

Employability Curriculum Linked to the 'Employability DVD'

Eight Employability Skills



Overview

In 2017 the film 'Employability' was produced by Debbie-ann Johnson, from Sale & District Specialist School, Andrea McCall-Evans from NDCO and Leanne Wishart, Rural Access, Wellington Shire. Darryl Whitaker was our cameraman and donated some of the time to help edit the film. The film would not have been possible without the grant from the Commonwealth Bank; we thank them for their generous donation.

The film focusses on the eight employability skills and features a number of young people with disabilities in the workplace.

The following curriculum has been designed to work in conjunction with the DVD film 'Employability'. There are eight employability skills and each skill has a series of tasks designed to teach, as well as, enhance the student's employability skills. For your convenience there is also individual segments online to access; see below.

Resources have been sourced from the following internet sites and books.

- Community Services Foundation – VCAL Resources
- NDCO Learning Resources
- Department of Education Queensland - Resources
- Department of Education Victoria – Resources

Links to the YouTube Film

<https://youtu.be/vGjNI16pxn8> all eight skills

Communication <https://youtu.be/4-vwF4DVAzM>

Teamwork <https://youtu.be/SJxeSEndST0>

Problem solving <https://youtu.be/kllysQa3z1Q4>

Initiative and enterprise <https://youtu.be/zF5uWIKgkwl>

Planning and Organising <https://youtu.be/u1Cc98TTXcc>

Learning <https://youtu.be/Pi5kqlcwvKU>

Technology <https://youtu.be/Srv94j3WddY>

Self-management www.youtube.com/watch?v=uOBoP0qoFmM

Employ Ability Curriculum

LESSON: Communication	
LEARNING OBJECTIVE:	
<ul style="list-style-type: none"> • Apply appropriate communication skills across settings, purposes, and audiences • Demonstrate knowledge of communication application • Practice critical thinking to develop innovative and well-founded perspectives • Build and maintain healthy and effective relationships • Use technology to communicate effectively in various settings and contexts 	
RESOURCES REQUIRED:	
Film 'Employability'	
Feelings and emotions cards	
LESSON OUTLINE:	
STRUCTURE	ACTIVITY
Film reflection questions	Activity 1&2
Role play activity 'Scenarios'	Activity 3
Feeling and emotions game	Activity 4
Closed and Open questions	Activity 5
Communication effectively task sheet	Activity 6
Communication involvement task sheet	Activity 7
Reflection on Film questions	Activity 8

LESSON: Teamwork**LEARNING OBJECTIVE:**

- Describe the main features of work groups and teams
- Discuss the main group processes that affect work group or team effectiveness
- Demonstrate knowledge of the importance of shared purpose, goals and targets
- Demonstrate knowledge of positive team culture
- Discuss the role of a team leader

RESOURCES REQUIRED:

Film 'Employability'

Mine field game: balls, sheets of paper or cones

Tower building: playing cards x at least four packets

LESSON OUTLINE:

STRUCTURE	ACTIVITY
Reflection on film questions	Activity 1&2
Mine field game	Activity 3
Tower building game	Activity 4
Teams – effective teams work sheet	Activity 5
Thinking task work sheet	Activity 6
Characteristics of successful teamwork task	Activity 7
Reflective Questions on film	Activity 8

LESSON: Problem Solving	
LEARNING OBJECTIVE:	
<ul style="list-style-type: none"> • Identify different problem solving styles • Identify methods appropriate for solving problems • Apply methods to specific problems • Apply problem solving skills 	
RESOURCES REQUIRED:	
<p>Film 'Employability'</p> <p>2 dice</p> <p>4 balls of wool</p>	
LESSON OUTLINE:	
STRUCTURE	ACTIVITY
Reflective questions on the film	Activity 1&2
Match the qualities to the descriptions task	Activity 3
Work related problem solving	Activity 4
Thinking task – Team game	Activity 5
Solving work related problems	Activity 6
Wool Web group game	Activity 7
Reflection on the Film questions	Activity 8

LESSON: Initiative and Enterprise**LEARNING OBJECTIVE:**

- Translate new ideas into action
- Identify opportunities not obvious to others
- Demonstrate knowledge of being able to adapt to new situations
- Develop a strategic, creative, long-term vision
- Demonstrate knowledge of how to be creative
- Generate a range of options
- Initiate innovative solutions

RESOURCES REQUIRED:

Film 'Employability'

LESSON OUTLINE:

STRUCTURE	ACTIVITY
Reflective questions on film	Activity 1&2
Self-reflection question sheet	Activity 3
Self-employed idea work sheet	Activity 4
Spot opportunities work sheet	Activity 5
Develop rational persistence task	Activity 6
Think task work sheet	Activity 7
Reflection on the film questions	Activity 8

LESSON: Planning and Organising	
LEARNING OBJECTIVE:	
<ul style="list-style-type: none"> • Demonstrate knowledge of short-term and long-term planning • Manage time and priorities – set timelines, coordinate tasks for yourself and with others • Take initiative and make decisions • Demonstrate knowledge of how to allocate people and other resources to tasks • Plan the use of resources including time management 	
RESOURCES REQUIRED:	
Film 'Employability'	
LESSON OUTLINE:	
STRUCTURE	ACTIVITY
Reflection on film questions	Activity 1&2
Weekly planner work sheet	Activity 3
Organisational skills questions	Activity 4
Consider everyday jobs work sheet	Activity 5
Wedding invite work task	Activity 6
Reflection questions on film	Activity 7

LESSON: Self-Management	
LEARNING OBJECTIVE:	
<ul style="list-style-type: none"> • Able to identify different methods to self-manage • Think of ways to manage different situations • Understand the purpose of goal setting • Understand the importance of self-management on the job; working independently 	
RESOURCES REQUIRED:	
Film 'Employability'	
LESSON OUTLINE:	
STRUCTURE	ACTIVITY
Reflective questions on film	Activity 1&2
Roles we play activity sheet	Activity 3
Situation card task	Activity 4
Quiz work sheet	Activity 5
Goal setting task	Activity 6
Reflective questions on DVD	Activity 7

LESSON: Learning	
LEARNING OBJECTIVE:	
<ul style="list-style-type: none"> • Be open to new ideas and techniques • Be prepared to invest time and effort in learning new skills • Acknowledge the need to learn in order to accommodate change • Be willing to learn in any setting – on and off the job • Identify the transferrable skills they learn everyday 	
RESOURCES REQUIRED:	
Film 'Employability'	
LESSON OUTLINE:	
STRUCTURE	ACTIVITY
Reflective questions on film	Activity 1&2
Knowledge in your career	Activity 3
Life-long learning	Activity 4
Debate	Activity 5
Learning Styles	Activity 6
Reflective questions on film	Activity 7

LESSON: Technology	
LEARNING OBJECTIVE:	
<ul style="list-style-type: none"> • Understand the importance of having a range of basic IT skills • Be aware of the impact of technology on workplaces and the importance of being willing to learn how to use new technology. 	
RESOURCES REQUIRED:	
Film 'Employability'	
Computer with Power-Point and Excel	
LESSON OUTLINE:	
STRUCTURE	ACTIVITY
Reflective questions on film	Activity 1&2
Power-Point activity	Activity 3
Spreadsheet using Excel	Activity 4
Technology worksheet	Activity 5
Disconnect, to stay connected – phone task	Activity 6
Technology in the workplace	Activity 7
Reflective questions on film	Activity 8

Review

Of

Skills

Activity 3

Role play activity

Practise the following scenarios with a partner. Each take on a role and help each other to think about how best to approach a situation.

- 1) You are a customer approaching a shop assistant to ask where to find the toothpaste.
- 2) Give the following instructions to a co-worker and have them repeat them to you: "All the boxes in the store room need to be broken up and placed in the recycle bin and the new delivery of boxes needs to be sorted and unpacked."
- 3) Ask your partner a series of questions to find out what sorts of jobs they do at home, what they like to do at home and what a job involves.

Activity 4

This is a fun competitive game that aims to get participants to become more aware of their feelings and emotions. Participants are split into teams and act out an emotion such as disgust, affection, fear, anxiety, embarrassment, anger, determination, etc. and the total group will try to guess what the emotion is. (You will need a set of emotion cards)

1. Divide the group into two teams.
2. Place on a table (or put in a box) a packet of cards, each of which has a particular emotion typed on it.
3. Have a participant from Group A take the top card from the table and act out the emotion for his/her group. This is to be done in a fixed time limit, eg: a minute.
4. If the emotion is guessed correctly by Group A, they receive ten points.
5. Now have a participant from Group B act out an emotion; award points as appropriate.
6. Rotate the acting opportunities between the two groups.

Activity 5

This simple activity is a fun way to introduce and show the difference between closed and open questions.

Directions:

Split your class into two equal groups/teams.

One person from each team will leave the room for a minute and think of an object you might find in an office (any common office object that can be found in any office like a stapler, printer, etc.).

When each person returns to his team, it's the team's task to ask him/her closed ended questions only to try and find out what the object is. If needed, explain that closed ended questions are those that can be answered by yes or no.

Once any team finds the object, they have won the round. They can go for another round.

After two or three rounds, end the game and make the following point:

Discussion and debrief:

Tell the group that "obviously it took a long time and effort for us to find out the object in each round, but what if we had a short time limit and only had one question to ask to find out the object. What would that question be?" The question would be, "What is the object?" which is an open ended question.

Open ended questions are an excellent way to save time and energy and helps you get to the information you need fast, however closed questions can also be very useful in some instances to confirm your understanding or to help you control the conversation with an overly talkative person/customer.

Activity 6

Communicating effectively

The communication process has three key components. These are:

1. The SENDER
2. The MESSAGE
3. The RECEIVER

For a message to be effective it has to be communicated, received and understood. Therefore the sender must make sure that the message is in a form that the receiver will understand. This means choosing the most appropriate type of language, communication method, tone and length to suit the message.

Think

How many times have you been given a message and didn't clearly understand what it meant?

What did you do?

Did you ask for help?

Many people have problems following verbal instructions. Writing down instructions can help.

List 9 common ways that people communicate messages.

- | | | |
|----|----|----|
| 1) | 2) | 3) |
| 4) | 5) | 6) |
| 7) | 8) | 9) |

In order to be an effective communicator you need to imagine how the message will be received from the point-of-view of the receiver. You have to tailor your message to the audience, to the occasion and also to the setting.

Activity 7**Communication might involve**

Verbal --- such as instructions and phones

Electronic --- such as emails or texts

Written --- such as memos and manuals

Physical --- such as demonstrations and signals

Outline an example that shows how each of the four communication methods listed above could be used in a work-related situation.

Method	Work-related examples	Jobs at home examples
Verbal		
Written		
Electronic		
Physical		

Firstly view the Employability DVD clip Teamwork**Activity 1**

List the three suggested forms of Teamwork identified at the start of the Teamwork skills clip:

- 1)
- 2)
- 3)

Activity 2

After viewing the clip answer these questions

- 1) List all the methods of team work you viewed occurring during the clip.

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- 2) One of the skills listed is, 'know what your role in the team is' - give three examples of a team leader and a team member shown in the film

-
-
-

Activity 3

Mine Field

Time required: 20-30 minutes

This trust exercise requires some setting up before it can be played.

It also requires a large, open area such as a room without furniture or the oval.

The teacher must distribute "mines," which are placed haphazardly around the area. These "mines" can be balls, sheets of paper, cones, etc.

This exercise gives students a chance to work on their relationships and trust.

One team member will be blindfolded and cannot talk and the other can see and talk, but cannot enter the field or touch their blindfolded teammate. The challenge requires each blind-folded person to walk from one side of the field to the other, avoiding the mines by listening to the verbal instructions of their partner.

Penalties can be put in place for each time a blindfolded person hits a mine, but the real idea behind the game is to get the team members to trust their partner's directions and to teach them to communicate in a more effective way.

Activity 4

Tower build

Requires a pack of 52 playing cards – teams of three or four.

Divide the pack of cards between the team members

Objective: to build the highest tower.

Rules: each student must place their own card onto the tower one at a time. They need to work as a team to suggest to each other where to put their cards and help decide on how the tower will be built.

The teacher watches and records the team skills he/she observes and at the end of the game explains what skills these were.

Activity 5

Teams

Throughout all workplaces, in all industries, people work alongside one another. One of the most essential work-related skills that you need to develop is your ability to work as an effective member of a team.

Effective teams need workers who can complete tasks with the support of their colleagues. Teamwork also extends to interaction with supervisors, managers, contractors and suppliers.

Everyone has different team skills they bring to a job. Some people are outgoing, some are introverted (avoid large groups of people, feeling more energized by time alone), some like to be lead, some like to be leaders. All of these skills make good team members.

Number	List five positives, abilities or skills that you could bring to a team
1	
2	
3	
4	
5	

Activity 6

Something to think about.

At some stage during your school career you have probably been part of a team, whether that was in a drama club or sport team. What attributes contributed to the success of your team?

Think about these scenarios and select the correct answer.

- 1) Sam has joined a team to work on a special project. After a couple of days he has an idea and implements the idea immediately.

This causes problems with his teammates because:

- a. They are jealous they didn't think of it
- b. Sam didn't discuss the idea with them before implementing it
- c. They now have nothing to do

- 2) Andrew has a specific set of tasks to complete. His teammates are relying on him to have these tasks done by a certain time, but he is not feeling motivated and he is being slack.

What effect does this have on his team?

- a. They may not meet their deadline
- b. No effect, as it doesn't matter
- c. His teammates will be happy to pick up the slack

- 3) Jo is part of a team that usually gets on well and work well together. But lately, Jo has noticed that some teammates are not talking to each other.

What effect does this have on the team?

- a. No effect, as communication in a team isn't important
- b. It increases tension and reduces productivity in the team
- c. The team's productivity improves due to fewer discussions

Activity 7

Discuss as a group and write a list of the characteristics of successful teamwork: e.g. no fighting, everyone listens to speaker.

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Group activity - Be Creative

Divide in to small groups of three-five people.

On a large sheet of butchers paper, use images out of a magazine or words to create a poster that demonstrates team work.

Use the Qualities defined below to aid your decision making

- Dependable
Being able to make sure people know you will do the job and do it well
- Reliable
Being able to show that people can trust in you and in your work
- Hardworking
Taking great care and perseverance to get a task done
- Independent
Not needing to rely on other people to get a job done
- Proactive
Making things happen instead of waiting to be told what to do
- Enthusiastic
Showing real and genuine interest in a job
- Co-operative
Working well with others to get jobs done
- Punctual
Always being on time or having things ready on time

Activity 8**View the Employ Abilities DVD clip Teamwork again**

- 1) In the kitchen Colette is asked to make salads, how many people are part of the team?

- 2) What would happen if Colette didn't complete the three salads?
 -
 -
 -

- 3) How many bags of Supercoat did Tim ask Pete to get? Why did he ask Pete to get the stock for him?
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- 4) Why do you think communication is an important skill in teamwork?

- 5) What were the instructions given to Clayton by his employer when drying the dog? Why were they working as a team?

- 6) In the clip, apart from work colleagues, did the young people work with anyone else?

- 7) What other employability skills did Courtney use while working in a team with Niki?

Firstly view the Employability DVD clip Problem Solving**Activity 1**

List the two suggested forms of problem solving identified at the start of the problem solving skills clip:

1)

2)

Activity 2

1) Can you give examples of problems that were solved in the clip?

-
-
-

2) In the workplace who might be able to help you solve problems?

-
-
-
-

Activity 3

Match the qualities to the descriptions

Some of the general characteristics of good problem solvers are:	Match the explanations to the terms
1. They don't need to be right all the time:	They understand that to have their problem solved they can't create problems for others. Good problems solvers who create fair solutions make a conscious effort not to harm others for a self-interest intention. They know such acts will have long term consequences even if the problem is temporarily solved.
2. They go beyond their own conditioning:	They see problems as challenges and try to learn from them.
3. They look for opportunities within the problem:	They are socially well developed and find ways to connect with people and try to find happy-middle solutions.
4. They know the difference between complex and simple thinking:	Good problem solvers have a number of skills to prevent problems from happening in the first place. They usually face less drama, conflict, and stressful situations since they have clear boundaries, don't let their rights be violated and do not violate other people's rights. They are more of a positive thinker so naturally they are surrounded with more positivity and have more energy to be productive.
5. They have a clear definition of what the problem is:	They focus on finding the right solution rather than wanting to prove they are right at all costs.
6. They use the power of words to connect with people:	Good problem solvers have reasonable expectations as to what the solution would be. They understand that there are many elements effecting a situation and that idealistic ways of thinking and going about solving a problem will be counterproductive.
7. They don't create problems for others:	They know when to do systematic and complex thinking and when to go through short cuts and find an easy solution.
8. They do prevention more than intervention: Good problem solvers have a number of skills to prevent problems from happening in the first place.	They see more than one solution to a problem and find new and productive ways to deal with new problems as they arise. They also have a backup plan if the first solution does not work and can ask for support and advice when needed.
9. They explore their options:	They go beyond a fixated mind set and open up to new ways of thinking and can explore options.
10. They have reasonable expectations:	They can specifically identify the problem.

Activity 4

Work-related Problem

You work in a small ice-cream shop.

You believe your ice-cream is one of the nicest ice-creams in the world.

You want to sell ice-cream to more people.

How might you achieve this?

Work-related Problem

You work in a bakery.

Your busiest time is breakfast time when people stop for coffee and a scone on the way to work.

A new coffee shop is opening up nearby. How will you avoid losing customers to the new competition?

Activity 5**Team game: divide the class into two teams****Game at a Glance:**

1. Teacher writes theme word (e.g., colours) on the board.
2. Team A rolls a die and gets “3.” Team A provides the words “red,” “green,” and “blue” and gets three points.
3. Team B rolls a “1.” The team provides the word “orange” and gets one point.
4. Team A rolls a “6,” but can provide only five colour words, so gets five points.

(They lose a point for the one word missed.) Team A now has seven points.

5. Team B rolls “4” and provides four words, including the made-up word “Rorange” (combination of red and orange — teacher accepts the word).

Team B now has five points.]

Possible Theme Words

ANIMALS	SEASONAL ACTIVITIES	COMPUTERS
PLANTS	CAMPING	BOOKS
CITIES	VACATIONS	TELEVISION
COUNTRIES	TRAVEL	FITNESS
COLOURS	FINE ARTS	NUTRITION
STORIES	MATH TERMS	PLANTS
AUTHORS	FRIENDS	FRUITS
FEELINGS	PROBLEM SOLVING	DESSERTS
BEHAVIORS	WILDERNESS	BOY (GIRL) NAMES
SPORTS	HISTORY	FUTURE
CLOTHING	FARMING	TECHNOLOGY

Activity 6

Problems occur daily as part of ones working life. In fact many tasks that a worker does are either directly or indirectly related to solving the problems of customers and clients. For example, what would you do as a youth worker if you are unable to fit all of your appointments into your daily schedule?

Briefly outline four work-related problems you have experienced or might be likely to experience.

1)

2)

3)

4)

Conflict situations

Conflict might occur at any time; here are some examples:

- Between employees and clients: disagreements over the level of service.
- Between bosses and employees: lack of communication about rosters.
- Between fellow workmates: misunderstandings about work roles.
- With suppliers: frustration with orders being wrong or being delivered late.
- With authorities: being order to deal with workplace safety hazards.

Activity 7

Wool Webs

Divide your group into teams of equal numbers.

Give each team a ball of yarn.

Instruct the teams to create a web using only the yarn.

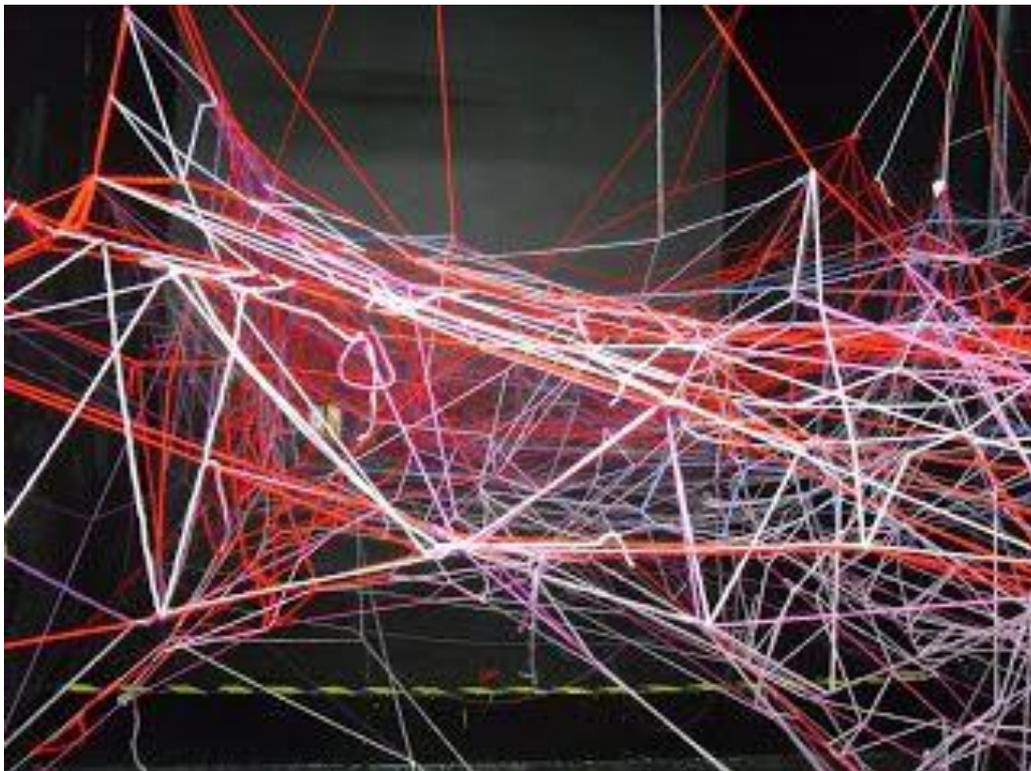
Once the teams have finished (you may have to set an amount of time for completion), switch the teams around so that every team has a web other than their own.

Each team then blindfolds one team member.

The goal is for the blindfolded individual to unwind the web following the verbal instruction of their teammates.

In order to be successful, team members must concentrate, and give/follow directions.

The first team that has dismantled the web wins this game.



Firstly view the Employability DVD clip Initiative and Enterprise**Activity 1**

List the two suggested forms of initiative and enterprise identified at the start of the initiative and enterprise skills clip:

1)

2)

Activity 2

1) If you are working on a task and you are asked to stop and are given instructions to do another task, what should you do?

2) What examples of initiative did you see in the clip?

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•

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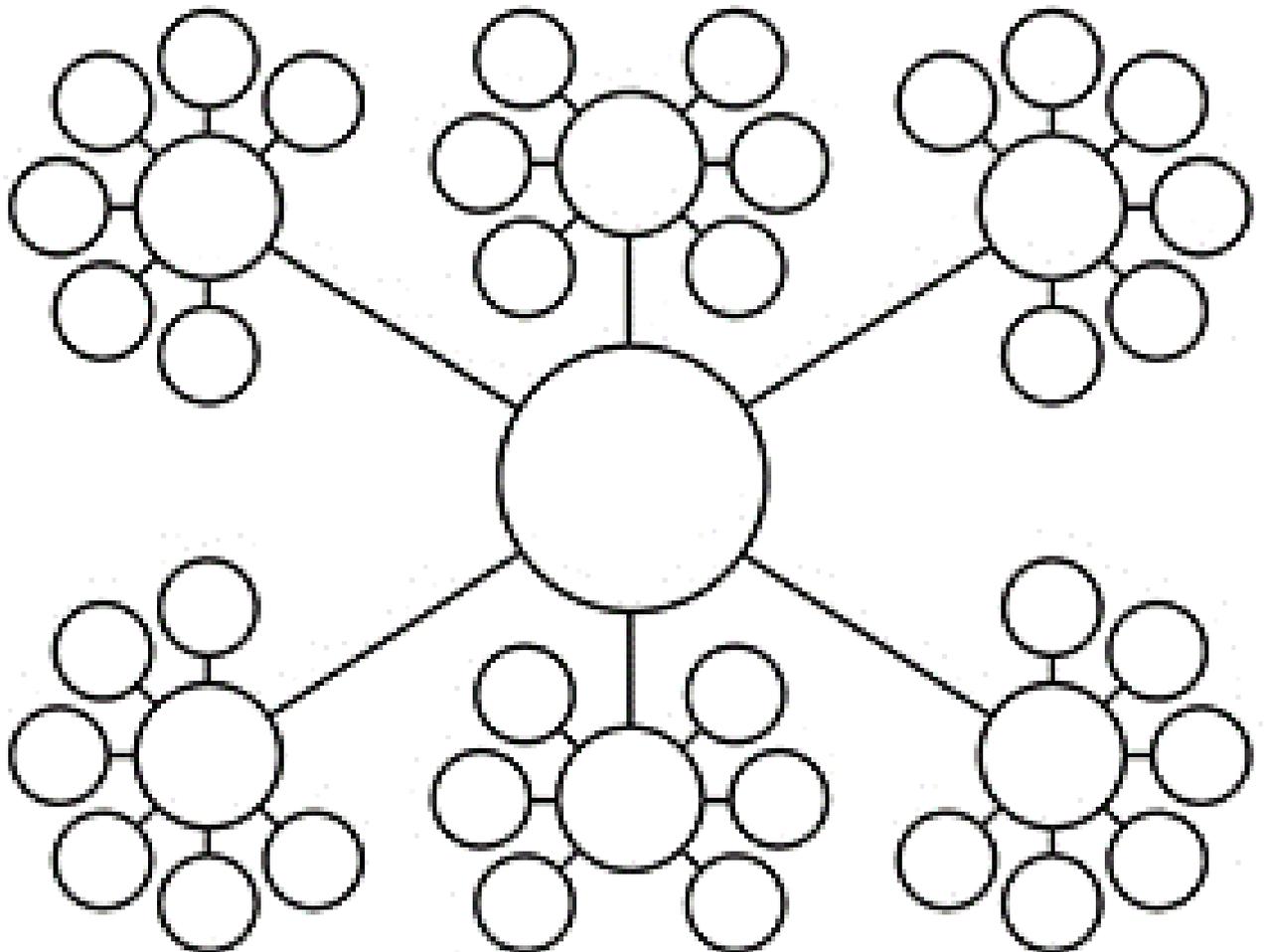
Activity 3

	Not at all	Rarely	Sometimes	Often	Very often
1. I do what I think is expected of me, rather than what I believe to be "right."					
2. I handle new situations with relative comfort and ease.					
3. I feel positive and energized about life.					
4. If something looks difficult, I avoid doing it.					
5. I keep trying, even after others have given up.					
6. If I work hard to solve a problem, I'll find the answer.					
7. I achieve the goals I set for myself.					
8. When I face difficulty, I feel hopeless and negative.					
9. I relate to people who work very hard, and still don't accomplish their goals.					
10. People give me positive feedback on my work and achievements.					
11. I need to experience success early in a process, or I won't continue.					
12. When I overcome an obstacle, I think about the lessons I've learned.					
13. I believe that if I work hard, I'll achieve my goals.					
14. I have contact with people of similar skills and experience who I consider successful.					

Activity 4

Think about what you like to do. As a class make a list of hobbies, passions and interests on the board.

Now think about one of these themes. Brain storm together how someone might be able to become self-employed in their area of interest.

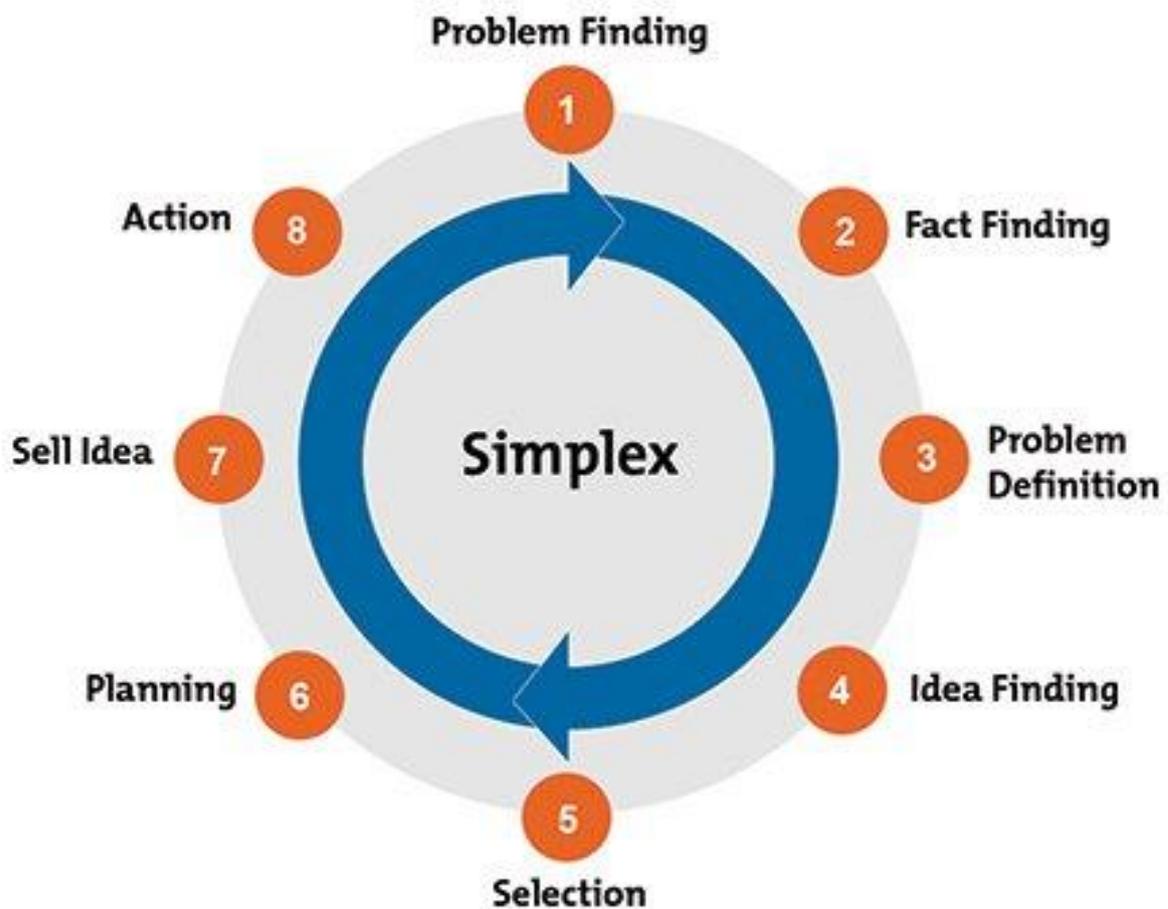


Activity 5

Spot Opportunities and Potential Improvements

People who show initiative and enterprising ideas, often do so by spotting and acting on opportunities that their colleagues or leaders have not noticed. They're curious about their organization and how it works, and they keep their minds open to new ideas and new possibilities.

The Simplex Process: This powerful step-by-step tool helps you identify and solve problems creatively and effectively.



Task:

Using the diagram above, as a team. Work on how you could create an enterprising project to raise money for your school. Take the time to think and plan your project.

Activity 6**Develop Rational Persistence**

Persistence is the art of moving forward even when you encounter inertia or difficulty. People who show initiative often encounter difficulties and setbacks along the way, so rational persistence (where you listen to, consider, and appropriately modify your direction depending on other people's input) is essential if you want to achieve what you've set out to do.

Imagine this scenario: you've spent the week putting together a proposal for your fundraising idea from activity 5.

Your goal is to convince the Principal that your idea is the best. You're passionate about the idea, and you're confident that once your presentation is finished, the Principal will be "sold."

When the time comes, you speak from your heart and give the facts that support your project. You also present examples of how to do the project.

When you're done, however, you're shocked and discouraged when the Principal rejects your idea without even discussing it with the rest of the students. When you ask why, he/she tells you that it's just too expensive, or too hard to manage.

What happened here?

You thought you would be successful, but it seems as if the Principal had made up his/her mind before you even started talking.

So what do you do in situations like this?

Activity 7

Think tasks

- 1) Thomas is a first-year carpentry apprentice and is helping his supervisor prepare for their next job. As they are packing the tools into the truck, Thomas notices that a packet of nails has been left on the workbench. Assuming these are not needed, Thomas leaves them there and gets into the truck.

Did Thomas show initiative? Yes No

Explain your answer below

- 2) Sally loves animals and wants to be a veterinarian when she leaves school so she chooses to spend her work experience week at a veterinary clinic. While there, she has had the opportunity to observe lots of medical procedures and help with administering medication to sick animals. At the end of the week, the clinic needs to prepare invoices to send to their customers. Even though this has nothing to do with the animals, Sally offers to help with folding the invoices and putting them in envelopes.

Did Sally show initiative? Yes No

Explain your answer below

Activity 8**View the Employability DVD clip Initiative and Enterprise again**

- 1) Tim shows initiative by asking Luke “Is there anything I can do for you?”
What is Luke’s reply?

- 2) How does Clayton show initiative while working at the groomers?

- 3) How does Colette show both good customer service and initiative in the clip?

- 4) Tim works in a retail business; what sorts of opportunities would he have to show initiative or enterprising ideas?

- 5) How could you show initiative or enterprising ideas in the food industry?

- 6) Nick is building saw horses in a number of the clips; how might this become an enterprise for him?

Firstly view the Employability DVD clip Planning and Organising**Activity 1**

List the three suggested forms of planning and organising identified at the start of the planning and organising skills clip:

1)

2)

3)

Activity 2

1) What are the key elements of planning and organising?

2) What examples of key elements of planning and organising did you see?

3) Can you give an example of how you might use planning and organising skills in the classroom at school?

Activity 3

Task

Fill in the weekly planner with an activity each day for morning and night. Pretend you have 3 sports you must attend. Make sure you choose a different activity each day.

Day	Morning	Night
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Now consider what planning you may need to do to do any of these activities

Activity 4

Your organisational skills will be of great benefit to you and your employer, regardless of the profession you work in. Good organisation is about planning your activities and managing yourself and your time in order to achieve set goals.

Planning - When planning your task, think about how much time you will need to complete them, the resources required and what to do if you run into problems.

For example what if you make a mistake?

Consider the following scenarios:

- 1) Andrew has been assigned a new project. He has not undertaken this kind of task previously and has been given a tight timeline.
What action should Andrew take?
 - a. Think about what is required and how long it will take to accomplish
 - b. Jump in and just do what he can as quickly as possible
 - c. Ask his supervisor for a detailed action plan

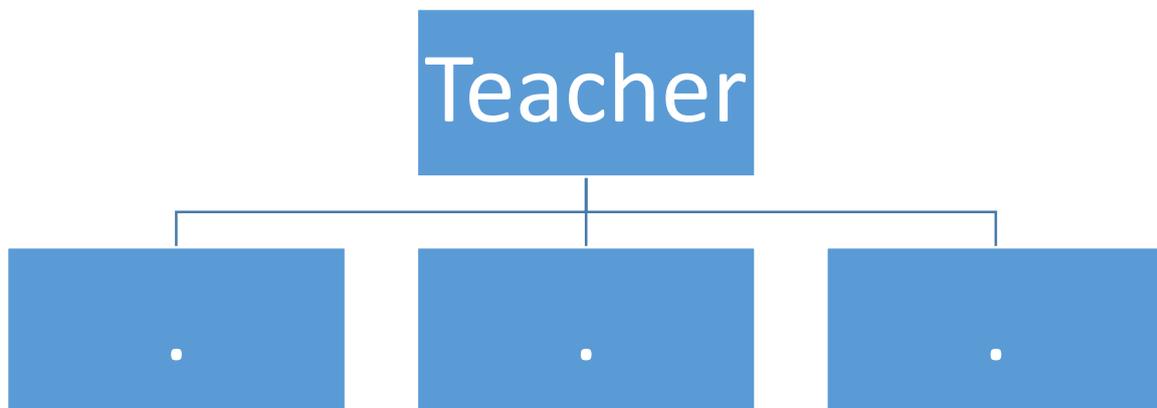
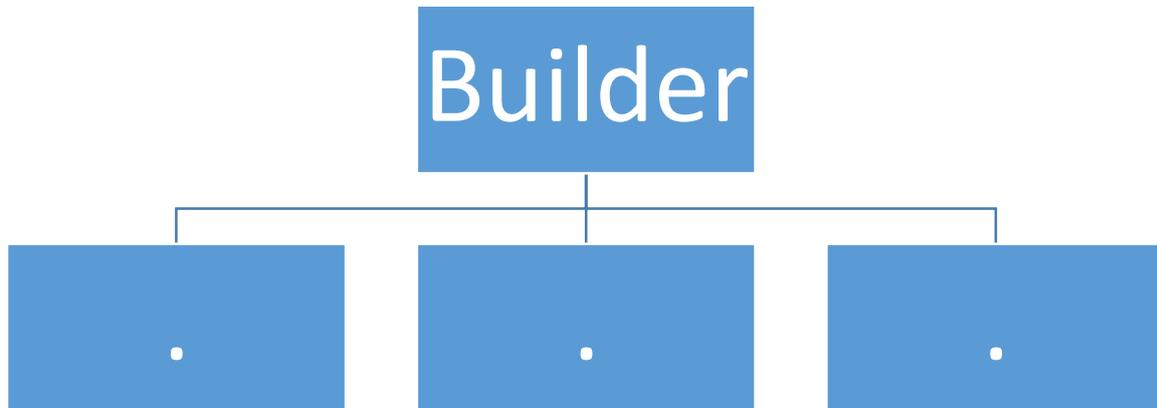
- 2) Shanti receives an urgent request from her manager but she is in the middle of another important task.
What should Shanti do?
 - a. Ignore the new task as it's unfair of her manager to put her under pressure.
 - b. Consider how long it will take her to complete the current task and whether she can complete both tasks on time
 - c. Put her current task on hold and attend to the new urgent request

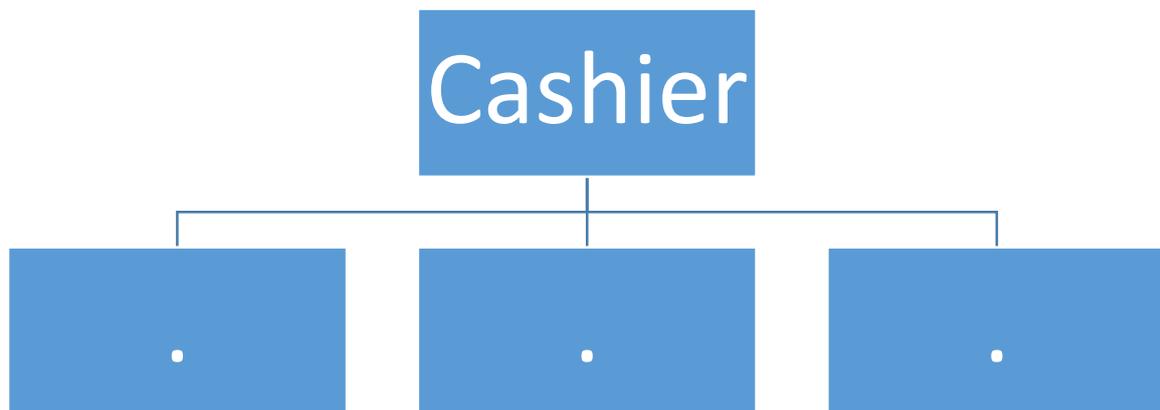
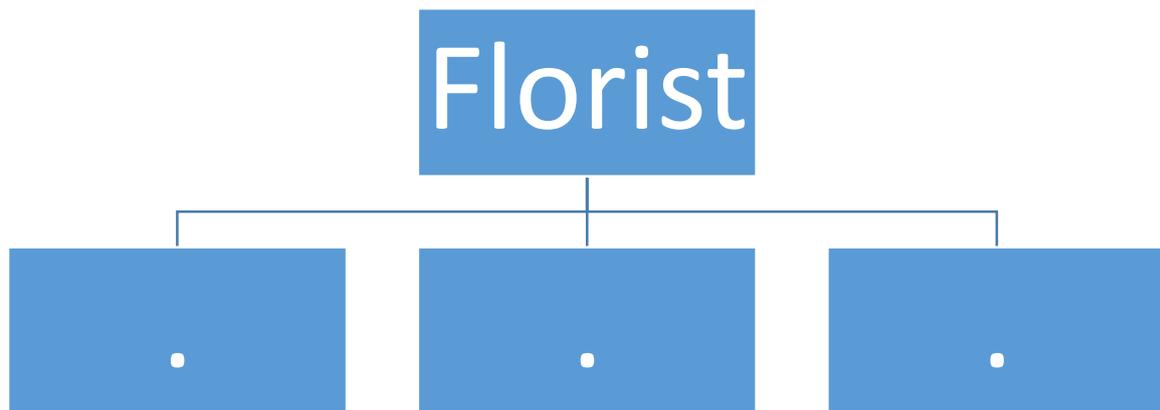
- 3) Simon works in a retail store and when he starts work in the morning his manager usually talks to him about the task required for the day. Simon gets concerned he will not get all the tasks completed.
What action should Simon take to ensure he completes all the tasks?
 - a. Not be concern if he does not get all the tasks completed
 - b. Create a list of tasks and priorities and his time to enable the completion of all tasks
 - c. Tell his manager that maybe he should help him.

Activity 5

Consider these everyday jobs.

What things would these people need to plan or organise at work?

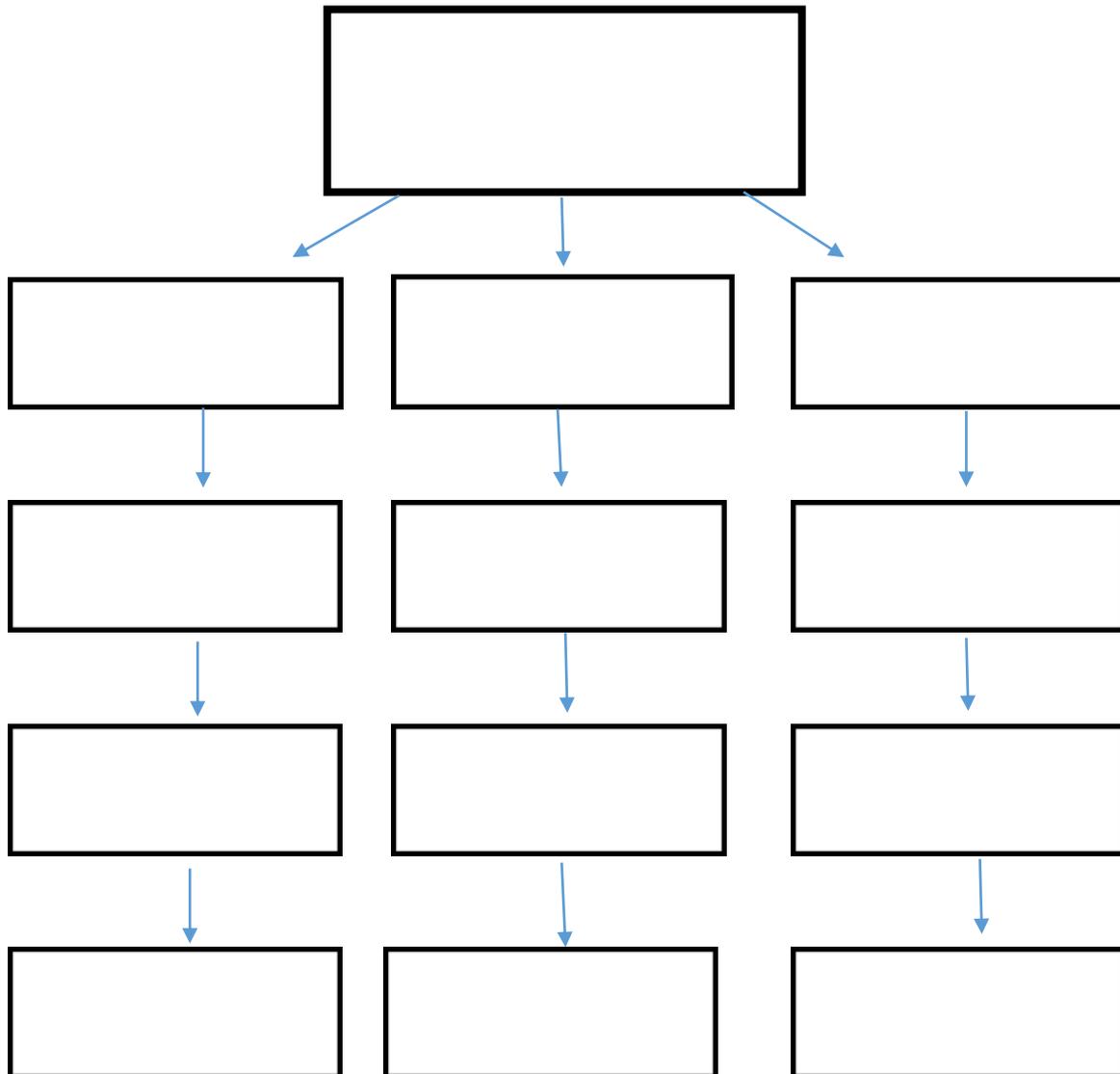




Activity 6

You have received a wedding invitation to your Cousin Stan's wedding in Christchurch New Zealand.

You will need to plan and organise the steps to get to this wedding.



Firstly view the Employability DVD clip Self-Management**Activity 1**

List the five suggested forms of Self-management identified at the start of the Self-management skills clip:

- 1)
- 2)
- 3)
- 4)
- 5)

Activity 2

1) What are the key elements of self-management.

-
-
-
-
-

2) What examples of self-management did you see in the clip?

-
-
-

Activity 3

1. Ask students to list on one sheet of paper all of the roles they actively play in their lives, except (for now) their role as a student. Provide examples of roles such as Father/Mother, Husband/Wife, Brother/Sister, Son/Daughter, Friend, Employee, Pet Owner, Hobby/Sports Enthusiast, etc. (5 minutes)

2. Ask them to estimate realistically how much time they spend in each role per week. Estimate in hours for each role and determine a grand total, including the time that they sleep. (5 minutes)

Role	Activity	Time

Now share the charts with the class.

Activity 4

Task 1: Situation card

Read the following situation card.

Discuss and decide on the best options for your situation.

The following things happen on one day.

- Work has rung and wants you to fill a shift from 6pm-8pm
- You have an assignment to complete that is due tomorrow
- You are invited to a 21st birthday party that you really want to attend
- You are told that your Nan has been taken to hospital and is very sick; you're told you should go see her
- You are asked by a friend to help them with their homework

Task 2: Job sorting

With a partner think about what you think your jobs would be if you had to open a Café each morning.

- What things would you have to do to be ready for the busy day
- What things might affect your jobs getting completed?
- How would you ensure you don't miss anything being done?
- How is self-management important for a job like this?

Activity 5**Quiz**

- 1) **Kim has slept in and is going to be late for work. What should Kim do?**
 - a. Just go back to sleep, she is really is very tired.
 - b. Ring her work and quickly get ready and make her way to her workplace.
 - c. Panic and run to catch the train.

- 2) **Sandra has three deadlines she must meet by 5pm today. One task has taken more time than she expected and another task has not even been started. It is currently 1.30pm and it is unlikely she will meet her deadlines. What should Sandra do?**
 - a. Just do what she can as her supervisor will understand.
 - b. Concentrate on the most important task and ensure that one gets done.
 - c. Ask for assistance from her co-workers.

- 3) **Tania has a job interview and needs to be at the interview location at 12.20. She will need to catch a bus. What actions should she take to make sure she gets to the interview on time?**
 - a. Research the bus timetable and do a practise run to make sure she will be on time on the day of the interview.
 - b. Turn up at the bus stop and hope a bus arrives and gets her to the interview on time
 - c. Check the bus time table and not be concerned as she thinks she has estimated the times correctly.

Discuss all your answer as a class group and try and think of other similar situations similar that would require good self-management.

Activity 6

Goal setting task

Answer the following questions

1) Which subjects would you really like to try and improve in this year.
Why?

2) What could you do to improve in this subject?

3) So what are you looking forward to doing or achieving tomorrow?

Short-term goals are things you want to do today, tomorrow or in the next few weeks.

Medium-term goals are things you want to achieve in the next few months or even within the year.

Long-term goals are things you want to do that on in life, whether in the next 10 years or even longer.

There is no hard or fast rule to define these different types of goals. A good way to think of them is short-term means soon, medium-term means a bit later and long-term means much longer.

Think about setting your own goals.

For each type of goal, set a different goal for each of the following topics.

Family/Friends

School

Work/Job/Career

Firstly view the Employability DVD clip Learning Skills**Activity 1**

List the three suggested forms of learning identified at the start of the Learning skills clip:

1)

2)

3)

Activity 2

1) What are the key elements of learning in the workplace?

-
-
-

2) Who might support learning in the workplace?

-
-
-
-

Activity 3

Did you know our brains are designed to store countless facts and figures, and yet we still have the capacity for more?

The key is to want to learn — whether you are at school, in the workplace or for your own development. Learning skills are essential for ongoing self-improvement and professional development.

The key to career advancement is to continually enhance your knowledge, skills and gain as many work related experiences as you can.

No matter what industry you work in, there will always be changes to processes and new ways of doing things.

In order to keep up with a changing workplace, it's important to:

- have enthusiasm for continual learning
- be willing to learn in any setting, on or off the job
- use a range of learning tools (i.e. peer support, technical training, internet, reference manuals)
- be prepared to invest time and effort in learning new skills
- be open to new ways and ideas
- apply what you learn and share your knowledge with others.

Being open to learning and participating in training opportunities will help you adapt to any changes that occur in your workplace.

Zoe works for a government department and her role requires her to have sound knowledge of its policies and procedures. At the start of the next year, these policies and procedures will be changing. What action should Zoe take?

- a. Do what she can now to learn about the changes so that she is prepared when they take effect
- b. Wait until the changes take effect before wasting time thinking about it
- c. Make sure her co-workers are up to speed and then ask them to teach her

Lucas has been in the same job for about five years and knows it inside and out. He would like to be ready to step up into a higher position if one becomes available. What should Lucas do?

- a. Ask his supervisor for a promotion
- b. Check to see if a higher position requires further qualifications and investigate any training needs
- c. Do his job to the best of his ability and worry about learning a new role when it becomes available

Activity 5

Debate

Topic

“All workers should have a mobile phone on them in the work place”.

Split the class into two teams.

One team will be debating the affirmative for the above .

The other team will be debating the negative for the above.

Think very carefully about your reasons and find good examples to support your arguments.

Positives to having a phone at work	Negatives to having a phone at work



Activity 6

There are three basic types of learning styles. The three most common are visual, auditory, and kinesthetic. To learn, we depend on our senses to process the information around us. Most people tend to use one of their senses more than the others.

Three Different Learning Styles

Visual learning style.

You learn by seeing and looking. Visual Learners take numerous detailed notes, tend to sit in the front and are usually neat and clean. They often close their eyes to visualize or remember something, find something to watch if they are bored and like to see what they are learning. They benefit from illustrations and presentations that use colour and are attracted to written or spoken language rich in imagery. They prefer stimuli to be isolated from auditory and kinesthetic distraction and find passive surroundings ideal.

Auditory learning style.

You learn by hearing and listening. Auditory Learners sit where they can hear but needn't pay attention to what is happening in front. They may not coordinate colours or clothes, but can explain why they are wearing what they are wearing and why. They hum or talk to themselves or others when bored and acquire knowledge by reading aloud. They remember by verbalizing lessons to themselves (if they don't they have difficulty reading maps or diagrams or handling conceptual assignments like mathematics).

Kinesthetic learning style.

You learn by touching and doing. Kinesthetic Learners need to be active and take frequent breaks. They speak with their hands and with gestures. They remember what was done, but have difficulty recalling what was said. They seem to find reasons to fidget or move when bored. They rely on what they can directly experience and like to perform activities such as cooking, construction, engineering and art. They enjoy field trips and tasks that involve manipulating materials. They sit near the door or someplace else where they can easily get up and move around and are uncomfortable in classrooms where they lack opportunities for hands-on experience. They communicate by touching and appreciate physically expressed encouragement, such as a pat on the back.

Think about how you like to learn. Can you see where you fit in to the above examples?

Firstly view the Employability DVD clip Technology**Activity 1**

List the three suggested forms of technology identified at the start of the Technology skills clip:

1)

2)

3)

Activity 2

List some forms of technology you might use in a workplace

-
-
-
-
-
-
-
-
-

What are some of the key elements of good technology skills

-
-
-

Can you provide four examples of technology used in the clip?

-
-
-
-

Activity 3

Create a PowerPoint presentation that could be presented to students to help them learn about technology in the work place.

The topic is 'Technology in the workplace'.

Use the internet to help find your ideas and also refer to the Employability clips you have viewed.

Give a brief overview of each technology and explain why they make the work industry more efficient.

The screenshot shows a PowerPoint presentation with a blue background and a central title 'PowerPoint in the classroom'. The title is in a large, white, serif font, with 'in the classroom' in a smaller, yellow, sans-serif font below it. To the left of the title is a numbered list of eight topics:

- 1 Meeting PowerPoint
- 2 Creating Slides
- 3 Making Changes
- 4 Adding Images & Charts
- 5 Adding Motion
- 6 Adding Sound
- 7 Timing & Rehearsing
- 8 Taking It With You

To the right of the title are two cartoon characters: a woman with black hair and a man with brown hair, both smiling. They are surrounded by yellow stars. Below the characters are the names 'with Sue Special' and 'and Jim Jingle'. Further down on the right are two more yellow stars with the text 'Tutorials in Print' and 'DEN Home'. At the bottom right, there is a dashed box containing the text 'Teacher's Guide'. At the bottom left, there is a section titled 'LATEST NEWS: See our tutorial for [Powerpoint 2007!](#)'. At the very bottom, there is an 'Instructor Alert' section: 'Instructor Alert This tutorial is provided free of charge. If you are using this material for classroom use and would like to support future updates, please make a \$5 donation by clicking the link below.'

Activity 4

Creating a basic spreadsheet using Excel

Introduce Spreadsheets: A spreadsheet, also known as a worksheet, contains rows and columns and is used to record and compare numerical or financial data. Originally, they only existed in paper format, but now they are most likely created and maintained through a software program that displays the numerical information in rows and columns. Spreadsheets can be used in any area or field that works with numbers and are commonly found in the accounting, budgeting, sales forecasting, financial analysis, and scientific fields.

Students are going to create a one day menu. It will include identifying food and beverage choices for three meals and two snacks. For each food and beverage in their spreadsheet, students will need to record the calorie count.

- **Read the Data Collection Worksheet below**
- **Now you have the data collected, you are going to turn this into a spreadsheet. Have all of the students access Excel and talk them through how to set up a basic spreadsheet.**
- **Open Excel. Click and leave the cursor in the first cell on the spreadsheet called A1. Type in your title “Daily Calories Spreadsheet.”**
- **Skip one line and in cell A3 type “Breakfast.”**
- **In cell A4, type “Item”. In the cells below starting in A5, type in each breakfast item until all have been entered.**
- **In cell B4 type “Calories.” In the cells below starting at B5, type in the correct number of calories for each breakfast item.**
- **In cell C3 type “Lunch.” In cell C4 type “Item and beginning in C5, type in each lunch item.**
- **In cell D4 type “Calories.” In cell D5 start typing in the correct number of calories for each lunch item.**
- **In cell E3 type “Supper.” In cell E4 type “Item.” In the cells below starting in E5, type in each supper item until all have been entered.**
- **In cell F4 type “Calories.” In the cells below starting at F5, type in the correct number of calories for each supper item.**
- **In cell G3 type “Snacks.” In cell G4 type “Item.” In the cells below starting in G5, type each snack item until all have been entered.**
- **In cell H4 type “Calories.” In the cells below starting in H5, type in the correct number of calories for each snack item.**

- In cells A12, C12, E12 and G12 type “Total.”
- Now you will use the AutoSum function to add up the total calories in each section. Click in cell B5 and hold your mouse down and drag it until B5 through B12 are highlighted grey.
- Release the mouse so that the cells stay highlighted and find the AutoSum button on the top of the Excel home page. Click on AutoSum and watch the calories automatically add up and fill in cell B12.
- Follow the same process for cells D12, F12 and H12.
- In Cell A14 type, “Total Calories for the Day.” To add up the totals in all 4 columns above, click in B14 and in the box at the top where you put formulas, type in: `=+SUM(B12+D12+F12+H12)` The total should fill in cell B14.

Data Collection Worksheet

Breakfast

Item	Calories
1 scrambled egg	23
1 medium banana	105
1 cup orange juice	110
1 piece wheat toast	65
1 tablespoon butter	102
Total	405

Lunch

Item	Calories
1 hamburger	275
1 wheat hamburger bun	113
1 tablespoon ketchup	15

Small side salad	50
1 tablespoon ranch dressing	135
1 apple	55
1 glass of milk	86
Total	729

Supper

Item	Calories
1 grilled chicken breast	30
1 cup of mashed potatoes	237
1 tablespoon butter	102
1 cup applesauce	105
1 serving cooked carrots ½ cup	27
1 glass of water	0
Total	501

Snacks

Item	Calories
Small bag of Doritos	150
1 chocolate chip cookie	136
Total	286
Total Calories for the Day	1921

Activity 5

Match the equipment to the task.

Task	Technology/equipment you would use
A meeting has been arranged for a Brisbane organisation but one of its managers is in Sydney.	
A photograph needs to be inserted into a newsletter.	
You need to contact your friend urgently to arrange a meeting in the city.	
You need to prepare your resumé.	
You have been asked by your club captain to compile a list of team games for the year, including dates, venue, transport to away games, who is responsible for washing the uniforms, who is responsible for refreshments.	
You want to send a photo from your party to a friend overseas.	
You have been given an assignment on animals that have become extinct over the last 200 years.	
You haven't time to write a formal handwritten letter of thanks to a friend who helped you out.	
You want to look for job advertisements.	
You need to copy an article for an assignment.	
You want to transfer money from one account to another.	
You are interested in finding accommodation in a specific suburb.	
You want to make your own CD.	
You have been asked to locate information on Islamic culture.	
You want to apply to a job advertisement.	

Activity 6

Disconnect, to stay connected.

For some, mobile phones are an integral part of their daily existence — a digital growth that appears to be permanently attached to their ear. Yet, just like most things in life, there is a time and a place, and work may not be the place to use your mobile phone.

Do you have a mobile phone?

Are there rules at school about using a mobile phone?

Most likely there are. Perhaps you are not allowed to use your phone in the classroom or possibly not allowed to have your phone at school at all.

When you start a new job, there will probably be some sort of induction where your employer will outline their rules about using a mobile phone at work. If not, make sure you ask what the work policy is on mobile phones. Regardless of company policy, there are some principles that apply to all workplaces.

When is it inappropriate to use a mobile phone?

Generally, any time that you are being paid to work it is not appropriate for you to use your mobile phone.

When is it appropriate to use a mobile phone?

Any time that you are not being paid to work (e.g. morning/afternoon tea break, lunch break). There may be exceptions, such as a personal emergency, but in these cases you should always be contactable via your employer's phone. If unsure about what's the correct mobile phone usage at work, ask your manager — it's best to clarify from the outset.

Questions

- 1) Jasmine is on her lunch break when she receives a Facebook notification on her phone that her best friend has just updated their status. She has five minutes left of her break.

Is it appropriate for Jasmine to check her friend's Facebook post? **Yes No**

Explain your response

- 2) Charlie receives a text message from his Mum to say that his dad has just been taken to hospital. He has an hour left before he finishes work for the day.

Is it appropriate for Charlie to call his Mum? **Yes No**

Explain your response

- 3) On Friday afternoon at work, Suki receives a call from her boyfriend. She didn't answer the call but her boyfriend left a message saying he wants to discuss their plans for the weekend.

Is it appropriate for Suki to call her boyfriend back? **Yes No**

Explain your response

Activity 7

Technology	Two examples of why this technology is an advantage for a workplace	How would you learn to use this technology in the work place
Pager		
Mobile phone		
Telephone network		
Scales or weighing machine		
Lighting system		
Cooking equipment		
Security system		
Message system		
Cash register		
Eftpos machine		
Barcode scanner		
Fork lift		
Medical equipment		
Computer		
First-aid and safety equipment		

Activity 1

My employability skills

Below is a list of employability skills and their definitions.

Match the examples of Alex's skills to the definition, and then check your answers with a partner.
Match these to the correct definition above.

EMPLOYABILITY SKILL	DEFINITION	ALEX'S DEMONSTRATED SKILL
Communication	The ability to get our message across to others productively.	
Teamwork	The ability to work in and understand the group process.	
Problem solving	The ability to contribute to productive outcomes.	
Self-management	The ability to set and review personal and professional goals that will lead to satisfaction and growth.	
Planning & organising	The ability to manage all tasks through strategic planning.	
Technology	The ability and capacity to integrate technology into all workplace practices.	
Lifelong learning	The ability to reflect your learning style, your learning needs and the learning needs of your workplace.	
Initiative & enterprise	The capacity to be adaptive in new situations and apply a variety of solutions to achieve a positive outcome.	

In this box are eight examples of how Alex has already demonstrated the employability skills.

Match these to the correct definition above.

<p>I need to accept other people's opinions and I found working in a team at times was difficult</p> <p>I had to learn to use Excel spreadsheets today and it was really easy</p> <p>Mum asked me to change the battery in the kitchen clock because it wasn't working</p> <p>I started my birthday party list this week - I need to plan the venue, music, food and guest list</p> <p>My parents gave me a camera for my birthday - I think I'll take photos of the city and make greeting cards from them</p> <p>My Maths, English and Geography assignments were all due on July 12. I submitted them all two days early!</p> <p>I read instructions carefully. Today at school, I developed a Pathways Plan - I really want to do VE&T because it's the way to go.</p>
--

Activity 2

In the table below for each skill listed outline at least two examples of how you have or might demonstrate these skill.

Employability Skill	Your example from a work-related situation
Communication	
Planning & organising	
Self-management	
Teamwork	
Initiative & enterprise	
Learning	
Technology	
Problem-solving	

Employability Skills Self-Assessment

Communication Skills

I do this well now

I need to do this better

I am a good listener and understand what people need.

Examples:

- o People come to me for information and support
- o I listen and discuss issues with family, friends and workmates
- o I can follow instructions

Yes / No

Yes / No

I can speak clearly and get my point across without conflict.

Examples:

- o I use the phone regularly at work or home to get and pass on information
- o I give instructions to people
- o I give presentations in class

Yes / No

Yes / No

I write at work or home or in class.

Examples:

- o Letters
- o Lists
- o Emails
- o Reports
- o Notes

Yes / No

Yes / No

I read for work or pleasure.

Examples:

- Books
- Newspapers
- Magazines
- Manuals
- Emails
- Reports

Yes / No

Yes / No

I use maths at work or home.

Examples:

- Personal or household budgets
- Measuring in cooking
- Gardening
- Building things
- Crafts or hobbies

Yes / No

Yes / No

Teamwork

I do this well now

I need to do this better

I have worked as part of a team.

- In a job
- Working in community groups
- Scouts, guides or sporting team
- School and club committee
- School or learning projects

Yes / No

Yes / No

I have been a member of a team.

Examples:

- o Team member
- o Social organiser
- o Coach

Yes / No

Yes / No

I work well with people of different ages, genders, race, religion or political opinions, people with disabilities.

Examples:

- o Work experience
- o Volunteer or at school
- o Sporting team
- o Youth group
- o Work mates from a different culture or religion

Yes / No

Yes / No

SDIEA – YEAH Program

Problem Solving

I do this well now

I need to do this better

I can identify when there is a problem and use different ways to get good results.

Examples:

- o Machine breaks down
- o Losing a job
- o Increase in living costs
- o Arguments at work or home

Yes / No

Yes / No

I have worked effectively with others to solve problems.

Examples:

- o Raising funds for a sporting team
- o When a team member does not turn up
- o Achieving an outcome in a team project

Yes / No

Yes / No

Planning and Organising

I do this well now

I need to do this better

I am punctual and get to appointments on time.

Examples:

- o School
- o Social or sporting events
- o Meetings

Yes / No

Yes / No

I organise your time so I can fit in all the things I need to do.

Examples:

- o Plan ahead
- o Keep a diary or a to do list
- o Prioritising tasks in order of importance
- o Getting others to help

Yes / No

Yes / No

I have collected the information needed to plan and organise an event.

Examples:

- o Going on a holiday
 - o Planning a party
 - o Organising a trip or excursion
- A building or renovation project

Yes / No

Yes / No

I know how I can improve on organising an event for the next time.

Examples:

- o Make suggestions

Yes / No

Yes / No

Self-management

I do this well now

I need to do this better

In the past I have had a goal, made a plan and followed it through.

- o Got your L's and / or P's to drive a car
- o Completed a course
- o Moved out of home
- o Taken responsibility for finances and budgets

Yes / No

Yes / No

I know my own strengths and weaknesses and what I need to improve.

- o Reading, writing or mathematics.
- o Speaking in front of others
- o Managing my temper
- o Managing my level of confidence and motivation
- o Coping with change.

Yes / No

Yes / No

Learning

I do this well now

I need to do this better

I have learnt to do new things in different ways.

- o By doing a course or workshop
- o Getting someone to teach me
- o From the Internet

Yes / No

Yes / No

Learnt from Programs.

- o From a book, TV, DVD or radio
- o By practising or experimenting

I assist others in my family, work or community to learn.

- o Helping at school or in class
- o With homework
- o Teaching others one or more of your skills
- o Helping others with technology
- o Sharing skills at work
- o Coaching a team

Yes / No

Yes / No

Technology I do this well now I need to do this better

I use a computer at home, school or work for:

Examples:

- o Sending and receiving emails
- o Finding information on the internet
- o Writing documents
- o Playing games

Yes / No

Yes / No

I use other technology at home, school or work such as:

Examples:

- Text messaging
- PDA
- ATM
- Ipod
- Digital camera
- GPS

Yes / No

Yes / No

I have been willing to learn how to do new things with technology. In the past 12 months I have learnt how to:

Examples:

- Use Skype
- Use a digital camera
- Use an Ipad

Yes / No

Yes / No

<i>Employability Skill How I will develop these further – Actions to take</i>	
Communication	
Team Work	
Problem Solving	
Initiative and enterprise	
Planning and organising	
Self-management	
Learning	
Technology	