### Time

Five weeks

#### Structure and activities

Week	Activity
<b>27 - 28</b>	<ol style="list-style-type: none"> <li>1. Student teams prepare their portfolio presentation of their Phase 4 projects</li> <li>2. Numeracy activity – Moving out</li> <li>3. Numeracy activity – Can I afford it?</li> <li>4. Respondents selected and prepared for presentations</li> </ol>
<b>29</b>	5. Numeracy activity – Let’s celebrate!
<b>30</b>	6. Presentation of projects and students receive feedback from adults
<b>31</b>	7. Students attend celebration where teams display material from their projects

	8. Final stage of assessment processes of the participants and the program
--	--

## VCE VM outcomes covered

This phase of *Working Community* can cover the VCE VM outcomes listed in the table below. **Yellow** indicates assessment task that explicitly meets the requirements of the VCAA VCE VM study and outcome.

**Table 20 Phase 5 VCE VM Study and Unit, Area of Study, Outcome and Assessments**

VCE VM Unit	Outcome	Assessment
PDS Unit 4 – Community project AOS 3: Evaluating a community project.	<b>Outcome 3</b> Evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.	<ul style="list-style-type: none"> <li>• a presentation regarding individual or team effectiveness in executing community project.</li> <li>• Handout 20: Possible content for team presentations</li> <li>• Handout 21: Making a presentation.</li> <li>• Handout 22: Making a portfolio presentation</li> </ul>
Literacy Unit 4 – Oral communication AOS 1: Speaking to advise or advocate.	<b>Outcome 2</b> Negotiate the topic of choice for, and complete, an oral presentation that showcase reflections and evaluations of student learning.	<ul style="list-style-type: none"> <li>• podcast – advocating for the community project and concern or issue.</li> </ul>

<p>WRS Unit 4 – Portfolio preparation and presentation</p> <p>AOS 2: Portfolio presentation</p>	<p><b>Outcome 2</b></p> <p>Present personal skills and attributes in the form of a physical and/or digital portfolio in a formal interview with a panel and evaluate evidence and artefacts for future enhancements.</p>	<ul style="list-style-type: none"> <li>• A presentation of a portfolio related to a target industry or target audience panel</li> <li>• Evaluation of presented portfolio</li> <li>• Handout 20: Possible content for team presentations</li> <li>• Handout 21: Making a presentation.</li> <li>• Handout 22: Making a portfolio presentation</li> </ul>
---	--	--

Table 21 Phase 5 VCE VM Numeracy structure of outcomes 1, 2 &amp; 3

Phase 5 Numeracy student activities	Personal	Civic	Financial	Health	Vocational	Recreational	Unit 3 Numbers	Unit 3 Shape	Unit 3 Quantity and measures	Unit 3 Relationships	Unit 4 Dimension and direction	Unit 4 Data	Unit 4 Uncertainty	Unit 4 Systematics	Problem solving	Toolkit
Moving out	✓		✓				✓			✓		✓		✓	✓	✓
Can I afford it?	✓		✓				✓			✓			✓	✓	✓	✓
Let's celebrate!	✓					✓	✓			✓				✓	✓	✓

Within the phase outline below specific key knowledge and key skills from VCE VM studies and units have been mapped to the activities and assessment tasks, these assessment tasks are highlighted in **bold** and in the table above.

**Table 22 Phase 5 Activities, Unit and Area of Study, Key Knowledge and Key skills**

Activity	VCE VM Unit	Key Knowledge	Key Skills
<p>Individual students will give their <b>physical and/or digital portfolio presentations</b> to the targeted industry or audience panel on their personal skills and attributes and an evaluation of their portfolio. This will include the <b>following possible content for presentations</b>:</p> <ul style="list-style-type: none"> <li>• Employability and personal skills</li> <li>• Appropriate evidence and artifacts</li> <li>• Verbal and written aspects</li> <li>• Evaluation of portfolio</li> </ul> <p>Students can get advice on <b>how to make a presentation</b></p>	<p>WRS Unit 4 – Portfolio preparation and presentation AOS 2: Portfolio presentation</p>	<ul style="list-style-type: none"> <li>• employability and personal skills</li> <li>• appropriate evidence and artefacts included within a physical, digital and/or hybrid portfolio</li> <li>• methods of presenting a portfolio to a target industry and audience, including verbal presentation</li> <li>• strategies to communicate personal skills in a physical, digital and/or hybrid portfolio</li> <li>• process of developing a portfolio to enhance and validate application and presentation</li> <li>• strategies to evaluate the composition and presentation of a portfolio, including self-assessment, feedback from different sources and comparison</li> </ul>	<ul style="list-style-type: none"> <li>• explain key ideas and concepts relating to employability and personal skills</li> <li>• collect and curate evidence and artefacts for inclusion in a physical or digital portfolio</li> <li>• propose and justify strategies to improve future career prospects through the use of digital and/or physical portfolios</li> <li>• communicate personal skills and knowledge to a target industry panel or target audience panel</li> <li>• use portfolios to enhance and support presentation to the panel</li> <li>• evaluate the completed portfolio and presentation to the panel.</li> </ul>

		to selection criteria and/or entry requirements.	
<p>In groups, students give a <b>presentation regarding individual and team effectiveness in executing their community project</b>. This will include the following <b>possible content</b> for presentations:</p> <ul style="list-style-type: none"> <li>• Information about the project</li> <li>• How the project was organised</li> <li>• What was achieved?</li> <li>• Individual or team effectiveness in executing the planned project, drawing on reflective journal entries over the phases.</li> <li>• A reflection and <b>evaluation of what students learnt</b> from undertaking the project.</li> <li>• Reflections and evaluations of student learning on the community issue or concern</li> </ul>	<p>PDS Unit 4 – Community Project</p> <p>AOS 3: Evaluating a community project.</p>	<ul style="list-style-type: none"> <li>• key components to evaluate the design and implementation of the community project.</li> <li>• metacognitive strategies and reflective processes relating to the design and implementation phases of the community project.</li> <li>• critical and creative thinking skills to identify strengths, weaknesses and opportunities relating to the overall outcomes of the community project.</li> <li>• effective strategies to communicate key evaluation points to a target audience.</li> <li>• documenting and communicating the evaluation of the community project in an appropriate format.</li> </ul>	<ul style="list-style-type: none"> <li>• outline and apply reflective processes to evaluate the design and implementation phase of the community project.</li> <li>• explain and apply critical and creative thinking skills to evaluate the overall outcomes of the community project.</li> <li>• apply communication, critical thinking, problem-solving, decision-making, and metacognitive skills when working independently or collaboratively to evaluate a community project in an appropriate format.</li> </ul>

that they developed the community project for			
Students can get advice on <b>how to make a presentation</b>			
Students will include in their presentation their <b>podcast</b> of their speaking to advise or to advocate for their chosen issue of concern in their community project.	Literacy Unit 4 – Oral communication AOS 2: Speaking to advise or to advocate	<ul style="list-style-type: none"> <li>the elements of oral communication, including eye contact, tone, body language and intonation</li> <li>the way language choice can influence an audience.</li> <li>the way authors and speakers use logic, reasoning, and emotion to influence their audience.</li> <li>the principles of copyright and the conventions of attribution</li> <li>the conventions of discussion, including active listening and questioning</li> <li>the conventions of literacy, including punctuation, sentence structure, paragraphing, and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>sequence and structure oral content to advocate or present advice to an audience.</li> <li>provide evidence to support advice or information presented.</li> <li>present related pieces of information within a text, signalling these connections with appropriate semantic clues.</li> <li>use body language, eye-contact, gestures, pace, and intonation appropriately.</li> <li>critically evaluate own work</li> <li>apply the conventions of referencing and acknowledge attribution, where applicable</li> <li>listen and contribute to small group and whole class discussions.</li> <li>apply the conventions of literacy, including sentence structure, paragraphing, punctuation, and spelling.</li> </ul>





## **Week 27 – 28**

### **1. Teams prepare their presentation and individuals for their portfolio presentations of their Phase 4 projects**

The teams from Phase 4 need to work together to prepare a presentation of their Phase 4 projects and individually to prepare their portfolios on their personal skills and attributes.

This part of *Working Community* helps students to:

- relate the PDS, WRS, Literacy and Numeracy skills that they have developed in the previous phases of *Working Community* to participation in the world of work and/or community life
- see real and tangible reasons to carefully reflect upon their experiences and learning
- link the notions of community-based learning with the goals of vocational learning
- develop their presentation skills
- advocate for their chosen community issue of concern.
- introduce them to adults in the community who may be role models, or future mentors or simply support people who can open doors to additional learning opportunities i.e., future work placements, work shadowing, provide contacts etc.

There are two aspects to this phase:

- I. Group presentation of the community project and advocate for the issue of concern
- II. Individual portfolio presentation

#### **Group presentations**

The student presentations should focus upon what they have achieved and learnt through their participation in their projects and how they see this learning as being relevant to their future. Additionally, they will include their podcast to advise or advocate for their issue of concern. Their group presentations should be supplemented by other visual support such as:

- videos
- music
- a computer based presentation (e.g., PowerPoint or web-based presentations)
- posters or photos
- costumes, drama, lighting.

Two handouts are included as support for students in preparing for their presentations:

1. *Handout 20: Possible content for team presentations*
2. *Handout 21: Making a presentation*

### **Portfolio presentations**

Students will apply their knowledge of portfolios by engaging in the process of developing and formally presenting their completed portfolio in a panel style interview. Students will use a range of verbal, written and practical strategies to communicate their skills and knowledge, including visual appeal, and varied and appropriate content. Students will communicate personal skills and attributes, evaluate evidence and analyse presentation skills for future enhancement relevant to employment or study (VCAAe, 2023, p. 28).

Two handouts are included as support for students in preparing for their presentations:

1. *Handout 20: Making a presentation*
2. *Handout 22: Making a portfolio presentation*

## **2. Numeracy activity – Moving out**

The purpose of this extensive and complex Numeracy task is to investigate the complexities and expenses involved with moving into rental accommodation. See *Information sheet 33: Moving out* for a more detailed outline of this activity.

## **3. Numeracy activity – Can I afford it?**

The purpose of this Numeracy task is to identify and quantify various common forms of debt, and how to avoid debt stress. See *Information sheet 34: Can I afford it?* for a more detailed outline of this activity.

## **4. Respondents selected and prepared for presentation**

The coordinator or teacher needs to select a number of adults (respondents) who are of significance to the young people. They may be:

- an individual who has a career, job or business that is of particular interest to a team

- an individual from the local community who is seen as a role model, i.e., a person held in respect by the young people
- an individual who facilitated in the community project or has a connection to the issue of concern
- someone who team members want to influence or impress, e.g., police, football club, admissions officer to a tertiary institution.

The best way for students to appreciate the relevance of their learning to employment and to developing their career path is to find respondents who have a career or job that is of direct interest to the team members. The review process can then focus upon the relevance of their skills to that particular career or job.

The respondents are expected to provide feedback to the young people about:

- the relevance of what the students have learnt as related to their own career and life
- other learning that needs to take place in order for the young people to achieve their goals.

### **Respondent's role**

The respondent's role is to listen to the student presentations and provide feedback on the relevance of what they have learnt to the worlds of work and community life. For this process to be effective, respondents need to be well prepared. Each respondent will be given a cultural audit tool kit (Information sheet 38) so they can prepare their response to the young people. The cultural audit allows each respondent to reflect upon the culture of their own career, job or workplace, so they can more thoughtfully respond to the young people. This should help them to more accurately point out where the project experience and learning of the young people is/is not relevant to their own career, job or workplace.

Each respondent from the world of work will need to be given a number of supporting documents:

- a briefing paper *Information sheet 35: Working Community invitation* that invites them to attend

- *Information sheet 36: Format of presentation and feedback*, that explains the format and structure of the presentations
- *Information sheet 37: Your role as a respondent in Working Community*, that explains their role at the presentations
- *Information sheet 38: Working Community Toolkit - Cultural audit of your career roles* that prepares them for the presentation and review process.

## Resources

### Teacher Information

Information sheet 33: Moving out

Information sheet 34: Can I afford it?

Information sheet 35: *Working Community* invitation

Information sheet 36: Format of presentation and feedback

Information sheet 37: Your role as a respondent in *Working Community*

Information sheet 38: *Working Community Toolkit - Cultural audit of your career roles*

### Student Resources

Handout 20: Possible content for team presentations

Handout 21: Making a presentation

Handout 22: Making a portfolio presentation

## Week 29

### 5. Numeracy activity – Let's celebrate!

The purpose of this Numeracy task is to support the planning of the Working Community Program celebratory event. *See Information sheet 39: Let's Celebrate!* for a more detailed outline of this activity.

## Resources

### Teacher Information

Information sheet 39: Let's Celebrate!

## Week 30

### 6. Presentation of projects and students receive feedback from adults

The group and portfolio presentation and review process, and any subsequent informal discussions, should take about 1-1.5 hours and can be held in a variety of places:

- at the school
- at a local venue organised through a service club or LLEN or other community agency with appropriate facilities.

Service clubs such as Apex, Lions and Rotary or a LLEN could be asked to host a Phase 5 event. Using their own networks, they could work with the coordinator to:

- recruit a range of employers and self-employed persons to participate in Phase 5
- induct the respondents into the program and carry out vital briefings and preparatory exercises (e.g., self- assessment of work culture and the relevance of generic and enterprising skills)
- host one of the two final events
- present certificates of achievements
- organise local media to recognise/publicise the student's achievements.

A description of the structure, activities and timing for a presentation and review is included as part of *Information sheet 36: Format of presentation and feedback* that explains the format and structure of the presentation.

The structure and format will in part depend on whether it is all happening on the one occasion with all respondents attending together, or separately on a number of different occasions. If a number of the students have little idea of their career options or pathways, it may be more appropriate to hold a half-day activity with a panel of respondents rather than a series of separate reviews with individual respondents. See the section on the next page titled "Alternative options for the review".

When preparing students for the presentation event, teachers could call upon the assistance of career teachers to help the students identify their vocations of interest and to prepare their presentations. These staff could also assist in the facilitation of the actual event.

### Alternative options for the review

An alternative for Phase 5 could be to organise it into a format whereby student teams present their achievements and learning to not just a single adult respondent, but to a panel of employers or representatives from community organisations that mirror a range of vocations in which the young people have expressed an interest.

The group of adults would listen to the presentations and then as a group support each other to validate the team's experiences. They would fine-tune their responses to the student teams with stories about the relevance of teamwork, leadership and communication skills to their occupations. The student teams could then divide into smaller groups of young people with similar vocational interests and present their portfolios in a more detailed discussion with one or more of the employers. These small groups would be facilitated by a teacher.

Students would be invited to prepare a draft statement about their project-based learning that could be included into their curriculum vitae. In the smaller groups mentioned above, the students could discuss their own statement with the respondent and gain ideas on how it could be enhanced by incorporating their project experience and learning it into their CV and/or a job application.

This approach would be particularly relevant where there may be a number of *Working Community* and/or VCE VM students who have little idea of their pathway options to paid work, let alone any clear notion of their preferred career destination(s). In such cases it may be more appropriate to select respondents for the panel who are able to more generally discuss the relevance of the power skills to work and life.

## **7. Students attend celebration where teams display material from their projects**

The team displays will then be used as a centrepiece for a *Working Community* Celebration at which students from the school or from all participating schools in a cluster will be invited to attend and share their achievements and learning. Students and school staff will be able to invite guests to the event, at which students will receive certificates.

Students will be consulted and invited to be actively involved in the design, planning and organisation of the event. They will also be the “star presenters” at the event.

## **8. Final stage of assessment processes of the participants and the program**

It is suggested that coordinator or a teacher facilitate a review and reflection lesson to follow these presentations. This lesson could enable the students to review how their participation and learning in Phase 5 has helped them to develop and refine their individual pathway or career place. Such an exercise has strong relevance to the priorities of the VCE VM.



## Handout 20: Possible content for team presentations

- |  |  |
|--|--|
| 1. Describe the Project:                     | What did we do?<br>Who did we help?  |
| 2. Why we chose this Project:                | What motivated us?<br>Why did we want to do it?  |
| 3. How did we plan and organise it:          | Who made the phone calls, sent the emails?<br>How did we divide the jobs?<br>How did we make decisions as a team?<br>How did we get support?   |
| 4. Did we make a difference:                 | What did people say about our project?<br>What was successful?   |
| 5. What did we learn:                        | Did we develop teamwork, leadership and communication skills? How?<br>What Power Skills did I develop? How?<br>What skills did I particularly develop?<br>What were my weaknesses?<br>(Look at the Power Skills in Action and Skills Workshop reflections for reference) |
| 6. Would we do it again?                     | The same or differently? Why?<br>What have we learnt as a team?  |
| 7. Was it good/bad to organise it ourselves: | What was good/bad about it?<br>How do we feel about it now?  |

8. How was this different to the rest of our school experience?
9. Why do we think our learning is relevant to paid work and our future career hopes?
10. Apart from work, why was this learning important?

## Handout 21: Making a presentation

### Audience

- Who would you like to present to, e.g., other young people interested in getting involved, staff, employers, education providers, organisations and agencies you worked with, community members etc.

### Content

- What information do you want to include? Think about what you actually did, how you organised yourselves and what you learnt.

### Methods of presentation

- Be creative. You may use film, music, posters, photo boards, social media, website platforms, costumes, a laptop and a projector, drama, lighting etc.
- You may present the content in a particular style, for example as a documentary or a chat show.
- You may like to invite people from the community who were involved in the project to join you.

### List any equipment you may need

- Laptop, audio recorders, music, posters, photo boards, costumes, a computer and a projector, microphones, or other props. Think about involving all the senses.
- Check you know how to use the equipment.
- Book it well in advance.
- Get there early to set it up.

### Where are you giving the presentation?

- Think about lighting and the arrangement of the chairs. If you have equipment, think about sockets or extension leads.
- Check out your venue as it may influence your final presentation.

**Useful tips**

- Be aware of body language and speak slowly and clearly.
- Practise.
- Write things down so everyone is clear about their role. When people get nervous they forget?

## Handout 22: Making a portfolio presentation

For the portfolio presentation the students will need to be able to communicate personal and employability skills and attributes gained during the *Working Community* program to a targeted industry and audience panel relevant to their future career, educational pathway and/or workplace. This includes an evaluation of the completed portfolio and presentation skills for future enhancement relevant to employment or study.

Students will use their portfolios which they have prepared over Phases 1 – 4, to develop their portfolio presentation.

Students will need to consider the following in their portfolio presentation:

- How have I communicated the key ideas and concepts related to employability and personal skills and knowledge to my target industry or audience panel? What methods and strategies have I used?
- Have I collected and curated evidence and artefacts for inclusion within my physical, digital and/or hybrid portfolio? Do I need to add more? Will my portfolio enhance and support my presentation to the panel?
- In what ways will I propose and justify strategies to improve my future career prospects through the use of digital and/or physical portfolios?
- Can I explain the process of developing the portfolio and validate why I chose the type of portfolio? How?
- Can I explain why I chose to present the portfolio in the way that I did, including self-assessment, feedback from different sources and comparison to selection criteria and/or entry requirements? How?

## Information sheet 33: Moving out

Personal Numeracy Financial Numeracy	Area of study	Student activity 1: Moving out	Problem solving	Toolkit
<ul style="list-style-type: none"> <li>numerical information embedded in print and digital media, including monetary values</li> <li>personal and home/family day-to-day tasks such as cooking, gardening, sport, travel</li> <li>savings related activities such as comparing prices with different discounts and payment deals, calculating and reviewing unit prices, or calculating and comparing fuel economy rates and costs for cars</li> <li>personal money management such as banking, monitoring debit and credit</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3 Numbers</li> <li>Unit 3 Relationships</li> <li>Unit 4 Data</li> <li>Unit 4 Systematics</li> </ul>	<ul style="list-style-type: none"> <li>Research rental costs in the area that students want to study/work next year</li> <li>Decide on how many people will be in the rental accommodation to calculate own share of this cost</li> <li>Brainstorm a weekly menu for the household</li> <li>Identify the ingredients and quantities for the weekly menu</li> <li>Research the prices of these ingredients from a variety of sources</li> <li>Research if there are alternative sources (second bite/farmers' markets/charity shops) where ingredients could be purchased</li> <li>Brainstorm the social/environmental/ethical benefits of alternative sourcing of food</li> </ul>	<ul style="list-style-type: none"> <li>Identifying current, reliable and valid sources of information</li> <li>Researching and recording rental data</li> <li>Calculating weekly food costs from several sources</li> <li>Identifying and recording relevant information from a variety of utility providers</li> <li>Applying estimation and reasonableness to quantify own costs</li> <li>Using appropriate mathematical</li> </ul>	<ul style="list-style-type: none"> <li>Use technologies safely</li> <li>Use of software programs to record data</li> <li>Use a calculator or spreadsheet to calculate own costs</li> <li>Trial and assess money management and spending apps</li> <li>Identify and apply appropriate mathematical processes</li> <li>Use the most effective technologies to present the</li> </ul>

<p>transactions, and keeping track of money</p> <ul style="list-style-type: none"> <li>• online financial services such as mobile banking, Medicare and MyGov services</li> <li>• utility and other relevant personal or family bills and charges, and comparing providers</li> <li>• personal medical care, such as the use and dosages of medications, including scheduling</li> <li>• short- and long-term costs of purchase on oneself, family or communities, and the planet, for example interpreting special deals, or buying new versus second-hand, buying ethically versus sweat-shops</li> </ul>		<ul style="list-style-type: none"> <li>• Estimate the weekly household budget for food, and own share</li> <li>• Brainstorm the utility bills that are the responsibility of people who rent</li> <li>• Research the cost of these utilities by comparing different providers</li> <li>• Calculate what each utility will cost per week, and own share</li> <li>• Brainstorm a list discretionary expenditure</li> <li>• Calculate these as a weekly cost</li> <li>• Research and record medical expenses such as doctor visits, rebates, medication costs and schedules</li> <li>• Research online budget planner</li> <li>• Use an online budget planner to create a weekly budget</li> <li>• Research apps that keep track of spending</li> <li>• Make a recommendation about these apps</li> <li>• Create a presentation for the class but specifically exclude any reference to personal medications</li> </ul>	<p>processes to calculate own costs on weekly basis</p> <ul style="list-style-type: none"> <li>• Analysing if own costs seem reasonable</li> <li>• Identifying and quantifying discretionary expenditures per week</li> <li>• Researching, trialling and evaluating several online budgeting tools</li> <li>• Creating a weekly budget</li> <li>• Evaluating if the budget is reasonable</li> <li>• Researching, trialling and evaluating several personal money management apps</li> </ul>	<p>results of this research to the class</p>
---	--	--	---	--

Phase 5: Evaluating community projects and portfolio celebration

			<ul style="list-style-type: none"><li>• Using mathematical representations and language to communicate findings to the class</li></ul>	
--	--	--	--	--



## Information sheet 34: Can I afford it?

Personal Numeracy Financial Numeracy	Area of study	Student activity 2: Can I afford it?	Problem solving	Toolkit
<ul style="list-style-type: none"> <li>numerical information embedded in print and digital media, including monetary values</li> <li>personal loans such as car loans, payday loans, buy now pay later services and store credit, use of online interest calculators</li> <li>making informed decisions about credit, including interest, minimum repayments, frequency of repayments, transacting safely online and via apps, and avoiding scams</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3 Numbers</li> <li>Unit 3 Relationships</li> <li>Unit 4 Uncertainty</li> <li>Unit 4 Systematics</li> </ul>	<p>Provide students with an array of cards detailing discretionary expenditure, including some big ticket items and some one-off items</p> <p>For example:</p> <p>A set of crockery A fridge A bed and linen Christmas/birthday presents A lounge suite A music system A microwave A gaming rig Various items of clothing A washing machine and a dryer An interstate trip with mates Various items of footwear A car A laptop/tablet Music/craft/recreational items</p>	<ul style="list-style-type: none"> <li>Identifying relevant mathematical and numeric information from a variety of valid, current and reliable sources</li> <li>Estimating prices of items prior to research</li> <li>Evaluating if estimations are reasonable</li> <li>Evaluating if the results of each task are as expected</li> <li>Communicating written and oral mathematical language when presenting information to the class</li> </ul>	<ul style="list-style-type: none"> <li>Use technologies safely</li> <li>Use of software programs to calculate the cost of credit/loans</li> <li>Adjusting the parameters of the credit/loans and analysing how these change the debt</li> <li>Use the most effective technologies to present findings to the class</li> </ul>

		<ul style="list-style-type: none"> <li>• Research typical cost of each item</li> <li>• Brainstorm how these items could be purchased using credit/loans</li> <li>• Identify sources of credit/loans</li> <li>• Arrange these sources of credit/loans from least risky to most dangerous</li> <li>• Decide which the form of credit/loan would be appropriate for each item</li> <li>• Research and record the terms and conditions of each source of credit/loan</li> <li>• Use online apps to calculate the cost of purchasing items using credit/loans</li> <li>• Adjust deposit/repayment frequency in these apps</li> <li>• Record the effect of these adjustments to the total interest charged/term of the credit/loan</li> </ul>		
--	--	---	--	--

Phase 5: Evaluating community projects and portfolio celebration

		<ul style="list-style-type: none"><li>• Brainstorm financial scams, including those via personal emails</li><li>• Create a presentation for the class</li></ul>		
--	--	---	--	--

## Information sheet 35: *Working Community* invitation

A team of young people who have been involved in a community-based program, *Working Community*, and are studying for the Victorian Certificate of Education Vocational Major (VCE VM), have asked you to come and listen to their presentations. They wish to discuss if and how their experience of running and taking complete responsibility for a community project is relevant to the kind of career role, organisation, educational pathway and/or workplace that is so familiar to you.

They have asked you to attend because they are interested in the kind of career, organisation, education and/or job role and work you do! What they want to know is whether the personal skills that they feel they have developed by creating and managing their project are relevant to your experience of paid work and/or education (whether that be as an employee, teacher, contract worker or self-employed person). These skills can be summarised by the following list:

### **Power Skills in Action**

- Communication
- Conflict Management
- Emotional Intelligence
- Empathy
- Problem Solving
- Collaboration
- Wellness
- Time Management

### **Teamwork, Leadership and Interpersonal skills**

### **Community roles and responsibilities**

- Learning about their community

- Contributing to their community
- Advocating for an issue of concern
- Reflecting on their experiences of work.

### **Personal development and interdependence**

- Building self-esteem and confidence
- Defining values
- Improving interactions with adults
- Developing independence
- Developing interdependence.

## Information sheet 36: Format of presentation and feedback

The presentation and subsequent discussions should take 1-1.5 hours of your time and it will take the following format:

1. Welcome to the respondent(s) and the young people by the teacher and a brief confirmation of the purpose of the session (5-10 minutes).
2. Presentation by the team of young people about their project (5-15 minutes) The young people will talk about:
  - their project - what it was and how it contributed to their community
  - why they decided to create, plan and manage the project and what achievements and learning they wanted to see take place
  - what the project achieved and where it failed to meet its goal
  - what they learnt by doing the project - what skills and qualities they developed, what lessons they learnt, how they feel that this learning was relevant to their career hopes
  - what was different about doing this project compared to the rest of their school experience.
  - What skills and knowledge they have learnt through the studies of Personal Development Skills, Work Related Skills, Literacy and Numeracy.
3. The teacher may choose to add a comment or two, but will then invite you, the respondent, to ask questions in order to either clarify any point the young people have made and/or to get further information (5 minutes).
4. Short Break (10-15 minutes) in which you can make notes and prepare some comments.
5. Your feedback to the project team (10 - 15 minutes)
  - Initial response by stating general feelings about the effort of this team of young people to be enterprising, by designing and managing their community project.

- Description of your career role and/or workplace - What is it like? What is good and bad? How you got started and why you stayed? (The cultural audit may help - see attached)
- What kind of attributes and behaviours are expected in your workplace and career - (You may want to refer to your cultural audit.)
- How the skills that they feel they have developed are relevant to your work and the work of others in your workplace and/or career role - relevant for employees, contract workers, self-employed association or suppliers.
- Where are the danger signs, warning signals, i.e., when can 'being enterprising' and 'taking the initiative' be inappropriate in your workplace and/or career role - again refer to your cultural audit.

6. Portfolio presentation by individual students (20 minutes)

The student will talk about:

- Their portfolio preparation during the *Working Community* program
- The type of portfolio they have chosen (digital, physical or hybrid) and how it relates to the target industry, further education or target audience
- Their employability and personal skills
- Their collection and curation of evidence and artefacts for inclusion in a portfolio
- Strategies to improve future career prospects through the use of their portfolio
- An evaluation of the completed portfolio and their presentation to the panel.

7. The teacher will then thank you and then you will be asked to facilitate an informal discussion between you and the individual student and project team (15- 20 minutes).

This discussion may well include:

- questions from the young people about your feedback
- questions from the young people about your career role and/or the workplace you are a part of
  - What is it really like?
  - How can you get a start - break into the field of work/workplace?
  - What qualifications, qualities do you need to get that start?

- What other advice can you offer?
  - questions by you to the young people about their attitudes, hopes and fears regarding their careers and future plans. You may be keen to know more about what young people feel is important and what they think makes a type of work/workplace both attractive and worthy of commitment.
8. The teacher will then thank all who were involved and ask you and the young people to evaluate the session.

The teacher may ask you and the young people:

- what both parties have learnt by preparing for and doing this session?
- has this idea of doing a real project and then presenting/reviewing it today been a helpful way of young people experiencing or knowing more about the realities of paid work?
- is this approach to gaining 'experience of work' less valuable, equally valuable, more valuable than doing a work experience placement?
- is it complimentary to the work experience placement; why/why not, how/how not?
- would you recommend this experience to other young people and employers/respondents (like you). Why/why not?



## **Information sheet 37: Your role as a respondent in *Working Community***

- Come prepared and please do a little homework. Think about your career role and/or workplace and the feelings/attitudes that you have to your work. The cultural audit will help you more clearly appreciate the expectations that you and others in your place or field of work have of new people - young employees, future contract workers, self-employed suppliers, even future associates, partners and bosses.
- 1. Be open to the views and feelings of the young people who will present to you. Listen carefully, clarify before judging and respond with honesty and care. Give clear information about your views, experiences and knowledge.
- Be prepared to interact with the young people and discuss future action they can take to develop their employability.
- Don't be afraid to give advice or your opinion on how the learning that has emerged out of their project involvement can help them to improve their career chances. Ask them for feedback to your ideas.
- If you want, offer some concrete plan of action to the young people at the end of the session - maybe a follow up session or even a mock interview that builds upon the review session (this is optional and not seen as expected or essential).
- By participating in both the preparation activity (cultural audit) and the session itself, you can further develop skills and understandings that maybe valuable. Can you also learn from your participation?

Questions that you may find helpful to pose to the young people:

- What were the best and most satisfying parts to your project experience?
- What were the most frustrating parts to your project experience?

## Phase 5: Evaluating community projects and portfolio celebration

- What single skill do you think you most developed in your project?
- What were major conflicts in your team? How did you try to resolve them?
- How do you think your project experience has helped you to develop skills and learning for work?
- What will you do next?
- How can you use what you have learnt to show employers what you can offer and to develop your career chances?

## Information sheet 38: *Working Community* toolkit – cultural audit of your career roles

### Why we ask you to do the audit

We hope that by doing this cultural audit of your own career role, educational practice and/or workplace, you will be more fully prepared to help the young people understand how their *Working Community* project experience and learning is relevant to working in a role, education, job or workplace like yours.

We also hope that you will find it an interesting and worthwhile experience in its own right. It can be helpful to reflect and determine what are the key values, relationships and forms of behaviour that characterise your career role or workplace. What is really expected of you and other paid workers? What will be expected of young people who come to work with you?

### How to do it - the straightforward way

Just take a little time out to think about your career role, educational practice and/or workplace. You may want to talk over the questions in the following scorecard with your work colleagues or even read up upon any relevant documents (like mission statement, professional oath, values declarations) of your organisation or vocation.

**Please take the time to quickly mark the following scorecard.** It should help you to both reflect on the kind of expectations placed on people in your career role and/or workplace.

### Cultural audit scorecard

(10 minutes to undertake only)

The following questions have been devised so you can give each a mark out of 10 along a continuum. At each end of the continuum is one 'extreme pole or position'. Your job is to work out where your career role and/or workplace is located between these two poles for each of the 15 headings.

A high score will place your response/opinion towards the right side whilst a low score places you to the left. By auditing your career role/workplace, you should get a better idea of how to pass on the realities of your working life to young people. Don't forget, they will have just been through a *Working Community* project that will tend to more closely relate to the right hand pole of the continuum. Whether your score is to the left or right does not really matter. What is more important is that the young people can relate their project experience to the realities of your career experience. Please remember, the most important reason for having the review session with you is to do a 'reality check' on their experience of their project work and test its relevance to roles, jobs, careers and workplaces like yours.

Please also consider if your answers would be greatly different for various levels and categories of colleagues and paid workers, for example, employees, contract workers, self-employed suppliers, associates, bosses and owners.

## Style of supervising people

1. The boss is the expert, the authority figure who holds resources and knowledge	<hr/> 1      3      5      7      10	The boss is the coach who supports, guides and provides resources to those he/she supervises.
2. There is an assumption that employees are difficult, untrustworthy and a cost to the organisation	<hr/> 1      3      5      7      10	Employees are valued and seen as wanting to contribute, capable and an asset to the organisation.
3. The workplace is very hierarchical; people tread very carefully when approaching one level of supervision or above.	<hr/> 1      3      5      7      10	The workplace is flexible and collaborative. people talk to whomever they need to, to get ideas, support or advice.
4. Information is held by those in power and only communicated when really necessary	<hr/> 1      3      5      7      10	Information is shared, and communication flows are open and regular
5. Bosses don not want people to take the initiative, just to follow orders and instructions. Supervision is 'close by' all the time. Different ideas are not tolerated.	<hr/> 1      3      5      7      10	Bosses want people to use their judgment, initiative and challenge things when necessary. There seems to be tolerance, even acceptance of different ideas/views etc. Supervision is collaborative.

### Is enterprising behaviour valued?

6. The boss is the expert, the authority figure who holds the vision and leads the organisation and directs where it is going.	<hr/> 1      3      5      7      10	A shared vision/idea of the future is developed so there is a sense that most/all have a stake in a common purpose.
7. Individuals are expected to ask their supervisor for direction/orders. Mistakes are considered unacceptable; people are reluctant to make decisions themselves.	<hr/> 1      3      5      7      10	Individuals are encouraged and supported to solve problems and try out their ideas (allowing for safety etc.). Mistakes are for (sometimes) tolerated as long as learning occurs.
8. People only have contact with customers if the boss or sales/marketing people say it is absolutely necessary.	<hr/> 1      3      5      7      10	People are encouraged to have contact with customers to learn from them.
9. Teamwork is not seen as being very important	<hr/> 1      3      5      7      10	Teamwork is seen as fundamentally important and people are trained, coached and Supported to work effectively as a team.
10. Teams (apart from the senior management team) do not make decisions.	<hr/> 1      3      5      7      10	Teams take the initiative in areas of quality, production, innovation and improvement. They are given room to make decisions and self-manage their work.

## Attitudes to innovation and learning

11. People are trained and skilled for the job they are presently doing and only updated when it is necessary	<hr/>	1	3	5	7	10	People are trained and developed for present and future responsibilities. Training, coaching and learning is seen as ongoing and important.
12. The only person expected to be creative and innovative is the person(s) at the top. Everyone else is to be passive and wait for innovation to be passed downwards.	<hr/>	1	3	5	7	10	All people are asked (and supported) to be creative, to be inquisitive, to try new ideas and challenge the way things are. Mechanisms are in place to collect ideas and reward people.
13. Little use of technology and distance/self-directed learning, the emphasis is purely on attending specific based courses.	<hr/>	1	3	5	7	10	All people are supported to use technology (at home and at work) for learning and skills-communication. Many vehicles for learning are promoted.
14. The only 'teachers' in the place are the boss, training manager and consultant. One-way feedback (downwards) only.	<hr/>	1	3	5	7	10	Everyone is seen as a teacher and a learner, all (including the bosses) can learn from each other. Feedback is given in all directions.
15. Teams do not have a role in innovation and learning, in learning from other people/organisations, i.e., competitors.	<hr/>	1	3	5	7	10	Teams are a key to creating new ideas, new nor ways of doing things and they teach each other via presentations and benchmarking best practice.

## Information sheet 39: Let's Celebrate!

Personal Numeracy Recreational Numeracy	Area of study	Student activity 3: Let's celebrate!	Problem solving	Toolkit
<ul style="list-style-type: none"> <li>Numerical information embedded in print and digital media, including monetary values</li> <li>Comparisons of planning and costs of different party venues and events, such as for a birthday party or cultural celebration</li> <li>Planning a class excursion or event including costs and logistics and complexities</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3 Numbers</li> <li>Unit 3 Relationships</li> <li>Unit 4 Systematics</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm the form of the end-of-year celebration event, including estimating number of participants and guests</li> <li>Investigate the costs involved with holding the event at different venues</li> <li>Investigate the logistics of holding the event at different venues</li> <li>Brainstorm the tasks that need to be organised to prepare for the event</li> <li>Brainstorm the form of catering that is best suited to the event</li> <li>Research catering menus and costs</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the relevant data embedded in the websites</li> <li>Extracting and recording the relevant data</li> <li>Applying the appropriate mathematical processes to the data</li> <li>Analysing the data in relation to the predictions and budget</li> <li>Communicating the event plan, including costings, to the class</li> </ul>	<ul style="list-style-type: none"> <li>Use technologies safely</li> <li>Use calculators and digital tools and technologies</li> <li>Use technologies to work mathematically</li> <li>Use the conventions of mathematical language to record and present data</li> <li>Use most effective technologies to present findings to the class</li> </ul>



Phase 5: Evaluating community projects and portfolio celebration

		<ul style="list-style-type: none"><li>• Calculate the costs of catering for the event</li><li>• Calculate the total cost of holding the event</li><li>• Prepare a presentation for the class</li></ul>		
--	--	--	--	--

## Chapter 6

### Rubric

To come soon....

## Appendices

### Overview

**A: List of information sheets and Handouts**

**B: Resources**

**C: Acronyms and abbreviations**

**D: References**

# Appendix A: List of Information sheets and Handouts

<b>PROLOGUE</b>	<b>1</b>
<b>Introduction</b>	<b>1</b>
Information sheet 1: Checklist of pre-conditions	21
Information sheet 2: Preparation tasks	22
Information sheet 3: Draft letter to parents/carers	24
<b>Chapter 1</b>	<b>25</b>
<b>Phase 1: Induction</b>	<b>25</b>
Handout 1: About Working Community	42
Handout 2: Developing your learning contract	46
Information sheet 4: Numeracy Nutters	47
Information sheet 5: Induction workshop sample program	48
Information sheet 6: Sample icebreaker activities	50
Information sheet 7: Workplace responsibilities and rights in the Working <i>Community</i>	56
Handout sheet 3: Gallery Walk	59
Handout 4: What are my Power Skills?	61
Information sheet 8: Who's in charge?	63
Information sheet 9: Disasters	64
Handout 5: Critically Reflective Journals	65
Handout 6: What is a portfolio?	67
Information sheet 10: Let's get out and about	70
<b>Chapter 2</b>	<b>72</b>
<b>Phase 2: Community visits</b>	<b>72</b>
Handout 7: What is your passion? Devising a Passion Chart	92
Information sheet 11: What is Community?	94
Information sheet 12: Health and Society	99
Information sheet 13: Design a recreational space	100
Information sheet 14: Let's fundraise!	104
Handout 8: Visit planning and recording sheet	107
Handout 9: Possible community agencies	108
Handout 10: Format and questions for your community visits	110
Handout 11: Current industry practices for portfolio design	112
<b>Chapter 3</b>	<b>113</b>
<b>Phase 3: Skills Workshops</b>	<b>113</b>
Information sheet 15: What's a job worth?	134
Information sheet 16: Young Workers Centre	136
Handout 12: Role play of workplace relations	137
Information sheet 17: Sample program for Skills Workshop 1	139
Information sheet 18: Sample activities for Skills Workshop 1	141
Handout 13: Skills Workshop 1 - Critical reflection on team members' feedback	144
Information sheet 19: Sample program for Skills Workshop 2	146
Information sheet 20: Sample activities for Skills Workshop 2	149
Handout 14: Skills Workshop 2 - Personal reflection of participation in leadership activities	154
Information sheet 21: Getting paid	157
Information sheet 22: Do I have to pay for that?	159
<b>Chapter 4</b>	<b>161</b>

<b>Phase 4: Planning and implementing community project</b>	<b>161</b>
Handout 15: Sample Phase 4 community projects	186
Handout 16: Ideas for Phase 4 <i>Working Community</i> projects	188
Information sheet 23: Community Dreaming – a description of a <i>Working Community</i> project	191
Handout 17: Planning your projects	197
Information sheet 24: Promotion of community project	199
Information sheet 25: Are you sure about that?	201
Information sheet 26: <i>Working Community</i> – at the heart of the facilitator’s role	203
Information sheet 27: Speaking to advise or advocate for your community project	205
Information sheet 28: Shapes, angles and design	208
Information sheet 29: Reviewing learning	211
Information sheet 30: Identifying the <i>Power Skills in Action</i>	213
Handout 18: <i>Power Skills in Action</i> voting sheet	214
Information sheet 31: Young worker injuries	216
Information sheet 32: Research task on young worker injuries	217
Handout 19: Employee and employer rights and responsibilities to prevent young worker injuries	218
 <b>Chapter 5</b>	 <b>220</b>
<b>Phase 5: Evaluating community projects and portfolio celebration</b>	<b>220</b>
Handout 20: Possible content for team presentations	235
Handout 21: Making a presentation	237
Handout 22: Making a portfolio presentation	239
Information sheet 33: Moving out	240
Information sheet 34: Can I afford it?	243
Information sheet 35: <i>Working Community</i> invitation	246
Information sheet 36: Format of presentation and feedback	248
Information sheet 37: Your role as a respondent in <i>Working Community</i>	251
Information sheet 38: <i>Working Community</i> toolkit – cultural audit of your career roles	253
Information sheet 39: Let’s Celebrate!	258
 <b>Chapter 6</b>	 <b>260</b>
 <b>Rubric</b>	 <b>260</b>
 <b>Appendices</b>	 <b>261</b>

## Appendix B: Resources

### Useful VCE VM contacts

You can find a list of useful information for VCE VM at

<https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx>

This includes information for:

- Completing the VCE VM
- Vocational and applied learning in the VCE VM
- Enrolling in VCE VM studies
- Flexible delivery of the VCE VM
- Assessment and certification of the VCE VM
- General advice about the VCE VM Curriculum and Assessment Audit
- VCE VM students and the General Achievement Test
- Provision of the VCE VM
- Access to the VCE VM prior to the senior secondary years

For professional learning and development in the VCE VM see

<https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/Index.aspx>

### Department of Education and Training Victoria

Department of Education and Training Victoria

<https://www.education.vic.gov.au/Pages/default.aspx>

### Victorian Government

Victorian Government and the VCE VM <https://www.vic.gov.au/vce-and-vce-vocational-major>

Victorian Local Learning and Employment Networks (VicLLEN's)

There are 31 Local Learning and Employment Networks (LLENs) situated across Victoria. They connect employers, education and training providers, government groups, agencies and individuals to help turn business and community needs and ideas into new and innovative programs for young people.

The core objective of a LLEN is to improve participation, engagement, attainment and transition outcomes for young people 10 – 19 years old within its geographical boundaries.

<https://www.vicllens.org.au/>

#### Vocational and Applied Learning Association (VALA)

The Victorian Applied Learning Association (VALA) is the peak organisation for applied learning practitioners. It offers leadership, development and advocacy for educators of vocational and applied learning across all sectors. Established in 2005 in response to the rapid growth in Victoria of applied learning in post-compulsory education, it now supports 1000's of vocational and applied learning educators from across education sectors.

<https://www.vala.asn.au/>

#### Victorian TAFE Association

The VTA is a not-for-profit organisation that informs, supports and represents the interests of the Victorian TAFE sector, including Victoria's 12 TAFE institutes, four dual sector universities and AMES Australia.

<https://vta.vic.edu.au/>

## Appendix C: Acronyms and Abbreviations

AOS	Area of Study
WRS	Work Related Skills
PDS	Personal Development Skills
TAFE	Technical and Further Education
VicLLEN(s)	Victorian Local Learning and Employment Network(s)
VCAA	Victorian Curriculum and Assessment Authority
VCE VM	Victorian Certificate of Education Vocational Major
VET	Vocational Education and Training



## Appendix D: References

- Collard, M. (2008). Count Me In: Large Group Games that Work. Project Adventure Inc, USA.  
Retrieved from Playmeo .
- Collard, M. (2018). *No Props No Problem: 150+ Outrageously Fun Group Games & Activities using No Equipment*. Retrieved from Playmeo: <https://www.playmeo.com/shop/no-props-no-problem/>
- Deakin University. (2023). *Reflective Learning*. Retrieved from Deakin University:  
<https://www.deakin.edu.au/students/study-support/study-resources/academic-skills/reflective-learning>
- Iacono, D. V. (2023). *Ethical Leadership: A Cornerstone of Success in Business and Effective Managerial Training*. Retrieved from Symonds Research:  
<https://symondsresearch.com/ethical-leadership/>
- NPR. (2018). *Teaching Podcasting: A Curriculum Guide for Educators*. Retrieved from National Public Radio: [https://media.npr.org/assets/news/2018/11/teaching-podcasting\\_FULL-VERSION.pdf](https://media.npr.org/assets/news/2018/11/teaching-podcasting_FULL-VERSION.pdf)
- Playmeo . (2023, August 31). *Playmeo Activities* . Retrieved from Playmeo:  
<https://www.playmeo.com/activities/>
- Rohnke, K. (2010). *A guide to Initiative Problems, Adventure Games & Trust Activities - 2nd Edition*. USA: Kendall Hunt.
- Study Work Grow. (2023 , October 10). *Power of Portfolios* . Retrieved from Study Work Grow: <https://studyworkgrow.com.au/2023/07/19/the-power-of-portfolios/#:~:text=Physical%20portfolios%20can%20create%20a,reaching%20a%20broader%20audience%20online.>
- VCAAa. (2023). *VCE VM and VPC Integrated*. Retrieved from Victorian Curriculum and Assessment Authority:  
<https://www.vcaa.vic.edu.au/curriculum/VCEVMandVPCIntegrated/Pages/Integrated.aspx#IntegratedStudies>

VCAAb. (2023). *VCE Vocational Major Literacy*. Retrieved from Victorian Curriculum and Assessment Authority: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMLiteracy/Pages/Index.aspx>

VCAAc. (2023). *VCE Vocational Major Numeracy*. Retrieved from Victorian Curriculum Assessment Authority: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMNumeracy/Pages/Index.aspx>

VCAAd. (2023). *VCE Vocational Major Personal Development Skills*. Retrieved from Victorian Curriculum and Assessment Authority: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMPersonalDevelopmentSkills/Pages/Index.aspx>

VCAAe. (2023). *VCE Vocational Major Work Related Skills*. Retrieved from Victorian Curriculum and Assessment Authority: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMWorkRelatedSkills/Pages/Index.aspx>