Task 3 – Achieving your Goals Student Response

* **Describe the features which define members of:**
  + **Social groups**
  + **Community groups**

Social groups are groups of people who have similar characteristics and they will be loyal to the group they belong to.

Community groups are made up of people who have the same types of interests. People belonging to community groups may want to improve the area they live in.

* **Identify and list any social and community groups to which you belong.**

My Social Groups:

* + Families
  + Friends
  + Classmates
  + Neighbours
  + Church congregation

My Community Groups:

* + Sports clubs
  + Resident’s associations
  + Senior citizens group
  + Environment group
* **Describe the ways in which you currently contribute to social groups and to your local and / or wider community.**

My Contribution to Social Groups

* + Helping to look after my grandma who has dementia and lives with us
  + Making meals for my family
  + Reading to my grandma
  + Giving money to my mum from my part-time job
  + Shopping for food for my family

My Contribution to Community Groups

* + Helping with lessons at my swimming club.
  + Making food for social events like BBQs held by my swimming club.
  + Taking part in clean up days on the beach.
  + Singing Christmas carols at an old-folks home.
* **Choose one social or community group to which you belong and identify and describe the skills you use when helping this group**

My Contribution to Social Groups

* + Helping to look after my grandma who has dementia and lives with us

Skills:

* + I have to plan everything carefully so that I have enough time to do all my homework as well as go to my job and help look after my grandma.
  + I have to make sure that the food I make is soft enough for my grandma to eat.
  + I have to be patient with my grandma as she doesn’t always know who I am.
  + My family comes first and sometimes I can’t hang out with my friends if my mum needs help in the house.
* **Brainstorm with your peers and record what you could do in the future to develop your contribution to the social or community group you have chosen.**

Developing Personal and Learning Goals (DP2)

Generally interacts effectively with others to identify and refine goals.

* + Babysitting for my aunt to get more money for my family.
  + Ask for more hours at my part-time job.
  + Sell some of my old DVDs and games at a garage sale.
  + Raise money for a Dementia charity.
  + Make up a roster of chores for my family so that everyone has their fair share of looking after my grandma.
  + Raise awareness of the symptoms and causes of dementia.
* **Set yourself a goal, and design an activity, which will positively contribute to your chosen group and which is related to your personal and learning goals (which you identified in task 2).**

**Understanding Capabilities (UC1)**

The description of the activity shows a clear understanding of the capability.

My chosen social group is my family but it also involves the swimming club which I belong to which is a community group. One of my main personal goals is to help others either by volunteering to help old people or through charity work. This goal ties in with my career goals as I would like to work as a nurse looking after old people, especially those with dementia and Alzheimer’s. The Personal and Social capability is relevant to my life and also for me to achieve my personal and career goals in the future.

I have chosen to raise money and awareness for an Alzheimer charity as my goal for this capability. This will help me to involve the community in helping people who have the illness like my grandma. I am going to raise money for an organisation called Alzheimer’s Australia (AAO). Hopefully at the same time I can let people know more about the illness and the type of care people who have dementia need. I am looking forward to achieving this goal as it will help me to achieve my personal and learning goals of helping others and being involved with a charity. After looking on the organisation’s website, I found a fundraising event being organised in another state to raise money for the charity through a 20km swim. I decided to organise my own fundraising swim event and I thought this would be easy as I already belong to a swimming club. This would also help me to meet another of my personal goals which was to have a healthy lifestyle. The swimming club is a big part of my community and lots of people are involved in it. People train and take part in competitions and their families come along to support them in competitions and at social events like BBQs. I hoped that by involving the swimming club I would be able to reach a lot of people and maybe find out if other swimmers had relatives who also have dementia like my grandma. This means I could help them get support to care for their relative as I had found a lot of help sheets and useful information on the Alzheimer’s Australia website. It is also important for me to try and improve my confidence as I can be quite shy when I have to work in a group. This will be a chance for me to be in charge of an event and improve my organisational and leadership skills. It will be up to me to make any decisions to do with the sponsored swim which will help me when I have to work with classmates at school. Organising the sponsored swim would help me to develop my communication skills and ability to make decisions, and hopefully make it easier for me to work with other people.

Developing Personal and Learning Goals (DP3)

Effectively develops the selected capability or capabilities relevant to achieving his or her goals in an insightful way.

Developing Personal and Learning Goals (DP1)

Develops a range of effective strategies to achieve personal and learning goals.

Developing Personal and Learning Goals (DP 1)

Clearly identifies personal and learning goals and purposefully explores them in detail.

My main ideas for raising awareness and fund raising:

* 24 hour sponsored swim.
* 6 teams of 8 swimmers.
* Logo: Sponsored Alzheimer’s Swim (S.A.S), use the “Who dares wins” logo of the S.A.S in the colours of the Alzheimer’s Australia Organisation.
* Swim caps with the logo on.
* Posters and leaflets from the AAO at the sponsored swim
* Families of the swimmers to make cakes and snacks for selling.
* Article in the swim club newsletter and on the website.
* Article in the local newspaper.

Steps in achieving my goals:

1. Contact XXXXX (swimming coach) and the manager of XXXXX swimming pool and ask for permission to hold the sponsored swim at the pool.
2. Register the sponsored swim with the charity. Ask for sponsor forms, leaflets and posters to be sent out.
3. Design a logo and get it printed on swim caps.

Developing Personal and Learning Goals (DP3)

Develops the selected capability or capabilities in well-planned ways.

1. Talk to my swimming club, church and home-group at school to explain why I am organising the swim.
2. Write an article for XXXXX and the swimming club newsletter, advertising the event and to raise awareness of dementia.
3. Organise people to bake cakes with the logo on, to sell on the day.
4. Hand out sponsor forms and note the names of those who want to take part.
5. Make up swim teams and organise a roster with times for each team to swim. Also make a roster for volunteers selling cakes.
6. Put up posters in the reception area of the swimming pool and set up a table for leaflets and cakes.
7. Donate the money raised to Alzheimer’s Australia.
8. Write thank you letters to XXXXX and friends and relatives who helped me.
9. Ask XXX to evaluate the success of the sponsored swim and get some feedback on my goals for the future.

***Excerpts from my diary***

10/5/14 I have spoken to XXXXX and organised to hold the sponsored swim at the pool and we agreed on 14/6/14 as the date. XXXXX is good at art and we worked together designing a logo.

16/5/14 I have emailed the charity to register the swim and ask for sponsor forms, leaflets and posters. I gave short talks at school, church and my swimming club asking for volunteers and explaining the reasons for the swim. Everybody seemed really interested and asked lots of questions, now I am confident that it could be a success.

19/5/14 I have written and emailed an article to XXXXX about the sponsored swim.

25/5/14 The sponsor forms arrived on Tuesday and I handed these out. I noted down the names of those who agreed to take part. Lots of people want to swim and I am really pleased. I went to XXXXX in town yesterday to get the logo printed on swim caps but it won’t work because they are made of latex. I could get it done through an Internet company but I don’t have the money to pay for these up front. I was disappointed but I took the initiative and asked at XXXXX for a cheap deal on t-shirts. I was relieved that the manager agreed and pleased with myself for asking, normally I’m too shy!

Developing Personal and Learning Goals (DP3)

Develops the selected capability or capabilities in well-planned and creative ways.

29/5/14 Tonight my mum helped me sort out the teams and make up a roster of swim times. There are more volunteers than I expected, so I decided to make the teams bigger and reduce the swim time.

01/06/14 Today, I organised a roster for people selling cakes. The logo is too detailed to put on the cakes. My mum suggested doing the icing in the colour of the charity which I think is a good idea.

07/06/14 The t-shirts arrived this week and look great! I can’t believe they are sold out already, I should have ordered more but I was worried about not being able to sell them, too late now!

13/6/14 Mum helped me set up at the pool tonight. We stuck posters on the walls and set out leaflets on the cake table. I went to bed early - tomorrow will be a long day.

14/6/14 I got to the pool early and was worried that there weren’t many spectators but I remembered there was a footy match at school which started at 8.30. The reception looked good with the posters. Later it got busy and lots of people stopped to buy cakes and ask questions. We ran out of leaflets, I think we raised a lot of awareness. I was worried when some swimmers didn’t turn up but I decided that it was better to ask each team member to swim for a little longer rather than trying to get people to fill the spaces at the last minute. This seemed to work out ok. I swam in the 10pm – 2am slot and was glad when my mum offered to stay for the last session and tidy up. I was REALLY tired!

15/6/14 I went back to the pool to finish tidying up. I counted the money and we raised $1498 in total. This was a great effort by everybody.

18/6/14 I posted the cheque to the charity today and wrote to XXXXX to thanks him for letting us use the pool. I also put a note in the swimming club and school newsletter to thank everyone who helped in any way.

23/6/14 A letter arrived from the charity today thanking me for the donation and also gave me some ideas about volunteering in the future. I have also talked to XXXXX about possible careers.

* **Review the success of your activity and how it helped you to achieve your personal and learning goals by describing:**
  + **The success of your activity**
  + **Any unexpected outcomes and how you dealt with them**
  + **How your activity helped you to achieve your personal and learning goals**

Developing Personal and Learning Goals (DP2)

Interacts purposefully with others to identify and refine goals.

**Success**

* The sponsored swim was a great success as it raised almost $1500. I was amazed that a small town could raise this much and I appreciate everybody’s help.
* Lots of people got involved and offered me their ideas about how to raise money. They helped me to organise everything and made sure it all ran smoothly on the day. It was a real team effort and I managed to communicate with lots of different people by email and phone, and also by writing the articles for the newspaper and swimming club newsletter.

Reviewing the Learning (RL 1)

Clearly reviews personal and learning goals and gives insights into the effectiveness of strategies to achieve them.

* I helped to raise awareness about Alzheimer’s and dementia in my community. I gave out lots of leaflets to spectators and swimmers and I answered lots of questions during the sponsored swim. The newspaper article I wrote also helped and I think people now know more about the symptoms of the disease and where the types of help they can get.

**Unexpected Outcomes**

* More people wanted to take part than I expected. This was easy to solve as I just increased the number of people in each team and so they had to swim for less time which was probably better. The team which swam during the night was down to only 5 swimmers and so their swimming time was increased quite a lot.
* It is a small community and some people were asked for sponsorship by more than one swimmer and I worried that they felt they had to sponsor everybody who asked.
* If I had more time I would have arranged through an internet company to get the logo put on the swim caps but the cheap t-shirts was a good replacement.

**Personal and Learning Goals**

* My main goals were to help people and raise awareness of dementia. These have been achieved through the money raised, the questions answered at the swim, and the newspaper article.
* One of my goals was to do more charity work in the future and I have formed a link with the AAO.

Reviewing the Learning (RL2)

Reviews the development of the selected capability or capabilities, with insights into how this helps to achieve his or her goals.

* By having a sponsored swim I have achieved my goal of having a healthy lifestyle.
* The sponsored swim took a lot of organising and although I had help from lots of people I still did most of it myself. This meant that I had to make decisions, like reducing the swimming times because more people wanted to take part than I had expected. I also had to speak to lots of different people and write emails and a newspaper article which helped me to improve my communication. I am now more confident when working with other people, this was an important goal for me and it will help me in school.
* **Review how you developed the capability and how it helped you to achieve your personal and learning goals by:**
  + **Identifying and describing the skills and personal attributes you developed during the activity**
  + **Explaining how these skills will help you achieve your future goals.**

**Skills and personal attributes**

**Understanding Capabilities (UC1)**

Provides clear and insightful examples to illustrate clear understanding of the capability.

* The most important thing I have developed and improved through the personal and social capability has been my confidence. I have always been shy and don’t like to try new things. Organising the sponsored swim was a challenge and made me do things I wouldn’t normally, like using my initiative to ask for cheap t-shirts.
* I wrote a newspaper article and talked to lots of different people which I don’t usually like doing.
* I think I improved on my ability to make decisions as I had to do this often when I was organising the swim. Because I was the person in charge it was up to me to make all of the important decisions and I found this easier than I had expected.

Reviewing the Learning (RL2)

Reviews the development of the selected capability or capabilities, with insights into how this helps to achieve his or her goals.

* Lots of people offered me help with ideas and organisation. I usually like to do things on my own but I realised I needed help with organising such a big event and we worked as a team.
* I was able to develop my organisational skills and I found it helped me to set dates for having tasks completed. This planning is something I will use in organising my life at home and for study.

**Achieving future goals**

Reviewing the Learning (RL1)

Clearly reviews goals and provides insight into the effectiveness of strategies to achieve them.

* The sponsored swim made me better at making decisions and I was able to solve problems quite easily. This will help me if I am a nurse because I will have to make decisions.
* Now that I have organised the sponsored swim I have the confidence to do another charity event, which I would like to do in the future. I am also confident enough to do work with other people on voluntary projects; this is another of my goals for the future.
* My ability to organise things will be very useful when it comes to studying in year 12. I was able to plan everything for the sponsored swim and stick to the dates I had set and I will use this for making up a study timetable for year 12.

Reviewing the Learning (RL2)

Reviews the development of the selected capability or capabilities, with insights into how this helps to achieve his or her goals.

* I am now more confident and find it easier to work with other people. This will help me in school as I usually don’t like group work or talking in front of other people. This is also important for my future as I want to be a nurse and this means I will need to be able to speak to patients and medical staff.

**Performance Standards for the Stage 1 Personal Learning Plan**

Assessment Type 1: Folio Assessment Type 2: Review

|  | **Understanding the Capabilities** | **Developing Personal and Learning Goals** | **Reviewing the Learning** |
| --- | --- | --- | --- |
| **A** | Clearly explains understanding of the selected capability or capabilities, with insightful and detailed examples. | Clearly identifies personal and learning goals and purposefully explores them in detail. Develops a range of effective strategies to achieve them.  Interacts purposefully with others, in developing and refining strategies.  Effectively develops the selected capability or capabilities relevant to achieving his or her goals, in well-planned, insightful, and/or creative ways. | Clearly reviews personal and learning goals with insightful reflection on the effectiveness of strategies to achieve them.  Reviews the development of the selected capability or capabilities, with insights into how this helps to achieve his or her goals. |
| **B** | Explains understanding of the selected capability or capabilities, with some detailed examples. | Identifies personal and learning goals and explores them in some detail. Develops some effective strategies to achieve them.  Generally interacts effectively with others, in developing and refining strategies.  Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that is mostly effective, and generally organised or creative. | Reviews personal and learning goals, with some insights into the effectiveness of strategies to achieve them.  Reviews the development of the selected capability or capabilities, with some ideas about how this helps to achieve his or her goals. |
| **C** | Gives some explanation of what the selected capability or capabilities are, with brief examples. | Identifies personal and learning goals and explores some aspects of these goals. Develops at least one effective strategy to achieve them.  Interacts with others, in developing and making some refinement to strategies.  Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that has some effectiveness, and some organisation or creativity. | Reviews personal and learning goals, with some reflection on the effectiveness of the strategy or strategies to achieve them.  Reviews the development of the selected capability or capabilities, with an idea about how this helps to achieve his or her goals. |
| **D** | Gives some basic description of the selected capability or capabilities, with limited examples. | Identifies one or more personal or learning goals and locates some information that may be relevant to the goal(s). Describes aspects of a possible strategy that may help to achieve the goal(s).  Interacts with others with limited effectiveness, to talk about possible strategies.  Develops an aspect of the selected capability or capabilities, with partial effectiveness. The relevance to the goal(s) may not be clear. | Describes one or more personal or learning goals with some recount of learning in the subject.  Describes own participation in an activity to develop the selected capability or capabilities, with a vague link to goals. |
| **E** | Attempts to describe at least one capability and give an example. | Identifies a personal or learning goal without any realistic strategies to achieve it. Attempts to locate information that may be relevant to the goal.  Gives limited responses to questions from others about possible strategies.  Attempts to develop an aspect of the selected capability or capabilities, with limited effectiveness or relevance to the goal. | Gives limited responses to questions about learning in the subject.  Gives limited responses to questions about own participation in an activity to develop the selected capability or capabilities. Makes a superficial statement about a selected capability in attempting to identify a link to a goal. |