VCE Vocational Major

**Unit 1 Striving Individuals**

Integrated Curriculum

Support Materials

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**Using this resource**

1. Read over all documents in detail before delivery. Applied learning requires proactive planning and preparation prior to delivery. The curriculum resources do not function like a traditional text or workbook. Pre-work and modifications are required to use these curriculum resources.
2. Unit teacher preparation checklists will highlight key actions that need to be completed by the teacher prior to the overall unit delivery. The unit checklists are essential for teachers to review and use prior to implementing or using the curriculum resources.
3. You will need to make changes to the curriculum resources to best suit your cohort and tailor the curriculum resources to your cohort's needs and ability by further adding or removing scaffolds.
4. The curriculum resources do not replace you as the teacher. The resources are supporting documents. How you deliver the resources and run applied learning activities to support your program is a teacher and school-based decision. Explicit instruction, teacher support and monitoring of student progress is still required as normal.
5. If modifying the curriculum resources please review the relevant VCAA VCE VM study design and check that the relevant area of study, key skills and key knowledge and overall learning outcome statement is still being addressed.
6. In accordance with the [Pillars of Applied Learning](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMLiteracy/Pages/AppliedLearning.aspx) (POAL) all assessment tasks are open to negotiation, flexibility and modifications in co-design with individual students to support them to meet the assessment of the overall learning outcome statements.

**Student and Teacher actions**

Within the student task activities, the following icons indicate these actions:

|  |  |
| --- | --- |
|  | For teacher awareness, advice and information that needs to be deleted before providing to students. |
|  | To be adapted or changed to your own context. |
|  | The teacher needs to hyperlink or add in their own documents or links to resources for their students to access the correct information from their own school-based documents. |
|  | Indicates ‘how to’ IT, document support or general guidance for students. You can decide to leave this in or remove it. |

**Delivery Advice**

The recommended task order below is a guide only. The task order can be modified to best suit your school context and student needs.

The project steps are designed to be taught in order. Students should not move onto the next project step without completing the step before it. For example, students need to fully complete Step 1 – Ideas, before moving onto Step 2 – Plan.

**Recommended task order for Striving Individuals VCE VM Unit 1**

1. PDS Task 1 - Who am I?
2. PDS Task 2 - Gratitude Journal
3. Step 1 –Ideas
	1. Follow other steps in order after Step 1 - Ideas.

The project steps should be broken up each week, with Literacy, WRS and Numeracy tasks delivered throughout the unit as you decide.

**Numeracy tasks**

Numeracy skills developed in the standalone numeracy tasks should be transferable and supported by the teacher with explicit connections to the student's individual project. The numeracy embedded in the main project is an opportunity for the students to apply and demonstrate their numeracy skills in a different context.

It is highly recommended that student activities should be released gradually to students instead of releasing all tasks all at once.

For example, instead of providing all learning activities for Step 1 – Ideas at the same time, provide students the tasks incrementally. This will prevent students becoming overwhelmed with workload, allow them to track their tasks, provide consistent opportunities for feedback and support students to experience regular success in their learning.

**Chunking learning activities:** It is highly recommended by trial delivery teachers that the learning activities should be released to students gradually. For example, instead of providing all learning activities for Step 1- Ideas provide students the tasks incrementally by providing Step 1- Ideas Activity 1.1 then Step 1-Ideas activity 1.2. This will reduce students becoming overwhelmed with workload, allow them to track their tasks, have consistent opportunities for feedback and experience regular success in the learning.

**Unit 1 VCE VM Teacher Preparation Checklist**

## Unit 1 Project preparation

**Follow these steps to prepare the project element of Unit 1 – Striving Individuals.**

[ ] **Unit 1 All learning activities:** Review all activities and check student and teacher action icons. Modify the learning activities to best suit your students and context.

[ ] **Step 1 Activity 1.4** **Contribution to Padlet:** You will need to create your own Padlet or modify tasks before providing to your students.

[ ] **Step 2:** Add relevant examples for your context and link relevant school-based scaffolds, supporting activities and resources.

[ ] **Step 2 Activity 2.1-2.3 Guest speakers:** Arrange for relevant guest speakers and map out dates for incursion(s).

[ ] **Step 3 Activity 3.2:** Schedule regular weekly times for health, wellbeing and fitness activities for a **6-week period i**n your teaching plan.

[ ] **Step 4:** Add relevant examples for your context and link relevant school-based scaffolds, supporting activities and resources.

[ ] **Step 5 Activity 5.5 Numeracy report and interview:** Set up allocated times for students to their numeracy report to a teacher.

[ ] **Step 2-5 numeracy activities:** Prepare relevant numeracy activities, explicit instruction and workshops to support your students’ needs and prepare them to deliver a group numeracy report and respond to questions individually.

**VCE VM Standalone Task preparation**

## VCE VM Unit 1 Literacy

**Follow these steps to prepare the standalone Literacy element of Unit 1 – Striving Individuals.**

**Cultural capital literacy folio**

This is an ongoing literacy folio with a regularly scheduled time kept open for students to explore relevant text types. The examples below can be modified and changed to best suit your context and student interests.

It is important to review all content prior to delivering to ensure it is appropriate for your students.

[ ]  **Letter to my teachers –** Students write a letter to their teachers, and the teacher should customise a letter to students. This is a great way to get to know each other.

[ ]  **You can’t ask that! -** Ensure that ABC episode links are not blocked, and students can access the episodes. Establish ‘expectations and norms’ around appropriate ways to discuss and express opinions.

[ ]  **Podcast –** Prepare a range of platforms students can access podcasts from. Start the session with a discussion around ‘What is a podcast?’

[ ]  **On the Sauce -** Ensure you have access to the documentary and have pre-viewed it.

[ ]  **FYRE Festival -** Ensure you have access to the documentary and have pre-viewed it.

[ ]  **Oasis Project -** Ensure you have access to the documentary and have pre-viewed it.

[ ]  **Jordan Rides the Bus -** Ensure you have access to the documentary and have pre-viewed it.

[ ]  **2040 -** Ensure you have access to the documentary and have pre-viewed it.

[ ]  **Work Related Writing tasks -** Review and ensure examples suit your student cohort. Modify if necessary.

[ ]  **The Final Quarter -** Ensure you have access to the documentary and have pre-viewed it. Establish ‘expectations and norms’ around culturally sensitive and appropriate ways to discuss and express opinions.

## VCE VM Unit 1 Numeracy

**Follow these steps to prepare the standalone Numeracy element of Unit 1 – Striving Individuals.**

[ ]  Review the numeracy requirements within the project steps to understand what supports you may be needed to develop to support your students through the individual projects.

[ ]  Numeracy standalone tasks are designed to support students through their numeracy project. Review all the numeracy tasks and adjust as needed for your context and students. The tasks can be taught in any order at any time.

## VCE VM Unit 1 Personal Development Skills

**Follow these steps to prepare the standalone PDS element of Unit 1 – Striving Individuals.**

[ ]  **Gratitude Journal –** this is an ongoing hard copy task. The teacher needs to establish consistent structures for when and how this will be scheduled.

[ ]  **Who am I? -** Review tasks and customise to your context and needs.

## VCE VM Unit 1 Work Related Skills

**Follow these steps to prepare the standalone WRS element of Unit 1 – Striving Individuals.**

[ ]  **Task 1**- requires the use of the [Jobs and Skills Atlas by the Australian Government](https://www.jobsandskills.gov.au/jobs-and-skills-atlas-dashboard?nav=state&tab=state-map&region=aus) website. Familiarise yourself with the format prior to delivery.

[ ]  **Task 2**- requires industry site visits. Review and plan for how you want to organise this and when the visits will be scheduled.

[ ]  **Task 3**- Self Promotion requires students to express what they are good at and what people think that they do well. Students will need to SELL themselves for a up and coming position.

[ ]  **Task 4**- **Career Action Plan** requires **students to login and create an action plan using the Department of Education My Career Portfolio Platform.** You will need to review the documents below and see your school IT team before accessing this platform. Your setting may also have another Careers Education IT program that you can use.

* Student instructional video - [My Career Portfolio (education.vic.gov.au)](https://www.education.vic.gov.au/school/teachers/teachingresources/careers/Pages/my-career-portfolio.aspx#link95)
* Teacher guides and IT edupass set up support - [My Career Portfolio (education.vic.gov.au)](https://www.education.vic.gov.au/school/teachers/teachingresources/careers/Pages/my-career-portfolio.aspx#link95)

[ ]  **Task 5**- Careers Meeting with a career advisor. Let your school-based Career Advisor/teacher know about task requirements in advance and book in a rough block of time for when career meetings will occur depending on cohort size.

**Assessment Summary**

## Overview

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 1- Ideas | Step 2- Plan | Step 3- Act | Step 4- Adapt | Step 5- Reflect |
| **Area of Study (Aos)** | **Outcome Statement (OS)** | **Area of Study (Aos)** | **Outcome Statement (OS)** | **Area of Study (Aos)** | **Outcome Statement (OS)** | **Area of Study (Aos)** | **Outcome Statement (OS)** | **Area of Study (Aos)** | **Outcome Statement (OS)** |
| **PDS AoS 2** Community health and wellbeing  | Outcome 2 | **PDS AoS 2** Community health and wellbeing  | Outcome 2 | **PDS AoS 2** Community health and wellbeing  | Outcome 2 | **PDS AoS 2** Community health and wellbeing | Outcome 2 | **PDS AoS 2** Community health and wellbeing  | Outcome 2 |
| **PDS Aos 3** Promoting a healthy life  | Outcome 3 | **PDS AoS 3** Promoting a healthy life | Outcome 3 | **PDS AoS 3** Promoting a healthy life | Outcome 3 | **PDS AoS 3** Promoting a healthy life | Outcome 3 | **PDS Aos 3** Promoting a healthy life  | Outcome 3 |
| **Literacy AoS 1** Literacy for personal use | Outcome 1 | **Literacy AoS 1** Literacy for personal use | Outcome 1 | **AoS 1 Numeracy** Problem Solving Cycle- Cycle- a) Identify the mathematic& b) Act on and use numeracy  | Outcome 2 | **AoS 1 Numeracy** Problem Solving Cycle- c) Evaluate and reflect & d) Communicate and report  | Outcome 2 | **Literacy AoS 1** Literacy for personal use | Outcome 1 |
| **Literacy AoS 2** Understanding and creating digital text | Outcome 2 | **Literacy AoS 2** Understanding and creating digital texts | Outcome 2 |  |  |  |  |  |  |
|  |  | **AoS 2-Numeracy** Problem Solving Cycle- a) Identify the mathematic | Outcome 2 |  |  |  |  |  |  |

## Study specific

|  |  |  |  |
| --- | --- | --- | --- |
| Personal Development Skills (PDS) | Literacy | Work Related Skills (WRS) | Numeracy |
| **Area of Study (AoS)** | **Outcome Statement** **(OS)** | **Area of Study (AoS)** | **Outcome Statement** **(OS)** | **Area of Study (AoS)** | **Outcome Statement** **(OS)** | **Area of Study (AoS)** |  |
| **PDS AoS 1** Personal Identity and emotional intelligence  | Outcome 1 | **Literacy AoS 1** Literacy for personal use | Outcome 1 | **WRS AoS 1**Future careers | Outcome 1 | **Area of Study 1** Number  | **Area of Study 2** Shape  |
| **Tasks:**Task 1- Who am I?Task 2- Gratitude Journal  |  | **Literacy AoS 2** Understanding and creating digital text | Outcome 2 | **WRS AoS 2** Presentation of career and education goals | Outcome 2 | **Area of Study 3** Quantity and measures | **Area of Study 4** Relationships |
| **PDS- AoS 2** Community health and wellbeing  | Outcome 2 | **Cultural Capital Portfolio:** Letter to my teachersYou can’t ask that! Podcast On the Sauce FYRE Festival Oasis Project Jordan Rides the Bus2040Work Related Writing TasksThe Final Quarter | Task 1- Employment Research Task 2- Industry Investigation Task 3- Self Promotion Task 4- Career Action Plan Task 5- Careers MeetingTask 6- Careers Findings Presentation | Task 1-Workspaces Task 2-ShapesTask 3-Tent spaceTask 4- Distance, time and percentageTask 5- Stopwatch and decimalsTask 6- Walking speedTask 7- Days, dates and timeTask 8- Weights and cardio Task 9- Camp costings Task 10- Order of operations  |

# **Assessment Tools Tracker**

## Literacy

|  |  |  |
| --- | --- | --- |
| Outcome Statement  | Assessment Tasks  | Link to Program tasks |
| **Area of Study (AoS) 1- Literacy for personal use** |
| **Outcome 1**Demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses. | **Assessment tasks should provide opportunities for practical application of the outcome.****One task for the assessment of Outcome 1 should be selected from the following:****●** a reflective journal● a narrative, expository or informative piece● a performance.Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:**● research task****● a record and reflection of the presentations of guest speaker/s****● a record of discussion or debate**● a report, explanatory **or instructional piece** or article● a record of interviews with members of the community and class**● a visual presentation, such as a graphic organiser, concept or mind map or annotated poster.** | **Cultural Capital Portfolio:** Letter to my teachersYou can’t ask that! Podcast On the Sauce FYRE Festival Oasis Project Jordan Rides the Bus2040Work Related Writing TasksThe Final QuarterStep 1. IdeasStep 2. Plan Step 5. Reflect  |
| **Area of Study (Aos) 2 - Understanding and creating digital text** |
| **Outcome 2**Apply their understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context. | **Assessment tasks should provide opportunities for practical application of the outcome.****One task for the assessment of Outcome 2 should be selected from the following:**● a digital presentation● an online report, **explanatory** or expository piece or article● a video, podcast or oral presentation**Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:**a digital reflective journal● an online narrative, instructional or informative piece content● a digital presentation of guest speaker(s)● a **recorded of discussion** or debate● **a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.** | Cultural Capital PortfolioStep 1. IdeasStep 2. PlanStep 3. Act Step 5. Reflect |

## Numeracy

|  |  |  |
| --- | --- | --- |
| Outcome Statement | Assessment Tasks | Link to Program tasks |
| **Outcome 1 - On completion of this unit, the student should be able to identify, use and apply the mathematical key knowledge and skills from the four areas of study, across the specific numeracies** |
| **Select three of the following six numeracies for Unit 1**:a) Personal numeracyb) Civic numeracyc) Financial numeracy**d) Health numeracy****e) Vocational numeracy****f) Recreational numeracy** | Select one or two areas of study to support the chosen numeracy ensuring all four areas of study are covered in the unit.**‒ Area of Study 1: Number****‒ Area of Study 2: Shape****‒ Area of Study 3: Quantity and measures****‒ Area of Study 4: Relationships** | Numeracy Context: e) Vocational numeracy Area of study: Aos 2 & 3: Task 1-Workspaces Task 2-Shapes Numeracy Context: f) Recreational numeracy Area of study: Aos 3 & 4: Task 3-Tent space Task 6-Walking speed Task 7-Days, Dates and TimesTask 8-Weights & Cardio Numeracy Context: d) Health numeracy Area of study: Aos 1 & 4: Task 4-Distance, time & percentage Task 5-Stop watch & decimalsTask 9-Camp costingsTask 10-Order of operations  |
| **Outcome 2**On completion of this unit, the student should be able to use and apply the mathematical problem-solving cycle in an applied learning context, relevant to the mathematical key skills and knowledge reflected in the areas of study and across the Numeracies. | **Assessment tasks should provide opportunities for practical application of the outcome. The structure of the Numeracy study sees that the demonstration of achievement of Outcomes 1, 2 and 3 should be based on the student’s performance on a selection of the following assessment tasks:**• Investigations and projects- For example, a diary (‘week in the life of me’), outlining budgets (pay rates and tax), travel (how do I get places), shopping (best deals).• Multimedia presentation, poster or report. For example, an outline of food requirements for an athlete preparing for their sport including nutrition, recipes, calories required and exerted, energy requirements, and measurements including distances.• Portfolio for example, students may prepare job interview questions and responses to include details on scheduling an appointment, planning what resources are needed for transforming a house to renewables using data and tables, and understanding cost calculations, or unpacking statistics related to climate change. | All Numeracy tasks 1-10. Project steps 2-5.  |
| **Outcome 3** On completion of this unit, the student should be able to identify, select and apply a wider range of appropriate mathematical tools. | Mathematical Toolkit -Additional reflection included. | All Numeracy tasks 1-10. Project steps 2-5.  |

## Personal Development Skills (PDS)

|  |  |  |
| --- | --- | --- |
| Outcome Statement | Assessment Tasks | Link to Program tasks |
| **Area of Study (Aos) 1- Personal identity and emotional intelligence** |
| **Outcome 1**Explain and discuss key concepts relating to personal identity and emotional intelligence and apply learnt strategies when working independently or collaboratively on a relevant activity. | **Assessment tasks should provide opportunities for practical application of the outcome.****One task for the assessment of Outcome 1 should be selected from the following:****• a recorded reflection on personal attributes****• a reflective journal**• a case study**Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:**• a performance• a record and reflection of presentations by guest speaker(s)• **a record of discussion** or debate• a video, podcast or oral presentation• a response to structured questions• a record of interviews with members of the community and class• **a digital presentation**• **a visual presentation, such as a graphic organiser, concept or mind map or annotated poster** | [Who am I?](file:///C%3A%5CUsers%5C09040258%5CDownloads%5CVideo%20Link%3A%20https%3A%5Cyoutu.be%5CRO4abBz6W7M%3Fsi%3DY9fiwTrwzbQWzHp0) Gratitude Journal  |
| **Area of Study (Aos) 2- Community Health and well-being** |
| **Outcome 2**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. | **Assessment tasks should provide opportunities for practical application of the outcome.****One task for the assessment of Outcome 2 should be selected from the following:****• a project plan****• a research task****• annotated photographs****Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:****• a record and reflection on visit/s to a community-based program or organisation****• a record and reflection of presentations by guest speaker(s)**• a record of discussion or consultation• a video or oral presentation• a record of interviews with members of the community**• a visual presentation, such as a graphic organiser, concept or mind map or annotated poster** | Step 1. IdeasStep 2. PlanStep 3. ActStep 4. Adapt Step 5. Reflect |
| **Area of Study (Aos) 3 - Promoting a healthy life** |
| **Outcome 3**Analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity. | **Assessment tasks should provide opportunities for practical application of the outcome.****One task for the assessment of Outcome 3 should be selected from the following:****• a critical evaluation of an activity or program****• a digital or oral presentation reflecting on activity or program****Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:****• annotated photographs****• a record of survey responses****• a record and reflection on visit(s) to a community-based program or organisation**• a video, podcast or oral presentation | Step 1. IdeasStep 2. PlanStep 3. ActStep 4. Adapt Step 5. Reflect |

## Work Related Skills (WRS)

|  |  |  |
| --- | --- | --- |
| Outcome Statement  | Assessment Tasks  | Link to Program tasks |
| **Area of Study (AoS) 1- Future Careers** |
| Outcome 1Identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects. | Assessment tasks should provide opportunities for practical application of the outcome.One task for the assessment of Outcome 1 should be selected from the following:• a record of data analysis• a research taskAssessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning• job outlook, web scavenger hunt• participation, discussion or questions during incursions by industry• participation, discussion or questions during industry visit• participation in career speed-interviews• a reflection and collection of resources during career expos visits• reflection and participation in industry immersion activities • a case study• a video, podcast or oral presentation• a response to structured questions• creation of a graph or chart.  | Task 1-Employment Research Task 2-Industry Investigation Task 3-Self Promotion  |
| **Area of Study (Aos) 2 - Presentation of careers and education goals** |
| **Outcome 2**Forecast potential employment possibilities and evaluate several educational pathways that would support the acquisition of skills and knowledge required for a selected industry growth area. | Assessment tasks should provide opportunities for practical application of the outcome.One task for the assessment of Outcome 2 should be selected from the following:• a career and education report• a career and education presentation• a career and education research task• a career action plan Assessment should also include a range of the following activities (or equivalent tasks) where student should apply and demonstrate learning• creation of SMART goals• record of meeting with careers advisor• completion of career discovery quizzes• record of interview with an employer or employee• creation of a personal profile• a record and reflection on visit(s) to a community-based program or organisation• a collection of annotated resources• a record and reflection of presentations by guest speaker(s)• a record of discussion or consultation• annotated photographs  | Task 4-Career Action Plan Task 5-Careers MeetingTask 6-Careers Findings Presentation |