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| A Job Well DoneGetting Ready for WorkTeacher Lesson Plans and Resources |

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# Getting ready

## Introduction

A Job Well Done is an online resource that supports students with a disability to undertake Occupational Health and Safety training (OHS), prior to undertaking a work experience placement.

Teacher lesson plans and student worksheets have been developed to assist teachers to design and deliver lessons to prepare students with a disability for work experience. These resources can be customised and tailored to meet the individual learning needs of each student. By providing a range of activities to help students explore OHS issues related to the world of work, teachers will be able to assess the work readiness of their students prior to undertaking a work experience placement.

The General Module – **Getting Ready** has been developed to support schools to meet the OHS requirements that all students must complete an OHS program developed by the Department of Education and Training (DET), prior to the undertaking work experience.

Included in this resource are:

* 9 lesson plans to deliver the General Module **Getting Ready**
* 2 teacher assessment checklists to support travel training for students with disabilities
* 1 teacher Fast Fact Sheet regarding travel identification and concession cards.

Lesson Plans include:

* Key OHS messages for students
* Purpose of the lesson
* Learning outcome
* Student worksheet for that lesson
* Suggested activities to plan and deliver
* Video title to support lesson delivery
* Suggested assessment
* Curriculum links
* Further resources.

Teachers should use this resource in conjunction with the DET Work Experience Manual for Victorian secondary schools and the updated A Job Well Done videos.

The number of lessons provided in the **Getting Ready** module are a guide only. Teachers should customise for their student cohorts. Lessons may be combined as part of a unit of work.

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| Topic | Preparing Myself |
| No. of lessons in this topic | 4 |
| Lesson 1 | What to wear |
| Key messages | * When you go for an interview and start work experience it is important to make sure you make a good first impression.
* How you dress can tell the employer a lot about who you are and if you are responsible, organised and respectful of others.
* You will need to dress appropriately to suit your work place.
 |
| Learning Outcome | Students will understand how to dress appropriately for the workplace and why it is important |
| Purpose | To assist students to understand what appropriately dressing for the work place means |
| Student worksheet/s | What to wear |
| Suggested activities | 1. Discuss the different types of workplaces: office, shops, warehouse, farm, kitchen
2. In a group define ‘appropriate dress’– for students. Brainstorm formal, casual, smart casual, business, uniform, Personal Protective Wear (PPE)
3. Play the video – Getting Ready. Ask students to highlight the activities Ella completes to be ‘work ready’. Identify what type of dress code she is using to attend her work experience placement.
4. Complete Student Worksheet – What to Wear
 |
| Related video | Getting Ready |
| Suggested Assessment | Completed activities on Student Worksheet |
| Suggested curriculum links | Personal and Social Capability * Self - awareness and Management
* Social Awareness and Management
* VCALFoundation - Strand 4
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| Topic | Preparing Myself |
| No. of lessons in this topic | 4 |
| Lesson 2 | Personal Care |
| Key messages | * Taking responsibility for your personal care is an important part of becoming an adult.
* Personal care is also a part of how you present yourself in the workplace.
 |
| Learning Outcome | Students understand why personal hygiene is important and can identify the steps in personal preparation to attend work. |
| Purpose | To assist students to understand the importance of personal care |
| Student worksheet/s | Personal Care |
| Suggested activities | Start the lesson with a review of why personal hygiene is important to our health and well-being. 1. Ask students to contribute ideas about personal hygiene and how they prepare every day to attend school, community activities, and sport and leisure activities.
2. Play the video Getting Ready.
3. Discuss Ella’s key messages and how she prepares for her work experience placement
4. Complete related student worksheet.
 |
| Related video | Getting Ready |
| Suggested Assessment | Completed activities on Student Worksheet |
| Suggested curriculum links | Personal and Social Capability * Self - awareness and Management
* Social Awareness and Management
* VCALFoundation - Strand 4
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| Topic | Preparing Myself |
| No. of lessons in this topic | 4 |
| Lesson 3 | Communicating effectively in the workplace |
| Key messages | * Good communication is an important skill in the workplace
* It’s important to show the right workplace attitude
 |
| Learning Outcome | Students understand why communication is important in the workplace and can identify how to effectively ask questions in the workplace. |
| Purpose | To assist students to practice their communication skills and to become confident in asking questions in the workplace. |
| Student worksheet/s | Communicating in the workplace |
| Suggested activities | 1. Discuss why good communication is a very important skill in the workplace:
	* It will help you to become confident when you meet new people
	* It will help you to get to know new people and make friends
	* It will help people to get to know you
	* It will help you to be confident to ask questions and learn about the workplace.
2. Role play work experience Meet and Greet scenarios
3. Invite a guest employer to practice meet and greet workplace questions and answers.

Hint: Local Learning and Employment Networks (LLEN) may be able to assist with this or a local Rotary Club. |
| Related video | Getting Ready |
| Suggested Assessment | Completed activities on Student Worksheet, observation and improvement notes. |
| Suggested curriculum links | Personal and Social Capability * Self - awareness and Management
* Social Awareness and Management
* VCALFoundation - Strand 4
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| Topic | Preparing Myself |
| No. of lessons in this topic | 4 |
| Lesson 4 | My Accessibility Needs |
| Key messages | * Recognising your individual support needs will help you and others to understand how individual needs affect your ability to do your work.
* Your strengths, abilities and interests play an important role in helping people to get to know you.
* Identify skills and abilities that could be developed over time to better support your interest.
* It is equally important to identify any difficulties and weaknesses you may have and to plan how these can be overcome in the workplace.
* It is important that you speak with your parents or carers and your teacher for feedback about things you may not know you are good at.
* This information will help to make sure that any support that you may need is understood by your one key person.
 |
| Learning Outcome | Students learn to identify their strengths and abilities and apply these to work place contexts. |
| Purpose | Students can explore their areas of strength and interest as well as their individual support needs in a positive context. |
| Student worksheet/s | Things I might need help with |
| Suggested activities | Start with a strengths based approach to this activity. Ask students to work in pairs:1. In groups of 2-4, brainstorm a list of skills they can identify in one another on butcher paper and display these around the classroom. For example; speak clearly, attention to detail.
2. Students then brainstorm activities that they participate in that help keep them motivated. For example: sport, music, theatre, computer games, reading, bike riding, cooking.
3. Have each student rank their level of interest in different activities – 1 fantastic and 5 not so great.
4. Students identify top 5 skills everyone has in this class and the top 5 skills they would like to improve.
5. Complete Student Worksheet

**Additional activity:** Invite the National Disability Coordination Officer(NDCO) for your area to deliver a presentation on:* Dealing with disclosure in the workplace
* Disability specific considerations for work experience.
 |
| Related video | Getting Ready |
| Suggested Assessment | Completed activities on Student Worksheet |
| Suggested curriculum links | Personal and Social Capability * Self - awareness and Management
* Social Awareness and Management
* VCALFoundation - Strand 4
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| Topic | Preparing for learning in the workplace |
| No. of lessons in this topic | 2 |
| Lesson 1 | Preparing to visit the workplace |
| Key messages | Teachers need to cover these key messages:**Travel training requires a range of knowledge:*** The different modes of transport and different models of vehicles and carriages. Travellers need to know how to alight safely from different modes of transport. For example: waiting until the train has fully stopped at the platform before opening the door. Holding onto tram handles if standing in a tram.
* The different passes available for students (access travel pass, companion pass, scooter and wheelchair pass, vision impaired travel pass, multipurpose taxi program).
* Understanding which myki to buy and how to manage your myki (e.g. buy a myki, top-up your myki, how to use the myki, how to register the myki etc.) Purchase your ticket before boarding – Touch on/off.
* Where to stand/sit at the tram/bus stop or on the train platform.
* Where to sit/stand in the vehicle/carriage.
* Placement of bags and other items being carried.
* Learning the layout of vehicles or carriages (e.g. entrances/exits, emergency exits, journey information on board, stop requests, emergency stop button).
* Navigating online/printed timetables, TV information screens, announcements and information button.
* Learning about services for passengers with special needs.
* Reading information displays.

**Travel training involves a range of skills including:*** Organisation and punctuality
	+ being ready and on time
	+ carrying money as needed
	+ preparing and using a mobile phone for travel
	+ practising pre-approved route between home and work
	+ having a backup plan.
* Communication
	+ asking for assistance if needed from a Metro employee and any other passengers
	+ interacting with the driver
	+ interacting with other passengers
	+ responding to anti-social behaviour.
* Attention to detail
	+ awareness of their/others safety
	+ awareness of landmarks along route
	+ identifying the stop activate signal for driver to stop on bus/tram/train
	+ identifying bus and tram stops and train stations
	+ efficient and safe boarding/alighting.
 |
| Learning Outcome | Students understand the importance of travelling safely and can identify the safety protocols for using public transport when travelling to and from work experience. |
| Purpose | Students review safety requirements when using public transport to and from work experience placements. |
| Student worksheet/s | * Preparing to visit the workplace
* Travel training for public transport
 |
| Suggested activities | 1. Using Student Worksheet as a focus, discuss the key messages by responding to this concept question: Why is it important to understand how to use public transport safely?
2. Organise a practice Travel Training Day to provide students with the opportunity to learn safe travel skills.
3. Organise a guest speaker from the National Disability Coordination Officer (NDCO) program for your area to deliver a presentation to students on accessibility and safe travelling on public transport
4. Introduce Back Up Plans – what are they and why do you need them?
5. Watch the video – Getting ready Does Ella have a Back Up plan? What should she do in case of an emergency?
6. Complete the Student Worksheet - students should role play the scenarios in Activity 2 My Backup Plan.
 |
| Related video | Getting Ready |
| Suggested Assessment | Completed Student Worksheet |
| Suggested curriculum links | Personal and Social Capability * Self - awareness and Management
* Social Awareness and Management
* VCAL- Strand 4 Personal Development
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| Topic | Preparing for learning in the workplace |
| No. of lessons in this topic | 2 |
| Lesson 2 | My Key Person |
| Key messages | * Your key person is the main contact that you have in the workplace, and that is your supervisor.
* You need to follow their instructions while you are at work.
* Your key person is responsible for you while you are in the workplace.
* If you have any concerns or questions, the first person you should speak to is your key person.
* Your one key person is there to help you.
 |
| Learning Outcome | Students can identify their supervisor as their Key Person and the role they play in supporting them during work experience.Students understand the need for correct disclosure in the workplace and are able to advise their supervisor of disability specific considerations they may need to complete simple tasks.  |
| Purpose | The key person or supervisor is the main contact for the student in the workplace. Communicating with the key person about any concerns or questions is an important responsibility for the student. |
| Student worksheet/s | My Key Person |
| Suggested activities | Using the scenarios in the Student Worksheet, facilitate a group project with students presenting a selected scenario to the class. Students will need to:* Identify the industry they are doing work experience in.
* List the steps or procedures they would follow to problem solve an issue or challenge.
* Explain why this is the best resolution for the issue or challenge.
 |
| Related video | Getting Ready |
| Suggested Assessment | Completed Student Worksheet |
| Suggested curriculum links | Personal and Social Capability * Self - awareness and Management
* Social Awareness and Management
* VCAL- Strand 4 Personal Development
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| Topic | Getting There |
| No. of lessons in this topic | 3 |
| Lesson 1 | Planning how to get there |
| Key messages | Students will need to cover the following:* You need to plan how you are going to travel to your work experience placement.
* You need to work out if you will be travelling independently, on public transport or by walking, riding a bike, getting a lift with your parent or carer or catching a taxi.
* You will need to plan the trip to and from the workplace including mode of transport, the time it will take to get there and how to use a map for directions.
 |
| Learning Outcome | Build student’s capacity to plan safe travel arrangements to and from work experience |
| Purpose | To encourage students to use Public Transport Victoria’s Journey Planner to plan their travel arrangements to and from work experience. |
| Student worksheet/s | Planning how to get there |
| Suggested activities | 1. Have students consider how many modes of transport they can brainstorm in 60 seconds. Accept all correct answers and then work with students to develop a list of the top 6 modes of getting to a work experience placement.
2. Use the Internet to locate Public Transport Victoria website. Have students complete a few sample random journey planners to places of interest.
3. Complete the activities on the Student Worksheet localise the travel plan to their selected work experience placement.
 |
| Related video | Getting Ready |
| Suggested Assessment | Completed Student WorksheetPrinted Journey Planner from PTV for their work experience placement |
| Suggested curriculum links | Personal and Social Capability * Self - awareness and Management
* Social Awareness and Management
* VCAL- Strand 4 Personal Development
* VCAL- Strand 3 Work Related Skills
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| Topic | Getting There |
| No. of lessons in this topic | 3 |
| Lesson 2 | Travel Training Skills as a Pedestrian |
| Key messages | Teachers need to cover:* Crossing roads with care and obeying laws
* Observing signs and warnings, direction of travel, street layout
* Where/how/from whom to seek help
* How to solve problems
* Environment risk assessment.
* Travel by day and travel by night
* Practical learning under supervision.
 |
| Learning Outcome | Students develop skills to travel independently as a pedestrian |
| Purpose | To ensure that students have a good understanding and awareness about pedestrian rules before travelling independently. |
| Student worksheet/s | Travel training skills as a pedestrian |
| Suggested activities | * Brainstorm the list of key messages with students.
* Identify a list of skills and attributes. For example; alertness, active listening, monitoring, staying calm.
* Working in pairs, ask students to complete the ‘What to Do’ scenarios on the student worksheets.

Watch video Getting ready* Ask students to identify all the possible risk scenarios that Ella may face on her way to work.
* Collect a list of important points for Ella to remember about independent travel as a pedestrian.
 |
| Related video | Getting Ready |
| Suggested Assessment | Completed Student Worksheet |
| Suggested curriculum links | Personal and Social Capability * Self - awareness and Management
* Social Awareness and Management
* VCAL- Strand 4 Personal Development
* VCAL- Strand 3 Work Related Skills
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| Topic | Getting There |
| No. of lessons in this topic | 3 |
| Lesson 3 | Travel Training Skills on Public Transport |
| Key messages | Teachers need to cover the following key messages:**Travel training requires a range of knowledge:*** The different modes of transport and different models of vehicles and carriages.
* The different passes available for students (access travel pass, companion pass, scooter and wheelchair pass, vision impaired travel pass, multipurpose taxi program).
* Understanding which myki to buy and how to manage your myki (e.g. buy a myki, top-up your myki, how to use the myki, how to register the myki etc.) Purchase your ticket before boarding – Touch on/off.
* Where to stand/sit at the tram/bus stop or on the train platform
* Where to sit/stand in the vehicle/carriage.
* Placement of bags and other items being carried.
* Learning the layout of vehicles or carriages (e.g. entrances/exits, emergency exits, journey information on board, stop requests, emergency stop button).
* Navigating online/printed timetables, TV information screens, announcements and information button.
* Learning about services for passengers with special needs.
* Reading information displays.

**Travel training involves a range of skills including:*** Organisation and punctuality –
	+ being ready and on time
	+ carrying money as needed
	+ preparing and using a mobile phone for travel
	+ practising pre-approved route between home and work
	+ having a backup plan.
* Communication –
	+ asking for assistance if needed from a Metro employee and any other passengers
	+ interacting with the driver
	+ interacting with other passengers
	+ responding to anti-social behaviour.
* Attention to detail –
	+ awareness of their/others safety
	+ awareness of landmarks along route
	+ identifying the stop activate signal for driver to stop on bus/tram/train
	+ identifying bus and tram stops and train stations
	+ efficient and safe boarding/alighting.
 |
| Learning Outcome | Students develop skills to travel independently on public transport. |
| Purpose | To provide students with preparation steps toward independent travel on public transport |
| Student worksheet/s | * Travel training for public transport
* Travel identification and concession factsheet
 |
| Suggested activities | 1. Introduce the key messages for this lesson.
2. Provide students with the opportunity to share their stories about independent travel.
3. Play the PTV YouTube clip, Help when I am travelling on public transport in Victoria (1.23min)
4. Play the How to use your myki Card on (7.28min) https://www.youtube.com/watch?v=E3a78TxxlMk
5. Provide students with a range of creative mediums to develop their own list of Do’s and Don’ts when using public transport.
6. Use the Student Worksheet as an assessment prior to organising a practice travel training activity.
 |
| Related video | Getting Ready |
| Suggested Assessment | Completed Student WorksheetPrinted Journey Planner from PTV for their work experience placement |
| Suggested curriculum links | Personal and Social Capability * Self - awareness and Management
* Social Awareness and Management
* VCAL- Strand 4 Personal Development
* VCAL- Strand 3 Work Related Skills
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# Further Resources

Teachers may find the following list of resources useful when preparing their lessons.

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| **ADCET** | Australian Disability Clearing house on Education and Training provides a wide range of resources for delivery of teaching and learning activities for students with disabilities. |
| **myfuture** | Website provides a compilation of curated career education resources |
| **NDCO** | National Disability Coordination Officer Program includes teaching and learning resources for work experience. For example: Make it Happen Work Experience Student Workbook |
| **Public Transport Victoria** | Information on Victoria’s train, tram and bus services |
| **safe@work** | DET OHS program to prepare Victorian secondary school students for work experience |
| **Templates and Samples** | DET - Travel education for students with disabilities |
| **Victorian Equal Opportunity and Human Rights Commission – Reasonable Adjustment** | Outlines policy and legal requirements for reasonable adjustment in eth workplace. |
| **Work Experience Manual** | DET Work Experience Manual provides polices, roles and responsibilities and forms, related to the safe delivery of work experience programs in Victorian schools. |
| **Workplace Learning Toolbox** | DET Teaching resource that provides vital information about the work environment, with a strong focus on the importance of good OHS practice. |