

## Work Education Years 7–10 Life Skills unit: The world of work

### Unit title: The world of work

**Description:** This unit involves students in developing skills and strategies to participate in personal transition planning. Students explore the roles of a range of services in the community, and experience a range of training and workplace environments. *Learning activities address selected 'learn about' and 'learn to' statements within the Life Skills content of the syllabus and may be prioritised and selected to suit the needs of students. The unit provides a range of ways in which students may engage in learning activities and students should participate at a level appropriate to their abilities and interests.*

### Life Skills Outcomes

A student:

- LS.1 explores the nature of work and the workplace
- LS.3 identifies the roles and responsibilities of a variety of organisations in the community
- LS.4 identifies appropriate support personnel and agencies in the community
- LS.5 recognises the roles of education, employment and training systems
- LS.6 explores strategies that facilitate effective planning for and management of transition to further education, training and employment
- LS.7 communicates personal preferences and choices within the context of planning for transition to further education, training and employment
- LS.8 recognises skills for effective participation in the workplace
- LS.10 evaluates personal skills and strengths to facilitate participation in pathways planning
- LS.11 uses a variety of strategies to locate and select information
- LS.12 uses a variety of strategies to organise and communicate information.

### Resources

Contact details for education, training and employment service providers  
Images and video excerpts related to work safety  
Computer hardware, multimedia and word-processing software and access to the internet

### Websites

Australian National Training Authority: <http://www.anta.gov.au>  
Australian Government Department of Education, Science and Training (Enterprise and Career Education Foundation): <http://www.ecef.com.au>  
WADU Resource (vocational education resources for Indigenous students and communities):  
[http://www.ecef.com.au/WaduResource/WADU\\_PC.htm](http://www.ecef.com.au/WaduResource/WADU_PC.htm)  
myfuture website: <http://www.myfuture.edu.au>  
Australian Council for Trade Unions (worksites for schools):  
<http://www.worksite.actu.asn.au>  
Australian Government Department of Employment and Workplace Relations:  
<http://www.workplace.gov.au>

### Resources produced by the NSW Department of Education and Training

*The Student Guide to Workplace Learning*  
*The Employment Related Skills Logbook and Support Supplement*  
*School to Work Planning Teacher Resource*  
*WRAPS Careers: What Do You Want to Be?* (video)

**Links**

A student:

**Drama**

LS.1.3 participates in drama experiences in which role-taking is used to enhance their understanding of ideas and feelings

**English**

ENLS-2A communicates for a variety of purposes, audiences and contexts

ENLS-9A composes texts for a variety of purposes and audiences

ENLS-17E uses individual and collaborative skills in the learning process

**Geography**

LS.1 experiences a range of environments

LS.2 moves around in the environment.

A student:

**Information and Software Technology**

LS.5.3 uses a variety of techniques to present information and software technology solutions

**PDHPE**

LS.5 uses appropriate behaviours in social situations

LS.7 uses appropriate strategies to initiate and manage relationships

LS.10 recognises and responds to safe and unsafe situations

LS.11 demonstrates safe practices that promote personal wellbeing

LS.22 uses appropriate strategies in response to at-risk situations

LS.26 uses problem-solving strategies in a variety of contexts

**Visual Arts**

LS.6 makes a variety of artworks that reflect experiences, responses or a point of view.

For students working towards Life Skills outcomes in regular classes, teachers may wish to link the activities in this unit with the Stage 5 unit '**The World of Work**' in *Work Education Years 7–10: Advice on Programming and Assessment* (pp 16–33).

Focus: Planning ahead				
Outcomes: LS.5, LS.6, LS.7, LS.10, LS.11, LS.12				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> <li>planning and managing the transition to further education, training and employment</li> <li>strategies for organising information</li> <li>formats for communicating information</li> <li>education and training systems</li> <li>planning and managing the transition to further education, training and employment</li> <li>planning processes to assist transition to further education, training and employment</li> </ul>	<ul style="list-style-type: none"> <li>evaluate and order information</li> <li>select and use appropriate written, oral and graphic forms to communicate information</li> <li>recognise current education and training options</li> <li>explore education and training options with family, carers and friends</li> <li>explore options and requirements for education, training and employment with school and community-based personnel</li> <li>recognise the purposes of planning processes and the role of the student in these processes</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>assists students to participate in planning processes on a day-by-day and/or weekly basis</li> <li>assists students to recognise the importance of planning ahead for specific events</li> <li>assists students to participate effectively in informal and formal planning processes.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>participate in discussions about the importance of planning ahead and engage in processes that will facilitate planning. Activities may include using a daily and/or weekly school diary or timetable to plan ahead for specific events such as excursions, weekend trips, enrolling for the forthcoming sports season</li> <li>participate in discussions to clarify the purpose and nature of transition planning. This may involve: <ul style="list-style-type: none"> <li>recognising the importance of planning ahead for future goals</li> <li>recognising that discussions at a transition planning meeting will provide information about options for further education, training and/or employment</li> <li>identifying the time and place for the meeting</li> <li>identifying the people who will attend the meeting and the ways in which they can assist the student</li> </ul> </li> </ul>	<p>Using a daily and/or weekly diary or timetable to plan ahead may indicate <i>using a variety of strategies to organise and communicate information.</i></p> <p>Recognising the goals of transition planning may assist students in <i>communicating personal preferences and choices within the context of planning for transition to further education, training and employment.</i></p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> <li>demonstration of a range of strategies to plan ahead</li> <li>identification of the goal of transition planning.</li> </ul>

<b>Focus: Planning ahead (cont)</b>				
<b>Outcomes: LS.5, LS.6, LS.7, LS.10, LS.11, LS.12</b>				
<b>Students learn about</b>	<b>Students learn to</b>	<b>Integrated learning experiences, instruction and assessment</b>	<b>Evidence of learning</b> <i>(words in italics refer to Life Skills outcomes)</i>	<b>Feedback</b>
<ul style="list-style-type: none"> <li>identifying personal skills and strengths</li> </ul>	<ul style="list-style-type: none"> <li>identify personal skills and strengths</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>develop a personal folio/résumé that highlights what they like to do and their personal skills and strengths in preparation for discussions at a transition planning meeting. The personal folio should be in an appropriate format with photographs and/or visual/written text and may include information about:               <ul style="list-style-type: none"> <li>preferred subjects at school</li> <li>preferred work environments, eg inside/outside</li> <li>preferred hobbies and interests</li> <li>personal attributes such as negotiation/communication/listening skills, patience, perseverance, working in a team or independently</li> <li>skill areas</li> <li>details of previous work experience</li> <li>acknowledged areas where improvement would enhance their personal skills and strengths such as the need to work as part of a team, resolve conflict, deal with criticism, punctuality, personal care and presentation</li> </ul> </li> <li>participate in simulated transition planning meetings. Students may use their folios as the basis for asking questions and seeking clarification about options for further education, training and employment. The scenarios should also provide an opportunity for students to defend a personal point of view about preferred options and choices</li> </ul>	<p>Developing a personal folio/resume to highlight their goals and personal skills/strengths and areas for development may assist students in <i>communicating personal preferences and choices within the context of planning for transition to further education, training and employment.</i></p> <p>Participation in structured role-plays may assist students in <i>communicating personal preferences and choices within the context of planning for transition to further education, training and employment.</i></p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> <li>identification of goals and personal skills/strengths</li> </ul> <p>• participation in simulated transition planning meetings and communication of personal preferences and choices.</p>
<ul style="list-style-type: none"> <li>the communication skills required for effective participation in planning for transition</li> <li>linking personal skills to pathways planning</li> </ul>	<ul style="list-style-type: none"> <li>articulate goals, preferences and choices and give reasons for these</li> <li>map personal skills and strengths in the context of pathways planning</li> </ul>			

continued

<b>Focus: Planning ahead (cont)</b>				
<b>Outcomes: LS.5, LS.6, LS.7, LS.10, LS.11, LS.12</b>				
<b>Students learn about</b>	<b>Students learn to</b>	<b>Integrated learning experiences, instruction and assessment</b>	<b>Evidence of learning</b> <i>(words in italics refer to Life Skills outcomes)</i>	<b>Feedback</b>
<ul style="list-style-type: none"> <li>linking personal skills to pathways planning</li> </ul>	<ul style="list-style-type: none"> <li>participate in pathways planning</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>participate in a scheduled transition planning meeting. This may include:               <ul style="list-style-type: none"> <li>using the information in their folio to express preferences</li> <li>participating in decision-making processes, eg expressing a point of view</li> <li>listening, identifying and recording actions to be taken following the meeting</li> <li>determining the timeframe for subsequent meetings</li> <li>undertaking actions agreed to at the meeting.</li> </ul> </li> </ul>	<p>Participation in a transition planning meeting may indicate <i>communicating personal preferences and choices within the context of planning for transition to further education, training and employment</i> and/or <i>evaluating personal skills and strengths to facilitate participation in pathways planning.</i></p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students' active participation in the transition planning meeting.</p>

Focus: Services in the community				
Outcomes: LS.3, LS.4, LS.11, LS.12				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> <li>organisations in the community               <ul style="list-style-type: none"> <li>– government</li> <li>– business</li> <li>– service</li> </ul> </li> <li>accessing support services in the community to meet individual needs</li> <li>a variety of strategies to access information to meet a particular need</li> <li>strategies for organising information</li> </ul>	<ul style="list-style-type: none"> <li>identify the roles of government departments and agencies</li> <li>identify the roles of businesses in the community</li> <li>identify the roles of services in the community</li> <li>identify individual support needs</li> <li>identify appropriate departments, businesses, services or personnel that can assist with individual support needs</li> <li>locate information using appropriate strategies</li> <li>select relevant information from identified sources</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>provides information on the roles and functions of a variety of departments, agencies, businesses and services in the community</li> <li>assists students to recognise the ways in which specific departments, agencies, businesses and/or services in the community can assist in meeting their individual needs.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>identify agencies that can be accessed to meet individual needs, eg RTA for applications for a learner’s permit; bank for opening a personal account; automatic tellers in banks for withdrawing money using a keycard; police &amp; community youth club for information on leisure activities; Medicare office to apply for a Medicare card; public transport authority to ascertain which railway stations have ramps and/or lifts; Centrelink for payments and assistance with jobs. This may include:               <ul style="list-style-type: none"> <li>– matching pictures, photographs, text to indicate the roles and functions of departments, agencies, businesses and services in the community</li> <li>– identifying individual needs for support and indicating the appropriate department, agency, business and/or service that can provide assistance</li> <li>– recording the function and contact details of relevant departments, agencies, businesses and services in an appropriate format.</li> </ul> </li> </ul>	<p>Identification of relevant service providers to meet individual needs may involve <i>identifying appropriate support personnel and agencies in the community.</i></p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm the identification of, and contact with, agencies and organisations that can assist in meeting individual needs.</p>

Focus: What's work all about				
Outcomes: LS.1, LS.11, LS.12				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> <li>the purposes of work</li> <li>the types and variety of work options</li> <li>the types and variety of work places</li> <li>a variety of strategies to access information to meet a particular need</li> <li>strategies for organising information</li> <li>formats for communicating information</li> </ul>	<ul style="list-style-type: none"> <li>explore the meaning of the term 'work'</li> <li>identify the reasons why people work</li> <li>identify the types of work options</li> <li>recognise links between types of work and workplace environments</li> <li>locate information using appropriate strategies</li> <li>select relevant information from identified sources</li> <li>evaluate and order information</li> <li>select and use appropriate written, oral and graphic forms to communicate information</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>assists students to explore the meaning of the term 'work' and the reasons why people work</li> <li>assists students to access the internet and other resources to obtain information about the types of work and workplace environments.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>explore different types of work, where specific work is undertaken, and the reasons why people work. This may involve: <ul style="list-style-type: none"> <li>sorting and matching photographs/pictures to identify what is work and what is not work</li> <li>recognising the different types of work such as paid, unpaid and voluntary work, full-time, part-time or casual work, permanent or temporary work</li> <li>interviewing family members or friends to explore work options and the reasons why people work</li> <li>recounting the work experiences of people from their research</li> <li>exploring the links between types of work and workplace environments such as indoor/outdoor, alone or with others, eg she is a doctor and she works in a hospital; he is a builder and he works outside; she sells jewellery and she works in a department store</li> <li>recording the information obtained on a poster or multimedia presentation.</li> </ul> </li> </ul>	<p>Exploring different types of work, where specific jobs are done and the reasons why people work may indicate <i>exploring a range of current work and employment issues and/or identifying skills for effective participation in the workplace.</i></p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students' identification of different types of work and skills necessary for participation in the workforce.</p>

<b>Focus: Experiencing training and workplace environments</b>				
<b>Outcomes: LS.1, LS.6, LS.8, LS.9, LS.10, LS.12</b>				
<b>Students learn about</b>	<b>Students learn to</b>	<b>Integrated learning experiences, instruction and assessment</b>	<b>Evidence of learning</b> <i>(words in italics refer to Life Skills outcomes)</i>	<b>Feedback</b>
<ul style="list-style-type: none"> <li>• planning and managing the transition to further education, training and employment</li> <li>• the types and variety of workplaces</li> <li>• strategies for organising information</li> <li>• strategies for communicating information</li> </ul>	<ul style="list-style-type: none"> <li>• visit a range of education, training and employment environments to observe the work of packers, cashiers and assistants in retail outlets, machine operators in a factory, parks and gardens personnel at council facilities, assistants at a preschool</li> <li>• recognise the links between the types of work and workplace environments</li> <li>• evaluate and order information</li> <li>• select and use appropriate written, oral and graphic forms to communicate information</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• organises site visits to a range of education, training and workplace environments</li> <li>• assists students to participate in workplace experiences.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• participate in site studies to observe and record experiences of a variety of training and/or work environments for the purpose of clarifying individual preferences. This may include visits to: <ul style="list-style-type: none"> <li>– a TAFE or community college to observe training programs/workshops, eg panel-beating, food service</li> <li>– training sites in the community, eg apprentices working at a smash repair shop, trainees working at a child care centre</li> <li>– indoor/outdoor workplaces, eg retail outlets, council parks and gardens</li> <li>– individual or team workplaces, eg train guard, fast food outlet</li> <li>– voluntary and paid work, eg green or pink ladies at a hospital; a packer in a factory</li> </ul> </li> <li>• record their observations and experiences of work and training site studies in their folio to reflect on the link between the types of work and training, and the variety of training and work environments</li> </ul>	<p>Participating in site studies to observe and experience a variety of training and/or work environments may involve <i>exploring strategies that facilitate effective planning for and management of transition to further education, training and employment</i> and/or <i>investigating the nature of work and the workplace.</i></p> <p>Recording their observations and experiences of work and training site studies may indicate <i>using a variety of strategies to organise and communicate information.</i></p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> <li>• participation in site studies to observe and experience a variety of training and/or work environments</li> <li>• recording their observations and experiences of work and training site studies in an appropriate format.</li> </ul>

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<b>Focus: Experiencing training and workplace environments (cont)</b>				
<b>Outcomes: LS.1, LS.6, LS.8, LS.9, LS.10, LS.12</b>				
<b>Students learn about</b>	<b>Students learn to</b>	<b>Integrated learning experiences, instruction and assessment</b>	<b>Evidence of learning</b> <i>(words in italics refer to Life Skills outcomes)</i>	<b>Feedback</b>
<ul style="list-style-type: none"> <li>• employee responsibilities</li> <li>• planning and managing the transition to further education, training and employment</li> <li>• employee responsibilities</li> <li>• identifying personal skills and strengths</li> <li>• linking personal skills to pathways planning</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate skills that lead to effective participation in the workplace</li> <li>• set goals, establish preferences and choices in relation to education, training and employment</li> <li>• recognise factors that lead to effective participation in the workplace</li> <li>• identify personal skills and strengths</li> <li>• map personal skills and strengths in the context of pathways planning</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• within structured role-plays, outline their preferences for participation in training and/or workplace experiences, and demonstrate the skills necessary for effective participation in training and/or workplace experiences</li> <li>• identify factors necessary for effective participation in training and/or workplace experiences such as punctuality, reliability, appropriate personal and interpersonal skills, enthusiasm</li> <li>• record the skills they already have for effective participation in training and/or workplace experiences</li> </ul>	<p>Indicating their preferences and demonstrating skills necessary for participation in training and/or workplace experiences within structured role-plays may involve <i>demonstrating skills for effective participation in the workplace.</i></p> <p>Identifying factors necessary for effective participation in training and/or workplace experiences may involve <i>recognising skills for effective participation in the workplace.</i></p> <p>Recording the skills they already have may involve <i>evaluating personal skills and strengths to facilitate participation in pathways planning.</i></p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> <li>• communication of preferences for participation in training and/or workplace experiences</li> <li>• identification of workplace skills</li> <li>• recording of the skills they already have in an appropriate format.</li> </ul>

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**Focus: Experiencing training and workplace environments (cont)**

**Outcomes:** LS.1, LS.6, LS.8, LS.9, LS.10, LS.12

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> <li>a range of workplace experiences</li> </ul>	<ul style="list-style-type: none"> <li>participate in workplace experiences</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>participate in a range of simulated training and/or workplace experiences within the school where a range of workplace skills can be explored. This may include:                             <ul style="list-style-type: none"> <li>communicating and behaving appropriately with others</li> <li>working safely</li> <li>dressing appropriately</li> <li>staying on task and attending to own work</li> </ul> </li> <li>participate in a range of training and/or workplace experiences in the community. These experiences should provide students with opportunities to:                             <ul style="list-style-type: none"> <li>demonstrate travel skills involved in attending training/workplaces</li> <li>demonstrate skills for effective participation in the workplace such as punctuality, reliability, honesty, appropriate personal and interpersonal skills, work habits and enthusiasm</li> <li>comply with rules and requirements for workplaces such as wearing and using appropriate protective equipment</li> <li>identify, locate and communicate with appropriate personnel in the workplace who can provide assistance if needed.</li> </ul> </li> </ul>	<p>Participating in simulated training and/or workplace experiences within the school may involve <i>investigating the nature of work and the workplace.</i></p> <p>Participating in training and/or workplace experiences in the community may involve <i>investigating the nature of work and the workplace.</i></p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> <li>demonstration of workplace skills in the context of simulated training and/or workplace experiences within the school</li> <li>participation in a range of training and/or workplace experiences.</li> </ul>