

# Work Related Skills Intermediate: Activities Portfolio 4ed.

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## Work Related Skills: Intermediate Activities Portfolio 4ed By Michael Carolan

**DELIVER Educational Consulting (978-1-925172-54-6)**

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- 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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## 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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- ☐ 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
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- ☐ 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)
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- ⇒ \*Work Related Skills - Foundation Workbook/text 2ed & Activities booklet (2020)
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- ⇒ Literacy - Foundation Workbook/text 2ed & Activities skills booklet. *Lit-Foundation also available as an e-version (2019)*
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- ⇒ 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

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Community Services - Foundation 2015	_____ @ \$33	_____ @ \$165	_____
Community Services - Intermediate 2015	_____ @ \$33	_____ @ \$165	_____

<b>Industry and Enterprise (New editions 2019)</b>	<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
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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	_____

<b>VCAL/ Applied Learning Resource Sets</b>		<b>Printed text/workbook</b>	<b>Printed activities book</b>	<b>Master text/workbook</b>	<b>Master activities book</b>	<b>Combined master sets</b>	<b>or license with master e-version</b>
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<b>*WRS Foundation 2ed. (Updated 2020)</b>		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
<b>*WRS Intermediate 4ed. (Updated 2020)</b>		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
<b>*WRS Senior 3ed. (Updated 2020)</b>		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
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1. Use the problem-solving tool of brainstorming to list 20 workplace hazards associated with an occupation you are familiar with.

[illegible]

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.

	<b>Copy</b>	

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  
Draft Sample:  
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Find images or take photos of dangerous or risky OH&S/WHS 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.



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- ii. 2 images of not so obvious risks, hazards and/or unsafe work practices.



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## WS4 That's Better

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

- i. Source 2 images of well-managed safe work practices.



**Preview  
Draft Sample:**

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



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Find and describe real work-related examples that match each of the 10 types of workplace safety signs from p.30 in your WRS Intermediate Workbook. Provide a brief description of the source of the photo/image/description.

Workplace safety sign	Example
1. Danger signs	
2. Educational signs	
3. Equipment signs	
4. Emergency signs	
5. Line and area markings	
6. Facilities signs	
7. Labels and tags	
8. Prohibition signs	
9. Caution signs	
10. Dangerous goods signs	

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## WS6 Hazard Control

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 risk assessment and hazard control strategies for workers in these jobs.

Occupation 1: \_\_\_\_\_

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Occupation 2: \_\_\_\_\_

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Use the Hierarchy of Control (WRS workbook pp.16-17) to identify and assess risks, and minimise harm, for the Work-Related Activity you are involved in.

Hierarchy of Control	
<b>Elimination</b>	
⇒	
⇒	
⇒	
<b>Substitution</b>	
⇒	
⇒	
⇒	
<b>Engineering</b>	
⇒	
⇒	
⇒	
<b>Administration</b>	
⇒	
⇒	
⇒	
<b>Personal Protective Equipment</b>	
⇒	
⇒	
⇒	
⇒	

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## WS8 ITEACM

Use the ITEACM process (WRS workbook pp.38-39) 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	⇒ ⇒

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Use these pro-formas to investigate and record hazards and risks in a workplace with which you are familiar.

Risk Assessment and Hazard Control - Workplace Context		
Workplace:	Specific worksite/work environment:	
Job/occupation role:	Assessed by:	Date(s):
Describe the hazard.	Outline the risk.	
Explain the potential harm.	Describe suitable controls.	
What is currently being done effectively to deal with the hazard?	What could/should be done to deal more effectively with the hazard?	

Risk Assessment and Hazard Control - Workplace Context		
Workplace:	Specific worksite/work environment:	
Job/occupation role:	Assessed by:	Date(s):
Describe the hazard.	Outline the risk.	
Explain the potential harm.	Describe suitable controls.	
What is currently being done effectively to deal with the hazard?	What could/should be done to deal more effectively with the hazard?	

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## WS10 PPE \$

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 a workplace HSR or OH&S/WHS 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, \$ /other information

**Preview  
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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' workplace safety ad.
- ii. Create a role play or video based on your storyboard, with an appropriate script.



**Preview  
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## WS12 Using ICT Poorly

1. Create a 4-panel narrative that uses text and/or images to illustrate people experiencing **injury or illness** from using ICT devices in their personal lives.



i	ii
iii	iv

**Preview  
Draft Sample:**


2. Create a 4-panel narrative that uses text and/or images to illustrate workers experiencing **injury or illness** from using ICT devices at work.



i	ii
iii	iv

**Do Not  
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1. Create a 4-panel narrative that uses text and/or images to illustrate people using ICT devices effectively to minimise **injury or illness** from devices in their personal lives. 

i	ii
iii	iv

**Preview  
Draft Sample:**

2. Create a 4-panel narrative that uses text and/or images to illustrate workers using ICT devices effectively so as to minimise **injury or illness** from using ICT devices at work. 

i	
iii	iv

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## WS14 My Workplace Health and Safety Skills Journal

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

Journal of: \_\_\_\_\_ Entry no. \_\_\_\_\_ Date: \_\_\_\_\_

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

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

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

---

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⇒ 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?

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⇒ What other information can I share?

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

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1. List 20 businesses or workplaces that are a part of your local area. Outline what they do.
2. Classify them by their industry.
3. Are they commercial businesses or 'not-for-profits'? How do you know?

Business/workplace	Industry	Commercial/NFP?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

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## JS2 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.

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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	e.g. Fred Johnstond is a sales rep for McGlutlies 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.		

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## JS4 Work Arrangements

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 an award.	Person/age/occupation/workplace:	Person/age/occupation/workplace:
	Title/description:	Title/description:
	Main conditions:	Main conditions:
Covered under a registered agreement (EBA).	Person/age/occupation/workplace:	Person/age/occupation/workplace:
	Title/description:	Title/description:
	Main conditions:	Main conditions:
Covered under some other arrangements: e.g. sub-contractor, common law contract, self-employed, etc..	Need only 1 example	
	Person/age/occupation/workplace:	Title/description:
	Main conditions:	

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1. Use the problem-solving tool of brainstorming to list 10 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.

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


## JS6 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 job, explain how you currently fulfil these requirements now; or what you can do to get the skills, qualifications and experience to fulfil these requirements in the future.

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

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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.	
10.		

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3. List 6 more work-related attributes that you need to develop to include on your résumé.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_
- vi. \_\_\_\_\_

## JS8 Famous CVs

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

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Prepare answers to the 'Common interview questions' from p.111 in the WRS Inter Workbook.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. **Preview**  
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4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## JS10 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.	

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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.	<p><b>Preview</b></p> <p><b>Draft Sample:</b></p> <p><b>Do Not</b></p> <p><b>Copy</b></p>
5.	
6.	
7.	
8.	
9.	
10.	

## JS12 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. \_\_\_\_\_

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

Online site	Job-seeking features
Careerone (News Limited job ads)// <a href="http://www.careerone.com.au">www.careerone.com.au</a>	
Adzuna (Fairfax job ads)// <a href="http://www.adzuna.com.au">www.adzuna.com.au</a>	
Seek (Employment site)// <a href="http://www.seek.com.au">www.seek.com.au</a>	
Australian Jobsearch// <a href="http://www.jobsearch.gov.au">www.jobsearch.gov.au</a>	
Commonwealth Government youth portal// <a href="http://www.youth.gov.au">www.youth.gov.au</a>	
My Future// <a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a>	
Australian Apprenticeships// <a href="http://www.australianapprenticeships.gov.au">www.australianapprenticeships.gov.au</a>	
Indeed// <a href="https://au.indeed.com/">https://au.indeed.com/</a>	
Skills Victoria// <a href="http://www.skills.vic.gov.au">www.skills.vic.gov.au</a>	
TAFE Course Directory// <a href="http://www.tafe.vic.gov.au">www.tafe.vic.gov.au</a>	
VTAC// <a href="http://www.vtac.edu.au">www.vtac.edu.au</a>	
(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?

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⇒ 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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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
<b>PLAN</b>	<b>Activity:</b>	<b>Activity:</b>
<b>ORGANISE</b>	<p><b>Preview</b></p> <p><b>Draft Sample:</b></p> <p><b>Do Not</b></p> <p><b>Copy</b></p>	
<b>DO</b>		
<b>REVIEW</b>		

## EM2 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 Complex 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		
Goal 4	Task	
Goal 5	Task	
Goal 6	Tasks	
Goal 7	Tasks	
Goal 8	Tasks	
Goal 9	Tasks	
Goal 10	Tasks	

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Outline industry-specific skills that you have developed through VET, workplace learning, through your own work, or by undertaking work-related activities. Describe how you developed, and then demonstrated, that industry-specific skill.

[illegible]

## EM4 My Transferable Skills

Describe a personal example, 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
<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>		

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 help you deal with these problems.

i: \_\_\_\_\_

\_\_\_\_\_

ii: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

iii: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## EM6 Leadership

1. What does it mean to be a leader?

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

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3. How could you develop your leadership skills as part of your Work-Related Activity?

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

---

---

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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.

---

---

---

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## EM8 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.

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- iii. Initially, draft a simple to-do list. You then might use the more sophisticated version on p.141 of your WRS Intermediate Workbook

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- iv. Use this planner to start to outline the tasks required, and group members' roles and responsibilities. You might then use an Activity Action Roster from p.142 of your WRS Intermediate Workbook.

Resource	Tasks required	Who and why?
People		
Equipment	<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>	
Materials		
Finances		

## EM10 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			
<b>Cumulative surplus/deficit</b>			

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



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## EM12 Assembling Teams

Interview each class member to find out the skills they can contribute to teams-based activities. Then use this information to form synergised teams for work-related activities.

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

Preview

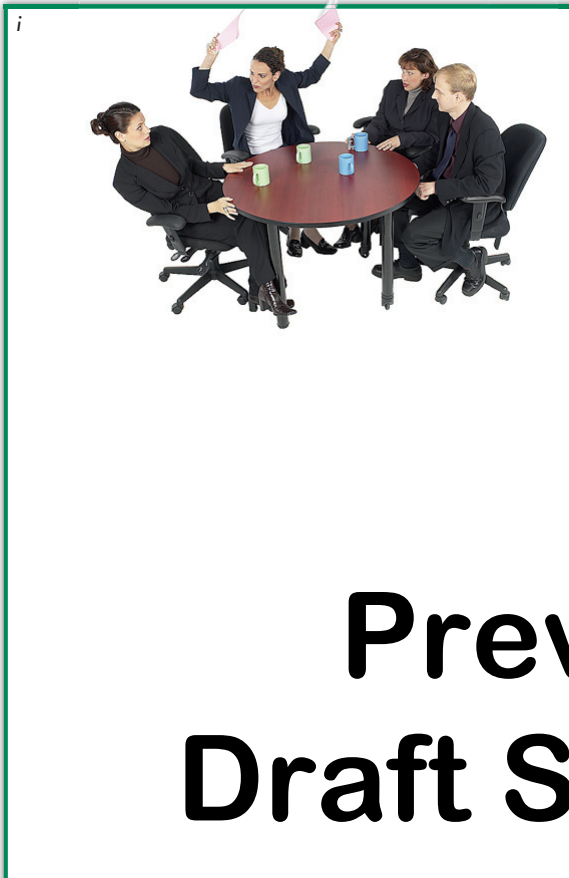
Draft Sample:

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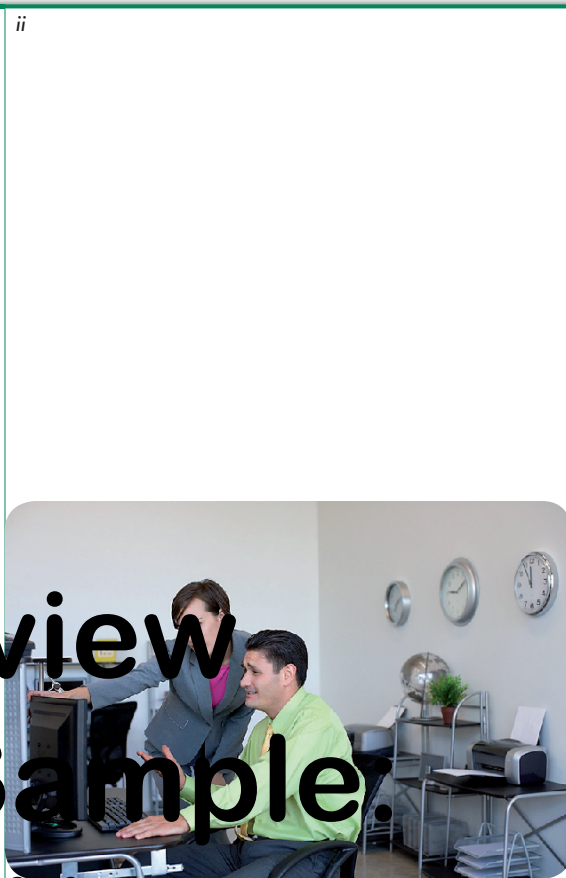
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It is vital to communicate work-related information clearly. Describe the communication techniques that seem to be going on in these scenarios. Add 1 more of your own.


i



ii



iii



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## 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?

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

i: \_\_\_\_\_

\_\_\_\_\_

ii: \_\_\_\_\_

\_\_\_\_\_

iii: \_\_\_\_\_

\_\_\_\_\_

iv: \_\_\_\_\_

\_\_\_\_\_

v: \_\_\_\_\_

\_\_\_\_\_

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

I work well with... because...	I don't 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 situation, or group/team activities.

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. \_\_\_\_\_

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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. \_\_\_\_\_  
\_\_\_\_\_



## Work-Related Activity - Timesheet WR3

Summarise the time worked for your Work-Related Activity or workplace learning.

<b>Name:</b>		<b>Workplace:</b>		<b>Dates:</b>	
<b>Supervisor:</b>				<b>Total time worked:</b>	

Day/Date	Starting time	Ending time	Time at work	Breaks hrs/min	Total time hrs/min
Monday May 3rd	8.30am	4.45pm	8 hours/ 15 min	12-1pm 60 min	7 hours/ 15 min
Total days:			Total time at work:	Total breaks:	Total time worked:

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<b>Outline any other information to explain the times shown above.</b>					
<b>Student signature:</b>				<b>Date:</b>	
<b>Supervisor's signature:</b>				<b>Date:</b>	

## WR4 Workplace Learning: Daily Journal

You must complete one of these record pages for each day of your Workplace Learning (activity).

<b>Name:</b>		<b>Day:</b>		<b>Date:</b>	
<b>Workplace:</b>		<b>Supervisor:</b>		<b>Time worked:</b>	

Times	Description of main tasks performed/duties undertaken.
e.g 8-9am	

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

<b>Outline an example of technology used as part of your work tasks today.</b>	
<b>Describe an OH&amp;S/ WHS practice you followed or observed in action.</b>	
<b>Outline any special arrangements or requirements for tomorrow.</b>	

<b>Student signature:</b>		<b>Date:</b>	
<b>Supervisor's signature:</b>		<b>Date:</b>	

[illegible]

## WR6 Workplace Learning: Daily Journal

[illegible]

## Workplace Learning: Daily Journal WR7

You must complete one of these record pages for each day of your Workplace Learning (activity).

<b>Name:</b>	<b>Day:</b>	<b>Date:</b>
<b>Workplace:</b>	<b>Supervisor:</b>	<b>Time worked:</b>

Times	Description of main tasks performed/duties undertaken.
e.g 8-9am	

Preview  
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Do Not

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

<b>Outline an example of technology used as part of your work tasks today.</b>	
--	--

<b>Describe an OH&amp;S/ WHS practice you followed or observed in action.</b>	
---	--

<b>Outline any special arrangements or requirements for tomorrow.</b>	
---	--

<b>Student signature:</b>	<b>Date:</b>	
<b>Supervisor's signature:</b>	<b>Date:</b>	

## WR8 Workplace Learning: Daily Journal

[illegible]

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							
2 Skills developed							
Description of how you developed these work-related skills. (Consider employability, enterprise and specific skills as per your teacher's instructions.)							
Outline an example of technology used as part of your work tasks today.							
Describe an OH&S/ WHS practice you followed or observed in action.							
Outline any special arrangements or requirements for tomorrow.							
Student signature:						Date:	
Supervisor's signature:						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
☺ Communicate within team.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Communicate with others.....	<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 time .....	<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"/>
☺ Demonstrate task skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Use technology appropriately .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Apply leadership skills .....	<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"/>
☺ Be adaptable.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Accept responsibility .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Contribute to the team.....	<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 \_\_\_\_\_



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 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.



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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.



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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 Describe OH&S/ WHS roles and responsibilities.	
2 Apply OHS/WHS procedures to workplace hazards.	
3 <u>Complex Work-Related Activity:</u> In a team, safely plan, organise, do and review.	
4 Research and present employment opportunities and conditions.	
5 Complete job-seeking and job application tasks.	

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Draft Sample:

Unit 2: Outcomes	Description of tasks required to be completed/evidence required.
1 <u>Complex Work-Related Activity:</u> Planning and organising.	
2 <u>Complex Work-Related Activity:</u> Developing employability skills.	
3 <u>Complex Work-Related Activity:</u> Dealing with issues and solving problems.	
4 <u>Complex Work-Related Activity:</u> Working effectively as part of a team.	
5 <u>Complex Work-Related Activity:</u> Reviewing and evaluating performance.	
6 <u>Complex Work-Related Activity:</u> Preparing and making an ICT presentation.	

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

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