

VCAL provider name: Monbulk College
VCAL unit name: Personal Development Skills
VCAL unit: Senior Unit 2

Overview of the assessment task and the project/theme it is linked to:

Monbulk College is located in the beautiful Yarra Ranges and whilst the scenery is often breath taking the roads are dangerous, public transport limited, bike riding hazardous and pedestrian safety often a concern. Monbulk College has always been aware of these dangers and has run a Road Safety program each year for the students. This year the responsibility to revamp, update and refocus the program will be the responsibility of the Senior VCAL class. The students will be asked to organise a variety of learning tasks, workshops, activities and events that highlight “The need for speed - the greater the risk”. It is hoped that with a solid and relevant program all students will reflect on the knowledge gained to make sensible, logical decisions and avoid any further members being commemorated in our memorial garden.

Student roles and responsibilities in relation to the task:

The Senior VCAL students will be responsible for the organisation of Monbulk College’s Road Safety Program for Yr 7 – 12. The students will be required to plan, organise, facilitate and evaluate their programs. This will require working with Road Safety Coordinators, members from the community including Police, VicRoads and members from the Shire of Yarra Ranges Party Safe Group. All activities will need the approval of the college administration. Presentations will be organised fully by the Senior VCAL class.

Level of teacher support:

The teacher will meet with the students once a week to discuss progress, suggest improvements, oversee distribution of official letters to students and parents, prepare invoices and payments and provide mentoring as required.

Please indicate the Learning Outcome/s to be demonstrated by this evidence

Student Evidence (refer to Portfolio of Evidence in section 1)	LO1	LO2	LO3	LO4	LO5
Individual student booklet with relevant worksheets	x				
Completion and documentation of individual project	x	x		x	x
Completion of small group activity	x	x	x	x	x
Mission statement		x			
Road safety plan		x			
Road safety information pack (letters, advertising etc)		x			
Research package and brochures			x		

Student surveys			x		
Participation in workshops	x			x	
OH&S audit and safety sheets				x	
Grand Prix Road Safety Booklet	x		x		x
Pedestrian Safety Book	x		x		x
Public Transport Booklet	x		x		x
Bike Safety Program Booklet	x		x		x
Facilitation of workshops	x	x	x	x	x
Fact sheets			x		x
Student evaluations		x	x	x	

Is the activity included in this template part of an integrated program?

Yes	No
	X

Teacher name: Loretta Goldsmith

Date: April 2008.

Assessment Template: Personal Development Skills Senior Unit 2

Learning outcome 1

Develop personal goal/s involving strategies, sequences and time constraints related to a personal area of interest.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

1.1 All students will need to present three personal development projects throughout the year. Initially a small individual project will need to be completed on an area of interest (an example a student assisting in the running of a CAR26 program); this is to focus on completing a short term goal. Then a small group task will need to be developed implemented and completed (Landscaping project at the College) this will see the development of team work strategies. Finally through achieving small goals and establishing protocols for team work the students will work as a class developing the Roads Safety program for the entire college.

1.2 Before commencing any of these tasks the students will brainstorm the What ifs... of their programs and establish contingencies to overcome these.

1.3 Before commencing any of these tasks the students will brain storm where they will be able to access information and resources, the availability of external providers and possibly sources of fund raising needed to complete these programs.

1.4 At the start of the year the students will complete a workshop that looks at learning styles, My strengths, I need help...(Weaknesses) and goal setting. The results from this program will be utilised within the entire program.

1.5 Students will present to the relevant staff an individual guide that outlines their individual and small group projects, the focus of their Road Safety program, how they are going to achieve these outcomes, costs involved and relevant timelines.

Assessment criteria

The assessment criteria are demonstrated when the student can:

- 1.1 Establish a personal goal/s with long-term and short-term aims and objectives.
- 1.2 Identify external factors that might impinge on desired outcome/s.
- 1.3 Assess available resources for short and long-term solutions.
- 1.4 Identify strengths and weaknesses relevant to the attainment of goals.
- 1.5 Prepare a personal goal plan with aims, timelines, and measurable milestones.

Learning outcome 2

Apply evaluative and problem-solving skills to planning.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

2.1 The students must develop an overall goal and mission statement for our Road Safety program. Each group must then decide on the content of year level programs to ensure goal achievement and approval from program providers, school personnel and parents.

2.2 For each event the students must seek approval from year level coordinators, curriculum coordinators and school management teams. They must also meet all school protocols with regard to parent letters, collection of money, attendance etc

2.3 Students must be aware of individual circumstances when organising events, particularly those who have been affected by road trauma in their lives. They must also ensure the program delivery is relevant for each year level to ensure engagement.

2.4 Students must consider a number of factors before organising any workshop and/or event including the cost, transportation, educational value, attendance etc

2.5 Students will work with a number of individuals and groups to meet these goals and will need to write proposals, letters, speak publicly and liaise with parents to ensure the success of the program, ensure full participation and hopefully raise some funds in support of the program.

Assessment criteria

The assessment criteria are demonstrated when the student can:

- 2.1 Evaluate consistency of goals for an activity in consultation with participating individuals.
- 2.2 Manage a series of processes and procedures to ensure timely completion of practical goal.
- 2.3 Identify values and beliefs that may affect activity outcomes.
- 2.4 Identify potential external and/or environmental constraints to the achievement of goals.
- 2.5 Apply practical and/or interpersonal skills to overcome potential external and/or environmental constraints.

Learning outcome 3

Demonstrate knowledge of facts and concepts specific to a specialist and/or technical activity.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

3.1 Students must research regional road safety statistics, determine the issues relevant to particular year levels and then organise relevant activities or workshops.

3.2 Students will work in specific groups each responsible for a particular year level. These groups will organise how information will be obtained and document all resources used.

3.3 Students will participate in a class activity that focuses on where relevant information can be found and what Government and private resources are available with up to date and accurate information. These would include VicRoads, local shires, Police etc.

3.4 Students will survey the students in each year level to establish gaps in road safety knowledge and use this information to help develop relevant workshops which address these specific needs.

Assessment criteria

The assessment criteria are demonstrated when the student can:

- 3.1 Identify information requirements.
- 3.2 Establish and implement systems to obtain information.
- 3.3 Assess information for accuracy and comprehensiveness.
- 3.4 Identify gaps in information and develop strategies to address these information gaps.

Learning outcome 4

Manage the coordination of an activity or program.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- 4.1 Students will participate in a leadership workshop to establish effective and successful workings of a group. Each group will then decide on the roles and responsibilities of each member and subsequent reports to the stakeholders of this program.
- 4.2 Students will carry out their own safety audit prior to and during all workshops and activities. Where outside facilitators/venues are used the students will meet with the providers to have their safety measures explained and approved.
- 4.3 When proposing and advertising each event health and safety risks will be discussed and itemised and risk management protocols will be addressed. For example the Yr 8 “Go Kart, Go Smart” program will discuss the risks involved in Go Karting and will also itemise the processes in place to ensure student safety.
- 4.4 Students will establish what cultural barriers will need to be considered in the delivery of this program and discuss ways that sensitivity to these needs are met.

Assessment criteria

The assessment criteria are demonstrated when the student can:

- 4.1 Identify and carry out a strategy to meet the aims and objectives of the program or activity.
- 4.2 Ensure facilities and/or equipment are used according to occupational health and safety procedures.
- 4.3 Ensure risks associated with the program are recognised and steps taken to maximise safety.
- 4.4 Demonstrate sensitivity to cultural diversity in implementing program plans.

Learning outcome 5

Present and communicate ideas and information.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

5.1 Students will create workbooks for each activity, appropriate to the particular year level that meets the focus area for each group.

5.2 Students will be involved in the writing of proposals and letters, presentations to school management, staff and parents, telephoning, emailing etc to providers and presenting of workshops to the students.

5.3 Students to work as a group on workbook tasks and seek approval from relevant KLA groups. Students will utilise all available technology to ensure editing is accurate before publishing letters, advertising etc.

5.4 Students to work with small groups from the relevant year levels to be aware of literacy levels, interest areas and key themes.

5.5 All workbooks, workshops, activities and events to focus on specific subject areas for each year level and include fact sheets for students to have on hand for future use.

Assessment criteria

The assessment criteria are demonstrated when the student can:

- 5.1 Identify and design information to suit audience and purpose.
- 5.2 Use communication mediums appropriate to the nature and context of the potential user.
- 5.3 Use the processes of planning and editing to produce communication products.
- 5.4 Use language and tone appropriate to audience and purpose.
- 5.5 Present a range of concepts and facts within a subject specific context.