



**FSK20119 Certificate II in Skills for Work and Vocational Pathways**

**Language, Literacy and Numeracy Activities Workbook**



**FSKLRG018 - Develop a plan to  
organise routine workplace tasks**

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SAMPLE

## Activity 1 Professional Organisation

It is important that you can locate things when you need them. Some method of sorting or filing is essential to avoid frustration and delay in locating information for clients. Your work in a small doctor's office and

Simple filing, spreadsheets and sorting options available may include:

Notebooks with separate sections for different topics

Folders e.g. Arch Lever, manila

Computer e.g. spreadsheet, data base

Files e.g. large envelope, concertina file



Think of a recent time when you had difficulty locating some important information that a colleague has put away.

1. Why did you have problems finding what you needed?

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2. How did you feel when you could not find it quickly?

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3. What could you do to make it easier to locate in the future?

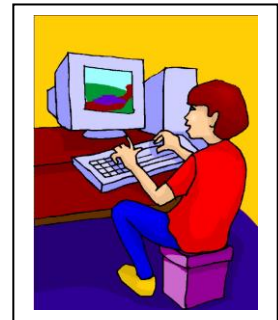
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## Activity 2 Visual Representations

### TASK 1 (If a computer is available)

1. Boot up a MICROSOFT WORD program.
2. Click on the HELP icon.
3. Click on the CONTENTS AND INDEX icon.
4. Double click on the EDITING AND SORTING icon.
5. Double click on the COUNT WORDS AND LINES IN A DOCUMENT icon.
6. Follow further HELP instructions.



### TASK 2

Did you find the diagram for FILES REQUIRED easy to follow? Why?

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Did you find the HELP option in Microsoft Word easy to follow?

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Why?

How helpful do you find things such as diagrams, illustrations, computer "Help" functions and flowcharts to assist your learning?

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Why?

### Activity 3 Dealing with Change

Many people find some type of change in their lives very difficult, however necessary, and positive, that change may be.

There are various strategies that anyone could use to assist them with the change process. It is simply a matter of finding, then accepting, a method that suits the person and/or the situation in the workplace.

Consider a recent event or situation in the workplace that required you to change something in some way. It could have been after a discussion with a colleague or overhearing a conversation that changed your mind about a process in the workplace .



What was the situation?

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What things did you have to consider in order to make this change?

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How did you overcome any problems that arose when the change became necessary?

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## Activity 4 Interpreting Meanings

Use either a Thesaurus or a Dictionary

A. Find definitions for:

COMMUNICATE \_\_\_\_\_  
\_\_\_\_\_

TEAMWORK \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ADAPTABILITY \_\_\_\_\_  
\_\_\_\_\_

B. What do you think the term “professional development” means?

\_\_\_\_\_  
\_\_\_\_\_

Complete the table by brainstorming i.e. to write down any ideas you have to suggest constructive ways of making necessary but positive changes in your workplace.

	Flexibility	Adaptability	Professional Development
Idea 1			
Idea 2			
Idea 3			
Idea 4			



## FSK20119 Certificate II in Skills for Work and Vocational Pathways

### Assessment Tasks



# **FSKLRG018 - Develop a plan to organise routine workplace tasks**

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## Instructions to Candidate

- Each Task needs to be completed independently

SAMPLE



# Reading & Writing

## Task 1: Develop a plan for your own learning pathway

The Navy promises you that you will “gain a lifestyle and travel” so here are some hopeful jobseekers looking to plan their carer in the Navy.

### Profile of Cassie

- has lived in Cairns, Queensland, all her life
- is junior sailing champion for the area
- has worked in a car mechanic shop for the past 3 years as an apprentice mechanic
- left school at the beginning of year 11
- teaches tourists how to sail catamarans
- wants to work in a position that allows her to be hands on and learn weapons

### Profile of Jasper

- has lived in Alice Springs all his life
- rides motorbikes
- has worked in a local bakery for the past 3 years as a kitchen hand and trainee baker
- left school at the beginning of year 12
- is a truckies assistant on one of the long-haul trucks?
- wants to work with food

**What is your Profile? Provide more than one sentence for each**

### BENCHMARK ANSWERS - varied

#### Profile of .....

- has lived in .....
- rides .....
- has worked in a ..... for the past .... years as a .....
- left school .....
- is a .....
- wants to work .....

# Reading & Writing & Numeracy

## Task 2: Identify what needs to happen to achieve the learning goals

### Types of licenses

There are different types of licenses that are allowed for different levels of experience. Just like vehicle licenses, building surveyors are also required to hold a license based on experience and qualification.

<https://www.qbcc.qld.gov.au/certifier-licence-information/types-licences-certifiers>

[https://aibs.com.au/Public/AccreditationCPD/Applying\\_for\\_AIBS\\_Accreditation/Public/Applying\\_For\\_AIBS\\_Accreditation.aspx?hkey=aebda167-ccac-4791-a033-467aa97df309](https://aibs.com.au/Public/AccreditationCPD/Applying_for_AIBS_Accreditation/Public/Applying_For_AIBS_Accreditation.aspx?hkey=aebda167-ccac-4791-a033-467aa97df309)

License Type	Scope of work	Experience required & Australian Institute requirements	Types of Building & Structures the license covers
<b>Building Certifier level 1</b>	performs building certifying functions on all classes of buildings and structures.	Minimum 3 years and tertiary education (Bachelor or Postgraduate work) – experience must be recorded of each project participated in by the individual	Assess and sign off unlimited size of domestic and commercial buildings and structures
<b>Building Certifier Level 2</b>	performs building certifying functions on buildings and structures having a rise of no more than 3 storeys and a total floor area of no more than 2000m <sup>2</sup> , or, under the supervision of a Building Certifier Level 1, helps assess and inspect all classes of buildings and structures	Minimum 2 years' experience & tertiary education (Advanced Diploma, Associate degree etc) – experience must be recorded of each project participated in by the individual	Assess and sign off 3 storeys and a total floor area of no more than 2000m <sup>2</sup> . This includes all types of private and commercial buildings and structures
<b>Building Certifier Level 3</b>	performs building certifying functions on class 1 buildings and class 10 buildings and structures.	6-12 months of experience & tertiary education (Advanced diploma minimum) – experience must be recorded of each project participated in by the individual	Assess houses, carports, patios, shade structures, pools, fences, sheds etc

NOTE: The institute will assess licenses based on experience in each type of building

Paul is 19, he and has been working the last six months as a cadet building certifier and has completed his Advanced Diploma in Building Surveying.

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Lucy is 45, she has 12 years assessing commercial and domestic buildings. She has just completed her 2 subjects out of 4 of the Graduate Diploma of Building Surveying.

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## Final Recording Form

Candidate name:.....

Trainer/Assessor:.....

Course:            FSK20119 Certificate II in Skills for Work and Vocational Pathways

Code	Foundation Skill – Writing ACSF 3	Completed	Date
<b>FSKLRG018 - Develop a plan to organise routine workplace tasks</b>	<b>Reading &amp; Writing</b>	<b>Task 1</b>	
	<b>Reading &amp; Writing &amp; Numeracy</b>	<b>Task 2</b>	
	<b>Speaking &amp; Writing</b>	<b>Task 3</b>	
	<b>Writing</b>	<b>Task 4</b>	

Signed: ..... (Candidate)            Date:.....

Signed: ..... (Assessor)            Date:.....