



**WORK READINESS TRAINING
FOR PEOPLE WITH INTELLECTUAL DISABILITY**



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INTRODUCTION

Mainstream and Me is a program, which is funded by the NDIS, aims to support individuals to develop tools, skills and knowledge for successful life choices and outcomes. Parent 2 Parent (P2P) offers training to people who have an intellectual disability to support them to participate fully in society and seek out opportunities for fulfilling and meaningful engagement in the workforce and their community. The program is a proactive initiative that advocates for inclusion, equity, and positive outcomes for all participants. P2P, alongside Inclusion Australia, have identified specific needs, which are addressed in the Mainstream and Me program to support and maintain ongoing and sustainable, equitable outcomes for all. The program has a participant-centred focus and delivery is based on the individual needs, strengths, interests and goals of each person to ensure the outcomes are unique to each person's individual disposition and plan.

THE CO-DESIGN FRAMEWORK

The Mainstream and Me program aligns with a co-design framework. This means that the program is participant-centred, where the individual needs of each participant must be first identified, in partnership between both facilitator and learner, and a plan created and implemented in agreement with the participant. This is in contrast to a traditional teacher-centred teacher-student relationship, where the teacher presents the knowledge and skills and the student follows teacher-led instruction to listen, observe, act and learn as formally directed. Instead, the facilitator and participant work together in partnership with the participants needs as the driver of decisions and the decisions are elicited through a collaborative process between all parties.

This co-design framework is consistent with the current trends of the strengthening NDIA/ NDIS philosophy and policy. This emerging “people-led” approach means that individuals have greater choice and decision making capacity and can take the driver's seat, when it comes to their own life choices. Instead of external agencies dictating what can and will be needed, individuals now have greater control over the when, how, what, who and why of their decisions, actions and outcomes. This same philosophy is the crux of the mainstream and Me delivery.

Some expectations of the co-design curriculum are:

- The individual has a voice in regard to decisions made over their own lives as the top heavy, power relationship model is flipped
- The individual has choice and control about decisions that impact them
- The individual has access to reasonable and necessary supports as they see fit
- The individual is empowered and seen as capable and able
- The individual is respected as a human being with equitable human rights
- The world around us is accepting and advocating for inclusive and equitable opportunities

YOUR ROLE AS FACILITATOR

As facilitator, you will have access to resources for the delivery of the Mainstream and me program. However, it is in your capacity to approach the materials in a way that best meets the needs of your participant. The following points will guide you in this process.



Work in partnership with individual participants to:

- Identify their needs
 - Identify their strengths
 - Identify their interests
 - Identify their goals
 - Identify their current skills and knowledge
 - Assess what learning is required
 - Select how the learning will best suit the individual's needs
- Create an agreed learning plan together
 - Implement the learning plan together
 - Regularly evaluate the plan together to make sure that it is what the participant needs and wants
 - Make changes in agreement with the participant as required, when required
 - Reflect on your ability to facilitate a co-designed program and plan for your improvement

The following table highlights the difference between a co-designed program and a teacher-designed program. Use this information to reflect on your practice and ensure that your methods align with the co-design framework.

CO-DESIGN FRAMEWORK	TEACHER-DESIGNED FRAMEWORK
Participant-led	Teacher-led
Participant selects what they want to learn	Teacher selects what they want to teach
Participant selects how they want to learn	Teacher selects how they want to teach
Changes course as participants needs and wants it to change	Changes course if teacher decides it should change
Designed in partnership with participant prior and/or during delivery using a flexible plan	Designed by teacher prior to delivery using a set plan
Identifies the needs, strengths and interests of participant to inform learning	Identifies the required content and content research to inform learning
Encouraged collaboration, participation and engagement	Encourages listening and following the teachers lead
Activities and experiences are open-ended, allowing the student to guide the session	Activities and experiences are closed-ended, so that the teacher is guiding the session
Open-ended questioning to encourage conversation and participant thinking, problem solving and involvement	Closed- questions to encourage the required (or pre-selected response) and keep on track with the teachers planning

06 REQUIREMENTS FOR EMPLOYMENT



INTRODUCTION

The focus of this booklet is to outline key requirements you need to know about work and the work environment. You will explore workplace hours, leave and different types of pay. You will then look at some work related forms and legislation, policies and procedures, and criminal history checks. Finally, you will review some information from the Bureau of Statistics and look at barriers to employment. Further research on the information in this booklet is encouraged. Make sure you get to know your workplace and requirements, and keep your knowledge current. There is plenty of information to read on the internet to help you know what your rights and obligations are when you start working.

WHAT YOU NEED TO KNOW WHEN YOU START WORKING

When you start work in a new job there are some basic things you will need to know. There are also certain tasks your employer will need you to do before you start work.

Part of your agreement to work will include you to have knowledge (or will be provided knowledge) of the following points:

1. WORKING HOURS

The standard working week in Australia is 38 hours per week (7.6 hours per day), usually worked Monday to Friday. Work beyond that amount is overtime and attracts a higher rate of pay.

In many organisations work on Saturday or Sunday will attract a higher rate of pay than the ordinary hourly rate. Sunday work is usually paid at double the ordinary rate. In some organisations when working on the weekend the employee is entitled to extra paid work breaks. In almost all cases an employee cannot be required to work for more than five hours

without an interval (or break) of at least half an hour for a meal. Many awards also provide for additional breaks during work, eg: morning tea, afternoon tea, or additional breaks during overtime.

2. TAKING LEAVE

Taking “leave” at work means you are taking either:

- Annual leave or recreational leave (a holiday break)
- Sick leave (when you are unwell)

Other leave may include:

- Maternity leave (when you have a baby)
- Parental leave (if you are a male and wish to take time off work to look after your baby or children at home)
- Bereavement leave (if you have a family member pass away)

“Leave without pay” is a form of leave provided when your employer allows you to take time off work, without pay, for a certain period of time. This can happen if you have used all your paid annual leave or other leave but have to take time away from work.

The amount of leave you are entitled to depends on whether you are employed:

- Full time
- Part time
- Casual

You can check the amount of leave you are entitled to with your Manager or Human Resources Department in the organisation.

3. TYPES OF PAY

There are different names for types of pay. Your employer will work out your hourly rate based on a number of factors such as age or

experience. The “award” is the legislation set by Government to ensure you are paid correctly. You will be paid the full adult rate of pay once you are 21 years of age.

There are also definitions that are useful to know. For example:

- **Gross pay:** is the amount you have earned before income tax is taken from your pay
- **Net pay:** is the amount of money you actually receive after your income tax is taken from your pay

4. POSITION DESCRIPTION

A job (or position) description is summary of the role and responsibilities required of the person employed. The position description will outline the expected, general tasks and actions that need to occur. The position description should also include details of the job, such as qualifications, skills and salary of the position.

5. FORMS

When you start work there are many forms to complete which are required by law and your organisation before you start work. These are completed by you and your employer and stored in your personal file. There are also forms you may require to complete during your employment period and if you are going to leave a workplace.

These forms may include:

1. Your employment history is documented through:

- Job application
- Resume
- Qualifications
- Position description

2. Position requirements are agreed to:

- Contract (if required)
- Job offer letter or
- Emergency contact information
- Signed employee handbook
- Checklists for completion of tasks such as orientation, workplace health and safety training or any other specific training
- Any other documentation to employment

3. Employee performance details are monitored and recorded on file:

- Copies of performance plans (this is a review of your work performance)
- Any employee recognition for examples, copies of certificates, training records

4. Tax and super forms

- **Tax file number:** You will also be required to apply for and provide your workplace with your tax file number (TFN). You can register for a tax file number online. This is another type of form to complete prior to starting nay job. You keep your tax file number for life and it is your own personal reference number for government tax and superannuation. At the end of every financial year, you will be required to declare your income and the amount of tax you paid to the government by using a tax declaration form. A financial year starts on the 1st of July and ends on the 30th June every year.
- **Superannuation (Super):** Your employer is required to provide you with a certain percentage of income that goes towards your superannuation fund. This is like an account that you keep for your future, and when you are at the age of retirement you can access your super so that you have money to live off. You will need to fill out a form to either start a suer account or link your new work to your current account.



5. Other work forms may include:

- **Time sheets:** Some people are required to complete a time sheet. A time sheet records all the hours you are working so that you can then be paid according to your workload. A time sheet may be in hardcopy, electronic or online and is to be submitted by a required time. Most often, a time sheet is required by all casual employees.
- **Changes to agreements:** If your work agreement changes, you may be required to complete a form or sign a document to agree to the changes.
- **Logging hours of training:** You may be asked to fill out a form to show the training you have completed during your employment to support your professional development and skills for the job.
- **Surveys:** You may be asked to complete work surveys to ensure workplace needs are met by the organisation.
- **Checklists:** You may be asked to complete safety checklists or daily checklists to ensure work requirements are met
- **Permission forms:** You may be required to provide permission for certain aspects of your work. For example, permission for work you have produced to be published publicly, or your photo to be used in public media, etc.

WORKPLACE LEGISLATION

There are laws and regulations that help employers and employees to know exactly how work should, and should not, be conducted. This includes rules and boundaries that impact environment, people and processes. There are a number of national laws that relate to all workplace situations and these include:

- **Fair Work Act:** This act takes into account human rights and ensures fair work agreements between the employer and the employee. This Act makes sure that people are treated fairly and not discriminated

against. It covers work related entitlements and fairness.

- **Privacy Act:** Is about how the personal information of an individual is respected and privacy is ensured.
- **Work Health and Safety Act:** This Act ensures that workplaces are safe and ensures the health, safety and wellbeing of the workforce or any person involved with the systems, environment or people of a work organisation.
- **Anti-Discrimination laws include:**
 - Age Discrimination Act
 - Disability Discrimination Act
 - Racial Discrimination Act
 - Australian Human Rights Commission Act

WORKPLACE POLICIES AND PROCEDURES

Workplaces will have their own set of policies and procedures that they develop to ensure appropriate workplace practice and to ensure that legislative requirements are covered.

A policy will outline what practices are required to be conducted in the workplace. This is complemented by the procedure that outlines how to conduct that work practice.

All staff must know, understand and follow their workplace policies and procedures and contribute to regularly reviewing and refining them when necessary.

CRIMINAL HISTORY CHECKS

Your workplace may require a criminal history check.

If you are working with children in Australia, you will be required to apply for a blue card, which means you undertake a criminal history check and a blue card will be sent to you. Once you have the card, you will require regular re-application to update the check.



If you are working or engaged with any disability services, you require a yellow card application. This is similar to the blue card and also must be updated every 3 years.

General national crime checks can also be conducted by your employer online.

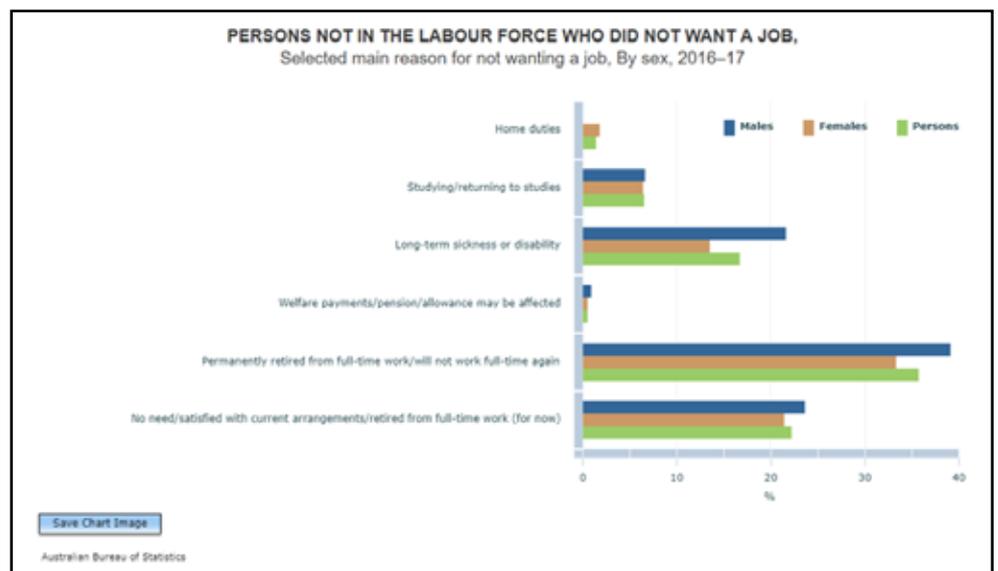
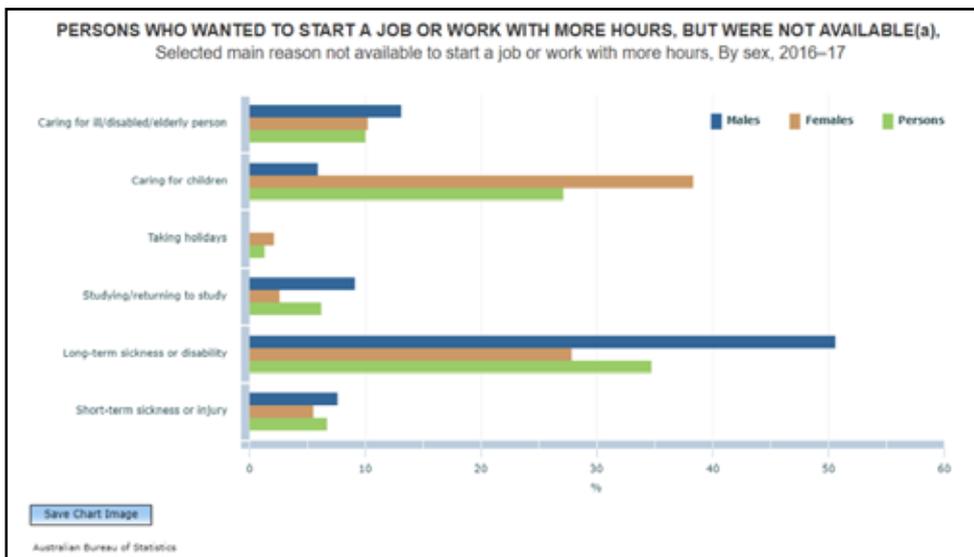
EMPLOYMENT STATISTICS

You can access current Australian workforce statistics from the Australian Bureau of Statistics website.

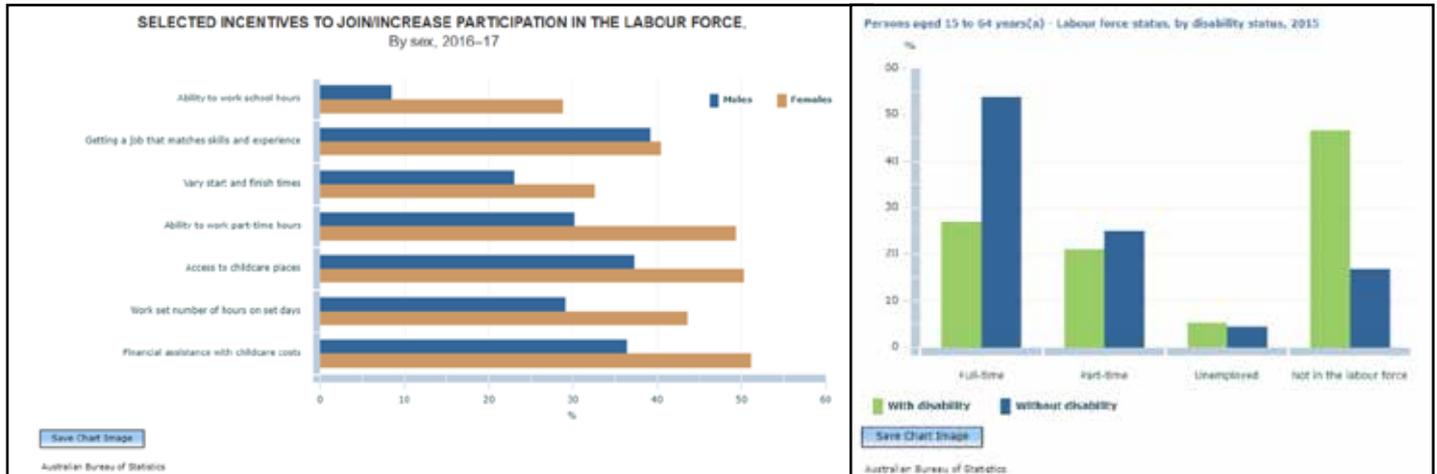
In June 2018, the Bureau of Statistics shows that employment in Australia was increasing and unemployment was decreasing.

The Bureau of Statistics also gathers information about barriers and incentives for employment. This is regularly updated and current information is accessible to the public from the website.

As of 28th July 2018, the following information was accessed from the Bureau of Statistics <http://www.abs.gov.au/ausstats/abs@.nsf/mf/6239.0>



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The Bureau of Statistics also claims that there has been an increase of people who have a disability working in the workforce, from the period between 2012 to 2015. The following information was accessed from the Bureau of Statistics <http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/4430.0main+features202015>, this compares those working with a disability with those working without a disability.

REFERENCE

<http://www.abs.gov.au/>

The Bureau of Statistics highlights some barriers to employment. These may include:

- Access: access to transport, good and/or services. Also, access to training and social communities for learning, health and wellbeing.
- Discrimination: Even with laws in place, discrimination is still reported by job seekers.
- Social and/or community participation: to support social skills and experiences and a healthy wellbeing.
- Aids and equipment: Especially for those regarded as having a disability. Access to this type of support may provide increase opportunities.
- Engagement of support services: Access to such services could assist in employment and the lack of engagement could hinder the ability to find or access work.



REFLECTION AND ENGAGEMENT FORM

How many hours a week would you like to work? (tick)

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> 0 to 4 | <input type="checkbox"/> 16 to 20 |
| <input type="checkbox"/> 4 to 8 | <input type="checkbox"/> 20 to 30 |
| <input type="checkbox"/> 8 to 12 | <input type="checkbox"/> Full time - 38 hours a week |
| <input type="checkbox"/> 12 to 16 | |

List four (4) skills you think you already have that could be valuable in a workplace:

1. _____
2. _____
3. _____
4. _____

List 3 different kinds of jobs you think you might like to work as:

1. _____
2. _____
3. _____

List three (3) barriers that you think you might face trying to gain employment?

1. _____
2. _____
3. _____

For each barrier, list one idea to help you face or overcome that barrier:

1. _____
2. _____
3. _____

Do you have a current Tax File Number? (tick)

Yes No

** If not, go to the internet and register for a tax file number online.*



INTRODUCTION

The focus of this booklet is look at the important aspects of preparing for employment. This booklet includes information about you, identifying your strengths, interests and skills. You will also examine your personal presentation and discuss your personal style and attitude. Some of the focus will be taken to review how you manage stress and self-reflect. Further on, you will take a look at your career choices and preparing for your career. This section will include resumes and interviews, as well as presenting or planning using a timeline.

Let's first take a look at you...

WHO ARE YOU?

It is important that you know who you are, so that you can then promote yourself to others when applying for jobs. To help you discover who you are, you can ask yourself some simple questions:

- **What are my values?** Think about your values and what is important to you, for example, this may be friendships, family, respect, honesty, caring for others, doing a task well, living healthy, and so on.
- **What are my beliefs?** Think about what you believe about life and living, and about the world. For example, do you believe that if you do good things, good will return to you, or if you respect others, they will respect you? Do you believe in a God or life after death, or do you believe you make your own fate?
- **What are my ethics?** Think about what lines you will not cross, what you think is the right thing to do, and what is definitely not appropriate.
- **What are my character strengths?** Think about what your strengths are regarding who you are. Character traits might be words like – loyal, sensitive, friendly, outgoing, enthusiastic, patient, observant, and so on.

- **What are my skill strengths?** Think about the tasks that you do well. What do you find easy and what do others say you do well at?
- **What am I interested in?** Think about your childhood and everything you loved to be involved in. Think if they are they the same interests as now. What do you enjoy the most?
- **What do others say about me?** Think about what comments other people make about you or what you think they would say about you.

REFLECTION AND ENGAGEMENT

Now, take some time to reflect on these questions and write down some ideas. You might like to build on your ideas about yourself over your time in this program.

TEMPERAMENT

Your temperament could be described as the personality that you are born with, or the kind of person you are. Personality is also shaped by your environment, your upbringing and your experiences of the world around you. It is important to understand your personality type as this helps you to understand who you are and why you may think or act differently to others, which is perfectly normal. There are many writers and experts that can assist us to identify our personality. There are many quizzes you can do to find out more about yourself. One free quiz online is on the 16 Personalities website <https://www.16personalities.com/free-personality-test>. You can access this quiz for free and find out more about yourself.

REFLECTION AND ENGAGEMENT

Now, take some time to access and complete the online quiz and then read about what the site says regarding your personality. (Alternatively, your teacher may have a hard copy, pen to paper, quiz that you can complete).



Talk to someone else about this information and see if you both agree about your personality. This should help you in understanding yourself a little more. Take a moment to appreciate YOU, just as you are.

YOUR BIO

What is a Bio?

The term Bio is short for the word biography. A biography is basically a story all about you. When writing (or narrating) your Bio, you need to think about the following:

- Where is the information going to be accessed? Is it: online? Hard copy? USB? Email?
- Who is going to read or hear the information? Is it for a job? Or social media and the general public? Who can access it? Make sure that you provide information that you think (or know) the reader is interested in about you. For example, if you are writing a Bio for work, explain the qualities that you have, that link to what the employer is looking for, to fulfil the position.
- How will you present the information, this will rely upon the “where” and the “who” (above). Also, write in the third person using our own name. For example: John Smith is an accomplished pianist. However, you may narrate in first person, especially if filming yourself.
- What is essential to include in my Bio for best results? Think what you have documented about yourself so far. What is it you really want others to know about you? Include the best things you have to say about yourself that suit both, the reader (or listener), and the purpose of your Bio.

REFLECTION AND ENGAGEMENT

Now, take some time to write down the following:

You want to write a Bio for people who may employ you.

What are the five (5) key points about you that you would like to share with your potential employer?

- 1.
- 2.
- 3.
- 4.
- 5.

Personal appearance

Your personal appearance includes your...

- Attire (what you wear)
- Hair
- Makeup
- Stance
- Face expression
- Tone of voice
- Attitude

Attire

What about your personal style?

Starting a professional, yet fashionable, work wardrobe that reflects your own style can be achieved on a budget. By planning and doing some pre-shopping homework you can build a professional wardrobe within your budget. Here are some ways you can build professional wardrobe that still reflects your personal style...

What is your personal style?

Think about your personal style:

- What colours and styles do you like?
- What colours and styles do you feel comfortable in?

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- What colours and styles do others say look good on you?
- Collect magazine pictures and photos that help you see what you like
- Save photos or images that you like from the internet
- Start to identify a style type that reflects you and your personality
- This might include a theme, colours, type of fabric or styles

Now ask yourself a few questions to determine what you will need to wear on a daily basis:

- Will there be a dress code?
- Do you need practical and comfortable clothes?
- Is the workplace casual or formal?

REFLECTION AND ENGAGEMENT

Now, take some time to write down answers the questions listed in the above two sections - "What is your personal style?"

Following these steps will support your development of a personal style

- **Evaluate your wardrobe:** By going through your current wardrobe you can decide what you may already have that will be suitable and flattering.
- **Keep a collection of clothes so you can evaluate what it is you like about the clothes:** Is it: the colour? The Style? ...Make notes about what you like as knowing this can be useful later at clothes swaps or when shopping.
- **Ask for help:** It's always good to ask for an opinion. Contact a close friend or family member with a sense of style you admire and they will be honest with you.
- **Go shopping:** When you've decided what you like, start shopping. You don't have to replenish your wardrobe all in one go - instead, consider shopping at small intervals, such as every few weeks, until you've assembled a closet you like. Visit Lifeline or other charity shops, outlets, or shop online.

- **Shop with a friend who is not afraid to be honest with you while you shop.**
- **Use accessories:** This can be as simple as buying clean laces for your shoes, or wearing a coloured belt. If you really want to alter your look, try adding jewellery, scarves, hats or hair pieces.
- **Mix and match:** Try pairing different pieces for a compelling, unique look. For instance, even if you didn't think your new tank would look good with your capris, try it out. Maybe all you need to pull the whole outfit together is that belt you haven't worn since last summer.
- **Be yourself:** The most important thing about your new look should be that it makes you feel great. Creating a personal style is really just wearing what you want. Think more positively and be more constructive and expressive with your ideas and abilities.

YOUR HAIR

Your hair will frame your face and add to your personal style. You should maintain a hairstyle you are comfortable with but one that also suits your face shape. Ask your hairdresser for their advice on what hairstyle will suit your needs. Remember that you will have to re-create the look at home, so make sure the choice is one that you are able to manage by yourself at home. Searching the internet can assist you to understand what hair styles complement your face shape. There are numerous pictures, videos and information for you to search through. Make sure your hair is cut regularly; this will ensure that your hair looks neat, tidy and professional. This will reduce your hair from damage and split ends that look untidy and unprofessional.

You will also need to ensure that your hair is washed. Washing your hair should occur every second or third day if you have not been active, swimming or getting sweaty or dirty in any other way. However, if you are attending a special occasion or a job interview, your hair should be washed and groomed prior to the event. It is



recommended to wash hair twice with a good quality shampoo and then after washing, you should condition your hair. The first shampoo is to prepare the hair for washing; the second will be the cleansing. Conditioner is used to seal the cuticle of your hair so that it looks shiny and is manageable.

Keep in mind that your hairstyle should reflect you and who you are. This is all part of your self-care process and shows an employer that you respect and care for yourself and that you will be well presented for working and representing their business.

YOUR MAKEUP

If you would like to wear makeup, you need to first understand the occasion. For example, you may apply makeup differently if you were going for a job in early childhood, as you would if you were applying to be a beautician. In general, if you are going for a job interview, keep your makeup light and natural. You should also learn to apply colours to suit your skin tone and features. It is important to practice applying your make up and to ask the opinion of a trusted friend who you think applies their make up well.

Make sure you apply your makeup to clean skin. If you have blemishes, a concealer may assist you to soften the look of your skin, and help you to look professionally presentable. Remember that an unhealthy lifestyle may affect your skin condition. Eat well, drink lots of water, and make sure you are getting adequate sleep.

Again, there is a lot of information on the internet that you can access to assist you to apply makeup that suits you and your skin tone.

YOUR STANCE

Part of your appearance is in your stance. Your stance is the way you position your body and this contributes to your body language, which communicates a message to those who are around you.

What to be aware of:

- **Posture:** Stand up straight, with shoulders back and relaxed. This gives the impression you are confident and ready for the situation at hand. If you are slouching, it may come across as though you are tired or not interested. It is also a sign of boredom and could be seen as a poor attitude.
- **Open body language:** Crossing your arms or legs may be comfortable for you, but this is an example of closed body language. Other people may think you are not interested in communicating to them and closed body language may develop a negative impression of you. Also, people may not feel they can trust you, or may feel that you are not ready to listen, or join in the conversation.

Open body language means that your arms are separated and your palms may be facing outward. Your legs are side by side and you are facing the people you are communicating to. This creates a sense that you are open and friendly and ready for a two-way, respectful conversation. This is an appropriate way to stand when communicating positively to others.

YOUR FACIAL EXPRESSIONS

People will be reading your facial expressions as you speak. Your face is a very important part of the communication process and your expressions will express your emotions as you listen and speak.

Remember to use eye contact, without staring intensely. If you are not comfortable to look into someone's eyes, then look at different points of the face around their eyes, such as their nose, forehead, eyebrows or mouth, while you focus on what they are saying. Occasionally looking away and back again is appropriate and helps to lighten any intensity from the conversation. Appropriate eye contact assists others to trust you.



Use a smile where appropriate in the conversation and when greeting or leaving a conversation, ensure you smile at those you are talking to. Smiling at appropriate times will help you to look friendly, approachable and enthusiastic.

Keep your features relaxed and refrain from frowning, eye rolling or looking bored. This will create negativity in your conversation.

YOUR TONE OF VOICE

The tone of your voice effects the way the words you use are communicated to others. For example, the tone of your voice should be calm, well-paced and change slightly in pitch as you speak in an interview. A mono-tone pitch (speaking at the same level and tone) could show that you are bored and could also bore your listener, whereas, too much variance in your tone may come across as too enthusiastic and excitable. Aim for the right balance for the situation.

There are some interesting YouTube videos you can search for online about tone of voice to provide you with examples of how your pitches and levels of sound affect the listener when you speak. Take some time to look at some of them.

YOUR ATTITUDE

Your attitude is an unspoken, silent language that is often heard loud and clear. Your attitude will affect those around you and inform others of what you think and feel without you speaking a word. Remember to be positive in your communication with others and have an appropriate level of enthusiasm for the situation.

Positive attitudes may include:

- Thinking “I can do it!”
- Being positive about tasks, people and places
- Being encouraging
- Wanting to be “here”

- Showing interest
- Respecting people, opinions and ideas
- Openness to new people and things
- Willingness
- Being teachable

REFLECTION AND ENGAGEMENT

Now, take some time to think on this section and answer the following questions:

Do I find myself slouching? Yes/No

What are two ways I can improve my stance?

- 1.
- 2.

What are two positive facial expressions I make when talking to new people?

- 1.
- 2.

What are three (3) positive attitudes that I think others might say that I have?

- 1.
- 2.
- 3.

MANAGING STRESS

Stress is a natural part of life as you engage with others, with new challenges and tasks, and as you learn and grow in general. Managing stress should be a part of your daily life and you can get better at this if you choose to. There are some simple strategies you may like to use to manage your stress each day.

Be knowledgeable: Make sure you have adequate information so that you have the knowledge to get you through the experience. For example, if you are going for an interview, find out as much as you can about the business and the interview process before the day. This way you are ready and prepared, which can reduce some anxiety.

Be organised: Once you have the information and the understanding. Make sure you are well organised. This may mean writing a list, knowing the timeframes, or having supplies available. Being organised includes good time management. Good time management is about knowing what you need to do in a certain amount of time. Writing out a schedule may assist you with your time management. The schedule may have a list of tasks you need to accomplish and the time of the day you will complete each task.

Keep breathing: Don't forget to breath. Taking deep breaths will ensure your brain is getting a good amount of oxygen and this will help you to feel calmer and think more clearly. Often when you start to feel nervous, taking three deep breaths can reduce the nervous feelings and help you to re-focus.

Practice gratefulness: You can start your morning by thinking of (or writing down) three new things you are grateful for each day. This way you are reminded of the positive things in your life and your purpose. Studies have shown that practicing gratefulness is one method that can help you to improve your brain and assist you with healthy thinking that reduces stress.

Find your forgiveness: Make sure that you forgive others who may have hurt you and do this on a daily basis. If you choose to be unforgiving towards others, you will start to build bitterness and resentment in your life, this will work the opposite way to gratefulness and will increase your stress and negative thought life. Forgiving others never has to mean that you agree with their actions or choices. Forgiving others only acknowledges that they are human and can make mistakes (if they agree or not), and forgiveness will release you from being "tied" to those who hurt or harm you in a negative way. This means that you are free from the anxiety that follows someone else's actions over you. It is easy to forgive others. You start by

speaking it out or writing it down. Do this each day until you feel released from the hurt of the situation. Be patient with yourself, as this could take a long time.

Help others: Helping others can be something you can choose to do; it is a method of releasing endorphins, a chemical in your body that makes you feel happy. Find a way to be kind to someone at least once every day. This may be demonstrated as a random act of kindness, or may be more long term support that you offer to someone to help them. Ask nothing in return, you should offer your help without obligation as your reward will be a healthy brain and heart.

Mindfulness: Practice mindfulness daily. Mindfulness may be stopping for a moment to pause and reflect on your current situation. If you start to feel anxiety, stop and take some deep breaths and ask yourself two questions:

- What is really happening here?
- What can I do about this?

Mindfulness may also be a pause in your day to regroup. Identify how you are feeling and focus on a positive aspect of yourself or someone else. There is a growing amount of content about mindfulness on the internet that you may like to research. There are also many books out now to teach you about mindfulness.

Work-life balance: Work-life balance looks different for everyone. You will need to find out what yours looks like. Then you will need to ensure that you have just the right amount of work, mixed with the right amount of family and friends' time, and also the perfect amount of YOU time.



Be healthy: It is important to live a healthy lifestyle. You will need to ensure adequate amounts of the following in your regular routine to minimise stress and optimise health:

- Sleep
- Healthy nutrition
- Physical activity
- Water
- Connection to others
- Sense of purpose
- Laughter

REFLECTION AND ENGAGEMENT

Now, take some time to consider the following:

List one (1) area that you would like more information about and that you could research this week:

1.

List three (3) tasks that you plan to complete this week:

- 1.
- 2.
- 3.

List three (3) things that you are grateful for today:

- 1.
- 2.
- 3.

List one (1) way you can genuinely help someone else this week:

1.

SELF-REFLECTION

Self-reflection is important for you to be able to improve your personal and professional self. It helps us know who we are, where we have come from and where we are going. There is much research to show that self-reflection is a useful tool in our self-development and should be conducted on a daily or weekly basis for positive improvement.

An easy way to describe how to self-reflect is to suggest that you question your own beliefs, values and actions. A simple way to start self-reflection is to ask the following questions of yourself, daily:

1. What did I do well today and why?
2. What did I do today that I want to improve on and why?
3. What are the steps I am going to follow tomorrow to improve in this area?

REFLECTION AND ENGAGEMENT

Now, take some time now to write down your responses to these three questions of self-reflection.

WHAT ABOUT YOUR CAREER CHOICES

Once you start to know yourself and your abilities, you can begin to plan your career choices and what pathway you may like to follow. It is important to maintain motivation and job satisfaction to plan a career that will be fulfilling and that you are passionate about.

You can access professional services to help you plan your career or discussing options with family and friends can also help.

You can also reflect to learn more about yourself too. Think about and find out which jobs are a good match for someone with your characteristics, look at each of your options and pick the best one, and then make a short term and long term plan to reach your goals.

The four step career planning process.

Whether you are choosing a career as someone who is brand new to the workforce, or you are picking your second, third, or even fourth career, follow these steps. Taking the time to go through this process in a reflective way will help you avoid ending up in an unsatisfying career that you don't enjoy.

- **Step 1: Self-Assessment:** Careful evaluation of your individual strengths, lifestyle preferences, passions, work style, and financial needs is a vital and often ignored step in planning your career path.

In order to identify if you are suitable for certain work options, it is important to know both who you are as a person and who you desire to become as a professional. This involves making a list of your current career values, interests, skills, and personal qualities.

- **Step 2: Research:** Once you have identified what jobs will make you happy and satisfied and what skills you have to offer employers, you can begin your research. This stage involves brainstorming possible job options and investigating them thoroughly. During your career research, you will learn about the qualifications required for various positions, what will make you satisfied, frustrated and other important facts in order to decide if a particular career would be a good for you.

You can research online or speak with as many people as possible that are involved in work that is of interest to you. By talking with these individuals for information and advice about their work, you will be getting an insider's perspective about the job and the preparation required for it.

A good idea is to observe professionals in various jobs for a period of time. These "job shadowing" experiences, can last from one morning to several weeks and are an excellent way to get a feel for what your responsibilities would be in that work role.

- **Step 3: Decision-Making:** This stage involves looking at the pros (good) and cons (bad) for the career options you have been researching. It also involves prioritising. During this stage in the career planning process, you'll have to make decisions

regarding issues like living arrangements and location (are you willing to move in order to land your dream job?) and whether you can you afford, for example, to maybe do a lower paid job you love.

The ability to think about several options at once, and the ability to maintain a positive attitude when faced with uncertainty may be easy for some; others may find this difficult. Self-awareness, motivation and intuition can all play a part in your decision-making process.

- **Step 4: Career Planning and Job Searching:** Once you have identified your career goals, you can begin planning your career and applying for jobs. (This information can be found in other training manuals).

CAREER MAPPING

In addition to creating a career plan, another way to develop a career pathway is to develop a career map. Career maps are similar to the plan although use specific headings to create a web or map design.

The headings in career mapping can include the following:

- **Defining the purpose** - what are your goals?
- **Strengths** - these include traits and personal characteristics required for success in a workplace, what traits do you consider you are good at?
- **Interests** - what are you really interested in? What do you enjoy spending your time doing?
- **Training** - this includes identifying completed training and qualifications. What have you already done? What future training do you need, or would you like?
- **Leadership** - which includes knowledge and abilities required in order to become leaders in an organisation, for example, do you have skills in coaching? Mentoring?



Reference

http://www.masteryworks.com/newsite/clientimpact/impact_archives_june09.htm

Career Maps should define the knowledge, skills and abilities of an individual that can be used in an organisation. The information can be organised in a “mind map” template. The following page is a template and one example of how a mind map may be documented.

REFLECTION AND ENGAGEMENT

Now, take some time to complete a careers map, use the template on this page or one of your own (This may also be an activity led by your teacher in class).

MY CAREERS MAPPING

MY INTERESTS

MY STRENGTHS

MY GOALS

MY TRAINING

MY LEADERSHIP

YOUR RESUME

WHAT IS A RESUME?

A resume, or Curriculum Vitae (CV), is a collection of information about you, which is given to a potential employer, to help you get a job. It is often presented in written form, yet could also be an online portfolio, electronic or verbal narration.

WHY DO YOU NEED A RESUME?

Your resume helps you to introduce yourself to a potential employer. When an employer advertises a job position, they will usually ask for you to send them your resume. Remember they may also call it a Curriculum Vitae or CV, which is the same thing. They will use your resume to decide if you are the right person for the job. If they decide that the information on your resume suits the position they are offering, you will be contacted by them to go to the next step of the employment process. This will normally be an interview.

You do not need to wait for an employer to advertise a position; you may also take your resume and offer it to any employer of any business to ask if they have any work available. They will provide you with an answer and may accept or decline the offer to take your resume. How do you write a resume?

Although, every resume can be different, depending on the person who created it, most resumes will include the following information:

- Your contact information
 - Name
 - Address
 - Email
 - Phone numbers
- Your employment history
 - Dates of employment
 - Employers name
 - Roles and responsibilities
- Your educational history
 - Dates of completion
 - Names of course or qualification
- Any other relevant experience or skills
- Any relevant strengths, interests and /or hobbies
- Your referee contacts (Contact details for a person who will positively confirm your experience and character)
 - Personal reference (Someone who has known you for a period of time)
 - Professional reference (An employer or leader/manager)

It may also contain:

- A short blurb about your personal qualities
- A statement about the purpose of the resume

HOW DO YOU USE YOUR RESUME?

It is best to keep the resume clear and concise. Two (2), A4 pages is generally a maximum length.

However, a resume does not need to be in written form. It could also be video, audio or a mixture of all three in a portfolio. It can be hard copy, electronic or web based and presented via an online platform, email, USB, snail-mail, or in person.

You will use your resume to promote yourself, your strengths and your abilities. You need to make sure that whatever medium you use to present your resume, it captures the best of you and shows why you could be the best person for the job. All your “good bits” are found in your resume to help you to convince the employer that you are worth employing.

The following pages provide an example of a written resume.



Julia Roberts

99 My Street, My Suburb State 1234
PO Box 1234 My Suburb State 1234
Phone: 5555 5555
Email: my.email@emailaccount.com
DOB: 2nd February 2000

Introduction

My name is Julia Roberts and I am interested in a long term, part time employment. I would like to learn new skills and develop my abilities to a high standard. I am always willing to listen, learn and participate in new opportunities. I love being with people and developing new relationships. I easily get along with others, both one on one or within a group. I am interested in working on your team and I know I would be a positive and reliable team player when given the opportunity to work with you. Thank you for considering me as a new staff member.

Work History

2015:

- Part Time: The Bakery (12 months)
- Casual: IGA, night fill (12 months)

2016:

- Part Time: Coles, night fill (12 months)

2017:

- Full Time: Coles, deli service (12 months)

2018/Current:

- Full Time: Coles, Deli and cash register service

Skills and Attributes

- Service Skills
- Organisational Skills
- Mathematics
- Creativity
- Following Instructions
- General Cleaning
- Social Skills
- Approachable
- Reliability
- Friendliness
- Respecting Authority

Education

2005 -2015 ABC Private College - Completed Prep to Year 11
2015 Certificate II in Retail - Studier College

Volunteer Work

2015 -2016 Community Garage

Skills and responsibilities:

- Greeting people
- Working as a team
- Following instructions
- Setting up & packing up
- General cleaning
- Other tasks as requested

Interests/Hobbies

Art

I am interested in Art and have been involved in:

- Painting classes
- Drawing classes
- Pottery classes
- Photography

Referees

1. Amy Friend - Phone: 1234 567 890 email: afriend@emailaccount.com
2. Toby Manager - Phone: 0987 654 321 email: TManager@emailaccount.com



WHAT ABOUT ALTERNATIVES TO A WRITTEN RESUME?

ONLINE PORTFOLIO

You may wish to produce an online portfolio, which could be created with an online content management system (CMS). A CMS will allow you to present information easily online. These can be accessed by the public via a link to a web address so that your content can be viewed. Some CMS platforms are free and others are activated by subscription and registration. Two free CMS platforms are:

- WordPress
- Joomla

These basically provide an easy way to create a small website to creatively present your information online.

AUDIO RESUME

You may choose to record your resume as an MP4 in audio. This way it can be sent to a potential employer by email attachment, link or provided on a USB.

This would entail a well-spoken narration to share the information that would otherwise be written in your resume document. An audio resume would need to be recorded in a very articulate manner as there are no non-verbal cues to assist the listener in their understating of the content. This would need careful planning and presenting. The length of the audio resume should be short (only a few minutes) as not to lose the attention of your audience.

VIDEO RESUME

A video resume could be a better alternative to the audio resume, as there are a number of non-verbal communication methods that can be used. A video resume would require you to video yourself presenting the information that would normally go in your written resume. You could

use creative ideas to engage the audience with a short video about yourself. Some ideas for making the video interesting may include:

- Appropriate background music: This is to create ambiance and atmosphere that compliments you, who you are, and what you are talking about.
- Appropriate back drops: Indoors, outdoors or staged backdrops that effectively create the atmosphere relevant to your content.
- Adding text, images and photographs: This could be used to emphasise what you are saying, keep the attention of your audience and show visual representations of what you are saying and discussing.
- Videoing places: This may be places where you have worked or gained experience, or places that support your discussion to give more meaning to your audience.
- Videoing people: You may like to include your referees in your video, to talk about you and your strengths, and you would definitely include yourself.

Overall, the information you present, ought to highlight the things you are good at and promote you effectively to any potential workplace. You can be as creative as you like to keep your audience engaged. Make sure you are clear and concise and the length is suitable to keep your audience to the very end.

COVER LETTERS

WHAT IS A COVER LETTER?

A cover letter is usually written to introduce yourself to the reader (potential employer) and to describe how you best meet the requirements of the role being advertised. It is usually a maximum one page A4 document and is added to the front of your resume, unless otherwise specified.

WHY DO YOU NEED A COVER LETTER?

Most often than not, the job advertisement will request that you submit a cover letter to explain how you meet a specific criteria for the role being advertised. The employer will read your cover letter to get to know you a little, and decide if your responses to the advertisement fit the needs of their position. They generally want to know what training and experience you hold, to show that you can perform the tasks that are being asked of you. It is worthwhile to use your most current, real life, examples to explain what you have done and can do, if you are hired for the position.

HOW DO YOU WRITE A COVER LETTER?

It is worthwhile to use your most current, real life, examples to explain what you have done and can do, if you are hired for the position.

- Read the advertisement instructions carefully and make sure you understand what is asked of you.
- Follow the instructions carefully.
- You should respond to all of the selection criteria, unless otherwise specified.
- You should write a maximum of 1, A4 page, unless otherwise specified.
- The STAR approach to answering questions is a good guide to follow. STAR stands for Situation, Task, Action, and Result. See the following:

- **Situation:** Describe the situation you have been involved with. This is a specific example of some work you have participated in. It could be involvement in paid or volunteer work, or any other relevant situation that could provide a good example of the kind of work you have undertaken. Your sentence might start with: *"When I worked for [Company X] I was involved in a situation that required me to...."*
- **Task:** Then, explain the actual role and responsibility you had in the situation. What tasks were you responsible for? Your sentence might start with: *"During this situation I was responsible for...."*
- **Action:** Then, in that situation, describe what you did to fulfil your responsibilities. What action did you take to resolve the problem, conduct the project or achieve your goal? Your sentence might start with: *"Due to my responsibilities I decided to..."*
- **Result:** Finally, explain what the outcome was after you took action. You may like to explain how you achieved the goal, and what you learnt in the situation. Your sentence might start with: *"The outcome of the situation resulted in....From this situation I learnt that..."*

NB: The STAR approach can be used for written and verbal responses. For example, you may use this approach in an interview.

HOW DO YOU USE YOUR COVER LETTER?

Your cover letter is to be submitted, as per the instructions in the job advertisement, as the front page of your resume. This should make your cover letter and resume 3, A4 pages in total.



FINDING A JOB

WHY DO WE NEED TO LOOK FOR A JOB?

It is important that you do something that provides you with a sense of pride and achievement. Being employed, or even working voluntarily, is a fantastic way to contribute to your local community. It means that you can feel productive, and generate a sense of accomplishment. All of these ideas add to your personal sense of wellbeing.

Most often than not, employment opportunities do not just happen. You need to let others know what you can do and that you are interested in working. You may approach businesses with your resume and ask for work, or you may need to look for available jobs and apply for them. Where do you look for a job?

You can search for jobs that are advertised online and sometimes you will see signs posted on a store window stating that there is work available.

Online Job seeker websites include:

- SEEK - www.seek.com.au
- CareerJET - www.careerjet.com.au
- LinkedIn – <https://au.linkedin.com/>
- CareerOne - www.careerone.com.au
- GumtreeJobs - www.gumtree.com.au/jobs
- Neuvoo – www.au.neuvoo.com

Other job seeking websites could be found by searching online for: “Job seeker websites”

HOW DO YOU LOOK FOR A JOB?

If you are looking online, you could try the sites listed above or you may like to use different sites that you find in your internet search.

Some sites require you to register, which is usually free, often requiring you to enter your personal details. Once registered, you will be

able to search for jobs across the country. You will need to follow the prompts on each sight to find the jobs that suit you. Each site is different. Searching tools may prompt you to select a state and location, as well as the type of job you are looking for. This way you can narrow the search down to suit your needs.

HOW DO YOU APPLY FOR A JOB?

Once you have found some jobs that you are interested in, you will see that the employer will have provided details for you, to instruct you in what to do next. Most of the time, you will find that they require a resume (or CV) and cover letter to be submitted by a particular date. You must read the instructions carefully to ensure that you submit your application the way they ask.

If you see a sign in a window, you may first prepare your resume. Make sure that you research the business so that you know what they do and who they are. A Google search is all that is required to do this research. Often, the business will have a lot of information about who they are and what they do on their website. Once you know about the business, you can make sure that you provide information about yourself that relates to the job. You can take your resume into the business and introduce yourself. Let them know that you are interested in the position and would like to provide your resume.

WHAT ELSE SHOULD I BE AWARE OF?

SOCIAL MEDIA

With social media on the rise, it is very easy for people to find out information about you by searching the internet. You must ensure that anything you post on the internet, at any time, presents you in a positive light and is respectful of yourself and others. This means that even personal statements you make on Facebook, or photos you post on social media websites

like Instagram, should be carefully monitored by you. A good way to monitor this is, before posting information, is to ask yourself if you would be happy to share and discuss your post with perhaps your grandmother, or someone else whom you highly respect.

If you keep this in mind, Facebook and other social media sites that you use, could work in your favour for gaining employment.

LinkedIn is another great way to promote yourself on social media. LinkedIn could be described as the professional or business version of Facebook (Facebook being for everyday personal posts and LinkedIn being about business, work, learning and study). You can use LinkedIn to provide information from your resume publicly and post items that interest you for work and learning, so that others can see who you are and what you are interested in, professionally speaking. You will need to register online and then you will be prompted to complete your profile.

COMPETITION

One of the reasons that you need to ensure that any information about you is positive, is because there could be many other people applying for the job you want. Focus on your strengths and what you have to offer. Keep a positive attitude and believe in yourself. You are unique and there are many positive traits that you can offer. Stick to your goals, remain focused and give it your best. The right job is waiting for you, be patient and don't give up if you find you run into challenges.

INTERVIEWS

WHAT IF I AM DECLINED AN INTERVIEW?

Congratulations! This means that you are putting yourself out there and having a go. Everything you experience is a learning opportunity. You can ask for feedback at any stage of the job

seeking process. You may decide to do this via email or a phone call. If you would like feedback, contact the employer and ask some brief questions such as the following:

- *Thank you for accepting my application, would you mind if I asked for feedback?*
- *How do you think I could have improved my application?*
- *Is there any other advice you might be willing to give to me to help in with future applications?*

Remember to remain positive, listen carefully and thank them for their time. Make sure that they know that you appreciated them, as more often than not, they have put aside other work to volunteer their time and support for you.

If you start to feel self-doubt or disappointed, remind yourself that there are more opportunities waiting for you. Try not to dwell on what did not go well for you and think ahead. Plan for your next day and week and keep planning to achieve your goals. Sometimes it also helps to talk to a close friend or just spend time with others. Remind yourself that you are significant and have a lot to offer to the right workplace.

WHAT IF I AM ACCEPTED FOR AN INTERVIEW?

Congratulations! If you are accepted for an interview, you have been shortlisted and you have moved to the next step. You must be the right person for that job. You will have been contacted by phone or email to be advised of your acceptance. Every business has a different organisational procedure for how they will proceed with the recruitment process and this information will be communicated to you, so that you know what to do.



HOW DO I PREPARE FOR AN INTERVIEW?

- Take some time to understand the workplace:
 - Do an internet search on the workplace and find out as much as you can
 - Take some notes to help you remember what you read
 - You may like to prepare some questions to further learn about the workplace, to ask in the interview
- Know what you wrote in your resume and add some notes to take into the interview to help you answer possible questions:
 - You might as a friend to help you come up with questions that could be asked
 - Develop our own responses to these questions
 - Run through a mock interview together
- Prepare what you will wear:
 - You need to know the workplace and decide what to wear to an interview
 - Check if there are any instructions about what to wear in the acceptance communication
 - Make sure your clothes are clean and ironed if necessary
 - Make sure that your clothes fit appropriately
 - Make sure you cannot see up, down or through the clothing. Modesty in dressing yourself is very important. Make sure you are appropriately covered.
 - If you have jewellery, keep it simple and if in doubt take it out.
 - Make sure your shoes are not scuffed and do not emit any odours. Clean, closed in shoes are often the best choices. Keep heels low and do not wear running shoes or thongs.
 - Select colours that complement your skin and hair tones. If you select complimentary colours, you do not need to spend much on clothes to look well presented.
 - If you choose to wear makeup, keep it natural and light. Select natural colours to match your skin tone.
- Do not wear sunglasses over your eyes or on top of your head
- Hygiene check in:
 - Make sure you have showered beforehand and use an antiperspirant
 - Make sure your teeth are cleaned (brushed and flossed), and your hair appropriately washed and styled.
 - Keep perfume to a minimum and use a sent that is not overwhelming
 - Make sure fingernails are clean and cut evenly, naturally, and nails are not too long
 - If wearing nail polish, keep it natural with no chips (otherwise, take it off)
 - Toes should be covered.
 - If you find you have a break out, use of a concealer would be appropriate. Make it look natural to cover any blemishes.
- What to take with you:
 - You should be able to take a note pad and pen, this may help you to think of ideas or remember what is asked of you
 - You should be able to take a page of your own notes to help you jog your memory and answer questions
 - Take a copy of your CV and cover letter and a well presented folder with any relevant certificates or qualifications
 - Take your ID – Drivers licence and birth certificate (A certificate of marriage may also be required)
 - Take certified copies of your ID and certificates to leave with the interviewer (Certified copies are photo copies that have been signed by a JP)
- Practice going into the interview and check your attitude and body language
- You may ask a friend to be the interviewer and provide you with feedback
- Review your introduction and handshake
- Review how you stand with good posture and open body language
- Review how you sit in the seat, good posture and open body language
- Review facial expressions, friendly, warm and smiling



- Make sure you do not stand too close or too far away from the interviewer
- Make sure you use eye contact when listening and talking

WHAT SHOULD I EXPECT IN THE INTERVIEW?

- Expect to wait until you are asked to enter into the interview
- Expect to shake hands in greeting the interviewer
- Expect to be asked questions about yourself and your experience
- You may be asked to respond to scenarios, for example: What would you do if...?
- Expect to be observed including, your presentation, language, body language and attitude
- You may be asked for certified copies of your certificates and ID
- Expect to be asked if you have any questions. Have at least one question ready to ask
- You may not be told the actual pay rate in the interview
- You are unlikely to receive any feedback in the interview as to how you went

HOW TO BE EFFECTIVE IN AN INTERVIEW

When you participate in an interview the following information will help you to be successful –

- **Show positive non-verbal and verbal communication:** It's about demonstrating confidence: standing straight, making eye contact and connecting with a firm handshake. That first nonverbal impression can be a great beginning—or quick ending—to your interview.

It's a given that you should use professional language during the interview. Don't use inappropriate or slang words, don't refer to individual's age, race, religion or politics. As discussed in Session One use clear and concise language and communication.

- **Active Listening:** From the very beginning of the interview, your interviewer is giving you information, You need to listen actively because if you aren't hearing it, you may be missing a times to provide valuable answers or ask questions.. Good communication skills include listening and letting the person know you heard what was said. Observe your interviewer and let them know your understanding with replies like, "yes", "I understand". This shows the interviewer you are actively listening and comprehending the conversation.
- **Don't talk too much:** Telling the interviewer more than he needs to know could be a mistake. Only answer what is asked of you. When you have not prepared ahead of time, you may ramble when answering interview questions, sometimes saying things that aren't required or appropriate. Prepare for the interview by reading through the job ad, matching your skills with the position's requirements and discussing only that information.
- **Don't be too familiar – be professional:** The interview is a professional meeting to get to know your knowledge, skills and who you are in general. This is not about making a new friend, you are there to be professional and hopefully be successful in achieving a job. It is important to bring energy and enthusiasm to the interview and to ask some questions.
- **Questions:** The interviewer will ask you many questions. When interviewers ask for an example of a time when you did something, they are asking for a specific example and the knowledge and skills you used in this situation. If you fail to think of a specific example, you not only don't answer the question, but you also miss an opportunity to prove your ability and talk about your skills. When they ask if you have any questions, most people answer, "No." This is the wrong answer. Part of being effective in an interview is to be ready to ask questions that show an interest in



what happens in the organisation. Asking questions also gives you the opportunity to find out if this is the right job for you. The best questions come from listening to what you're asked during the interview and asking for more information.

- **Be Calm:** Reflect the three Cs during the interview: cool, calm and confidence. You know you can do the job; make sure the interviewer believes you can, too.

WHAT HAPPENS AFTER THE INTERVIEW?

- You are likely to be told a timeframe for when you will hear back about your interview, if not, you may like to wait for 1 week and then contact the business to follow up.
- You will either be accepted or declined the position, either way, you may wish to ask for feedback as to what you did well and what you could improve for next time.
- If you are accepted, you will be provided with information as to what is required next.
- If you are not accepted, you can continue your job searching journey.

Reference

Smith, J. How to be effective in an interview (2016) retrieved on 16/04/18 from <https://www.wikihow.com/Communicate-Effectively-in-a-Job-Interview>.

BUSINESS CARDS

WHAT IS A BUSINESS CARD?

A business card is a small card, which fits in the palm of your hand, with your personal or professional contact details on it. You could keep in a pocket, wallet, handbag or perhaps up on the fridge.

WHY DO YOU NEED IT?

It is useful when meeting new people in business (but sometimes also in your personal life) to provide a business card.

This provides others with your name, what you do and contact details so that they can contact you in the future. There are also other purpose for a business card depending on the needs of the owner and user. A business card:

- May be left behind after you have attempted to meet with someone face-to-face, yet they were not available. It gives a message that you stopped by.
- May have appointment dates written on them to inform the recipient when their next appointment is.
- May be left with a message as a reminder of a discussion or plan.
- May include discount vouchers or a "buy so many, get one free" offer on the back.

WHAT SHOULD BE INCLUDED ON YOUR BUSINESS CARD?

- Generally speaking a business card includes:
- Your full name
- Your email
- Your phone/mobile/fax numbers
- Your postal or business address
- Your website
- Your logo or relevant graphic or picture

GOAL SETTING

WHAT IS GOAL SETTING?

Goal setting is about identifying where you want to go and putting the steps in place for how you are going to get there. Goals may be seen as the stepping stones that help you achieve your life or work purpose. Having a goal gives you a reason to move forward into your future and make plans for success. Goals can be great or small, long term or short term. They are

individual, depending on the situation and the person, or people creating them.

HOW DO I SET A GOAL?

A good place to start is with SMART Goals:

- **Specific:** Make sure your goals are specific and detail what is to be achieved exactly. Make them clear and concise, simple but significant. Think: "What, why, when, who, how & where?"
- **Measurable:** Make sure you have a method to measure if your goal has or has not been achieved. You also want to be able to track your progress, think: "How will I see progress?"
- **Attainable:** Your goal must be achievable and realistic for you to attain. Think: "Do I have the power to make this possible in the timeframe?"
- **Relevant:** Make sure the goal is appropriate to you, your skills and your situation. Make sure that it is something you are capable of and are responsible for. Think: "Is this goal realistically achievable for me right now?"
- **Time:** You must set a realistic and appropriate timeframe for reaching the goal. Think: "How long will it take to achieve this goal in full?"

DECISION MAKING

Decision making can be a difficult task, especially when there are so many great choices, but only one choice to be made. You may have heard others say, the only bad decision is no decision at all. This means, a decision must be made, no matter how difficult you find the process, as this is better than no decision. What can you do to help you make a decision?

1. Identify all possible choices:

What are all the choices you could make? Be clear to identify all your options. You may wish to run your options by someone you trust and get their opinion on them. Be

careful about asking too many people, as sometimes this makes the decision making more complicated.

2. Prioritise and eliminate:

Look at your list of choices and find a way to eliminate the ones that are less appealing or outside of your capacity. Try to rule out any option that is not possible for you and your time frame. Some questions to help you may include:

- Am I capable of this?
- Do I have the time for this?
- Will I enjoy this?
- Will it provide a positive outcome?
- Does any choice strongly outweigh the other?
- Is this realistic?
- Is this practical?
- Is this sensible?
- Is this wise?

3. Pro's and Con's:

If you have not narrowed your choice down to one by this stage, you should be left with a much smaller list of choices. It is now time to make a list for each choice to identify all the pro's and con's. This means that you examine each choice and list all the positive things that could come of making that choice (Pro's) and then, all the negative things that could come of making that choice (Con's). Once you have pro's and con's for each choice, you may be able to eliminate some more choices. You could eliminate choices that have the greatest amount of con's.

4. Review your goals:

It is important to look at what your short and long term goals are. Write them down and clearly identify where you are heading for your future. Compare your choices to your goals. Ask yourself if your choices align with your goals. If they do not, you may be able to eliminate some choices based on this reflection.



5. Review your time frame:

Do you have a timeframe that will impact your decisions? Have a think about what your timeframes are and if your choices fit with your timeframes. You may decide to eliminate any that do not fit in your timeframes.

6. Gather relevant information:

Can you ask more questions about your choices, or research more about them? Find out as much information as you can prior to making a decision, this way, whatever you choose you will have made an informed decision by gathering all the facts. (This can be done at any time you feel you need to in the decision making process. Some people choose this task early in the process.

7. Collaborate:

If your decision involves others, you may choose to collaborate and discuss ideas. Gathering other people's points of view may assist in the decision making process and if it impacts those involved, they may feel that they have been consulted and respected for their input, which is positive when working as a team.

8. Decide:

Now that you have done all you can do, you need to decide. Remember, the only bad decision is no decision at all. Choose and option and make a plan.

9. Act:

Once you have made a decision, you need to act on that decision. Put the required activity in place and make it happen.

10. Evaluate:

Once you have acted on your decision, evaluate how it went for you, this is a process of gathering information and reflecting. You may make changes to your decision at this point, depending on your findings.

TIMELINES

WHAT IS A TIMELINE?

A time line is a visual representation of events or milestones that occur over a period of time. Timelines are usually represented by a vertical line, with the left end of the line being the start of the timeline, and the right end of the line indicating the end of the period. Marks are made along the timeline that represent periods of time. Each point will indicate the event or milestone that took place at that time.

WHAT DOES A TIMELINE LOOK LIKE?

This is a very brief and simple example of a timeline that indicates a person's recent work history.

MARCH 2015

Commenced work / IGA

OCTOBER 2015

Commenced work / Woolworths

AUGUST 2016

Promoted
Manager / Woolworths

MARCH 2015

Commenced work / Coles

AUGUST 2018

Promoted
Manager / Coles



WHY WOULD I USE A TIMELINE?

A time line may be used to plot out either past, or future, time frames. The example above shows the work history, over time, to describe events in someone’s past. You may also use a timeline to plan events, which are intended to occur in the future. This is an appropriate tool when you are planning, so that you can visually see what tasks or events are to occur and when. The timeline will start from the present date (or start of the planning period) and finish at the deadline date of a project or timeframe, for the set goals and/or plans. A timeline may be used when:

- Presenting chronological information that occurred in the past
- Plotting out the chronological dates for a plan or goal
- Plotting out the chronological series of events over time
- Plotting out the chronological series of tasks for a project

REFLECTION AND ENGAGEMENT

Now, take some time to reflect on the work from this book and write your responses here:

Think about the six months ahead of you.

Set at least one (1) goal that you want to achieve by the end of the next 6 months, using the SMART goal approach to goal setting.

Write your responses under each dot point below:

- **Specific:** What is the goal? Make sure your goal is specific and details exactly what is to be achieved?
- **Measurable:** How will you know your goal has been achieved?
- **Attainable:** is this possible in 6 months? Why?
- **Relevant:** Is this goal appropriate for me right now? Why?
- **Time:** Is this goal achievable in the next six months? Why?

Now create a timeline of what you will use over the year to achieve your goal. Do this by writing your tasks and strategies for each month of the year, next to the months listed below.

Month	Strategies and tasks you will need to achieve your goal
1	
2	
3	
4	
5	
6	



INTRODUCTION

The focus of this session is communication skills. Participants will develop their knowledge and skills in how to be an effective communicator. They will also learn how to use their interpersonal skills to be engaging to individuals or an audience. By using props, scripts, group activities and feedback participants will practice how to engage individuals, small or large groups in a professional manner.

LET'S GET STARTED...

The way we communicate is very important. There are many ways we can use our communication and interpersonal skills to make sure our message is understood. Everyone has their own abilities and strengths in how to communicate, however, there are also some important principles we can follow to ensure our delivery is engaging and effective for all.

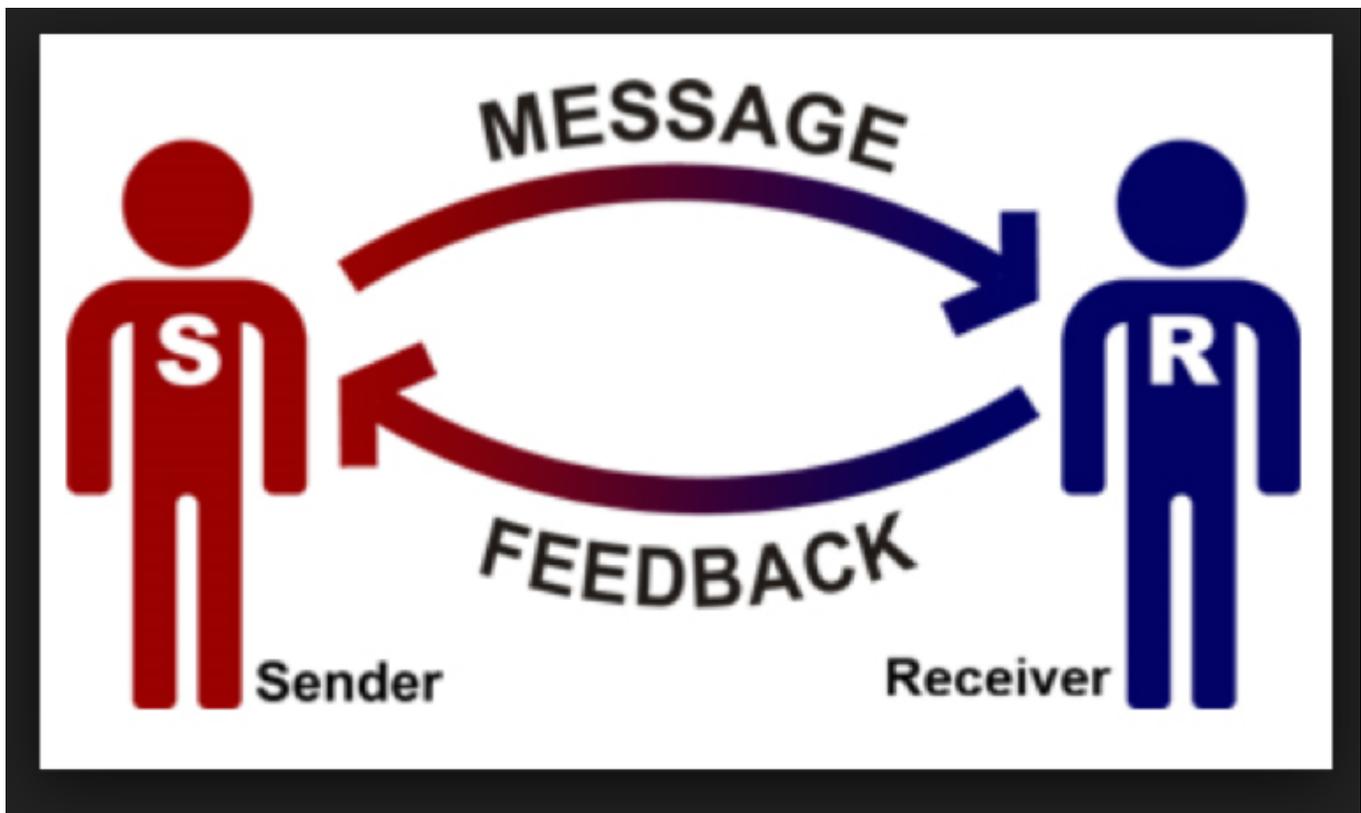
COMMUNICATION SKILLS

Effective communication is essential to ensure our audience (the listener) understands our message and can understand what needs to happen next. You can apply specific communication techniques to establish, build and maintain relationships with others based on respect and trust.

There are three main elements to communication. This includes:

- How we send the message (expressed)
- How the message is received or understood (listening)
- What happens next (feedback and actions)

During the communication process both the sender and receiver are busy encoding and decoding (working out) messages and are providing feedback. Simply, this means both





individuals are receiving, understanding, and sending a new message back. Sounds easy! However, there are many factors that can make communication effective or make communication difficult.

Let's start with identifying the correct communication techniques that will ensure our delivery is effective and demonstrates respect for the other person or audience.

VERBAL COMMUNICATION

Effective verbal communication is essential. Here are some ideas to ensure you deliver positive verbal communication.

1. Be friendly. Communicate in a warm and friendly tone.
2. Think before you speak. It's always best to think before you may say the wrong thing. Thinking first will make you effective and professional.
3. Be clear and to the point. When there is something you want to say, ask yourself, "What is the clearest and best way to communicate this point"?
4. Don't talk too much. Too many words will confuse others, long, confusing sentences will bore people and they will lose interest in you.
5. Be yourself. Be real and confident in your own responses.
6. Speak with confidence. Speaking with confidence includes the words you use, tone of voice and your body language.
7. Use clearly spoken words. Don't mumble, or cover your mouth with your hand. Speak with a clear and natural voice.

NON VERBAL COMMUNICATION

Non-verbal communication includes how you use your body, face and gestures to ensure positive communication. Here are some important factors to consider.

EYE CONTACT

The movements of your eyes, mouth, and facial muscles can build a connection with your audience. Eye focus is the most important element in the communication process. No part of your facial expression is more important in communicating with purpose. Your eyes directly connect you to your listeners-whether in a small gathering or a large group.

Effective communicators use their eyes to engage one person at a time, focusing long enough to complete a natural phrase and watch it sink in for a moment. The pause not only boosts attention, but also encourages understanding.

Ways to use effective eye contact include –

- Using eye contact for 4-5 seconds
- Think about where you are looking – side to side is ideal, no looking down!
- Make eye contact with someone right away
- Practice, Practice, Practice! Use a mirror if that helps.

FACIAL EXPRESSIONS

The face as a whole is also important. You can use your face to express emotion, passion and interest. You can show happiness or sadness in the way you use your eyes and mouth. The communicator must always ensure their face matches the content they are expressing. If you are telling a sad story, look sad, show empathy. If you are sharing an exciting story, your eyes will light up and your mouth will be smiling.



If you communicate with no facial expression the listener or audience will quickly lose interest. Instead always show a natural, relaxed face that is appropriate to the situation.

Ways to use effective facial gestures include –

- Use appropriate facial expressions
- Use your whole face, it makes you interesting
- Use a natural expression
- Practice, Practice, Practice! Use a mirror if that helps.

BODY LANGUAGE

When communicating always use your entire body to support your message. Your body language and gestures will show that you care and will engage your listener or audience.

The following are some useful tips in how to use your body:

- Do use your hands. Use hand to demonstrate a point, show expression and passion.
- Use your body parts to be open and include the audience. This includes using your arms, shoulders and moving your head when appropriate.
- Use a stance (how you stand) that is natural and speaks to your audience. How you stand will or won't engage the audience. Show confidence and lean slightly forward in how you stand. No slumping, swaying or fidgeting! It's too distracting for your audience!

FINAL POINTS FOR EFFECTIVE COMMUNICATION –

- It's your personal connection that will bring your words to life for the listener or audience
- Use your face and body to show passion and interest
- Each culture (or group of people) will have their own preferences for what is appropriate for eye contact and facial / body gestures. Know your audience and what is appropriate for effective communication

THE IMPORTANCE OF INTERPERSONAL SKILLS

In addition, with good communication your interpersonal skills can also support your delivery to be effective. The following interpersonal skills are considered vital to effective delivery and communication.

TEAM WORK

You need to be able to demonstrate you can get along with others. You can communicate, negotiate, make decisions and plan actions to achieve a common goal.

CRITICAL AND REFLECTIVE THINKING

This is your ability to understand, analyse, interpret information, make decisions and make conclusions. Thinking logically and with reflection will also support your skills in effective communication. The more you reflect, the more you will be confident to think and offer original ideas and solutions.

BE ETHICAL

This includes important personal skills, for example, the ability to be responsible, trustworthy, honest and professional.

Here are some ways to use your interpersonal skills:

1. Show positive body language
2. Show patience, don't interrupt the other person
3. Think before you speak
4. Listen well
5. Don't be defensive, be neutral with your response
6. Be confident in yourself
7. Be open in receiving feedback



These interpersonal skills will compliment your effective communication skills. They go “hand in hand” to ensure you provide the best delivery possible.

REFLECTION

Now you have completed the learning for Session One – Delivery Practice let’s review your learning with these reflection questions (these questions can also be used with participants):

- What is effective communication?
- Why do we need effective communication?
- What are interpersonal skills?
- How can effective interpersonal skills support your communication?
- What are my strengths in delivery?
- How can I commit to improving my delivery skills?



WORKING RELATIONSHIPS

OVERVIEW OF PROGRAM AIMS

- Identify Public and Private body parts, behaviours and places
- Identify Public and Private feelings
- Identify appropriate behaviours at work

NOTES

Traditionally people with disability have been excluded from education and resources that support their learning in human relationships and sexuality. This has largely been driven by social prejudices and attitudes that exclude people with a disability in our society. We also know that there are limited opportunities for people with a disability to learn about human relationships and sexuality due to a variety of factors including limited ability to acquire knowledge through education, interactions with peers, and strong negative messages about disability, sexuality and relationships. The consequence of this environment is a higher rate of abuse and exploitation of people with a disability and unusual interactions with others that can be viewed as inappropriate.

When supporting a person with a disability in the work environment it is very important to provide information that gives guidelines and rules for appropriate behaviour at work. This helps reduce confusion and provides clarity around the scope of behaviours appropriate in different relationships and environments. It is also necessary to ensure that people with a disability are safe within the workplace.

The material presented below has been adapted and modified from True's (formerly Family Planning Queensland), Every Body Needs to Know kit. For further information and resources, you can purchase this kit from True at <https://www.true.org.au/>

The material below is presented in topic areas that flow, building and scaffolding participants

knowledge and skills. Be mindful that 2-4 topics should be presented together – rather than presenting the whole program at once. Due to the nature of the topics always begin each lesson with the group formation and ground rules to ensure everyone feels safe. It is extremely important to create a safe environment where all participant feel they can participate, ask questions and clarify their knowledge.

Given the context of this program it is equally important to start with what the person knows and engage them in modifying and designing the learning that is appropriate to their needs.

INTRODUCTION

RESOURCES

- Whiteboard
- Ground rules on laminated cards

Introduction

- Group formation
- Set up room – comfortable, safe, quiet

Ground Rules

- It is OK to be embarrassed - Sometimes when we are embarrassed we may laugh, go red or become quiet.
- Ask questions - if you are unsure about what you have heard
- Be nice to each other – each person is important and valued
- Be private – don't share private information

Introductions

Hello my name is I am from And I work/would like to work

Warm-up activity

Go around the room and ask people to finish the following sentence .. "My favourite activity/song/ band/movie to do is"



Outline of lesson

An example script is provided below but should be changed depending on delivery topics.

“Today we are going to be talking about the different types of relationships we have at work. We will also discuss appropriate behaviour and touching at the workplace.”

PUBLIC AND PRIVATE

RESOURCES

- Body outlines

The purpose of this activity is to revise private body parts. This informs appropriate behaviours at work in later sessions.

We are going to talk about being private – it is important to know that we have private:

- Body Parts
- Behaviours and
- Places

Private Body Parts

Using a whiteboard or poster paper draw an outline of the shape of a woman's body. Ask students to name the private body part of a woman and their functions.

They include:

- Breasts - Nipples (for younger girls)
- Bottom
- Vulva
- Vagina

Repeat for a man's body part:

- Bottom
- Penis
- Testicles
- Scrotum

Remember to use the correct names for the activity. Design a body outline to use and

convert into worksheets instead of drawing on the board – you can also increase the size of the worksheets to A3 for ease of use.

Private Places

The purpose of this activity is to revise private spaces to ensure understanding and generalize this knowledge within a work environment.

Resources

- Magazines
- Scissors
- Glue
- Cardboard

Discussion

Ask participants how you would define a private place?

Ask participant to provide an example of a private place?

A **private place** is a room where when the door is shut and the blinds/curtains are closed. You can take off your clothes in a private place. No-one should enter your private place without knocking and asking permission to enter. Bedrooms are private places when the door is shut and the curtains are closed.

A **public place** is a place where the door is open and people can move freely in the space. In a public place you keep your clothes on and do not touch private parts.

Group discussion

Pose the following questions to the group:

What is the private room in a workplace?

Discuss the answer as a group – note that the only private place in a workplace is the bathroom/toilet with the door locked.

Activity

Using magazines look for images of private and public places. Using a cardboard divide it into two and stick public places on the left and



private places on the right. When complete discuss the pictures on the poster and explain why they are public or private.

Some questions to consider when discussing public and private places:

- Are there other people in the room/space?
- Is the door closed?
- Could a person take their clothes off in this space/room?
- Could a person touch their private parts in this place?

PRIVATE AND PUBLIC BEHAVIOURS

RESOURCES

- Cards – Public and Private
- Show cards you have created

The purpose of this learning is to not which behaviours are OK in public and which need to only occur in a private space. This should be taught generally then specified to the work environment.

Discussion

Ask the group what they think a private behaviour is and provide examples. Some examples could include having a bath/shower, going to the toilet, adjusting your penis through your clothes, picking your nose, burping/farting, changing clothes, touching or looking at private parts, sexual activity.

Then ask participants what makes these behaviours private. These questions may assist.

Question: "Why is having a bath private?"
Answer: "You have no clothes on and you are touching/cleaning your private body parts."

Question: "Why is adjusting your penis in public considered private?"
Answer: "Sometimes even when people have their clothes on touching your private body parts

is still a private behaviour. Remember touching body parts only happens in private places. For example other people feel uncomfortable seeing men touching/adjusting his penis in public."

Activity

Trainers can easily make cards to hand out to students by laminating photos cut out from magazines. Try and keep the cards around the same size for ease of use and storage.

Distribute the cards evenly to students. Place the Private and Public Cards on a table. Then invite the students to explain what is happening in their card and to explain whether it is private or public behaviour then place it on the public or private stack.

RULES FOR PRIVATE BEHAVIOURS

Defining rules for private behaviours helps people to know what behaviours cannot occur need to happen in a public space.

Rules can include:

In a private space you can:

- Take off your clothes
- Have a shower
- Go to the toilet
- Touch your private parts
- Have sexual activity

Can you think of any others?

It is important that participants understand that there are rules governing public behaviours. These rules need to be followed because there are consequences for breaking these rules. Using the below examples will help participants to understand.

In a public place:

- You cannot take off your Clothes. This is a private activity. It is against the law to take



your clothes off in a public place. You can be arrested.

- You cannot show your body parts in public. This is a private activity. It is against the law to show people your private body parts in public. You can be arrested.
- You cannot go to the toilet in public. It is against the law. You can only use a toilet with the door closed.
- You cannot touch anyone else's private parts in public. Even if they have their clothes on. It is against the law.
- You cannot be sexy in public – this is a private activity. It is against the law to be sexy in public.

Discuss other behaviours you can and cannot do in public. Examples kissing, hugging etc.

Draw up columns on a whiteboard and discuss various behaviours that are public and private in a workplace. Discuss the reasons why and if some sit in both categories.

Ask students for questions about behaviours they might be unsure about. Alternatively turn the statements above into cards and hand out to students to read out loud to the class and discuss.

PUBLIC AND PRIVATE FEELINGS

RESOURCES

- Paper
- Whiteboard
- Pens

It is also important to know that feelings can also be public and private. For example, if you are feeling sad and like crying – that is a private feeling and should happen in a private place. The activity below will help participants to determine a range of feelings. We will then discuss public and private feelings in the following activity.

Activity

Brainstorm feelings

Ask participants to than Brainstorm a range of feelings. Ask participants to identify a range of feelings. Once they have completed this task ask them what this feeling may look like. You may use magazines to cut out pictures of the what the feelings look like and put them on a cardboard to make a poster.

All these feelings are very important.

PUBLIC AND PRIVATE FEELINGS

RESOURCES

- Worksheet 1

Talk with the participants about public and private feelings. Start with asking the difference between how children show their feelings and how adults show theirs. Explain that as we grow older our bodies and our feelings change and the way we show some feelings also change. Some feelings become more private as we get older.

It is important to know which feelings we can show at work and which feelings we show only in a private place.

From the list created by the students in the previous activity divide the feelings into public and private. It is helpful to explain to the learners that:

Public feelings are those we want to share with people or we need to share to keep safe – happy, excited,

Private feelings are those we only share with important people we trust and feel safe with – such as sad, jealous, sexy

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Our feelings can be both public and private – such as angry, scared, happy.

When we are at work we need to know which feelings are OK in the work environment (Public) and which aren't (Private).

Complete the worksheet to help define appropriate feelings in the workplace

It is important to acknowledge that private feelings are not bad feelings. There are some private feelings that people are more comfortable only sharing with people they feel safe with or have a relationship.

MANAGING FEELINGS IN WORKPLACE

RESOURCES

- Worksheet 2

If you are in the workplace and are feeling sad, angry, scared or jealous then you may need to talk with someone you trust who won't share your private information. If you do not have anyone at work then it is good to nominate someone outside of the work that you trust to talk with.

Complete the feelings worksheet – writing down who you could talk with about certain feelings.

Go around the class and ask each participant to choose a feeling and share who they would talk with when they were feeling that way.

DRESSING FOR WORK

RESOURCES

- Magazines
- Scissors
- Glue
- Cardboard

Activity

Student will identify appropriate clothes to choose for the workplace.

1. Hand out a small sheet of cardboard to each student
2. Using magazines students will cut out pictures of appropriate clothing for men and women in the workplace.
 - a. They should also cut out one picture of a person with clothes that would not be ok in the workplace and keep that aside.
3. At the end of the activity students should show their poster to the class and discuss one picture. In the discussion they should state:
 - why they chose the picture
 - what clothes the person is wearing and
 - why they are appropriate for the work environment.
4. Students should then show the picture they choose of clothes you shouldn't wear to work and explain why these should not be worn.

BEHAVIOUR IN THE WORKPLACE

RESOURCES

- Worksheet 3

Discuss with the students a range of interactions they will have in the workplace and list them. Put in a loose chronological order of a day at work from entering the workplace to leaving. Group behaviours to minimise list if necessary – keep to 10-12 maximum. Consider each behaviour and discuss the interaction possible and appropriate behaviour and expectation.

Some examples are listed below:

- Arriving at work: Politely say good morning to co-workers. Go to your work station. Put your bag and phone away. Let your supervisor know you are at work.



- Completing a task with others: Sometimes you may need to work with others. It is important to listen to instructions and work as a team member
- Working on your own – sometimes you may need to work on your own. You must complete your task. This is not personal time. For example you cannot make phone calls.

Other behaviours to explore can include:

- Serving customers – don't share private information, be polite
- Meeting clients – shake hands do not hug, formal touching is appropriate here (as opposed to informal touching such as hugging or kissing)

Ask the learners what behaviours would not be OK in the workplace. List these behaviours on the board and ask them why they are not OK. Some example behaviours are listed below:

- Showing your underwear: This is a private behaviour. Its not OK to show private body parts or underclothes in public. The rules about public and private are important at work.
- Kissing someone: Touch at work is formal. Work relationships are not generally touching relationships. It is also not ok to touch people if they don't want to be touched. This includes public and private body parts.

You could also make cards from the following statements and hand them out to the students and discuss the appropriate behaviour in each situation to help reinforce appropriate workplace behaviours.

- **Greeting people on arrival** - what is appropriate behaviour when greeting people – kissing, hugging, shaking hands?
- **Working together** – when we work with others we work together in a team. This means we help each other. Ask what you can do to help. Accept the task with gratitude

and ask questions if you are not sure of what to do.

- **Completing tasks** – when given a task at work it is important that you work till the task is finished. If you are having trouble completing the task then ask someone at work (supervisor) for help.
- **Being Private** – when we are at work we need to be private – with our feelings, behaviour and words. For example, it is not OK to cry at work or yell at someone.
- **Getting along with others** – sometimes we might not like someone at work. That is OK we just need to work with them to get the job done. We will not always like everyone. Some people have different personalities that may make us feel

CONCLUSION

Going to work is an important for people. It is also important to feel happy and safe at work.

Go around the group and ask participants to finish this sentence.

“My favourite thing about work is.....”



WORKSHEET 2 MANAGING FEELINGS

Who I can talk to about my feelings:

Happy _____

Sad _____

Angry _____

Scared _____

Sexy _____

Jealous _____

CARDS

IT IS OKAY TO BE EMBARRASSED

ASK QUESTIONS

BE NICE TO EACH OTHER

PRIVATE

PUBLIC

GREETING PEOPLE ON ARRIVAL

What is appropriate behaviour when greeting people - kissing, hugging, shaking hands?

WORKING TOGETHER

When we work with others we work together in a team. This means we help each other. Ask what you can do to help. Accept the task with gratitude and ask questions if you are not sure of what to do.

COMPLETING TASKS

When given a task at work it is important that you work till the task is finished. If you are having trouble completing the task then ask someone at work (supervisor) for help.

BEING PRIVATE

When we are at work we need to be private - with our feelings, behaviour and words. For example, it is not OK to cry at work or yell at someone.

GETTING ALONG WITH OTHERS

Sometimes we might not like someone at work. That is OK we just need to work with them to get the job done. We will not always like everyone. Some people have different personalities that may make us feel.

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Time	Topic	Activity	Resources
10:00	Meet and Greet		
10:15	Welcome	Housekeeping – exits, toilets, fire; sick/injury process; teamwork and being supportive team members; breaks and lunch; introductions of teachers; arrival/leaving times; end of day pack-up; goals and expectations.	
10:25	Activity	Bear cards – how are you feeling about today.	<ul style="list-style-type: none"> • Bear cards
10:45	Overview of program and expectations Venue Schedule	Lead educator to lead this with support from Assistant educator.	<ul style="list-style-type: none"> • Handout Venue Schedule
11:00	Morning Tea		
11:20	Employment paperwork	Tax file number forms Tax declaration form Employment agreement (if available) <ul style="list-style-type: none"> • Working hours • Sick days • Hourly rate • Position description Publication permission forms.	<ul style="list-style-type: none"> • Tax file number form • Tax declaration form • Employment agreement
12:30	Careers	Lead educator to show a video of her career to highlight that people can have many careers/jobs and to expose the students to different career choices.	<ul style="list-style-type: none"> • Powerpoint
	Activity Activity Careers collage	Students to share some of the work roles they have had. Students to cut out different job types from the magazines and make a collage.	<ul style="list-style-type: none"> • Magazines • Cardboard large • Scissors • Glue
1:00	Lunch		
2:00	Introduction to video resumes	Discussion led by Lead Peer Educator on video resumes in preparation for our next lesson. Example videos https://www.youtube.com/watch?v=S5RDXIRXh8c https://www.youtube.com/watch?v=pohk2OjsFaY Complete worksheet questions: <ul style="list-style-type: none"> • My name • My strengths and • What I have done 	<ul style="list-style-type: none"> • Internet for videos • Worksheet for video resume
2:30	Introducing videographers	Videographers to meet with the students and explain their role and what they'll be doing on Saturday.	
3:15	Team building activities	Lead Educator to lead – students to walk around the room to music and when music stops they have to shake the hands of the nearest person and introduce themselves. Students to view the video if time permits.	<ul style="list-style-type: none"> • Music
3:45	Wrap up	Summarise the day and provide an overview of Saturday's lesson (Video Resume, Body Mapping).	



Time	Topic	Activity	Resources
10:00	Meet and Greet	<ul style="list-style-type: none"> Quick check in – 1 word, how are you feeling today Strength cards Introduce videographers They will be filming today. 	<ul style="list-style-type: none"> Strength cards
10:15	Introduction to video resume	<p>Lead Educator to lead discussion on video resume and assist students to complete worksheet for same.</p> <p>Students to be paired together with one asking questions.</p>	<ul style="list-style-type: none"> Worksheet Film crew to be filming during this activity
11:00	Morning Tea		
11:20	Introduction to workshops	<p>Lead Educator to lead discussion on workshops and brainstorm with the team what topics could be included Dutch video example.</p> <p>https://www.youtube.com/watch?v=jD8tjhVO1Tc</p>	<ul style="list-style-type: none"> Internet for video
12:30	Human Relationships in the Workplace	Work through lesson plans on HRE in the workplace – Public and Private, Body parts and places.	<ul style="list-style-type: none"> Ground Rules Body Outlines
1:00	Lunch		
2:00	Career options	Activity on careers using career cards	<ul style="list-style-type: none"> Career cards
2:45	Exploring careers	Summary from the internet on different careers	<ul style="list-style-type: none"> Internet access and computer
3:30	Strengths cards	Choose a card that represents a strength you would like to have.	<ul style="list-style-type: none"> Strengths cards
3:45	Wrap up	Summarise the day and provide an overview of next week.	

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Time	Topic	Activity	Resources
9:30	Meet and Greet		
9:35	Welcome	Housekeeping – exits, toilets, fire; sick/injury process; teamwork and being supportive team members; breaks and lunch; introductions of teachers; arrival/leaving times; end of day pack-up; goals and expectations.	-
9:55	Recap	<ul style="list-style-type: none"> Ask students what they did and learned from last week. Fiona to recap activities and learnings from the previous week. 	<ul style="list-style-type: none"> Whiteboard pens
10:05	Activity 1 Co-designing with students	Ask students what they may need to learn during this program to assist with the M&M delivery to organisations and job readiness.	<ul style="list-style-type: none"> Flash cards on skills required for delivering information/job readiness
10:30	Morning Tea		
11:00	HRE at Work	HRE at Work Ground rules Public and Private behaviours Rules for private behaviours Discussion around behaviours in the workplace – what is Ok – what is not OK	<ul style="list-style-type: none"> HRE Resource Cards
12:00	Video resume	Exploring creative video resume formats that include music, art works etc – students to be led by Fiona.	<ul style="list-style-type: none"> Computer Projector to show Videos, music, art works
12:30	Lunch		
1:10	Guest Speaker	Assistant Lead Educator to share information about her career – music artist who has released albums; video work; disability support worker. Guest speaker to share stories on her career – photography; graphic design, disability support worker. Lead Educator to play success stories from Inclusion Australia website.	<ul style="list-style-type: none"> Video Internet
2:10	Activity- careers mapping	Students to develop a careers map that links their skills/ strengths (from last week), preferences to career choices.	<ul style="list-style-type: none"> Butchers paper Pens
2:50	Short Break		
3:00	Activity Decision making	Learning how to make decisions when faced with multiple possibilities. Scenarios with choices for students to choose from.	<ul style="list-style-type: none"> Video and one scenario to be completed as a class
3:20	Wrap up	Summarise the day and provide an overview of Saturday's lesson.	



Time	Topic	Activity	Resources
10:00	Meet and Greet	<ul style="list-style-type: none"> • Quick check in with the students on yesterday's lesson and what they learned. • Reminder on using the toilets and kitchen at Milwell Rd and the necessity to keep them clean. • Evacuation procedure and exits 	
10:10	Team building exercise	<p>Purpose of activity To support team development and interpersonal communication skills.</p> <p>Instructions</p> <ul style="list-style-type: none"> • Students are given a worksheet with questions to ask team members. • Once the activity starts they must ask people questions on the work-sheet until all are answered • Students must say hello to the person, using their name, before asking the question. • Students must record their answers • First person to complete the sheet wins. 	<ul style="list-style-type: none"> • Worksheet
10:30	Co-design skills	<p>Brainstorming</p> <p>Purpose of activity Students to understand and practice a brainstorming session and the importance of trying new activities/ways of working etc.</p> <ol style="list-style-type: none"> 1. What is brainstorming? Do this as a class activity writing up responses on the whiteboard and modelling the process 2. Watch a video on brainstorming and take questions at the end <p>Brainstorming encourages us to think outside the square. We then have the option of trying new strategies for a problem we have brainstormed.</p> <p>Students with an intellectual disability often stick to a routine in terms of their life and what or who they engage with. Asking them to try out new strategies, or different steps for completing a task, can make them feel anxious. This activity begins a discussion with the students on how this process makes us feel in order to develop strategies for better managing those feelings – especially when in workplaces.</p> <p>Trying out new strategies - Group discussion When we try new strategies, it can be overwhelming and difficult to remember all the steps. This should not deter us for seeking to find better ways to do our daily tasks and other activities in our life.</p>	<ul style="list-style-type: none"> • Videos



10:30		<p>Group Questions</p> <ul style="list-style-type: none"> • Trying out new strategies – how does this make us feel? • What makes it uncomfortable for some people? • Why should we try new strategies? • How can we manage the stress involved in trying out new strategies? <p>Record and summarise the responses for the students. Try to group responses into categories if possible.</p>	
11:00	Morning Tea		
11:20	Activity Co-design	<p>Activity - Role play and script Students are to prepare a script for introducing themselves and the program to a business audience. This will be the first part of the development of the M&M training for businesses.</p> <ul style="list-style-type: none"> • Break the students into 2 groups with one facilitator for each group. • Students are to brainstorm how the script could be structured. • Students are to write the script and practice the role play. • Students are to present their role play to each other. 	<ul style="list-style-type: none"> • Pens • Paper • Computer
1:00	Lunch		
1:40	Feedback Activity	<p>Lead Educator to lead discussion on what is feedback and how we give it.</p> <p>The Feedback Sandwich – say something positive, then present your feedback, then end on a positive note. Lead Educator to provide feedback on the program to date or another topic to model the feedback process to the students.</p> <p>Role Play: Working in pairs students are to provide feedback to their partner according to the script developed for this activity.</p>	<ul style="list-style-type: none"> • Information sheet
2:10	Activity	<p>Participants are to view the video from the role play and complete worksheets. Teachers are to check the worksheets for any inappropriate feedback and correct. Teacher to model a feedback response to the video first. Students' to provide feedback on video to the class.</p>	<ul style="list-style-type: none"> • Computer • Worksheets
3:30	Wrap up	Wrap up of day and tidy room.	



Time	Topic	Activity	Resources
10:00	Meet and Greet		
10:05	Welcome	Housekeeping – exits, toilets, fire; sick/injury process; teamwork and being supportive team members; breaks and lunch; introductions of teachers; arrival/leaving times; end of day pack-up; goals and expectations.	<ul style="list-style-type: none"> • Folders – review sheets from last week
10:25	Recap	<ul style="list-style-type: none"> • Ask students what they did and learned from last week. • Fiona to recap activities and learnings from the previous week. 	<ul style="list-style-type: none"> • Whiteboard • Pens
10:30	Activity 1 Reviewing Homework (Career Map and Self-Reflection)	<ol style="list-style-type: none"> 1. Career Map – Fiona to show completed version, students to share what details they added to each branch (Hopes, supports, future jobs, current jobs, mentors, values, strengths, barriers). 2. Self Reflection – Students to share in turn (what did I do well, what could I improve on, what would I like to achieve in coming weeks). 	<ul style="list-style-type: none"> • Whiteboard • Pens • Completed career map • Completed work sheets
11:00	Morning Tea		
11:30	HRE at Work	HRE at Work <ul style="list-style-type: none"> • Rules • Public and Private feelings • Managing feelings in the workplace 	<ul style="list-style-type: none"> • Resources • Worksheets
12:30	Exploring Career Options & Team Building	<p>Students to take it in turns to select from array of flash cards, jobs which they feel would be suited to each individual. Students to explain why they have made these choices, and how they feel about the jobs selected for them.</p> <p>Show students online careers quiz that they may like to take http://joboutlook.gov.au/careerquiz.aspx</p>	<ul style="list-style-type: none"> • Career flash cards • Computer and Internet
1:00	Lunch		
1:40	Careers information Guest Speaker	<p>Guest Speaker – to discuss their current occupation and previous occupations they have had. What led them to choose their occupation and what it involves. What skills are necessary for this occupation? Students to ask questions at the end and one student to be nominated to thank the guest speaker and provide a small gift.</p> <p>Lead educator to play success stories from Inclusion Australia website http://www.wecanwork.info/video</p>	<ul style="list-style-type: none"> • Computer • Internet

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2:10	Resume building	<ul style="list-style-type: none"> • Students to use worksheet to start to draft their resume using old resumes • Show students some example resumes and discuss their strengths and weaknesses. <p>http://career-advice.careerone.com.au/resume-cover-letter/sample-resume/jobs.aspx</p>	<ul style="list-style-type: none"> • Worksheets • Computer • Internet • Whiteboard • Markers
2:50	Short Break (Music, Games)		
3:00	Video CV Delivery	Students to work in pairs to practice Video CV delivery and get feedback using feedback sandwich, with supervision from lead and assistant educators.	<ul style="list-style-type: none"> • Video CV worksheets • Feedback worksheets
3:30	Wrap up	Summarise the day and provide an overview of Saturday's lesson.	



Time	Topic	Activity	Resources
10:00	Meet and Greet	<ul style="list-style-type: none"> Quick check in with the students on yesterday's lesson and what they learned and how they are feeling. Choose a strength for the day Reminder on using the toilets and kitchen and the necessity to keep them clean. Evacuation procedure and exits 	<ul style="list-style-type: none"> Strength cards
10:10	Team building exercise – Scavenger Hunt	<p>Purpose of activity A scavenger hunt is a fun activity that forces people to work together as a team. It spurs creativity, particularly if clues or riddles are involved.</p> <p>Location Plaza</p> <p>Instructions Divide your team into 2 groups (Fiona with one group, Annie with the other), and send them out with a list of items to locate and bring back. The ultimate goal is to get back first with the most items. You may want to set a time limit so that all groups are back in a reasonable time, whether they found all items or not. A scavenger hunt can be themed, and might involve a variety of clues or other twists that force a team to get creative and work together.</p>	<ul style="list-style-type: none"> Clue list Also take money or Morning tea to have at Plaza
11:00	Morning Tea		
11:20	Adult Learning Styles	<p>Activity – Learning Style Quiz sheet</p> <p>Students to do Quiz, discuss result then learn more about each of the three learning styles.</p> <p>Discuss why/how in the creation of the workshops we will deliver that we need to have material catering to all 3 learning styles.</p>	<ul style="list-style-type: none"> Quiz sheets Information on learning styles
12:00	Workshop preparations	<p>Students to break into 2 groups from last week.</p> <p>Practice and script introduction from last week.</p> <p>Brainstorm workshop structure/format and content using brainstorm sheets and ideas gathered from last week.</p>	<ul style="list-style-type: none"> Scripts from last week Brainstorm template sheets Photocopy of ideas gathered last week
1:00	Lunch		
1:40	Workshop preparations	Practice introduction and sharing brainstorm with audience.	<ul style="list-style-type: none"> Scripts
2:00	Performance anxiety management skills	<p>Take students through a progressive relaxation exercise</p> <p>Discuss experience afterwards</p> <p>Video https://www.youtube.com/watch?v=CZTc8_FwHGM</p>	<ul style="list-style-type: none"> Relaxation audio/ or script Stress management sheet

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2:30	Short Break (Music and Jenga Tower)		
2:40	Presentation skills	Each group to present introduction and brainstorm – VIDEO THIS.	<ul style="list-style-type: none"> • Scripts • Video camera
3:20	Reflection	Watch video (if time permits).	
3:30	Wrap up		



Time	Topic	Activity	Resources
9:30	Meet and Greet		
9:35	Welcome	Housekeeping – exits, toilets, fire; sick/injury process; teamwork and being supportive team members; breaks and lunch; introductions of teachers; arrival/leaving times; end of day pack-up; goals and expectations.	
9:45	Guest speaker - Event planning and management	<ul style="list-style-type: none"> • Guest speaker – talk about her career in event planning and management – jobs available. • Practical activity: Group to help with organising a schedule for an upcoming event. 	<ul style="list-style-type: none"> • Computer • Schedule • Projector • Whiteboard
10:30	Morning Tea		
11:00	Time management	<ul style="list-style-type: none"> • Review previous activity and discuss time management practices. • Hand out on Time Management given to group. 	<ul style="list-style-type: none"> • Time management information
11:30	Video CV's	Students to deliver information prepared in previous weeks. Students will have 1 minute each for delivery. Assistant educator to time; Lead educator to feedback.	<ul style="list-style-type: none"> • Students will need their completed worksheet for delivery
11:45	Team building exercise	<p>Egg drop activity</p> <ul style="list-style-type: none"> • Objective: team building skills – collaboration, working together, listening and being open to other ideas, creative thinking and strategising. • Using bits of materials students are to work together to construct something that will safely catch an egg without breaking when dropped from a height. • Outcome: students build creativity and teamwork through this activity. • Aim: this activity could be used in the workshop delivery by Peer Mentors to demonstrate you require all kinds of materials in order to solve problems – just like workplaces - they need a diversity of employees to creatively problem solve business issues. 	<ul style="list-style-type: none"> • Boiled eggs x 2 • Straws • Newspaper • Masking tape • Bubble wrap • Fabric
12:30	Lunch		
1:10	HRE at Work	<p>HRE at Work</p> <ul style="list-style-type: none"> • Rules • Dressing for the workplace • Behaviour in the workplace 	<ul style="list-style-type: none"> • HRE Resource • Worksheets 2&3 • Cardboard • Magazines • Glue Scissors
2:10	Short Break		

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2:20	Understanding M&M	<p>Role play – Lead educator and Assistant Lead educator to role play a few scenarios with students identifying which is correct.</p> <p>Discussion – what is Mainstream and Me? Students to feedback their understanding of M&M and what it means to them. (Assistant Lead educator to collect this information on what it means to them). Link this to Fair Day Out and the importance of students being able to relay information on the program.</p> <p>Program overview script – students to be given the script; Lead educator to read out the script to the students Students to be paired up to role play developed script on M&M.</p>	<ul style="list-style-type: none"> M&M Program Overview Script
3:20	Wrap up	Summarise the day and provide an overview of Saturday's lesson.	



MAINSTREAM & ME

LESSON PLAN WK4

LESSON 8

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Time	Topic	Activity	Resources
10:00	Meet and Greet		
10:05	Welcome	Housekeeping – exits, toilets, fire; sick/injury process; teamwork and being supportive team members; breaks and lunch; introductions of teachers; arrival/leaving times; end of day pack-up; goals and expectations.	
10:15	Revision of learning to date	<ul style="list-style-type: none"> Brainstorm everything covered so far 	
10:30	Activity 1 Reflection and communication	<ul style="list-style-type: none"> Students who did egg drop exercise on Friday to re-tell this and share photos. 	<ul style="list-style-type: none"> Computer and photos
10:30	Morning Tea		
11:20	The experience of having a disability – telling your story	<ul style="list-style-type: none"> Share experiences guided by a series of questions sitting in a group circle. Assistant Lead educator to scribe. (the may be good workshop material). 	<ul style="list-style-type: none"> Questions sheet Assistant Lead educator to scribe
12:00	Relating to others stories, building community	Watch 1 – 2 Inclusion Australia videos. http://www.wecanwork.info/video Respond with discussion on how it relates to each of their stories.	<ul style="list-style-type: none"> Computer Internet
12:30	Job Interview Preparation	In a group Lead educator and Assistant Lead educator to take it in turns to ask individuals questions they may be asked in a Job Interview. The scenario will be getting a job as a Mainstream and Me workshop presenter.	<ul style="list-style-type: none"> Job Interview Questions
1:00	Lunch		
1:40	Workshop Preparation in two groups (Co-design, Communication, Posture)	Students to continue working in two groups to do the first stages of a work-shop – Opening greeting, individual introductions, introducing Mainstream and Me Students to share with other group their presentation. Lead educator to coach with regards to posture, breathing and voice.	<ul style="list-style-type: none"> Scripts, video camera
2:40	Resume building continued – adding in work experience	<ul style="list-style-type: none"> Students to use worksheet to start to draft their resume using old resumes. Show students some example resumes and discuss their strengths and weaknesses. http://career-advice.careerone.com.au/resume-cover-letter/sample-resume/jobs.aspx	<ul style="list-style-type: none"> Worksheets Computer Internet Whiteboard Markers
3:10	Self-reflection, goal setting (Fair Day Out)	Students to self-reflect on the two days and think forward to next week including Fair Day Out where they will be speaking about Mainstream and Me to the public.	<ul style="list-style-type: none"> Self-reflection worksheets
3:30	Wrap up	Summarise the day and details of next week.	

60 MAINSTREAM & ME LESSON PLAN WK5 LESSON 9



Time	Topic	Activity	Resources
10:00	Meet and Greet		
10:05	Welcome	Housekeeping – exits, toilets, fire; sick/injury process; teamwork and being supportive team members; breaks and lunch; introductions of teachers; arrival/leaving times; end of day pack-up; goals and expectations.	
10:10	Yellow Card	<ul style="list-style-type: none"> The administration officer from Parent to Parent will be attending this morning with paperwork for your Yellow Card. Students to work with her and the educators to complete the paperwork 	<ul style="list-style-type: none"> Yellow card forms Pens
10:40	Team building activity	<ul style="list-style-type: none"> Hello my name is..... Create a list of adjectives that describe people's attitudes (e.g. grumpy, happy, negative, fearful, encourager, discourager, positive, joker, etc.). Have enough adjectives for every member of your team, and write each adjective on a self-adhesive "Hello My Name Is" sticker. Place the name stickers in a container, and have each team member draw a name sticker out without being able to see the adjective. Have them stick the name tag on their shirt and wear it for a specific period of time, instructing them that all of their responses and interaction for that time must reflect the adjective on their name tag. You can use this in several ways. Your team could wear them during a typical meeting or brainstorming session to show how good and bad attitudes affect outcomes. They could wear them for a typical work day and then discuss how they felt. Or, you could have them wear a name tag half of the day, and switch with someone for the second half. 	<ul style="list-style-type: none"> Name tags Adjectives on labels
11:00	Morning Tea		
11:20	Revision of learnings to date	<ul style="list-style-type: none"> Lead educator to lead a brainstorming activity on learnings to date. 	
11:30	Timesheets and employment agreement	<p>Lead educator to present the employment agreement to the Peer Educators and discuss its contents and the meaning for the students in relation to being an employee of P2P.</p> <p>Lead educator to present the times sheets to Peer Educators and discuss their role in the workplace – legal requirement, work place activity and ethical practice. Students to complete and sign the times sheets and had back to Lead educator.</p>	<ul style="list-style-type: none"> Timesheets Employment Agreement
1:00	Lunch		



1:10	Guest Speaker	Careers Exploration Activity using Action Cards. Each card has one word to guide them to talk about their own career aspirations.	
2:10	Short Break		
2:20	Fair Day Out Community Event	<p>Look at schedule</p> <p>Practice greeting MP Peter Wellington from their scripts</p> <p>Practice how to introduce themselves to other stall holders and inform them about M&M.</p>	<ul style="list-style-type: none"> • M&M Program Overview Script
3:30	Wrap up	Summarise the day and pack up.	

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Time	Topic	Activity	Resources
10:00	Meet and Greet		
10:05	Welcome	Housekeeping – exits, toilets, fire; sick/injury process; teamwork and being supportive team members; breaks and lunch; introductions of teachers; arrival/leaving times; end of day pack-up; goals and expectations.	
10:10	Warm up activity	<ul style="list-style-type: none"> Human Bingo Ver 2 	
10:40	Introduction to your story	<ul style="list-style-type: none"> Students to think about a story they could share about their experience of having a disability and not being able to get work. Students to write down 2 or 3 concepts they can share. 	
11:00	Morning Tea		
11:20	Review a Fair Day Out	<ul style="list-style-type: none"> Lead educator to lead a review of the day looking at video taken by the Peer Educators. Practice the feedback sandwich when giving feedback. Also to look at how the peer educators are integrating the Alexander Technique into their posture when delivering. Student to hand in their worksheets from the Fair Day Out. 	
12:20	Workplace Relationships	Guest educator to deliver a session on relationships and behaviour in the workplace.	
	Individual Survey	Lead educator and Assistant Lead educator to work individually with students to go through the survey.	
1:00	Lunch		
1:40	Workshop preparation	Students to review the workshop format and begin practicing roles and speeches.	
2:40	Short Break		
2:50	Schedule	Students to write up their current weekly schedule.	<ul style="list-style-type: none"> Schedule form to be completed
3:20	Brisk Walk	Lead educator to incorporate Alexander Technique and Tai Chi.	
3:30	Wrap up	Summarise the day and reminders for Saturday (bring along an object that links to your story around employment) pack up.	



Time	Topic	Activity	Resources
10:00	Meet and Greet		
10:05	Welcome	Housekeeping – exits, toilets, fire; sick/injury process; teamwork and being supportive team members; breaks and lunch; introductions of teachers; arrival/leaving times; end of day pack-up; goals and expectations.	
10:10	Warm up activity My Story	<ul style="list-style-type: none"> Share your story - students to bring an object from home and tell a story about themselves using the object as the focal point and linking to “My Story” from the previous day. 	
11:10	Morning Tea		
11:30	My Story (cont’d)	<ul style="list-style-type: none"> Students to continue working on their story. Reflect on what has been written to date. 	
12:30	Workshop Preparation	<ul style="list-style-type: none"> Lead educator to work through the workshop program 	
1:00	Lunch		
1:40	Resumes	<ul style="list-style-type: none"> Students to continue work on their resumes, need to complete their employment history on their resumes. Student to bring in their activity sheet from Lead educator. 	
2:40	Short Break		
2:50	Practicing interview skills	<ul style="list-style-type: none"> https://www.youtube.com/watch?v=ecMnSwljElg Practice questions in pairs 	<ul style="list-style-type: none"> Lead educator’s worksheets
3:30	Summarise and pack up	<ul style="list-style-type: none"> Students to feedback how they are feeling about the program. 	

