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Years 11 & 12

Work and the Community

**2 Unit Preliminary & 2 Unit HSC
Course (Life Skills)**



Available February 2011

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***“Work & the Community” is a free-standing program for students completing
Years 11 & 12, Life Skills.***

This outstanding new resource includes 6 extensive modules which provide a step-by-step program suitable for students who are preparing for the workplace, but who still struggle significantly with literacy and numeracy. Each module provides extensive opportunities for students to develop their literacy and numeracy within the context of the workplace.

This program allows Life Skills students to experience tremendous success as they gradually and systematically develop their reading and mathematical skills. This is a tremendous resource for building confidence and independence for significantly struggling readers.

Purchased as a CD ROM, the 6 modules contained in this program can be printed in colour or as blackline masters for photocopying.

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Work and the Community

2 Unit Preliminary & 2 Unit HSC Course (Life Skills)

This course has been designed to address the theory component for Stage 6 (Year 11 & 12) **Work and the Community (Life Skills)**, in line with guidelines developed by the NSW Board of Studies.

The aim of this course is to provide older students who have special learning needs with the skills, knowledge, understanding, values and attitudes that will help to prepare them for employment, participation and independent living in the community. Typically, this course would be offered as the theory component for students who are also participating in substantial work experience opportunities along the way.

This program links with Objectives and Outcomes from Work & the Community, as well as including cross curriculum studies linked to Life Skills Objectives and Outcomes for Year 11 & 12 such as English, Mathematics and many other courses.

The 6 Modules of this course will help students to:

- develop knowledge and understanding of the nature, patterns, concepts and variety of work
- develop individual knowledge, understanding, skills, values and attitudes that enhance effective participation in workplace and community-based learning
- develop knowledge, skills and understanding to clarify issues, choices and options relating to workplace learning

6 Modules	Module Description
1. Understanding the World of Work	This module provides students with opportunities to examine concepts of 'work'. The module focuses on developing understanding of the nature, patterns, variety and implications of paid and volunteer work.
2. Planning for Participation in Workplace and Community-based learning	This module provides for the development of knowledge, understanding, skills, values and attitudes which are important for effective participation in workplace and community-based learning experiences
3. Developing a Portfolio in Preparation for Employment	This module is driven by the individual needs of each student. The development of a personal portfolio will assist students to identify and clarify issues, choices and options relating to employment.

4. Introduction to the Workplace or Community-Based Learning Environment	This module provides opportunities for students to clarify their expectations of workplace and community-based learning environments on the basis of actual experiences.
5. Dealing with Workplace and Community-Based Learning Environment Issues	This module provides students with a broad range of information, skills and experience in important aspects of the post-school environments they will encounter. The module focuses on skills in communication, awareness of rights and responsibilities and safe and successful working practices.
6. Participating in Workplace Learning and Community Based Learning Experiences	This module will provide the opportunity for students to further develop skills through graduated experiences and participation in workplace and community-based learning environments that have been determined as a consequence of the individual transition-planning process.

The NSW BOS Stage 6 Life Skills key competencies are embedded throughout this course:

- Collecting, analysing and organising information
- Communicating ideas and information
- Planning and organising activities
- Working with others and in teams
- Using mathematical ideas and techniques
- Solving problems
- Using technology.

Specific Focus Areas include:

- Applied Literacy in the Workplace
- Applied Numeracy in the Workplace
- Interpersonal and Communication Skills in the Workplace
- Problem Solving Skills in the Workplace

Standards are very important in the workplace. Students are encouraged to ...

- Read all text aloud. Tick every sentence as it is read aloud.
- Answer all questions in full sentences, to the very best of your ability.
- Be neat and tidy at all times.
- Check spelling, grammar, punctuation, sentence structure.
- Use PENCIL not pen, and carefully erase and correct ALL errors.
- When using colours, DO NOT use textas.
- Show all work for mathematical questions.

Throughout this course and this workbook, we will focus on specific examples from many different careers to help students to practise the skills they will need to develop for the workplace.

All of our examples, activities and tasks will be based on real jobs, real training, and real challenges young adults are likely to encounter in the workplace.

Every lesson in this Work and the Community course will be based on the types of literacy, numeracy, communication and problem solving skills students will be likely to encounter across a very wide range of different industries. Some industries will interest the student, others may not. Students are expected to complete EVERY task on EVERY page to the very best of their ability and to the standards set out for this course.

In the workplace, employees will be constantly assessed by the day-to-day effort they put in, and the day-to-day tasks that they complete. Employees will be judged and held accountable for their work by customers, co-workers and their bosses.

All assessment in this Work and the Community course will be completed in this way. Every section of every page of every lesson MUST be achieved to the best of the student's ability, and to a standard acceptable to their instructor. Students will be responsible for assessing their own work at the end of every second page, but their instructor will also review the students' work to ensure they are maintaining appropriate standards. This is exactly the same way as it will be done when the student enters the workplace to become a trusted and paid employee. Students who complete the class work component of this course to a consistently high standard may be offered the opportunity to participate in work placement as the year progresses.

Sample Module

Module 1: Understanding the World of Work	
Objective →	Outcomes → Students will:
1. Students will develop knowledge and understanding of the nature, patterns, concepts and variety of work	1.1 demonstrates knowledge and understanding of the purposes of work
	1.2 expresses positive values and attitudes regarding their own participation in the workforce
	1.3 demonstrates knowledge and understanding of the nature of work
	1.4 demonstrates knowledge and understanding of the patterns and variety of work
	1.5 demonstrates knowledge and understanding of the concepts and implications of paid and volunteer work

Sample Lesson: Work & the Community Outcome 1.2 → Expresses positive values and attitudes regarding their own participation in the workforce

Qualities of a Good Worker

We shall begin by brainstorming the kind of qualities a good worker should demonstrate. **For example, good workers should be reliable.**

Work with a partner using scrap paper to jot down as many different qualities as possible. Spelling & handwriting won't matter on your scrap paper. Be quick. You will have only 7 minutes to create this rough list.

When this time is up, we will compile a class list. Write any 10 of the qualities on our class list neatly, with correct spelling, in your workbook.

Write a sentence explaining and giving examples of what each of the following qualities means. The first one has been done for you.

Good workers should follow instructions carefully:

This means they should listen to instructions and do what they are told to do.

Good workers should be punctual:

This means they should _____

Good workers should be enthusiastic:

This means they should _____

For each of the following qualities, circle the description which best fits you. If you think you are "half way there", then put your circle in between the two descriptions.

Listen carefully



I may need to work on this a bit more.



This is a real area of strength for me.

Follow instructions



I may need to work on this a bit more.



This is a real area of strength for me.

Co-operate



I may need to work on this a bit more.



This is a real area of strength for me.

Finish on time



I may need to work on this a bit more.



This is a real area of strength for me.

Try my hardest



I may need to work on this a bit more.



This is a real area of strength for me.

Sample Lesson: Mathematics (LS) Outcome 1.8 → Applies mathematical knowledge and skills to solve problems in a range of contexts.

Using Mathematics in Childcare

In every job you will have to do some mathematics and problem solving. You need to be able to solve problems carefully and then check that your answers are correct. Show all your work.



In one room of your child care centre you have 16 toddlers. Each child in your room eats $\frac{1}{2}$ of a banana for fruit break.

How many bananas will you need altogether?

Each child in your room drinks 2 glasses of water each day. How many glasses of water will they drink altogether?

Why is it important for children to drink plenty of water through the day?

If the children go outside to play at 12.45pm and come back inside at 2:00pm, how many minutes are they outside altogether?

If 3 of your 16 children go inside for a nap, but 7 children from another group come outside to play with your group, how many children are outside with you altogether?

What are 4 sun safety rules you need to remember to keep the children safe when they play outside?

Sample Lesson: Technology & Applied Studies (LS) Outcome 3.1 → Demonstrates awareness of the nature and purpose of specific materials, equipment and machinery.

Using Special Tools in Woodworking

Every job requires workers to have special knowledge about the equipment they will use every day. When a worker doesn't know an answer, it is up to him or her to find out the information.

What are 2 different ways a worker can find out information at work?

Read these equipment descriptions:



This is an electric jigsaw, used to make fine cuts for irregular shapes.



This is a circular saw, used to make long straight cuts in wood.



This is an electric drill, used to drill holes in wood.

This is an electric screwdriver. It is used when you need more power than a hand operated screwdriver.



What is this tool and what is it used for?



What is this tool and what is it used for?



What is this tool and what is it used for?



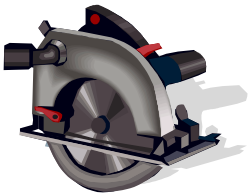
What is this tool and what is it used for?



Which basic safety rule have they forgotten in this woodworking room?



Label each of the following tools:







Power tools can use batteries or they can have an electrical cord which must be plugged into an electric socket. What is one way in which a battery operated tool is better than a tool that has an electric cord?



What is one way in which a tool with an electric cord is better than a tool that uses a battery?

Sample Lesson: English (LS) Outcome 4.3 → Recognises, interprets and responds to written information.

Sample Lesson: Using a Reference Guide at Work

In many jobs, you must use Reference Guides which contain important information about specific details relating to your job. Workers must be able to read, understand and use Reference Guides quickly and accurately. In today’s lesson, we will use a Reference Guide for the poultry industry.

Reference Guide to Cuts of Chicken

Read through the following reference guide and use the information in this Reference Guide to fill in all of the missing information.



Whole Chickens

Whole Chickens are sold either fresh or frozen.



Halves

The bird is split from front to back through the backbone to produce 2 halves about the same size and weight.



Thigh

The thigh is the section of the leg above the knee joint.



Boneless, Skinless Thigh

This is a thigh with skin and bone removed.



Drumsticks

Drumsticks are the lower part of the leg, cut at the knee.



Whole Chicken Leg

The Whole Chicken Leg is the drumstick-thigh combination. The whole leg differs from the leg quarter in that it does not contain a portion of the back.

Fill in the missing information on this Reference Guide:



Whole Chickens



The bird is split from front to back through the backbone to produce 2 halves about the same size and weight.



Thigh



This is a thigh with skin and bone removed.

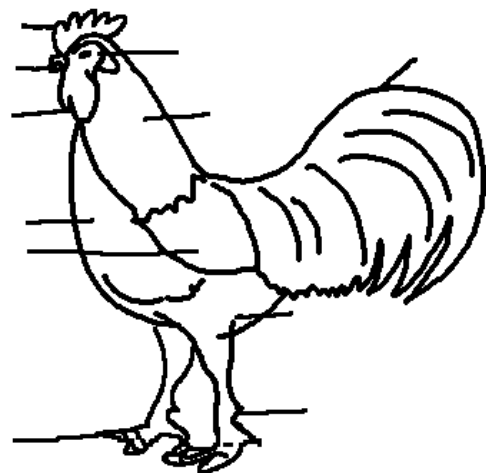
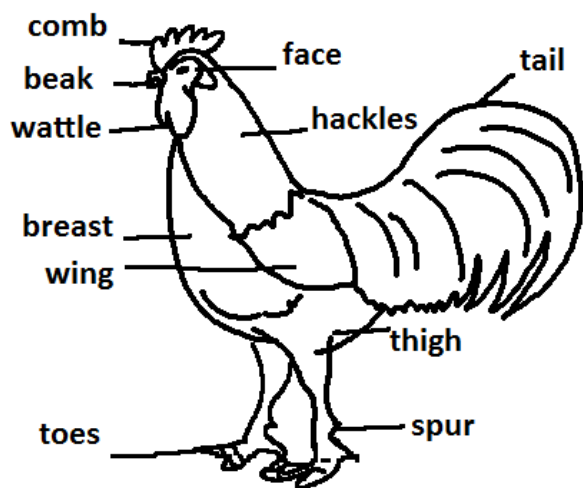


Drumsticks



The Whole Chicken Leg is the drumstick-thigh combination. The whole leg differs from the leg quarter in that it does not contain a portion of the back.

Label these parts of a chicken:



Sample Lesson: Work & the Community Outcome 4.3 → Demonstrates knowledge and understanding of the daily organisational features of the workplace.

Using a Calendar

Locate and circle each of the following dates:

- The 4th Monday of the year
- The 3rd day after Christmas
- The second last Saturday in October
- All of the Saturdays in August
- The last day of November
- New Year’s Eve
- All the school days in the third week of March

2009

January						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
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26	27	28	29	30		

May						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June						
SUN	MON	TUE	WED	THU	FRI	SAT
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August						
SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		