

VCE Vocational Major - PDS

Units 1-2

AIMS

This study enables students to:

- develop a sense of identity and self-worth
- understand and apply concepts that support individual health and wellbeing
- access, critique, synthesise and communicate reliable information
- explain the role of community and the importance of social connectedness
- practise the rights and responsibilities of belonging to a community

UNIT 1

In this unit students will explore the development of personal identity and individual pathways to optimal health and wellbeing. Students will use findings to enhance understanding of community cohesion and engagement, and how sense of identity may affect outcomes. Students will investigate elements of emotional intelligence and develop awareness of interrelationships between communities and individual health and wellbeing.

LEARNING ACTIVITIES:

Explain and discuss concepts relating to personal identity and emotional intelligence, and apply learnt strategies when working independently or collaboratively on a relevant activity. Plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.

KEY SKILLS REQUIRED:

Identify and explain key concepts, factors and principles relating to personal identity and emotional intelligence; apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills.

ASSESSMENT TASKS

A range of tasks will be made available and may include: recorded reflection on personal attributes, case studies, reflective journal, performance, debates, presentations, project plan, research task, critical evaluation of an activity or program, or podcast.

UNIT 2

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community. Students will seek to understand different perspectives on issues affecting a community.

LEARNING ACTIVITIES:

Explore the concept of and examine issues affecting community at a local, national and global level; understand characteristics that influence how communities are formed; understand differing perspectives and impacts on community cohesion; explore enablers and barriers to problem solving and strategies to foster community cohesion; consider the concept of community engagement and recognise benefits and challenges of community engagement to address issues; investigate key features of effective community engagement to address issues and implement initiatives.

KEY SKILLS REQUIRED:

Describe and explain concepts relating to community and citizenship; analyse the formation of community and the factors that influence community groups; apply strategies to promote community participation; apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively; apply and evaluate strategies relating to problem-solving and diversity, inclusion and cohesion within communities; compare, analyse and evaluate community features relating to community engagement

ASSESSMENT TASKS:

A range of tasks will be made available and may include: presentations, written reports, reflective journal, case studies, website creation, research task, meeting minutes or a record of a discussion or debate.

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Units 3-4

UNIT 3

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

LEARNING ACTIVITIES:

Examine the characteristics of social awareness and interpersonal skills to facilitate respectful interactions with others; investigate contexts and settings in which people demonstrate social awareness and apply interpersonal skills; focus on leadership qualities and how they can be applied to achieving goals; look at a range of leadership styles, and the ethics and expectations of leaders in a democratic society; consider how effective leaders foster innovation and creativity to solve problems and achieve goals.

KEY SKILLS REQUIRED

Describe concepts relating to social awareness and interpersonal skills; compare and analyse characteristics, influences and settings, and contexts relating to social awareness and interpersonal skills; demonstrate leadership in communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills; apply and evaluate leadership styles and related skills; describe concepts relating to effective teamwork; and apply and evaluate strategies relating to problem-solving, reflection and evaluation when working within a team.

ASSESSMENT TASKS:

A range of tasks will be made available and may include: critical reflection on the use of interpersonal skills; digital, written or oral presentation; report; reflective journal; case study; podcast; response to structured questions; personal reflection, team activities; written critical evaluation of a leadership activity; skills audit; or meeting minutes.

UNIT 4

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work.

LEARNING ACTIVITIES

Complete an extended community project that addresses an environmental, cultural, economic or social issue. Conduct research to identify a range of relevant issues in the community and justify the selection of a focus for the project. Seek to understand the issue's significance to the community, develop a project focus, and investigate previous or current responses to the area of concern. Explore opportunities to build awareness of the chosen issue in the community. Implement a detailed plan for a selected community project and consider key elements and key considerations when implementing a plan of action through to completion.

KEY SKILLS REQUIRED

Outline and explain concerns of significance to a local, national and/or global community; analyse considerations that influence the selection of an area of concern to address in a community project; identify, describe and develop elements of the design process for a community project; apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills; and outline and apply reflective processes to evaluate the design and implementation phase of a community project.

ASSESSMENT TASKS

A range of tasks will be made available and may include: research or investigation report; record of discussion or debate; video, podcast or oral presentation; reflective journal; a record of interview; a website; an audio recording.