

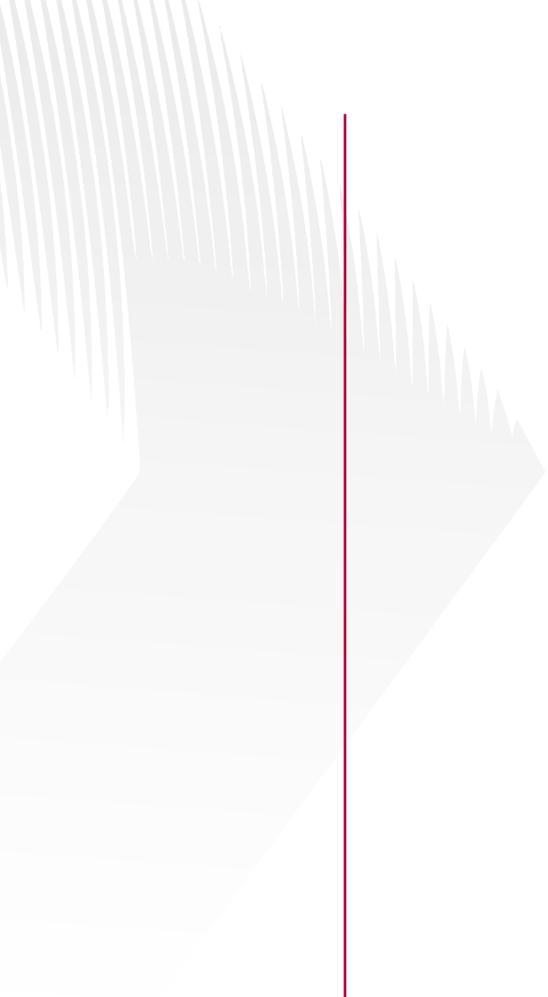


Prince's Trust
Australia



ACHIEVE

A HANDY GUIDE FOR
FACILITATING ACHIEVE



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*** ACHIEVE HELPS YOUNG PEOPLE TRANSFORM THEIR OWN LIVES BY DEVELOPING THE MINDSETS, SKILLS & CAPABILITIES THEY NEED TO THRIVE.**

ABOUT PRINCE'S TRUST AUSTRALIA

OUR WHY

Australians today face a wide array of modern challenges in an increasingly uncertain world – including climate change, demographic change, mental health and the rapidly changing nature of work. More effective action is needed to address these 21st century challenges. Working with partners and learning from best practice, The Prince's Trust is here to make a positive difference for Australians, by delivering meaningful support to those who need extra help; and by helping our country move forward in a sustainable way.

HOW WE WORK

In the context of a collective social responsibility we provide opportunities and raise awareness around support for young Australians, military veterans and communities to transform lives and build sustainable communities. We believe in the importance of being a good citizen with a custodianship 'mindset' for all Australians.

PRINCE'S TRUST GROUP

Prince's Trust Australia is part of a global network of charities established by His Royal Highness The Prince of Wales in Australia. Together we are transforming lives and building sustainable communities across the world. Prince's Trust Australia supports the development and delivery of innovative, high impact projects across three focus areas: Young People, Sustainable Communities, and Defence Members & Their Families.

WHAT IS ACHIEVE?

Research tells us that we are shifting into the 4th industrial revolution and that young people will need to develop new mindsets, skills and capabilities as they transition into a rapidly changing world of work.

Whether called 'soft skills', '21st century skills', 'future focused' or transferable skills, these skills are now viewed as critical and are proven to have a positive impact on an individual's ability to transition through education, training and employment. At Princes Trust Australia, we call them **Enterprise Skills**. And while there doesn't seem to be consensus on what to call these skills, there is overwhelming evidence that the development of them are a crucial element to ensuring that young people will not only survive but thrive in the rapidly changing world of work.

Prince's Trust Australia is focused on supporting young people who are at risk of disengaging from education and/or who are on the fringes of the labour market. Our charitable purpose is fulfilled by supporting these young people into education, training and employment.

With the support of [DeakinCo.](#) and in co design with teachers, students and thought leaders, we have created **Achieve**; an inquirybased framework that engages young people in learning through careers education and enterprise skills development.

Achieve was inspired by the highly successful version of **Achieve** developed by our friends in the UK. An Australian adaptation has been developed in collaboration with key stakeholders to meet the current needs of young Australians.

*** WE NEED TO LOOK AT SKILL DEVELOPMENT DIFFERENTLY**

WHY ACHIEVE?

The following statistics are drawn from a broad research base and informed the development and design of Achieve:

- **36%** of millennials feel they have the knowledge and skills they need to thrive in economy 4.0 - *Deloitte Millennial Survey, 2018.*
- **52%** of participants in Skillsroad 2018 youth census reported they received quality career advice throughout their schooling.
- **2 out of 3** reported they experienced sadness, anxiety or worry that significantly impacted how they study, live or work in the last twelve months - *Skillsroad 2018 Youth Census.*
- **88%** of employers believe school leavers are not prepared for the workforce - *British Chamber Of Commerce Workforce Survey, 2018.*
- **4 out of 10** employers in the EU report difficulties finding employees with the right skills. *Oecd, Getting Skills Right, 2016.*
- **66%** of parents fear their child will not find a job - *Baker Dearing Trust, 2015.*
- Around **1 in 3** young people in Australia are unemployed or underemployed. *FYA, New Work Order 2015.*



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**➤ ACHIEVE
ENTERPRISE SKILLS**

ACHIEVE DEVELOPS ENTERPRISE SKILLS

We have drawn from research by Deloitte Access Economics, World Economic Forum, Foundation for Young Australians and others to focus on ten enterprise skills that underpin our approach. They are:



Innovation: The ability to critically review information and break away from prevailing mindsets, conceptualise new and improved ideas, theories and practice.



Teamwork: The ability to work and interact appropriately with others including those from different backgrounds and professions. Stimulating relationships in order to promote collaborative outcomes, knowledge sharing and goals.



Self Management: The ability to work and learn independently and take responsibility for personal actions.



Emotional Judgement: The ability to build rapport and recognise and manage one's own emotions and respond appropriately to the emotions of others.



Global Citizenship: The ability to think, act, relate and respond to socio-cultural elements. Understanding the 'self' in relation to 'others' within the local and broader community and discipline. Demonstrating cultural sensitivity, regard and respect for differences and effectively promoting a positive culture.

ACHIEVE DEVELOPS ENTERPRISE SKILLS



Critical Thinking: The ability to actively and skilfully analyse, conceptualise and apply the information given to a given situation or experience in life and work to gain understanding to guide action.



Professional Ethics: The ability to make ethical decisions and model professional standards of behaviour and action in a range of environments. Demonstrate an understanding of own ethics and values.



Digital Literacy: The ability to use technology confidently and critically to meet the demands of life and work. This includes using technology to communicate, find information and transact, being able to configure and use digital systems, as well as build and create digital technology.



Communication: The ability to use oral, written and interpersonal communication to inform, motivate and effect change in a manner appropriate to different audiences.



Problem Solving: Investigating, identifying and testing a range of solutions for addressing a problem to optimize tasks, processes or performance in life and work.

 **ACHIEVE**

OUR APPROACH TO DESIGN

Prince's Trust Australia is dedicated to best practice design. We considered the research, engaged design experts DeakinCo and The Eventful Learning Co, and collaborated with students, teachers and subject matter experts through co design to inform the development of Achieve.

The **Achieve** framework was developed using the following design principles:

- Provide **simple solutions** to address a variety of challenges that schools, and students are facing.
- Develop enterprise **mindsets, skills and capabilities**.
- **Adapt** to any school or educational environment.
- **Enable and amplify existing** education frameworks, programs, campaigns and initiatives within school and community.
- Be **flexible** in its approach and ability to deliver across multiple age groups.
- Enable educators to support young people **without adding extra pressure** to their workload.

You will notice that this guide refers to 'facilitators' and 'participants' rather than 'teachers' and 'students.' This decision was made to align with above design principles and in recognition that **Achieve** can be delivered by a range of educators in variety of settings.

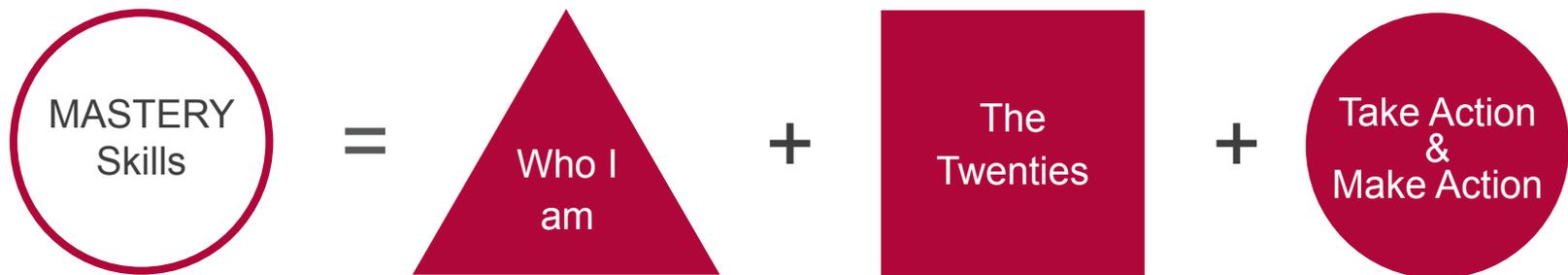
ACHIEVE LEARNING SCIENCE

Based on global research into learning science, Achieve uses high impact learning design to activate skills and deepen content knowledge through experiences. This methodology is reproduced with credit to High Resolves and Composer.

MASTERY METHODOLOGY



MASTER MODEL THROUGH ACHIEVE FRAMEWORK





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➤ ACHIEVE YOUR WAY

THE ACHIEVE STRUCTURE

The Achieve framework has been developed to consist of 4 key components:



➤ **Who I am:** A foundation block underpinned in research that sparks ideas for participants to identify their interests, assess their skills and start to explore how connect to potential career pathways.



➤ **The Twenties:** An ever-evolving set of twenty-minute micro learnings that develop enterprise skills and grow in complexity. The initial set of “twenties” are more than 50 activities, which are being added to everyday. The benefit of this model is that it allows young people to have a great sense of achievement in a short period of time, and allows the momentum to grow as they continue to achieve new “twenties”.



➤ **TAKE Action:** Aligning with a range of established local and global organisations to work alongside them through existing social action campaigns and work experience opportunities.



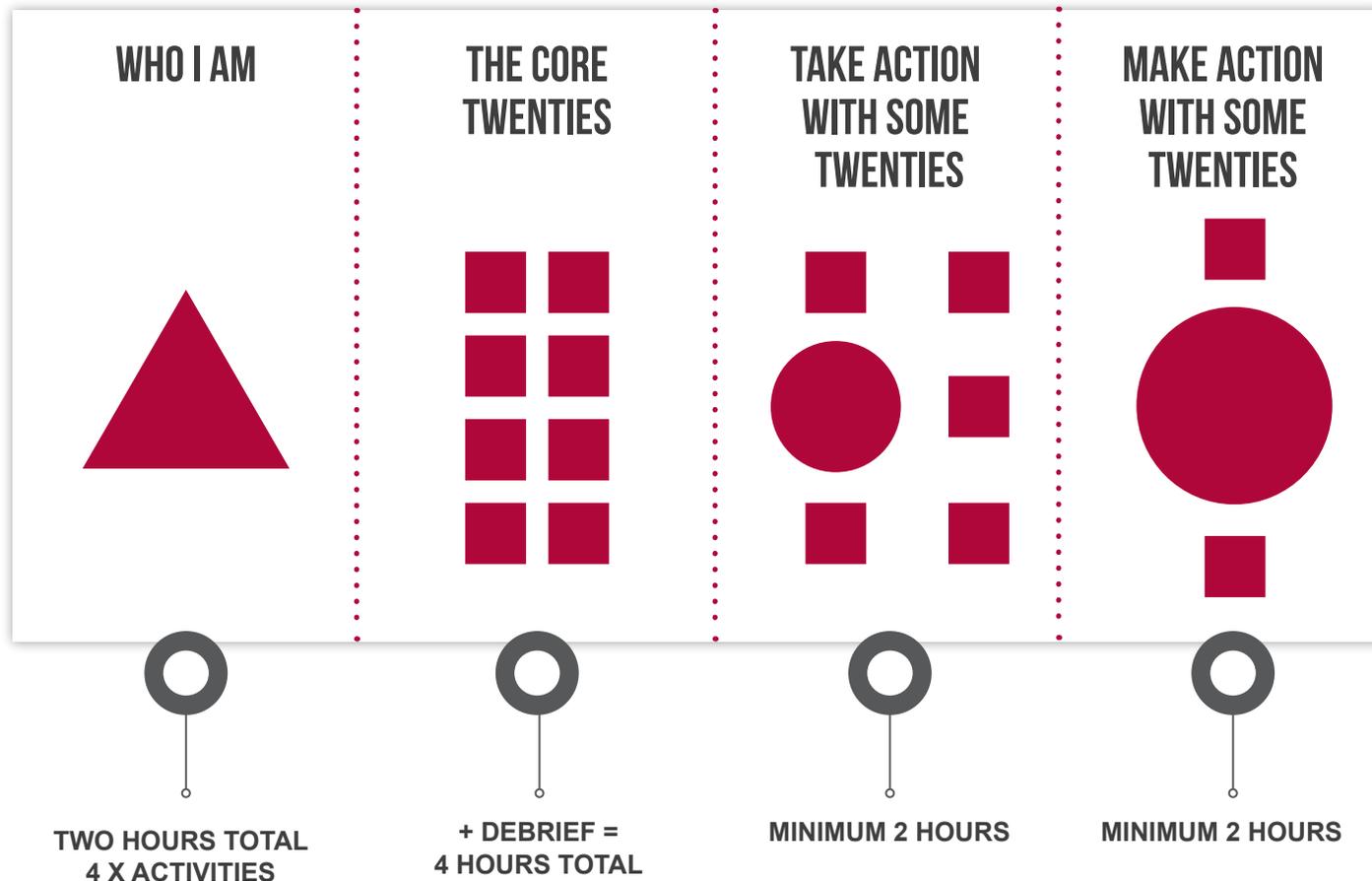
➤ **MAKE Action:** A choice block to start something new using refined & defined skills. Whether a social action campaign, social enterprise or engaging in work experience, MAKE action is participant led.

DELIVER ACHIEVE YOUR WAY

Achieve can be undertaken from as little as 10 hours.

Best practice learning science suggests that in order to reach mastery, participants must undertake a minimum of 8 Twenties which increase in complexity. This ensures a profound and increasingly challenging learning experience.

With your structure in place using all of the mastery components, your **Achieve** journey can take place over a period of time as short as a few days, or across several terms.



ACHIEVE JOURNEY CREATION

Here are some examples of how you might set up **Achieve**, plus a view through the eyes of two participants and the perspective of two facilitated cohorts to help you visualise this in practice.



MEET SAM



Sam is in year 10.



Sam has had some discussions with teachers and adults about nature and wildlife but mostly about the state of the world, people and animals.



Sam is a quiet student and is always thinking deeply about climate and the environment and coming up with ways the class can raise money and awareness around issues.

MEET SAM CONT.

Sam works with the Achieve Facilitator, a Geography Teacher, to develop the following Achieve Journey



During the **Who I Am** activities, it becomes clear that Sam is attracted to a future spent caring for people and animals.



Identity Major: Carer | **Identity Minor:** Designer

Enterprise Skills most aligned: problem solving, communication, critical thinking.

Twenties: How to Graphically Present Your Ideas; How to Make an Ethical Judgement; How to Do Positive Visualisation; How to Pitch an Idea.



Take Action - Attends a Co-design day with Zoos Victoria on taking action for the Mountain Pygmy-Possum in the school holidays (one day).



Make Action - Creates a digital social action campaign to fundraise for an endangered species and documents the process for a 'Videos for Change' submission.



Mastery: Sam needs to learn how to present ideas in a way that is visually appealing, positive and ethically consistent. Sam overcomes a tendency to stand back, and begins to use new interpersonal skills. Proof is gained when Sam's campaign attracts 50 followers.



Suggested total **number of hours** to complete Sam's **Achieve** journey: Approx. 20 hours.



Suggested time period required to complete Sam's **Achieve** journey: As a 3-week intensive or spread across 10 weeks/over a school term.

ACHIEVE JOURNEY CREATION

Here are some example ways you might like to set up **Achieve**. This is demonstrated through the eyes of two individual participants and from the perspective of two facilitated cohorts.



MEET XUÂN



Xuân is in year 10.



Xuân hasn't thought much about a career, but rather how a life well spent might look. You have some discussions around the school's neglected community garden and see a spark in Xuân's eye!



Xuân loves being outdoors and imagines a life, rain hail or shine, outside in the earth. Xuân is always climbing trees or tinkering with objects in the classroom. In fact, disengagement and truancy are an issue.

MEET XUÂN CONT.

A science teacher in Xuân's school works takes the lead and suggests to Xuân the following Achieve Journey.



During the **Who I Am** activities, it becomes clear that Xuân is attracted to a future spent exploring and building things.



Identity Major: Maker | **Identity Minor:** Hillclimber

Enterprise Skills most aligned: Citizenship, teamwork & innovation.

Twenties: How to Go Travelling; How to Grow Food; How to Pitch an Idea; How to Get 100 Points of ID.



Take Action - After working to bring the school's kitchen garden back to life over two terms, Xuân & family volunteer at OzHarvest for one term. Xuân works towards getting a driving permit, and needs ID to start this process – the aim is to be eligible for work in a similar community enterprise where all staff do many roles.



Make Action - Creates a community garden/social enterprise alongside the local council in a public space using \$20 seed funding from the \$20 Boss program.



Mastery: Xuân has identified a purpose for hands-on skills with an ethical philosophy. New skills and experience in gardening are complemented by a plan to acquire useful additional skills and certification (such as getting a driving permit, then in future planning to get a permit to drive an HGV) as well as an articulated ethical purpose to life that filters possibilities and makes skills acquisition relevant.



Suggested **total number of hours** to complete Xuân's **Achieve** journey: approx. 50 hours



Suggested time period required to complete Xuân's **Achieve** journey: approx. 20 weeks spread across a year/over 4 school terms.

ACHIEVE JOURNEY CREATION

Here are some example ways you might like to set up Achieve. This is demonstrated through the eyes of two individual participants and from the perspective of two facilitated cohorts.



MEET YEAR 9



The Year 9 Global Citizenship Subject runs for 3 periods a week for the entire school year. There are 6 class groups and 6 teachers.



With a lot of talk around current environmental and global social issues, this group are keen to show their community what it means to be active and caring citizens.



The teachers come from a range of subject backgrounds and are passionate about different topics. They decide to find common ground with the UN Sustainable Development Goals as a content anchor for the Year 9 Global Citizenship Subject.

MEET YEAR 9 CONT

The Year 9 Teachers and the Director of Curriculum decided to use Achieve as a framework for guiding how they design and deliver learning to the cohort to activate enterprise skills and citizenship in action.



During the **Who I Am** activities, students are shown examples of what identity means and explore the notion of citizenship using selected TED talks as stimulus. Teachers also add into the bank of Who I Am cards with their own images and ideas to personalise the experience and build class learning relationships through a shared identity exercise. Teacher's have called this differentiation idea 'Who We Are.



Identity Major & Identity Minor is determined for each student, as well as a class Identity Major & Identity Minor which can form the basis of belonging and collaboration for each group.

Enterprise Skills while all enterprise skills will be aligned, the core skills are: Communication, self-management, global citizenship and digital literacy.

Twenties: How to Make a Business Phone Call; How to Successfully Resolve a Complaint; How to Search Online; How to Pitch an Idea; How to Present Your Ideas Graphically.



Take Action - Students are invited to individually find 'action placements' based on a menu of local campaigns including Zoos Victoria, CERES, FoodBank and the Red Cross, aligned to the SDG focus. There are great resources at the World's Largest Lesson that the teachers have tied in as well. Over a period of a week, students can take action offside with the permission of their teacher, or they may work on a campaign in school. Some teachers have also invited guest speakers along to support students who might lack inspiration or direction.

MEET YEAR 9 CONT



Make Action - Small groups of up to 5 in each class create Videos for Change based on their individual experiences of taking action in line with one of the UNSDGs. These are submitted to the competition and also screened at a school-based film festival where members of the local community attend while raising money for class based charities. These charities are aligned with SDGs and guests select which charity to donate to via a jar voting system. A teacher got the idea for this from a local burger store!



Mastery: Proof point. The schools has a cloud-based LMS. Students upload documents, screenshots of skills quizzes and other items to their own Global Citizenship digital folder (such as Google Drive or Sharepoint) Teachers also update resource folders to provide feedback. Students also provide feedback to each other on their role in the 'Videos for change' film crew teams.



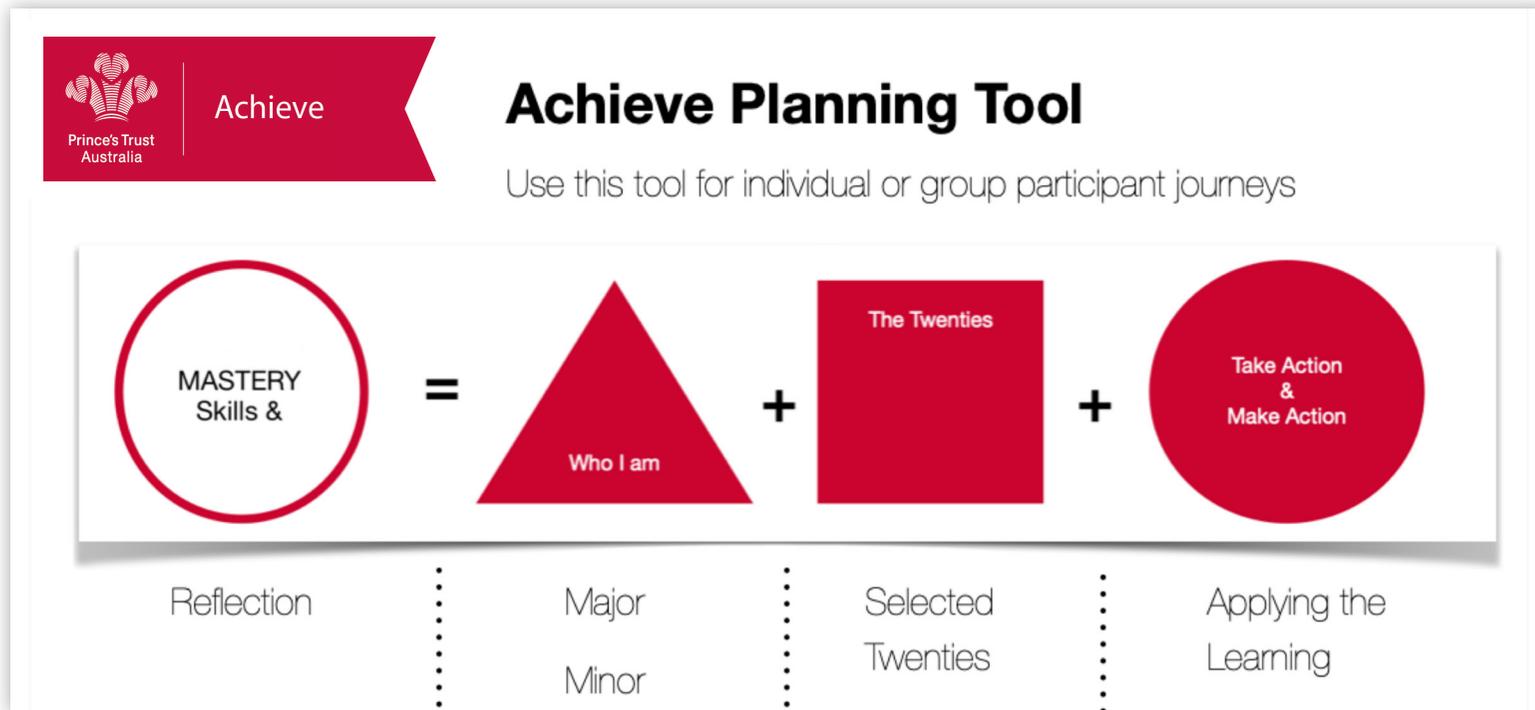
Suggested **total number of hours** to complete The Year 9 **Achieve** journey:
approx. 100 hours.



Suggested time period required to complete The Year 9 **Achieve** journey:
approx. 40 weeks spread across a year/over 4 school terms.

PLANNING AN ACHIEVE JOURNEY

This tool can be found in the resource bank section of this guide. It can be used to help you structure and plan the Achieve journey of your participants, whether it be individual journey maps, or a plan for a whole cohort.



Framework methodology is reproduced with credit to High Resolves and Composer



Composer

 **ACHIEVE**



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➤ **SETTING UP FOR SUCCESS**

BEFORE YOU START

All forms, tools and resources that you will need to look at before you start delivering Achieve can be found in the resource bank section of this guide. These are:

- **Media consent form:** Please organise to have these signed by parents/guardians and returned to Prince's Trust Australia.
- **Duty of Care and incident management guidelines:** these are for reference for Program Partners/facilitators. You are encouraged to share your organisations internal incident management processes with your Prince's Trust Australia point of contact to work out the most effective and efficient way to report in the case of an incident.




Prince's Trust Australia
Media consent form

The Prince's Trust Australia will often have a photographer present at workshops, programs and events.

Any images captured will help us build our image bank and showcase stories and feedback for future programs and events.

Without expectation of compensation or other remuneration, now or in the future, I, _____, hereby give my consent to Prince's Trust Australia, its affiliates and agents, to use my image and likeness and/or any interview statements from me in its publications, advertising or other media activities (including the Internet). This consent includes, but is not limited to:

- (a) Permission to interview, film, photograph, tape, or otherwise make a video reproduction of me and/or record my voice;
- (b) Permission to use my name; and
- (c) Permission to use quotes from the interview(s) (or excerpts of such quotes), photograph(s), tape(s) or reproduction(s) of me, and/or recording of my voice, in part or in whole, in its publications, in newspapers, magazines and other print media, on television, radio and electronic media (including the Internet) and/or in mailings for educational and awareness.

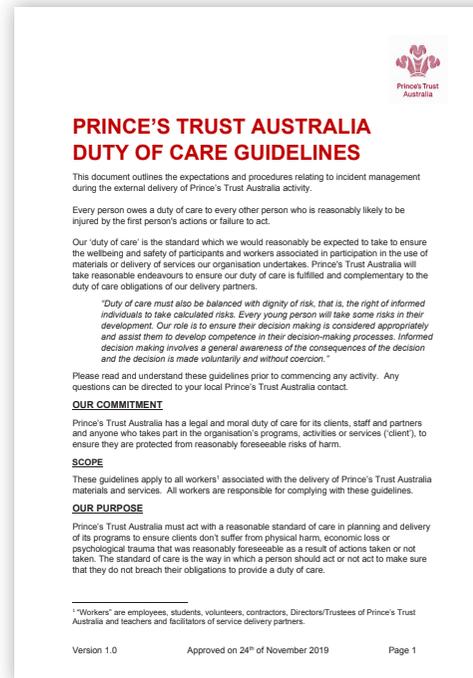
If you agree to all the above, please fill in your details below. Please get in touch Aizha Bandaranyaka if you have any questions – info@princes-trust.org.au / 03 8672 9130

Participant Name _____

Age (if under 18 years) _____

Signature (if under 18, parent/guardian to sign below) _____

Date _____




PRINCE'S TRUST AUSTRALIA
DUTY OF CARE GUIDELINES

This document outlines the expectations and procedures relating to incident management during the external delivery of Prince's Trust Australia activity.

Every person owes a duty of care to every other person who is reasonably likely to be injured by the first person's actions or failure to act.

Our 'duty of care' is the standard which we would reasonably be expected to take to ensure the wellbeing and safety of participants and workers associated in participation in the use of materials or delivery of services our organisation undertakes. Prince's Trust Australia will take reasonable endeavours to ensure our duty of care is fulfilled and complementary to the duty of care obligations of our delivery partners.

"Duty of care must also be balanced with dignity of risk, that is, the right of informed individuals to take calculated risks. Every young person will take some risks in their development. Our role is to ensure their decision making is considered appropriately and assist them to develop competence in their decision-making processes. Informed decision making involves a general awareness of the consequences of the decision and the decision is made voluntarily and without coercion."

Please read and understand these guidelines prior to commencing any activity. Any questions can be directed to your local Prince's Trust Australia contact.

OUR COMMITMENT

Prince's Trust Australia has a legal and moral duty of care for its clients, staff and partners and anyone who takes part in the organisation's programs, activities or services ('client'), to ensure they are protected from reasonably foreseeable risks of harm.

SCOPE

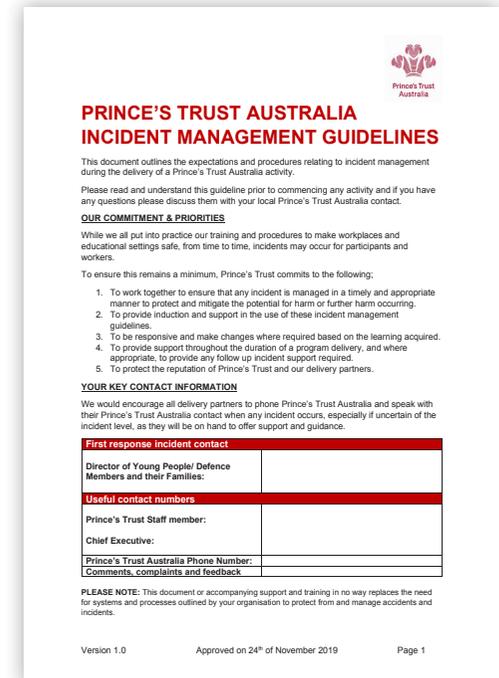
These guidelines apply to all workers¹ associated with the delivery of Prince's Trust Australia materials and services. All workers are responsible for complying with these guidelines.

OUR PURPOSE

Prince's Trust Australia must act with a reasonable standard of care in planning and delivery of its programs to ensure clients don't suffer from physical harm, economic loss or psychological trauma that was reasonably foreseeable as a result of actions taken or not taken. The standard of care is the way in which a person should act or not act to make sure that they do not breach their obligations to provide a duty of care.

¹Workers are employees, students, volunteers, contractors, Directors/Trustees of Prince's Trust Australia and teachers and facilitators of service delivery partners.

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PRINCE'S TRUST AUSTRALIA
INCIDENT MANAGEMENT GUIDELINES

This document outlines the expectations and procedures relating to incident management during the delivery of a Prince's Trust Australia activity.

Please read and understand this guideline prior to commencing any activity and if you have any questions please discuss them with your local Prince's Trust Australia contact.

OUR COMMITMENT & PRIORITIES

While we all put into practice our training and procedures to make workplaces and educational settings safe, from time to time, incidents may occur for participants and workers.

To ensure this remains a minimum, Prince's Trust commits to the following:

- To work together to ensure that any incident is managed in a timely and appropriate manner to protect and mitigate the potential for harm or further harm occurring.
- To provide induction and support in the use of these incident management guidelines.
- To be responsive and make changes where required based on the learning acquired.
- To provide support throughout the duration of a program delivery, and where appropriate, to provide any follow up incident support required.
- To protect the reputation of Prince's Trust and our delivery partners.

YOUR KEY CONTACT INFORMATION

We would encourage all delivery partners to phone Prince's Trust Australia and speak with their Prince's Trust Australia contact when any incident occurs, especially if uncertain of the incident level, as they will be on hand to offer support and guidance.

First response incident contact	
Director of Young People/ Defence Members and their Families:	
Useful contact numbers	
Prince's Trust Staff member:	
Chief Executive:	
Prince's Trust Australia Phone Number:	
Comments, complaints and feedback	

PLEASE NOTE: This document or accompanying support and training in no way replaces the need for systems and processes outlined by your organisation to protect from and manage accidents and incidents.

Version 1.0 Approved on 24th of November 2019 Page 1

The following forms need to be completed by facilitators and participants to ensure exceptional program delivery and reflection.

➤ **Participant Profile**
<http://bit.ly/ACHProfile>



The participant profile is to be completed by each participant before starting their **Achieve** journey. This is a key impact measurement tool and takes approx. 10 mins to complete online by clicking on the link above. A hard copy of the Participant Profile can be found in the in the resource bank.

➤ **Achieve Facilitator Pre-Survey**
<http://bit.ly/ACHParticipant>

The participant presurvey is also to be completed by each participant before starting their **Achieve journey**. This too is a key impact measurement tool and takes approx. 10 mins to complete online by clicking on the link above. A hard copy of the Participant Profile can be found in the in the resource bank.

➤ **Achieve Participant Pre-Survey**
<http://bit.ly/ACHFacSurvey>

These questions ask you **about your experiences working with young people**. Please indicate how much you agree or disagree with each statement.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I am confident teaching young people about enterprise skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school/institution encourages educators to incorporate practical learning opportunities, as well as learning theory/facts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school/institution has a strong focus on developing transferable skills in young people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my abilities as an educator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school/institution has a good understanding of the factors influencing employment options in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, this school/institution has a strong focus on ensuring young people are 'work ready' for the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school/institution provides educators with relevant training and resources related to enterprise skills and the future of work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Read each of the statements below and tell us how much you agree or disagree with each one.

Strongly disagree 2 3 4 5 6 7 8 9 10 Strongly agree

When I'm working in a group, I make sure that I get my tasks done so that we reach our goal.

6

When I'm working in a group, I help others if they need it.

4

I share ideas with others to work out the best way to do things.

8

The Facilitator presurvey is to be completed by each **Achieve** facilitator before starting their **Achieve** journey. This is a key impact measurement tool and takes approx. 10 mins to complete online by clicking on the link above. A hard copy of the Participant Profile can be found in the in the resource bank.

HOW TO CAPTURE EVIDENCE OF LEARNING THROUGH ACHIEVE

The main proof of learning through **Achieve** is that the participants explain and share their journey. Facilitators may also need evidence for reporting or grading.

You are effectively using Achieve to support participants by keeping track of the Achieve journey. This can include:

- Setting up a digital folder or a binder file to keep participants' documents, evidence of work and proof points together.
- Capturing quiz screenshots which can then be kept on file for participants and facilitators.
- Creating a learning journal or digital learning record for each participant, outlining dates, experiences and activities. Reflections by participants can be valuable – include a regular place to record reflective thinking.
- Recording a video blog for individuals or small groups of participants, discussing ongoing learning or peak experiences in Achieve, and reflections on personal growth.

 **ACHIEVE**



Prince's Trust
Australia

WHO I AM 

WHO I AM

What we're wanting to **Achieve**

Too often, young people are asked about what they want to do with their lives or who they want to be when they leave school, and the conversation turns to career paths. Achieve recognises that young people are building their own interest, values and character now. The first component of the Achieve serves as an acknowledgement of the significant interests, achievements and contributions young people are making right now by exploring their current and future interests. We want young people to feel excited about their lives now and into the future by exploring skills development, exploring identities and gaining insights into how they might like to spend their days as their future selves.

This component also includes a skills self-assessment tool and primer for the journey to be deeply personalised for each participant. Who I Am not only gets young people thinking about their future selves, but it also gets them really excited about the next parts of **Achieve**.

We have drawn on current research into future worlds of work from FYA (Foundation for Young Australians) to give participants and facilitators an opportunity to playfully and powerfully explore the changing nature of work and the workforce.

Participants will be able to:

- Identify and connect with identities for their current and future selves.
- Explore a range of identities to see which they would like to follow along their **Achieve** journey.
- Gain insights into current research.
- Deepen links with their community.

Pointers to future of work

Who I am as an activity is also something both intrepeneurs (those who are peak performers within organisations) and entrepreneurs (those who have gone out to start their own ventures) find useful as they navigate their own career journey, look for purpose, value and balance in their work lives and seek to expand their teams with a variety of people.

Links to skills

Through the Who I Am journey, participants will likely activate the following enterprise skills:



communication



teamwork



critical thinking



self management



emotional judgement

FACILITATING WHO I AM

The aim of this peak experience is to allow participants to explore interests and career pathways through connection, conversation and self-reflection.

This component also includes collecting data for facilitators to utilise in the personalisation of participant journeys through **Achieve**.

There are four activities for facilitating Who I Am.

- **Activity 1 - Connecting with what we like**
- **Activity 2 - Trying on a career for size**
- **Activity 3 - Majors and Minors**
- **Activity 4 - Understanding Enterprise Skills**

FACILITATING WHO I AM

Activity 1 - Connecting with what we like

Suggested time: 40 mins | Suggested resources: Image Cards

Why do this?

- Sparking interest and connection with the aim and purpose of Achieve.
- Stepping into a view of a future identity and exploring potential career pathways.

How to facilitate this

- 01** Set out the image cards and direct Achieve participants to look through the photo set, (either digitally or in hard copy) and have them select three cards that reflect 'who I am, what I value and what I am interested in' The image cards can be found in the resources appendix of this guide.
- 02** Allow Achieve participants to reflect on why they chose these images. Allow participants to come up with their own way of expressing meaning. Here are a few suggestions for facilitating the learning:



INDIVIDUAL PARTICIPANT

- Invite written reflection.
- Search for and present an image of their own to express the connection, for example a photograph they have personally taken or an image they have sourced themselves.
- Create a characterisation of the image, telling a story of what might be happening.

SMALL GROUP

- Share for 3 minutes what each image is and why it's significant.
- Ask students to take on the 'identity' of any person in the photos, or of a person who might be engaging in the activity indicated in the photo to engage in story telling for the group.
- A discussion in pairs about each of the cards and why these choices were made.

LARGE GROUP

- Put 10 minutes on the clock and ask student to speak to as many people as they can in the given time, sharing and understanding reasons for selection of a wide group of their peers.

FACILITATING WHO I AM

Activity 2 - Trying on a career for size

Suggested time: 40 mins | Suggested resources: The Identity Descriptors & How do you want to spend your days? statements.

Why do this?

Allowing participants to make some connection between interests and possible future career pathways and ways of working.

How to facilitate this

- 01** Using the ‘How do you want to spend your days?’ statements, ask participants to choose two statements they can imagine making them happy when they are in their working lives.
- 02** Provide participants with ‘The Identities’ which outlines the **Achieve** Who I Am personas. These are ways for participants to connect with activities and identities they would like to explore and follow through the **Achieve** journey.
- 03** Ask participants to form one line, shoulder to shoulder.



HOW DO YOU WANT TO SPEND YOUR DAYS?

- DESIGNING cool things
- BUILDING and MAKING stuff
- Making the world a BETTER place
- Creating CHANGE
- PERFORMING!
- Being ACTIVE
- EXPLORING the world
- Spending time in NATURE
- CARING for animals or people
- I don't know yet...



THE IDENTITIES DESCRIPTORS

The Maker – you can build or make things, or if you don't know how, you'll find out. You're happiest tinkering, trying, messing about with materials. You make machines, cakes, toys, clothes, inventions, gardens, models, cars – all of that and more.

The Designer – a really effective solution to a problem makes you happy. You love to dream up ideas that work well to solve a problem – you'd like them to look cool, too.

The Technologist – you love tech and the digital life. You're the one who knows which app to use but also how to use it.

The Informer – you tell people about things. Often you find out new information, new stories, a new cause – and just can't wait to let others know.

The Coordinator – you make things happen and bring people together. If someone has to set a date for an event, it's usually you. You like things to be organised and are happy making sure things happen.

The Carer – you care about people and want them to be happy. You're the one people turn to with their worries and woes. Or maybe people are too complicated and its animals you care for instead. (We need those carers, too.)

The Generator – you hook people up, get them moving, make people care about a cause. You're at the protest with the biggest banner, but you also brought a bunch of people with you. Your energy and passion generates energy in others.

The Performer – dance, drama and song – you are never happier than when you are in front of an audience making a fantastic performance.

The Artisan – you care about creating things that look beautiful. Whether it's floral arrangements, wood turning, making clothes, gardening, painting or drawing – your happy place is when things are coming together and your creation is looking mighty fine.

The Athlete – sport and speed are your thing. Or maybe it's skill. Whatever the focus, playing the game or the practise of your special sport is your happiest place.

The Hillclimber – if someone's looking for you, they'd better look outside – way outside! You love to get away from people and the city, into the bush. Your impulse might be hiking, star-gazing, botany or biology, but for you, nature and being in nature is where it's at.

The identities were developed in consultation of PTA's New Work Order research

04 As you read out each identity, participants are invited to make one of the following three decisions:

- A. Take a step forward if they connect with or are interested in trying on that identity.
- B. Remain in line if they are neutral in their feeling toward the identity.
- C. Take a step back if they aren't at all interested in or connect with the identity.

Participants will get a sense of their interests and that of the group. Facilitators can draw out conversations and observations accordingly. Here are some suggested debrief questions that you might want to consider.

- What do you notice about your self and/or others?
- What surprised you (self/others?)
- What was the point of the activity?
- What can you do with these new insights?

Differentiating this activity

Depending on the levels of literacy of an individual participant or a group, here are some suggested ways to facilitate understanding the **Achieve** Identities:

- Provide the list and ask participants to read through each, making notes and comments as they explore.
- Read through each identity, using the prompting, using the prompting questions as a guide for deepening discussion.
- Provide each identity on a single sheet and place them around a room at different points, allowing small groups or individuals to self guide the information and ideas.

FACILITATING WHO I AM

Activity 3 - Majors and Minors

Suggested time: 20 mins | Suggested resources: The Identity Descriptors & Major/Minor Template

Why do this?

Assists in personalising the **Achieve** journey

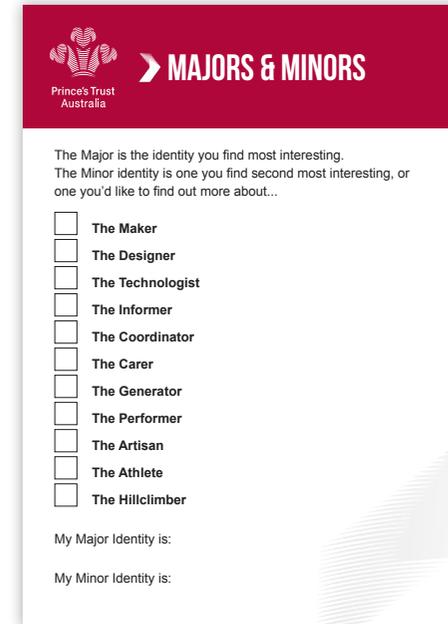
Why a major and minor? We are keen to support a growth mindset and are avoiding participants getting into the **Achieve** journey, changing their mind about their Who I am. Having the minor as the back up allows them to switch their frame of reference and have choice. It also encourages participants to always consider that they are more than one identify in their lives... we play many roles and wear many hats!

How to facilitate this

01 Ask participants to select two of the identities they find most interesting to explore for their future self.

Major: The identity the participant finds most interesting.

Minor: The second most interesting identity they connect with OR an identity they may not have connected with that they would like to explore further.



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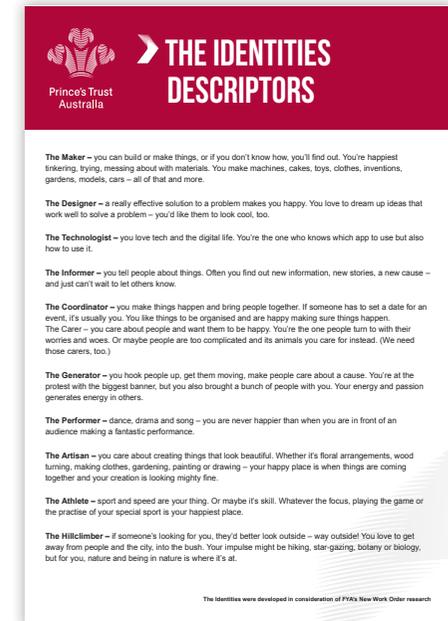
MAJORS & MINORS

The Major is the identity you find most interesting.
The Minor identity is one you find second most interesting, or one you'd like to find out more about...

- The Maker
- The Designer
- The Technologist
- The Informer
- The Coordinator
- The Carer
- The Generator
- The Performer
- The Artisan
- The Athlete
- The Hillclimber

My Major Identity is:

My Minor Identity is:



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THE IDENTITIES DESCRIPTORS

The Maker – you can build or make things, or if you don't know how, you'll find out. You're happiest tinkering, trying, messing about with materials. You make machines, cakes, toys, clothes, inventions, gardens, models, cars – all of that and more.

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The Identities were developed in consideration of FYA's New Work Order research

The Major & Minor templates are found in the resource bank section.

Here are some suggested debrief questions:

- Why choose identities to explore?
- What can we learn by exploring identities?
- What are benefits of being aware of other identities?
- What can we learn for other people that connect with different identities?

If you are facilitating groups, the following additional learning activities will help deepen group connections.

- 02** 'Find your team!' Group with other people who selected the same **Major** as you and discuss what this major means across the group. Gain some further insights using the opinions of others.
- 03** Find the people who had the same **minor** as you.
 - What were the first choices in the group?
 - What role does the minor currently play in your life?

FACILITATING WHO I AM

Activity 4 - Understanding Enterprise Skills

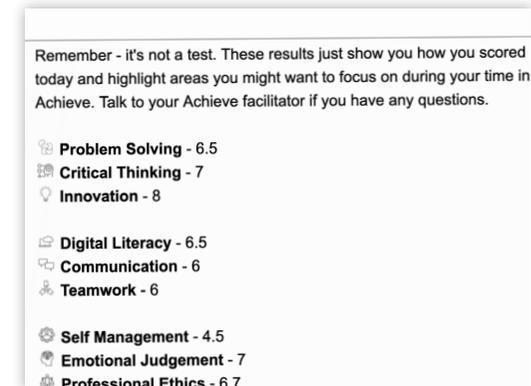
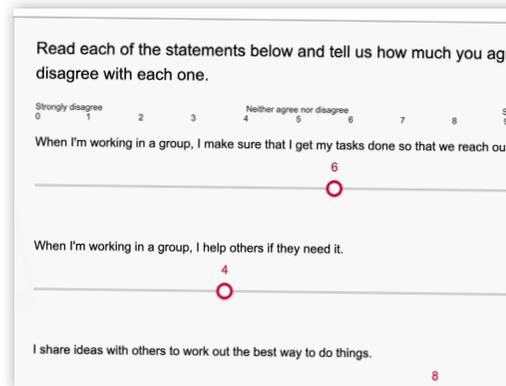
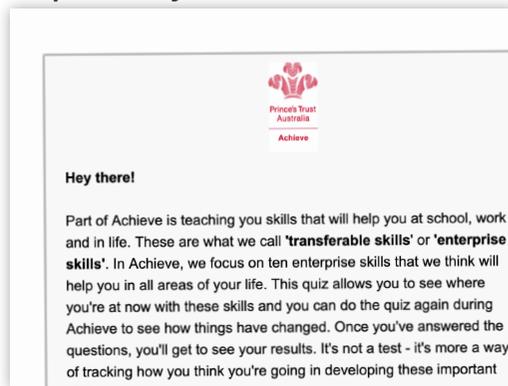
Suggested time: 20 mins | Suggested resources: The **Achieve** Enterprise Skills Quiz

Part of **Achieve** is developing skills that will help participants at school, work and in life. This quiz allows participants and facilitators to see where they are at now with these skills and this quiz can be completed as many times as desired during Achieve to see how things have changed and to track progress. No matter which identities major and minor a participant might choose, the 10 enterprise skills and crucial skills to develop as they are transferable and will be required in all career pathways.

Once participants have answered the questions, they will get to see their results.

It is important to print a copy and/or take a screen shot of results each time a quiz is completed as you will not be able to log back into the quiz to check past results. Keeping a record of each quiz is a great way to track skill development and progression throughout an **Achieve journey.**

The skills survey can be found here:
<http://bit.ly/ACHSkillsQuiz>



 **ACHIEVE**



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THE TWENTIES ➤

THE TWENTIES

Suggested time: a minimum of 4 hours

Suggested resources: A minimum of 8 'Twenty' activities

What we're wanting to **Achieve**

The second component of the **Achieve** program is a set of twenty minute micro learnings. The catalogue of these grows constantly, and you will be updated frequently to the library. You are also able to create your own based on participant needs and wants.

Students will be able to

- Say ' I'm good at this' within twenty minutes.
- See the skills and capabilities come to life by building a bank of Sharable, identifiable skills.
- Explore ways of challenging themselves through activity and learnings.
- Build confidence through learning
- Prepare to take action in line with what they want to do with their lives.

Pointers to future of work

The Twenties have a practical bias and the catalogue has been developed with young people, educators and members of the community as learning worth having for a changing workforce and world.

THE TWENTIES
HOW TO CONSIDER ETHICS IN DECISION-MAKING

WHY SHOULD YOU LEARN THIS?
Ethical decision making is a major focus for businesses. Poor choices in ethical departments could lead to disastrous outcomes for the company. Typically, unethical decision making could result in a business not only closing down but meaning the reputations of people within the business as well. This is why, as an individual working for a business, starting your own business or even just considering ethics early in school projects is important. Ethical decision making benefits all people involved, including the consumer and the business and ensures that businesses are working in a trustworthy manner.

WHAT?
Ethics are a code or guidelines that businesses usually create to ensure employees who are making decisions under their umbrellas are ensuring the wellbeing, safety and fairness of consumers, businesses and employees. Ethics are typically related with morals. Morals are standards of behaviour that people uphold; therefore ethics are the moral principles that govern a person's behaviour – in this case, a person's behaviour and decision making in business situations. Examples of poor ethical decision making could include: withholding information about products like defects or known issues, or pocketing money for yourself as an employee during daily transactions. This could also happen in school situations, like copying off another student during a test or plagiarising an essay.

WHAT TO DO:
Here are some considerations that you can keep in mind when making decisions to ensure you are being ethically:

- 01 Fair Treatment:** Ensure that all people are treated exactly equal, no matter their gender, race, age, religion or national origin.
- 02 Privacy:** Make sure personal information is kept safely and not shared without permission. This can also apply to school and friendships such as sharing photos and texts with others without the permission of the person in the photo or conversation.
- 03 Communication:** Ensure you are communicating changes, modifications, security issues or other occurrences to all people involved.
- 04 Honesty:** Ensure you are being truthful with your teammates, friends and colleagues – do not embellish or lie to avoid confrontation. Being honest with others ensures problems can be solved, or future problems may never happen!
- 05 Social responsibility:** Keep up to date with social and legal issues in your industry, workplace or school and ensure you are acting responsibly and sensibly regarding them.
- 06 Quality:** When creating a product or service, commit to ensuring the product is the highest quality possible for your consumers – products with poor quality components and poor warranties will lead to consumers losing trust in your product or brand.

CONTINUED NEXT TIME ➤

WHAT TO DO CONT:
These considerations are beneficial in both school and work. Make these considerations a part of your project and product design while you're in school. This will help frame a work habit for when you enter the workforce. It also helps you decide on where you may want to work. Think about products and experiences you've had with brands, or even research the company before considering joining them: do they have a positive reputation? If so, it's probably because the company spends time thinking about ethics in business.

GOT IT?
➤ At this point, you should have a clear understanding of what is right and wrong in a business setting – or even when designing projects at school that reflect real-world situations. When developing ideas for projects at school, considering ethics can help your project flow to more realistic, and closer to a real business and product development scenario.

TRY THIS

- Several companies have had very public trials for poor business ethics – start by searching for companies like Enron, who practiced extremely poor business ethics. You can also find the consequences for these decisions and explore how detrimental these unethical decisions can be for all people within the business. Next, try thinking about these considerations when embarking on your next product design.

SO WHAT?

- Ethics and morals are very similar; however, ethics help businesses act accordingly in society and ensure they have the best intentions in mind, rather than just looking consumers with their products to make a profit. Although making a profit is likely most business' main focus, doing it the right way should also be their number one priority.

WHAT ACTION WILL YOU TAKE?

- Explore known ethics cases with businesses such as Enron
- Consider ethics in your next project or design
- Do some research on companies you'd like to work for: do they have a reputation of being ethical or unethical?

IF YOU LIKED THIS ONE YOU MIGHT WANT TO TRY...

- How to Choose a Type of Business
- How to Make a Decision
- How to Develop a Brand Name

Links to skills

Each Twenty has been mapped to one or more of the ten enterprise skills, however participants and facilitators can also align each Twenty to their own interpretation of which skills are being developed. Twenties can also align with more than one set.

Participants should be encouraged to keep record of their quiz results and completed twenties. Together, these build evidence of a participant's learning journey and development of a portfolio of skills that they can refer back to, build upon and use to demonstrate learning. It can assist with tracking progress, with classroom assessments and as part of a participant's CV'



TWENTIES IDENTITIES AND SKILLS

This grid will help facilitators to select a set of Twenties for their students to undertake as part of their personalised Achieve journey. Facilitators can make a judgement about the role and significance of teamwork in completing these micro learnings.

TWENTY How to...	IDENTITY	ENTERPRISE SKILL/S
Blank Template	ALL	ALL
Arrange a job interview	ALL	
Ask for a raise	ALL	
Avoid identity fraud	ALL	
Bake bread	Maker, Designer, Artisan	
Be Productive	ALL	
Conduct a basic online search	ALL	
Conduct an in-depth online search	ALL	
Create a desktop prototype	ALL	
Do positive visualisation	ALL	
Find a mentor	ALL	
Get 100 points of ID	ALL	
Get medical help	ALL	
Give a compliment and receive one	ALL	
Go traveling	Hillclimber, Athlete, Generator, Coordinator	
Graphically represent your ideas	Maker, Designer, Generator, Coordinator	
Grow food	Maker, Designer, Artisan, Carer, Hillclimber	

 **ACHIEVE**



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TAKE ACTION ➔

○ TAKE ACTION

Suggested time: a minimum of 120 mins | Suggested resources: Take Action Planning Tool

What we're wanting to **Achieve**

The activation of specific skills and knowledge gained through the Twenties micro learnings and identities. The focus is on building leadership through followship and taking action alongside organisations and individuals who are already established in their action. Facilitators may also use existing school, cohort or group social justice activities and re-frame the purpose and activities using the skills and capability map as a guide.

Participants will be able to

- Explore what their future self might do in the long term for a short period of time.
- Support people working on the ground in jobs and on issues that matter to students.
- Apply their knowledge, skills and see their capabilities in social action.

Pointers to future of work

Real-world organisations and initiatives align with student activities.

Links to enterprise skills

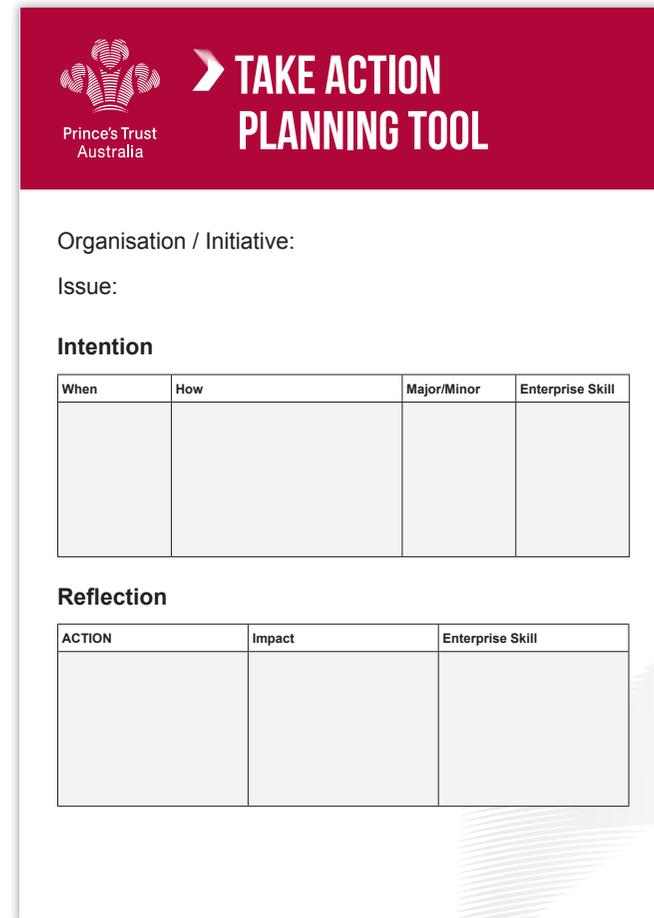
There is far more scope for facilitator and participant judgement around timeframes and experiences in this stage of the **Achieve**. Participants should also align their 'Take Action' tasks with their Major/Minor identity established in the Who I Am stage.

Questions to prompt achievement

- How are you seeing your new skills in action?
- What other skills and knowledge do you need to support this cause?
- How has this helped you understand your future self more deeply?

A simple planning tool for students guides the prompt questions.

This tool helps participants and facilitators to make some clear decisions and actions around how to Take Action. It can be found in the resource bank.



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➤ TAKE ACTION PLANNING TOOL

Organisation / Initiative:

Issue:

Intention

When	How	Major/Minor	Enterprise Skill

Reflection

ACTION	Impact	Enterprise Skill

What does it look like to 'Take Action'?

- Taking up seasonal campaigns of non profit organisations or social enterprises.
- Raising funds and awareness for issues of importance for the participant/s by aligning with an existing cause and/or organisation.
- Focusing on local solutions to local issues.

Taking action is NOT about coming up with a new idea, rather it's about finding the most impactful ways to support existing initiatives and organisation using creativity and personal skills.

Here are some sites to help you have conversations with participants about issues and organisations they could support in order to Take Action.

- **Volunteer Victoria (Vic Gov):** <https://www.volunteer.vic.gov.au/>
- **Volunteering Victoria:** <https://www.volunteeringvictoria.org.au/>

At the completion of this stage, facilitators are asked to complete the survey a second time
<http://bit.ly/ACHFacSurvey1>

 **ACHIEVE**



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MAKE ACTION 

● MAKE ACTION

What is it?

Once you have spent time trying on a career for size through the Who I Am set of activities and building your enterprise skills through exploring at set of Twenties you are ready to apply your skills in the real world.

Making action means that you are developing something from scratch; you're taking the lead and creating the change.

There are many ways you can go about this. The two we're going to recommend are:

- Creating your own Video for Change.
- Starting your own social enterprise using the \$20 Boss resources.

Video for Change

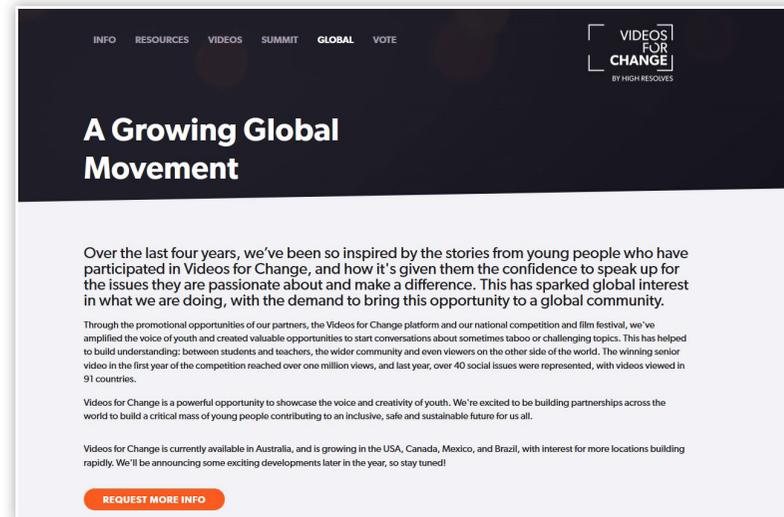
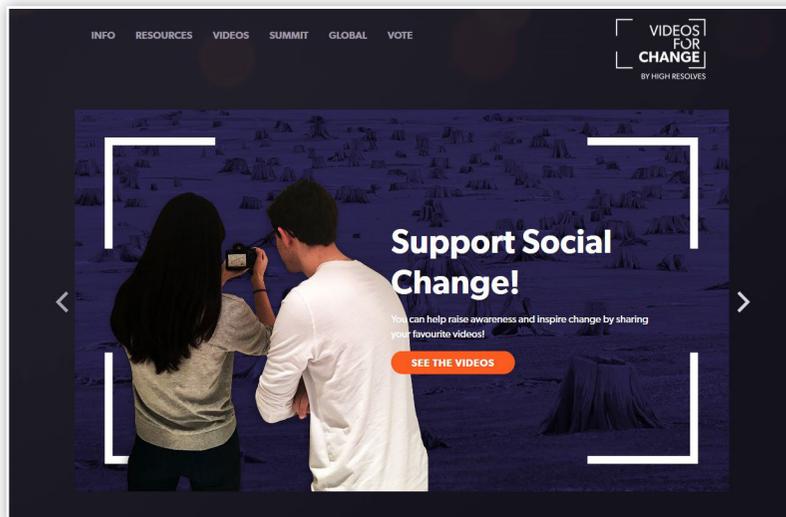
Consider an issue or a topic you've been exploring through your Achieve Journey. A successful way to 'make action' is through creating a video which **clearly communicates** your message, using an **original idea** in an **engaging way**.

High Resolves are the brains behind Videos for Change, which is a **student-led, project-based, real-world learning opportunity** that supports students to be advocates of social change while developing vital global competencies of collaboration, critical and creative thinking, communication and citizenship.

Videos for Change is about making a difference to an issue in society that you care about. Given the power of video to reach large audiences, this is one of the best ways you can really create positive change in the world.

You can find out more about how to get your Video for Change started here:

<https://videosforchange.org/>

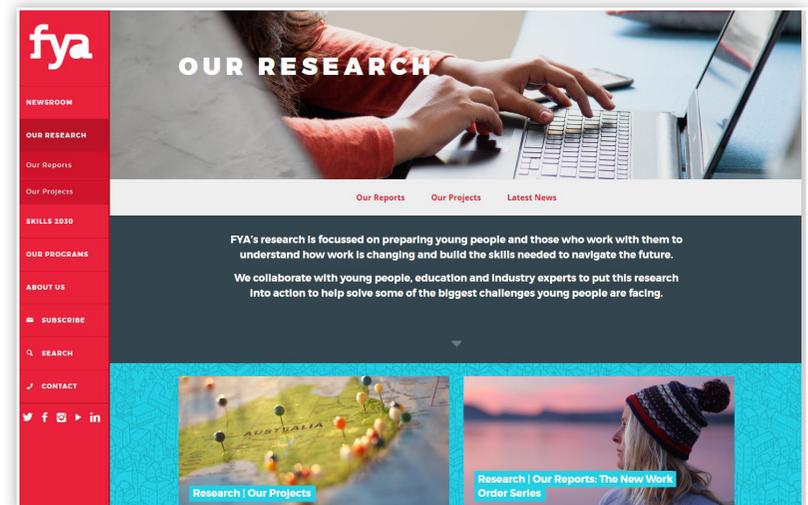
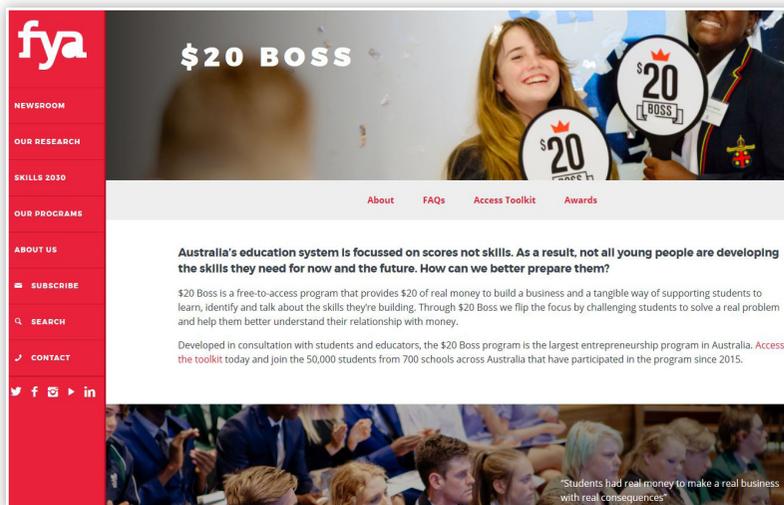


Starting your own social enterprise

Using the resources from our friends at Foundation for Young Australians, you can ‘borrow’ \$20 of start-up capital create, launch and operate a business venture. When you have completed the process, you pay back the \$20. Over the past four years, more than 30,000 students across Australia from more than 500 schools have participated in the program.

Your can get started on your \$20 Boss journey here:

<https://www.fya.org.au/programs/20boss/>



 **ACHIEVE**

WHAT'S NEXT?

The Prince's Trust Australia team will continue to add further tools, techniques, activities and instructions to this guide, similar to the way a smartphone updates its software for time to time. The next 'update' will include further information about how to deliver all four components that make up Achieve (including step by step instructions for how to deliver Take and Make Action), handy tips for evaluation and reporting, as well as how to make the most of support offered by the Prince's Trust Australia team. Watch this space – there is so much more to come!

FREQUENT ASKED QUESTIONS

➤ **How long does it take?**

The suggested total number of hours to complete the Achieve journey is 20 hours. It can be undertaken in as little as 10 hours. Achieve has been delivered as a short 3 day intensive and across several terms.

➤ **How is it assessed?**

Achieve is self assessed by both participants and facilitators via a number of short surveys throughout the Achieve journey.

➤ **Who should we do Achieve with?**

Achieve can be done with a range of participants and can be adapted for different levels of learning. Achieve has been piloted in Grade 6 to VCAL.

➤ **Is it a plug and play program?**

Achieve is a flexible framework that can fit alongside existing programs and can be amended to individual education settings.

➤ **Who facilitates it?**

Achieve can be facilitated in a number of ways: internally by teachers, externally by PTA. Achieve can also be peer to peer facilitated.

➤ **How much is it?**

There is no cost to gain access to the program, all program resources and facilitation training/support for educators.

➤ **Can I get extra support to run it?**

Yes a dedicated PTA contact will be available to provide additional training and support. PTA can facilitate workshops for a fee.

➤ **Are there more twenties?**

Yes there is a large library of twenties available online.

➤ **Can I create my own?**

You are welcome to create your own twenties appropriately mapped against the enterprise skills and curriculum. A template for 'How to create your own twenty' is available.

➤ **How was the model created?**

PTA considered the research, engaged design experts and collaborated with students and teachers through co design to inform the development of Achieve. Achieve uses high impact learning design to activate skills and deepen content knowledge through experiences.

➤ **How do I apply the model?**

The Achieve framework has been developed to consist of 4 key components: Who I Am, The Twenties, TAKE Action and MAKE action.

Achieve has been designed to be flexible and tailored to the development of each participant. There are a number of styles and time frames available.

➤ **How does it fit with my current reporting frameworks and methods?**

Achieve has been designed to enable and amplify existing frameworks. We will supply impact reports for the program that can be used for each education setting's reporting.

➤ **What resources are available to me?**

The Achieve facilitator guide and resources pack with all materials required for facilitation and implementation of Achieve will be provided to you. A dedicated PTA staff member for additional training and support as needed.



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