



Brisbane Youth Education
and Training Centre

Certificate I in Core Skills for Employment and Training – Communication and Numeracy



Unlocking Learning through Literacy & Numeracy



Copyright Information

The issuing of qualifications using this eLearning course is dependent on the service provider obtaining permission to use the 39282QLD and 39288QLD Core Skills for Employment and Training packages from TAFE Queensland and accreditation to deliver the qualifications from the relevant VET authorising body.

Course materials were developed by the **Brisbane Youth Education and Training Centre** with funding provided by Australian and State and Territory Governments through the National VET E-learning Strategy.

Deadly Bay resources have been made available with permission from TAFE New South Wales.

Course Overview

Certificate I in Core Skills for Employment and Training

The Core Skills for Employment and Training Courses and Certificates have been developed and designed to provide the underpinning communication and numeracy skills for learners to progress into further training and / or employment opportunities. They are designed specifically for communication and numeracy training.

Learners requiring learning support should be enrolled in training programs or products specifically designed for that purpose. Similarly, learners seeking return to study skills and/or introductory vocational competencies should be enrolled in training programs designed for that purpose.

On successful completion of the Course or Certificate appropriate to the learner, the learner will have the skills and knowledge to:

- Gain entry into a higher level communication and numeracy skills program where that is considered an appropriate pathway or;
- Gain entry into a range of vocational training programs or;
- Enter or re-join the workforce.

The resources developed by Brisbane Youth Education and Training Centre (BYETC) are intended to increase students' awareness of different industry areas and learning experiences have been sequenced and scaffolded to support a diverse range of learners to access the course.

Australian Core Skills Framework (ACSF)

The "Courses in" and "Certificates in" Core Skills for Employment and Training are not covered by any qualifications or competencies within any existing Training Packages to address Communication and Numeracy skills development.

They are appropriate for job-seekers whose skills are below the levels considered necessary to secure sustainable employment or for those seeking to pursue further education and training.

"Courses in" Basic and Intermediate and Certificates I and II in Cores Skills for Employment and Training have been developed to align with ACSF levels as shown below:

Course Title	ACSF Level
Course in Core Skills for Employment and Training – Communication (Basic)	ACSF Level 1
Course in Core Skills for Employment and Training – Numeracy (Basic)	ACSF Level 1
Course in Core Skills for Employment and Training – Communication (Intermediate)	ACSF Level 2

Course in Core Skills for Employment and Training – Numeracy (Intermediate)	ACSF Level 2
Certificate I in Core Skills for Employment and Training – Communication	ACSF Level 3
Certificate I in Core Skills for Employment and Training – Numeracy	ACSF Level 3
Certificate II in Core Skills for Employment and Training – Communication	ACSF Level 4
Certificate II in Core Skills for Employment and Training – Numeracy	ACSF Level 4

More information about the ACSF is located at

<http://www.innovation.gov.au/skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Pages/default.aspx>

Course Outcomes

39282QLD Certificate I in Core Skills for Employment & Training – Communication

Students must successfully complete the 2 sections below to achieve the *Communication* certificate. The 2 sections cover the six units of competency required for certification.

Sections	Units of Competency	Competency	Entry requirements
i. My Plan	QLD190PTA01A QLD191MLG03A	Formulate & review training plan Plan, implement & adjust strategies to achieve learning goals	Nil
ii. Deadly Bay In order , the following units to complete in Deadly Bay are:			My Plan
1. Horticulture	QLD 191RDG03A	Demonstrate knowledge of routine texts	
2. Seafood	QLD191LST03A	Respond to routine spoken English texts in familiar and some unfamiliar contexts	
3. Hospitality	QLD191WRT03A*	Write routine texts* *Note units 3. Hospitality and 4. Community Recreation must be submitted together. The two units are both required for students to fulfil the competency requirements of QLD191WRT03A.	
4. Community Recreation			
5. Tourism	QLD191SPK03A	Use spoken English in familiar and some unfamiliar contexts	

39288QLD Certificate I in Core Skills for Employment & Training – Numeracy

Students must successfully complete five modules to achieve the *Numeracy certificate*.

Pre-requisites (completed in the unit *My Plan*):

QLD190PTA01A Formulate and review individual training plan

QLD191MLG03A Plan, implement and adjust strategies to achieve learning goals

Module	Unit of Competency Code:	Unit of Competency	Entry Requirements
Calculations	QLD191CAL03A	Perform calculations with large numbers, fractions, decimal and percentages	QLD190PTA01A QLD191MLG03A
Measurement	QLD191MMT03A	Use standard measuring instruments in routine contexts	QLD190PTA01A QLD191MLG03A
Time	QLD191TME03A	Solve time-based problems which include 24 hour format	QLD190PTA01A QLD191MLG03A
Data	QLD191DTA03A	Construct tables, charts and graphs using routine scales and axes	QLD190PTA01A QLD191MLG03A
Shape	QLD191SHP03A	Draw 2D and 3D objects and use routine maps and plans to give directions	QLD190PTA01A QLD191MLG03A

Employability Skills

The Courses in and Certificates I and II in Core Skills for Employment and Training have been designed to provide learners with the opportunity to gain communication and/or numeracy skills as they relate to employability skills.

Employability skills	Industry/enterprise requirements for this course include the following facets:
Communication	Listening to and understanding directions and feedback Reading and understanding a narrow range of routine texts
Teamwork	Participating in a team meeting
Problem solving	Developing practical solutions to simple problems Showing initiative in identifying simple problems and solving them Applying simple strategies to solve problems Using mathematics to solve problems
Initiative and enterprise	Adapting to new situations Translating ideas into action
Planning and organising	Managing time and priorities to meet deadlines
Self management	Taking a personal role and responsibility in the planning and review of training Monitoring and evaluating own performance in the classroom
Learning	Being open to learning new ideas and techniques to encourage learning Taking responsibility for own learning
Technology	Using technology and related equipment in the classroom

Course Information

WALT

At the beginning of each module is a section titled 'We are learning to...' This section summarises the performance criteria for the module in student-friendly language. The 'WALT' makes it very clear to students what the module is about and what they can expect to learn.

Keep Track of Your Learning

The 'Keep Track of Your Learning' page encourages students to stay organised and focussed. As students work through a module, they come to points which link them directly back to the 'Keep Track of Your Learning' table. Students can then use bookmarks to return to where they were working.

Reflection

Reflection on concepts learned is a requirement of the course. Students complete a self-reflection page at the end of each module.

Teacher checkpoints

Teacher checkpoints are located at various points throughout each module. Students are instructed to ask their teacher to check their work.

At teacher checkpoints there are often prompting questions or discussion points which require the student to talk about what they have been doing, explain their thinking and use mathematical language. This forms part of the performance criteria for each module.

If the teacher checkpoint requires the student to discuss anything with the teacher, this symbol will appear.



Please note it is important to keep your own records of what each student has completed. Assessment checklists have been provided for communication and numeracy modules which list each teacher check point. These are included in this teacher manual.

Web Links

Each module contains web links. The following symbol is used when there is a web based activity:



Web links are used for a variety of reasons:

1. To provide opportunity to revise a skill or concept before moving on to more complex tasks
2. To provide drill and practice
3. To provide interest
4. To provide another way of learning – excellent for visual learners
5. To provide extra work for those students who need further revision of a concept
6. In some cases, for assessment

The web links are an integral part of each unit. The games and activities have been carefully chosen and strategically placed throughout each unit. Each link has an annotation so the teacher can see at a glance what its purpose is.

In some cases, teachers use their discretion as to whether or not a student needs to complete a web activity. For example, the annotation may say 'Complete this link for further revision'. If you know the student has had no problem with a particular skill or concept you may decide they do not need any further revision. The majority of web links are appropriate for all students and essential to maintain the integrity of the module.



loading...

Some of the games and activities can be slow to load, especially if they have a lot of graphics. Please instruct the students to continue working through their workbook while they wait for the game to load. At some points in the module, this image is included to remind students of this!

Communication

Section i – My Plan

Completing the My Plan unit will allow students to achieve the competencies 'Formulate and review a training plan' (QLD190PTA01A) and 'Plan, implement and adjust strategies to achieve learning goals' (QLD191MLG03A).

The purpose of this module is to allow students to demonstrate reading, writing and numeracy skills, and participate appropriately in spoken English communication. Students will also formulate and review their individual training pathway, and use employment/study goals and knowledge of appropriate pathways to develop a learning/study plan with sequenced steps. Students are given the opportunity to reflect on the effectiveness of strategies and adjust strategies as necessary.

Section ii - Deadly Bay

In Deadly Bay, students take the role of trainee workers. They move through a number of different industries – horticulture, seafood, hospitality, community recreation and tourism. In order to achieve certification students must complete the five work journals, including the embedded web activities and the Deadly Bay interactives. This module requires students to read, write, listen and speak in supported and familiar contexts.

The course is designed so that as students progress they become increasingly independent and able to complete more complex language and literacy tasks.

Literacy skills are identified throughout the work journals so that teachers are made aware of these skills students are learning and are therefore able to teach additional concepts if required..

The following additional icons are used throughout the Communication units:



Guided Activity – the student can work through independently or teachers can read for them



Group Activity – the student must work in pairs/group, either with teachers or other students



Deadly Bay activity - the student must go to the Deadly Bay e-course and complete activities in the training area.

Evidence Checklist - Horticulture

Student: _____

Teacher: _____

Date unit started: _____

Date unit completed: _____

Page & Skill	Assessment item	Date Complete	Teacher signature
Page 9-12 Make syllables & Read Aloud	1 syllable words		
	2 syllable words		
	3 syllable words		
	Let's practice		
Page 13 Use a dictionary	Use a dictionary		
Page 14-15 Note taking & summarising	What is my horticulture story?		
Page 18 Applying skills in Deadly Bay	Activity Grid		
Page 19-20 Listening Using a dictionary Summarising	Listen in and read along		
Page 22-26 Asking questions to gain information	Questions		
	5 Questions		
	More asking questions		
	How do we ask questions to get help?		
Page 27-28 Comprehending text	Listen, think, say, write		
Page 29-33 Audience and purpose	It is important		
	Short workplace conversations		
Page 34-35 Ask questions to solve problems	Read these situations		
Page 36-46 Comprehend and compose text - Fill in forms	Fill in Forms		
	What is the purpose of forms?		
	Titles in forms		
	Abbreviations in forms		

Page & Skill	Assessment item	Date Complete	Teacher signature
	Finding the information		
	Using block letters		
	Filling in a real form		
	Work timesheets		
Page 47-54 Use workplace documents	Use workplace documents		
	Finding information		
	Documents for safety		
	Knowing your entitlements		
	Match it		

Evidence Checklist - Seafood

Student: _____

Teacher: _____

Date unit started: _____

Date unit completed: _____

Page & Skill	Assessment item	Date Complete	Teacher signature
Page 7-11 Finding meaning	Read the words		
	Instructions are missing		
	Report about teenagers		
	The athlete fell over		
	Try it again		
Page 12-23 Using visuals	Look at the picture		
	Match them up		
	Big W catalogue		
	How do we read signs?		
	How do we read symbols?		
Page 24-26 Notetaking and summarising	What is my seafood story?		
Page 28 Applying skills	Activity Grid		
Page 29-30 Listening Summarising Using a dictionary	Listen in and Read Along		
Page 31-37 Reading for meaning and using visuals	How do I understand visuals?		
	Signs and notices		
	Read the signs		
Page 38-48 Understanding written procedures	Understanding written procedures		
	Match them up		
	When do I use procedures?		
Page 49-58 Reading and writing notes and messages	Reading and writing notes and messages		
	Read the three messages		
	Leave out unimportant words		
	Pretend you are Kyle		
	What do I write down?		

Evidence Checklist - Hospitality

Student: _____

Teacher: _____

Date unit started: _____

Date unit completed: _____

Page & Skill	Assessment item	Date Complete	Teacher signature
Page 7-9 Use a dictionary and visuals	What does hospitality mean?		
	What is my hospitality story?		
Page 10-11 Research using the internet	Research using the internet		
Page 13 Applying skills	Activity Grid		
Page 14-15 Listening Using a dictionary Summarising	Listen in and read along		
Page 16-26 Comprehend and compose texts	Using maps, tables and diagrams		
	Flow charts		
	Timelines		
Page 27 –29 Comprehend & compose brochures	Comprehend and compose brochures		
Page 30-41 Reading: skim and scan	Reading: skim and scan		
	Look at these brochures		
	Which tour or activity?		
	Create an invitation		
	Look at these 2 brochures		
Page 42-48 Compose text (email)	Writing emails		
	Match the subjects		
	Match the meanings		
	The sentences are out of order		
	Write an email		

Evidence Checklist – Community Recreation

Student: _____

Teacher: _____

Date unit started: _____

Date unit completed: _____

Page & Skill	Assessment item	Date Complete	Teacher signature
Page 7-12 Use Key information	Listen, read and write: use key information		
	Brainstorming ideas		
	Paragraph writing		
	Proofreading		
Page 13 Applying skills in Deadly Bay	Activity Grid		
Page 13-15 Use syllables, a dictionary and reading aloud	Listen in and read along		
Page 16-26 Read information in tables	Reading information in tables		
	School holiday activities		
	Deadly Bay activity program		
	Special events calendar		
Page 27-28 Read and write memos	Reading and writing memos		
	Match them		
	More memos		
Page 31-36 Research using the internet	Research using the internet		
	How do I categorise information?		
Page 36-39 Create a poster	Create a poster		
	How do I make a poster?		
	Your poster		

Evidence Checklist - Tourism

Student: _____

Teacher: _____

Date unit started: _____

Date unit completed: _____

Page & Skill	Assessment item	Date Complete	Teacher signature
Page 6-8 Use a dictionary and brainstorm ideas	Let's get started		
	Brainstorming		
Page 9-10 Plan a paragraph	Plan a paragraph		
Page 12 Applying skills in Deadly Bay	Activity Grid		
Page 13-14 Listening & reading Using a dictionary Summarising	Listen for meaning		
Page 15-25 Prepare a speech	Prepare a speech		
	Planning a speech		
	Speaking styles		
	Choosing interesting information		
	Researching a speech		
	Speech structure		
Page 26-33 Writing to Compose text	Compose text		
	Writing the body		
	Writing the introduction		
	Writing your conclusion		
Page 34-41 Speak to an audience	Speak to an audience		
	Give your speech		
	Self-reflection		
	My speech		

Numeracy

The numeracy certificate consists of five modules: Calculations, Measurement, Time, Data and Shape. While the modules are designed to be stand-alone, evidence for some competencies is gathered across a number of modules. For example, the performance criteria 'apply time based rates' is covered in Measurement and then revised in Time. Because of this assessment strategy, it is recommended the modules are completed in the above order.

SYMBOLS

Assessment Evidence

The last page of every module has a table that lists the performance criteria for that module and the pages on which evidence for that criteria can be found. The following symbol is used throughout the module to identify this assessment evidence:



Please note that there may be evidence for each criteria in many places throughout the module but the table shows only two examples.

Pen and Paper Activities

There are some pages within each module that students may prefer to complete with pen and paper. For example, pages where students need to refer to graphs or complete vertical multiplication may be easier to complete with pen and paper. This symbol will appear at those points. There are no compulsory pen and paper activities.



MODULE INFORMATION

Calculations

The 'Let's Get Started' page in this unit provides number fact revision games. Teachers should use their professional judgement as to how much time each student needs to spend on these games.

Please familiarise students with relevant buttons on the keyboard. They will need to use the following keys:

- < less than
- > greater than
- = equals
- x multiply
- / use this symbol to write a fraction, for example $\frac{3}{4}$

The calculations module is focussed on problem solving. Students are permitted to use calculators.

Measurement

This module requires students to convert measurement units, such as changing centimetres to metres. It is important students record the mathematical process they follow to do this and can explain what they have done.

The mini athletics extension activity is designed to get students measuring various distances and times. If it is not practical or possible for you to complete this activity with your students you can adapt it to suit your needs. You can decide what students will measure and they can still complete the table and activities based on the experiences you provide.

Data

Students create numerous graphs online in this module. Most sites allow you to save or print a copy. Please instruct students where to save their graphs and what to name them otherwise file management may become an issue. Some sites also allow you to email a copy.

Time

The performance criteria 'apply time based rates to solve problems' is revised in the Time module. It is covered in more detail in the Measurement module on the Problem Solving page. This information is included in the assessment evidence table

on the 'For the Teacher' page in the Time module to remind teachers. Further, Deadly Bay provides some assessment evidence and this is also referred to in the table.

Shape

The activities in this module are quite varied. When creating a 3D object from a net students are directed to a web page where they can choose which net to print. This allows a level of student choice and control.

When completing scale drawings students may choose to print the isometric dot paper rather than complete this activity online.

Evidence Checklist - Calculations



Student: _____

Teacher: _____

Date unit started: _____

Date unit completed: _____

Page name	Assessment item	Date Complete	Teacher signature
Page 8 Writing Whole Numbers	Answer questions and read numbers aloud		
	Answer questions		
Page 10 Ordering Whole Numbers	Answer questions		
	Explain solution to problem		
Page 11 Comparing Whole Numbers	Answer questions		
	Read number sentences		
Page 13 Common Fractions	Answer questions		
	Discuss fractions using prompt questions		
Page 16 Comparing Fractions	Answer questions		
	Read number sentences		
	Explain solution to problem		
Page 18 Adding and Subtracting Fractions	Answer questions		
	Explain solution to problem		
Page 20 Fractions of Numbers	Answer questions		
	Have discussion using prompts		
Page 22 Decimal Fractions	Answer questions		
	Have discussion using prompts		
Page 24 Decimals and Common Fractions	Answer questions		

Page name	Assessment item	Date Complete	Teacher signature
Page 25 Ordering Decimals	Answer questions		
	Have discussion using prompts		
	Have discussion using prompts		
Page 27 Percentages	Answer questions		
	Have discussion using prompts		
Page 29 Percentages. Fractions and Decimals	Answer questions		
	Have discussion using prompts		
Page 31 Percentages of Quantities	Answer questions		
	Have discussion using prompts		
Page 32 Addition	Answer questions		
Page 33 Estimating Rounding	Round numbers		
	Discuss rounding		
Page 34 Estimating and Rounding	Check estimates and answers		
	Explain solution to problem		
Page 35 Subtraction	Answer question		
	Explain solution to problem		
Page 38 Multiplication	Answer question		
	Explain solution to problem		
Page 40 Division	Answer question		
	Explain solution to problem		
Pages 43-49 Problem Solving	Answer questions		
	Explain solution to problem		
	Answer questions		
	Explain solution to problem		
	Answer questions		
	Explain solution to problem		

Evidence Checklist - Measurement



Student: _____

Teacher: _____

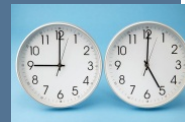
Date unit started: _____

Date unit completed: _____

Page Number and Section	Assessment Item	Date Complete	Teacher signature
Page 9 Choosing the Right Measurement	Complete table		
Page 11 Let's Start Measuring	Complete table		
	Place objects in in ascending order		
Page 14 Converting Measurements Example 1	Complete the table		
	Explain solution to a question		
Page 15 Converting Measurements Example 2	Complete the table		
	Explain solution to a question		
Page 16 Converting Measurements Example 3	Complete the table		
	Explain solution to a question		
Page 17 Converting Measurements Example 4	Complete the table		
	Explain solution to a question		
Page 18 Converting Measurements Example 5	Complete the table		
	Explain solution to a question		
Page 19 Converting Measurements Example 6	Complete the table		
	Explain solution to a question		
Page 20 Converting Measurements	Explain solution to a question		

Page Number and Section	Assessment Item	Date Complete	Teacher signature
Page 22 Paper Aeroplane Throw	Complete the table		
	Answer questions		
	Explain how to convert measurements		
Page 26 Extension Activity	Complete activities 1-4		
	Explain how to convert measurements		
	Explain solution to problem 3 or 4		
Page 28 Mass	Discuss answers to questions. Use prompting questions		
Page 31 Converting Measurements	Complete tables		
Page 32 Mass	Explain factsheet to teacher		
Page 33 Let's Start Weighing	Complete table and order objects		
Page 35 How much do you weigh?	Complete table and discuss conversions		
Page 37 Capacity	Explain factsheets		
Page 39 Converting Measurements	Complete tables		
	Explain solution to problem		
Page 41 Let's Measure Capacity	Complete table and order measurements		
Page 44 Temperature	Complete table		
Page 47 Rates	Complete activities		
	Explain what a rate is. Give examples		
Page 50 Problem Solving	Solve the problems		
	Discuss solutions to two problems		

Evidence Checklist - Time



Student: _____

Teacher: _____

Date unit started: _____

Date unit completed: _____

Page number and section	Assessment Item	Date Complete	Teacher signature
Page 5 Let's Get Started	Explain factsheet		
Page 6 Reading the Time	Explain how to read an analogue clock		
	Explain how to read a digital clock		
Page 7 Reading the Time	Complete 'time challenge' online		
Page 10 24 Hour Time	Explain 24hr and am/pm time.		
	Explain solution to problem		
Page 11 Changing Between 24 hr Time and AM/PM time	Explain how to convert between 24 hr and am/pm time		
Page 12 Changing Between 24 hr Time and AM/PM time	Answer questions and explain solution		
	Complete time match game online		
Page 14 Calculating With Time	Complete questions and explain solution		
Page 15 More Time Problems	Complete questions and explain solution		
Page 16 More Time Problems	Complete the online activity calculating with 24 hour time		
Page 17 Rates	Solve problem and explain solution.		
Page 19 Reading a Timetable	Answer questions about timetable		

Page number and section	Assessment Item	Date Complete	Teacher signature
	Book a rainforest flight		
Page 20 Create a Timetable	Explain timetable and your calculations		
Page 21 Using Calendars	Use computer calendar. Answer prompting questions		
Page 22 Using Calendars	Complete worksheet. Show how to use calendar on computer.		
Page 23 Plan a Talent Show	Discuss activity. Use prompting questions provided.		
	Use a calendar		
	Calculate arrival times		
	Plan the timetable		
Page 24 Extension	Extension –Plan a music festival		
Page 25 Plan a Holiday	Step 1		
	Step 2		
	Step 3		
	Step 4		
	Step 5		

Evidence Checklist - Data



Student: _____

Teacher: _____

Date unit started: _____

Date unit completed: _____

Page Number and Section	Assessment item	Date Complete	Teacher signature
Page 12 Examples of Tables and Graphs	Read about each graph and describe it to your teacher		
	Teach the teacher		
Page 13 Reading Tables	Answer questions about table		
Page 14 Reading Picture Graphs	Answer questions about picture graph		
Page 17 Create a Picture Graph	Check tally and totals.		
	Discuss prediction		
Page 19 Create a Picture Graph	Create graph Discuss graph using mathematical language		
Page 21 Reading Bar Graphs	Answer questions about bar graph		
Page 23 Read a Bill	Answer questions about utilities bill		
Page 25 Create a Bar Graph	Answer questions		
	Create bar graph		
	Discuss graph and predictions		
Page 29 Create a Pie Graph	Create pie graph		
	Discuss graph and answers to questions		
Page 32 Reading Line Graphs	Answer questions about BOM graphs		
	Discuss BOM graphs		
Page 34 Create a Line Graph	Make predictions Create line graph Answer questions		
Page 38 Design Your Own Survey	Make a tally chart Make predictions Create a graph Have discussion using prompting questions		
Page 41 The Last Activity!	Make a tally chart Make predictions Create graph Use prompt questions		

Evidence Checklist - Shape



Student: _____

Teacher: _____

Date unit started: _____

Date unit completed: _____

Page Number and Section	Assessment Item	Date Complete	Teacher signature
Page 9 2D Shapes	Describe 2D shapes using mathematical language		
Page 13 3D Shapes	Complete table Describe 3D shapes using mathematical language		
Page 15 Drawing Objects to Scale	Draw line to scale		
Page 16 Drawing objects to Scale	Draw rectangle to scale		
Page 18 Drawing a Tissue Box to Scale	Draw tissue box to scale Check calculations. Explain process used to draw tissue box.		
Page 20 Drawing a Dice to Scale	Draw dice to scale		
	Check calculations. Explain process used to draw dice.		
Page 22 Nets	Fill in the blanks Use a net to make a 3D shape		
	Use a net to make another 3D shape		
	Describe a 3D shape using mathematical language		
Page 24 Maps	Answer questions and use coordinates		
Page 28 The Compass	Write and follow directions		
	Answer questions about cattle station online		
Page 29 The Compass	Write and explain directions and how they were derived		
Page 30 The Compass	Complete level 3 of the online game		
	Follow student directions for online game		

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