

Work Related Skills Foundation: Activities Portfolio 2ed.

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Work Related Skills: Foundation Activities Portfolio 2ed **By Michael Carolan**

DELIVER Educational Consulting (978-1-925172-53-9)

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- Literacy - Foundation 2ed (2019)
- Literacy - Intermediate 4ed (2019)
- Literacy - Senior 2ed (2019)
- Numeracy - Foundation 2ed (2019)
- Numeracy - Intermediate 2ed (2019)
- Numeracy - Senior 2ed (2019)
- Personal Development - Foundation 2ed (2020)
- Personal Development - Intermediate 4ed (2020)
- Personal Development - Senior 3ed (2020)
- Work Related Skills - Foundation 2ed (2020)
- Work Related Skills - Intermediate 4ed (2020)
- Work Related Skills - Senior 3ed (2020)

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Available for Careers, Pathways and Work Education & VCAL

- Career Pathways 2ed (2016)
- Work Placement Journal (2015)
- Work Experience Journal (2014)
- Personal Development Activity Planner - Foundation (2020)
- Personal Development Activity Planner - Intermediate (2020)
- Personal Development Project Planner - Senior (2020)

Available for industry-specific work education

- Retail Trade Industry - Foundation (2014)
- Retail Trade Industry - Intermediate (2014)
- Community Services Industry - Foundation (2014)
- Community Services Industry - Intermediate (2014)

Also available for Industry & Enterprise

- I&E Unit 1: Workplace Participation 4ed (2019)
- I&E Unit 1: Workplace Participation - e-version (2019)
- I&E Units 1&2: Towards an Enterprising You 5ed (2019)
- I&E Units 3&4: Towards an Enterprising Australia 4ed (2019)

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1st ed published May 2014. 2nd ed published Jan 2020 by DELIVER Educational Consulting, PO BOX 40, Moonee Vale, 3055, Victoria, Australia.

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Attention: VCAL and Applied Learning, Careers, Pathways, and Work Education Co-ordinators and teachers.

New editions of VCAL Work Related Skills and Personal Development Skills titles for 2020 and beyond.

All new releases for 2020 now available, more details on the next page.

- ✓ PDS - Foundation 2ed, PDS Intermediate 4ed, and PDS Senior 3ed.
- ✓ WRS - Foundation 2ed, WRS Intermediate 4ed, and WRS Senior 3ed.
- ✓ PDS Activity Planner - Foundation, PDS Activity & Project Planner - Intermediate, and PDS Project Planner - Senior.

In 2019 new editions of VCAL Numeracy and Literacy titles were released.

- ✓ Numeracy - Foundation 2ed, Numeracy Intermediate 2ed (units 1&2), Numeracy Senior 2ed (units 1&2).
- ✓ Literacy - Foundation 2ed, Literacy Intermediate 4ed, Literacy Senior 2ed.

In 2019 new editions of VCE Industry and Enterprise for 2019 were released.

- ✓ I&E Unit 1: Workplace Participation 4ed, I&E Units 1&2: Towards an Enterprising You 5ed, and I&E Units 3&4: Towards an Enterprising Australia 4ed.

Look for more information about these new resources, and others, online or through the emails.

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Send a brief email to michael@deliverededucation.com.au to join the email list and to add relevant staff.

For VCAL, Career Pathways, Applied Learning and Work Education/Work Studies.

All resources below are available as printed books or as master e-versions.

- ☐ Career Pathways 2ed
- ☐ Work Placement Journal & Work Experience Journal
- ☐ Personal Development Activity Planner: Foundation; Personal Development Activity & Project Planner: Intermediate; and Personal Development Project Planner: Senior
- ☐ Community Services Foundation & Intermediate
- ☐ Retail Foundation & Retail Intermediate

For WACE Career and Enterprise; and very useful for any Workplace Learning program:

The full suite of WACE Career and Enterprise Resources (each with choice of e-version master):

- ☐ Career and Enterprise: Foundation 11
- ☐ Career and Enterprise: Foundation 12
- ☐ Career and Enterprise: CAE - General 11
- ☐ Career and Enterprise: CAE - General 12/ATAR11
- ☐ Career and Enterprise: ATAR 12

Current resource list: 2020 (* = new)

VCAL and Applied Learning (Master sets also available)

- ⇒ *Personal Development - Foundation Workbook/text 2ed & Activities booklet (2020)
- ⇒ *Personal Development - Intermediate 4ed Workbook/text & Activities booklet (2020)
- ⇒ *Personal Development- Senior 4ed Workbook/text & Activities booklet (2020)
- ⇒ *Work Related Skills - Foundation Workbook/text 2ed & Activities booklet (2020)
- ⇒ *Work Related Skills - Intermediate 4ed Workbook/text & Activities booklet (2020)
- ⇒ *Work Related Skills - Senior 3ed Workbook/text & Activities booklet (2020)
- ⇒ Literacy - Foundation Workbook/text 2ed & Activities skills booklet. *Lit-Foundation also available as an e-version (2019)*
- ⇒ Literacy - Intermediate Workbook/text 4ed & Activities skills booklet. *Lit-Intermediate also available as an e-version (2019)*
- ⇒ Literacy - Senior Workbook/text 2ed & Activities skills booklet *Lit-Senior also available as an e-version (2019)*
- ⇒ Numeracy - Foundation Workbook/text 2ed & Skills Development Booklet (2019)
- ⇒ Numeracy - Intermediate Workbook/text 2ed (for units 1&2) & Activities booklet (2019)
- ⇒ Numeracy - Senior Workbook/text 2ed (for units 1&2)

& Activities booklet (2019)

Industry and Enterprise

- > I&E Unit 1: Workplace Participation 4ed (& e-version) (2019)
- > I&E 1&2: Towards an Enterprising You 5ed (2019)
- > I&E 3&4: Towards an Enterprising Australia 4ed (2019)

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

- > Career Pathways 2ed
- > Work Experience Journal
- > Work Placement Journal
- > *Personal Development Activity Planner: Foundation (2020)
- > *Personal Development Activity & Project Planner: Intermediate (2020)
- > *Personal Development Project Planner: Senior (2020)

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

- > Community Services Foundation
- > Community Services Intermediate
- > Retail Foundation
- > Retail Intermediate

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

- > Career and Enterprise General 11
- > Career and Enterprise General 12/ATAR 11
- > Career and Enterprise ATAR 12
- > Career and Enterprise Foundation 12
- > Career and Enterprise Foundation 11

View PDF samples on the website. Any questions please feel free to contact me.

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Order form: Prices for Semester 1, 2020 (Note: All prices are GST inc.)

| WACE: Career and Enterprise | Printed text | e-version master | Total |
|---|---------------------|-------------------------|--------------|
| Career and Enterprise Foundation 11 (2017) | _____ @ \$49.50 | _____ @ \$595 | _____ |
| Career and Enterprise Foundation 12 (2016) | _____ @ \$49.50 | _____ @ \$595 | _____ |
| Career and Enterprise General 11 (2016) | _____ @ \$55 | _____ @ \$660 | _____ |
| Career and Enterprise General 12/ATAR 11 (2016) | _____ @ \$59.50 | _____ @ \$660 | _____ |
| Career and Enterprise ATAR 12 (Jan 2017) | _____ @ \$59.50 | _____ @ \$770 | _____ |

| Careers, Work Education & Personal Development | Printed text | e-version master | Total |
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| Work Experience Journal 2015 | _____ @ \$22 | _____ @ \$165 | _____ |
| Work Placement Journal 2015 | _____ @ \$29.50 | _____ @ \$220 | _____ |
| Personal Development Activity Planner: Foundation 2020 | _____ @ \$29.50 | _____ @ \$220 | _____ |
| Personal Development Activity/Project Planner: Intermediate 2020 | _____ @ \$29.50 | _____ @ \$220 | _____ |
| Personal Development Project Planner: Senior 2020 | _____ @ \$29.50 | _____ @ \$220 | _____ |

| 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 | _____ |

| Industry and Enterprise (New editions 2019) | Printed text | e-version master | Total |
|--|---------------------|-------------------------|--------------|
| I&E Unit 1: Workplace Participation 4ed. 2019 | _____ @ \$35 | _____ @ \$550 | _____ |
| I&E Units 1&2: Towards an Enterprising You 5ed. 2019 | _____ @ \$49.50 | na | _____ |
| I&E Units 3&4: Towards an Enterprising Australia 4ed. 2019 | _____ @ \$66 | na | _____ |

| VCAL/ Applied Learning Resource Sets | | Printed text/workbook | Printed activities book | Master text/workbook | Master activities book | Combined master sets | or license with master e-version |
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| Literacy Foundation 2ed. 2019 | | _____ @ \$42.50 | _____ @ \$27.50 | _____ @ \$275 | _____ @ \$99 | or _____ @ \$330 | or _____ @ \$440 |
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| WS2 | safe@work | 2 | Due Done | JS2 | Starting Out | 16 | Due Done |
| WS3 | Danger, Danger | 3 | Due Done | JS3 | Benefits From Working | 17 | Due Done |
| WS4 | That's Better | 4 | Due Done | JS4 | Work Conditions | 18 | Due Done |
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1. Use the problem-solving tool of brainstorming to list 12 workplace hazards associated with an occupation you are familiar with.

Occupation:

Preview
Draft Sample:

2. Brainstorm a list of the most dangerous occupations you are aware of. Would you like to do these jobs? Why/why not?

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1. Use **safe@work** to summarise a top 10 list of workplace safety tips.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

**Preview
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Find images or take photos of dangerous or risky OHS/WHs practices in action from your school or workplace. Provide a brief description of the source of the photo/image.

- i. Image of obvious risks, hazards and/or unsafe work practices.



**Preview
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- ii. Image of not so obvious risks, hazards and/or unsafe work practices.



WS4 That's Better

Find images or take photos of well-managed and safe OHS/WHS practices in action from your school or workplace. Provide a brief description of the source of the photo/image.

i. Image(s) of clearly well-managed safe work practices.



**Preview
Draft Sample:
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ii. Image(s) of not so well-managed safe work practices.



1. Choose 6 of the common workplace hazards from p.36 of your WRS Foundation workbook. Explain how each of these might occur for an occupation or workplace you are interested in.

| Occupation: | | |
|-------------|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |

2. Outline strategies to help prevent these workplace hazards from occurring. (You could research WorkSafe's website for help.)



| Occupation: | | |
|-------------|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |

WS6 Using Technology Poorly

Create a 4-panel narrative that uses text and/or images to illustrate workers experiencing **injuries** from using workplace technology and equipment.



| | |
|------------|-----------|
| <i>i</i> | <i>ii</i> |
| <i>iii</i> | |

**Preview
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Create a 4-panel narrative that uses text and/or images to illustrate workers using workplace technology and equipment **safely**.



| | |
|-----|----|
| i | ii |
| iii | |

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WS8 Young Workers

By now you are probably aware of the increased risks for young workers in the workplace. You might have also investigated WorkSafe's young worker advice and safety ads.

- i. Use the storyboard below to develop your own young workers' WHS safety ad.
- ii. Create a role play or video based on your storyboard, with an appropriate script.

| | |
|----------------------|--|
| | |
| Preview | |
| Draft Sample: | |
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| Copy | |
| | |

Use the Hierarchy of Control, and then the ITEACM process, to identify and assess risks and minimise harm for the Work-Related Activity you are involved in.

| Hierarchy of Control | ITEACM |
|--|--|
| Elimination <div>⇒</div> <div>⇒</div> | IDENTIFY <div>⇒</div> <div>⇒</div> |
| Substitution <div>⇒</div> <div>⇒</div> | TRAIN <div>⇒</div> <div>⇒</div> |
| Engineering <div>⇒</div> <div>⇒</div> | EQUIP <div>⇒</div> <div>⇒</div> |
| Administration <div>⇒</div> <div>⇒</div> | ASSES <div>⇒</div> <div>⇒</div> |
| Personal Protective Equipment <div>⇒</div> <div>⇒</div> <div>⇒</div> | CONTROL <div>⇒</div> <div>⇒</div> |
| | MONITOR <div>⇒</div> <div>⇒</div> |

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WS10 Give Me A Sign

Find images of real work-related examples of different workplace safety signs. Provide a brief description of the sign and the source of the photo/image.

| Image of workplace safety sign. | Description of sign/source of image. |
|---------------------------------|--------------------------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |

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1. Describe and source images of examples of personal protective equipment required for an occupation you are interested in.
2. Briefly outline the function of these. You could ask your workplace HSR or OHS/WHS rep.
3. Outline any specific training required to use these items of PPE properly.

| PPE | Description | Image | Specific training needed to use PPE. |
|---|-------------|-------|--------------------------------------|
| <p>Preview Draft Sample: Do Not Copy</p> | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

WS12 Emergency Procedure

1. Interview a workplace stakeholder or OHS/WHS safety rep, and summarise the steps in an emergency procedure for a workplace or work-related task relevant to you.
2. Source or develop a graphic to support this; or a prepare and perform a role play that models this emergency procedure.



Workplace/Industry:

Emergency procedure is:

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Now that you have completed an introduction to OHS/WHS issues and hazards, prepare a list of 10 top tips to prepare a young worker for work experience or a work placement in a workplace or industry you are familiar with.

Complete this as a pair or in groups, by teaming with other students interested in similar types of occupations, and then share or present to the class.

| Workplace/Industry: |
|---------------------|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |
| 9. |
| 10. |

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WS14 My Workplace Safety Journal

Complete this journal to reflect on your progress in the WRS units on OHS/WHS skills.

Journal of: _____ Entry no. _____ Date: _____

⇒ What did I experience during these units as part of my school studies?

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

⇒ Which people did I most influence in a positive way during this unit and how so?

⇒ Which people had the greater positive influence on me during this unit and how so?

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

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

⇒ What other information can I share?

⇒ How would I summarise my experiences, or what's my motto for the unit?

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1. List 10 businesses or workplaces that are a part of your local area.
2. Briefly describe the products (goods and services) they produce or provide.
3. Identify the industry that each is a part of. (Your teacher will guide you.)
4. Find an image of one of these that you use as a customer, or one in which you are interested in working.

| Business/workplace | Goods and services | Industry |
|--------------------|--------------------|----------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

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JS2 Starting Out

1. List the types of workplaces in which you would be interested in working. Why?

| <i>Workplaces I would like to work in include:</i> | <i>The reasons are:</i> |
|--|-------------------------|
| | |
| | |
| | |
| | |
| | |

2. List the types of workplaces in which you would not be interested in working. Why not?

| <i>Workplaces I would not like to work in include:</i> | <i>The reasons are:</i> |
|--|-------------------------|
| | |
| | |
| | |
| | |
| | |

Benefits From Working JS3

Listed below are 5 benefits from working. For each one explain how a career/job you are interested in might give you that benefit. Add and explain 1 more reason of your own.

| Benefit | Explanation |
|--------------------|-------------|
| income | |
| working conditions | |
| job satisfaction | |
| socialisation | |
| future security | |
| | |

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JS4 Work Conditions

Interview a worker or employer to find out information about work conditions for an occupation in which you are interested.

| | |
|-------------------------------|------------|
| Occupation: | Workplace: |
| Interviewee and position: | |
| Wages/salary: | |
| Bonuses, allowances, etc.: | |
| Junior rates of pay: | |
| Casual loadings: | |
| Penalty rates: | |
| Breaks/hours of work: | |
| Leave entitlements and other: | |

**Preview
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1. Use the problem-solving tool of brainstorming to list 8-10 contacts who could be part of your job-seeking network.

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |

**Preview
Draft Sample:**

2. Discuss these lists with others in your class, and then find 4 more contacts from the lists of your class members who you can add to your own network.

| | | |
|--|--|--|
| | | |
|--|--|--|

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3. Contact 2 people from these lists and note the advice that they give about job-seeking.

| | |
|--|--|
| | |
|--|--|

JS6 Job Advertisement

1. Find an ad for a job that you are interested in either now, or for when you finish study.
2. Summarise this, listing key duties, tasks, skills, qualifications and experience.
3. Explain whether you fulfil these requirements now; or what you can do in order to get the skills, qualifications and experience to fulfil these requirements in the future.

Job details:

Key duties, tasks, etc.:

**Preview
Draft Sample:
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What do you have to (or need to) do?:

1. List 4 positives statements about your abilities, skills and experience that should be included on your résumé.

i. _____

ii. _____

iii. _____

iv. _____

2. List 4 more work-related attributes that you need to develop over the course of this year to include on your résumé.

i. _____

ii. _____

iii. _____

iv. _____

Preview

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JS8 Famous CVs

Prepare a brief 1-page résumé for a famous person you know about. Start drafting below.

**Preview
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Prepare answers to the 'Common interview questions' from p.112 in the Foundation Workbook.

1. Why do you want this job?

2. Why should we employ you in this job?

3. What are the main skills and experience you bring to this position?

4. How have you succeeded in a team environment working with other people?

5. Where do you see yourself in 12 months time?

Preview
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JS10 Q&A Time

1. Anticipate 5 specific questions and prepare answers for a job you are interested in.
2. Role play this scenario with other members of the class.

| Position: | |
|-----------|---------|
| Questions | Answers |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

**Preview
Draft Sample:
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Create a poster or multimedia graphic that summarises the top 5 tips you would give a person your age preparing for a job interview. Start drafting these below

1.

2.

**Preview
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3.

4.

5.

JS12 This is Me

Create a graphic of you in your ideal work environment. Use images sourced online and from workplaces. Present and explain this to the class.



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Working in pairs visit these websites and list some key features and information about each.

| Online site | Job-seeking features |
|---|----------------------|
| Careerone (News Limited job ads)// www.careerone.com.au | |
| Adzuna (Fairfax job ads)// www.adzuna.com.au | |
| Seek (Employment site)// www.seek.com.au | |
| Australian Jobsearch// www.jobsearch.gov.au | |
| Commonwealth Government youth portal// www.youth.gov.au | |
| My Future// www.myfuture.edu.au | |
| Indeed// www.au.indeed.com | |
| Australian Apprenticeships// www.australianapprenticeships.gov.au | |
| Teen jobs// www.teenjobs.com.au | |
| (Your choice) | |
| (Your choice) | |

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JS14 My Job-Seeking Skills Journal

Complete this journal to reflect on your progress in the WRS units on job-seeking skills.

Journal of: _____ Entry no. _____ Date: _____

⇒ What did I experience during these units as part of my school studies?

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

⇒ Which people did I most influence in a positive way during this unit and how so?

⇒ Which people had the greatest positive influence on me during this unit and how so?

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

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

⇒ What other information can I share?

⇒ How would I summarise my experiences, or what's my motto for the unit?

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Describe a personal example and a work-related example when you have demonstrated each of these employability skills.

| Work-related skill | Personal examples | Work-related examples |
|---|---|-----------------------|
| <i>communication</i> | | |
| <i>teamwork</i> | | |
| <i>problem-solving</i> | | |
| <i>planning and organising</i> | <div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div> | |
| <i>self-awareness</i> | | |
| <i>learning</i> | | |
| <i>technological</i> | | |
| <i>initiative and enterprise skills</i> | | |
| <i>adaptability</i> | | |
| <i>managing and leading</i> | | |

EM2 PODR

Use the PODR process to help you plan a Work-Related Activity that you are interested in pursuing for this unit.

| Issues | Work-Related Activity PODR steps |
|-----------------|--|
| PLAN | <i>Activity is:</i> |
| ORGANISE | Preview Draft Sample: Do Not Copy |
| DO | |
| REVIEW | |

One way to make a big goal more achievable, realistic and timely is to break it down into smaller, more manageable bite-sized chunks. Use this table to do this for the overall goal associated with your Work-Related Activity for Unit 2.

| What is the overall goal, and what are the step-by-step goals required ? | In order to 'achieve' each goal what specific tasks need to be completed? | What is the timeframe/deadline for each goal/task? |
|--|---|--|
| Overall goal | | |
| Goal 1 | Tasks | |
| Goal 2 | Tasks | |
| Goal 3 | Tasks | |
| Goal 4 | Tasks | |
| Goal 5 | Tasks | |
| Goal 6 | Tasks | |
| Goal 7 | Tasks | |
| Goal 8 | Tasks | |

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EM4 Task Management Tips

1. List 2 tips that can help you manage **time** more effectively for your Work-Related Activity.

2. List 2 tips that can help you manage **people** more effectively for your Work-Related Activity.

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3. List 2 tips that can help you manage **inputs and equipment** more effectively for your Work-Related Activity.

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4. List 2 tips that can help you manage **money** more effectively for your Work-Related Activity.

Complete a budget to help manage your personal finances, or to develop a savings plan.

[illegible][illegible]

| Budget for _____ | Year 1 _____ | Year 2 _____ | Year 3 _____ |
|-----------------------------------|--------------|--------------|--------------|
| Total Income | | | |
| less Total Expenses | | | |
| = Surplus/deficit each year | | | |
| Cumulative surplus/deficit | | | |

EM6 Communicating Effectively

It is vital to communicate work-related information clearly. Describe the communication techniques that seem to be going on in these scenarios. Add 2 more images of your own.

i



ii



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iii

Interview each class member to find out the skills they can contribute to teams-based activities. Then, when required, form synergised teams for your WRS Activity.

[illegible]

EM8 Me Oh MI

1. Choose 4 multiple intelligences at which you are strongest. Explain how each of these could help you contribute to your Work-Related Activity.

| | |
|-----|----|
| i | ii |
| iii | iv |

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2. What strategies could you use to improve in your weaker areas of multiple intelligence?

Create and describe 2 photos or images of you participating effectively in teams-based activities.



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EM10 Planning an Activity

Imagine that you are working with a team of 3 other students organising an activity for Year 7s, or other young people. This could be a sports-coaching clinic, or a healthy cooking demonstration, or a training session on online safety and anti-bullying; or some other similar activity. The activity will be held two Fridays from now. Plan and organise this task. (Your teacher might give you more information about other 'needs' of these clients.)

- i. Plan the overall requirements of this task. Is there anything else you need to find out?

- ii. Plan a timeline listing the tasks you will need to do.

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- iii. Initially, draft a simple to-do list. You then might want to then use the more sophisticated version on p.145 of your WRS Foundation workbook.

- iv. Use this planner to start to outline the tasks involved; and group members' responsibilities.

| Resource | Tasks required | Who and why? |
|-----------|---|--------------|
| People | | |
| Inputs | <div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div> | |
| Equipment | | |
| Money | | |

EM12 Workplace Problems

Interview 2 different workplace stakeholders. Ask them about a key work-related problem they have to deal with, and also the strategies they use to help deal with this problem.

| Stakeholder | Outline the work-related problem they are dealing with. | Describe how they deal with the problem. |
|---|---|--|
| <p>Preview Draft Sample: Do Not Copy</p> | | |

1. Outline a work-related problem that you could do with some help to deal with.

2. Work with 2 different people and ask them to use problem-solving tools and strategies to suggest possible solutions to help you deal with this problem.

i: Person 1: _____

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ii: Person 2: _____

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3. What was the outcome? Did their approach to problem-solving differ? Why/why not?

EM14 My Employability Skills Journal

Complete this journal to reflect on your progress in the WRS units on employability skills.

Journal of: _____ Entry no. _____ Date: _____

⇒ What did I experience during these units as part of my school studies?

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

⇒ Which people did I most influence in a positive way during this unit and how so?

⇒ Which people had the greatest positive influence on me during this unit and how so?

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

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

⇒ What other information can I share?

⇒ How would I summarise my experiences, or what's my motto for the unit?

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1. Outline 4 skills, abilities or attributes that you can contribute to a team situation.

i: _____

ii: _____

iii: _____

iv: _____

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2. In relation to your Work-Related Activity, which type of person/s do you work well with, and also not as well with; and why so?

Draft Sample:

| I work well with... | because... | I don't work as well with... | because... |
|------------------------|------------|------------------------------|------------|
| <div>Do Not Copy</div> | | | |

WR2 What I Have To Offer

1. Interview 2 other people in your class and ask them to nominate 3 positive traits, skills, abilities or other benefits that you contribute to work-related situations.

Person 1:

- i. _____

- ii. _____

- iii. _____

Person 2:

- i. _____

- ii. _____

- iii. _____

2. Using these lists, compile 3 concise positive statements about yourself that also include an item of evidence. (e.g. *I am good in teams because I am able to organise people's rosters.*)

- i. _____

- ii. _____

- iii. _____

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[illegible]

WR4 Workplace Learning: Daily Journal

[illegible]

[illegible]

WR6 Workplace Learning: Daily Journal

[illegible]

[illegible]

WR8 Workplace Learning: Daily Journal

| | | | | | |
|---|--|--|-------|--------------|--|
| You must complete one of these record pages for each day of your Workplace Learning (activity). | | | | | |
| Name: | | Day: | | Date: | |
| Workplace: | | Supervisor: | | Time worked: | |
| Times | | Description of main tasks performed/duties undertaken. | | | |
| e.g 8-9am | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
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| | | | | | |
| | | | | | |
| | | | | | |
| 2 Skills developed | | Description of how you developed these work-related skills. (Consider employability, work-related or specific skills as per your teacher's instructions.) | | | |
| | | | | | |
| | | | | | |
| Outline an example of technology used as part of your work tasks today. | | | | | |
| Describe an OHS/WHS practice you followed or saw in action today. | | | | | |
| Outline any special arrangements or requirements for tomorrow. | | | | | |
| Student signature: | | | Date: | | |
| Supervisor's signature: | | | Date: | | |

[illegible]

WR10 Evaluation - My Work-Related Skills

This evaluation needs to be completed by your supervisor in relation to your work placement (or Work-Related Activity). Your teacher might also instruct you to self-assess and/or have your team member(s) complete an evaluation.

Student: _____

Workplace/activity: _____

Student's role: _____

Evaluated by: _____ Position: _____

| Ability to effectively: | Excellent | Very Good | Good | Basic | Not shown |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ☺ Communicate..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ☺ Learn new tasks..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ☺ Use technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ☺ Be adaptable..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ☺ Work in teams | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ☺ Work safely | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ☺ Be self-aware..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ☺ Show initiative (and enterprise)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ☺ Solve problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ☺ Plan and organise..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ☺ Manage and lead..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Briefly describe up to three of this student's most successful contributions/areas of involvement.

1. _____

2. _____

3. _____

Briefly suggest areas that this student should aim to develop further.

1. _____

2. _____

Feel free to comment further. (Add another page or a specific evaluation if necessary.)

Signed: _____ Date: _____

Evaluation - My Specific Competencies WR11

This evaluation needs to be completed by your supervisor in relation to your work placement (or Work-Related Activity). Your teacher might also instruct you to self-assess and/or have your team member(s) complete an evaluation.

Student: _____

Workplace/activity: _____

Student's role: _____

Evaluated by: _____ Position: _____

Specific work-related skills or competencies successfully demonstrated by the student included...

e.g. *Safely used kitchen equipment including microwave, industrial dishwasher and peeling machine.*

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Briefly suggest areas that this student should aim to develop further.

1. _____

2. _____

Feel free to comment further. (Add another page, or another evaluation if necessary.)

Signed: _____ Date: _____

WR12 Before WRS Foundation...

Now that you have completed WRS Foundation create a 'before' representation of yourself. You might create an artwork, a graphic, an image, a song, a profile, a CV or some other representation.



**Preview
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Now that you have completed WRS Foundation create an 'after' representation of yourself. You might create an artwork, a graphic, an image, a song, a profile, a CV or some other representation.



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WR14 My Work-Related Skills Journal

Complete this journal to reflect on your progress in the WRS units on work-related skills.

Journal of: _____ Entry no. _____ Date: _____

⇒ What did I experience during these units as part of my school studies?

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

⇒ Which people did I most influence in a positive way during this unit and how so?

⇒ Which people had the greater positive influence on me during this unit and how so?

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

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

⇒ What other information can I share?

⇒ How would I summarise my experiences, or what's my motto for the unit?

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Required Activities - Summary

Student: _____

Date: _____

| Unit 1: Outcomes | Description of tasks required to be completed/evidence required. |
|---|--|
| 1 Identify OH&S/ WHS roles and responsibilities. | |
| 2 Investigate workplace hazards and OHS/WHs procedures. | |
| 3 <u>Work-Related Activity:</u> Safely plan, organise, do and review. | |
| 4 Research employment opportunities and conditions. | |
| 5 Complete job-seeking and job application tasks. | |

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| Unit 2: Outcomes | Description of tasks required to be completed/evidence required. |
|---|--|
| 1 <u>Work-Related Activity:</u> Planning and organising. | |
| 2 <u>Work-Related Activity:</u> Employability skills. | |
| 3 <u>Work-Related Activity:</u> Issues and problems. | |
| 4 <u>Work-Related Activity:</u> Work as part of a team. | |
| 5 <u>Work-Related Activity:</u> Review own and others' effectiveness. | |
| 6 <u>Work-Related Activity:</u> Prepare and make a presentation. | |

Teacher: _____

Date: _____

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