Personal Development Skills
Victorian Certificate of Applied Learning (VCAL)
Foundation Unit 1
Intermediate Unit 1
Project Overview

During this project you are going to complete some work independently and some in a group. You will do some research about the RSPCA so that you have an understanding of how the organisation works, what the RSPCA does and why there is a need for the RSPCA to exist at all. You will then choose a topic that is relevant to the RSPCA and of interest to you, and work with students who have a similar interest, to complete some activities that you will plan and run so you can try to make a difference to lives of animals and also to help inform the community about what you have found out.
Introduction

To complete your VCAL Personal Development Skills Unit 1:

**Foundation students** need to complete ONLY the sections marked with this symbol 🗠️

**Intermediate students** must complete all sections of this workbook marked with this symbol 🧳

All students need to produce:

- **A Project Portfolio.** This is a record of everything relevant to your project. This is ‘evidence’ you have done the work required. Choose a system to keep all your information together. To keep the system manageable, divide it into sections like ‘research’ ‘contacts’ ‘meeting minutes’ and a ‘project logbook’. You may choose to maintain an e-portfolio, a display folder, a visual diary or see your teacher if you have another idea to present your portfolio.

- **A Photo Essay or Short movie.** This is a visual record of the skills and processes you have USED and LEARNT during your project. Skills can include contacting people by phone or email, making bookings, running a barbecue, organising a guest speaker or handling money — anything it takes to complete your project. **Remember to take pictures/footage as you go.** Each image/clip needs to have at least one sentence of explanation/narration — and a minimum of ten (10) images/clips should be included.
VCAL Student Checklist

<table>
<thead>
<tr>
<th>Completed</th>
<th>Foundation — section</th>
<th>Intermediate — all of workbook</th>
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<tr>
<td>Animals and Attitudes</td>
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<td>Volunteering at the RSPCA</td>
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<td>Skill Development</td>
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<td>RSPCA Animal Welfare Issues</td>
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<td>RSPCA Animal Welfare Issues</td>
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<td>- Communication</td>
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<td>Back to your Animal Welfare Issue</td>
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<tr>
<td>- The Other Side of the Coin ...</td>
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<td>- Group presentation (10 mins)</td>
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<tr>
<td>Brainstorming</td>
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<td>Implement Your Plans</td>
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<td>Reflection Activity</td>
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Note: **Foundation students** are not required to complete shaded areas under the column heading 'Foundation Section'. **AND Remember** ...

**F** = Foundation Student Activity  
**I** = Intermediate Student Activity
Animals and Attitudes

Think about your relationship with animals. Circle all the ways animals are involved in your life.

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<th>pets</th>
<th>friend</th>
<th>wool</th>
<th>riding</th>
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<td>fun</td>
<td>medicine</td>
<td>exercise</td>
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<td>meat</td>
<td>racing</td>
<td>eggs</td>
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<tr>
<td>work</td>
<td>leather</td>
<td>entertainment</td>
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<tr>
<td>milk</td>
<td>circus</td>
<td>security</td>
<td></td>
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<tr>
<td>assisting people</td>
<td>food</td>
<td>feathers (for bedding, jackets)</td>
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<tr>
<td>research</td>
<td>other</td>
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Consider the list above. Which is the most important to you? Why?

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Do you know of any animal/welfare issues or problems? Please list them.

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Animals and Attitudes (cont’d)

What do the letters R – S – P – C – A stand for?

R =

S =

P =

C =

A =

The RSPCA is a charity. What does this mean?

1.

2.

3.

4.

5.

How does the RSPCA help animals? List five (5) things.

1.

2.

3.

4.

5.
Animals and Attitudes (cont’d)

As a class or group, try and decide on five (5) things you think all animals should have. You might start by ‘brainstorming’ everyone’s ideas.

Write your final list here.

Five things all animals deserve …

1. 
2. 
3. 
4. 
5. 

How did you decide which five (5) things to include?

Do you agree with these five (5) things? What else would you have included?
An animals and Attitudes (cont’d)

Go to kb.rspca.org.au and find the RSPCA’s five freedoms. Record them below.

What are the RSPCA’s five freedoms?

1. 
2. 
3. 
4. 
5. 

Compare the RSPCA’s five freedoms to your class list. Do they match? Which is list better? Why?

The Vision of the RSPCA is “Ending cruelty for all animals”. And the Purpose of the RSPCA is “With the community, achieve outstanding animal welfare through education, advocacy, animal care and protection”.

PAGE 7
**Animals and Attitudes (cont’d)**

By yourself, in the spaces provided, rewrite what the parts of the RSPCA’s Purpose mean to you in your own words.

With the community, achieve outstanding animal welfare through …

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<th>RSPCA Purpose</th>
<th>Your own words</th>
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<td>Education</td>
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<td>Advocacy</td>
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<td>Animal Care</td>
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<tr>
<td>Protection (of animals)</td>
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Volunteering at the RSPCA

What does it mean to be a volunteer?

Go to the RSPCA Victoria website www.rspcavic.org and look at the volunteer page. Describe how to apply to be a volunteer.

Why do people volunteer? What is in it for them?
Volunteering at the RSPCA (cont’d)

Name five (5) different roles you could do as an RSPCA volunteer.

1.

2.

3.

4.

5.

Do all RSPCA volunteers handle animals? Why?

List some skills and knowledge you might gain by doing volunteer work, which may help you in the future.

What criteria would you use to choose an organisation to work or volunteer for?
Skill Development

What does it mean to be a volunteer?

Planning and Timelines

To help your group achieve its goal and work together harmoniously list all the tasks you think you will need to do to implement your project on the white board or a piece of butchers’ paper. Prioritise which ones need to be completed first. What are the most difficult bits of this project? What will take the longest? What must happen first before other things can happen?

As a group list all the tasks that will need to be done to organise and run your project. Order them logically. It is likely you will need to add extra tasks as you work through the project. Estimate as a group how long it will take to complete each task. You should then look at what class time you will have available and create a timeline/table that shows deadlines for each task. Place this timeline/table in your portfolio; you may also wish to put one in a visible place so that the whole group can check it regularly.

Now, as a group, you should negotiate so that tasks are delegated to each student. When doing this, ensure you think about the skills you each have, will you be able to complete the tasks you are responsible for in the given timeframe, etc. Record a copy of the final task list and add it to your folio.
How can you tell if you are stressed?

List some things in your life that stress you out?

List a few different ways to cope with stressful situations eg. exercise.
Skill Development (cont’d)

**Conflict and Conflict Resolution**

Conflict between people is natural — we cannot expect everyone to see things our way all the time. What is important is how we manage conflict and resolve it. It is not acceptable or professional to lose your temper and shout or scream at people if you are stressed or in disagreement. Instead it is important to talk about things clearly and make sure you communicate about what is bothering you.

Sometimes it is important to step back and try and see the issue from the other side. To resolve a conflict so that everyone involved is satisfied you will often need to negotiate and compromise.

List some strategies that will help you minimise conflict when working in a group together that is under pressure to complete a number of activities as a group.

**Strategies:**

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Skill Development (cont’d)

Presentation Skills

Think of the variety of presentations you have seen in various areas of your life. Some of them would have been excellent and engaging, others left you bored and wondering how you could have better spent your time. As a class, discuss the various presentations you have seen (your teacher may be able to show some examples) and brainstorm some lists for the following categories.

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<th>Bad Techniques</th>
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Skill Development (cont’d)

**Formal vs. Informal**

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Don’t forget your image essay — take some photos along the way!
RSPCA Animal Welfare Issues – Part 1

The RSPCA “advocates” regarding animal welfare issues.
What does it mean to advocate?

Why does the RSPCA advocate for animals?

Look at this list of animal welfare issues.

**Foundation students** must complete research on two (2) of the animal welfare issues from this list.

**Intermediate students** must complete one (1) animal welfare issue from this list and choose another RSPCA animal welfare issue to research independently. Go to [www.rspcavic.org](http://www.rspcavic.org) to find a list of animal welfare issues.
An important part of VCAL is to provide EVIDENCE of your learning. Keep a journal of the work you do, who you speak to and the research you have done. Note where and when you got a handout and put them in your project portfolio.

What is a project portfolio? Go back and read the introduction section of this book!

Issue: Battery Hens

What are battery hens?

Why does the RSPCA object to battery hen egg production?

What is debeaking and why is it done?
RSPCA Animal Welfare Issues – Part 1 (cont’d)

How much space does a hen in a battery cage have?

Why do people buy cage eggs? List at least three (3) reasons.

1. 

2. 

3. 

Compare the different systems of egg production ...

Barn Laid Housing Advantages

Barn Laid Housing Disadvantages

Free Range Housing Advantages

Free Range Housing Disadvantages
RSPCA Animal Welfare Issues – Part 1 (cont’d)

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<th>Battery Cage Housing Advantages</th>
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RSPCA Animal Welfare Issues – Part 1 (cont’d)

Issue: Cat Welfare

Why does the RSPCA want cat desexing to become compulsory?

What are the benefits for cats that are desexed?

What is a “community cat”?

What are some of the issues, besides euthanasia, with managing excess cats?
What percentage of cats are reclaimed from shelters? Why? Why may the other cats not be reclaimed and what might happen to them?

Approximately how many unwanted cats and kittens find new homes through the RSPCA each year?

For what reasons might the RSPCA actively promote adopting adult and senior cats?

List three (3) reasons why adopting an older cat can be a positive thing.

1.
2.
3.
Issue: Puppy Factories

What are puppy factories?

List the health, behavioural and environmental issues with adult dogs kept in puppy factories.

List problems that may be seen in puppies that have been born in a puppy factory.
RSPCA Animal Welfare Issues – Part 1 (cont’d)

What places can you get a dog or puppy that helps avoid supporting a puppy factory.

List some things which might indicate a puppy has come from a puppy factory (both at the time of purchase and when the puppy is in its new home).

List three (3) of the recent improvements in laws relating to puppy factories.

Don’t forget your image essay — take some photos along the way!
RSPCA Animal Welfare Issues – Part 1 (cont’d)

**Issue: Recreational Hunting, Duck Shooting**

How long is duck shooting season?

What is the maximum number of ducks one hunter could kill during the season? (HINT: You’ll need to do some maths to find the answer).

If each of the 22,000 registered shooters killed the maximum number of birds they are allowed during the season, how many ducks would be killed?

In which states is duck shooting legal?
Why does the RSPCA have a problem with legalised recreational duck shooting?

What impact does duck shooting have on the environment.

What percentage of Victorians would like to have duck shooting banned?
Class Presentations

Make a five (5) minute presentation to your class on one of your animal welfare issues. Include evidence of your presentation in your portfolio.

Think about what you will need to include in your presentation to make it informative and engaging.

Evidence might include a photo of you presenting as well as evidence of research into the topic and planning notes for any audiovisual material you may include etc.

Also take notes on two other animal welfare issues or topics presented by another student in your class (which you have not researched). Make sure you record key information about their presentation such as:

- the speaker,
- the topic,
- the problem,
- the solution, and
- what the RSCPA hopes to achieve for the issue.

File the notes from this presentation in your portfolio.

Don’t forget your image essay — take some photos along the way!
Good Presentations

List the characteristics of a good presentation. Think about what is said, body language, use of audiovisual aids, etc.
Consider all the information you have heard. Choose the RSPCA animal welfare issue you think is the most important, this may be one that you researched or it could be one that you heard about in someone else’s presentation.

**Issue of choice:**

Why did you choose this topic?

*Your thoughts here...*

Form a group with other people who have the same issue choice as you. Your teacher will tell you the maximum group size.

**Write the names of your team members here:**

*Your thoughts here...*

Work out your team/group rules you will follow.

In your group, discuss the characteristics of a good team. **Write your thoughts here...**

*Your thoughts here...*
How can you **personally** be a good team member? For each factor you identify describe how that would make you a good team member.

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Decide on some team rules. Keep it simple! You might want to think about: Preparation, Attitude and Respect, Conduct, Participation, Conflict eg. Our team will listen to all ideas presented, and will not use 'put downs' or discouraging words. We will have tasks completed on time, etc.

**Our team rules:**

1. 

2. 

3. 

4. 

5. 

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Decide what your team will do if there is disagreement OR if someone does not complete their assigned tasks.

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RSPCA Animal Welfare Issues – Part 2 (cont’d)

What is the worst outcome for your team if you do not fulfill your assigned task?

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Leadership

Have a class discussion about leadership.

Do you use different leadership styles depending on the group you are leading? Think about a military leader, a parent and the captain of a sporting team. Would a sports captain use the same leadership during training as during the grand final? Why? Why not?

Pick a leader you admire - it might be a teacher, coach, politician or community leader.

What do you admire about the way this person leads people? What interpersonal skills do they have?

In your class or group, talk about different leadership styles. List the different styles you come up with here. Try and find at least three (3) types.
RSPCA Animal Welfare Issues – Part 2 (cont’d)

What is your leadership style? Is it always the same?

How would you motivate a new member of a sports team? How would you motivate an experienced team member of a sports team?

How do leaders motivate people? List all the methods you can think of eg. rewards, leading by example, threat of punishment etc.

What are the responsibilities of a group leader?
Who are leaders in the field of animal welfare? What are their similarities or differences?

There are many examples of good leaders in the public eye; you have probably also seen good examples of leaders in your life so far. Good leaders may have differing goals but they will all demonstrate similar characteristics.

Choose a leader who you have admired (or who has been successful) and create a profile about them, addressing:

- their personal characteristics that were good for leadership;
- their style of leadership;
- their skills;
- their responsibilities; and
- how they motivate people.

During this project you will need to be a leader. Create a profile of yourself (using the same points as above) to show how you intend to be a good leader. Within your profile you should also include a section to outline areas you would like to improve.

Don’t forget to file your two leadership profiles in your Evidence Portfolio.
**Communication**

Who, outside of your group, will you need to communicate with to achieve your goals and why? List them here.

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<th>Why?</th>
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Communication can occur in many ways. As a class brainstorm a list of the different ways that communication could occur. Once you have brainstormed this list record the different ways of communicating below and give an example of when you might utilise each mode of communication.

<table>
<thead>
<tr>
<th>Mode of Communication</th>
<th>Example of Use</th>
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When you communicate with your friends you most likely do so informally; however, when you apply for a job your communication will be formal. As a class or small group, discuss when communication should be formal or informal during this project. Then develop guidelines about how to communicate formally.

Formal Communication Guidelines

- ...
- ...
- ...
- ...
- ...
- ...
- ...
- ...
- ...
- ...
- ...
- ...
Back to your Issue

Do some more research to try and make sure you understand all sides of the issue fully. Try a different method such as interviewing someone and visit some new websites. Put copies of all new information in your project portfolio.

RSPCA Research

Name: Date:

What is the name of the RSPCA animal welfare issue you have chosen to research?

What is the issue?

What does the RSPCA want?

HINT
Try checking out other animal-related organisations and see what they say about your topic. Your teacher may be able to provide you with some relevant links.
Back to your Issue (cont’d)

What resources did you use when researching your chosen issue/topic?

List the websites you visited as part of your research.

List the names and phone numbers/email addresses of people you contacted as part of your research.

What literature/printed material did you source?

Don’t forget your image essay — take some photos along the way!
The Other Side of the Coin ...

Foundation students: please skip this section and go to the next section titled Brainstorming.

What about the other side of the argument? Who are the people acting in a way the RSPCA objects to? Why do they do this?

The RSPCA is an animal welfare organisation committed to the prevention of cruelty to animals and animal rehabilitation; they believe animals should have a good life and a humane death. Unlike 'animal rights' organisations, they do not advocate vegetarianism (not eating meat) or veganism (not eating and not using any animal products such as milk, wool and feather). 'Animal rights' organisations believe humans should not use animals in any way.

What do you believe? Why?
Is it realistic to expect everyone to stop using animal products? Explain your thoughts on this.

In your group, make a ten (10) minute presentation to your class arguing your issue from the point of view of:

- the RSPCA (animal welfare group) AND
- an animal rights group AND
- a relevant industry body, for example the National Farmers Federation/the Victorian Farmers Federation/pet shops/the Sporting Shooters Association, etc.

Decide what presentation style and resources you will use ie. Powerpoint presentations, posters, etc. to make your presentation interesting. It could be a mock debate, TV interviews, a scenario roleplay, short movie, etc.

List your presentation resources here:

1. 
2. 
3. 
4. 
5. 
All group members must be actively involved. List how each person will be involved.

Place a copy of your presentation in your portfolio as EVIDENCE of your work!
Don't forget your image essay — take some photos along the way!
Brainstorming

Some of these animal welfare issues may trouble you. You might be shocked to think these things are happening in our community. Feeling concern by itself will not change anything about how these animals are treated. So what now? For change to occur we need to take action – and that means DO something. Change can occur through your own actions such as which eggs you buy or whether your pet is desexed. The next step is to influence other people to help or change their behaviours as well!

Now, in your groups, brainstorm EVERY idea you can think of to help create awareness, teach people about and do something about your campaign! Think of actions you can take at the PERSONAL, SCHOOL and COMMUNITY level to help your campaign.

Your issue topic: 

Ideas ...

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**Brainstorming (cont’d)**

From your brainstorm list (on the previous page), choose the three best ideas for your issue in each of the following areas:

<table>
<thead>
<tr>
<th>Helping animals</th>
<th>Your actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal ...</strong></td>
<td></td>
</tr>
<tr>
<td>eg. Buy barn laid or free range eggs.</td>
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</table>

| **School ...** |
| eg. Design and display an animal welfare poster. | |
| | |

| **Community ...** |
| eg. Fundraising with target $ amount | |
| | |
Brainstorming (cont’d)

Other ideas ...

Now develop a personal/school/community related goal can achieve from your brainstormed list of actions. Write each as a clear goal statement.

**Foundation students** must complete a personal goal and one other goal.

**Intermediate students** must complete a personal, school AND a community goal with a measurable target such as money or items raised. Community goals will need to be completed in a team and reach beyond the students who attend your school!

### Goals

<table>
<thead>
<tr>
<th>My personal goal:</th>
<th>Criteria to know the goal is achieved.</th>
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<table>
<thead>
<tr>
<th>My school goal:</th>
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</table>

PAGE 43
Brainstorming (cont’d)

Our community goal:

In a couple of sentences/dot points, outline how you plan to achieve these goals.

Personal goal:
Plan:

School goal:
Plan:

Community goal:
Plan:
Set up a project folder. Each time you have a meeting as a group or with your teacher or with external parties, get someone (not always the same person!) take minutes (these are notes that record all the things discussed and decided on during the meeting). Make sure all tasks have been FAIRLY assigned at the end of each meeting so everyone knows what to do.

Keep your minutes in the folder, along with other important information like phone numbers, brochures, receipts, order forms etc. This will be part of your portfolio of evidence for assessment at the end of your project.

Think about your goals. What resources would you need to achieve them? Fill in the table over the page.
### Project Plan (cont’d)

<table>
<thead>
<tr>
<th>My personal plan at home</th>
<th>Resources needed</th>
<th>Who is responsible?</th>
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</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Our group’s plan at school</th>
<th>Resources needed</th>
<th>Who is responsible?</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Our group’s plan in the community</th>
<th>Resources needed</th>
<th>Who is responsible?</th>
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**Project Plan (cont’d)**

Who, outside of your group, will you need to contact to achieve your goal. List them here.

<table>
<thead>
<tr>
<th>External person</th>
<th>Who will contact?</th>
<th>By when?</th>
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**Prioritise.** What are the most difficult bits of this project? What will take the longest? What needs to be done first?

**Skills.** Having a resource is great, but a data projector won’t help much if no one knows how to use it. What skills will you need to achieve your goals?

List the tasks below with the name of the person with the needed skills beside it.

<table>
<thead>
<tr>
<th>Task/skills needed</th>
<th>Who?</th>
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<tbody>
<tr>
<td>eg. connect gas bottle to BBQ</td>
<td>eg. Teacher, staff</td>
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</table>
What additional skills do you need? How will you get them?

<table>
<thead>
<tr>
<th>New skills required</th>
<th>How?</th>
<th>Who?</th>
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<tbody>
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</table>

Now that you have a plan, list the steps you will need to take for each goal. You know what resources and skills you need, so make a project plan with dates to achieve the three goals (home, school and community). Don’t forget to decide WHO will do each task and how long they have to do it!

**Goal One: At Home**

<table>
<thead>
<tr>
<th>Action</th>
<th>Date</th>
<th>Who?</th>
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<tbody>
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</table>
**Goal Two: At School**

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<thead>
<tr>
<th>Action</th>
<th>Date</th>
<th>Who?</th>
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<tbody>
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**Goal Three: In the Community**

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<tr>
<th>Action</th>
<th>Date</th>
<th>Who?</th>
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</table>
Stop! Teamwork check!
What would your team members say is the best thing about having you in their team?
What do you think they would like you to improve?

What strategies will you put in place to make sure your performance in the team will help ensure the goal is achieved?
Safety

What SAFETY concerns do you have to think about while doing your project? Different goals will have different levels of HAZARDS. For example a ‘sausage sizzle’ has a higher risk level than collecting blankets! However even a blanket collection has issues such as tripping and lifting. List three (3) safety concerns about your project and how you plan to manage these.

1. 

2. 

3. 

How will you MANAGE these risks (reduce them to a SAFE level) ie. Hazard: hot surfaces while cooking.

Plan: use oven gloves and tongs when handling hot surfaces; make sure a fire extinguisher is present; keep cooking area free of clutter; and a maximum three (3) people in cooking area at any one time.
Implement Your Plans

Now it is time to implement your plans. Provide evidence (journal entries, receipts, photos, copies of presentations, lists, videos) and collect them all together to make a portfolio to show your teacher.

What new skills did you learn? Create an image essay or movie of your new skills and knowledge. For your new skill acquired — include a picture of yourself using the new skill. For your new knowledge acquired — include pictures, flyers, screen grabs or printouts. Add a sentence to each image, or short narration, as an explanation.

Your image essay or movie should include at least ten (10) skills and/or information items! Include research collected, meetings, and new project management/ team skills you have learnt!
F I How Did You Go?

Record your outcomes for each goal here. What have you done? Include awareness posters, funds raised, signatures obtained, e-cards sent — anything you have done to help improve the life of animals!

Personal


School


Community


Reflection Activity

Complete these questions when you finish your project, you may wish to present your answers in a creative way instead of only writing them in this booklet.

How has your project helped the RSPCA and/or the wider community?

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What was the best thing about your project? What did you achieve?

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Do you think you will act differently in any way after completing this project?

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Reflection Activity (cont’d)

How have your views on the RSPCA and your chosen animal welfare issue changed during this topic?

If a team/group were to come across a problem when working on a project, what advice would you give to help them?

What was hard about working in a team? Give two (2) examples where your team did not work well together.
Reflection Activity (cont’d)

What are the advantages of working in team? Give two (2) examples of your team working well together.

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Think about times during the project when you felt stressed. How would you avoid or manage stress in the future?

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What problems did you have organising your project?

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Reflection Activity (cont’d)

What would you do differently next time?

Intermediate students: please continue answering the following questions.

What did you, personally achieve by doing this project?

What personal challenges did you encounter and how did you deal with them?
Reflection Activity (cont’d)

Give two (2) examples of times you communicated well during the project. What did you do to communicate well?

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Give two (2) examples of times you did not communicate very well. How did you know? How could you improve this?

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Did you actively contribute to achieving your group’s goal? Describe what you did really well and areas you could have improved in doing this.

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Reflection Activity (cont’d)

What were your personal contributions to this project? For each contribution listed, evaluate your performance.

Describe how you utilised personal skills such as creativity, stress management, coping skills, resilience and conflict resolution.

What factors influences how your group worked together?
Reflection Activity (cont’d)

During the project, what things happened that helped you work well together?

What things happened that caused problems within your group/team?

What processes did your group have that worked well to help you achieve your goal?
Reflection Activity (cont’d)

Where there any processes your group used that did not work very well? Describe why.

Thank you …
for all your hard work! We hope you enjoyed making a difference for all creatures great and small.