VCE Vocational Major

**Unit 3 Respectful and Ethical Entreperneurs**

Personal Development Skills Curriculum

Support Material

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# **Personal Development Skills (PDS) activities**

# **Task 1- Leadership Q&A**



|  |
| --- |
| Task Checklist |
| Students will complete the following for PDS Task 1- Leadership Q&A  PDS Task 1- Activity 1.1 Everyday leadership  PDS Task 1- Activity 1.2 Community leadership panel  PDS Task 1- Activity 1.3 Alumni leadership panel  PDS Task 1- Activity 1.4 Leadership panels reflection |

|  |
| --- |
| Key vocabulary |
| [**Leadership:**](https://dictionary.cambridge.org/dictionary/english/leadership)The [quality](https://dictionary.cambridge.org/dictionary/english/quality) or [ability](https://dictionary.cambridge.org/dictionary/english/ability) that makes a [person](https://dictionary.cambridge.org/dictionary/english/person) a [leader](https://dictionary.cambridge.org/dictionary/english/leader), or the [position](https://dictionary.cambridge.org/dictionary/english/position) of being a [leader](https://dictionary.cambridge.org/dictionary/english/leader).  [**Quality:**](https://www.dictionary.com/browse/quality) An essential or distinctive characteristic, property, or attribute.  [**Alumni:**](https://www.dictionary.com/browse/alumnus) Graduates or former students of a specific school, college, or university.  [**Development:**](https://www.dictionary.com/browse/development) The act or process of developing; growth; progress. |

## Task 1- Leadership Q&A Actvity 1.1 Everyday leadership

A group of people in a room

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Description automatically generated **Part 1:** Respond to the questions below about your current understanding of leadership.

1.What do I already know about leadership?

|  |
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2.What are things that you already do that you could be viewed as demonstrating leadership qualities?

|  |
| --- |
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3.What are some things that you could do that would be considered as demonstrating leadership qualities?

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

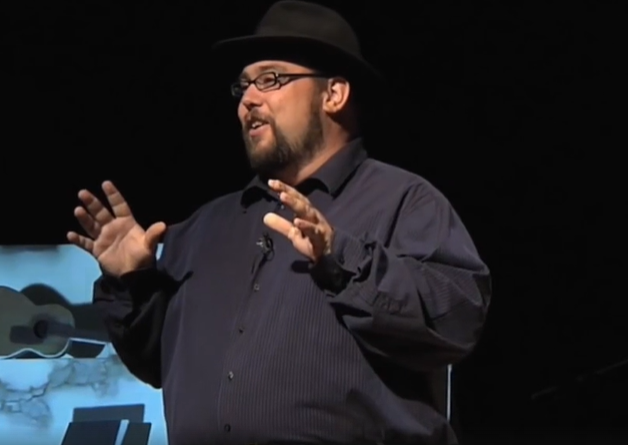
A group of people in a room

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Description automatically generatedA black background with a black square

Description automatically generated with medium confidence **Part 2:** Watch the short video below on ‘Everyday Leadership’.

**[](https://www.ted.com/talks/drew_dudley_everyday_leadership?language=en)**

**Video link:** [Drew Dudley: Everyday leadership | TED Talk](https://www.ted.com/talks/drew_dudley_everyday_leadership?subtitle=en&trigger=15s)

A group of people in a room

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Description automatically generatedA purple icon with check marks

Description automatically generated **Part 3:** Complete the everday leadership self reflection, improvement area surveys and questions below.

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Description automatically generated I currently demonstrate everyday leadership (tick those that apply).

|  |
| --- |
| Correct uniform  Mobile phone policy  Participate in gym activities  Participate in Adulting 101 sessions  Attend excursions  Athletics and swimming carnival participation and attendance  Respect my peers  Respect teachers  Respect our learning environment  Arrive to class on time  Have a positive attitude  Put in effort  Complete my work to the best of my ability  Communicate respectfully  Listen to others  Support, assist and willing to help  Clean up after myself  Canteen-Lead by example  Use my manners  Have a go at things  Have fun  Encourage and celebrate myself and others |

A purple icon with check marks

Description automatically generated Areas I can improve my everyday leadership are (tick those that apply).

|  |
| --- |
| Correct uniform  Mobile phone policy  Participate in gym activities  Participate in Adulting 101 sessions  Attend excursions  Athletics and swimming carnival participation and attendance  Respect my peers  Respect teachers  Respect our learning environment  Arrive to class on time  Have a positive attitude  Put in effort  Complete my work to the best of my ability  Communicate respectfully  Listen to others  Support, assist and willing to help  Clean up after myself  Canteen-Lead by example  Use my manners  Have a go at things  Have fun  Encourage and celebrate myself and others |

1.Other areas of everyday leadership I feel I contribute to are…

|  |
| --- |
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2.One area of everyday leadership I am committed to improving is…

|  |
| --- |
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3.I am going to do this by…

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 1 Activity 1.1 Everday leadership  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have attempted some aspects of the everyday leadership tasks.To bump it up, re-read the task requirements and complete all aspects of the task. | **Consolidating:** You have attempted all aspects of the everyday leadership tasks.To bump it up, re-read the task instructions and make sure you include all the relevant information. | **Achieving:** You have completed all aspects of the everyday leadership tasks with basic responses.To bump it up, include more details to your responses. | **Excelling:** You have completed all aspects of the everyday leadership tasks with detailed responses. Excellent work! |
| Teacher Comment: | | | | |

## Task 1- Leadership Q&A Actvity 1.2 Community leadership panel

A group of people in a room

Description automatically generated**Teacher advice-** Provide students with information about who is coming and what they do. Include pictures of panel members if publicly available and with their permission. Add specific names into Part 1.

A group of people in a room

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Description automatically generatedA purple icon with check marks

Description automatically generated **Part 1 (Before):** For this task you will prepare questions related to leadership to ask local community leaders.Develop 3-5 questions below to ask the panel members related to their experience of leadership. Get your questions checked by your teacher before the session.

|  |
| --- |
| 1.  2.  3.  4.  5. |

A purple icon with check marks

Description automatically generated **Part 2 (During):** Actively engage and participate in the Community Leaders Q&A session by demonstrating respectful listening and asking questions. Include a picture of the panel in the space below.

|  |
| --- |
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Description automatically generated **Part 3 (After):** What was your main takeaway from the session?

|  |
| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 1 Activity 1.2 Community leadership panel  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have attempted to develop some questions and showed signs of some engagement in the community leadership panel Q&A session. To bump it up, re-read over the task requirements and focus on working towards demonstrating respectful listening behaviours during a panel Q&A session. | **Consolidating:** You have developed some questions and showed signs of engagement in the community leadership panel Q&A session. To bump it up, re-read over the task requirements and focus on working towards demonstrating respectful listening behaviours during a panel Q&A session. | **Achieving:** You have developed questions and showed signs of engagement and respectful listening behaviours during the community leadership panel Q&A session. To bump it up, try to ask panel members some of your prepared questions next session. | **Excelling:** You have developed questions and displayed signs of engagement through respectful listening behaviours and asking panel members questions you had prepared during the community leadership panel Q&A session. Great involvement! |
| Teacher Comment: | | | | |

## Task 1- Leadership Q&A Actvity 1.3 Student Alumni panel

A group of people in a room

Description automatically generated**Teacher advice-** Provide students with information about who is coming and what they do. Include pictures of panel members if publicly available and with their permission. Add specific names into Part 1.

A group of people in a room

Description automatically generatedA green outline of a person with a computer

Description automatically generatedA purple icon with check marks

Description automatically generated **Part 1 (Before):** Develop 3-5 questions below to ask the panel members related to their experience of leadership and their final year of school. Get your questions checked by your teacher before the session.

|  |
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| A purple icon with check marks  Description automatically generated  1.  2.  3.  4.  5. |

A purple icon with check marks

Description automatically generated **Part 2 (During):** Actively engage and participate in the Alumni Leaders Q&A session by demonstrating respectful listening and asking questions. Include a picture of the panel in the space below.

|  |
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A purple icon with check marks

Description automatically generated **Part 3 (After):** What was your main takeaway from the session?

|  |
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| A purple icon with check marks  Description automatically generated |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 1 Activity 1.3 Alumni leadership panel  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have attempted to develop some questions and showed signs of some engagement in the alumni leadership panel Q&A session. To bump it up, re-read over the task requirements and focus on working towards demonstrating respectful listening behaviours during a panel Q&A session. | **Consolidating:** You have developed some questions and showed signs of engagement in the alumni leadership panel Q&A session. To bump it up, re-read over the task requirements and focus on working towards demonstrating respectful listening behaviours during a panel Q&A session. | **Achieving:** You have developed questions and showed signs of engagement and respectful listening behaviours during the alumni leadership panel Q&A session. To bump it up, try to ask panel members some of your prepared questions next session. | **Excelling:** You have developed questions and displayed signs of engagement through respectful listening behaviours and asking panel members questions you had prepared during the alumni leadership panel Q&A session. Great involvement! |
| Teacher Comment: | | | | |

## Task 1- Leadership Q&A Actvity 1.4 Leadership panels reflection

A group of people in a room

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Description automatically generated **Part 1:** After both panel Q&A sessions have occurred participate in a class/group debrief about the sessions.

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Description automatically generated **Part 2:** Respond to the reflection questions below.

1.What was one idea about leadership that you took away from the panels?

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2.Who was your favourite speaker? Explain why.

|  |
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3.If you had a chance to ask more questions again what is one question you would ask?

|  |
| --- |
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4.From the panel advice and discussions, what is one piece of advice or information you want to apply to your own leadership development?

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 1 Activity 1.4 Leadership panels reflection  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have attempted some aspects of the reflection questions. To bump it up, you need to provide a basic response for all questions. | **Consolidating:** You have provided a basic response to all of the reflection questions. To bump it up, you need to include more details in your response and how they relate to you. | **Achieving:** You have provided a detailed response to all of the reflection questions. To bump it up, try to expand your response and make connections to how this supports your leadership development. | **Excelling:** You have provided a detailed response to all of the reflection questions. To bump it up, try to expand your response and make connections to how this supports your leadership development. |
| Teacher Comment: | | | | |

# **Task 2- Social awareness and interpersonal skills**



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| Task Checklist |
| |  |  |  | | --- | --- | --- | |  |  |  | |  | A green and orange puzzle piece with a person standing on it  Description automatically generated | A group of people with arrows  Description automatically generated | | **Group work** | **Individual work** | **Peer work** |   Students will complete the following for PDS Task 2 – Social awareness and interpersonal skills  PDS Task 2- Activity 2.1 What is social awareness?  PDS Task 2- Activity 2.2 What are interpersonal skills?  PDS Task 2- Activity 2.3 Experiential learning cycle |

|  |
| --- |
| Key vocabulary |
| [**Social awareness:**](https://study.com/academy/lesson/social-awareness-definition-example-theories.html) is the ability to respond appropriately to social situations through making a conscious effort.  [**Interpersonal skills:**](https://www.skillsyouneed.com/interpersonal-skills.html)The skills you need and use to communicate and interact with other people.  [**Diversity:**](https://www.dictionary.com/browse/diversity)the state or fact of being [diverse](https://www.dictionary.com/browse/diverse); [difference](https://www.dictionary.com/browse/difference); unlikeness.  [**Perspectives**](https://www.dictionary.com/browse/perspectives)**:** a way of regarding situations, facts, etc, and judging their relative importance.  [**Empathy:**](https://www.dictionary.com/browse/Empathy) the power of understanding and imaginatively entering into another person's feelings.  [**Consideration:**](https://www.dictionary.com/browse/consideration) something that is or is to be kept in mind in making a decision, evaluating facts, etc.  [**Social:**](https://www.dictionary.com/browse/social) relating to, devoted to, or characterised by friendly companionship or relations.  [**Cultural**:](https://www.dictionary.com/browse/Cultural) of or relating to [culture](https://www.dictionary.com/browse/culture) or cultivation.  [**Ethical**](https://www.dictionary.com/browse/ethical): pertaining to or dealing with morals or the principles of morality; pertaining to right and wrong in conduct.  [**Characteristic:**](https://www.dictionary.com/browse/characteristic) a distinguishing feature or quality. |

## Task 2- Social awareness and interpersonal skills Activity 2.1 What is social awareness?

A group of people in a room

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Description automatically generatedA black background with a black square

Description automatically generated with medium confidence **Part 1:** Watch the two short videos on social awareness and complete the questions below.

**[](https://youtu.be/CdkyrpgoDjo?si=WIfmL0JQp8BqMwRJ)**

**Video Link:** https://youtu.be/CdkyrpgoDjo?si=WIfmL0JQp8BqMwRJ

**[A blue background with white text

Description automatically generated](https://youtu.be/d75gxU6Nyq0?si=lpazlhqb9uBpeDMa)**

**Video Link**: <https://youtu.be/d75gxU6Nyq0?si=lpazlhqb9uBpeDMa>

1.Social awareness skills are not easy and develop over time. In your own words describe why you think social awareness is important when working with others?

|  |
| --- |
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2.Provide an example of how you could demonstrate social awareness in your personal life. E.g. Noticing my family is late home from work so making a start on dinner for them.

|  |
| --- |
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3.Social awareness in action or characteristics can look like, appreciating diversity, understanding different perspectives, empathy, contributing to society and relationships, being considerate of social, cultural or ethical norms.

|  |
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Description automatically generated **Part 2:** Social awareness in action or characteristics can look like, appreciating diversity, understanding different perspectives, empathy, contributing to society and relationships, being considerate of social, cultural or ethical norms.Match the following characteristics listed above to the correct scenario in the table below.

|  |  |
| --- | --- |
| **Scenario** | **Social awareness characteristic** |
| Anton enjoys spending his time volunteering at the surf life saving club and coaching the primary school Grade 6 basketball team twice a week | A purple icon with check marks  Description automatically generated Add social awareness characteristic here. |
| Jo’s best friend Indah is muslim. During the month of Ramadan Indah fasts from sunrise to sunset. During recess and lunch Jo tries to distract Indah and not draw attention to food in support of her. |  |
| For work functions, events and celebrations our boss Olivia always makes sure there are celebrations included from all employees cultures. It creates a great vibe at work. |  |
| Anna has appeared sad and quiet in class which is not like her. Sam asks her if she is ok. Anna tells Sam that she has just lost her beautiful dog Coco that she got as a puppy when she was little. Sam knows how Anna feels because they lost their dog 6 months ago. Sam lets Anna know that they are there for her if they want to chat, talk about coco or share pictures/stories. Sam checks in with Anna again in a couple of days to see how she is going |  |
| Before making a big decision that will impact us, our teacher asks for our opinion or gets us to take a survey. We know that our teacher also talks to our families and other staff at the school as well as the Principal. |  |

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Description automatically generated **Part 3:** Individually use the analysis flower below and add in the characteristics that you think are related to social awareness.You can use the characteristics from part 1 and 2 or research your own. Click on the flower below to add your own responses.

**Social awareness**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 2 Activity 2.1 What is social awareness?  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have attempted some aspects of the social awareness activities. To bump it up, re-read the task requirements and complete all aspects of the task. | **Consolidating:** You have attempted most aspects of the social awareness activities. To bump it up, re-read the task requirements and complete all aspects of the task. | **Achieving:** You have completed all aspects of the social awareness activities with basic responses.To bump it up, re-check your responses to see you have chosen the correct answer and try to add further details to your responses. | **Excelling:** You have completed all aspects of the social awareness activities with detailed responses and correct answers.Great work! |
| Teacher Comment: | | | | |

## Task 2- Social awareness and interpersonal skills Activity 2.2 What are interpersonal skills?

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Description automatically generated **Part 1:** Research what interpersonal skills are? Summarise your findings in 2-3 sentences below.

|  |
| --- |
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Interpersonal skills are the practical skills that support us to build our overall social awareness. Interpersonal skills are developed over time by practising and making mistakes.

**Increase in**

**Social Awareness**

**Improving interpersonal skills**

A group of people in a room

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Description automatically generated with medium confidenceA green and orange puzzle piece with a person standing on it

Description automatically generated **Part 2:** Watch the video on interpersonal skills below.

**[A close up of a sign

Description automatically generated](https://youtu.be/YBHcfnjVJeU?si=KyrzKuuqAq143A50)**

**Video Link:** <https://youtu.be/YBHcfnjVJeU?si=KyrzKuuqAq143A50>

A group of people in a room

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Description automatically generatedA green and orange puzzle piece with a person standing on it

Description automatically generated **Part 3:** Read and review the definitions of the interpersonal skills below.

|  |
| --- |
| **Communication skills** which cover the following:  **Verbal communication-** what we say and how we say it.  **Non-verbal communication-** What we communicate without words. Body language and actions.  **Listening-** how we interpret verbal and non verbal communication from others.  [**Assertiveness**](https://www.skillsyouneed.com/ps/assertiveness.html)**-** Being assertive means being able to stand up for your own or other people’s rights in a calm and positive way, without being either aggressive, or passively accepting ‘wrong’.  **Collaboration-** being able to work effectively and positively with others in both formal and informal settings.  **Negotiation-** working with others to find a mutually agreeable (win/win) outcome.  **Conflict resolution-** working with others to resolve conflict or disagreements in a positive way.  **Decision making-** working with others to identify, define and solve problems, which includes making decisions about the best course of action. |

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Description automatically generated **Part 4:** Reflect on how confident you feel now with your interpersonal skill set by responding to the statements below. Use the 1- 5 scale (1 =not confident and 5= very confident) to indicate how confident you feel in demonstrating this skil in the right hand column.

Interpersonal skills are challenging to gauge and unique to each person. As you read the statements if you have no idea what the statement means or get an uncomfortable and awkward feeling this may indicate you are not confident in this skillset.

|  |  |
| --- | --- |
| **Interpersonal skill** | **Rating (1-5)** |
| **Communication** | |
| In a range of situations I know what to say and how to say it. | A purple icon with check marks  Description automatically generated Add rating 1-5 for each category in this column. |
| I use appropriate language for the situations I am in. |  |
| I write and speak to the point. |  |
| I am mindful of my tone when talking to others. |  |
| I use my tone of voice to help me explain the point I want to make. |  |
| I think about what I am going to say before I say it. |  |
| When I am speaking to others I am aware of how my body is positioned. |  |
| I repeat back to the person who has spoken to me to summarise what they have said to check my understanding. |  |
| I ask follow up questions if I am unsure of what someone has said to me |  |
| I can stand up for myself or others and disagree with someone in a respectful way that does not result in an argument or conflict. |  |
| **Collaboration** | |
| I am interested in asking people for their opinions and ideas. |  |
| If people express an opinion or idea that I do not agree with I am politely curious to find out more. |  |
| I use respectful language when working with others. |  |
| I am comfortable giving praise to others who have produced good work. |  |
| If I say I am going to do something I keep my promise. |  |
| My words match my actions. |  |
| Negotiation | |
| I am capable of being flexible and adapting plans to include other people's thoughts and ideas |  |
| I can ask direct questions to find out what people want in different situations/contexts. |  |
| I am willing to compromise. |  |
| **Conflict resolution** | |
| After a disagreement or argument I reach out to the person to arrange a check-in to discuss what happened. |  |
| I can see other people's points of view. |  |
| I can reflect on my own actions and take accountability for how I may have contributed to the disagreement or argument. |  |
| I can admit if I am wrong and apologise. |  |
| I am able to change my thoughts or opinions based on new information. |  |
| I can ask questions about how to make changes in order to move forward in a positive way. |  |
| Once issues have been discussed and resolved, I can move on and not hold grudges. |  |
| I have positive ways to manage my emotions and self regulate during challenges. |  |
| **Decision making** | |
| When problems occur I have strategies or processes to deal with them. |  |
| I can find ways to support me to work through challenging problems. |  |
| I make informed decisions based on all the information I have available. |  |
| If I am unsure of something I try to find the answer. |  |
| I have logical reasons and evidence to support the decisions I make |  |
| I consider advice from other relevant people. |  |

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Description automatically generated **Part 5:** From your interpersonal skills reflection above choose one statement that you have given yourself a rating of 1-not confident in, from each of the 5 interpersonal skills areas that you would like to improve.

|  |  |  |
| --- | --- | --- |
| **Interpersonal skill area** | **Statement you want to improve on** | **Actions to take** (what will you do to improve this skill) |
| Communication | A purple icon with check marks  Description automatically generated Add statement you want to improve from part 4. | A purple icon with check marks  Description automatically generated Type a statement here on what you will do to work towards improving this skill. |
| Collaboration |  |  |
| Negotiation |  |  |
| Conflict resolution |  |  |
| Decision making |  |  |

**A purple icon with check marks

Description automatically generated**  **Part 6:** In a small group share the interpersonal skills you want to improve on and the actions you intend to take. How will you know if you have improved?

After the discussion, identify one similarity and one differencethat your group had.

|  |  |
| --- | --- |
| **Similarities** |  |
| **Differences** |  |

**A purple icon with check marks

Description automatically generated** A green and orange puzzle piece with a person standing on it

Description automatically generated **Part 7:** In your opinion, why do you think you have the same or different answers?

|  |
| --- |
| **A purple icon with check marks  Description automatically generated** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 2 Activity 2.2 What are interpersonal skill?  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have attempted some aspects of the interpersonal skills activities. To bump it up, re-read the task requirements and complete all aspects of the task. | **Consolidating:** You have attempted most aspects of the interpersonal skills activities. To bump it up, re-read the task requirements and complete all aspects of the task. | **Achieving:** You have completed all aspects of the interpersonal skills activities with basic responses.To bump it up, re-check your responses to see if you can add further details to your responses. | **Excelling:** You have completed all aspects of the interpersonal skills activities with detailed responses. Your actions for improvement are clear and specific. Great work! |
| Teacher Comment: | | | | |

## Task 2- Social awareness and interpersonal skills Activity 2.3 Experiential learning cycle

A group of people in a room

Description automatically generated **Teacher advice-**In consultation and co-design with your students/cohort develop a range of scenarios that are valuable to students to engage with and practice their interpersonal and social awareness skills. Discuss different contexts and influences that can impact on your interpersonal and social awareness skills. Scenarios should include a range of formal and informal settings so students can compare the difference between their responses.

**Worked example**

|  |
| --- |
| Conflict resolution at work scenario: Two colleagues have a disagreement about a project deadline. One feels the deadline is too tight, while the other believes it’s manageable. Students can role-play as their colleagues and practice resolving the conflict through active listening, empathy and finding a compromise. |

A group of people in a room

Description automatically generatedA green outline of a person with a computer

Description automatically generatedA purple icon with check marks

Description automatically generatedA green and orange puzzle piece with a person standing on it

Description automatically generated **Part 1:** Using the experiential cycle below as a guide, actively participate and demonstrate your interpersonal skills and social awareness skills for the relevant situation or context. You will engage in each scenario 2-3 times. Make notes each time you go through the scenario and experiential cycle.

**Scenario 1:** A group of people in a room

Description automatically generated Add your co-created scenario detailes here.

**ACT**

Participate in the scenario how you think you should.

**REFLECT**

*Feelings-* What did I experience?

**CONCEPTUALISE**

*Findings-* Why did this happen?.

**APPLY**

*Future-* What will I do next time?

**Scenario 2:** A group of people in a room

Description automatically generated Add your co-created scenario detailes here.

**ACT**

Participate in the scenario how you think you should.

**REFLECT**

*Feelings-* What did I experience?

**CONCEPTUALISE**

*Findings-* Why did this happen?.

**APPLY**

*Future-* What will I do next time?

**Scenario 3:** A group of people in a room

Description automatically generated Add your co-created scenario detailes here.

**ACT**

Participate in the scenario how you think you should.

**REFLECT**

*Feelings-* What did I experience?

**CONCEPTUALISE**

*Findings-* Why did this happen?.

**APPLY**

*Future-* What will I do next time?

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Description automatically generated **Part 2:** Complete the reflection questions below.

1.Reflecting on your engagement and participation in using the experiential learning cycle to guide you through a range of scenarios to demonstrate your interpersonal skills, list at least 3 dot points below for each category.

|  |  |  |
| --- | --- | --- |
| **What went well?** | **Even better if?** | **Where to next?** |
| 1.  2.  3. | 1.  2.  3. | 1.  2.  3. |

2.Why do you think the context you are in and who you are with influences your interpersonal skills and social awareness?

|  |
| --- |
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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 2 Activity 2.3 Experiential learning cycle  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have made some attempts to engage and participate in the scenario activity. To bump it up, you need to engage with a range of scenarios and take notes in the experiential learning cycle. | **Consolidating:** You have attempted to engage and participate in the majority of the scenario activity. To bump it up, complete all aspects of the task and take notes in the experiential learning cycle template. | **Achieving:** You have engaged and participated in all sections of the majority scenario activity. You have taken basic notes in the experiential learning cycle and provided brief responses to the reflection questions. To bump it up, try to add further details to your responses. | **Excelling:** You have actively engaged and participated in all sections of the majority scenario activity. You have taken detailed notes in the experiential learning cycle and provided comprehensive responses to the reflection questions. Excellent work! |
| Teacher Comment: | | | | |

# **Task 3- What is leadership?**



|  |
| --- |
| Task Checklist |
| |  |  |  | | --- | --- | --- | |  | A green and orange puzzle piece with a person standing on it  Description automatically generated | A group of people with arrows  Description automatically generated | | **Group work** | **Individual work** | **Peer work** |   Students will complete the following for PDS Task 3 – What is leadership?  PDS Task 3- Activity 3.1 What do I already know about leadership?  PDS Task 3- Activity 3.2 Leadership styles  PDS Task 3- Activity 3.3 Leadership profile |

|  |
| --- |
| Key vocabulary |
| [**Leadership:**](https://dictionary.cambridge.org/dictionary/english/leadership)the [quality](https://dictionary.cambridge.org/dictionary/english/quality) or [ability](https://dictionary.cambridge.org/dictionary/english/ability) that makes a [person](https://dictionary.cambridge.org/dictionary/english/person) a [leader](https://dictionary.cambridge.org/dictionary/english/leader), or the [position](https://dictionary.cambridge.org/dictionary/english/position) of being a [leader](https://dictionary.cambridge.org/dictionary/english/leader).  [**Characteristic:**](https://www.dictionary.com/browse/characteristic) a distinguishing feature or quality.  [**Effective:**](https://www.dictionary.com/browse/effective) adequate to accomplish a purpose; producing the intended or expected result.  [**Authoritarian**](https://www.dictionary.com/browse/authoritarian)**:** favouring complete obedience or subjection to [authority](https://www.dictionary.com/browse/authority) as opposed to individual freedom.  [**Charisma:**](https://www.dictionary.com/browse/charisma) is the magnetic and charming personal quality that draws people to someone.  [**Transform:**](https://www.dictionary.com/browse/transform) to undergo a change in form, appearance, or character; become transformed. |

## Task 3- What is leadership? 3.1 What do I already know about leadership?

A group of people in a room

Description automatically generated**Teacher advice:** This activity could also be delivered as a group/class discussion instead. Images could be used to capture a before and after ‘snapshot’ or what effective leadership looks like to the group.

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Description automatically generatedA green and orange puzzle piece with a person standing on it

Description automatically generated **Part 1:** When you hear the word **‘leader’** or **‘leadership’** what is the first image that comes to your mind? Find an image that represents what first came to mind or describe it in words in the space below:

|  |
| --- |
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A purple icon with check marks

Description automatically generatedA green and orange puzzle piece with a person standing on it

Description automatically generated **Part 2:** What characteristics do you think effective leadership has? List these below.

|  |
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Description automatically generatedA purple icon with check marks

Description automatically generatedA group of people with arrows

Description automatically generatedA black background with a black square

Description automatically generated with medium confidence **Part 3:** In a pair read the two definitions below of what a leader is. Then together complete the VENN diagram underneath.

1.The Cambridge online dictionary defines a **‘**[**Leader:**](https://dictionary.cambridge.org/dictionary/english/leader) a [person](https://dictionary.cambridge.org/dictionary/english/person) who [manages](https://dictionary.cambridge.org/dictionary/english/manage) or [controls](https://dictionary.cambridge.org/dictionary/english/controls) other [people](https://dictionary.cambridge.org/dictionary/english/people), [esp](https://dictionary.cambridge.org/dictionary/english/esp). because of his or her [ability](https://dictionary.cambridge.org/dictionary/english/ability) or [position](https://dictionary.cambridge.org/dictionary/english/position)’.

This concept of a ‘leader’ or what leadership really is has been challenged in recent years by Brene Brown who is self described [via her website](https://brenebrown.com/about/) as a ‘researcher, storyteller, and (currently enraged) Texan who’s spent the past two decades studying courage, vulnerability, shame, and empathy’. Brown is a Professor at the University of Houston. Brown has redefined a leader in the statement below.

2.‘A leader is anyone who takes responsibility for finding the potential in people and processes, and who has the courage to develop that potential’ – Brene Brown

Add the main ideas, features or points of the definition here.

Add the main ideas, features or points of the definition here.

**Brene Brown defenition**

**Dictionary defenition**

Add similarities here.

**Similarities**

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Description automatically generatedA group of people with arrows

Description automatically generated **Part 4: In your pair** discuss and take notes about which definition you prefer and provide reasons for your preference in the space below.

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| --- |
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A purple icon with check marks

Description automatically generatedA black background with a black square

Description automatically generated with medium confidenceA green and orange puzzle piece with a person standing on it

Description automatically generated **Part 5:** Watch the two videos below and then respond to the questions.

A group of people in a room

Description automatically generated**Teacher advice:** Video contains explicit language and should be watched prior to providing to your students to determine if the content is suitable for your cohort.

**Video 1-Brene Brown summary of all her work in 7 tips**

**[](https://youtu.be/2JI9vQ0QPA4?si=eDK8vd3W0HFof0gf)**

**Video link:** <https://youtu.be/2JI9vQ0QPA4?si=eDK8vd3W0HFof0gf>

**Video 2-Brene Brown animated summary of her best selling book ‘Dare to lead’**

**[](https://youtu.be/HoPsRM08bRg?si=MrgLPjSR7XtNFuc0&t=9)**

**Video link:** <https://youtu.be/HoPsRM08bRg?si=G2OKSQwWTsNNPO-7>

1.What are Brene Brown’s main tips for leadership?

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

2.What was your favourite quote or tip from Brene Brown? Explain why.

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

3.How can you apply the advice or tips into your own life?

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

4.Consider the idea that ‘Everyone is a leader’. What kind of leader do you think you are? Or what kind of leader would you like to become?

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 3 Activity 3.1 What is leadership?  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have attempted some aspects of the leadership definition activity and question responses to  the video task. To bump it up, re-read the task requirements and complete all aspects of the task. | **Consolidating:** You have attempted all aspects of the leadership definition activity and question responses to the video task. To bump it up, re-read the task requirements and add additional details to your responses. | **Achieving:** You have been engaged in all aspects of the leadership definition activity and provided basic responses to the questions for the video task. To bump it up, try to add additional details to your responses. | **Excelling:** You have been highly engaged in all aspects of the leadership definition activity and provided detailed responses to the questions for the video task. Excellent work! |
| Teacher Comment: | | | | |

## Task 3- What is leadership? 3.2 Leadership styles

A green outline of a person with a computer

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Description automatically generatedA green and orange puzzle piece with a person standing on it

Description automatically generated **Part 1:** Leaders and leadership styles take different approaches in how they choose to ‘lead’. In the left hand column of the table below there is listed just a few of the many different leadership styles.

Research the leadership style listed in the left column and put your findings of what these types of leadership styles are and look like in the right hand column. If you are taking information from websites it is important to source and hyperlink in where you found your information from.

|  |  |
| --- | --- |
| **Leadership style** | **What is it and how does this leadership style look in practice?** |
| Autocratice leadership |  |
| Charismatic leadership |  |
| Transformational leadership |  |
| Distributed leadership |  |
| Democratic leadership |  |
| Laissez-faire leadership |  |

A green outline of a person with a computer

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Description automatically generatedA black background with a black square

Description automatically generated with medium confidence **Part 2:** Listed below are names of famous leaders from around the world. You will need to do some research about each individual, find an image of them and information about what their leadership style is. In the table below under each persons name add the following information. Include any relevant sources or hyperlinks from where you found your information to provide your opinion of their leadership style.

Image of the person

Leadership style

Why do you think they have that leadership style? (include evidence)

 A key time or context in which they demonstrated leadership.

**Leaders from Australia and around the globe**

|  |  |
| --- | --- |
| **Vladimir Putin**  Russian President | **Angela Merkel**  Former Chancellor of Germany |
| A purple icon with check marks  Description automatically generated Add image and leadership information here. | A purple icon with check marks  Description automatically generated Add image and leadership information here. |
| **Jacinda Ardern**  Former New Zealand Prime Minister | **Donald Trump**  Former American President |
| A purple icon with check marks  Description automatically generated Add image and leadership information here. | A purple icon with check marks  Description automatically generated Add image and leadership information here. |
| **Dan Andrews**  Former Victorian Premier | **Julia Gillard**  Former Australia Prime Minister |
| A purple icon with check marks  Description automatically generated Add image and leadership information here. | A purple icon with check marks  Description automatically generated Add image and leadership information here. |
| **Sam Kerr**  Captain of the Matildas | **Professor Megan Davis**  UNSW Law Professor |
| A purple icon with check marks  Description automatically generated Add image and leadership information here. | A purple icon with check marks  Description automatically generated Add image and leadership information here. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 3 Activity 3.2 Leadership styles  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have attempted some aspects of the leadership table and global leaders activity. To bump it up, re-read the task requirements and complete all aspects of the task. | **Consolidating:** You have attempted all aspects of the leadership table and global leaders activity. To bump it up, you need to complete all required sections and add more details to your responses. | **Achieving:** You have completed all aspects of the leadership table and global leaders activity. You have provided basic responses. To bump it up, you need to add more details to your responses. | **Excelling:** You have completed all aspects of the leadership table and global leaders activity. You have provided detailed responses. Excellent work! |
| Teacher Comment: | | | | |

## Task 3- What is leadership? 3.3 Leadership profiles

A group of people in a room

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Description automatically generatedA green and orange puzzle piece with a person standing on it

Description automatically generated **Part 1:** Choose two leaders from Task 3- Activity 3.2 or pick two other people that you identify as leaders. Complete the leadership profile for both people below.

**Leader Profile 1:** A purple icon with check marks

Description automatically generated Add their name here.

|  |  |
| --- | --- |
| Who are they? |  |
| What is this person known for? |  |
| When and how did they become a leader. |  |
| What type of leadership style do/did they show? |  |
| Did their leadership develop in response to an issue or a problem? What was the issue or problem? |  |
| Has this person shown innovative thinking or actions in their leadership? Provide one example. |  |
| What interpersonal or social awareness skills do you think this person had to have as a leader? |  |

**Leader Profile 2:** A purple icon with check marks

Description automatically generated Add their name here.

|  |  |
| --- | --- |
| Who are they? |  |
| What is this person known for? |  |
| When and how did they become a leader. |  |
| What type of leadership style do/did they show? |  |
| Did their leadership develop in response to an issue or a problem? What was the issue or problem? |  |
| Has this person shown innovative thinking or actions in their leadership? Provide one example. |  |
| What interpersonal or social awareness skills do you think this person had to have as a leader? |  |

A group of people with arrows

Description automatically generated **Part 2:** With a partner take turns to share about your 2 leader profiles. After you have both shared your leaders, discuss any similar characteristics across the leaders that came up and share your opinions on why. Complete the notes section below after the discussion.

1.List below similar character traits across leaders profiles that were shared.

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

2.What were your opinions as to why there may be similarities across different types of leaders?

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 3 Activity 3.3 Leadership profiles  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have attempted some aspects of the leadership profiles. To bump it up, you need to complete all sections of the leadership profiles and participate in a discussion with a peer. | **Consolidating:** You have attempted all aspects of the leadership profiles. To bump it up, you need to add additional information to your leadership profiles and participate in a discussion with a peer. | **Achieving:** You have completed all aspects of the leadership profiles with basic responses. You engaged in a discussion with a peer about similar characteristics of different leaders. To bump it up, you need to add additional information to your leadership profiles. | **Excelling:** You have completed all aspects of the leadership profiles with detailed responses. You engaged in a discussion with a peer about similar characteristics of different leaders. Great work! |
| Teacher Comment: | | | | |

# **Task 4- Effective Teamwork**

|  |
| --- |
| Task Checklist |
| |  |  |  | | --- | --- | --- | |  | A green and orange puzzle piece with a person standing on it  Description automatically generated | A group of people with arrows  Description automatically generated | | **Group work** | **Individual work** | **Peer work** |   Students will complete the following for PDS Task 4 – Effective teamwork  PDS Task 4- Activity 4.1 Being an effective team member  PDS Task 4- Activity 4.2 Effective team member characteristics  PDS Task 4- Activity 4.3 Problem solving  PDS Task 4- Activity 4.4 Team problem solving challenges |

|  |
| --- |
| Key vocabulary |
| [**Leadership:**](https://dictionary.cambridge.org/dictionary/english/leadership)the [quality](https://dictionary.cambridge.org/dictionary/english/quality) or [ability](https://dictionary.cambridge.org/dictionary/english/ability) that makes a [person](https://dictionary.cambridge.org/dictionary/english/person) a [leader](https://dictionary.cambridge.org/dictionary/english/leader), or the [position](https://dictionary.cambridge.org/dictionary/english/position) of being a [leader](https://dictionary.cambridge.org/dictionary/english/leader).  [**Characteristic:**](https://www.dictionary.com/browse/characteristic) a distinguishing feature or quality.  [**Effective:**](https://www.dictionary.com/browse/effective) adequate to accomplish a purpose; producing the intended or expected result.  [**Teamwork:**](https://www.dictionary.com/browse/teamwork)cooperative or coordinated effort on the part of a group of persons acting together as a [team](https://www.dictionary.com/browse/team) or in the interests of a common cause.  [**Attribute:**](https://dictionary.cambridge.org/dictionary/english/attribute) a [quality](https://dictionary.cambridge.org/dictionary/english/quality) or [characteristic](https://dictionary.cambridge.org/dictionary/english/characteristic) that someone or something has.  [**Skill:**](https://dictionary.cambridge.org/dictionary/english/skill?q=skills)  an [ability](https://dictionary.cambridge.org/dictionary/english/ability) to do an [activity](https://dictionary.cambridge.org/dictionary/english/activity) or [job](https://dictionary.cambridge.org/dictionary/english/job) well, [especially](https://dictionary.cambridge.org/dictionary/english/especially) because you have [practised](https://dictionary.cambridge.org/dictionary/english/practised) it.  [**Reliability:**](https://www.dictionary.com/browse/reliability) the ability to be relied on or depended on, as for accuracy, honesty, or achievement.  [**Adaptability:**](https://www.dictionary.com/browse/adaptability) the ability to adjust to different conditions or circumstances.  [**Persistence:**](https://www.dictionary.com/browse/persistent) persisting, especially in spite of opposition, obstacles, discouragement, etc. |

## Task 4- Effective teamwork 4.1 Being an effective team member

A group of people in a room

Description automatically generated**Teacher advice:** This activity requires post it notes.

A group of people in a room

Description automatically generated A green outline of a person with a computer

Description automatically generated A green and orange puzzle piece with a person standing on it

Description automatically generated **Part 1:** On the post notes provided by your teacher write down any attributes or skills that you think are required for the two following categories, **leading a team** and **being an effective team member.**

Once everyone has added their ideas take a photo of each category and insert the picture in the space provided below.

**Leading a team**

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

**Being an effective team member**

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

A green and orange puzzle piece with a person standing on it

Description automatically generated **Part 2:** From the brainstorm identify the 5 recurring skills and attributed for each category below.

**Leading a team**

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

**Being an effective team member**

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

A green and orange puzzle piece with a person standing on it

Description automatically generated **Part 3:** In your opinion, why did you think these top 5 skills and attributes were valued by your class/cohort? What does this suggest about your class/cohort values and what they appreciate from leaders and when they are working in teams?

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

A green and orange puzzle piece with a person standing on it

Description automatically generated **Part 4:** Watch the short video on team work from Ted Lasso below and respond to the question below.

[](https://youtu.be/6pqbsliwZJo?si=G0euB1IaS1WjvgmO)

**Video link:** <https://youtu.be/6pqbsliwZJo?si=MwWgja-6RwQVqxf4>

1.What is the main point of the video?

|  |
| --- |
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A green and orange puzzle piece with a person standing on it

Description automatically generated A purple icon with check marks

Description automatically generated **Part 5:** While working in teams with your friends and people you get on with seems like the best idea, it doesn’t always get you the best outcome. It also doesn’t prepare you for real life or the work place where you will have to work with people you don’t necessarily like or get on with.

Working with others is challenging and is a skill that is developed over time. Set yourself a goal using the template below on how you can work with people you normally wouldn’t work with.

|  |
| --- |
| A purple icon with check marks  Description automatically generated  **What context or activity can you identify that you could try working with others?**    **What skills do you need to be able to connect with others to ask them to work with you?** E.g. Develop a phrase on how to ask someone to work with you or think of a plan of when is a good time to approach someone.  **What will this look like in action? How will you know you are successful?** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 4 Activity 4.1 Being an effective team member  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have attempted some aspects of the effective team's activities.To bump it up, re-read the task requirements and complete all aspects of the task. | **Consolidating:** You have attempted most aspects of the effective team's activities.To bump it up, re-read the task requirements and complete all aspects of the task. | **Achieving:** You have completed all aspects of the effective team's activities with basic responses.To bump it up, include further details to your responses and make sure your goal for working with others is specific and clear. | **Excelling:** You have completed all aspects of the effective team's activities with detailed responses. Your goal for working with others is specific and clear. Great work! |
| Teacher Comment: | | | | |

## Task 4- Effective teamwork 4.2 Effective team member characteristics

A group of people in a room

Description automatically generatedA purple icon with check marks

Description automatically generatedA green and orange puzzle piece with a person standing on it

Description automatically generated **Part 1:** Match the effective team member characteristics in the left hand column to the correct descriptor in the right hand column in the table below. You can do this by highlighting or filling the text boxes in the same colour.

|  |  |
| --- | --- |
| **Characteristics** | **Descriptor** |
| **Communication** | Refers to actions, strategies, or methods that bring a group of people together that supports them to work effectively as a team and achieve a common goal.  A group of people in a room  Description automatically generated Management |
| **Motivation** | Prioritise taking the time to communicate clearly, listen to others, understand different perspectives and if conflict occurs repair the situation or relationship to move forward in a positive way.  A group of people in a room  Description automatically generated Interpersonal relationships |
| **Management** | Attitude and commitment to making the best moral choices and decisions possible.  A group of people in a room  Description automatically generated Ethical behaviours |
| **Interpersonal relationships** | Is the ability to competently and clearly relay the correct information to the correct people at the correct time.  A group of people in a room  Description automatically generated Communication |
| **Ethical behaviours** | A condition inside us that desires a change, either in the self or the environment.  A group of people in a room  Description automatically generatedMotivation |

A purple icon with check marks

Description automatically generatedA green and orange puzzle piece with a person standing on it

Description automatically generated **Part 2:** Using the ‘I can…’ statement list below in dot points what actions you can take to develop the characteristics to become an effective team member. Click on the image below to add in your response.

I can…

List actions or behaviours here.

To show that I

Effectively communicate within a team.

I can…

List actions or behaviours here.

To show that I

Am motivated and can motivate others when working as a team.

I can…

List actions or behaviours here.

To show that I

Manage my time, actions and tasks needed to support the team to reach our goal.

I can…

List actions or behaviours here.

To show that I

Use my interpersonal skills to build positive relationships with other team members.

I can…

List actions or behaviours here.

To show that I

Conduct myself in an ethical way when working with others.

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Description automatically generated **Part 3:** As an individual having the ability to motivate yourself, be reliable, have persistence and be able to adapt when necessary are important attributes to have in everyday life as well as when working in a team. Provide an example of when you have shown these attributes either in your personal life, at school or in the workplace in the table below.

|  |  |
| --- | --- |
| **Attribute** | **Real life example of attribute** |
| **Motivation** |  |
| **Reliability** |  |
| **Persistence** |  |
| **Adapt** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 4 Activity 4.2 Effective team member characteristics  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have attempted some aspects of the effective team members characteristics and attributes activities. To bump it up, re-read the task requirements and complete all aspects of the task. | **Consolidating:** You have attempted most sections of the effective team members characteristics and attributes activities. To bump it up, re-read the task requirements and complete all aspects of the task. | **Achieving:** You have completed all sections of the effective team members characteristics and attributes activities. You have provided basic responses for your answers. To bump it up, add additional details to your responses | **Excelling:** You have completed all sections of the effective team members characteristics and attributes activities. You have provided detailed responses for your answers. Great work! |
| Teacher Comment: | | | | |

## Task 4- Effective teamwork 4.3 Problem solving

Problemshappen in all areas of life. Problems are inevitable. By developing a tool kit of problem solving strategies, methods, tools or techniques you can develop your ability to deal with a range of problems when they arise. This supports you to manage unexpected issues without becoming overwhelmed or stressed.

**Problem – solving occurs through 4 key stages**

**Identifying the problem or issue.**

**Setting Goals**

**Research and planning possible responses**

Putting a solution into action

A group of people in a room

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Description automatically generatedA green and orange puzzle piece with a person standing on it

Description automatically generatedA black background with a black square

Description automatically generated with medium confidence **Part 1:** Research 4 problem solving techniques, methods or strategies. Each strategy should address 1 of the 4 key stages in the problem solving stages above.  You should be looking at problem-solving techniques that are specific to working in a team or with other people.

**Problem solving method 1- Identifying the issue or problem**

A purple icon with check marks

Description automatically generated **Problem solving method 1- Identifying the issue or problem**

|  |
| --- |
| Problem solving technique name-  What is the process-  How/Why is it effective-  Provide an relevant links to where you found your information here- |

A purple icon with check marks

Description automatically generated **Problem solving method 2- Setting goals**

|  |
| --- |
| Problem solving technique name-  What is the process-  How/why is it effective-  Provide an relevant links to where you found your information here- |

A purple icon with check marks

Description automatically generated **Problem solving method 3- Research and planning possible responses**

|  |
| --- |
| Problem solving technique name-  What is the process-  How/why is it effective-  Provide an relevant links to where you found your information here- |

A purple icon with check marks

Description automatically generated **Problem solving method 4- Putting a solution into action**

|  |
| --- |
| Problem solving technique name-  What is the process-  How/why is it effective-  Provide an relevant links to where you found your information here- |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 4 Activity 4.3 Problem solving  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have attempted some aspects of the problem solving activities. To bump it up, you need to complete all sections of the problem solving activities. | **Consolidating:** You have completed most aspects of the problem solving activities. To bump it up, you need to complete all sections of the problem solving activities. | **Achieving:** You have completed all sections of the problem solving activities. You have provided a basic overview of your researched problem solving strategies/methods. To bump it up, you need to extend your responses and add further details to the problem solving strategies/methods section. | **Excelling:** You have completed all sections of the problem solving activities. You have provided a detailed explanation of your researched problem solving strategies/methods. Great work! |
| Teacher Comment: | | | | |

## Task 4- Effective teamwork 4.4 Team problem solving challenges

A group of people in a room

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Description automatically generated **Part 1:** In a group of 3-4 you will participate in a range of challenges and scenarios. These scenarios will require you to apply problem solving strategies and demonstrate characteristics and attributes required to be an effective team member. You will have the opportunity to change teams and work with different people.

**ACT**

What happened?

**REFLECT**

Feelings- What did I experience ?

**CONCEPTUALISE**

Findings- Why did this happen ?

**APPLY**

What will I do next time?

Think about the **experiential learning cycle** as you go through each scenario thinking about your teamwork and problem solving skills.

A group of people in a room

Description automatically generated **Teacher advice:** Please see below some examples of some school based and low resource problem solving/teamwork activities below. You could ask students to research and choose activities they are interested in. Alternatively you could turn this into a larger task or excursion such as going to an escape room, an adventure park challenge, maze or venue relevant to your location.

1.**Human Knot:** Students stand in a circle, reach across and grab hands with two different people. They must then work together to untangle themselves without letting go of each other's hands.

**2.Marshmallow Tower:** Provide teams with spaghetti, marshmallows, and tape. Challenge them to build the tallest freestanding tower using these materials within a time limit.

**3.Paper Tower**: Give each team a sheet of paper and some sticky tape. In a limited time, teams must construct the tallest tower that can support a small object (like a paperclip) on top.

**4.Blindfolded Obstacle Course:** Set up a simple obstacle course in a safe area. Blindfold one team member and have their teammates guide them through the course using only verbal instructions.

**5.Problem-solving Scenarios:** Present real-life scenarios that require creative problem-solving. For example, how to survive on a deserted island with limited resources. Teams brainstorm and present their solutions.

**6.Story Building:** Each team member contributes one sentence to build a story. The catch is that they can only see the previous sentence. This activity encourages active listening and cooperation.

**7.Puzzle Race:** Provide each team with a jigsaw puzzle. The team that completes the puzzle first wins. You can use multiple puzzles for more teams.

**8.Role Reversal:** Have teams switch roles or tasks for a short period. For instance, if they're discussing a problem, switch one team's spokesperson with another team to get fresh perspectives.

**9.Team Drawing:** One person describes an object without revealing what it is, and the team must work together to draw it based on the description. This promotes effective communication and interpretation skills.

**10.Memory Game:** Place several items on a tray, show it to the teams for a few seconds, then cover the tray. Teams must write down or discuss and remember as many items as possible. This hones memory and teamwork.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 4 Activity 4.4 Team problem solving challenges  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have made some attempts to engage and participate in the problem solving and teamwork scenarios. To bump it up, you need to actively participate and engage in problem solving scenarios. | **Consolidating:** At times you have made some attempts to engage and participate in the problem solving and teamwork scenarios. To bump it up, you need to consistently participate and engage in problem solving scenarios. | **Achieving:** Most of the time you have actively engaged and participated in the problem solving and teamwork scenarios. To bump it up, you need to consistently participate and engage in problem solving scenarios. | **Excelling:** You have consistently and proactively engaged and participated in the problem solving and teamwork scenarios. You have also demonstrated leadership qualities in supporting other team members. Excellent work! |
| Teacher Comment: | | | | |

Task 4- Effective teamwork 4.5 Team work reflection

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Description automatically generatedA purple icon with check marks

Description automatically generated **Part 1:** After participating in the problem solving and teamwork challenges/scenarios complete the reflection activity below.

|  |
| --- |
| **What went well?**  (I demonstrated these attributes and characteristics)  **Tick all that apply** |
| Motivation  Adaptability  Reliability  Persistence  Communication  Ethical behvaiour  Interpersonal skills  Management |

|  |
| --- |
| **Even better if?**  (I need to improve on these attributes and characteristics)  **Tick all that apply** |
| Motivation  Adaptability  Reliability  Persistence  Communication  Ethical behvaiour  Interpersonal skills  Management |

|  |
| --- |
| **Where to next?**  (Getting ready for my group project I want to focus on developing…)  **Tick all that apply** |
| Motivation  Adaptability  Reliability  Persistence  Communication  Ethical behvaiour  Interpersonal skills  Management |
| How are you going to do this? What actions will you take? |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 4-Activity 4.5 Team work reflection  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have made some attempts to reflect on your engagement and participation in the problem solving and teamwork scenarios. To bump it up, you need to complete all sections of the reflection activity. | **Consolidating:** You have attempted most aspects of the task to reflect on your engagement and participation in the problem solving and teamwork scenarios. To bump it up, you need to complete all sections of the reflection activity. | **Achieving:** You have completed all aspects of the task to reflect on your engagement and participation in the problem solving and teamwork scenarios. To bump it up, you need to include specific details to what you are going to focus on as an area of development in your project. | **Excelling:** You have completed all aspects of the task to reflect on your engagement and participation in the problem solving and teamwork scenarios. You have included specific details about what you are going to focus on as an area of development in your project. Great work! |
| Teacher Comment: | | | | |