

# Work Related Skills Senior: Activities Portfolio 3ed.

|  |    |
|--|----|
| Contents.....  | ii |
| 1. Developing Workplace Health and Safety Skills ..... | 1  |
| 2. Developing Job-Seeking Skills .....                 | 15 |
| 3. Developing Employability Skills .....               | 29 |
| 4. Developing Work-Related Skills .....                | 43 |
| Required Projects - Summary .....                      | 57 |

**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.**  
Copyright notice/License information:

- ⇒ All material in this printed workbook **may only be reproduced** by the school or institution named on each page in accordance with its **purchase of a master license**.
- ⇒ All use of material must include the copyright and license notices at the bottom of each page. You are not permitted to electronically re-engineer or extract material from a page. Please see the Read Me First file on the USB/CD for full licensing information in relation to a master license.
- ⇒ Unauthorised copying and reproduction of this material constitutes a breach of the Copyright Act.
- ⇒ For best results the material has been formatted to be reproduced from the master file.

## Work Related Skills: Senior Activities Portfolio 3ed

By Michael Carolan

**DELIVER Educational Consulting (978-1-925172-55-3)**

Available for VCAL and Applied Learning

- 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)

[www.deliverededucation.com.au](http://www.deliverededucation.com.au)

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)

[michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au)

Copyright © 2020 Michael Carolan Developed, written and compiled by Michael Carolan. Cover by Michael Carolan.  
1st ed published Jan 2011; 2nd ed June. 3rd ed published Jan 2020 by DELIVER Educational Consulting, PO BOX 40,  
Moonee Vale, 3055, Victoria, Australia.

Contact: [www.deliverededucation.com.au](http://www.deliverededucation.com.au) [michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au) (03) 9939 1229

Carolan, Michael

Work Related Skills: Senior Activities Portfolio 3ed. (978-1-925172-55-3) for printed workbook only.

Images: Originals by Michael Carolan Others: © 2020 Jupiterimages Corporation and Copyright DELIVER Educational Consulting and its licensors. All rights reserved.

This book is copyright and may only be copied in accordance with the Copyright Act. For information contact the Copyright Agency Limited. Students may copy pages from their own workbooks for their own educational purposes.

## 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.

Note: If you receive this flyer without receiving an email then you are not on the email list.

Send a brief email to [michael@deliverededucation.com.au](mailto: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.

DELIVER Educational Consulting

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

Check for samples at: [www.deliverededucation.com.au](http://www.deliverededucation.com.au) [michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au)

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

| <b>WACE: Career and Enterprise</b>              | <b>Printed text</b> | <b>e-version master</b> | <b>Total</b> |
|---|---------------------|-------------------------|--------------|
| 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           | _____        |

| <b>Careers, Work Education &amp; Personal Development</b>        | <b>Printed text</b> | <b>e-version master</b> | <b>Total</b> |
|--|---------------------|-------------------------|--------------|
| Career Pathways 2ed. 2016  | _____ @ \$35        | _____ @ \$440           | _____        |
| 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           | _____        |

| <b>Industry-Specific Resources</b>     | <b>Printed text</b> | <b>e-version master</b> | <b>Total</b> |
|--|---------------------|-------------------------|--------------|
| Retail - Foundation 2014               | _____ @ \$33        | _____ @ \$165           | _____        |
| Retail - Intermediate 2014             | _____ @ \$33        | _____ @ \$165           | _____        |
| 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> |
|--|---------------------|-------------------------|--------------|
| 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                      | _____        |

| <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> |
|--|--|------------------------------|--------------------------------|-----------------------------|-------------------------------|-----------------------------|---|
| Literacy Foundation 2ed. 2019                |  | _____ @ \$42.50              | _____ @ \$27.50                | _____ @ \$275               | _____ @ \$99                  | or _____ @ \$330            | or _____ @ \$440                        |
| Literacy Intermediate 4ed. 2019              |  | _____ @ \$42.50              | _____ @ \$27.50                | _____ @ \$275               | _____ @ \$99                  | or _____ @ \$330            | or _____ @ \$440                        |
| Literacy Senior 2ed. 2019                    |  | _____ @ \$42.50              | _____ @ \$27.50                | _____ @ \$275               | _____ @ \$99                  | or _____ @ \$330            | or _____ @ \$440                        |
| Numeracy Foundation 2ed. 2019                |  | _____ @ \$49.50              | _____ @ \$27.50                | _____ @ \$275               | _____ @ \$99                  | or _____ @ \$330            | na                                      |
| Numeracy Intermediate 2ed. 2019              |  | _____ @ \$49.50              | _____ @ \$27.50                | _____ @ \$275               | _____ @ \$99                  | or _____ @ \$330            | na                                      |
| Numeracy Senior 2ed. 2019                    |  | _____ @ \$49.50              | _____ @ \$27.50                | _____ @ \$275               | _____ @ \$99                  | or _____ @ \$330            | na                                      |
| <b>*PDS Foundation 2ed.</b> (Updated 2020)   |  | _____ @ \$42.50              | _____ @ \$27.50                | _____ @ \$275               | _____ @ \$99                  | or _____ @ \$330            | na                                      |
| <b>*PDS Intermediate 4ed.</b> (Updated 2020) |  | _____ @ \$42.50              | _____ @ \$27.50                | _____ @ \$275               | _____ @ \$99                  | or _____ @ \$330            | na                                      |
| <b>*PDS Senior 3ed.</b> (Updated 2020)       |  | _____ @ \$42.50              | _____ @ \$27.50                | _____ @ \$275               | _____ @ \$99                  | or _____ @ \$330            | na                                      |
| <b>*WRS Foundation 2ed.</b> (Updated 2020)   |  | _____ @ \$42.50              | _____ @ \$27.50                | _____ @ \$275               | _____ @ \$99                  | or _____ @ \$330            | na                                      |
| <b>*WRS Intermediate 4ed.</b> (Updated 2020) |  | _____ @ \$42.50              | _____ @ \$27.50                | _____ @ \$275               | _____ @ \$99                  | or _____ @ \$330            | na                                      |
| <b>*WRS Senior 3ed.</b> (Updated 2020)       |  | _____ @ \$42.50              | _____ @ \$27.50                | _____ @ \$275               | _____ @ \$99                  | or _____ @ \$330            | na                                      |
| <b>Totals</b>                                |  | _____                        | _____                          | _____                       | _____                         | _____                       | _____                                   |

Add Postage: Masters-only orders = \$7.50 Victoria and interstate: 1 printed book = \$12.50, 2-3 printed books \$15.50, 4-5 printed books 18.50 (Aust Post satchels) Contact me for larger orders.

\*I recommend Express Post of \$19 for up to 4 VCAL, Industry-Specific or Careers, etc. books; or for 2 CAE books or 3 I&E books.

\*Express Post of \$25 for 4+ books, or for 3+ CAE, or for 4+ I&E books (Aust Post satchels). Contact me for larger orders. Ill always try to invoice postage at the lowest possible amount.

|                         |                      |
|-------------------------|----------------------|
| Postage amount \$ _____ | Grand Total \$ _____ |
|-------------------------|----------------------|

**Order Details**

Name: \_\_\_\_\_

Position: \_\_\_\_\_

e-mail: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

Order No: \_\_\_\_\_ Approx. Amount \$ \_\_\_\_\_ ABN: \_\_\_\_\_

**DELIVER Educational Consulting**

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

Check for samples at: [www.deliverededucation.com.au](http://www.deliverededucation.com.au) [michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au)

# Contents

| DEVELOPING WORKPLACE HEALTH & SAFETY SKILLS |                                    |    |          | DEVELOPING JOB-SEEKING SKILLS  |                                       |    |          |
|---|------------------------------------|----|----------|--------------------------------|---------------------------------------|----|----------|
| WS1   | Hazardous Workplace                | 1  | Due Done | JS1                            | Industry Classification               | 15 | Due Done |
| WS2   | safe@work                          | 2  | Due Done | JS2                            | What I Have To Offer                  | 16 | Due Done |
| WS3   | What's Your Sign?                  | 3  | Due Done | JS3                            | Occupational Search                   | 17 | Due Done |
| WS4   | Danger, Danger                     | 4  | Due Done | JS4                            | Jobs in Industries                    | 18 | Due Done |
| WS5   | Managing Risks Better              | 5  | Due Done | JS5                            | Industry Summary                      | 19 | Due Done |
| WS6   | Harm in Being Young                | 6  | Due Done | JS6                            | Growing My Network                    | 20 | Due Done |
| WS7   | HSR                                | 7  | Due Done | JS7                            | Job Applications                      | 21 | Due Done |
| WS8   | PPE                                | 8  | Due Done | JS8                            | Refining My Résumé                    | 22 | Due Done |
| WS9   | Hierarchy of Control               | 9  | Due Done | JS9                            | Answering Interview Questions         | 23 | Due Done |
| WS10  | Using Technology Poorly            | 10 | Due Done | JS10                           | Q&A Time                              | 24 | Due Done |
| WS11  | Using Technology Safely            | 11 | Due Done | JS11                           | Preparing For Interviews              | 25 | Due Done |
| WS12  | OHS/WHs Resolution Process         | 12 | Due Done | JS12                           | Online Job Sites                      | 26 | Due Done |
| WS13  | Work-Related Project Hazards       | 13 | Due Done | JS13                           | My Career Goals                       | 27 | Due Done |
| WS14  | My Workplace Safety Skills Journal | 14 | Due Done | JS14                           | My Job-Seeking Skills Journal         | 28 | Due Done |
| DEVELOPING EMPLOYABILITY SKILLS             |                                    |    |          | DEVELOPING WORK-RELATED SKILLS |                                       |    |          |
| ES1   | It's a PODR My Work                | 29 | Due Done | WR1                            | Skills Audit                          | 43 | Due Done |
| ES2   | My Work-Related Skills             | 30 | Due Done | WR2                            | My Work-Related Skills                | 44 | Due Done |
| ES3   | Speaking Specifically              | 31 | Due Done | WR3                            | What I Have To Offer II               | 45 | Due Done |
| ES4   | Sort It Out                        | 32 | Due Done | WR4                            | Work-Related Project - Timesheet      | 46 | Due Done |
| ES5   | Sort It Out 2                      | 33 | Due Done | WR5                            | Workplace Learning: Daily Journal     | 47 | Due Done |
| ES6   | Project Management Rules           | 34 | Due Done | WR6                            | Workplace Learning: Daily Journal     | 48 | Due Done |
| ES7   | Project Management Tips            | 35 | Due Done | WR7                            | Workplace Learning: Daily Journal     | 49 | Due Done |
| ES8   | Training the Newbies               | 36 | Due Done | WR8                            | Workplace Learning: Daily Journal     | 50 | Due Done |
| ES9   | Training the Newbies               | 37 | Due Done | WR9                            | Workplace Learning: Daily Journal     | 51 | Due Done |
| ES10  | Budgeting                          | 38 | Due Done | WR10                           | Evaluation - My Work-Related Skills   | 53 | Due Done |
| ES11  | Innovate Me!                       | 39 | Due Done | WR11                           | Evaluation - My Specific Competencies | 54 | Due Done |
| ES12  | Assembling Teams                   | 40 | Due Done | WR12                           | Before WRS Senior...                  | 55 | Due Done |
| ES13  | Communicating Effectively          | 41 | Due Done | WR13                           | After WRS Senior...                   | 53 | Due Done |
| ES14  | My Employability Skills Journal    | 42 | Due Done | WR14                           | My Work-Related Skills Journal        | 57 | Due Done |

1. Use the problem-solving tool of brainstorming to list 12 workplace hazards associated with the main occupations in a workplace you are familiar with.
2. Briefly outline the potential risk, harm or injury associated with each hazard.

|                   |                   |                   |
|-------------------|-------------------|-------------------|
| <b>Workplace:</b> |                   |                   |
| Occupation:       | Occupation:       | Occupation:       |
| Hazard:           | Hazard:           | Hazard:           |
| Risk/harm/injury: | Risk/harm/injury: | Risk/harm/injury: |
| Occupation:       | Occupation:       | Occupation:       |
| Hazard:           | Hazard:           | Hazard:           |
| Risk/harm/injury: | Risk/harm/injury: | Risk/harm/injury: |
| Occupation:       | Occupation:       | Occupation:       |
| Hazard:           | Hazard:           | Hazard:           |
| Risk/harm/injury: | Risk/harm/injury: | Risk/harm/injury: |
| Occupation:       | Occupation:       | Occupation:       |
| Hazard:           | Hazard:           | Hazard:           |
| Risk/harm/injury: | Risk/harm/injury: | Risk/harm/injury: |

Preview  
 Draft Sample:  
 Do Not  
 Copy

## WS2 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  
Draft Sample:  
Do Not  
Copy**

1. Choose a workplace to investigate and design a safety sign that they should be using for a work process or activity as part of their hazard management process.
2. Summarise why this sign is needed by this workplace.
3. Explain why/how this sign will help address workplace hazards.
4. Prepare a report to the class.

You could use [www.says-it.com/safety/index.php](http://www.says-it.com/safety/index.php) to make the sign.



The workplace is:

The work process or activity is:

1. Plan and design your sign.

**Preview  
Draft Sample:  
Do Not  
Copy**

2. Why is this sign needed?

3. How will this sign help address workplace hazards?

## WS4 Danger, Danger

Find images or take photos of **dangerous or risky OHS/WH5 practices in action** from an industry you are interested in. Provide a brief description of the source of the photo/image.

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



Preview  
Draft Sample:

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



Do Not  
Copy



Find images or take photos of well-managed and safe OHS/WHS practices in action from an industry you are interested in. 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.



Do Not  
Copy

## WS6 Harm in Being Young

Some industries present hazards and risks that are commonly experienced by young workers. Visit [www.safe-tl.net.au](http://www.safe-tl.net.au) and complete the following tasks.



1. Choose one of the industries. List the most common risks for that industry.

Industry: \_\_\_\_\_

Common risks: \_\_\_\_\_

---

---

---

---

Preview  
Draft Sample:

The site talks about 'dangerous combinations' based on common risk factors experienced by young workers. Read the examples of dangerous combinations for each of the industries.

2. Develop your own scenario to illustrate a potentially dangerous combination for an occupation or industry that you are familiar with. Develop this into a graphic, multimedia presentation, video or song.



Occupation/industry: \_\_\_\_\_

---

---

---

---

---

---

---






Interview a Health and Safety Representative (HSR) or OHS/WHS rep for a workplace you are familiar with. Find out the following information.

|  |  |       |
|--|--|-------|
| Name of HSR or OHS/WHS rep:  |  | Date: |
| Interviewed by:  |  |       |
| Workplace:   | Worksite:                                      |       |
| Title of normal job position/role:                                       | How long have they been the HSR or safety rep? |       |
| How many hours per week does this role require?                          | How many workers are they 'responsible' for?   |       |
| How did they get appointed to this role?                                 |  |       |
| What training did they undertake?  |  |       |
| What are their main responsibilities as part of this role?               |  |       |
| What do they enjoy most about this role?                                 |  |       |
| What challenges does this role present as part of their duties?          |  |       |
| What advice would they give a young person about to enter the workforce? |  |       |
| Other information?   |  |       |

**Preview  
Draft Sample:  
Do Not  
Copy**

## WS8 PPE

1. Briefly outline the function of these examples of personal protective equipment. You could ask your workplace HSR or OHS/WHS rep. Add 3 relevant images of your own.
2. Research and find out specific models, products and suppliers, as well as the \$ price of these items. Who pays for these?

| PPE   | Function  | Models, product, \$ & other information |
|---|---|---|
|    |   |   |
|    |   |   |
|   | <h1>Preview</h1> <h2>Draft Sample:</h2> <h2>Do Not</h2> <h2>Copy</h2> |   |
|  |   |   |
|  |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |



Use the Hierarchy of Control (WRS Workbook p.29) to identify and assess risks, and minimise harm, for the Work-Related Project you are involved in.

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

Preview  
Draft Sample:  
Do Not  
Copy

## WS10 Using Technology Poorly

1. Create a 4-panel narrative that uses text and/or images to illustrate people using workplace technology or equipment in a **potentially unsafe manner**.



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

Preview  
Draft Sample:  
Do Not

2. Identify a work-related situation whereby you might be exposed to this potentially **unsafe** use of workplace technology or equipment. List possible risks that might occur as a result of these unsafe work practices

---

---

---

---

---

---

---

---

---

1. Create a 4-panel narrative that uses text and/or images to illustrate people using workplace technology or equipment in a **safe manner**.



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

**Preview  
Draft Sample:  
Do Not  
Copy**

2. Identify a work-related situation whereby you might experience this **safe** use of workplace technology or equipment. List hazard and risk control strategies that enable this workplace technology or equipment to be used more safely.

---

---

---

---

---

---

---

---

---

## WS12 OHS/WHS Resolution Process

Interview relevant OHS/WHS personnel to find out the OHS/WHS Issues Resolution Process used in a workplace you are familiar with.

**1. Reporting options:** What is the process for raising OHS/WHS issues? (Include the main documents.)

**2. Key stakeholders:** Find out who is involved and their roles.

Preview  
Draft Sample:  
Do Not  
Copy

**3. Key steps:** Identify the key steps in the process.

**Evaluate effectiveness:** Analyse strengths and weaknesses of the process.



1. Clearly identify potential hazards and risks associated with your Work-Related Project.
2. Outline how this hazard will be dealt with using a risk/hazard control process.

Work-Related Project is:

People involved are:

| The potential hazard, harm or risk is...               | Our risk control strategy is... |
|--|---------------------------------|
| <h1>Preview<br/>Draft Sample:<br/>Do Not<br/>Copy</h1> |                                 |
|  |                                 |
|  |                                 |
|  |                                 |
|  |                                 |
|  |                                 |
|  |                                 |
|  |                                 |
|  |                                 |
|  |                                 |

## WS14 My Workplace Safety Skills Journal

Complete this journal to reflect on your study of the WRS Senior units on workplace safety.

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 projects?

---

---

⇒ 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?

---

Preview  
Draft Sample:  
Do Not  
Copy

1. Choose 3 industries in which you are interested in developing your career.
2. Classify them by each of the 3 different types of industry classifications.
3. List up to 10 examples of organisations that are part of these industries. Is each a commercial businesses or a 'not-for-profit'?

| Industry 1                      | Industry 2                      | Industry 3                      |
|---------------------------------|---------------------------------|---------------------------------|
| By ANZSIC classification:       | By ANZSIC classification:       | By ANZSIC classification:       |
| By industry stage:              | By industry stage:              | By industry stage:              |
| By type of product or function: | By type of product or function: | By type of product or function: |
| 1.                              | 1.                              | 1.                              |
| 2.                              | 2.                              | 2.                              |
| 3.                              | 3.                              | 3.                              |
| 4.                              | 4.                              | 4.                              |
| 5.                              | 5.                              | 5.                              |
| 6.                              | 6.                              | 6.                              |
| 7.                              | 7.                              | 7.                              |
| 8.                              | 8.                              | 8.                              |
| 9.                              | 9.                              | 9.                              |
| 10.                             | 10.                             | 10.                             |

**Preview  
Draft Sample:  
Do Not  
Copy**

## JS2 What I Have To Offer

1. List 5 work-related skills and/or experience that you could offer a potential employer if you were seeking work at this moment.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

v. \_\_\_\_\_

2. Identify 5 work-related skills and/or experience 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 skills.

---

---

---

---

---

---

---

---

**Preview  
Draft Sample:  
Do Not  
Copy**



1. Visit the Job Outlook website at [www.joboutlook.gov.au](http://www.joboutlook.gov.au)  
Click on Industry Search and then choose an industry in which you are interested in developing your career pathway. List all of the occupations shown for this search.

| Industry: |  |  |  |
|-----------|--|--|--|
|           |  |  |  |
|           |  |  |  |
|           |  |  |  |
|           |  |  |  |
|           |  |  |  |
|           |  |  |  |
|           |  |  |  |
|           |  |  |  |
|           |  |  |  |
|           |  |  |  |

**Preview  
Draft Sample:  
Do Not  
Copy**

2. Select one of these occupations and then list the main tasks that are involved in this job.

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

## JS4 Jobs in Industries



1. Visit the Job Outlook website at [www.joboutlook.gov.au](http://www.joboutlook.gov.au)

Click on Alphabetical Search and then click on Carpenters and joiners. Click on Statistics then choose Main Employing industries from the drop-down list. Here you can see the main industries in which carpenters and joiners are employed.

Complete this table for 5 occupations of your choice.

| Occupation                  | Main industry & %   | 2nd industry & %    | 3rd industry & %               | All others & %  |
|-----------------------------|---------------------|---------------------|--------------------------------|-----------------|
| Carpenters & joiners (2016) | Construction: 91.6% | Manufacturing: 2.4% | Admin & Support Services: 1.0% | All others 4.1% |
|                             |                     |                     |                                |                 |
|                             |                     |                     |                                |                 |
|                             |                     |                     |                                |                 |
|                             |                     |                     |                                |                 |
|                             |                     |                     |                                |                 |

**Preview  
Draft Sample:  
Do Not**

2. Choose 1 occupation and use the Job Outlook website to find out other important information, including various employment statistics, job prospects and other items.

| Occupation: |
|-------------|
| 1.          |
| 2.          |
| 3.          |
| 4.          |
| 5.          |
| 6.          |
| 7.          |
| 8.          |



Use *MyFuture* and/or *Job Outlook*, and the Department of Employment and Small Business's *Australian Jobs* annual publication, to find examples of statistical information about the size of the industry, and job prospects for the industry.

Use each statistic in a sentence that describes the potential viability of the industry in the future, and/or the likely availability of employment opportunities for you (or others).

| Industry:                  |  |
|----------------------------|--|
| Information and statistics | Sentence describing industry prospects for the future. |
| 1.                         |  |
| 2.                         |  |
| 3.                         |  |
| 4.                         |  |
| 5.                         |  |
| 6.                         |  |
| 7.                         |  |
| 8.                         |  |
| 9.                         |  |
| 10.                        |  |
| 11.                        |  |
| 12.                        |  |
| 13.                        |  |
| 14.                        |  |
| 15.                        |  |

**Preview  
Draft Sample:  
Do Not  
Copy**

## JS6 Growing My Network

1. Use the problem-solving tool of brainstorming to list 20 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 5 more contacts from the lists of your class members who you can add to your own network.

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

**Do Not  
Copy**

3. Contact, or make an appointment to meet, 4 people from these lists about work opportunities. Summarise the advice that they give.

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



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; or what you can do to get the skills, qualifications and experience to fulfil these requirements.

|                                      |                                      |                                      |
|--------------------------------------|--------------------------------------|--------------------------------------|
| <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/need to do?</i>  | <i>What do you have/need to do?</i>  | <i>What do you have/need to do?</i>  |

**Preview  
Draft Sample:  
Do Not  
Copy**

## JS8 Refining My Résumé

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 develop further?

|     |    |    |
|-----|----|----|
| 1.  | 2. | 3. |
| 4.  | 5. | 6. |
| 7.  | 8. | 9. |
| 10. |    |    |

**Preview  
Draft Sample:  
Do Not  
Copy**

3. List 5 more work-related skills that could be (or have been) developed through your Work-Related Project, and that should be included on your résumé.

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

\_\_\_\_\_

Prepare answers to the 'Common interview questions' (p.127 in the WRS Senior Workbook) for the job advertisements you used for JS7.

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

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

3. **Preview**  
**Draft Sample:**  
**Do Not**  
**Copy**

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

## JS10 Q&A Time

1. Anticipate 10 job-specific questions, and devise suitable answers, for a position you are interested in. (This could be from JS7.)
2. Role play the interview, video it, and get feedback on your performance from class members, your teacher and/or the Careers/Pathways teacher.

| Position details: |         |
|-------------------|---------|
| Questions         | Answers |
| 1.                |         |
| 2.                |         |
| 3.                |         |
| 4.                |         |
| 5.                |         |
| 6.                |         |
| 7.                |         |
| 8.                |         |
| 9.                |         |
| 10.               |         |

**Preview  
Draft Sample:  
Do Not  
Copy**

Summarise key action-based strategies that you could use to help you be better prepared for a potential interview for each of these 5 categories.

e.g. 1. To **prepare myself** I should... find out about the organisation from the web and know its key products.

1. To **prepare myself** I should...

⇒

⇒

⇒

⇒

2. To make sure I **look the part** I need to...

⇒

⇒

⇒

⇒

3. To be as personable as possible I should focus on...

⇒

⇒

⇒

⇒

4. To **sell myself confidently** I need to be able to...

⇒

⇒

⇒

⇒

5. To properly **reflect on my experience** and improve I should ensure that I...

⇒

⇒

⇒

⇒

Preview  
Draft Sample:  
Do Not  
Copy

## JS12 Online Job Sites

Working in pairs visit these web sites and list some key features and information from 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)   |                      |

Preview  
Draft Sample:  
Do Not  
Copy

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(s) associated with developing your career pathway.

| What is the overall goal and what are the step-by-step objectives 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/objective 1   | Tasks  |  |
| Goal/objective 2   | Tasks  |  |
| Goal/objective 3   | Tasks  |  |
| Goal/objective 4   | Tasks  |  |
| Goal/objective 5   | Tasks  |  |
| Goal/objective 6   | Tasks  |  |
| Goal/objective 7   | Tasks  |  |
| Goal/objective 8   | Tasks  |  |
| Goal/objective 9   | Tasks  |  |
| Goal/objective 10  | Tasks  |  |

Preview  
Draft Sample:  
Do Not  
Copy

## JS14 My Job-Seeking Skills Journal

Complete this journal to reflect on your study of the WRS Senior units on industries and jobs.

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 projects?

---

---

⇒ 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?

---

---

Preview  
Draft Sample:  
Do Not  
Copy



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

| Issues   | Work-Related Project 1  | Work-Related Project 2 |
|----------|---|------------------------|
| PLAN     | Project:  | Project:               |
| ORGANISE | <p><b>Preview</b></p> <p><b>Draft Sample:</b></p> <p><b>Do Not</b></p> <p><b>Copy</b></p> |                        |
| DO       |   |                        |
| REVIEW   |   |                        |

## ES2 My Employability Skills

Describe a personal, and a work-related example, **from this year** 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>             |   |                       |

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

[illegible]

## ES4 Sort It Out

1. Identify 3 work-related problems that you have experienced in a workplace.

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

2. Work with a different person for each problem, and use problem-solving processes and tools to develop possible solutions to help deal with these workplace problems.

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

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Preview**

**Draft Sample:**

**Do Not**

**Copy**

1. Identify 3 potential problems or issues that might impact on your Work-Related Project.

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

2. Work with a different person for each problem, and use problem-solving processes and tools to develop possible solutions to help deal with these problems.

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

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ES6 Project Management Rules

Negotiate and develop a list of 10 teamwork, decision-making and leadership guidelines that your team will follow when managing your Work-Related Project.

| The teamwork, decision-making and leadership guidelines that we will follow for our Work-Related Project are... |  |
|---|--|
| 1.  |  |
| 2.  |  |
| 3.  |  |
| 4.  |  |
| 5.  |  |
| 6.  |  |
| 7.  |  |
| 8.  |  |
| 9.  |  |
| 10.   |  |

**Preview  
Draft Sample:  
Do Not  
Copy**

1. List 3 tips to help you manage **time** effectively for your Work-Related Project.

---

---

---

2. List 3 tips to help you manage **people** effectively for your Work-Related Project.

---

---

---

3. List 3 tips to help you manage **equipment** effectively for your Work-Related Project.

---

---

---

4. List 3 tips to help you manage **materials** more effectively for your Work-Related Project.

---

---

---

5. List 3 tips to help you manage **finances** more effectively for your Work-Related Project.

---

---

---

## ES8 Training the Newbies

Imagine that you are in charge of a group of 3 students, planning and organising a training session for Year 7 students to show them how to use basic power tools safely.

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

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

**Preview  
Draft Sample:  
Do Not**

- iii. Initially, draft a simple to-do list. You then might want to use the more sophisticated version on p.169 of your WRS Senior Yearbook.

**Copy**



- iv. Use this planner to start to outline the tasks involved and group members' responsibilities.  
You might then use an Activity Action Roster (p.169 WRS Senior 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  |   |              |
|           |   |              |

## ES10 Budgeting

Complete a budget to help support a goal you are aiming for, such as buying a car, starting a part-time enterprise, or some other relevant goal.

[illegible][illegible]

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

1. Let's face it, we could all do with a make-over every now and then. Partner with someone in the class to perform an innovation make-over on them.
2. Do a SWOT Analysis on them. Use the information you glean from this to suggest active strategies that could make this person a more innovative workplace participant.

| SWOT Analysis |            |
|---------------|------------|
| Person:       | Date:      |
| Strengths     | Weaknesses |
| Opportunities | Threats    |

**Preview  
Draft Sample:  
Do Not  
Copy**

| Innovative strategy | How this could make them more innovative. |
|---------------------|---|
| 1.                  |   |
| 2.                  |   |
| 3.                  |   |
| 4.                  |   |
| 5.                  |   |

## ES12 Assembling Teams

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

| Class member | What can they do? | Class member | What can they do? |
|--------------|-------------------|--------------|-------------------|
|              |                   |              |                   |
|              |                   |              |                   |
|              |                   |              |                   |
|              |                   |              |                   |
|              |                   |              |                   |
|              |                   |              |                   |
|              |                   |              |                   |
|              |                   |              |                   |
|              |                   |              |                   |
|              |                   |              |                   |
|              |                   |              |                   |
|              |                   |              |                   |
|              |                   |              |                   |
|              |                   |              |                   |
|              |                   |              |                   |

**Preview  
Draft Sample:  
Do Not  
Copy**

Choose a range of different communication methods. For each one identify key strengths, and explain how you can use this to suit the audience for your Work-Related Project.

[illegible]

## ES14 My Employability Skills Journal

Complete this journal to reflect on your study of 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 projects?

---

---

⇒ 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?

---

Preview  
Draft Sample:  
Do Not  
Copy

1. Circle high, medium or low for what your skill level was for each of these 40 skills at the start of your VCAL journey; and what your current skill level is now.
2. Add 10 more industry-specific skills/competencies you have developed.

| Skills Audit   | What was my skill level at the start of VCAL? |        |     | What is my current skill level now? |        |     |
|--|---|--------|-----|-------------------------------------|--------|-----|
| 1. Using a computer.   | high  | medium | low | high                                | medium | low |
| 2. Calculating and using percentages.                        | high  | medium | low | high                                | medium | low |
| 3. Giving oral presentations.                                | high  | medium | low | high                                | medium | low |
| 4. Making things with my hands.                              | high  | medium | low | high                                | medium | low |
| 5. Using a telephone effectively.                            | high  | medium | low | high                                | medium | low |
| 6. Using audio-visual equipment.                             | high  | medium | low | high                                | medium | low |
| 7. Helping people with problems.                             | high  | medium | low | high                                | medium | low |
| 8. Negotiating effectively with team members.                | high  | medium | low | high                                | medium | low |
| 9. Following instructions.                                   | high  | medium | low | high                                | medium | low |
| 10. Coming up with new ideas.                                | high  | medium | low | high                                | medium | low |
| 11. Planning and organising my time.                         | high  | medium | low | high                                | medium | low |
| 12. Calculating prices and making change.                    | high  | medium | low | high                                | medium | low |
| 13. Working with other people.                               | high  | medium | low | high                                | medium | low |
| 14. Working out timelines and rosters.                       | high  | medium | low | high                                | medium | low |
| 15. Asking appropriate questions of supervisors.             | high  | medium | low | high                                | medium | low |
| 16. Developing a résumé.                                     | high  | medium | low | high                                | medium | low |
| 17. Writing a job application.                               | high  | medium | low | high                                | medium | low |
| 18. Using the internet to find jobs.                         | high  | medium | low | high                                | medium | low |
| 19. Building my job network.                                 | high  | medium | low | high                                | medium | low |
| 20. Recording people's information details.                  | high  | medium | low | high                                | medium | low |
| 21. Preparing a budget.                                      | high  | medium | low | high                                | medium | low |
| 22. Planning my career pathway.                              | high  | medium | low | high                                | medium | low |
| 23. Identifying future job prospects.                        | high  | medium | low | high                                | medium | low |
| 24. Finding out about courses I need to do.                  | high  | medium | low | high                                | medium | low |
| 25. Finding people who can give me advice.                   | high  | medium | low | high                                | medium | low |
| 26. Preparing for a job interview.                           | high  | medium | low | high                                | medium | low |
| 27. Being punctual and keeping appointments.                 | high  | medium | low | high                                | medium | low |
| 28. Using mobile devices and apps for work-related purposes. | high  | medium | low | high                                | medium | low |
| 29. Using ICT for work-related purposes.                     | high  | medium | low | high                                | medium | low |
| 30. Using technology, equipment and tools safely.            | high  | medium | low | high                                | medium | low |
| 31. Using office equipment and technology.                   | high  | medium | low | high                                | medium | low |
| 32. Writing memos and reports.                               | high  | medium | low | high                                | medium | low |
| 33. Giving directions and instructions.                      | high  | medium | low | high                                | medium | low |
| 34. Filling out application forms.                           | high  | medium | low | high                                | medium | low |
| 35. Taking and recording minutes and notes.                  | high  | medium | low | high                                | medium | low |
| 36. Helping people to understand new things.                 | high  | medium | low | high                                | medium | low |
| 37. Giving a presentation to students and/or adults.         | high  | medium | low | high                                | medium | low |
| 38. Greeting customers and clients.                          | high  | medium | low | high                                | medium | low |
| 39. Training new workers.                                    | high  | medium | low | high                                | medium | low |
| 40. Leading a team.  | high  | medium | low | high                                | medium | low |
| 41.  |   |        |     |                                     |        |     |
| 42.  |   |        |     |                                     |        |     |
| 43.  |   |        |     |                                     |        |     |
| 44.  |   |        |     |                                     |        |     |
| 45.  |   |        |     |                                     |        |     |
| 46.  |   |        |     |                                     |        |     |
| 47.  |   |        |     |                                     |        |     |
| 48.  |   |        |     |                                     |        |     |
| 49.  |   |        |     |                                     |        |     |
| 50.  |   |        |     |                                     |        |     |

## WR2 My Work-Related Skills

1. Outline 5 work-related skills that you feel you have demonstrably improved this year.

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

2. In relation to your work-related projects this year, which type of personalities have you worked well with, and also not as well with, and why so?

| I worked well with... | because... | I didn't work as well with... | because... |
|-----------------------|------------|-------------------------------|------------|
|                       |            |                               |            |
|                       |            |                               |            |
|                       |            |                               |            |
|                       |            |                               |            |
|                       |            |                               |            |
|                       |            |                               |            |
|                       |            |                               |            |
|                       |            |                               |            |
|                       |            |                               |            |
|                       |            |                               |            |



- 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:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Person 2:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Person 3:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Person 4:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Preview  
Draft Sample:  
Do Not  
Copy**

- Using these lists, compile 5 concise positive statements about yourself that include an item of evidence. (e.g. *I am good in teams because I am able to organise people's rosters.*)

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

## WR4 Work-Related Project - Timesheet

| Summarise the time worked for your Work-Related Project or workplace learning. |               |             |                            |                           |                           |
|--|---------------|-------------|----------------------------|---------------------------|---------------------------|
| <b>Name:</b>   |               |             | <b>Workplace:</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<br>May 3rd  | 8.30am        | 4.45pm      | 8 hours/<br>15 min         | 12-1pm<br>60 min          | 7 hours/<br>15 min        |
|  |               |             |                            |                           |                           |
|  |               |             |                            |                           |                           |
|  |               |             |                            |                           |                           |
|  |               |             |                            |                           |                           |
|  |               |             |                            |                           |                           |
|  |               |             |                            |                           |                           |
|  |               |             |                            |                           |                           |
|  |               |             |                            |                           |                           |
|  |               |             |                            |                           |                           |
|  |               |             |                            |                           |                           |
|  |               |             |                            |                           |                           |
|  |               |             |                            |                           |                           |
|  |               |             |                            |                           |                           |
|  |               |             |                            |                           |                           |
| <i>Total days:</i>   |               |             | <i>Total time at work:</i> | <i>Total breaks:</i>      | <i>Total time worked:</i> |
| <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>              |

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

[illegible]

## WR6 Workplace Learning: Daily Journal

[illegible]

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

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

[illegible]

| 2 Skills developed | Description of how you developed these work-related skills.<br>(Consider employability, enterprise or personal 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: |  |

## WR8 Workplace Learning: Daily Journal

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

|                   |  |                    |  |                     |  |
|-------------------|--|--------------------|--|---------------------|--|
| <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  
Draft Sample:  
Do Not  
Copy

| 2 Skills developed | Description of how you developed these work-related skills.<br>(Consider employability, enterprise or 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: |

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

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

[illegible]

| 2 Skills developed | Description of how you developed these work-related skills.<br>(Consider employability, enterprise or personal 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 Project). Your teacher might also instruct you to self-assess and/or have your team member(s) complete an evaluation.

Student: \_\_\_\_\_

Workplace/project: \_\_\_\_\_

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 and 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 an 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 Project). Your teacher might also instruct you to self-assess and/or have your team member(s) complete an evaluation.

Student: \_\_\_\_\_

Workplace/project: \_\_\_\_\_

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.*

**Preview  
Draft Sample:  
Do Not  
Copy**

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 Senior...

Now that you have completed WRS Senior, 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  
Draft Sample:  
Do Not  
Copy**

Now that you have completed WRS Senior, 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  
Draft Sample:  
Do Not  
Copy**

## WR14 My Work-Related 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 of work-related projects?

---

---

⇒ 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?

---

Preview  
Draft Sample:  
Do Not  
Copy

## Required Projects - Summary

Student: \_\_\_\_\_

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

| Unit 1: Outcomes  | Description of tasks required to be completed/evidence. |
|---|---|
| 1 Workplace safety information, roles, duties and communication.  |   |
| 2 Workplace: Risk and hazard controls.                            |   |
| 3 <u>Complex Workplace Safety Project.</u>                        |   |
| 4 Industry employment opportunities, conditions and presentation. |   |
| 5 Complete job-seeking and job application tasks.                 |   |

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

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

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

**Preview  
Draft Sample:  
Do Not  
Copy**