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| **INTRODUCTION TO TEACHERS** | **Assessment** |
| **Welcome to the Certificate II in Active Volunteering.**  This course is designed using action learning as a focus to ensure students develop the skills and knowledge required for this qualification; at the same time demonstrating a positive attitude towards volunteering and interacting with others in their local community and within a group of peers.  **Your role is that of the “Mentor”**, you will be guiding students through the learning in each session, and ensure they actively discuss and explore the content.  The session outline below represents a block of learning, a session may be completed in one class or may be spread over several classes.  It’s up to the mentor to manage the time requirements.  To encourage rich and active conversations in the classroom, you should ensure students work in **small groups of 4 to 6 learners**(unless otherwise stated)**.** Students will be instructed to complete several activities where they will research and present information to the entire class within their groups.  Each student must contribute to the presentation – speaking to at least 2 slides.  As the mentor, you will be required to provide a Third-Party Report for each student confirming their participation.  A sample text is provided for you to email to each student when appropriate.  Students will need **access to the Internet** for ongoing research throughout the sessions.  Students must also participate in a **simulated emergency situation** – this can be a fire drill or a lockdown situation. As the mentor – it is important for you to organise this drill and ensure all students participate.  A variety of **PowerPoint Presentations** will guide you through the learning.  Refer to the notes for speaking ideas and referencing back to the relevant Training Manual.  Students should use the **Training Manual**as a resource; however, they do not need to read each page of the document.  The learning should be shared, practical and engaging.  Before starting this program, **complete the Learner Portal videos** to ensure you know how to navigate around Axcelerate, can upload files, submit assessments and find results and feedback.  **Induction Visit**  Learning a new system can challenging for everyone!  Take some of the pressure off the first day of the course by organising a Blueprint Staff member to induct the students.  They will help the student create their Learner Profile and complete the first 2 assessments (Learner Portal Video's, Introduction and Getting Started).  The induction visit can be book via [https://hospitalitybooking.10to8.com](https://hospitalitybooking.10to8.com/)  **NOTE:** Select a time closest to the start time of the lesson and in the details field, specify the start and finish time of the class.  Your booking request will be confirmed by email and text message. | **Teacher to complete “**Mentor” induction checklist |

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| **SESSION 1** | | |
| **INTRODUCTION AND GETTING STARTED** | | |
| **Introduction and getting started**  Students learn how to navigate the Learner Portal by viewing a short video clip and answering a multiple-choice question to confirm their understanding of the instructions for the following:   1. Log in Issues 2. Resources 3. Submitting Assessments 4. Uploading files 5. View my results 6. Message your trainer   Teachers are to advise students to download the "How to use the Learner Portal Video instruction sheet" as an additional point of reference.  The "Getting started and student induction" contains links to the student handbook, codes of conduct, and information pertaining to plagiarism. | | |
|  | **ASSESSMENT TASKS**  **(Tick when done and submitted)** | **WHEN COMPLETED** |
| **1. Learner Portal – Video tutorials and quiz (LP)** | Q 1 - 6 | Self-paced |
| **2. Getting started and student induction** | Q1 – Q15 | Self-paced |
| **GET READY TO VOLUNTEER!** | | |
| Teachers use the PowerPoint to **introduce**the first unit **CHCVOL001 Be an effective volunteer.**  **The objective** of this session is to:  1. Discuss volunteering opportunities and inform students they are required to volunteer for 20 or more hours in a structured volunteering environment.  2. Students to commence researching local volunteer organisations to volunteer at and start applying for volunteering opportunities.  3. Students to apply for Blue Card (if applicable).  4.. Students to download the Logbook. Inform students that this logbook**MUST** be completed each time they volunteer. A **separate logbook** must be used for each volunteer organisation. The completed logbook must be scanned and uploaded to the Learner Portal once completed (last assessment in this module). | | |
| **Student to download:**   * Student handbook * Volunteering logbook * Blue Card Application Form (if required) * GM31 Learner-Portal-Tutorial-Videos. (Learning Plan) | **Teacher to download**:   * CHCVOL001 PowerPoint * GM31 Learner-Portal-Tutorial-Videos. (Learning Plan) | |
|  | **ASSESSMENT TASKS**  **(Tick when done and submitted)** | **WHEN COMPLETED** |
| **CHC24015 20 Volunteering hours** | Q1 Vocational Placement  Q2 Apply for a Blue Card | Self-paced |

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| **SESSION 2** | | |
| **Be an effective volunteer - Training Manual and Quiz** | | |
| **The objective of this assessment** is for students to learn how to be an effective volunteer.  Students are to complete:   1. **Prepare for Volunteer work**    * Learning content pages 1 - 52    * Questions 1 - 24 2. **Work as a Volunteer**    * Learning content pages 77 - 111    * Questions 25 - 35 3. **Check and complete work in consultation with** **your supervisor**    * Learning content pages 123 - 134    * Questions 36 - 41   Students to continue researching a local volunteering organisation and collating information required for the research project. | | |
| **Students to download:**   * CHCVOL001 Training Manual | **Teachers to download**:   * CHCVOL001 Quiz (Marking Guide - for reference only) | |
|  | **ASSESSMENT TASKS**  **(Tick when done and submitted)** | **WHEN COMPLETED** |
| **CHCVOL001 Be an effective volunteer – Training Manual and Quiz** | Q 1 – Q41 | Self-paced |
| **Research a volunteer organisation** | | |
| **The objective**of this assessment is for students to research local volunteering organisations and present their findings to their peers.  This is a **clustered assessment** for CHCVOL001 Be an effective volunteer and BSBCMM201 Communicate in the workplace **(verbal communication)**.  There are two parts to this assessment:   * the research and * the delivery of this presentation.   This assessment will run over several weeks. Teachers can modify the session plan to meet their timetable restraints.  Students are to **download the PowerPoint template** and use this as a guide to creating their presentation. The headings in the PowerPoint will prompt the students in their research.  In a **small group (3 members) or as individuals**, students are required to research a local volunteer organisation they might want to volunteer at. In this session introduce the Research Project.  This project can be completed as group work if all students actively participate in the research and discussion. The research project needs to be finished by Session 4.  **In session 4**,**every student** must verbally report their findings to the group.  The presentation can be delivered in a group or individually. Expected duration 5 - 10 minutes | | |
| **Students to download:**   * CHCVOL001 Volunteer Organisation PP Template | **Teachers to download**: | |
|  | **ASSESSMENT TASKS**  **(Tick when done and submitted)** | **WHEN COMPLETED** |
| **CHCVOL001 Volunteer Organisation Research Project** | Q 1 – Research project | Individually or in groups |

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| **SESSION 3** | | |
| **LEARN HOW TO COMMUNICATE WITH OTHERS - TRAINING MANUAL AND QUIZ** | | |
| **The objective** of this assessment is for students to learn how to communicate with others. Introduce this unit using the provided BSBCMM201 PowerPoint. Students to complete "BSBCMM201 Communicate in the workplace - Training Manual and Quiz" via the Learner Portal.  This contains:   1. Gather, convey and receive information and ideas    * Learning content pages 1 - 23    * Questions 1 - 10 2. Complete workplace documentation and correspondence    * Learning content pages 34 - 42    * Questions 11 - 15 3. Communicate in a way that responds positively to individuals    * Learning content pages 48 - 61    * Questions 16 – 23 | | |
| **Students to download:**   * BSBCMM201Training Manual, * Quick guide to discrimination laws * Communication protocols | **Teachers to download**:   * BSBCMM201 Quiz (Marking Guide) * BSBCMM201 PowerPoint | |
|  | **ASSESSMENT TASKS**  **(Tick when done and submitted)** | **WHEN COMPLETED** |
| **BSBCMM201 Communicate in the workplace -** Training Manual and Quiz | Q 1 – Q23 | Self-paced |

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| **SESSION 4** | | |
| **RESEARCH AND INFORM OTHERS ABOUT A VOLUNTEERING ORGANISATION (PRESENT TO YOUR PEERS)** | | |
| Students commenced this project in **Session 2.** They are required to finalise researching local volunteering organisations and present their findings to a group.  This assessment can be done as part of a small group (3 students) or individually.  Students are required to verbally present their findings to the class or small group. This is a clustered assessment for CHCVOL001 Be an effective volunteer and BSBCMM201 Communicate in the workplace (verbal communication).  All students **MUST** present a section of the presentation and contribute to the research and development of the research project.  The research project **can be produced collaboratively.**  The teacher **must observe** the presentation.  Third-Party report includes statement reflecting successful observation.  **Depending on the class size, teachers may need to extend the number of sessions to ensure all students verbally present their findings.** | | |
|  | **ASSESSMENT TASKS**  **(Tick when done and submitted)** | **WHEN COMPLETED** |
| **CHCVOL001 Volunteer Organisation Research Project** | Q2. – Observer checklist | Individually or as group, present your findings to your peers |

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| **SESSION 5** | | |
| **LEARN HOW TO TAKE CARE OF SELF AND OTHERS AT WORK - TRAINING MANUAL AND QUIZ** | | |
| **The objective** of this assessment is for students to learn how to work safely whilst volunteering. Introduce this unit using the provided HLTWHS001 PowerPoint. Students to complete "HLTWHS001 Participate in workplace health and safety - Training Manual and Quiz" via the Learner Portal.  This contains:   1. Introduction 2. Element 1 - Follow safe work practices    * Learning content pages 3 - 33    * Questions 1 - 17 3. Element 2 - Contribute to safe work practices in the workplace    * Learning content pages 51 - 59    * Questions 18 - 20 4. Element 3 - Contribute to safe work practices in the workplace    * Learning content pages 63 - 76    * Questions 21 - 36 5. Element 4 - Reflect on own safe work practices    * Learning content pages 93 - 108    * Questions 37 – 40 | | |
| **Students to download:**   * HLTWHS001 Training Manual * WHS policies and procedures | **Teachers to download**:   * HLTWHS001 Quiz (Marking Guide) * HLTWHS001 PowerPoint | |
|  | **ASSESSMENT TASKS**  **(Tick when done and submitted)** | **WHEN COMPLETED** |
| **HLTWHS001 Participate in workplace health and safety -**Training Manual and Quiz | Q 1 – Q40 | Self-paced |

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| **SESSION 6** | | |
| **PREPARE AN INCIDENT REPORT FOR A SIMULATED ROBBERY** | | |
| **The objective of this assessment is** for students to understand that emergencies can happen at any time in any type of workplace and must be recorded on an incident report form.  This is a **clustered assessment** for HLTWHS001 Participate in workplace health and safety and BSBCMM201 Communicate in the workplace (nonverbal evidence).  Students are required to complete an "Incident Report Form" based on the case study.   1. **Watch** – Case Study Incident and accident report 2. Group **discussion** (small or large groups) 3. **Complete** Incident and Accident Report Form   Students can discuss the video and how to complete the form as a group. However, **the final form must be an individual body of work.** | | |
| **Students to download:**   * Emergency Plans Fact Sheet * Armed Robbery Awareness | **Teachers to download**:  HLTWHS001 Incident Report (Marking Guide) | |
|  | **ASSESSMENT TASKS**  **(Tick when done and submitted)** | **WHEN COMPLETED** |
| **HLTWSH001 - Incident Report for simulated emergency** | Q 1 Incident and Accident report form | Watch video, group discussion, individually complete form |

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| **SESSION 7** | | |
| **LEARN HOW TO REPORT HAZARDS** | | |
| **The objective** **of this assessment is** for students to understand that potential hazards are everywhere and must be identified and reported to the "Person Conducting a Business or undertaking" (PCUB). In this assessment, students will complete a Hazard Report form, based on the case study.  This is a **clustered assessment** for HLTWHS001 Participate in workplace health and safety and BSBCMM201 (**nonverbal** evidence and providing a **prompt response** to requests for information in accordance with organisational requirements).  **Watch** the Case Study Hazard Report.   1. In a group, identify hazards. . 2. Based on the hazards identified, students will need to individually complete the Hazard Report Form. 3. The next question requires the student to construct an email to send to Kay to organise training in "Correct manual handling techniques".   **IMPORTANT** - the dates on the email must be **within two days** of the hazard report form)=.  Students can discuss the video and how to complete the form as a group. However, the **Hazard Report Form and the email must be an individual body of work.** | | |
| **Students to download:** N/A | **Teachers to download**: HLTWHS001 Hazard Report (Marking Guide) | |
|  | **ASSESSMENT TASKS**  **(Tick when done and submitted)** | **WHEN COMPLETED** |
| **HLTWSH001 - Hazard report form and follow up email** | Q1. Identify hazards  Q2. Hazard report form  Q3. Email – Correct manual handling techniques | As a group, identify hazards, individually complete the forms and email |

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| **SESSION 8** | | | |
| **LEARN TO COMMUNICATE WITH OTHER CULTURES - TRAINING MANUAL & QUIZ** | | | |
| **The objective of this assessment is** for students to learn how to communicate with diverse people.  Introduce this unit using the provided CHCDIV001 PowerPoint. Students to complete "CHCDIV001 Work with diverse people Training Manual and Quiz" via the Learner Portal.  This contains:   1. Element 1 - Reflect on your own perspectives    * Learning content pages 3 - 17    * Questions 1 - 9 2. Element 2 - Appreciate diversity and inclusiveness, and their benefits    * Learning content pages 27 - 32    * Questions 10 - 13 3. Element 3 - Communicate with people from diverse backgrounds and situations    * Learning content pages 37 - 46    * Questions 14 - 16 4. Element 4 - Promote understanding across diverse groups    * Learning content pages 50 - 56    * Questions 17 - 23 | | | |
| **Students to download:**   * CHCDIV001 Training Manual | **Teachers to download**:   * CHCDIV001 Quiz (Marking Guide) * CHCDIV001 PowerPoint | | |
|  | **ASSESSMENT TASKS**  **(Tick when done and submitted)** | | **WHEN COMPLETED** |
| **CHCDIV001 Work with diverse people -** Training Manual and Quiz | Q 1 – Q23 | | Self-paced |
| **SESSION 9** | | | |
| **ASSESS A RISK IN THE WORKPLACE AND PARTICIPATE IN A WHS MEETING** | | | |
| **The objective** of this assessment is for students to:   1. conduct a hazard inspection and 2. participate in a WHS meeting to discuss the results.   This is a **clustered assessment** for HLTWHS001 Participate in workplace health and safety, BSBCMM201 Communicate in the workplace (verbal and nonverbal communication) and CHCDIV001 Work with diverse people.  For the purpose of this assessment, students will work in a group and are part of the school's Health and Safety Committee.  **Instruct the students to:**   1. Form WHS teams (4-6 people) 2. Conduct a hazard identification inspection around the school or the classroom to identify at least 2 WHS hazards 3. Complete Q1 Risk Assessment for one hazard **(group work permitted)** 4. Hold a WHS meeting, teacher to observe. Discuss at least 2 WHS hazards (**every** student must verbally participate in the meeting) 5. Student to complete Q2, WHS Meeting Report **(group work permitted)**   **Hazards could include, but are not limited to:**   * Slippery floor. * Tripping hazards. * Unprotected electrical wires. * An overly large or small step. * Vehicles and traffic. * Strangers or intruders. * Sunlight, humidity and heat. * A broken piece of equipment. | | | |
|  | **ASSESSMENT TASKS**  **(Tick when done and submitted)** | **WHEN COMPLETED** | |
| **HLTWHS001 - Risk Assessment and WHS Meeting** | Q1. Risk Assessment  Q2. WHS Meeting minutes  Q3. Observer checklist | Self-paced or in a group | |
| **REFLECT ON THE INTERACTIONS WITH THE WHS MEETING GROUP** | | | |
| **The objective of the assessment is** for students to recognise and respect the needs of people from diverse social and cultural backgrounds for the three (3) specified situations below:  **Situation 1** - WHS Meeting group  **Situation 2** - Second school group e.g., sports team, music group, performing arts group, different friends to the WHS meeting group  **Situation 3** - External group such e.g., Family, work, friends other than school friends  This is an **individual assessment** and must be a **personal reflection**. Students will complete Situations 2 and 3 during session 12. | | | |
| **Students to download:** N/A | **Teachers to download**:   * HLTWHS001 Risk Assessment and WHS Meeting (Marking Guide), * CHDDIV001 Self-reflection (Marking Guide - resource only) | | |
|  | **ASSESSMENT TASKS**  **(Tick when done and submitted)** | **WHEN COMPLETED** | |
| **CHCDIV001 Work with diverse people - Self-reflection (Situation 1 - WHS Meeting Group)** | Q 1 – Self-reflection (Situation 1)  Q 2 – Observer checklist (Situation 1) | Self-paced | |

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| **SESSION 10** | | |
| **RESEARCH A CULTURE AND PRESENT TO YOUR PEERS** | | |
| **The objective of the assessment is** for students to recognise and respect the need of people from diverse social and cultural backgrounds.  There are two parts to this assessment:   * the completion of the PowerPoint (template is provided) and * presenting the PowerPoint to the class.   This is a **clustered assessment** for CHCDIV001 Work with diverse people, BSBCMM201 Communicate in the workplace (Verbal communication) and CHCDIV001 Work with diverse people.  This assessment will run over several weeks. Teachers can modify the session plan to meet their timetable restraints.  In a small group (3 members) or as individuals, students are required to select a culture, research and complete the PowerPoint presentation ensuring all topics are addressed.  **NOTE:** Students can choose a culture of their choice or to ensure a diverse range of cultures, teachers could allocate a different culture to each group. For ideas on cultural groups in Australia, download the Australian Bureau of Statistics Cultural Groups spreadsheet.  **In session 11**, **every student** must verbally report their findings to their peers.  Students must use the PowerPoint presentation. Students can bring in presentation aids, such are cultural artefacts, food etc, but this is not obligatory. The presentation can be delivered in a group or individually. Expected duration 5 - 10 minutes. | | |
| **Students to download:**   * CHCDIV001 Presentation Template * CHCDIV001 ABS Cultural Groups | **Teachers to download**:   * CHDDIV001 Presentation Marking Guide * CHCDIV001 ABS Cultural Groups | |
|  | **ASSESSMENT TASKS**  **(Tick when done and submitted)** | **WHEN COMPLETED** |
| **CHCDIV001 Work with diverse people – Research project and presentation** | Q1. PowerPoint Presentation | Self-paced or in a group |

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| **SESSION 11** | | |
| **STUDENTS TO PRESENT TO THEIR PEERS** | | |
| **The objective of this assessment is**for student to finalise the PowerPoint presentation and present their findings to their peers.  This is a clustered assessment for CHCDIV001 Work with diverse people and BSBCMM201 Communicate in the workplace (verbal communication).  Students are required to finalise the PowerPoint presentation and present their findings to their peers.  This assessment can be done as part of a small group (3 students) or individually. Students are required to **verbally** present their findings to the class or small group. All students **MUST** present a section of the presentation and contribute to the research and development of the PowerPoint presentation.  The PowerPoint **can be produced collaboratively.**  The teacher **must observe** the presentation.  **Depending on the class size, teachers may need to extend the number of sessions to ensure all students verbally present their findings.** | | |
| **Students to download:** N/A | **Teachers to download**: N/A | |
|  | **ASSESSMENT TASKS**  **(Tick when done and submitted)** | **WHEN COMPLETED** |
| **CHCDIV001 Work with diverse people – Research project and presentation** | Q2. Observation recorded in Third-Party report. | Self-paced |

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| **SESSION 12** | | | |
| **DIVERSITY REFLECTION** | | | |
| **The objective of this assessment is** for students to reflect on their own perspectives on diversity. This is an **individual assessment** and must be a **personal reflection**. Students can complete this assessment during the Cultural Presentations if permitted by the teacher. | | | |
|  | **ASSESSMENT TASKS**  **(Tick when done and submitted)** | | **WHEN COMPLETED** |
| **CHCDIV001 Work with diverse people - Cultural reflection** | Q1. Self-reflection | | Self-paced |
| **Self-reflection 2 & 3** | | | |
| **The objective of the assessment is** for students to recognise and respect the needs of people from diverse social and cultural backgrounds for the three (3) specified situations. This is an **individual assessment** and must be a **personal reflection**.  **Situation 1** - WHS Meeting group **(previously completed)**  **Situation 2** - Second school group e.g., sports team, music group, performing arts group, different friends to the WHS meeting group  **Situation 3** - External group such e.g., Family, work, friends other than school friends | | | |
| **Students to download:** N/A | **Teachers to download**:   * CHCDIV001 Cultural Reflection (Marking guide - for reference only) * CHCDIV001 Self-reflection (Marking guide - for reference only) | | |
|  | **ASSESSMENT TASKS**  **(Tick when done and submitted)** | | **WHEN COMPLETED** |
| **CHCDIV001 Work with diverse people - Self-reflection (Situation 2)** | Q 1 – Self-reflection (Situation 2)  Q 2 – Observer checklist (Situation 2) | | Self-paced |
| **CHCDIV001 Work with diverse people - Self-reflection (Situation 3)** | Q 1 – Self-reflection (Situation 3)  Q 2 – Observer checklist (Situation 3) | | Self-paced |
| **SESSION 13** | | | |
| **FINALISE CORE UNITS - CHC24015 THIRD-PARTY REPORT** | | | |
| **Instructions to the mentor:** Once the student has completed and presented their volunteering and diversity presentation projects in their group, they are instructed to email you and request a Third-Party Report. You are required to select the text below, copy the text, and paste it into a reply email that you will send to each student. Students will upload a copy of the email (PDF - must show teachers email address, name and date) as part of their evidence to confirm they have completed the research and presentations. | | | |
| **-------------------- TEXT – Third Party report -----(Reply to student’s email) -------------------------------------**  This email is to confirm that the student has completed the 12 sessions for the classroom component of Certificate II in Active Volunteering.  During these sessions, the student has worked as part of a small team to complete a number of tasks including:   * Researching volunteering opportunities within the local community * Conducting a workplace risk assessment recording the results in the hazard report and drafting an email to organise training for correct manual handling techniques * Completing an incident and accident report * Following workplace procedures for a simulated fire drill or lockdown * And Participation in the WHS meeting.   Whilst working within the small group and within the entire class, the student has demonstrated the ability to recognise and respect the needs of others in the room and has effectively used verbal and nonverbal communication skills to inform other students of their research findings.  The student has used effective oral communication skills including:   * Contributing to the conversation in the WHS meeting. * Providing input to the group activities. * Presenting ideas from the research on volunteering opportunities. * And presenting a reflection on their own perspectives on diversity.   The student has also created a range of draft documents including:   * An incident and accident report form * Hazard report * Drafting the WHS meeting report * An email to organise training in “Correct manual handling techniques” * PowerPoint – Volunteering opportunities in the local community * PowerPoint – Recognising diversity   These tasks have been completed and the student has uploaded their evidence to Axcelerate.   Regards  <TEACHER NAME>  <SCHOOL> | | | |
|  | | **ASSESSMENT TASKS**  **(Tick when done and submitted)** | **WHEN COMPLETED** |
| **CHC24015 - Third-Party Report** | | Q 1 – Third-Party report | Self-paced |
| **VOLUNTEERING LOGBOOK** | | | |
| **This is the final assessment for the core units. Student can commence the elective units before completing their volunteering hours. Students are required to complete a minimum of 20 volunteer hours and record the hours in the logbook.**  Remind the students to:   * Ensure they include sufficient detail about their tasks by referring to the example provided. * They are responsible for retaining their logbook and must completed 20 volunteer hours * They must ask their supervisor for feedback * When their Volunteer Logbook has been fully completed and signed off, they must scan and upload it to submit it for marking in the section provided.   **NOTE: - If the students are volunteering at more than one organisation, they must use a separate logbook for each organisation.** | | | |
|  | | **ASSESSMENT TASKS**  **(Tick when done and submitted)** | **WHEN COMPLETED** |
| **CHCDIV001 Be an effective volunteer –** Volunteer Logbook | | Q 1 – Volunteer Logbook | Self-paced |

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| **Elective Unit 1** | | |
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|  | **ASSESSMENT TASKS**  **(Tick when done and submitted)** | **WHEN COMPLETED** |
|  | Q 1 – Q41 | Self-paced |
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|  | **ASSESSMENT TASKS**  **(Tick when done and submitted)** | **WHEN COMPLETED** |
|  | Q 1 – Research project |  |