

2016

New resources for VCAL, Applied Learning, Career Pathways, Work Education and Work Experience/Work Placement.

New
resources
for 2016

New Literacy and Numeracy resources for 2016: Pre-order new resources now and/or booklist.

In line with the proposed VCAA review and implementation in 2016 of Literacy Skills and Numeracy Skills new Literacy and Numeracy resource sets are now being developed.

New: Literacy - Senior

- ⇒ Featuring a carefully planned literacy (and oracy) program designed to support students as they develop into young adults. For the first time for VCAL includes the option of a **master PDF e-version**.

Interim draft file of Literacy - Senior Section 1-4 now available for schools that pre-order or booklist.

Updated: Literacy - Intermediate 3ed

- ⇒ Revised and refreshed and with more content, and also available as a **master PDF e-version**.

Interim draft file of Literacy - Intermediate 3ed Section 1-4 now available for schools that pre-order or booklist.

New: Numeracy - Senior

- ⇒ New resource with content geared towards situations facing Year 12 students, and with all assessment tasks offering the choice to apply to personal and/or work-related situations. (Note: **Numeracy Intermediate**, released in 2015 will only be updated if necessitated by changes to the study.)

Samples coming soon. Refer to current Numeracy Intermediate for style and format.

New edition full colour workbook reprints

- ⇒ New colour editions have been completed of the workbook/texts for **WRS - Intermediate 3ed**, **PDS Intermediate - 3ed** and **PDS - Senior 2ed**. This means that all VCAL titles will now be in full colour. If you are booklisting these you will need to update to the new editions with new ISBNs.

The three new colour printed editions expected to arrive from October 12th.

Released in 2015

A range of new resources are now ready for order. All of these new resources are available as full colour printed books or as e-version PDF masters that students can complete using ICT devices.

- ⇒ **Personal Development Activity Planner: Introductory** & **Personal Development Project Planner: Advanced** colour-coded PDS project planning guides.
- ⇒ **Work Placement Journal** (suitable for year 11 and Year 12 students work-related and vocational placements). Full colour A4 size and includes 40 pages of daily journals as well as all 20+ work-related application activities.
- ⇒ **Community Services: Foundation & Community Services: Intermediate** (industry-specific sets)
Industry-specific resource sets and workbooks support your VCAL, Applied Learning and work education and career/pathways programs with content-based topics and applied activities.

Feel free to contact me to discuss which resource sets might be best suited for your teaching program.

Current resource list: 2015 into 2016

Career pathways, work education and personal development (PDF e-versions also available)

- >> Career Pathways
- >> Work Experience Journal
- >> Work Placement Journal (new in term 2, 2015)
- >> Personal Development Activity Planner: Introductory (new in term 2, 2015)
- >> Personal Development Project Planner: Advanced (new in term 2, 2015)

Industry-specific resources (PDF e-versions also available)

- >> Community Services Foundation (new in term 2, 2015)
- >> Community Services Intermediate (new in term 2, 2015)
- >> Retail Foundation
- >> Retail Intermediate

Industry and Enterprise

- >> I&E Unit 1: Workplace Participation 3ed (& e-version)
- ** I&E 1&2: Towards an Enterprising You 4ed (revised for 2016)
- >> I&E 3&4: Towards an Enterprising Australia 3ed

VCAL and Applied Learning (Master sets also available)

- ** Literacy - Intermediate 3ed Workbook/text and Activities Portfolio booklet (revised for 2016) !!!also new e-version!!!
- ** Literacy - Senior Workbook/text and Activities Portfolio booklet (new for 2016) !!!also new e-version!!!
- >> Numeracy - Intermediate Workbook/text and Activities Portfolio booklet (new in term 1, 2015)
- ** Numeracy - Senior Workbook/text and Activities Portfolio booklet (new for 2016)
- ** Personal Development - Intermediate 3ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- ** Personal Development - Senior 2ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Work Related Skills - Foundation Workbook/text and Activities Portfolio booklet
- ** Work Related Skills - Intermediate 3ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Work Related Skills - Senior 2ed Workbook/text and Activities Portfolio booklet

WACE Career and Enterprise (PDF e-versions also available)

- ** Career and Enterprise General 11
- ** Career and Enterprise General 12/ATAR 11

DELIVER Educational Consulting

PO Box 40, Moonee Vale 3055 Ph & Fax (03) 9939 1229 ABN 80 922 381 610

Check for samples at: www.deliverededucation.com.au michael@deliverededucation.com.au

Order form: Current from Term 1, 2016 (Note: All prices are GST inc.)

WACE: Career and Enterprise	Printed text	e-version master	Total
Career and Enterprise General 11	_____ @ \$52	_____ @ \$660	_____
Career and Enterprise General 12/ATAR 11	_____ @ \$55	_____ @ \$660	_____

Careers, Work Education & Personal Development	Printed text	e-version master	Total
Career Pathways 2015	_____ @ \$35	_____ @ \$440	_____
Work Experience Journal 2015	_____ @ \$20	_____ @ \$165	_____
Work Placement Journal 2015	_____ @ \$27.50	_____ @ \$220	_____
Personal Development Activity Planner: Introductory 2015	_____ @ \$25	_____ @ \$165	_____
Personal Development Project Planner: Advanced 2015	_____ @ \$27.50	_____ @ \$220	_____

Industry and Enterprise	Printed text	e-version master	Total
I&E Unit 1: Workplace Participation 3ed. 2015	_____ @ \$33	_____ @ \$440	_____
I&E Units 1&2: Towards an Enterprising You 4ed. 2015	_____ @ \$42.50	na	_____
I&E Units 3&4: Towards an Enterprising Australia 3ed. 2012	_____ @ \$59.95	na	_____

Industry-Specific Resources	Printed text	e-version master	Total
Retail - Foundation 2014	_____ @ \$33	_____ @ \$165	_____
Retail - Intermediate 2014	_____ @ \$33	_____ @ \$165	_____
Community Services - Foundation 2015	_____ @ \$33	_____ @ \$165	_____
Community Services - Intermediate 2015	_____ @ \$33	_____ @ \$165	_____

VCAL/ Applied Learning Resource Sets	Printed text/workbook	Printed activities book	CD Master text/workbook	CD Master activities book	Combined CD master sets	or license with master e-version
Literacy - Intermediate 3ed. <small>New 2016</small>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Literacy - Senior <small>New 2016</small>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Numeracy - Intermediate 2015	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
Numeracy - Senior <small>New 2016</small>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
PDS - Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
PDS - Senior 2ed 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Foundation 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Senior 2ed. 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
Totals	_____	_____	_____	_____	_____	_____

Add Postage: CD-only orders = \$6 Melb metro printed books = \$12
Regional Vic and interstate 1 book = \$13, 2-4 books = \$15 Contact me for larger orders.
***I recommend Express Post of \$15 for up to 4 VCAL, Industry-Specific or Careers etc.**
books; or for 2 CAE books or 2 I&E books. (More for larger orders.)

Postage amount \$	Grand Total \$
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Numeracy Intermediate: Student Activities Portfolio

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DES	MEA	TM	LOC	DAT	INF
Design	Measuring	Time & Money	Location	Data	Numerical Information

Important: All material, advice and assessment tasks are provided as a guide only and do not constitute official advice. As always you must check with the VCAA and any other relevant authorities about the suitability of a task.

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Numeracy Intermediate: Student Activities Portfolio

DELIVER Educational Consulting (978-1-925172-03-4)

Available for VCAL and Applied Learning

- Literacy - Intermediate 2ed (Oct 2014)
- Personal Development - Intermediate 2ed (Jan 2012)
- Personal Development - Senior (Jan 2013)
- Work Related Skills - Foundation (May 2014)
- Work Related Skills - Intermediate 2ed. (Jan 2014)
- Work Related Skills - Senior 2ed. (Jan 2014)
- Numeracy - Intermediate (Jan 2015)

Also available for industry-specific work education

- Retail Trade Industry - Foundation (Dec 2013)
- Retail Trade Industry - Intermediate (Dec 2013)

Available for Careers, Pathways and Work Education

- Career Pathways (Jul 2014)
- Work Experience Journal (Jul 2014)

Also available for Industry & Enterprise

- I&E 1: Workplace Participation 3rd ed (Sep 2014)
- I&E 1: Workplace Participation - e-version (Jan 2012)
- I&E 1&2: Towards an Enterprising You (Jan 2012)
- I&E 3&4: Towards an Enterprising Australia (Nov 2011)

Available for pathways and careers education

- Mini GOALscorer suite of careers tools

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Numeracy Intermediate - Student Activities Portfolio

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TM
INF

1. Did you enjoy your holidays? What did you do? List 5 things you did over the break using numerical language or concepts.

e.g. *I travelled to Rosebud with my family. The drive took two hours and we stayed for two weeks.*

2. Make numerical estimates based on the following tasks. Add one task of your own.

e.g. *I reckon I averaged 4 hours a day online. That equals about 28 hours per week and about 200 hours in total. That also equals about 17% of my total break time!!!!*

My time asleep	
My time online	
My time spent outdoors	
Money I spent	
Money I earned	

PE2 Me By Numbers

MEA
TM
INF

For each category fill in an example of numerical information that relates to your own personal, social or work-related activities. Add 3 of your own.

Category	Numerical example
1 My height in cm is:	
2 My weight in kg is:	
3 My age in days is:	
4 The number of people in my extended family is:	
5 The number of dwellings I have lived in is:	
6 The average hours I sleep per week is:	
7 The average kms I walk per week is:	
8 The time I spend daily in front of screens is:	
9 The amount of learner driving hours I have accumulated is:	
10 The amount I need to save for my first car is:	
11 The number of mobiles I have owned is:	
12 The amount of income I have earned this month is:	
13 The number of Facebook friends I have is:	
14 The number of movies I watch in a month is:	
15 The number of people in my contacts list is:	
16 The number of days of secondary school I have left is:	
17 The number of hours I would like to do each week in paid work is:	
18	
19	
20	

- INF** 1. Complete the following passage about your abilities and skills related to numeracy issues. Be prepared to discuss your answers.

I am naturally good at _____

and I find it easy to understand _____

and as I have matured I have got better at _____

as well as _____.

However, I'm really bad at _____

and I just can't seem to get my head around _____

and as I've got older I seem to be getting worse at _____.

2. Briefly describe 5 numeracy-related tasks that you can be relied upon to do well and for which you deliver good quality outcomes. These are your numerical competencies.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

PE4 Coke vs Pepsi

DAT
INF

1. Research 4 examples of numerical information related to the product, Coca-Cola.

i. _____

ii. _____

iii. _____

iv. _____

2. Research 4 examples of numerical information related to the product, Pepsi.

i. _____

ii. _____

iii. _____

iv. _____

INF

1. List 4 numerical achievements you have achieved in a sporting or hobby activity.

e.g *My highest score in cricket was when I made 143 not out in 2013.*

i. _____

ii. _____

iii. _____

iv. _____

2. However, numbers on their own don't actually mean too much. You need to add some more information to provide context. Consider these 2 examples.

e.g 1 *My highest score in cricket was when I made 143 not out in 2013 (against my five-year old brother in the backyard.)*

e.g 2 *My highest score in cricket was when I made 143 not out in 2013 (against Killkunda in the semi-final when playing in the 1sts.)*

So you will need to add some extra information to provide the context of why each of these was an achievement.

i. _____

ii. _____

iii. _____

iv. _____

PE6 What I Have

- TM**
1. List 20 things you own, the year you acquired each and the approximate price of each.
 2. With a classmate discuss your list, the total cost of the items and who paid for them.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

3. List 20 things you would like to own, the approximate price of each and when you are likely to acquire each. Discuss your list with a classmate including who will pay for them.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

TM The value of money changes over time (due to inflation) as does our appreciation of the 'value' of that amount. For example, just a little money when you were in grade 2 might have resulted in you being extremely happy and rushing down to the milk bar. But as we get older we seem to need more money.

Complete the table for the following situations then discuss these as a class.

Situation	Description
When I was 7 and I was given \$1...	<p>How would you have felt?</p> <p>What would you have done with the money?</p>
If I was given \$10 for my 12th birthday....	<p>How would you have felt?</p> <p>What would you have done with the money?</p>
If I am given \$100 for my next birthday...	<p>How would you feel?</p> <p>What would do with the money?</p>
If I am given \$1000 when I turn 21...	<p>How would you feel?</p> <p>What would do with the money?</p>
If I am given \$10,000 when I turn 30...	<p>How would you feel?</p> <p>What would do with the money?</p>

PE8 From Here to There

MEA
TM

1. Estimate the following distances.
2. Then measure or estimate the distance using 'steps'. (Will vary depending on stride size.)
3. Use measuring tools or other methods to determine the correct distances.

Destination	Estimate	Number of steps	Actual distance
From where you're sitting to the door.			
From the door to the nearest fire extinguisher.			
From the nearest fire extinguisher to the nearest external exit.			
From your school to your home.			
Form your home to the nearest railway station.			
From the nearest railway station to the CBD.			

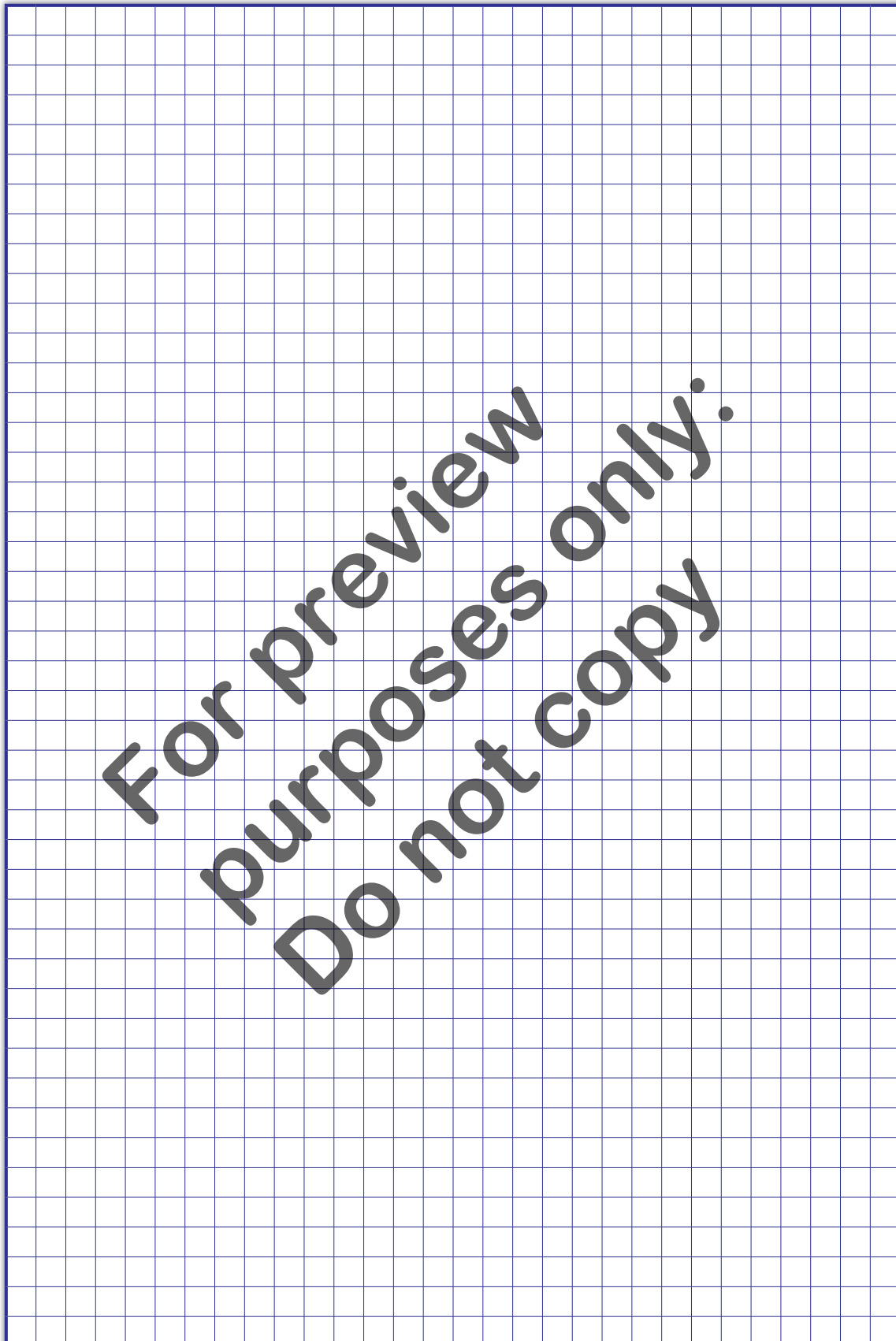
DES Use the basic shapes of circle, triangle, square and rectangle to design and draw 3 of the following. (You can add depth and make these into 3D shapes if you have the skill.)

⇒ An animal, a vehicle, a toy and a famous person. (See if classmates can identify these.)

PE10 My Home

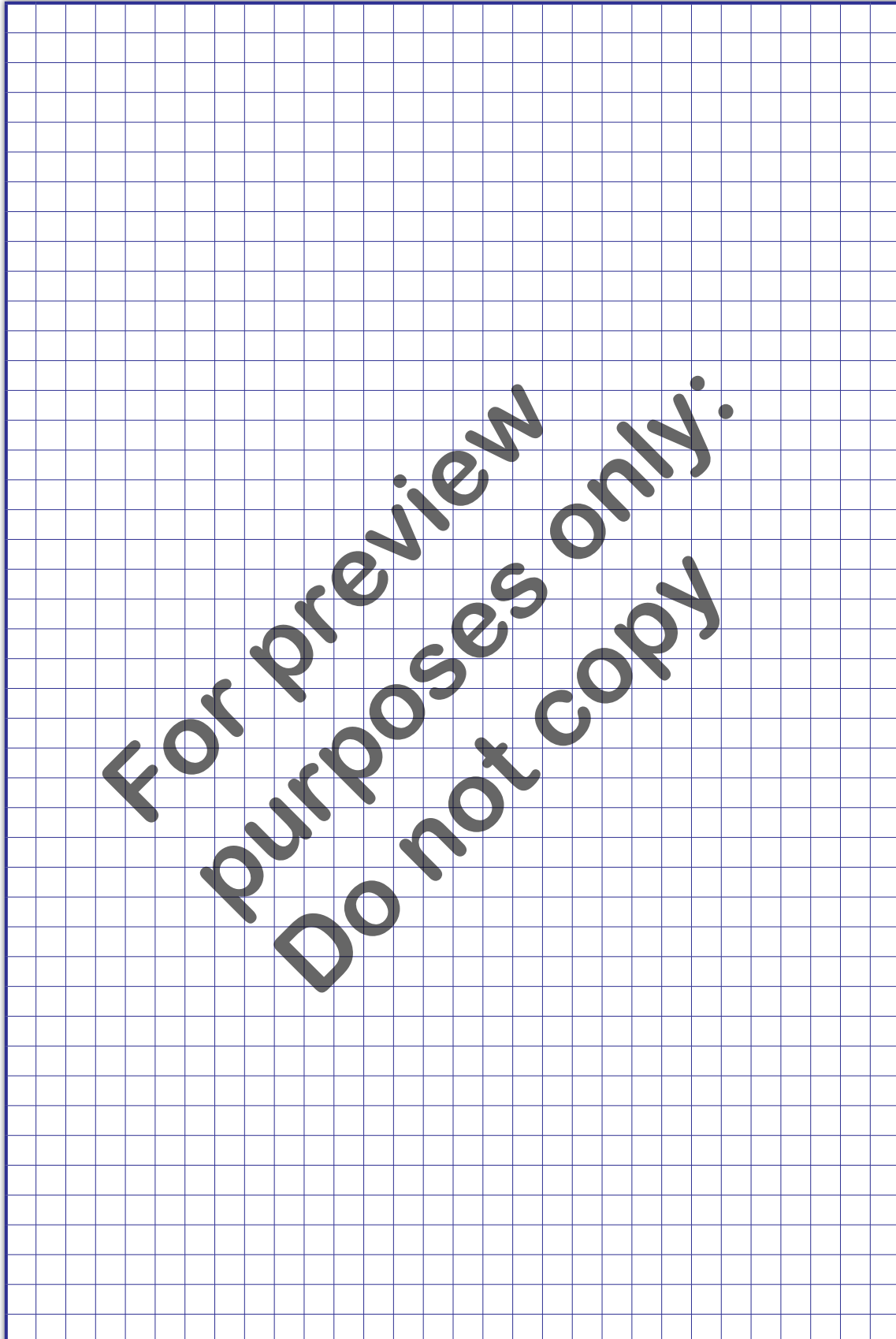
DES
MEA

Draw a flooplan of **your home or dwelling**. You might need to make copies for a multi-story dwelling. Use correct symbols to make the floorplan more readable.



DES
MEA

Draw a flooplan of **your ideal house**. You might need to make copies for a multi-story dwelling. Use correct symbols to make the floorplan more readable.



PE12 Host Away

TM
LOC
INF

Your cousin from overseas is arriving today and it’s up to you to entertain them and show them around. You have only \$20 to spend but your public transport fares are covered, not taxis! (That is, if you have public transport in your area!)

My cousin (guest) is:	
Their likes:	Their dislikes:
My plans for the day are: (Include a timeline, costs and other important numerical info.)	

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DES
MEA
INF

Source or create 2 images of products that represent the type of design you like. For each one explain what it is about the design of the product that you like.



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I like the design of this product because:

I like the design of this product because:

PE14 My Personal Numeracy Journal

Complete this journal to reflect on your development of Personal Numeracy Skills.

Journal of: _____ Entry no. _____ Date: _____

⇒ What did I experience during this unit as part of my school studies?

⇒ What major numeracy skills and/or competencies did I develop and why?

⇒ How did I use what I learned as part of my personal and social activities?

⇒ How could I (or did I) use what I learned as part of my work-related activities?

⇒ What might be the most important things for me to focus on in the next unit and why?

⇒ What other information can I share and/or how would I summarise my experiences this unit?

- TM**
1. Prepare a realistic weekly and monthly budget for your own personal circumstances. List appropriate sources of income and expenses categories. Don't forget to include 'other' for unforeseen expenses.
 2. Calculate your surplus or deficit.

Cash Budget/Financial Planner					
Name: _____			Dates: _____		
Income	Weekly	Monthly	Expenses	Weekly	Monthly
Total Income			Total Expenses		
Forecasted Surplus			Forecasted Deficit		

3. Explain what you could do to improve your personal financial situation.

FM2 Money Mentor

TM
INF

1. A financial mentor can really help guide and assist younger and inexperienced people to deal more successfully with money issues. List 5 financial matters a mentor might be able to help you with.

e.g. *I want to know how much I should pay for my first car?*

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

2. Develop a profile of the type of person who might be a suitable financial mentor for you. Develop questions to guide you to find potential mentor candidates.

age:	gender:
occupation:	training/education:
work history:	life experience:
family situation:	likes/dislikes:
differences:	similarities:
other:	other:
other:	other:
questions:	

TM
INF

Seek advice from your financial mentor and/or go online and research tips and guidelines for effective personal financial management. Summarise your top ten tips below.

Tips for personal financial management are:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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FM4 Picture This

DES
TM
INF

Create a photo (or image) essay that shows better money management in personal and/or social situations.



i	ii
iii	iv
v	vi

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TM
DAT
INF

Most people want to buy a car or other motor vehicle at some stage, but as we all know, the costs of running and maintaining a motor vehicle can be very high.

1. Identify your most likely preferred first motor vehicle (and price).
2. Research and list the costs associated with running and maintaining this motor vehicle.
3. Calculate these costs on a weekly, monthly and annual basis.
4. Calculate total weekly, monthly and annual costs.
5. How many hours per week would you need to work just to cover your vehicle costs?

My first motor vehicle:

Price:

Method to pay for this?

Expense	Weekly \$	Monthly \$	Annual \$
registration			
compulsory insurance			
optional insurance			
fuel			
interest on loan			
Totals	/week	/month	/year

Workings:

So based on an hourly rate of _____ in the occupation of _____

I would have to work _____ per week just to cover my motor vehicle costs.

FM6 Use It Up

TM
INF

Family budgets are tight. But many people have 'forgotten' items in the pantry, fridge or freezer that can be combined in the right way to prepare a nutritious, satisfying and tasty meal. You are required to plan and prepare a family meal based on some 'forgotten' food items that are in your pantry, fridge and/or freezer. Try for a meat-free meal for even easier results.

1. Identify some of these 'forgotten' items that you have.
2. Research and plan potential meals using combinations of these ingredients.
3. Consider what to add to this meal if you had just \$3 to buy something else.

Identify your 'forgotten' items. (Check perishables for use-by and freshness.)

Research and list some combinations and meal options.

(Very useful items are canned beans, canned tomatoes, pulses and legumes, jars of sauce, underused spices, chunky vegetables, noodles, pasta, rice and many more!)

What might you add to your meal with your \$3? Why so?

TM
INF

Outline a recipe including prep and cooking times and serving hints/suggestions.

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FM8 Bulk Up

TM
INF

Buying in bulk can save money. However, there are some products that people should think carefully about before buying in bulk (such as perishables, snack foods, alcohol and other consumables.) You should also consider whether you actually need to multi-purchase items if part of a volume deal; e.g. buy 2 bottles of Patie Kerry perfume and get the third one free!

1. Choose 4 purchases and explain why buying in bulk is a good idea for this product.

e.g. My preferred brand of toothpaste is half price this week. I am cashed up so I'll buy 10 and I'm not going to use them any faster so I'll save \$50.

i. _____

ii. _____

iii. _____

iv. _____

2. Choose 4 purchases and explain why buying in bulk is **not** a good idea for this product.

e.g. Pringles are half price this week. However, if I buy more I know that I will just eat them straight away!

i. _____

ii. _____

iii. _____

iv. _____

TM
INF

1. Phil says that he is waiting for the Boxing Day sales and is planning to buy six 5-packs of underwear because they are advertised as being half price. He also reckons that means he will only have to both wear and wash these once a month. He says that these briefs should last him many, many years! What do you think about his financial strategy?

Phil's multi-jock strategy	
Advantages	Disadvantages

2. Explain a similar strategy that might apply for you that could result in significant time, money or other savings. Outline this below. Then identify advantages and disadvantages.

My strategy:			
<p style="text-align: center; font-size: 2em; opacity: 0.5; transform: rotate(-30deg);">For Preview purposes only: Do not copy</p>			
		Advantages	Disadvantages

FM10 Shopping Smarter

TM
INF

Over the course of the year you have developed some pretty useful numerical skills. Now it's time for you to use these skills to help save some money on your household budget.

Talk to the person responsible for your family's weekly shop. Find out about the following:

- a. Must-buy regular items (staples such as milk and bread, etc.)
 - b. Must-buy irregular items (toiletries, cleaning products, etc.)
 - c. Perishables such as meats, fruit and veges (and how much of these get used?)
 - d. Preferred-buy brands
 - e. Product that don't need to be brand-specific
 - f. Speciality items (such as seasonal, celebratory and gift items)
 - g. Treats and luxury purchases.
1. Research online, in catalogues and in-store for specials and bargains.
 2. Complete the following tasks.

a. Identify must-buy regular items on special. Offer purchase advice and savings.

b. Identify must-buy irregular items on special. Offer purchase advice and savings.

TM
INF

**c. Identify purchase strategies for perishables.
Offer purchase, usage advice and savings.**

d. Identify preferred-buy brands on special. Offer purchase advice and savings.

**e. Identify products that don't need to be brand-specific.
Offer purchase advice for brand substitutions and savings.**

FM12 Shopping Smarter

TM
INF

f. Identify speciality items on special. Give purchase advice and savings.

**g. Identify treats and luxury purchases on special.
Offer purchase advice, suggest where sacrifices have been made and savings.**

**h. Identify any other information that you have discovered, or shopping tips.
Offer purchase advice and savings.**

TM
INF

So how well did you do? Use this table to outline and summarise your savings measures.

1. Include each item, it's original price and the new price. Calculate money saved.
2. Briefly explain other information in the final column such as brand switches, bulk buys, etc.
3. Calculate total savings.

Item	Original price	New price	Money saved	Other information
Totals:				

FM14 My Financial Numeracy Journal

Complete this journal to reflect on your development of Financial Numeracy Skills.

Journal of: _____ Entry no. _____ Date: _____

⇒ What did I experience during this unit as part of my school studies?

⇒ What major numeracy skills and/or competencies did I develop and why?

⇒ How did I use what I learned as part of my personal and social activities?

⇒ How could I (or did I) use what I learned as part of my work-related activities?

⇒ What might be the most important things for me to focus on in the next unit and why?

⇒ What other information can I share and/or how would I summarise my experiences this unit?

**DES
MEA
TM
LOC
DAT
INF**

- Briefly describe 5 personal types of numeracy tasks that you can do very well and that you would classify yourself as being better at than most people.

e.g. I'm good at planning cooking prep and serving times and really like catering parties.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

- Explain how you could use these numeracy skills in different work-related situations for one or more occupations that you are interested in.

Occupation	Work-related numeracy skill

- What types of numeracy tasks do you avoid because you're not that good at them? What can you do about this?

WR2 Occupational Wages

TM
DAT
INF

- List 5 occupations you are interested in. For each one estimate the average weekly income you would expect an adult to earn in this occupation.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

- Find out the average weekly income for each occupation in Australia. Search using: **www.joboutlook.gov.au** . Be sure to note the year of the data you find.
- Outline why you think this occupation earns that amount. Is this what you expected? Explain.

Occupation	AWE	Explanation
i		
ii		
iii		
iv		
v		

TM
INF

When you start a job you are usually paid a wage. If you work fewer hours per week than the standard 38-hour week as a part-time or casual employee you should calculate an equivalent full-time weekly and annual pay rate. This way you can make a comparison on the relative income level associated with this job.

1. Calculate both the equivalent weekly and annual wage for each of the following.
2. Provide an answer to the question that is posed for each.

Example	Equivalent weekly & annual wage/ and answer to question
<p>1. Abdi has just started working in a fish and chip shop for \$10 per hour.</p> <p>What are some possible reasons why he'd be paid \$10 per hour?</p>	
<p>2. Joakim works 12 hours per week, as a part-time sales assistant. He earns \$12 an hour.</p> <p>What age is Joakim likely to be?</p>	
<p>3. Sanfreda works 6 hours per week as a casual in the same job as Joakim and is paid \$15 per hour.</p> <p>Is it better to work as a part-timer or a casual?</p>	
<p>4. Manny is sub-contracted to do the labour for a plastering job (all tools and equipment provided) at \$1,800 for the equivalent of 3 full working weeks.</p>	
<p>5. Sal is paid \$24 as a casual for working as an accounts assistant. His manager earns a salary of \$45,000.</p> <p>Who earns more on a equivalent basis?</p>	

WR4 Business By Numbers

DAT
INF

Create a profile of business you are interested in. Find out 10 numerical facts or points of information about this business (or its products). Include an image.

Business:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



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TM
DAT
INF

Interview a small business person and find out the following information related to their business as well as their advice on the following business-related numeracy issues.

Name:	
Business & short description:	
How do you use numeracy skills for planning in your business?	What advice can you give me about this?
How do you use numeracy skills for your day-to-day work-related tasks in your business?	What advice can you give me about this?
How do you use numeracy skills for financial management in your business?	What advice can you give me about this?
How do/could you learn these numeracy skills for your business?	What advice can you give me about this?
What other numeracy skills are vital for your business?	What advice can you give me about this?

WR6 Consumption Approach

TM
INF

One way to assess the value of your time spent working is to compare your hourly wage to the number or amount of a particular good or service you can buy. For example if you are paid \$10 an hour then 1 hour of work = 5 Cherry Ripes ($5 @ \$2 = \10). Or 1 Cherry Ripe equals 12 minutes work ($60\text{mins}/5 \text{ Cherry Ripes} = 12\text{min per Cherry Ripe}$).

1. Choose your own item/product to add to the table.
2. How many of each product do the following people earn per hour and for the week?
3. How many minutes of work does it take each person to earn one of each item?

Example	Cherry Ripes	Big Macs	
Lerry works 16 hours for the week at \$10/hour.	<p>How many earned per hour?</p> <p>How many earned in total?</p> <p>How many minutes to earn 1?</p>	<p>How many earned per hour?</p> <p>How many earned in total?</p> <p>How many minutes to earn 1?</p>	<p>How many earned per hour?</p> <p>How many earned in total?</p> <p>How many minutes to earn 1?</p>
Sussanne works 10 hours per week at \$12 per hour.	<p>How many earned per hour?</p> <p>How many earned in total?</p> <p>How many minutes to earn 1?</p>	<p>How many earned per hour?</p> <p>How many earned in total?</p> <p>How many minutes to earn 1?</p>	<p>How many earned per hour?</p> <p>How many earned in total?</p> <p>How many minutes to earn 1?</p>
Azar earns \$250 for his working week of 12.5 hours.	<p>How many earned per hour?</p> <p>How many earned in total?</p> <p>How many minutes to earn 1?</p>	<p>How many earned per hour?</p> <p>How many earned in total?</p> <p>How many minutes to earn 1?</p>	<p>How many earned per hour?</p> <p>How many earned in total?</p> <p>How many minutes to earn 1?</p>
Myron earns \$1140 for a standard full-time working week.	<p>How many earned per hour?</p> <p>How many earned in total?</p> <p>How many minutes to earn 1?</p>	<p>How many earned per hour?</p> <p>How many earned in total?</p> <p>How many minutes to earn 1?</p>	<p>How many earned per hour?</p> <p>How many earned in total?</p> <p>How many minutes to earn 1?</p>

TM
INF

Another useful way to calculate the value of your time spent working is to calculate the amount of an hours, or weeks, work (in \$) as a percentage of a total you are saving for.

e.g. If saving for a new iPhone at \$1,000, then 1 hour of work (@\$10) = \$10/ \$1,000; which is 1% of the total amount. You will have to work 100 hours to earn that iPhone!





1. Choose your own item/product to add to the table.
2. What proportion of each item is earned per hour and for the week?
3. How many hours of work will it take to be able to “afford” the item?

Example	iPhone	Holiday to LA	
Lerry works 16 hours for the week at \$10/hour.	What % of item earned per hour?	What % of item earned per hour?	What % of item earned per hour?
	What % of item earned per week?	What % of item earned per week?	What % of item earned per week?
Sussanne works 10 hours per week at \$12 per hour.	What % of item earned per hour?	What % of item earned per hour?	What % of item earned per hour?
	What % of item earned per week?	What % of item earned per week?	What % of item earned per week?
Azar earns \$250 for his working week of 12.5 hours.	What % of item earned per hour?	What % of item earned per hour?	What % of item earned per hour?
	What % of item earned per week?	What % of item earned per week?	What % of item earned per week?
Myron earns \$1140 for a standard full-time working week.	What % of item earned per hour?	What % of item earned per hour?	What % of item earned per hour?
	What % of item earned per week?	What % of item earned per week?	What % of item earned per week?

WR8 Product Design

DES
MEA

1. Design is a key element used in manufactured products. For each category below briefly describe common shapes that are used in the design of these products, or in the components of these products.
2. Source or create an image to show an example of each. Name that image example.

Category	Image
As part of motor vehicles:	
As part of communication devices:	
As part of clothing and accessories:	
As part of food products:	

TM
DAT

Bar graphs are a useful way of comparing different data sets using visual representation. They are often used as part of gas, electricity and water bills and when reporting business and financial results.

The amount should be plotted on the vertical or (y) axis and the time period and data sets plotted on the horizontal or (x) axis.

Lingy's Fish 'n' Chips Total Sales and Net Profit: 2010-'15		
Year	Total sales	Net profit
2011	\$236,000	\$34,000
2012	\$289,000	\$49,500
2013	\$345,000	\$62,000
2014	\$375,000	\$81,000
2015	\$372,000	\$86,000

1. Construct a properly labelled bar graph for Lingy's Fish n' Chips that shows both total sales and total profit over the 5 years.
2. How does this type of graph make it easier to compare different variables?

3. How can total sales go down, yet profit still rise? Explain carefully.

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WR10 Measuring Devices

MEA
TM
INF

- 1. The use of specific measuring devices is essential in work-related situations. For each device listed identify how it would be used in an occupation for a work-related task.
- 2. Add 2 more measuring devices of your own.
- 3. Source or create images for 3 of these measuring devices.

Measuring device....	Occupation	Used to measure...
measuring tape		
thermometer		
odometer		
ammeter		
altimeter		
caliper		
photometer		
speedometer		
anometer		
sphygmoma- nometer		



DAT Line graphs are a good way to visually represent change over a period of time. Line graphs usually plot a variable (y) over a equal number of time periods (x).

1. Draw a properly labelled line graph that plots the data shown in the table about Australian Apprentices.
2. Describe the trend in the data as shown by the graph.

Australia: Apprentices and Trainees (in training as at Jun 30)	
Year	Apprentices
2000	271,200
2002	349,600
2004	397,300
2006	404,200
2008	433,900
2010	437,000
2012	518,100
2014	351,000
Source: NCVER 2014, Australian vocational education and training statistics: historical time series of apprenticeships and traineeships in Australia, from 1963, NCVER, Adelaide.	

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WR12 Organising Information

DAT A vital work-related numeracy skill is the ability to quickly identify and accurately organise numerical information. These skills are often assessed by pre-employment tests as part of the job application process.

1. Complete then mark the first test. How'd you go?
2. Complete and then mark the 2nd test? How'd you go?
3. Go online and track down some sample or practice tests of work-related numeracy.

1. Place an 'S' for same, or a 'D', for different, for each of the following number pairs.

Time = 5mins.

1425 1425 _____

2256 2265 _____

11256 11265 _____

17.347 17.347 _____

1523895 1523859 _____

\$97.35 \$97.35 _____

\$146.76 \$1406.76 _____

2113459 2113549 _____

11111512 1111512 _____

0.00462 0.000462 _____

4.046 billion 4.06 billion _____

17.345 + 9 17.345 x 9 _____

12/06/1976 12/06/1967 _____

040122532150 040122532510 _____

15:35 13:35 _____

945256 954256 _____

136 @\$0.56 136@\$0.65 _____

5.5697 5.5967 _____

0.015mg 0.015mg _____

72004893 72004893 _____

2. Organise these 30 numbers in the correct order from lowest to highest.

Time = 8 mins

254	22541	8652	856541	36523.236
265	2536	6547	235859	52698
256	515	58965	22666	51235
852	54269	2365	17	125
359	542564	214	0.69	114
88965	1254	578	56985	2135698

- | | | | | |
|----------|-----------|-----------|-----------|-----------|
| 1. _____ | 7. _____ | 13. _____ | 19. _____ | 25. _____ |
| 2. _____ | 8. _____ | 14. _____ | 20. _____ | 26. _____ |
| 3. _____ | 9. _____ | 15. _____ | 21. _____ | 27. _____ |
| 4. _____ | 10. _____ | 16. _____ | 22. _____ | 28. _____ |
| 5. _____ | 11. _____ | 17. _____ | 23. _____ | 29. _____ |
| 6. _____ | 12. _____ | 18. _____ | 24. _____ | 30. _____ |

3. Go online and try out some work-related numeracy tests. List the URL's below.

WR14 My Work-Related Numeracy Journal

Complete this journal to reflect on your development of Work-Related Numeracy Skills.

Journal of: _____ Entry no. _____ Date: _____

⇒ What did I experience during this unit as part of my school studies?

⇒ What major numeracy skills and/or competencies did I develop and why?

⇒ How did I use what I learned as part of my personal and social activities?

⇒ How could I (or did I) use what I learned as part of my work-related activities?

⇒ What might be the most important things for me to focus on in the next unit and why?

⇒ What other information can I share and/or how would I summarise my experiences this unit?

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TM
LOC
DAT

1. When we travel places it takes us both time and costs money. Compare the following situations based on public transport travel versus personal travel by car.
2. Explain which option you would take and why?

Situation	Time and cost by public transport	Time and cost by car	Which method for you and why?
From your home to the CBD.			
From your home to your nearest cinema.			
From your home to your workplace (or a possible workplace).			
From your city/town to your airport.			
From your city/town to the Gold Coast.			
From your home to the nearest interstate capital city.			

DI2 My Time

TM
DAT

So what do you do with your time? Are you using it wisely.

1. Complete the timesheet on p.45 based on a normal school-term week.
2. Note down the times and duration of any activities you do during the week including:

⇒ school

⇒ *structured activities*

⇒ gaming

⇒ *study*

⇒ family/home duties

⇒ *online*

⇒ *homework*

⇒ *meals*

⇒ *socialising*

⇒ *travel*

⇒ *sleeping*

and any other relevant

⇒ work

⇒ *music*

activities.

⇒ *sport*

⇒ TV

3. Calculate the amount of leisure time you have per week and then make estimates for a month and for the entire year.
4. Prepare a short written summary report and deliver a brief oral presentation to the class on what you do in your spare time.
5. Discuss what you might have to give up in order to devote more time to school and/or

what you might have to give up in order to devote more time to

TM
DAT
INF

Weekly Timesheet (enlarge to A3)														
Name: _____ Dates: _____														
Date:	Mon ____/____		Tue ____/____		Wed ____/____		Thur ____/____		Fri ____/____		Sat ____/____		Sun ____/____	
	Task done?	Time spent?	Task done?	Time spent?	Task done?	Time spent?	Task done?	Time spent?	Task done?	Time spent?	Task done?	Time spent?	Task done?	Time spent?
am 12.01 - 1.00														
1.01 - 2.00														
2.01 - 3.00														
3.01 - 4.00														
4.01 - 5.00														
5.01 - 6.00														
6.01 - 7.00														
7.01 - 8.00														
8.01 - 9.00														
9.01 - 10.00														
10.01 - 11.00														
11.01 - 12.00														
pm 12.01 - 1.00														
1.01 - 2.00														
2.01 - 3.00														
3.01 - 4.00														
4.01 - 5.00														
5.01 - 6.00														
6.01 - 7.00														
7.01 - 8.00														
8.01 - 9.00														
9.01 - 10.00														
10.01 - 11.00														
11.01 - 12.00														
Daily time														
Signed: _____ Weekly Time duration: _____														

DI4 Change By Numbers

TM
INF

1. Brainstorm 20 different terms related to the following issue. (You choose how to set this out.)
"How can young people my age better manage their time?"
2. Choose 3 of the most appropriate terms and for each one write a one sentence numeracy action statement to help you achieve that outcome. e.g. *"I will reduce my screen time and instead spend 30 minutes per day exercising."*

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INF The ability to both recognise, speak and write numbers in words is a vital task in personal (helping others), social (planning activities) and work-related situations (dealing with orders and cheques). Write the following numbers in words.

	Number	Words
1.	1,400	
2.	272.6	
3.	43,200	
4.	-56	
5.	1,533	
6.	11,114	
7.	1K	
8.	1,000,000	
9.	1,000,000,000	
10.	1,000,065	
11.	\$86.56	
12.	3.4km	
13.	\$1,197.56	
14.	\$345,500	
15.	\$1.32m	
16.	01/04/2015	
17.	35°NNW	
18.	11.23am	
19.	0.45	
20.	27.45mg	

DI6 The Truth?

DES
TM
INF

1. Pick a product or product family that you either like, have consumed for some time or are interested in. Find advertising and marketing examples of this product. Summarise the main numerical claims, benefits, advantages, etc. that are presented in this advertising.

i: _____

ii: _____

iii: _____

iv: _____

v: _____



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purposes only:
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2. Carefully consider each of these numerical claims. Are they fact, opinion or 'mistruths'. Do some research to help you find out about these. Is there any important information that has been left out?

i: _____

ii: _____

iii: _____

iv: _____

v: _____

For preview purposes only. Do not copy

3. How do I feel about the product now? Has my opinion changed? Why/why not?

DI8 My Favourite Meal

MEA
TM
INF

What's your favourite meal? Why so? What are the ingredients? Can you cook this yourself?

1. Find out the total costs to prepare and cook this meal for four people.
2. Identify and list preparation and cooking times for this meal.
3. Prepare a recipe (in your own words and using numerical information) to help you or someone else cook this meal. Include an image as well.

My favourite meal is...

Why so?

The list of ingredients for this meal is...

Ingredients for 4

Cost of ingredients for 4

⇒

⇒

⇒

⇒

⇒

⇒

⇒

⇒

⇒

⇒

⇒

⇒

MEA
TM
INF

Recipe including preparation and cooking times and serving hints and suggestions.



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DI10 Showcase Special

TM
DAT

Have you ever seen The Price is Right? Contestants have to rank the items in order from lowest price to highest price. Rank each set of items in price from lowest to highest. You choose 7 items for the 3rd table. Research the correct answers then see how you've done.

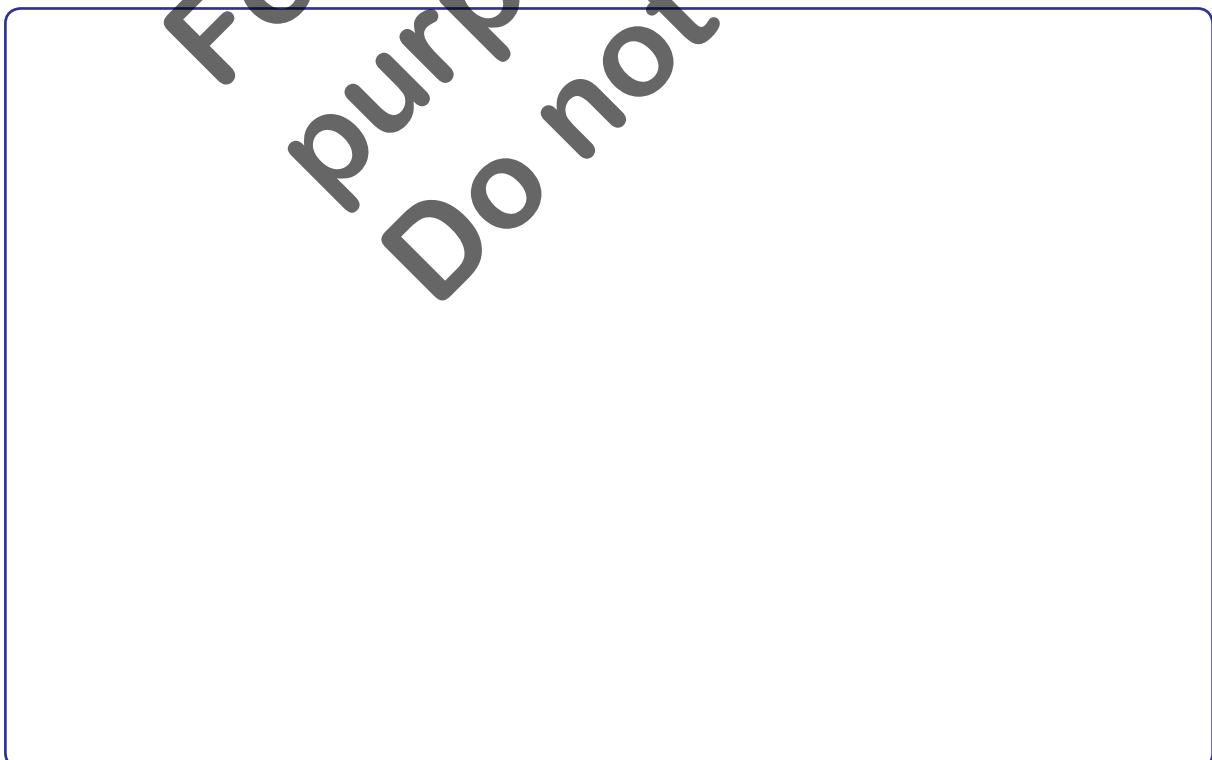
Item	Estimated price/rank	Actual price/rank
<i>1 kg of porterhouse steak</i>		
<i>Big Mac</i>		
<i>1 whole roasted chicken</i>		
<i>A whopper</i>		
<i>Pack of 4 Notburgers (vegetarian)</i>		
<i>1 kg mince beef</i>		
<i>1 dozen large free range eggs</i>		

Item	Estimated price/rank	Actual price/rank
<i>Average weekly rent for 3 bedroom home in your capital city.</i>		
<i>Return flights to Hobart from your airport.</i>		
<i>Latest model iPad.</i>		
<i>Comprehensive insurance for 18 year old driver (car = \$10,000).</i>		
<i>30ml bottle Chanel No 5 parfum.</i>		
<i>Latest model new Vespa Primavera 150 motor scooter.</i>		
<i>Dr Martens leather 14 eyelet lace-up boots.</i>		

Item	Estimated price/rank	Actual price/rank

DAT Pie charts are a good way to visually represent the size of relative proportions. Each pie represents a different-sized proportion (usually as a %) of a whole population.

1. Draw a properly labelled pie chart that shows the relative proportion of the manufacturer of the mobile phones owned by your classmates.
2. Draw another properly-labelled pie chart that shows the proportion of the different mobile phone carriers (who the contract/service is with) used by your classmates.



DN12 Gulp It Down

DES
MEA
DAT

1. Calculate the volume of soft drink you consume in a year.
2. Draw an informatics style of diagram that shows this volume. e.g You might draw the equivalent number of 375ml cans, or the equivalent number of standard bathtubs this would fill, or the equivalent number of standard petrol tanks (60 litres) this might fill, or some other diagrammatic equivalent.

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DES
MEA
DAT

1. Calculate the approximate weight of fried chips or French fries you consume in a year.
2. Draw an informatics style of diagram that shows this volume. e.g You might draw the equivalent number of serves, or the equivalent number of people of your weight, or the equivalent number of bricks, or some other diagrammatic equivalent.

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DI14 My Data & Information Numeracy Journal

Complete this journal to reflect on your development of Data & Information Numeracy Skills.

Journal of: _____ Entry no. _____ Date: _____

⇒ What did I experience during this unit as part of my school studies?

⇒ What major numeracy skills and/or competencies did I develop and why?

⇒ How did I use what I learned as part of my personal and social activities?

⇒ How could I (or did I) use what I learned as part of my work-related activities?

⇒ What might be the most important things for me to focus on next, and why?

⇒ What other information can I share and/or how would I summarise my experiences this unit?

Required Activities - Summary

Student: _____

Date: _____

Learning outcomes	Description of tasks required to be completed/evidence.
1 Design	
2 Measuring	
3 Money and time	
4 Location	
5 Data	
6 Numerical information	

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Teacher: _____

Date: _____

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