

Order form: Current from Term 3, 2015 (Note: All prices are GST inc.)

WACE: Career and Enterprise (exp. Dec 2015)	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. (pre-order for 2016) 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Literacy - Senior (pre-order for 2016)) New 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Numeracy - Intermediate 2015	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
Numeracy - Senior (pre-order for 2016) New 2016	_____ @ \$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	_____	_____	_____	_____	_____	_____

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Term 3, 2005 Update: New resources for VCAL, Applied Learning, Career Pathways, Work Education and Work Experience/Work Placement.

New
resources now
available term 2.

New Literacy and Numeracy resources for 2016

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**.
- ⇒ Updated: Literacy - Intermediate 3ed, revised and refreshed and with more content, and also available as a **master PDF e-version**.)
- ⇒ New: **Numeracy - Senior** 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.)
- ⇒ New colour editions will be release 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. (Available from October 2015.)
- ⇒ You can pre-order new resources now and/or booklist. Samples will be available soon.

Keep up to date with uploads of samples by joining the email list. If you receive this flyer without receiving an email then you are not on the list. Contact me to join and to add relevant staff members so they can be kept up to date.

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** (suitable for PDS Foundation and introductory PDS Intermediate activities and projects) & **Personal Development Project Planner: Advanced** (suitable for advanced PDS Intermediate and PDS Senior projects).
These new colour-coded planning guides have been created specifically for schools and students to support Personal Development activities and projects. The planners are formatted as write-in booklets with colour-coded pages to support planning, organising, doing and reviewing a personal development activity or project.
- ⇒ **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)
These new 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.
Each full colour workbook includes targeted industry-specific material, explanations, examples, images and activities. This flexibility allows teachers to teach general program content while disparate students within the same class can apply this to their own industry experience and context.

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

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

New for 2016: Literacy - Senior and Numeracy - Senior

**New editions for 2016: Literacy - Intermediate 3ed, PDS - Intermediate 3ed,
PDS - Senior 2ed and WRS - Intermediate 3ed (all now in colour)**

Available as a master set on CD and/or as a printed workbook.






**New for 2016
Literacy &
Numeracy Senior.**

Each of these resource sets for Literacy, Work Related Skills, Personal Development and Numeracy includes a 160-170 page **Workbook/text** written to support your teaching of VCAL, Applied Learning and work education units with material aimed at satisfying skills-based assessment tasks. Each set also includes a supplementary **Activities portfolio booklet** with approximately 50 extra worksheet style Applied Learning and Work Education activities that add depth to your teaching program. Each of these resources are available as:

- ☐ **Reproducible master sets on CD featuring PDF files of:**
 - ⇒ Set A: Workbook/Text (WB) (reproducible master license)
 - ⇒ Set B: Activities Portfolio (AP) (reproducible master license)
 - ⇒ Work Related Skills also includes a work experience journal in both print and e-version formats.
- ☐ **Professionally printed and bound books (and booklets for the Activities Portfolio).**
- ☐ The new **Literacy Senior** and the revised **Literacy - Intermediate 3ed** master sets are available as optional **e-versions**.

Key features of each Applied Learning workbook/text:

- ⇒ Organised into sections to match learning outcomes.
- ⇒ Cater for varied learning approaches with up-to-date, lively and engaging student-focused material.
- ⇒ Pages formatted as a write-in workbook.
- ⇒ Current and relevant weblinks that extend student enquiry.
- ⇒ Each has 90-110 specially developed, engaging learning activities suitable for students of all abilities.
- ⇒ Student-focused SuperSkills topics to develop transferable skills that can be applied in different situations.
- ⇒ Assessment tasks written to satisfy multiple learning outcomes. Numeracy also has many other tasks suitable as assessment tasks.
- ⇒ Literacy supports delivery of Oral Communication.
- ⇒ Includes self-assessment, evaluation and other pro-formas.
- ⇒ PDS and WRS resources include pro-formas to support planning and organising enterprise activities.

Literacy Intermediate (Revised 3ed 2016)	Literacy Senior (New for 2016)	Numeracy Intermediate (2015)	Numeracy Senior (New for 2016)	Personal Development Intermediate (Colour 3ed 2016)	Personal Development Senior (Colour 2ed 2016)	Work Related Skills Foundation (2014)	Work Related Skills Intermediate (Colour 3ed 2016)	Work Related Skills: Senior (2ed 2015)
								
⇒ Workbook text 160pp 978-1-925172-22-5	⇒ Workbook text 170pp 978-1-925172-23-2	⇒ Workbook text 160pp 978-1-925172-02-7	⇒ Workbook text 170pp 978-1-925172-20-1	⇒ Workbook text 160pp 978-1-925172-18-8	⇒ Workbook text 160pp 978-1-925172-19-5	⇒ Workbook text 162 pp 978-0-9873519-8-2	⇒ Workbook text 166pp 978-1-925172-17-1	⇒ Workbook text 170pp 978-1-925172-09-6
Workbook: Contents 1. Self Expression: Introduction 2. Self Expression: Getting it Down 3. Practical Literacy: Filling the Gaps 4. Practical Literacy: Instructions - Being Heard 5. Knowledge: Cutting Through 6. Knowledge: Reporting Information 7. Public Debate: Investigating Issues 8. Public Debate: Making Your Case	Workbook: Contents 1. Self Expression: Express Yourself 2. Self Expression: Identify & Values 3. Practical Literacy: Getting it Right 4. Practical Literacy: Instruct Away 5. Knowledge: Finding Out 6. Knowledge: Using Knowhow 7. Issues & Debate: Researching Issues 8. Issues & Debate: Presenting Your Case	Workbook: Contents 1. The Shape Of Your World 2. Working The Numbers 3. What Comes Next? 4. Time Is Money 5. Where Is It? 6. Measuring Up	Workbook: Contents TBC	Workbook: Contents -Unit 1 1. Introducing Me 2. Developing My Skills 3. Managing Myself Effectively 4. Becoming a Leader 5. Interpersonal Effectiveness -Unit 2 6. In the Community 7. Planning and Organising 8. Problem-Solving & Decision-Making 9. Communication and Team Skills	Workbook: Contents -Unit 1 1. Planning and Organising 2. Social Diversity 3. Communicating Effectively 4. Leadership in Action 5. Effective Decision- Making -Unit 2 6. Community Issues 7. Community Project 8. Advanced Team Skills 9. Advanced Communication	Workbook: Contents -Unit 1 1. Workplace Investigation 2. Job-Seeking Skills 3. Workplace Safety Introduction 4. Workplace Safety Issues 5. Employability Skills -Unit 2 6. Planning & Organising 7. Communicating Effectively 8. Problem-Solving 9. Teams & Technology	Workbook: Contents -Unit 1 1. Work Conditions & Entitlements 2. Job-Seeking Skills 3. Workplace Safety Issues & Hazard Identification 4. Employability Skills -Unit 2 5. Developing Work- Related Skills 6. Planning & Organising 7. Communicating Effectively 8. Effective Problem- Solving 9. Effective Teams	Workbook: Contents - Unit 1 1. Workplaces & Pathways 2. Job-Seeking Skills 3. Workplace Safety Requirements & Induction 4. Workplace Safety Hazard Control 5. Team & Workplace Technology Skills -Unit 2 6. Effective Planning & Organising 7. Quality, Enterprise & Innovation 8. Effective Problem- Solving
⇒ Activities booklet 64pp 978-1-925172-07-2	⇒ Activities booklet 60pp 978-1-925172-24-9	⇒ Activities booklet 60pp 978-1-925172-03-4	⇒ Activities booklet 60pp 978-1-925172-21-8	⇒ Activities booklet 60pp 978-0-9871396-9-6	⇒ Activities booklet 60pp 978-0-9873519-1-3	⇒ Activities booklet 60pp 978-0-9873519-9-9	⇒ Activities booklet 62pp 978-1-925172-00-3	⇒ Activities booklet 62pp 978-1-925172-01-0

Note: All these VCAL and Applied Learning texts and workbooks can be booklisted without having to purchase the master licenses. Extensive preview samples of all materials available on our website.

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Work Related Skills Intermediate: Student Activities Portfolio 2ed.

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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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Work Related Skills Intermediate: Student Activities Portfolio 2nd ed

DELIVER Educational Consulting (978-0-9873519-3-7)

Also available for VCAA and Applied Learning

- Literacy - Intermediate (Nov 2010)
- Personal Development - Intermediate 2nd ed (Jan 2012)
- Personal Development - Senior (Jan 2013)
- Work Related Skills - Senior (Jan 2014)
- Work Related Skills - Foundation (Mar 2013)
- Retail Trade Industry - Foundation (Dec 2013)
- Retail Trade Industry - Intermediate (Dec 2013)

Also available for Industry & Enterprise (new editions for 2012)

- I&E 1: Workplace Participation (Nov 2011)
- 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

www.deliverededucation.com.au
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Contact: www.deliverededucation.com.au michael@deliverededucation.com.au (03) 9939 1229

Carolan, Michael

Work Related Skills - Intermediate Student Activities Portfolio (For VCAL and Applied Learning)

ISBN 978-0-9873519-3-7 (for workbook only)

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WR13	After WRS Intermediate...	55	Due	Done
WR14	My Work-Related Skills Journal	56	Due	Done



1. List 20 businesses or workplaces that are a part of your local area.
2. Classify them by their stage of industry and by their ANZSIC classification. Try to find out examples of at least 10 different ANZSIC classifications.
3. Are they commercial businesses or 'not-for-profits'? How do you know?

<i>Business/workplace</i>	<i>Industry stage</i>	<i>ANZSIC 2006</i>	<i>Commercial/NFP?</i>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
15.			
16.			
17.			
18.			
19.			
20.			

PW2 Starting out



1. List 5 work-related attributes that you can offer a potential employer when you will be first entering the workforce.

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



2. Identify 5 work-related attributes that you will need to develop so as to have a better chance at securing an entry-level position.

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



3. Discuss how you could go about developing these attributes.



Interview a diverse range of workers to find out examples for each of the following.
Complete the table by briefly describing the example (and the job).

Remuneration	Person 1	Person 2
wage		
salary		
retainers, commissions, piece-rates, bonuses.		
superannuation		
fringe benefits	Example: John is a sales rep for McGlo's snack foods. He gets a company car and fuel allowance for work purposes but he can also use the car for personal purposes, and free fuel up to a weekly \$ limit.	
freebies, perks and discounts, etc.		

PW4 Work Arrangements



Find and interview a diverse range of workers to find out 2 examples for each of the following work arrangements.

Work arrangement	Example 1		Example 2	
Covered under a modern award.	Person/age/occupation/workplace:		Person/age/occupation/workplace:	
	Title/description:		Title/description:	
	Main conditions:		Main conditions:	
Covered under an enterprise bargaining agreement.	Person/age/occupation/workplace:		Person/age/occupation/workplace:	
	Title/description:		Title/description:	
	Main conditions:		Main conditions:	
Covered under some other arrangements: e.g. common law contract, self-employed, etc..	Need only 1 example			
	Person/age/occupation/workplace:	Title/description:	Main conditions:	



1. Use the problem-solving tool of brainstorming to list 20 contacts who could be part of your job-seeking network.



2. Discuss these lists with others in your class and then find 5 more contacts from the lists of your class members who you can add to your own network.

--	--	--	--



3. Contact 4 people from these lists and note the advice that they give.

--	--	--	--

PW6 Job Applications



1. Find 3 ads for jobs that you are interested in either now, or for when you finish study.
2. Summarise each one listing key duties, tasks, skills, qualifications and experience.
3. For each one explain how you currently fulfil these requirements now; or what you can do so as to get the skills, qualifications and experience to fulfil these requirements.

1st Job details.	2nd Job details.	3rd Job details.
Key duties, tasks, etc..	Key duties, tasks, etc..	Key duties, tasks, etc..
Qualifications and experience.	Qualifications and experience.	Qualifications and experience.
What do you have/need to do?	What do you have/need to do?	What do you have/need to do?



1. List 10 attributes about you and your work-related skills that should be on your résumé.
2. Match each of these to the different sections of a résumé. Are there any sections that you need to beef up a little?

1	2	3
4	5	6
7	8	9
10		

2. List 5 more work-related attributes that you need to develop to include on your résumé.

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

PW8 Famous CVs



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

**Preview Sample:
Do not copy**



Prepare answers to the 'Common interview questions' from p.41 in the WRS Inter Workbook.

1. _____

2. _____

3. _____

4. _____

5. _____

Preview Sample:
Do not copy

PW10 Q&A Time



- 1. Anticipate 10 questions and devise suitable 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.	
6.	
7.	
8.	
9.	
10.	

Preview Sample:
Do not copy



Create a poster, multimedia presentation, rap or app that summarises the top 10 tips you would give a person your age preparing for a job interview. Start drafting these below

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Preview Sample:
Do not copy

PW12 Help Me Out




Create a profile of someone in the workforce who could act as a mentor to help you develop your career. Summarise key points about their career. Include an image.

Person:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
- Review Sample: Do not copy



 Working in pairs visit these web sites and list some key features and info. about each site.



Online site	Job-seeking features
Careerone (News Limited job ads)// www.careerone.com.au	
My Career (Fairfax job ads)// www.mycareer.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	
Job Guide// www.jobguide.deewr.gov.au	
Australian Apprenticeships// www.australianapprenticeships.gov.au	
All jobs// www.alljobs.com.au	
Skills Victoria// www.skills.vic.gov.au	
TAFE Course Directory// www.tafe.vic.gov.au	
VTAC// www.vtac.edu.au	
Teen jobs// www.teenjobs.com.au	
(Your choice)	

PW14 My Pathways Skills Journal



Complete this journal to reflect on your study of the WRS Intermediate units on work conditions and pathways.

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 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?



1. Use the problem-solving tool of brainstorming to list 20 workplace hazards associated with an occupation you are familiar with.

Occupation:



2. Brainstorm a list of the most dangerous occupations you are aware of. Work in pairs to try and find some statistics from the WorkSafe website to support these.

OH2 safe@work



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 Sample:
Do not copy

 Find images or take photos of dangerous or risky OH&S practices in action. Provide a brief description of the source of the photo/image.



 i. 2 images of obvious risks, hazards and/or unsafe work practices.




ii. 2 images of non-so obvious risks, hazards and/or unsafe work practices.



OH4 That's Better

-  Find images or take photos of well-managed and safe OH&S practices in action. Provide a brief description of the source of the photo/image.
-  i. Source 2 images of obviously well-managed safe work practices.

-  ii. Source 2 images of not so obviously well-managed safe work practices.



Find and describe real work-related examples that match each of the 10 types of workplace safety signs from p.50 in your WRS Intermediate Workbook. Provide a brief description of the source of the photo/image/description.

Workplace safety sign	Example
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

OH6 Harm Minimisation



All occupations include an element of risk but some industries and some occupations are inherently more dangerous than others. Working in pairs, pick 2 very dangerous occupations and find out about harm minimisation and hazard reduction strategies for workers in these jobs.

Occupation 1: _____

Occupation 2: _____

Preview Sample:
Do not copy



Use the ITEACM process (WRS workbook p.57) to identify and assess risks and minimise harm for a workplace you are familiar with, or a work-related activity you are involved in.

Step	Explanation
IDENTIFY	⇒
TRAIN	⇒
EQUIP	⇒
ASSESS	⇒
CONTROL	⇒
MONITOR	⇒

OH8 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 safety ads and CD.

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

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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 OH&S rep.
3. Research and find out specific models, products and suppliers as well as the \$ price of these items. Who pays for these?

PPE	Description	Image	Models, product, \$ and other information

Preview Sample
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OH10 Using ICT Poorly



1. Create a 4-panel narrative that uses text and/or images to illustrate people experiencing **injuries directly** from using ICT devices.



i	ii
iii	iv



2. Create a 4-panel narrative that uses text and/or images to illustrate people experiencing **use and overuse injuries** from using ICT devices.



i	ii
iii	iv



3. Create a 4-panel narrative that uses text and/or images to illustrate people experiencing **lifestyle injuries and problems** from using ICT devices.



i	ii
iii	iv



4. Find out some injury statistics from WorkSafe Victoria that could be attributed to any of these types of misuse of ICT devices.

OH12 Using ICT Effectively



1. Create a 4-panel narrative that uses text and/or images to illustrate people using ICT devices effectively so as to minimise **injuries directly** from the device itself.



i	ii
iii	iv



2. Create a 4-panel narrative that uses text and/or images to illustrate people using ICT devices effectively so as to minimise **use and overuse injuries**.



i	ii
iii	iv



1. Create a 4-panel narrative that uses text and/or images to illustrate people using ICT devices effectively so as to minimise **lifestyle injuries and problems**.



i	ii
iii	iv



4. Develop a list of hints, advice and top tips to help workers minimise ICT injuries.

OH14 My Safety Journal



Complete this journal to reflect on your study of the WRS Intermediate units on OH&S.



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 the unit and how so?

⇒ Which people had the greatest positive influence on me during the 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?



Use the PODR process to help you identify and achieve 2 work-related activities that you are interested in pursuing for this unit.

Issues	Work-Related Activity 1	Work-Related Activity 2
PLAN	Activity:	Activity:
ORGANISE		
DO		
REVIEW		

Preview Sample:
Do not copy

TM2 Goal-Setting



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 'real' 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	
Goal 9	Tasks	
Goal 10	Tasks	

- ☐ Watch an episode of *Secret Millionaire*, *The Apprentice* or *Undercover Boss*. Complete the following table.



Describe the person or organisation featured in this episode.

Outline 2 work-related issues that are occurring in this example.

Outline how **planning** was used to help deal with these issues.

Outline how **organising** was used to help deal with these issues.

Outline how **doing** was used to help deal with these issues.

Outline how **reviewing** was used to help deal with these issues.

Comment on the outcomes.

TM4 My Work-Related Skills



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

Work-related skill	Personal examples	Work-related examples
communication		
teamwork		
problem-solving		
planning and organising		
self-awareness		
learning		
technical		
initiative and enterprise skills		
adaptability		
managing and leading		



1. Identify 3 work-related problems that you could do with some help to deal with.

i:

ii:

iii:

2. Work with a different person for each problem and ask them to use problem-solving tools and strategies to suggest possible solutions to how you deal with the problem.

i:

ii:

iii:

TM6 Leadership



1. What does it mean to be a leader?



2. Briefly describe the characteristics of leaders you have come into contact with.



3. How could you develop your leadership skills as part of your work-related activity?



1. List 3 tips that can help you manage **time** more effectively.



2. List 3 tips that can help you manage **people** more effectively.



3. List 3 tips that can help you manage **equipment** more effectively.



4. List 3 tips that can help you manage **materials** more effectively.



5. List 3 tips that can help you manage **finances** more effectively.

TM8 Dinner For 8



Imagine that you were in charge of a group of 3 students organising a dinner party for 8 guests, two Fridays from now. Plan and organise this task. (Your teacher might give you more information about some special 'requirements' of these guests.)

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

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

- iii. Initially, draw a simple to-do list. You then might want to then use the more sophisticated version on p. 13 of your WRS Intermediate workbook.



- iv. Use this planner to start to outline the tasks involved and group members' responsibilities. You might then use an Activity Action Roster from p.104 of your WRS Inter workbook.

Resource	Tasks required	Who and why?
People		
Equipment		
Materials		
Finances		

Preview Sample:
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TM10 Budgeting

Complete a budget to help support a goal you are aiming for such as buying a car.

[illegible][illegible]


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




Create and describe 3 photos or images of you participating in teams-based activities.

Preview Sample:
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TM12 Assembling Teams

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

 Class member	What can they do?	Class member	What can they do?

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It is vital to communicate work-related information clearly. Describe the communication techniques that seem to be going on in these scenarios. Add 1 more of your own.

i



ii



iii



iv

Preview Sample:

TM14 My Task Management Journal



Complete this journal to reflect on your study of the WRS units on task management 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 the unit and how so?

⇒ Which people had the greatest positive influence on me during the 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?



1. Outline 5 skills, abilities or attributes that you can contribute to a team situation.

i:

ii:

iii:

iv:

v:



2. In relation to your work-related activity, which type of personalities do you work well with, and also not so well with, and why so?

I work well with...	because...	I do not work as well with...	because...

WR2 What I Have To Offer



1. Interview 4 people in your class and ask them to nominate 5 positive traits, skills, abilities or other things that you contribute to work-related situations.

Person 1:

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

Person 2:

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

Person 3:

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

Person 4:

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



2. Using these lists, compile 5 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. _____

- iv. _____

- v. _____

Name:		Day:		Date:	
Workplace:		Supervisor:		Time worked:	

[illegible]

Student signature:

Supervisor's signature:

Date:

Name:		Day:		Date:	
Workplace:		Supervisor:		Time worked:	

e.g 8-9am

Review Document

Date:

Name:		Day:		Date:	
Workplace:		Supervisor:		Time worked:	

2 Skills developed	Description of how you developed these (related skills. Consider employability, enterprise or specific skills as per your teacher's instructions.)

Describe an OH&S practice you followed or observed in action today.

Student signature:

Date:

Supervisor's signature:

Date:

Name:		Day:		Date:	
Workplace:		Supervisor:		Time worked:	

e.g 8-9am

Review Document

Date:

Name:		Day:		Date:	
Workplace:		Supervisor:		Time worked:	

e.g 8-9am

Review Document

Date:

Name:		Day:		Date:	
Workplace:		Supervisor:		Time worked:	

e.g 8-9am

Review Document

Date:

Name:	Day:	Date:
Workplace:	Supervisor:	Time worked:

2 Skills Developed: Description of how you develop these skill-related skills.
(Transfer employability, enterprise or specific skills as per your teacher's instructions.)

Outline any special arrangements or requirements for tomorrow.

Date:

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
☺ Communicating effectively.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Being adaptable.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Showing initiative (& enterprise).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Solving-problems.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Managing and leading.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Planning & organising.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Learning new tasks.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Using technology.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Being self-aware.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Working in teams.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Working safely.....	<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 printing machine.

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

1. _____

2. _____

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

Signed: _____ Date: _____

WR12 Before WRS Intermediate...



Now that you have completed WRS Intermediate 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 Sample:
Do not copy



Now that you have completed WRS Intermediate 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.



Preview Sample:
Do not copy

WR14 My Transferable Skills Journal



Complete this journal to reflect on your study of 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 work-related activities?

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

⇒ Which people had the greatest positive influence on me during the 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?

Required Activities - Summary



Student: _____

Date: _____

Unit 1: Learning outcomes	Description of tasks required to be completed/evidence.
1 Learn conditions & entitlements for an industry.	
2 Communicate information related to an OH&S issue.	
3 Develop understanding of OH&S in a work-related context.	
4 Identify workplace hazards.	
5 Work safely in a team for a <u>work-related activity</u> .	
6 Use ICT technology for a <u>work-related activity</u> .	

Unit 2: Learning outcomes	Description of tasks required to be completed/evidence.
1 Research information for <u>work-related activity</u> .	
2 Communicate information/ideas for <u>work-related activity</u> .	
3 Plan, organise and manage a <u>work-related activity</u> .	
4 Solve work-related problems.	
5 Work in teams in a <u>work-related activity</u> .	
6 Use ICT and other technology in a <u>work-related activity</u> .	

Teacher: _____

Date: _____

Preview Sample:
Do not copy