



# Deadly Bay: Open for Work

A multimedia learning resource for Aboriginal  
and Torres Strait Islander young people





## DEPARTMENT OF EDUCATION, TRAINING AND YOUTH AFFAIRS

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# Deadly Bay: Open for Work

A multimedia learning resource for Aboriginal  
and Torres Strait Islander young people

Supporting the development of selected units of competency  
from the following Training Packages:

BSB01	Business Services
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SRC01	National Community Recreation Industry
SFI00	Seafood Industry
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# Welcome to Deadly Bay!

This workbook goes with the CD-ROM *Deadly Bay: Open for Work*. The workbook, like the CD-ROM has five sections-each one relating to an industry area. The five industries are seafood, hospitality, horticulture, tourism, community recreation.

In each industry section you will practise the activities that a trainee needs to be able to do in that industry.

When you see this symbol

**Guided  
activity**

this means your teacher or trainer or mentor will guide you in these activities.

When you see this symbol



this means you should now go to the CD-ROM.

When you see this symbol

**Group work**

this means that you do this activity with someone else.

There are other activities without any symbols. Have a go at these by yourself.





# Introduction

## Guided activity

In the *Deadly Bay: Open for Work* CD-ROM, you will meet some people who work in the horticulture industry.

What do you know about this industry?

- What does 'the horticulture industry' mean?
- What kind of places can you work in if you work in this industry?
- What kind of work can you do?
- Have you ever worked in the horticulture industry? What did you do?
- Have your friends or members of your family ever worked in the horticulture industry? What did they do?
- Is there some part of the horticulture industry operating near where you live?
- Do you know if Aboriginal and Torres Strait Islander people are involved in the horticulture industry?
- If you do not know, how could you find out?

**Guided  
activity**

Find out about one sector or one job in the horticulture industry.

Present this information to the group.

Here is some information on the horticulture industry from the CD-ROM to get you started.

*Horticulture covers almost as many types of jobs as there are plants. Breeding plants, selling seeds and pot plants, landscaping and laying turf. One day you might be digging ditches and laying irrigation pipes and the next you are pruning roses and shovelling manure. Most of the work is outdoor though there is plenty of indoor work too.*

*Deadly Bay Plants is a wholesale business. We grow and sell plants to shopkeepers, gardeners and the public from our shop. Our plants range from seedlings to trees grown in our fields and glass houses. We grow native species suitable for our climate and specialise in bush tucker plants.*

*Aboriginal and Torres Strait Islander people have a strong knowledge of our native plants. We understand the ecology of our land. We can play an important part in this industry because of our strong connection with the land and all its animals and plants. For example, people these days are getting more interested in bush tucker. Deadly Bay Plants are marketing bush tucker plants and we aren't the only ones.*



*Selling seeds and pot plants*

Now you are ready to meet Freda and Jeff who work at Deadly Bay Plants.

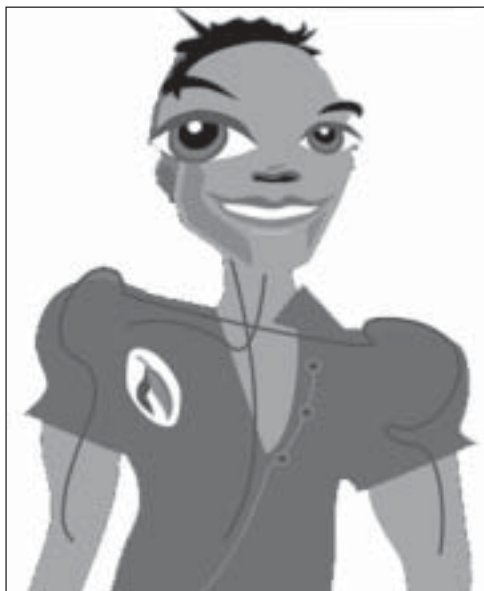


Go now to the CD-ROM.

When you finish the horticulture section on the CD-ROM, do the activities on the next few pages. These activities practise the skills you used to help Jeff, the horticulture trainee, get through his workday.

You will practise:

- asking questions to get help
- filling in forms
- understanding long workplace documents



*Jeff, the horticulture trainee*

# 1 Asking questions to get help

## Guided activity

Most bosses like employees to ask questions. It shows they are interested in doing a good job.

In the horticulture industry, it is very important to ask questions because you are dealing with chemicals and dangerous equipment. If you do not ask questions when you are not sure what to do, you could kill the plants or even kill yourself!

Think about the times you have asked questions to get help.

- Why is asking questions to get help sometimes hard to do?
- Are people usually happy to answer questions you ask to get help? Why?
- What makes other people unhappy about answering questions?
- When do you feel comfortable about asking questions to get help? Why?
- When do you feel uncomfortable? Why?

Sometimes employees are uncomfortable asking questions, because the questions could point to a problem in the workplace or a problem with another worker.



What did Jeff, the horticulture trainee at Deadly Bay Plants, have to ask for help about?

- the meaning of the words 'pot coverage'
- how to drive a forklift
- how to fill out a pay claim

There is usually more than one way to find out the answers to your questions.

- How did you help Jeff when he needed an answer?
- Was this the best way to help him?

It is important when asking questions to get help, that you ask in the right way. You need to think about who the person is and how well you know them, and then think about the right words to use.

Look again at the choices Jeff had when asking for help. What if Jeff chose b) or c)?

Discuss.

- Sorry for interrupting. I'm not sure what pot coverage means.*
- Excuse me mate. What does pot coverage mean?*
- Oy! What's pot coverage?*



**Tips**

## **A few tips to help you with asking questions**

- Think before you ask - perhaps you can work the problem out yourself.
- Be polite, especially if you are asking a boss or a worker you do not know very well.
- Choose the right time to ask your question. If your workmate is busy, it might be best to wait a few minutes till he or she is finished.
- Be clear and quick about what your problem is.
- Try to remember the reply so that you won't have to ask next time.
- Keep a small notebook with you so that you can write down any really important things people tell you.
- Remember: asking questions is a good thing to do.





# Activities

## Activity 1

### Group work

In pairs, read these short workplace conversations. Then answer the questions below.

1. John: *Sorry, Jack, I know you're busy, but could you help me with this machine?*  
Jack: *Sure, John, what's the problem?*
2. Gary: *Hey, Julie, what am I supposed to do with this mixture?*  
Julie: *Take it to Jim over there in the seedlings section.*
3. Jason: *Hello, Mr Grahame, I was wondering if you could help me with these instructions, when you've got a minute.*  
Mr Grahame: *Look I'm a bit busy right now, Jason. Can you come back in about five minutes?*  
Jason: *Yeah sure, thanks Mr Grahame.*

Do you think the two speakers in each case are:

- a boss and worker?
- two workers who know each other well?
- two workers who do not know each other well?

Why do you think this?

Talk about your answers with another learner.

## Activity 2

### Group work

Choose the best thing to say to a worker you don't know in these situations.

Discuss your answers in pairs.

1. You need to check your pay and don't know where the pay office is.
  - *Where's the pay office?*
  - *Excuse me. Could you tell me where the pay office is?*
  - *Is the pay office around here?*
2. You don't know how to fill in your time sheet.
  - *Excuse me, would you mind helping me with this time sheet?*
  - *These time sheets are confusing.*
  - *Tell me what to do with this time sheet.*
3. Another worker has set you a task and he is now very busy on another job. You have a problem with the task.
  - *Could you help me?*
  - *I'm sorry to interrupt. When you have a minute, could I ask you something?*
  - *I need to ask you a question.*



## Activity 3

Read these two situations.

### Group work

Discuss what you would do in each one to get the help you needed.

1. You have been working in a nursery for two weeks. You are loading plant trays onto the delivery truck. Another worker has packed the trays. You notice that some of the plants are very poor quality. You have been told how important plant quality is, and are sure that these plants do not meet the nursery's quality standards.
2. You have asked your boss to help you with some forms that you must fill in. He has said he will help you whenever you are ready. However, every time you go to ask, you can see he is very busy and so you do not ask. You must fill in the forms by the end of the week.

## 2 Filling in forms

### Guided activity

In all workplaces and industries you have to fill in **forms**. Forms are a way for management to gather important information and to find out what is going on in the workplace, for example what equipment is being ordered. Forms also can have a legal status.

Filling in forms is part of everyday life outside the workplace too.

- What forms have you had to fill in recently?
- Who wanted or needed the information?
- Was it short or long? Was it easy or difficult to fill in?
- Did you ask someone to help you fill it in?
- Why did the form need to be filled in?

You helped Jeff to fill in a leave application form. What type of leave was he asking for?

- maternity leave
- sick leave
- recreational leave
- leave without pay

Here is a list of forms you might have to fill in at work:

- timesheets
- equipment requisitions
- accident reports
- applications for training courses
- shift handover reports.

What do you think these forms would be used for?



**Guided  
activity**

Look again at Jeff's leave form that you saw in the CD-ROM

**Deadly Bay Plants**  
**Application for leave**

Employee name

Payroll number

Position

Supervisor

I wish to apply for the following leave (please tick the box)

Recreational leave	<input type="checkbox"/>	Maternity leave	<input type="checkbox"/>
Bereavement leave	<input type="checkbox"/>	Leave without pay	<input type="checkbox"/>
Long service leave	<input type="checkbox"/>	Sick leave	<input type="checkbox"/>

**Reason**

Dates inclusive  
From  To  Total working days

Employee signature

Approved by supervisor

*spaces for your answers*

*boxes to tick*

*usually a place for you to sign your name*

*sometimes a space for another person to write eg here supervisor signs to give the OK to Jeff's leave*

*title to show purpose of form*

*headings which tell you what information you have to give*

Why was it important for Jeff to fill in this form properly?

**Tips**

## **A few tips to help you fill in forms**

- Look over the whole form before you start writing to give you an idea of what you have to write.
- Do the short bits you know first .
- Take your time and think carefully about what you need to write. It is a good idea to write in pencil first and then go over it in pen.
- If you are not sure what you need to write, ask someone for help.
- Ask someone if they have a completed form you could look at to help you.
- If you can, take two copies of the form. You can practise your answers on one form and then write them out again on the other.
- Write down and keep information you use on forms.





# Activities

## Activity 1

### Group work

Collect some forms.

Discuss:

1. Are there any parts that are the same on all forms?
2. Are the forms broken into sections? How?
3. What is the purpose of the forms?
4. Who needs the information and why?
5. What parts are most difficult to understand?
6. Who would fill in the forms?

Now you can get some practice filling in real forms. Work with other students to fill in some of the forms you have collected.

## Activity 2

### Group work

In most forms one or two words take the place of the question. For example the form will say 'Name' not 'What is your name?'

Work in pairs. Match the words in the box with the questions they represent.

marital status	spouse's name	nationality
surname	occupation	present employer
number of dependants	relationship	comments

What is your family name?

What type of work do you do?

What is your husband's or wife's name?

Are you married, de facto, single or divorced?

Would you like to add anything else?

How many people depend on you for money and somewhere to live?

What country do you come from?

Who do you work for now?

*Check your answers at the end of this section.*

## Activity 3

**Group work**

Fill in the Employee details form from the horticulture industry using your own details.

Before you begin, discuss:

- Who is asking for the information?
- Why are they asking for this information?

**Employee details**

Surname: \_\_\_\_\_

Given names: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone number: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Sex: M \_\_\_\_\_ F \_\_\_\_\_

Marital status: \_\_\_\_\_

Next of kin: \_\_\_\_\_

Relationship: \_\_\_\_\_

Next of kin phone number: \_\_\_\_\_

Car registration number: \_\_\_\_\_

## Activity 4

Timesheets are forms that are used in many workplaces. Employees often have to record the hours they work on timesheets.

Timesheets are also used to work out how much it costs to produce things or get things done. In Deadly Bay Plants, timesheets are used for working out costs of producing plants. This means that the timesheets are very detailed.

Look at the information about Jeff's day.

Jeff packed orders from 8.00 am to 10.30 am.  
*(This one has been filled in for you)*

He had a break from 10.30 am to 10.45 am.

He labelled plants from 10.45 am to 11.45 am.

He helped Harry move plants from 11.45 am to 12.15 pm.

He had lunch from 12.15 pm to 1.15 pm.

He did some errands for Freda after lunch until 2.00 pm.

He worked in the equipment shed helping with repairs until the end of shift at 4.00 pm.



Now fill in the timesheet for his day. You will need to use the codes below the timesheet to fill it in.

## Deadly Bay Plants

### Timesheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Task code	Start	Finish	Total hours
07	8.00 am	10.30 am	2 hours 30 minutes

#### Codes:

01 Pot filling

02 Potting preparation

03 Potting plants

04 Moving plants

05 Labelling

06 Irrigating (watering)

07 Packing orders

08 Cutting back plants

09 Meetings

10 Paperwork and errands

11 Repairs and maintenance

12 Lunch or other breaks

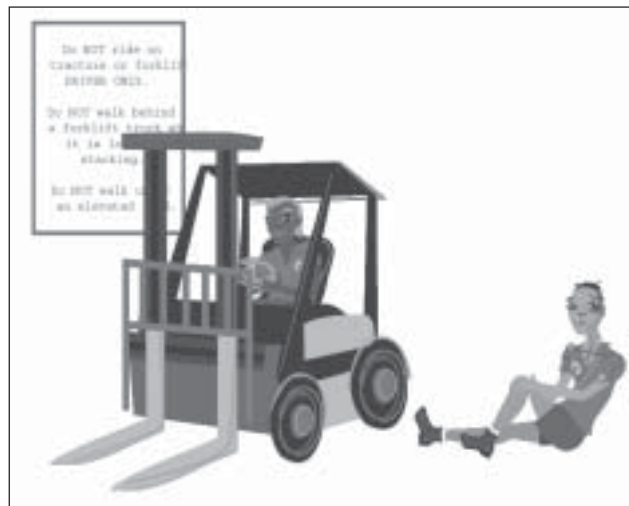
*Check your answers at the end of this section.*

## Activity 5

On the CD-ROM Jeff almost had an accident on the forklift. Whenever a person is injured at work, an injury report must be filled in. As a trainee, if you see or have an accident, you need to tell your supervisor what happened?



Go back to the CD-ROM where Jeff is near the forklift. This time do not stop Jeff from getting on the forklift. What happened



Now discuss these questions:

- Who was involved?
- How did the accident happen?
- What injury occurred?
- Why is it important to say or write what you saw and not give your opinion?
- What action was taken?





**Group work**

Fill in the accident report about Jeff's accident.

Use today's date and time.

## Report of injury or accident

Name of injured worker: \_\_\_\_\_

Department/Section: \_\_\_\_\_

Address: 6 Johnson Place, Deadly Bay

Age: 19

Industry in which worker was engaged: \_\_\_\_\_

Name of

Witness: \_\_\_\_\_

Date of injury: \_\_\_\_\_ Time: \_\_\_\_\_

Where did the incident occur? \_\_\_\_\_

What was the incident?

(what was the employee doing at the time?)

Description of injury: \_\_\_\_\_

Description of immediate action taken: \_\_\_\_\_

# 3 Reading workplace documents

## Guided activity

In most workplaces and industries you will find that a lot of important information about your job is written down - even when the job is very *hands-on* and practical.

Management write down this information so that everyone can refer to it when they need to. Often it's the law to do this.

Workplaces usually put important information that new workers need to know in an *Induction Manual*. The manual is made up of many different types of documents. For example policies, memos and lists of rules.

Sometimes the documents are quite long, but it is not always necessary to understand every word. You only need to get a general idea of the content and to find the part that you are interested in.

Why do workplaces write the information down?

When you were helping Jeff, you had to use quite a long document.

What was it about?

- different types of plants
- the quality of Deadly Bay plants
- holiday leave
- Deadly Bay Plants Social Club





Look again at the workplace document which Jeff used in the CD-ROM.

Why was it important for Jeff to be aware of the information in this document?

**Deadly Bay Plants Quality Guarantee**

**Our Guarantee**

We guarantee our customers that we provide quality products - strong, healthy and attractive plants.

**Our Plants**

Our plants are strong and healthy. They are free from pests and disease when our customers buy them. Because of this, they have a good chance of resisting pests and diseases once in their new environment.

Our plants are attractive. If they are bloomers, they have good blooms when the customer buys them.

All our plants are sold with good pot coverage: the leaves and blooms extend at least to the edge of the pot and usually a bit beyond.

Our plants are a good colour. They do not have discoloured leaves.

*Title - tells you what it is about*

*headings to tell you what the parts of the text are about*

*drawings or pictures sometimes used to help reader understand*

**Tips**

## **A few tips to help you read workplace documents**

- Look over the whole document first. This will give you a general idea of what it is about.
- Take notice of headings and highlighted words. These will help you find your way around the document.
- If you are only interested in one part of the document, do not worry about reading the whole thing. Look quickly through the document looking for the words you need and ignoring the rest.
- Use what you know already about your workplace to guess the meanings of any new or difficult words.
- Use pictures, photos, diagrams if they are in the document. They can help you understand the document.
- If you cannot work out a word, ask someone else what they think it means or use a dictionary.
- Talking about what is written can be very helpful.
- If you are not sure what the document means, ask your supervisor.



# Activities

## Activity 1

Quickly read the documents below from the horticulture industry. Find the answer to each of these questions.

### Document A

How long each day will the electric fence be 'live'?

### Document B

What colour are the taps that are safe for drinking?

#### Document A Electric Fence

An electrified fence has been erected around the staff car park perimeter and the bloomer growing area. To inhibit entry by wallabies and any other animals likely to spoil our nursery products, this fence will be "LIVE" twenty-four hours a day. Signs will be hung indicating "ELECTRIC FENCE" and special care should be taken when parking and walking around any vehicle. PLEASE BE CAREFUL FOR YOUR OWN SAKE.

#### Document B Drinking water

There are a number of taps installed in the nursery from which "water for drinking" may be obtained. These are painted yellow for easy identification. Drinking water may also be taken from the cold taps on the wash basins in each of the male and female bathroom areas. Do not drink water from any other source within the nursery complex. IF IN DOUBT, DON'T.

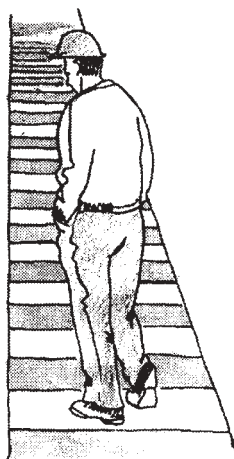
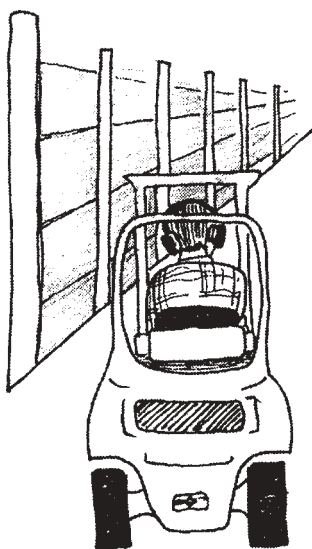
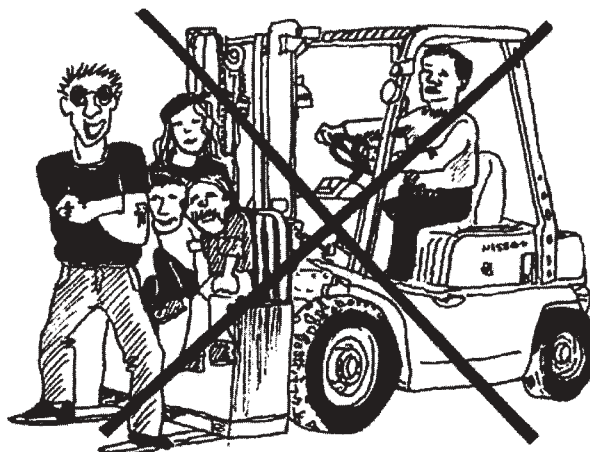
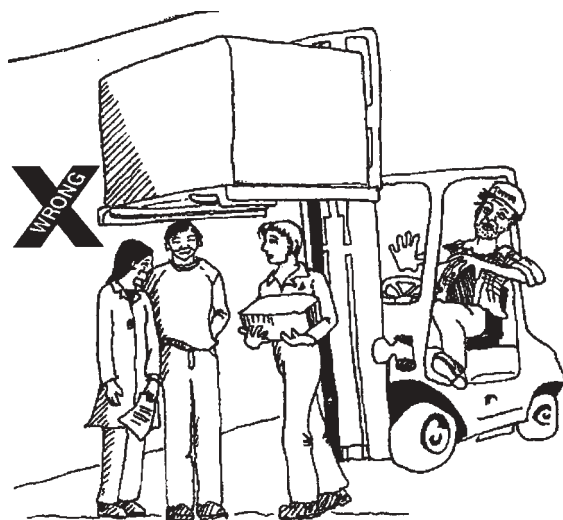
*Check your answers at the end of this section.*

## Activity 2

**Group work**

In the CD-ROM, there was a forklift moving the plants.

Discuss the three illustrations about forklift safety.



*Used with permission of Easy Guides Australia (03) 9720 9161*



Now look at the document below.

Find the words in the document that mean the same as these phrases:

- people walking around (paragraph 1)
- raised high in the air (paragraph 2)
- official rules that must be followed (paragraph 3)
- that are meant for (paragraph 4)

### **Fork lift trucks and tractors**

Fork lift trucks and tractors are used in all areas of the nursery. All workers and pedestrians should keep clear of these types of machinery, especially when loading and travelling.

In particular no one should walk behind a fork lift truck while it is loading or stacking. Nor should they walk under an elevated load.

It is against regulations to carry passengers on the load.

Do not walk in areas designated for fork lifts only - use the marked pedestrian lane instead.

**PLEASE TAKE CARE FOR YOUR OWN SAKE AND  
HELP TO KEEP OTHERS SAFE.**

*Check your answers at the end of this section.*

## Activity 3

In the CD-ROM Jeff applied for leave. Here is a horticulture workplace document explaining the different types of leave a worker can take.

The headings in the document are missing.

Can you put them where they belong?

***Maternity leave, Compassionate leave, Sick leave, Casual employee benefits, Annual leave***

### Leave entitlements

Permanent employees receive 20 days paid annual leave for each 12 month period of service, plus 17.5% loadings. Also Public Holidays are paid at the normal rate of pay. If a Public Holiday is worked, then overtime rates apply.

After three months of continuous service, a total of five days sick leave is payable in the first 12 months, followed by 8 days for each ensuing year. Unused sick leave is accumulated from year to year.

With the exception of one day each year, all sick leave must be supported by a medical certificate. Employees are requested to ensure that the company is notified of the absence as close to the day's commencement time as possible.

After twelve months continuous service as a full time employee, a woman may take leave without pay as maternity leave. Please ask your department manager if you need further information.

Two days compassionate leave is also available following the death of an immediate family member. Please ask your department manager if in need.

Casual employees do not have the above mentioned benefits but receive an increased rate of pay in lieu.

*Check your answers at the end of this section.*

## Activity 4

### Group work

Look again at the **Leave entitlements** document in Activity 3.

Can you find the sentences that mean the same as the sentences below?

Work with another student and underline the sentence in the document.

1. If you do not use all your sick leave days in one year, you can use them the next year.
2. You can take one day's sick leave each year without a doctor's certificate but you must have a certificate for any other days after that.
3. If you are sick, you should tell the company you cannot come in just before the work day begins.
4. Casual employees get more pay per hour or day because they do not get all these benefits.

Why are these sentences easier to understand than the sentences in the Leave entitlements document?

*Check your answers at the end of this section.*

# Horticulture – answers to activities

## 2 Filling in forms

### Activity 2, page 14

surname  
 occupation  
 spouse's name  
 marital status  
 comments  
 number of dependents  
 nationality  
 present employer

### Activity 4, page 17

Task code	Start	Finish	Total hours
07	8.00 am	10.30 am	2 hours 30 minutes
12	10.30 am	10.45 am	15 minutes
05	10.45 am	11.45 am	1 hour
04	11.45 am	12.15 pm	30 minutes
12	12.15 pm	1.15 pm	1 hour
10	1.15 pm	2.00 pm	45 minutes
11	2.00 pm	4.00 pm	2 hours

## 3 Reading workplace documents

### Activity 1, page 23

Document A: 24 hours a day  
 Document B: yellow



**Activity 2, page 25**

pedestrians  
elevated  
regulations  
designated for

**Activity 3, page 26**

Annual leave  
Sick leave  
Maternity leave  
Compassionate leave  
Casual employee benefits

**Activity 4, page 27**

1. Unused sick leave is accumulated from year to year
2. With the exception of one day each year, all sick leave must be supported by a medical certificate.
3. Employees are requested to ensure that the company is notified of the absence as close to the day's commencement time as possible.
4. Casual employees get more pay per hour or day because they don't get all these benefits.



## Learning achievements

By completing all the activities about the horticulture industry from the CD-ROM *Deadly Bay: Open for Work* and from the workbook you have:

- clarified work instructions  
(used appropriate language to seek assistance)
- followed written and spoken work instructions  
(understood a quality chart and safety information about the water system; located key information in workplace documents)
- recorded information accurately  
(completed a leave form, timesheet, employee information form)
- followed workplace safety signs and information  
(understood safety information relating to forklift use)

These activities are based on the **underpinning knowledge and skills** from the following units of competency

from The Horticulture Training Package:

RUHCORE 4A *Cooperate in the workplace*

RUHCORE 2A *Meet workplace health and safety requirements*

from The Business Services Training Package:

BSBCMN102A *Complete daily work activities*

BSBCMN103A *Apply basic communication skills*

You have also practised the Key Competencies ticked below.

These are the skills employers say are essential in employment:

- ☐ Collect, analyse and organise information
- ☐ Communicate ideas and information
- ☐ Plan and organise activities
- ☐ Work with others and in teams
- ☐ Use mathematical ideas and techniques
- ☐ Solve problems
- ☐ Use technology

Signed: ..... Date: .....  
(teacher)



# Introduction

## Guided activity

In the *Deadly Bay: Open for Work* CD-ROM, you will meet some people who work in the tourism industry.

What do you know about this industry?

- What does the tourism industry mean?
- What kind of places can you work in if you work in this industry?
- What kind of work can you do?
- Have you ever worked in the tourism industry? What did you do?
- Have your friends or members of your family ever worked in the tourism industry? What did they do?
- Is there some part of the tourism industry operating near where you live?
- Do you know if any Aboriginal and Torres Strait Islander people are involved in the tourism industry?
- If you do not know, how could you find out?

**Guided  
activity**

Find out about one sector or one job in the tourism industry.  
Present this information to the group.

Here is some information on the tourism industry from the CD-ROM to get you started.

*Tourism is a huge industry. It isn't just little tours like us. There are airlines and other companies running tours all over the country.*

*Tourism covers everything to do with tourists... People in the industry might work for hotels and resorts, travel agencies, visitor information offices, theme parks, government tourist bureaus, airlines, or coach and rail offices. Or like us, they might work in eco-tourism which is really popular with people who love nature and the environment.*

*Did you know that over 10% of overseas tourists go to Aboriginal sites or cultural displays and they spend millions of dollars every year on Aboriginal arts and craft.*

*The tourism industry is a great chance for us fellas to share our cultures with people from all over the world AND locals. So tourism has plenty of our mob working as operators, managers, tour guides and workers but we need more of you, young people.*

*The main thing to know about tourism is that it's about tourists – making them feel happy, welcome and safe.*

*Those who do well in tourism are friendly people who like to socialise. And you'll make LOTS of friends.*

*Selling Aboriginal arts  
and craft*





Now you are ready to meet Margie, Dave and Jolene who work at Deadly Bay Tours.



Go now to the CD-ROM.

When you finish the tourism section on the CD-ROM, do the activities on the next few pages. These activities practise the skills you used to help Jolene, the tourism trainee, get through her workday.

You will practise:

- dealing with customers and clients
- using folders of information
- researching your culture and sharing your knowledge



*Jolene, the tourism trainee with the tour bus*

# 1 Dealing with customers and clients

## Guided activity

An important part of working in the tourism industry is **dealing with customers and clients**. This is important in other industries too, for example, hospitality and community recreation. In these industries you have to deal with *all kinds* of people in *all kinds* of situations.

- What jobs involve dealing with customers and clients?
- Have you ever had a job where you had to do this? Did you have any difficult experiences?
- Why is dealing with customers and clients sometimes difficult?
- What kinds of behaviour would be the most difficult to handle?
- Why is it important to be polite and stay calm?

Jolene had to deal with two difficult situations on the bus tour.  
What were they?

- a tourist who refused to pay
- a tourist who was annoyed about waiting
- a tourist who did not understand a cultural protocol
- a group of tourists who refused to come back to the bus.



**Guided  
activity**

Look again at the choices you had when helping Jolene with the two difficult situations on the tour.

Discuss each choice.

**Situation 1**

When Mrs Lumstein got annoyed about waiting for another person to join the tour. Jolene could say:

- Yes, it's annoying Rose.*
- We have to wait a bit longer Mrs Lumstein. But don't worry, we'll be leaving soon.*
- Give me a break! It's been less than a minute!*

**Situation 2**

When Mr Lerner moved the top rock off a mound of rocks and put it in his bag. Jolene could say:

- Mr Lerner please put the rock back. That mound is special to the local community. Please leave the rocks where they belong.*
- What do you think you're doing? Put that down?*
- Mr Lerner please put the rock back.*



**Tips**

## **A few tips to help you deal with customers and clients**

- Be pleasant and polite to everyone at all times.
- Show you are listening by giving the person your full attention.
- Be understanding about the situation that is upsetting the person.
- Do not get into an argument.
- Do not get angry with the person because you cannot fix the problem.
- Do not take it personally when people are upset about something. Keep in mind the reasons why they are upset.
- Apologise when you or your company have made a mistake.
- Remember - there are others you can call on to help deal with the situation.



# Activities

## Activity 1

### Group work

In pairs, choose the best thing for Jolene to say in these situations.

Discuss your answers.

A man arrives and says he has paid for a bus tour. His name is not on Jolene's checklist.

- a. *Your name's not on my list so you can't get on the bus.*
- b. *Do you mind waiting, sir? I'll just go and sort this out with Margie.*
- c. *Look, your name's not here. I'm really sorry but you can't join the tour.*



Mr Yokotashi asks Jolene a question about the Welcome Rock which she cannot answer.

- a. *Sorry I don't know.*
- b. *That's a very interesting question Mr Yokotashi. I'm sorry I can't tell you right now but I'll ask Margie when we get back to the bus.*
- c. *Mr Yokotashi, I can't possibly know everything, can I?*

Mr Jamison wants to see a place he has heard about, but the tour does not have the elder's permission to go there.

- a. *Yes it would be nice Joe, but we can't.*
- b. *Mr Jamison. I've explained to you about getting permission from the Elders. You should understand why we can't go there.*
- c. *Yes Mr Jamison, it would be great to go there, but we don't have permission. But hey, we are going to take you to another place I know you will like. We should be there soon.*



## 2 Using information folders or packages

### Guided activity

In the workplace you often need to refer to **folders** or **packages of information** to find out about something related to your job. Usually these folders cover a great variety of topics. To help you find what you are looking for, they usually include an index or contents page.

We often need to refer to packages of information - in a folder, a book or a manual - in our everyday lives.

- When have you been given a package of information?
- What sort of topics were covered by the package?
- Did you find it easy or difficult to find what you were looking for?

You helped Jolene to find information on a particular topic when she needed it. What sort of information was she looking for?

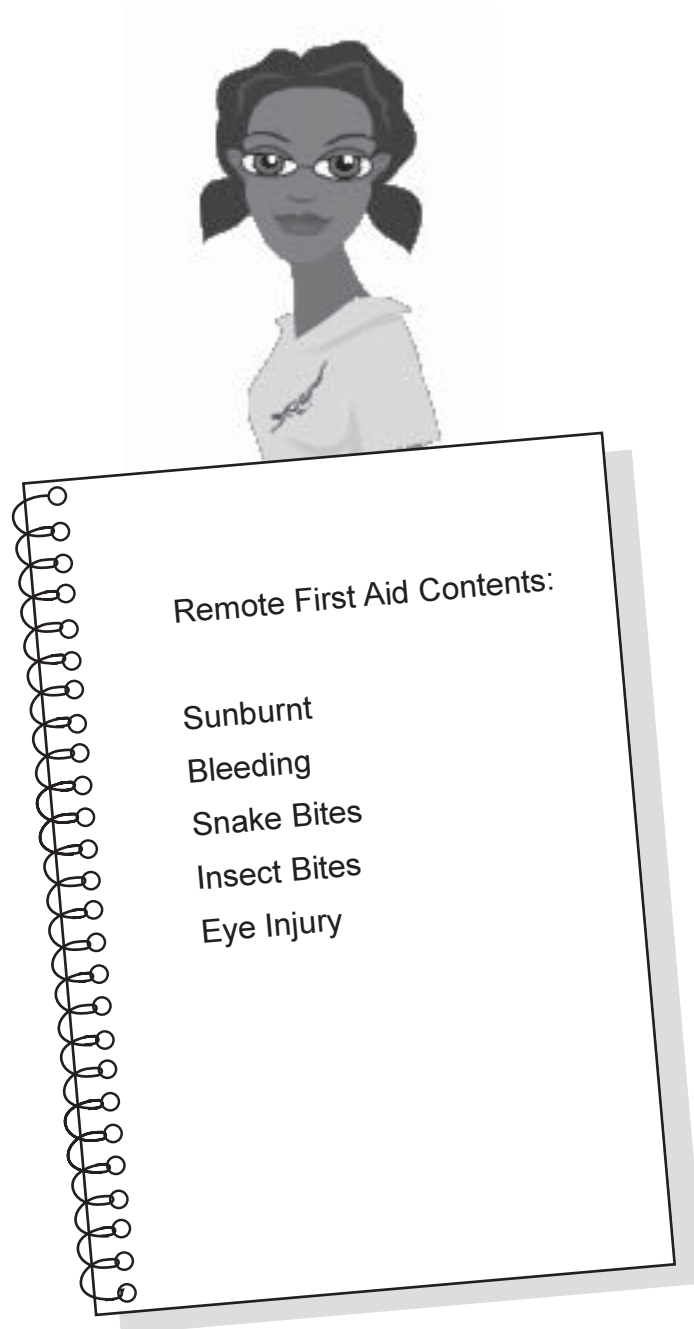
- a map of the area
- information about sunburn
- phone numbers for emergencies
- points of interest for the tourists
- first aid information about insect bites

The important thing about using packages of information is to know where to find the information when you need it, and then to read the information carefully.



Look again at the First Aid folder that you used to help Jolene.

Why was it important that Jolene find the right information?



**Tips**

## **A few tips to help you use information folders**

- Think about the general category your topic would be under *eg Bee Stings* was listed under *First Aid*.
- Think about the different names that could be used for the topic you are searching for *eg Bee stings* could be listed under *Insect Bites*, *Bites and Stings*, or *Minor bites and stings*.
- Use headings to help you find information quickly.
- Use the contents page.





# Activities

## Activity 1

Look at these lists of contents from some information packages you might find in a tourism workplace.

Match the lists to the information package titles in the box.

Where you can work in tourism  
Accidents and injuries  
Some staff rules  
Positions with the tourism industry

### Package A

Travel Consultant  
Tourism Information Officer  
Marketing Manager  
Conventions Coordinator  
Tour Guide

### Package B

Absence from work  
Staff car parking  
Staff entrance  
Smoking areas  
Staff use of telephones  
Alcohol and drug consumption  
Use of hotel property

### Package C

Tourist Attractions  
Theme Parks  
Travel Agencies  
Tour Operations and Guiding  
Visitor Information Centres  
Events Organiser  
Companies  
Caravan Parks  
Hotels  
Clubs  
Airlines

### Package D

Wounds and bleeding  
Fractures, dislocations, sprains and strains  
Chest and abdominal injuries  
Head, neck and spinal injuries  
Eye injuries  
Medical emergencies  
Burns and scalds  
Poisoning  
Bites and stings  
Childbirth  
Drug and alcohol misuses

*Check your answers at the end of this section.*

## Activity 2

Look at the contents page (in the box below) of the staff folder that Jolene received when she started work at Deadly Bay Tours.

Where would she look to find information about the following?

1. the country around Deadly Bay
2. how the company began
3. visiting local Aboriginal sites
4. tourism courses she can go to
5. what to do if the bus breaks down
6. interesting events in nearby towns to tell clients about
7. how she should dress and behave
8. the right way to talk to her tour clients

### DEADLY BAY TOURS STAFF FOLDER

About us

The Deadly Bay area - history and points of interest

Deadly Bay community contacts

Key contacts at the Deadly Bay Hotel

Organising a tour

Getting permission from local elders

Communicating with your clients

Handling children on a tour

Festivals and other events in the region

Our company standards

List of maps held in office

Occupational Health and Safety

Training opportunities

Wages and salaries

Forms and checklists

Staff benefits

Accidents and emergencies

*Check your answers at the end of this section.*



## Activity 3

### Group work

Imagine Mrs Yokotashi on the Welcome Rock tour asks Jolene:

*I hear that if someone gets bitten by a snake, you should first cut the bite open and suck out the poison and then put a very tight (constrictive) bandage above the wound. Is that right?*

In your group, read the information below about snakebites. Discuss what and how you would reply to Mrs Yokotashi.



### MANAGEMENT OF SNAKEBITE

1. Follow **DRABC** [Check for **D**anger, Check for **R**esponse, Check for **A**irway, Check for **B**reathing, Check for **C**irculation]
2. Rest and calm the casualty
3. Apply pressure immobilisation bandage (firmly wrap the whole limb with a wide bandage - about 10-15 cm)
4. Splint the bandaged limb
5. Ensure the casualty does not move
6. Call 000 for an ambulance.

### Warning

DO NOT wash venom off the skin as retained venom will assist identification.

DO NOT cut bitten area.

DO NOT try to suck venom out of the wound.

DO NOT use a constrictive bandage (ie tourniquet)

DO NOT try to catch the snake.

From pp 234-235 'Australian First Aid', St John Ambulance Australia, 1998 - St John Ambulance Australia, Canberra Avenue, Forrest, ACT, 2630)

# 3 Researching your culture and sharing your knowledge

## Guided activity

Everybody who works in the tourism industry is expected to know about the areas and the attractions that they take tourists to.

Aboriginal and Torres Strait Islander people who work in the tourism industry have very special knowledge which is of great interest to tourists. Tourists want to know about Aboriginal and Torres Strait Islander cultural sites, arts and crafts, and culture.

You know a lot about your culture that would be useful in tourism.

- What is one important cultural site around where you live now or around where you come from?
- What would you tell a group of tourists about this site?
- What traditional art or craft or skill would you be able to tell tourists most about?
- Where would you go to find out more about these things (eg to people, to books)?

You helped Jolene during the bus tour to write down some things that tourists should know about Aboriginal culture, Country and laws.

Why did she need to write these down?

- because Deadly Bay Council asked for help
- because Margie wanted to tell the tour group about them
- because Margie thought Jolene should know and remember them



**Guided  
activity**

Look again at cultural protocols for the Deadly Bay area that Jolene wanted you to write down.

- *You have to have permission from the local Elders before you enter a mob's Country.*
- *Even if you have permission to come on to the land, it doesn't mean you can go to sacred places. You need special permission for sacred places.*
- *Don't move things like piles of rock. They might be special to the local owners.*

What protocols do you know of that would be important for tourists in your area/country?

How could you find out something about this?



**Tips**

## **A few tips to help you research your culture and share your knowledge**

- Keep in mind that you already know many things that others would be interested to hear about.
- Think about finding out more about these areas:
  - Aboriginal and Torres Strait languages
  - stories
  - sacred sites
  - family history
  - local history
  - art and craft
  - music, poetry, drama, or dance
  - Indigenous leaders
  - bush tucker
- Think about the best way to do your research - talking to people could be the best way to start.
- When you are looking up information in books or websites, you will probably find some parts that are quite difficult to understand. It is not necessary to understand everything. Ask for help with the difficult parts.
- Take notes when doing research of the main ideas and interesting details.



# Activities

## Activity 1

### Group work

If you can, invite a speaker from the local area or Country to come to talk to you on bush tucker and medicine, or some other topic of interest.

Prepare some questions to ask the speaker.

As the speaker talks, write down important points. As a group discuss these important points.

Would this have been a good talk for tourists to hear?

## Activity 2

You are going to do some research using a website on bush tucker and bush medicine developed by Umoona Aged Care Aboriginal Corporation and Coober Pedy Campus of TAFE.

1. Type in <http://www.members.tripod.com/bush-tucker/html> to go to the Home Page.

# Mai Putitja and Irmangka-Irmangka

**Bush Tucker and Bush Medicine**  
*around Coober Pedy*

## Contents



A location map for Coober Pedy, Southern Central Australia

On the Home Page it has *Mai Putitja* and *Irmangka-Irmangka* in big red letters.

Wait for the photos to appear.





2. Click on *Introduction*. Read the introduction below the map and write down:
  - the local Aboriginal name of the area and what it means (paragraph 2)
  - the name of the people who live in the area (paragraph 3)
3. Click on *Back* arrow to go back to the Home Page. Scroll down the Home Page under the map till you find *Irmangku-Irmangku*.
4. Click on the red writing next to the photo. Read the information about Irmangku-Irmangku.
5. Click on the *Back* arrow to go back to the Home Page. Scroll down the Home Page till you find *Maku*.
6. Click on the red writing next to the photo. Read the information about Maku.
7. Choose either Irmangku-Irmangku or Maku.  
Write down:
  - the Aboriginal name of the plant/animal
  - the English name of the plant/animal
  - the part of the plant/animal used for bush medicine and how it is used

*Check your answers at the end of this section.*

# Tourism - answers to activities

## 2 Using information folders or packages

### Activity 1, page 41

Package A: positions within the Tourism industry

Package B: some staff rules

Package C: where you can work in Tourism

Package D: accidents and injuries

### Activity 2, page 42

1. The Deadly Bay area – history and points of interest
2. About us
3. Getting permission from local Elders
4. Training opportunities
5. Accidents and emergencies
6. Festivals and other events in the region
7. Our company standards
8. Communicating with your clients

## 3 Researching your culture and sharing your knowledge

### Activity 2, page 48

Question 2

kupa-piti: this means young uninitiated boys' waterhole

Antakarinja people

Question 7

Irmangku –Irmangku is the Aboriginal name

Scented emu bush is the English name

The leaves are used to make a gel. It is used to treat colds, headaches, chest infections and to soothe bites and stings.

or

Maku is the Aboriginal name

Witchetty grub is the English name

The whole grub is used to treat burns



## Learning achievements



By completing all the activities about the tourism industry from the CD-ROM *Deadly Bay: Open for Work* and from the workbook you have:

- followed safety procedures  
(checked customers and essential equipment for the tour)
- worked with customers  
(used appropriate language with customers)
- followed health procedures  
(located relevant section in an information folder)
- shared information with customers on local community values  
(listed cultural protocols and chose appropriate way to explain cultural values)

These activities are based on the **underpinning knowledge and skills** from the following units of competency

from The Tourism Training Package:

- |           |  |
|-----------|--|
| THHCOR03B | Follow health, safety and security procedures                            |
| THHCOR01B | Work with colleagues and customers                                       |
| THTFTG07B | Research and share general information on Australian Indigenous cultures |

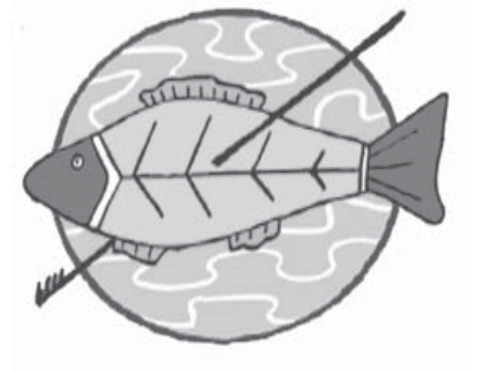
from The Business Services Training Package:

- |            |                                  |
|------------|----------------------------------|
| BSBCMN103A | Apply basic communication skills |
|------------|----------------------------------|

You have also practised the Key Competencies ticked below. These are the skills employers say are essential in employment:

- ☐ Collect, analyse and organise information
- ☐ Communicate ideas and information
- ☐ Plan and organise activities
- ☐ Work with others and in teams
- ☐ Use mathematical ideas and techniques
- ☐ Solve problems
- ☐ Use technology

Signed: ..... Date: .....  
(teacher)



# Introduction

## Guided activity

In the *Deadly Bay: Open for Work* CD-ROM, you will meet some people who work in the seafood industry.

What do you know about this industry?

- What does 'the seafood industry' mean?
- What kind of places can you work in if you work in this industry?
- What kind of work can you do?
- Have you ever worked in the seafood industry? What did you do?
- Have your friends or members of your family ever worked in the seafood industry? What did they do?
- Is there some part of the seafood industry operating near where you live?
- Do you know if Aboriginal and Torres Strait Islander people are involved in the seafood industry?
- If you don't know, how could you find out?

**Group work**

Find out about one sector or one job in the seafood industry.  
Present this information to the group.

Here is some information on the seafood industry from the CD-ROM to get you started.

*I guess seafood is the wrong name because the industry is much bigger than just fishing the sea. It includes Aquaculture, which is farming fish but people also farm yabbies and all sorts of things. Mostly freshwater fish like trout but there's oyster leases, eel farms, all sorts of things...even crocodiles!*

*Also there's 'compliance' officers who work for the government and make sure fisherman don't fish in the wrong place or catch the wrong fish. Their job is to try to keep plenty of fish in the sea for everyone.*

*Out on the sea the boats catch the fish and bring it back to the markets. They sort the fish into bins to sell it to seafood shops and restaurants – people like me! The bins belong to the market. After you've taken your fish you have to return them to get your deposit back. We do it the next day. It's very important to keep the flesh clean and to maintain its quality. Everyone in the seafood industry has to be careful at every stage from catching the fish to eating it.*

*It's important to keep the fish right on the one degrees mark which keeps the flesh just right. Not frozen. If you don't keep it cold enough it'll go off.*

*Catching fish*



Now you are ready to meet Rex and Kyle who are working today at the Deadly Bay Fishmarket.

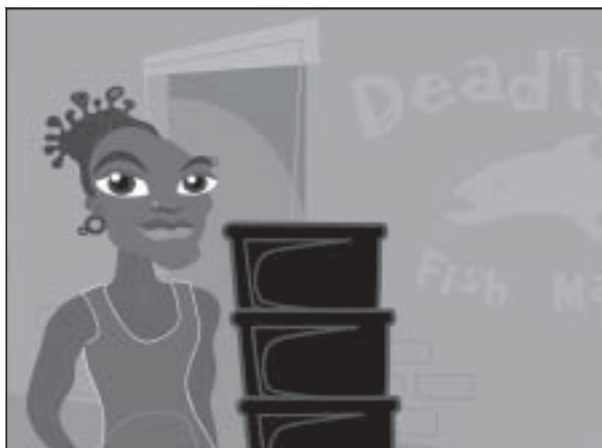


Go now to the CD-ROM.

When you finish the seafood section on the CD-ROM, do the activities on the next few pages. These activities practise the skills you used to help Kyle, the seafood trainee, get through his workday.

You will practise:

- estimating amounts of money
- understanding signs and notices
- understanding written procedures
- writing messages.



*Kyle, the seafood trainee at work*

# 1 Estimating amounts of money

## Guided activity

In the seafood industry you sometimes need to deal with amounts of money.

To do this you will probably use a pocket calculator, or if you work behind a counter, a computer. Even though you can use a machine to work out costs, it helps to have a good idea of how much the costs are likely to be.

It is easy to press the wrong key when you are using a calculator. If you estimate first, when you look at the answer on the calculator you will see if it is sensible.

**Estimate** means working something out roughly or approximately.

To estimate you need to be able to “round off” amounts of money to a close amount which is easier to think about. You helped Kyle to estimate in the CD-ROM.

Why did Kyle need to do this?

- to get the deposit back on the crates
- to pay the crate man the right money
- to work out if the amount of fish was right

Estimating and using a calculator are useful in lots of industries besides seafood. So, it is a good idea to get some practice in these skills.



**Guided  
activity**

Look again at how you and Kyle worked out the crate deposit.

Kyle estimated:

*Let's see. 19 is almost 20. 6 lots of 20 are 120. I reckon it will be close to \$120.*

Then you checked it on the calculator.

What was your answer?

Was Kyle's estimate close?

Why was it important for Kyle to get back the right amount?





**Tips**

## A few tips to help you estimate

- To estimate with money, round off the amount to the nearest \$10, \$100 or \$1000. For example,
  - \$16 rounds to \$20
  - \$13 rounds to \$10
  - \$185 rounds to \$200
  - \$950 rounds to \$1000
- If the amount is in the middle of two 10s or 100s or 1000s, you can round up or down. For example, \$15 rounds up to \$20, or down to \$10.
- Often you have to round off two numbers or amounts to get an answer. For example  $52 + 73$  rounds off to  $50 + 70$ . So a good estimation would be 120.
- If you can't estimate in your head, use a piece of paper. Some numbers or amounts are just too hard to do in your head.
- Make a times table. Keep it with you at work. There is a times table for you on page 60.



# Activities

## Activity 1

Round these amounts to the nearest 10.

1. \$17    2. \$23    3. \$81    4. \$39    5. \$56    6. \$45

## Activity 2

Round these amounts to the nearest 100.

1. \$230    2. \$421    3. \$872    4. \$567    5. \$985    6. \$827

## Activity 3

Round these amounts to the nearest 1000.

1. \$987    2. \$2986    3. \$5233    4. \$9890    5. \$829    6. \$7445

## Activity 4

### Group work

Look at the letters and symbols in the box below. They are important keys on a calculator.

Discuss what each key means.

Look at some calculators in your study area and compare the symbols on them. Are there any extra ones? Are they important to know about?

Practise using these keys with your teacher.

AC or CA or C  
C or CE

÷

-

x

/

+

=



## Activity 5

Here is your times table grid. Fill in all numbers.

x	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

## Activity 6

Choose the best estimate for:

- 7 lots of \$28  
\$140      \$150      \$210
- 9 lots of \$62  
\$540      \$630      \$700
- 5 groups of \$57  
\$250      \$350      \$300
- 9 crates at \$19 each  
\$180      \$90      \$120
- 30 crates @ \$21 each  
\$60      \$600      \$300



## Activity 7

Now use a calculator to work out the exact amounts in Activity 6. Did your estimates help you?

## Activity 8

Help Kyle to work out his pay.

Estimate first, then use a calculator to find out the exact amount.

1. Kyle's pay is \$410 a week. How much does he earn in 52 weeks (1 year)?  
(Hint: Round off both \$410 and 52 to do your estimation).
2. The tax taken out each week is \$71. About how much does Kyle have left each week?
3. Last week Kyle worked overtime and earned an extra \$95. How much was his pay last week?
4. Kyle works 5 days each week. How much does he earn each day?

*Check your answers at the end of this section.*

## 2 Understanding signs and notices

### Guided activity

In most workplaces you will find **signs** and **notices** on walls and doors which warn you or remind you about something important.

You find signs and notices in lots of places. Look around your area.

- What signs and notices can you see?
- What do they warn or remind you about?
- Who put the signs and notices up? Why?
- Are they easy to understand?
- Do you notice anything similar about them for example same words, colours?

In the seafood industry you will find lots of these signs and notices. Some warn workers about a danger or *risk* nearby.

Which of these possible risk situations did you notice in the seafood video clip on the CD-ROM?

- water on floors
- workers use knives to cut up fish
- chemicals
- dangerous machinery
- seafood being stored at the wrong temperature
- hairs and other items getting into seafood
- workers not washing hands

Workplaces have a responsibility to put up signs and notices where needed to protect their workers, their customers and themselves.



**Guided  
activity**

Look again at this notice that you saw in the CD-ROM.



**IMPORTANT!**  
**FILLETING ROOM:**  
**CLOTHING AND FOREIGN OBJECTS**

- Wear a head covering when handling food.
- Always wear a clean apron.
- DO NOT use hair pins, clips etc to keep head coverings in place
- DO NOT wear nail polish, false nails and false eyelashes
- ONLY sleeper earrings (maximum diameter 2cm) are to be worn
- If rings containing stones are worn, they MUST be covered.
- DO NOT wear any other type of jewellery.

*a word to catch your attention*  
*- often in large capital letters*  
*- often followed by an exclamation mark (!)*

*Important words often in capitals.*

Why was it important for Kyle to understand the notice before going into the filleting room?

Sometimes it is not necessary to understand every single word when we read. Signs and notices are a bit different because they are often about avoiding danger.

**Tips**

## **A few tips to help you read signs and notices**

- Try to understand as much as you can.
- Look at where a sign is. A big red sign right next to a machine is probably about something important you have to do when using the machine, or about some danger when working near it.
- Some signs have drawings. Use the drawings to help you.
- Take special notice of words in capital letters, or any underlined words.
- If you do not understand a word, use the words near it to try to work out what it means.
- If you cannot work out the word, check it with someone else or use a dictionary. Next time you'll be able to tell someone else what it means.



# Activities

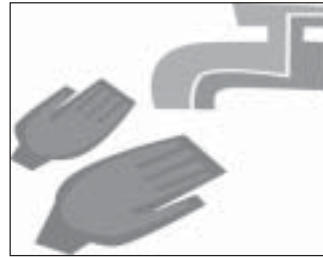
## Activity 1

Signs and notices often use pictures to get the message across.

Match these signs from the seafood industry to the right pictures.

### Sign A

EXTREME CAUTION  
SLIPPERY FLOOR



### Sign B

FOOT PROTECTION MUST BE WORN



### Sign C

HAND WASH STATION





## Activity 2

What are these seafood industry notices about?

Choose the correct heading from the list below and write it in the notice.

WORKING IN THE FREEZER ROOM

CHEMICALS

REMEMBER YOUR GLOVES

### IMPORTANT INFORMATION

- Use the right chemical for the right job. ALWAYS check labels before using.
- ALWAYS use labelled cleaning containers for chemicals. Do not use chemicals from unlabelled containers.
- NEVER use food containers to hold chemicals.

### Notice A

### Notice B

For our customers' health and safety

- Wear gloves whenever handling seafood.
- Check that gloves do not have tears or holes.
- Change gloves frequently.

### Notice C

- Let someone know you are working there, and for how long.
- If you can, work with a buddy.
- Before you go in, check that the alarm system is working

## Activity 3

Read the signs below.

Match the words in CAPITAL LETTERS in these signs with the following words.

- never
- absolutely against the rules
- very great care
- people who have permission

*Check your answers at the end of this section.*

**Sign A**

Eating, smoking, chewing gum and spitting  
are **STRICTLY PROHIBITED** in these areas

**Sign B**

Remember!  
**UNDER NO CIRCUMSTANCES** stack  
uncooked seafood on top of cooked seafood

**Sign C**

These chemicals are highly flammable.  
Please exercise **EXTREME CAUTION**.

**Sign D**

No entry  
**AUTHORISED PERSONNEL**  
Only

## Activity 4

### Group work

Why do signs use formal language such as *authorised personnel*, instead of more spoken language?

Discuss your answer.

# 3 Understanding written procedures

## Guided activity

In most workplaces you'll find lots of procedures which tell you how to do things - for example, how to operate machinery. These procedures tell you the order in which you need to do things - what you need to do first, second, third and so on.

You use spoken procedures many times in your everyday life - every time you tell or instruct someone how to do something, for example, how to play a game, how to prepare food, or how to operate a machine.

Imagine you are telling another student how to use some equipment for example a video recorder, a CD-player, a printer.

- What are the important parts of the equipment you should point out?
- What would you tell them to do first?
- What would you tell them to do second, and so on?
- What could you do to make it easier for them to understand you?
- Would written instructions be the same as spoken ones?

Most workplaces put all their written procedures in special books or folders. These are usually called Procedures Manuals, or Standard Operating Procedures. Workers look in them when they need to find out how to do something.



**Guided activity**

Look again at the procedure you saw in the CD-ROM.

*title to show what the procedure is about*


### Van Refrigeration Procedure

*steps to follow - often numbered*

- Step 1: Store fish bins securely in van
- Step 2: Make sure the fish have enough ice
- Step 3: Close and lock doors. Make sure nothing is breaking the door seals
- Step 4: Start van motor
- Step 5: Start refrigeration unit by turning blue switch on.
- Step 6: Check temperature is at one degree on the temperature gauge.

*action words (verbs) eg close, usually at the beginning of the sentence*

*words like make sure and check*



Why was it important for Kyle to follow this procedure?

If you don't understand instructions totally, you might hurt yourself or damage the product (in this case, the fish) or the equipment.

**Tips**

## **A few tips to help you read written procedures**

- Try to understand as much as you can.
- Use what you know already about the task or the equipment you are using to guess the meanings of any new or difficult words.
- If you cannot guess, use a dictionary. Next time you will be able to tell someone else what it means.
- Look closely at any drawings to help you understand the words.
- Be sure to follow the steps in the right order.



# Activities

## Activity 1

In the box below are the titles of three procedures. Match the titles to the procedures A, B and C.

FREEZING FISH  
OPENING AN OYSTER  
TO FILLET A FLAT FISH

### Procedure A \_\_\_\_\_

- Step 1. Remove gills and gut fish.
- Step 2. Wrap each whole fish, fillet or cutlet in plastic.
- Step 3. Label, date and freeze.
- Step 4. When frozen, dip in cold water and return to freezer. This forms a protective ice glaze.
- Step 5. Keep until wanted for cooking. Fish can be kept frozen for 4-6 months, although oily fish should only be frozen for 3 months.

### Procedure B \_\_\_\_\_

- Step 1. Cut around the head through to the bone with a sharp knife. Cut around edge of fish.
- Step 2. Lift fillet by cutting with knife along backbone, lifting and cutting as you go until fillet is free of backbone. There is no need to remove skin.
- Step 3. Turn and repeat process on the other side.

**Procedure C** \_\_\_\_\_

- Step 1. Hold oyster firmly in palm of hand.
- Step 2. Insert a strong, short-bladed knife next to the hinge between the two shells.
- Step 3. Still holding firmly, push against the hinge and twist knife until hinge separates the two shells.
- Step 4. Open shell.
- Step 5. Sever muscle that adheres to upper shell.
- Step 6. Run knife underneath oyster to completely free it from the deep shell.



## Activity 2

**Group work**

Find one example of a written procedure.

Report to your group:

- the purpose of the procedure
- the number of steps in the procedure
- any new words or expressions you learned
- what would happen if you did not follow the procedure
- who put the procedure there and why.



## Activity 3

Here is a procedure in pictures. The pictures show Kyle lifting a heavy load safely.

Look at the pictures and discuss what they tell you to do. Next to each picture, write the correct sentence.

1



2



3



4



5



6



7



- Keep your back straight. With your arms close to your body lift the load.
- Face the way you are going to go. Put your feet close to the load. Put one foot beside the load.
- Hold the load close to your body as you walk
- Bend your knees. Hold the load firmly. Start to lift the load keeping it close to the body.
- Setting the load down is just as important as picking it up. Keep your back straight. Lower the load by bending your knees. When the load is safely down, release your grip.
- Check the path is clear.
- Check the weight of the load.

*Check your answers at the end of this section.*

## 4 Writing notes and messages

### Guided activity

In the workplace, you sometimes have to write notes to other workers.

- Can you think of any notes or messages you have written lately?
- Who was it to?
- Who was it from?
- Was it important?
- Was it easy to write? Why?

How was it different from a spoken message? What bits did you write down? What bits did you leave out? Why?

In the workplace, it is important to write notes or messages clearly and in time for them to be useful. Forgetting to pass on a message or passing on wrong information could have serious results. For example, a worker could get hurt if someone forgets to pass on a message about broken equipment.

In the CD-ROM, you helped Kyle pass on a message from Rex to his Mum. Do you remember what that message was about?

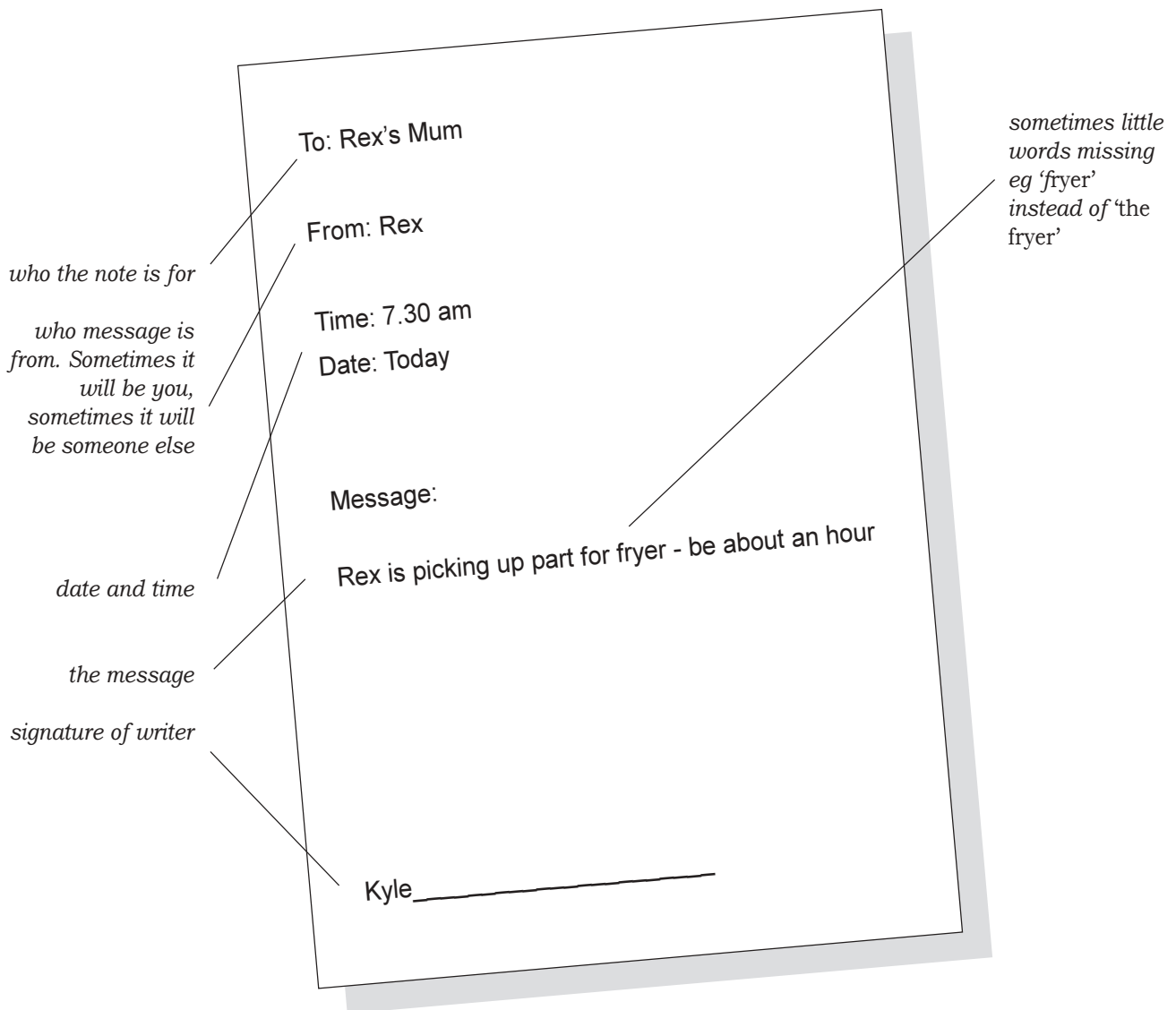
- fish for Rex's Mum
- why Rex was not with Kyle
- the price of fish



**Guided  
activity**

Look again at the note you had to write in the CD-ROM.

Did your note look like this?



**Tips**

## **A few tips to help you write notes and messages**

- Write legibly (that means so that people can actually read your handwriting)
- Keep the message short and to the point
- Be polite
- Write the name of the person you are writing to
- Write your own name at the end (so that the person can ask you for more information if needed)
- Include the time and date if this seems important
- If you can, check later that the person has received your message



# Activities

## Activity 1

### Group work

Read the four messages from a seafood workplace below.

Discuss:

- What is the relationship between the writer and the person the message is for? For example, is it from a worker to a boss, from a boss to a worker, from one workmate to another? How well do they know each other?
- How do you know this?
- Why do we write differently depending on who we are writing to?
- Where would you see the message? For example, would you see it on a staff whiteboard, on a desk?

### Message 1

9 am Friday  
Mr Jones  
Accident with  
chemicals in  
upstairs corridor - no  
one hurt. Please see  
Joe when you get in.  
Julie

### Message 2

Everybody  
New roster up at  
noon. Please check.  
See me after 4 if  
problems.  
Ken (15/4)

### Message 3

Tuesday am  
Peter  
Training session  
time changed to  
Wednesday  
afternoon next week  
- can you attend?  
Geraldine

### Message 4

Jacko, your wife  
rang. She'll be late.  
Can you pick up kids  
this arvo? Kev.

## Activity 2

We often leave out unimportant words in notes and messages to people we know well.

In the messages below, put a line through the words that you could leave out.

Example:

~~There is a~~ problem with the forklift. ~~Can you~~ see me after ~~you~~ finish lunch.

1. The training session on the new hygiene policy is on at 5 pm today in downstairs training room.
2. Just a reminder to check stocks of detergent before you finish your shift. We were very low on Monday.
3. Freddie wants the paperwork on Lots 77-79 from Green Bay. Can you please bring them up when you get in. It is quite urgent.

*Check your answers at the end of this section.*



## Activity 3

Imagine you are Kyle in this telephone conversation.

Write the message needed. (Remember to add today's date and the time).

Kyle: *Hello, ....*

Bruno: *Oh hello Kyle, It's Bruno. I wanted to talk to Rex, Is he around? It's sort of urgent.*

Kyle: *Well Rex's not in yet. Can I help?*

Bruno: *Well, you could get this message to him.*

Kyle: *Yeah sure. I'm going out now - Rex's given me heaps of work to do so I won't see him, but I'll leave a note for him.*

Bruno: *OK. Good. Can you tell him that we need to change the order I placed yesterday. I need 40 kilos of king prawns not 20 and I need them by 4 pm not 6 like I said before. Have you got that?*

Kyle: *Yeah sure. I'll make sure he gets the message.*

To: _____	Date: _____						
Caller: _____	Time: _____						
<table border="1"> <tr> <td>Please phone</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Will phone again</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Urgent</td> <td><input type="checkbox"/></td> </tr> </table>		Please phone	<input type="checkbox"/>	Will phone again	<input type="checkbox"/>	Urgent	<input type="checkbox"/>
Please phone	<input type="checkbox"/>						
Will phone again	<input type="checkbox"/>						
Urgent	<input type="checkbox"/>						
Message: _____ _____ _____ _____ _____							



## Seafood - answers to activities

### 1 Estimating amounts of money

#### Activity 1, page 59

- 1) \$20    2) \$20    3) \$80    4) \$40    5) \$60  
6) \$40 or \$50

#### Activity 2, page 59

- 1) \$200    2) \$400    3) \$900    4) \$600    5) \$1 000  
6) \$800

#### Activity 3, page 59

- 1) \$1,000    2) \$3,000    3) \$5,000    4) \$10,000    5) \$1,000  
6) \$7,000

#### Activity 6, page 60

- 1) \$210    2) \$540    3) \$300    4) \$180    5) \$600

#### Activity 7, page 61

- 1) \$196    2) \$558    3) \$285    4) \$171    5) \$630

#### Activity 8, page 61

- 1) \$21,320    2) \$339    3) \$505    4) \$82

### 2 Signs and notices

#### Activity 2, page 66

Notice A – Chemicals

Notice B- Remember your gloves

Notice C – working in the freezer room



**Activity 3, page 67**

- Sign A. Strictly prohibited – absolutely against the rules
- Sign B. Under no circumstances – never
- Sign C. Extreme caution – very great care
- Sign D. Authorised personnel – people who have permission

**3 Understanding written procedures****Activity 1, page 71**

- Procedure A – Freezing fish
- Procedure B – To fillet a flat fish
- Procedure C – Opening oysters

**Activity 3, page 74**

5. Keep your back straight. With your arms close to your body lift the load.
3. Face the way you are going to go. Put your feet close to the load. Put one foot beside the load.
6. Hold the load close to your body as you walk
4. Bend your knees. Hold the load firmly. Start to lift the load keeping it close to the body.
7. Setting the load down is just as important as picking it up. Keep your back straight. Lower the load by bending your knees. When the load is safely down, release your grip.
1. Check the path is clear.
2. Check the weight of the load.

**4 Writing notes and messages****Activity 2, page**

- 1) ~~The training session on the new hygiene policy is on~~ at 5pm today in downstairs training room.
- 2) ~~Just a reminder to~~ check stocks of detergent before you finish your shift. ~~We were~~ very low on Monday.
- 3) Freddie wants the paperwork on Lots 77-79 from Green Bay. ~~Can you please~~ bring them up when you get in. It is quite urgent



## Learning achievements

By completing all the activities about the seafood industry from the CD-ROM *Deadly Bay: Open for Work* and from the workbook you have:

- followed a simple spoken instruction and checked if you were not sure  
(completed daily tasks presented on the CD-ROM by a 'mentor')
- estimated and calculated totals of money using all four operations  
(estimated and calculated different amounts using multiplication, addition, subtraction, division)
- located specific information in a simple, short label  
(matched a docket to a label)
- followed a short written enterprise procedure  
(understood van refrigeration instructions: safe lifting instructions)
- understood a short enterprise hygiene notice  
(interpreted written instructions about personal hygiene, clothing and seafood handling)
- completed a work related document  
(identified key information and wrote a message using appropriate language and format)

These activities are based on the **underpinning knowledge and skills** from the following units of competency

from The Seafood Training Package:

SFICORE103A *Communicate in the Seafood industry*

SFICORE101A *Apply basic food handling and safety practices*

from The Business Services Training Package:

BSBCMN103A *Apply basic communication skills*

You have also practised the Key Competencies ticked below. These are the skills employers say are essential in employment:

- ☐ Collect, analyse and organise information
- ☐ Communicate ideas and information
- ☐ Plan and organise activities
- ☐ Work with others and in teams
- ☐ Use mathematical ideas and techniques
- ☐ Solve problems
- ☐ Use technology

Signed: ..... Date: .....  
(teacher)



# Introduction

## Guided activity

In the *Deadly Bay: Open for Work* CD-ROM, you will meet some people who work in the hospitality industry.

What do you know about this industry?

- What does 'the hospitality industry' mean?
- What kind of places can you work in if you work in this industry?
- What kind of work can you do?
- Have you ever worked in the hospitality industry? What did you do?
- Have your friends or members of your family ever worked in the hospitality industry? What did they do?
- Is there some part of the hospitality industry operating near where you live?
- Do you know if any Aboriginal and Torres Strait Islander people are involved in the hospitality industry?
- If you do not know, how could you find out?

**Guided activity**

Find out about one sector or one job in the hospitality industry.

Present this information to the group.

Here is some information on the hospitality industry from the CD-ROM to get you started.

*Hospitality is a great industry. It's all about people, making them feel welcome and taking care of them. In hotel work, we're dealing with people who are away from their homes and all their home comforts. Our job is to make up for that.*

*Of course it's not just the hotel business. Hospitality covers motels, clubs, bed and breakfasts, guesthouses, caravan parks and campsites.*

*Food and drink is a big part of the industry - restaurants, bars and cafes. And there's entertainment and gambling services as well.*

*The most important thing in this industry is being able to work with people. You know - handling them in a polite and*



Working with people

*friendly way. You need to be really patient. People with short tempers don't last long in this business.*

*Most of the time you'll work as part of a team. You need to be ready to help out and have a go at things you've never done before. And don't be afraid to ask questions or ask for help. That's what being part of a team is all about. Anyway you'll get the idea after a day's work here.*

*A lot of people come here for the 'Australian Indigenous Experience' from overseas or interstate. We bring our language and culture to this industry.*

*It's a great opportunity for us to show the rest of Australia and the world that our culture is priceless and deserves respect - just like the land. We can help them understand how we look at Country and what it means to us. So it's important that we get more of us into this industry.*

Now you are ready to meet Steve and Mia who work at the Deadly Bay Hotel.



Go now to the CD-ROM.

When you finish the hospitality section on the CD-ROM, do the activities on the next few pages. These activities practise the skills you used to help Mia, the hospitality trainee, get through her workday.

You will practise:

- using maps and other diagrams
- calculating amounts of money
- reading brochures
- writing emails



*Mia, the hospitality trainee at the front desk*

# 1 Using maps and other diagrams

## Guided activity

Most workplaces use maps and diagrams to give information to employees and customers as they are usually easier to read than written documents.

Maps and diagrams are all around us. Look around your study area and other areas nearby.

- What symbols and diagrams can you see?
- What do they mean?
- Can you see some common patterns? (eg use of colours)
- What maps can you see?

Are they easy to understand?

You helped Mia, the hospitality trainee, to use a map. What did the map show?

- the Deadly Bay emergency exits
- the Deadly Bay Hotel bungalows
- the streets of Deadly Bay

There are many different types of diagrams that you might have to read in the workplace. Where do you think you might see these in a hospitality workplace?

- symbols
- flow charts which show how to do things
- maps
- charts and tables of information
- tree diagrams (eg showing company structure)
- time lines which show important hours or dates



Look again at this map that Mia used in the CD-ROM. Why was it important for Mia to read the map correctly?

Maps often use symbols. In this map the circle with a “b” in it mean it’s a bungalow which is already booked. The key explains what the symbols mean.



KEY:    **o**: occupied    **v**: vacant    **b**: booked    **r**: reception

The symbols look very different from the real thing. For example the circles do not look like bungalows!

Maps usually show the view from above.



**Tips**

## **A few tips to help you read maps and diagrams**

- Imagine you are looking at the scene from above like a bird.
- Look at the key. It explains all the symbols.
- Find something familiar in the map and work from there.
- Get practice with reading maps when you are out and about in the community.
- If you are within the area the map shows, find the spot where you are and work from there
- If a diagram is new to you, ask someone how to read it.



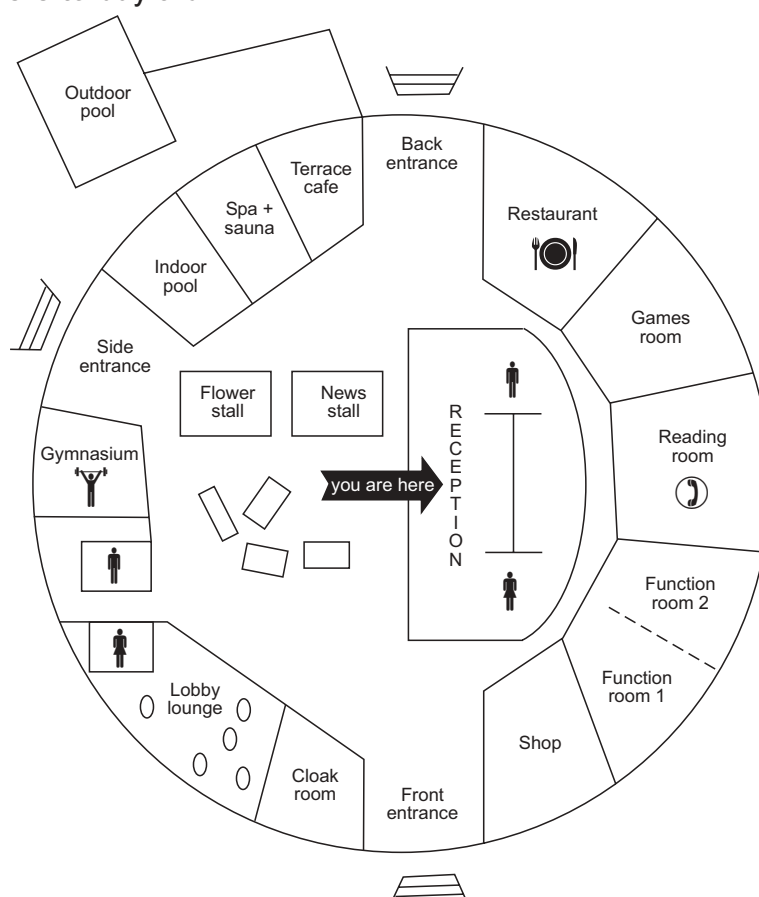
# Activities

## Activity 1

### Group work

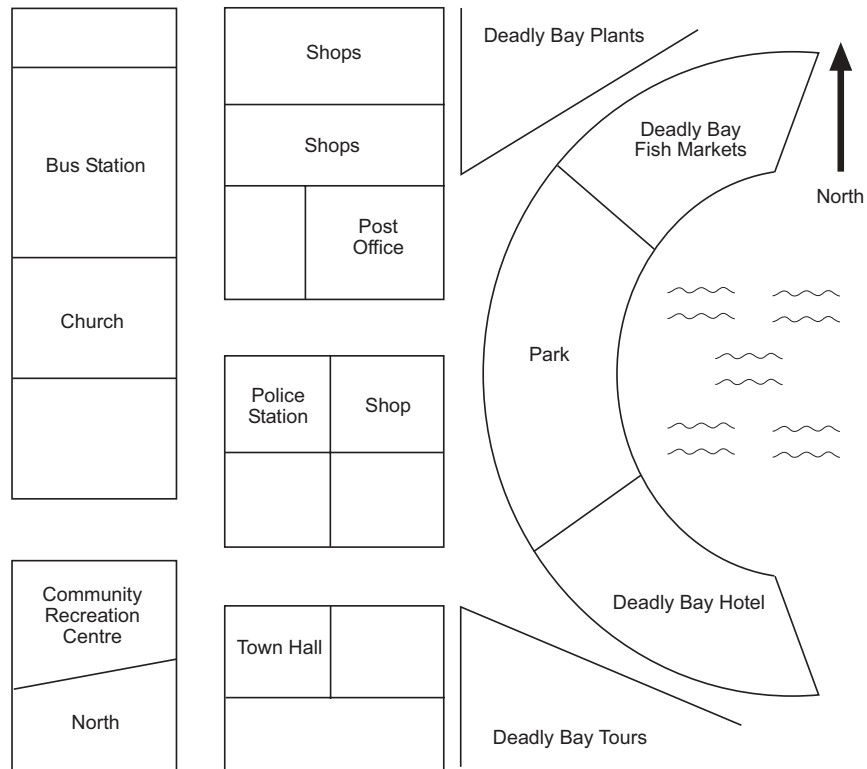
Work in pairs. Look at this map of the main section of the Deadly Bay Hotel. Take turns to give the hotel guests directions from reception. Give as much information as you can. The first one is done for you.

1. the games room  
*Answer: Walk towards the back entrance, turn right at the restaurant. Keep walking. The games room is next to the restaurant.*
2. the ladies toilet
3. the flower stall
4. telephones
5. the outdoor swimming pool
6. somewhere to buy a drink.



## Activity 2

Look at this map of the Deadly Bay town centre.



Label the buildings using the information below:

1. The supermarket is next to the town hall and opposite the Deadly Bay Tours.
2. The bank is next to the bus station and opposite the shops.
3. The school is opposite the community recreation centre.
4. The library is diagonally opposite the community recreation centre.
5. The pub is opposite the park.
6. The theatre is on the corner next to the post office and opposite the police station.

## Activity 3

Look again at the map of the town centre. What direction would you walk from

1. Deadly Bay Tours to the pub?
2. the church to the park?
3. Deadly Bay Plants to the town hall?
4. the bus station to the Deadly Bay Fishmarkets?

*Check your answers at the end of this section.*

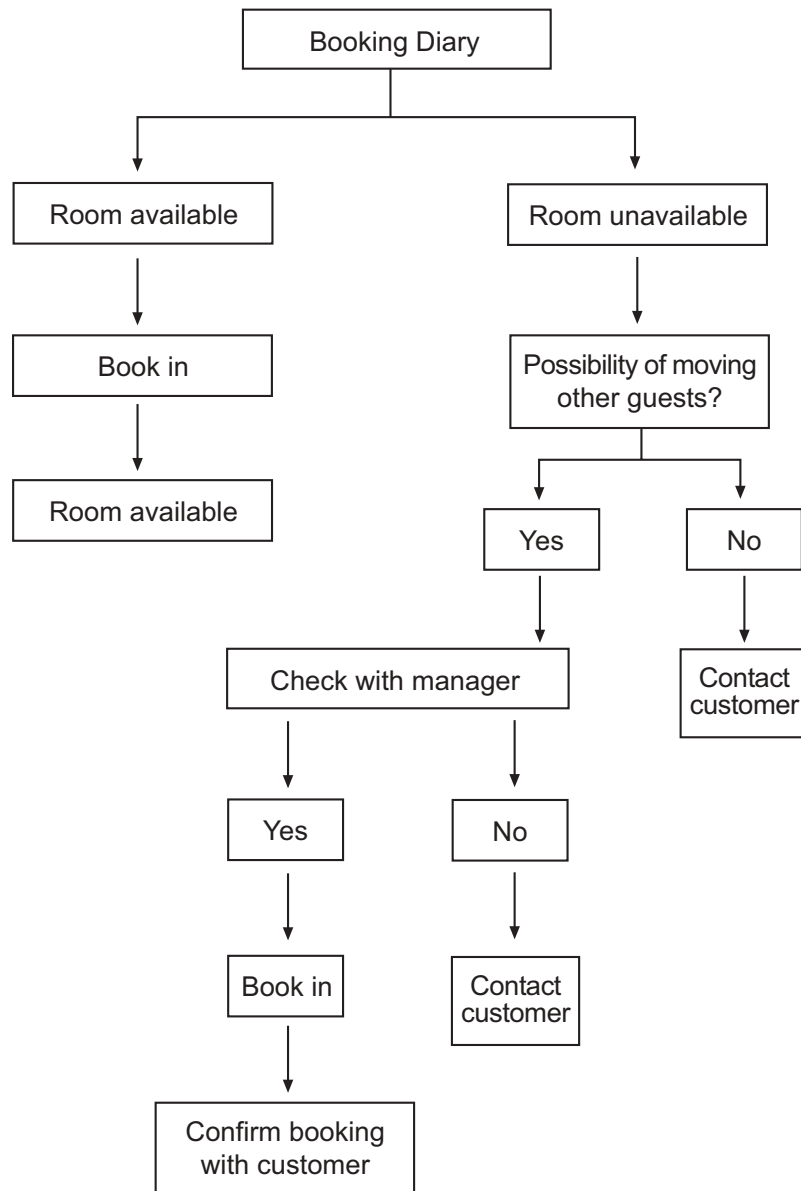
## Activity 4

### Group work

Flow charts are diagrams that are often used in workplaces instead of written instructions.

Look at the flow chart and instructions below from the Deadly Bay Hotel.

**Flow chart: customer's accommodation needs**



**Instructions: Customers' accommodation needs**

1. Take note of the customers' accommodation needs and special requirements.
2. Check the booking diary to see if the rooms are available.
3. If the rooms are available, book customers in and then confirm booking with customers.
4. If the rooms are unavailable, look at the map to see if you can move other guests booked in for the same period.
5. If there is a possibility of moving other guests, check with the manager and then book in if it is OK. Confirm with customer. If it is not OK with the manager, contact customers to tell them no rooms are available.

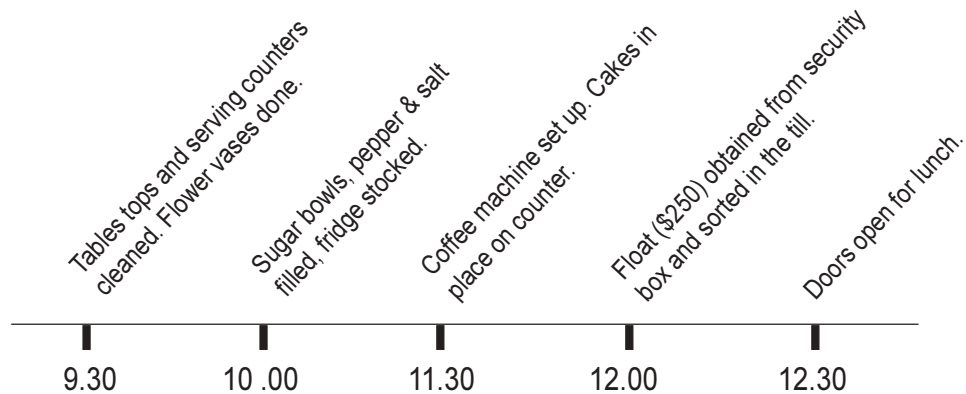
**Discuss:**

- What do the flow chart and instructions both tell you about?
- Which one do you find easier to follow? Why?

## Activity 5

### Group work

A time line is another type of diagram used in workplaces.  
Look at this time line.



- Where would you find this timeline?
- Who is it for?
- Why are times important in this situation?
- What three things need to be done by 9.30 am?
- When does the coffee machine need to be ready?
- What time do guests arrive?

## Activity 6

Think about your day. Make a time line to show when you usually do things. Compare your timeline with other learners.



## 2 Calculating amounts of money

### Guided activity

In the hospitality industry you sometimes need to deal with amounts of money. It depends where you work, but if you are working in a hotel, restaurant, or bar, for example, you will probably be working out costs of food, drink or accommodation.

Most hotels, restaurants and bars use computers to work out or calculate what to charge their customers. Some places do not have computers, but give their employees a pocket calculator to help them.

Calculators make maths much easier but you can make mistakes with them.

- Have you used calculators very much?
- What have you used them for?
- Did you find them easy to use?
- What was difficult about using them?
- Did you find it easy to make mistakes?
- What sort of mistakes did you make?
- Why do you think it helps to estimate before you use a calculator?

You used a calculator to help Mia work out a customer's bill when she was at reception.

Why did she need you to use it?

- because it was her lunchtime
- because she was busy with another customer
- because the computer had crashed



Even when you have a machine to help you with calculations, it is a good idea to work out roughly or estimate how much the amount is likely to be. It helps you notice any mistakes.

Estimating and using a calculator are useful skills in many other industries besides hospitality, so it's good to practise these now.

Look again at how you and Mia estimated and then calculated the customer's bill.

Why was it important to get the right answer?

*The customer stayed 3 nights for \$135.00 a night. The customer also bought one bottle of wine for \$22.70.*

- *How did Mia get her estimate of \$400?*
- *What answer did you get on the calculator?*



*Mia, the hospitality trainee at the front desk*

## Tips

## A few tips to help you estimate and then use a calculator

Note: see page 56 Seafood for more on estimating amounts of money.

- When estimating money with dollars and cents, round off the amount to a whole dollar. For example  
\$16.20 rounds off to \$16  
\$19.80 rounds off to \$20  
\$14.50 rounds up to \$15 or down to \$14.
- When you use the calculator with dollars and cents, remember to put in the decimal point. For example  
if you want to put in 95 cents, press .95 or the calculator will think you mean \$95.  
if you want to put in 9 cents you need to press .09 or the calculator will think you mean \$9.
- Notice that the display (where the numbers show) leaves off the final zero, for example  
a total of \$18.50 shows as 18.5  
a total of \$44.10 shows as 44.1.

# Activities

## Activity 1

Round off these amounts to the nearest dollar.

- |            |            |
|------------|------------|
| 1. \$12.21 | 4. \$55.10 |
| 2. \$45.79 | 5. \$ 3.60 |
| 3. \$88.80 | 6. \$37.45 |

*Check your answers at the end of this section.*

## Activity 2

Estimate these totals:

1. Mia bought her lunch to eat in the park in Deadly Bay. She had a salad roll for \$2.85, an orange for 45c and a chocolate bar for 90c.  
About how much did her lunch cost?
2. A hotel guest orders breakfast in bed three times. Breakfast in bed costs \$25.50. He also orders wine twice - one bottle cost \$21.90 and the other bottle costs \$19.10.
3. Now use your calculator to work out the costs for the two questions above. Were your estimates close?

*Check your answers at the end of this section.*

*Remember: put in the decimal point between the dollars and cents, and remember that the final zero will be left off in the display.*



## Activity 3

Answer these problems by rounding off the amounts to the nearest dollar.

1. A guest spends \$12.45 in the hotel café, \$33.40 on the drinks from the mini-bar and \$8.20 on phone calls.

Will \$50 cover the bill for these items?

2. Steve, Mia and two other hotel employees go out for lunch. The drinks come to \$12.75, the main courses come to \$47.90 and the desserts come to \$20.60.

Will the bill be closer to \$82 or \$92?

*Check your answers at the end of this section.*

## Activity 4

In hotels and restaurants you might have to work out the GST (Goods and Services Tax) on some items. The GST is 10% (per cent) on top of the cost.

If the bill is \$20, you add \$2 (10% of \$20) and the total bill is \$22.

*Check your answers at the end of this section.*

*Remember: 10% means 10 out of a hundred or 10/100 or 1/10 (a tenth)*

*To find 10% of an amount you divide by 10*

*10% of \$1.00 (100 cents) = 10 cents*

*10% of \$10 = \$1.00*

Work out the 10% GST and the new total for:

- |          |          |
|----------|----------|
| 1. \$600 | 4. \$620 |
| 2. \$500 | 5. \$590 |
| 3. \$440 | 6. \$380 |

## 3 Reading brochures

### Guided activity

In the hospitality industry, you often have to read brochures to find out information for your customers. Most of these brochures advertise places or recreation activities.

Think about your local area.

- What are the places or recreation activities that visitors might be interested in?
- Do you know if there are brochures about these things?
- What sort of information do you think would be in any brochures about them?
- What pictures do you think would be used?

Brochures usually only contain the basic information you need. Brochures usually have pictures as well, and this makes them easy to read.

You and Mia used a brochure to help a guest at the reception desk.

What was the brochure about?

- a local town which has an interesting art gallery
- bush tours in the local area
- adventure activities for kids
- a boat trip



**Guided  
activity**

Look again at this brochure from the CD-ROM.

Discuss the brochure and the information about it with your group.

*important words highlighted*

*information organised in short chunks*

*information about cost, times, food, and so on*

*some brochures use questions to get the reader interested*

*often descriptive language eg rough terrain, scenic picnic spots*

**WANT A REAL ADVENTURE?**

Deadly Bay Tours is owned and operated by local community members and features local **Aboriginal culture** in every tour.

Deadly Bay Tours welcomes families and can organise special events for children and parties. Please let us know the **ages of your children** as some tours require some hiking in rough terrain.

Deadly Bay Tours features BBQs at some of the most scenic picnic spots in the world by our gourmet chef. **Please note:** Vegetarians should notify us by midday the day before the tour.

**The tour, all food and drinks are included in our prices.**

Contact Margie or Dave on 131DEADLY

**Tips**

## **A few tips to help you read brochures**

- Look over the whole brochure to get an idea of the content.
- Look at the pictures. They will tell you a lot about the words.
- Take notice of any headings or highlighted words.
- If you want general information, read through the whole brochure.
- If you want a particular piece of information, just read the part you want.



# Activities

## Activity 1

### Group work

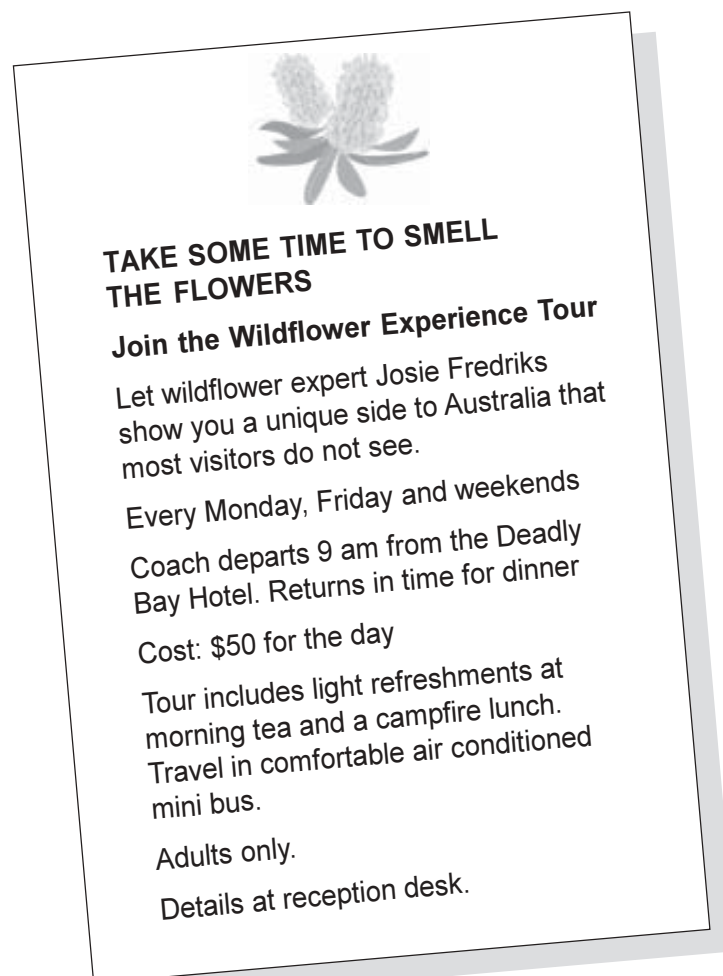
Look at these brochures from the Deadly Bay Hotel.

Do not read every word. Just read the part which tells you what the brochure is about.

Discuss:

- What sort of activity does each one advertise?
- Which brochure would you be most interested in? Why?

### Brochure A





## Brochure B



## WELCOME ROCK TOUR

- Visit the extraordinary Welcome Rock.
- See unique native vegetation.
- See red and black tailed cockatoos come down to eat from the native pecan trees.
- Experience an unusual morning tea with billy tea or native citrus juice, damper and bush fruits.

**Welcome Rock** is where Indigenous people passing through this country place their hand prints as a gesture of respect for the local people and their country.

You will see thousands of hands painted on an enormous rock overhang. An awe-inspiring sight for most tourists.

\$60 per person, \$30 for children and pensioners.

Local guides Margie and Dave really know the area and promise to show you a good time.

Ask about this tour and others at the Deadly Bay reception desk or at our office in Main Street, or phone 131 DEADLY.



## LOOKING FOR A GIFT TO TAKE HOME?

Looking for something special for yourself?

**Like ceramics, paintings, glassware, textiles?**

Well, the Deadly Bay Arts and Crafts Centre sounds like your kind of place!

Run and owned by the local community, and showing only the works of artisans from the Deadly Bay region, the Centre has been operating now for 3 years.

One quarter of the profits from the centre go back into the local community for community projects.

Open daily from 9 am to 6 pm.

Take a bus from the Deadly Bay Hotel (on the hour) or take a stroll (about half an hour from the hotel).

## Brochure C



## Activity 2

Look again at each brochure on page 105 and 106. Fill in the chart below with information from each brochure.

	Place or activity?	Cost?	Children?	Food included?	Time or days?	Contact?
Brochure A						
Brochure B						
Brochure C						

*Check your answers at the end of this section.*

## Activity 3

### Group work

Discuss with other students:

Which tour or activity would you suggest for the following hotel guests? Explain why.

1. A man with three kids aged 6-16.
2. An older couple who want a relaxed and scenic tour.
3. A young couple interested in Aboriginal culture.
4. An overseas couple looking for some interesting things to take back home.

## Activity 4

### Group work

Think about where you might find some brochures about places and activities in your area. If you can, visit these places and collect some brochures.

Select the brochure you like best. Explain to your group:

- what you like about the brochure
- what it's about
- would it be useful for tourists? Why? Why not?



## 4 Writing emails

### Guided activity

In many workplaces these days, communication with customers and clients is often by **electronic mail** or **email**.

Email communication is now often used in everyday life also.

- Have you ever received an email?
- Have you ever written an email?
- Why do you think people like using email to communicate (instead of telephone or post)?
- How is writing an email different from writing letters?

At the Deadly Bay Hotel, you helped Mia, the hospitality trainee, to send an email.

What was the purpose of the email?

- to write to a friend
- to order some plants from Deadly Bay Plants
- to ask staff about when they wanted to take leave
- to confirm bookings

**Guided  
activity**

Emails are very useful in the workplace. They can be sent and received faster than all other forms of written communication.

Look at this email. Does it look like the one you sent when you were helping Mia?

*email address of person you're writing to*

To: kimfujisawa@sunrise.com.au

*email address of person you want to get a copy of the mail*

Cc:

*subject - the topic or purpose of your email*

Subject: Confirmation

*formal and polite language to customers or clients*

*message is usually short and to the point*

*finish with thank you (if email is to a customer or client) and your name*

*no date box as - date will be automatically written on your email*

This is to confirm the booking made on 10th October for 4 couples on Friday, 19th and Saturday, 20th October. We have been able to give you 4 bungalows together on the beachfront. We were also able to book them into the Deadly Bay cultural tour on Saturday. We look forward to having your group in the hotel.

Thank you for your booking.

Mia Thomson  
Deadly Bay Hotel

Why did Mia need to send the email?



## Tips

## A few tips to help you write emails

- Write the address very carefully. If it is not *exactly* right, it will not get to the person you are writing to.
- Remember to write what the email is about in the subject box. This helps the person you are writing to.
- Check your writing before sending it off, to make sure you have included all the important information and that it makes sense.
- Read it through again just before you send it, to make sure you are happy with what you have said *and* how you have said it. Emails get to the other person very quickly. So it is important to check that you have not written anything that will upset or offend the other person.
- Ask someone for help if you are not sure how to send the message.

# Activities

## Activity 1

Match these emails to the subjects in the boxes.

### Email A

As one of our valued customers, we thought we should let you know about our new fantastic weekend deal. For \$200 you and your partner can stay both Friday and Saturday night. Dinner Saturday night included. Call us if you would like to know more. Best wishes, Steve, Manager, Deadly Bay Hotel.

### Email B

Mia, Can you help out in the buffet restaurant tomorrow morning till 1 pm instead of working on reception. Email me to confirm. Thanks Steve.

### Email C

To all staff, Staff meeting about new roster will be held in Staff Room 2, Wednesday, 2nd March. Please advise if unable to attend. Thanks, Steve.

Subject:

Subject:

Subject:

*Check your answers at the end of this section.*



## Activity 2

The underlined words in the sentences below are words that are often used in business emails and letters.

Can you match them with their meanings in the box?

### Meanings

- tell me that you have received \_\_\_\_\_
- needs or wishes \_\_\_\_\_
- letters or emails \_\_\_\_\_
- make certain \_\_\_\_\_
- let me know \_\_\_\_\_
- reply to, answer \_\_\_\_\_
- about \_\_\_\_\_
- asked for \_\_\_\_\_

Do the guests have any special requirements?

Last week, I requested some information about the Deadly Bay Bush Tucker Tour.

I am writing in reference to our recent booking.

Could you respond to this request within ten days?

Could you please acknowledge receipt of this cheque immediately?

I am writing to confirm your bookings for the 3 and 4 June.

Please advise us of your likely departure time.

In previous correspondence, you said that you did not provide non-smoking areas.

*Check your answers at the end of this section.*



## Activity 3

The sentences in the email below are in the wrong order. Can you put them in the right order?

Look at the example on page 110

- ☐ this is to confirm the booking made on 2 November for 2 couples on Monday 23 December and Tuesday 24 December.
- ☐ Thank you for your booking.
- ☐ To: Kylejamison@deadlybayseafood.com.au
- ☐ We have booked you into 2 non-smoking bungalows, close to the pool, as requested.
- ☐ Subject: Confirmation
- ☐ We look forward to seeing you at Deadly Bay Hotel
- ☐ Mia Thomson, Deadly Bay Hotel.

*Check your answers at the end of this section.*

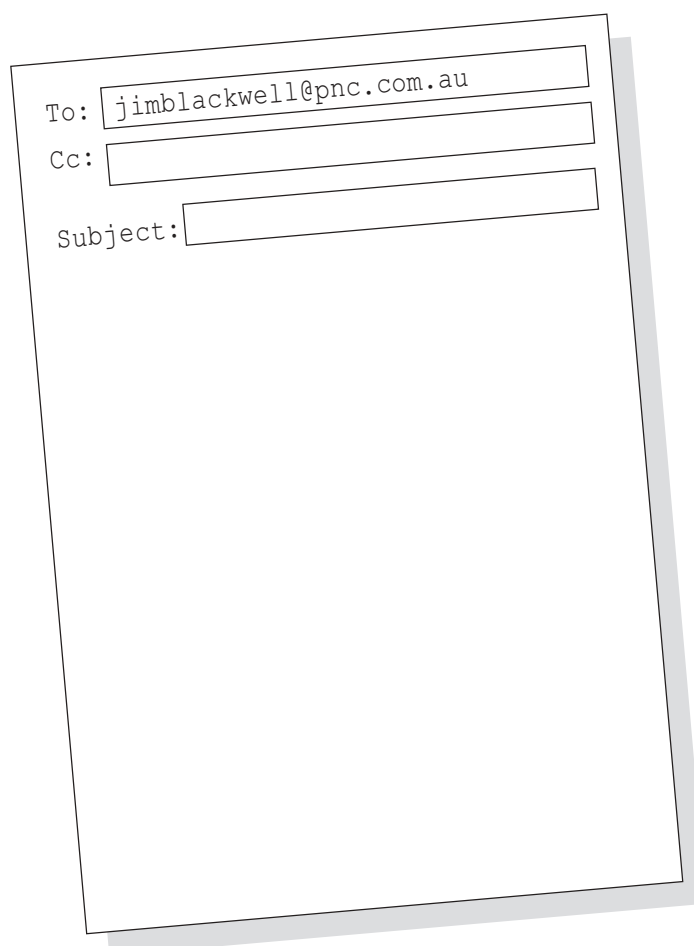


## Activity 4

Mia has to reply to this accommodation request at the Deadly Bay Hotel. Can you help her write the email?

Mr and Mrs Blackwell want two family bungalows, if possible, side by side. One cot needed for a baby in one bungalow. One week period from 10/4 to 17/4.

### Reply



To: jimblackwell@pnc.com.au

Cc:

Subject:

# Hospitality - answers to activities

## 1 Using maps and diagrams

### Activity 3, page 93

1. North, 2. East, 3. South, 4. East

## 2 Calculating amounts of money

### Activity 1, page 100

1. \$12   2. \$46   3. \$89   4. \$55   5. \$4   6. \$37

### Activity 2, page 100

3. \$4.20   \$117.50

### Activity 3, page 101

1. No   2. \$82

### Activity 4, page 101

1. \$60   2. \$50   3. \$44   4. \$62   5. \$59   6. \$38  
\$660   \$550   \$484   \$682   \$649   \$418

## 3 Reading brochures

### Activity 2, page 107

	Place or activity?	Cost?	Children?	Food included?	Time or days?	Contact?
Brochure A	Wildflower Experience Tour	\$50	No	Yes Lunch and morning tea	Full day	Reception
Brochure B	Arts and Crafts centre	Nil	No	No	Open all day	Reception
Brochure C	Welcome Rock tour	\$60 Adults \$30 Children/ Pensioners	Yes	Yes Morning tea		Reception or phone 131 Deadly

## 4 Writing emails

### Activity 1, page 112

Email A: Weekend specials

Email B: Change to roster

Email C: Staff meeting

### Activity 2, page 113

tell me that you have received: acknowledge receipt of

needs or wishes: requirements

letters or emails: correspondence

make certain: confirm

let me know: advise us

reply to, answer: respond

about: in reference to

asked for: requested

### Activity 3, page 114

- [3] this is to confirm the booking made on 2 November for 2 couples on Monday 23 December and Tuesday 24 December.
- [6] Thank you for your booking.
- [1] To: Kylejamison@deadlybayseafood.com.au
- [4] We have booked you into 2 non-smoking bungalows, close to the pool, as requested.
- [2] Subject: Confirmation
- [5] We look forward to seeing you at Deadly Bay Hotel
- [7] Mia Thomson, Deadly Bay Hotel.



## Learning achievements

By completing all the activities about the hospitality industry from the CD-ROM *Deadly Bay: Open for Work* and from the workbook, you have:

- recorded and passed on a telephone answering machine request (listened and took down a message)
- provided assistance to internal and external customers (assisted angry guest; located suitable information in brochures)
- used technology according to instructions (followed spoken instructions to book in customers; wrote emails using clear and concise language)
- used numeracy skills (estimated and then used a calculator to total a bill – addition, multiplication and percentages)
- understood relevant workplace documents in diagrammatic form (practised using a map, flow chart, time line)

These activities are based on the **underpinning knowledge and skills** from the following units of competency

from The Hospitality Training Package:

THHGGA01B     *Communicate on the telephone*  
 THHCORE01B   *Work with colleagues and customers*

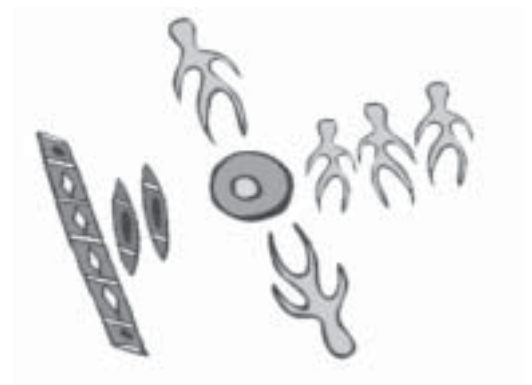
from The Business Services Training Package:

BSBCMN203A   *Communicate in the workplace*  
 BSBCMN107A   *Operate a personal computer*

You have also practised the Key Competencies ticked below. These are the skills employers say are essential in employment:

- ☐ Collect, analyse and organise information
- ☐ Communicate ideas and information
- ☐ Plan and organise activities
- ☐ Work with others and in teams
- ☐ Use mathematical ideas and techniques
- ☐ Solve problems
- ☐ Use technology

Signed: ..... Date: .....  
 (teacher)



# Introduction

## Guided activity

In the *Deadly Bay: Open for Work* CD-ROM, you will meet some people who work in the community recreation industry.

- What do you know about this industry?
- What does 'the community recreation industry' mean?
- What kind of places can you work in if you work in this industry?
- What kind of work can you do?
- Have you ever worked in the community recreation industry? What did you do?
- Have your friends or members of your family ever worked in the community recreation industry? What did they do?
- Is there some part of the community recreation industry operating near where you live?
- Do you know if Aboriginal and Torres Strait people are involved in the Community recreation industry?
- If you do not know, how could you find out?

**Guided activity**

Find out about one sector or one job in the community recreation industry.

Present this information to the group.

Here is some information on the community recreation industry from the CD-ROM to get you started.

*Working in a community centre*



*Community recreation provides sport and recreation programs and services for the whole community. People who work in this industry might work in a community or*

*neighbourhood centre, a sports complex or a centre specially designed for one group, like teenagers.*

*We manage this place for the Deadly Bay Community Council but in other places it could be run by a government department, a local council, a police youth club or a service organisation, like the YMCA. Occasionally you might get a job with a private organisation.*

*There are all sorts of jobs you can do. Things like helping to organise activities, events and functions like sport competitions, community dances, and youth groups. Even when there aren't activities on there are lots of other jobs to do like making sure the place is safe and clean and everything is working properly.*

*Our mob have a very strong sense of community. We're always running activities in our communities to bring everyone together.*

*This industry is great for our young people. You can work with your own mob, organising dances, games for children, and activities for older people and helping our Elders. I love it.*

Now you are ready to meet Evonne and Kelsie who work at the Deadly Bay Community Centre.



Go now to the CD-ROM.

When you finish the community recreation section on the CD-ROM, do the activities on the next few pages. These activities practise the skills you used to help Kelsie, the community recreation trainee, get through her workday.

You will practise:

- understanding information in tables
- reading memos
- using the Internet
- creating a poster



*Kelsie, the community recreation trainee at reception*



# 1 Understanding information in tables

## Guided activity

Workplaces often use **tables** (or **charts**) to give information to their employees or customers. Tables are very useful when a lot of information has to be fitted into a small space. They are also a good way to show the reader the similarities and differences between a number of items.

- Have you been given information in table form before? What was the information about?
- Do you find tables easy or difficult to read? Why?
- Do you remember seeing information in tables in places in your community? What sort of information did they contain?

You helped Kelsie use some information in table form when she was working on the front counter of the community centre.

What was the information about?

- rules about putting on a dance event
- holiday programs for children
- big events coming up at the community centre



**Guided activity**

Look again at the table of information you used in the CD-ROM.

Why was it important to find the right bit of information for the customer?

**School Holiday Activities**

Word in top left-hand corner of table especially important – it is usually what the whole chart is about eg holiday activities

Activities	Day	Time	Age
<b>Basketball</b>	Friday	5-6 pm	7 years +
<b>Gymnastics</b>	Tuesday Thursday	2-4 pm	5 years +
<b>Trampolining</b>	Monday Wednesday	11-12 pm	6 years +
<b>Kindy Gym</b>	Tuesday Thursday	9.15-10.15 am	3-5 years
<b>Kanga cricket</b>	Monday Wednesday	3-5 pm	Under 10s
<b>Aussie Rules</b>	Tuesday Thursday	3-5 pm	Under 12s
<b>Painting</b>	Tuesday	4-5 pm	6 years +
<b>Pottery</b>	Friday	9-10 am	6 years +
<b>Drawing</b>	Monday	4-5 pm	6 years +

Headings along the top row eg day, time

Information organised by rows and columns. Rows go across (horizontal) and columns go down (vertical)

**Tips**

## **A few tips to help you read tables**

- Look over the whole table to work out what it is about in general.
- Look along the headings on the top row and down the left-hand column. These will tell you how the information has been organised.
- Look at the word in the top left hand corner – it usually tells you what the chart is about.
- Use one finger on each hand to mark the headings you are interested in.
- Bring your finger down from the top heading and your other finger across from the left-hand heading. The box of information you need is where your fingers meet.
- Take your time - most people find large tables of information difficult to read. Most people need their fingers!



# Activities

## Activity 1

Look at this table of information from the Deadly Bay Community Centre, and answer the questions below.

**Deadly Bay Community Centre  
Activity Program**

Activity	Day/time participants	No of	Age group	Comments
<b>Community craft</b>	every second Tuesday of the month	10	Adult	Held in bush setting. One hour bus trip there and back
<b>Aerobics for seniors</b>	every Monday and Wednesday	20	Over 50s	Gentle aerobic exercises for older folk
<b>Mums' walking program</b>	every morning from 9 to 10 am	10	Any age	For new mothers trying to get back into shape - not too hard
<b>Mechanics' Club</b>	Thursday evening, 8 pm	5	Over 15	For men and boys interested in cars

1. What is the table about?
2. How many activities does the table give information about?
3. What sort of information does it give?
4. How many people can attend the Mechanics' Club?
5. When are the Aerobics classes held?
6. Who is the Mums' walking program specially for?
7. What special information is given about the community craft activity? Why do you think this information might be important?

*Check your answers at the end of this section.*

## Activity 2

**Group work**

Evonne and Kelsie are planning three trips for young people from the Deadly Bay Community Centre. Help Evonne and Kelsie to find the most suitable events from the special events calendar on page 127.

**Trip A:**

a weekend in the first half of the year which will give them the chance to meet people from many other communities - sports, music and cultural activities

**Trip B:**

a day trip which would be suitable for little kids as well as teenagers

**Trip C:**

a day or weekend for the sport lovers in the last half of the year.



### Special events calendar

Event	Date	Attractions	Contact
Sandy Bay Cultural Festival	First weekend in March	Traditional activities such didgeridoo playing. Battle of the Bands on Saturday night.	Recreation officer, Sandy Beach Community Centre.
Emerald Hill Festival	Saturday and Sunday, mid-May	Events include boomerang throwing, music nights, corroboree, footy match, athletics - up to 40 communities compete each year.	Recreation Officer, Emerald Hill Council.
Merry Arts Festival	Twice a year - May and September	Painting, pottery and other artwork from around the region. Bush food cooked and sold.	Merry Community Centre, Arts Organiser.
Family Fun Day	First Sunday in October	Fun for all the family - face painting, parades, sports competitions, talent quests. Parachute jumps a special attraction.	Palm River Community Centre.
Youth Sports Challenge	September	Two full days of sports competitions including go kart racing, tug of war, touch football. Great prizes for all winners.	Sport and Recreation Officer, Lone Creek Council.

## 2 Reading memos

### Guided activity

In most workplaces, managers and other staff write notes to employees on various work matters. These notes are called **memos**. (The full word is memorandum but everyone says 'memos'.)

Memos are sometimes written to just one employee, but mostly they are written to many employees at the same time. Memos give information and often ask employees to do something.

These days, memos are often be sent by email. But memos on paper are still used.

- Why do you think paper memos are used as well as emails?
- How do you think managers try to make sure that everybody sees very important memos in big workplaces?

Many memos involve some action or response from the employee. You helped Kelsie, the community recreation trainee, to act on the information in a memo.

What action was needed by Kelsie?

- wear the right sort of clothing
- go to a training session
- turn off her mobile phone

Who was the memo for?

- all staff
- only Kelsie
- Kelsie and other young staff



Look again at the memo that Kelsie had to read.

Why was this information important for Kelsie to know?



*name of  
organisation or  
department*

**DEADLY BAY COUNCIL  
OFFICE MEMORANDUM**

TO: All staff  
FROM: Director, Community recreation  
Department, Deadly Bay Council  
DATE: 3/4/01 (*for example*)  
RE: Use of mobile phones

*section which  
tells you:  
- who it is to  
- who it is from  
- date it was  
written  
- what it is  
about*

*often the  
information is  
followed by a  
request*

Recent visits to Council Community recreation centres show that many staff members are continuing to use mobile phones for personal use when on duty - even when they are at reception or conducting a class.

If you own a mobile phone, you are requested to turn the phone off at the commencement of work. On no account are you to use your mobile phone for personal calls during work hours.

We thank you for your cooperation in this.

*often formal  
language eg are  
requested to,  
commencement  
on no account*

Why do you think the language used is quite formal?



**Tips**

## **A few tips to help you read memos**

- Look first at the top part which tells you who it is for, who it is from, what is it about.
- Look over the whole memo to get an idea of the content.
- Read it carefully until you are sure you understand it.
- Read any long sentences more than once, and try to work out what they mean in everyday language.
- Pay special attention to what you have to do. For example do not use your mobile phone at work.
- Ask someone for help if you are not sure of the memo's meaning. Do not just ignore it. It is probably important.



# Activities

## Activity 1

Match the top of these memos with their message.

### Memo A

TO: All staff  
FROM: Centre Manager  
DATE: 14/8/01  
RE: School holiday roster

### Memo B

TO: All staff  
FROM: Director, Community recreation Department,  
Deadly Bay Council  
DATE: 14/8/01  
RE: Training

### Memo C

TO: All staff  
FROM: Director, Community recreation Department,  
Deadly Bay Council  
DATE: 27/6/01  
RE: Name badges

**DEADLY BAY COMMUNITY CENTRE MEMO**

TO:  
FROM:  
DATE:  
RE:

The staff listed below are required to attend a compulsory training session on Friday 29 June. The session will be held in the Deadly Bay Council Training Room 1, commencing at 7.30 pm sharp and finishing at 9 pm.

**Message 1****DEADLY BAY COMMUNITY CENTRE MEMO**

TO:  
FROM:  
DATE:  
RE:

From the beginning of July, all staff in community centres will be required to wear name badges while on duty. This will make it easier for clients and casual staff to get to know the people who work in the centre. Please take care of your name badge when you receive it. Thank you..

**Message 2****DEADLY BAY COMMUNITY CENTRE MEMO**

TO:  
FROM:  
DATE:  
RE:

I will be preparing the September school holiday staff timetable in the next week, and I need to know your availability for work. Please complete the attached form and return it to me as soon as possible

**Message 3**

*Check your answers at the end of this section.*

## Activity 2

### Group work

Discuss:

1. What is each memo about in general?
2. What action do you need to take after reading each memo?
3. In memo A, how many groups went in the competition last year?
4. In memo B, who can go to the training sessions?
5. In memo C, what two types of classes will be offered?

### Memo A

#### DEADLY BAY COMMUNITY CENTRE MEMO

TO: All staff  
FROM: Evonne  
DATE: 5/11/01  
RE: Battle of the Bands

It's almost that time of year again to get thinking about the Deadly Bay *Battle of the Bands*. Last year we had three groups from our centre enter the competition and as you know one group came very close to winning. Please start talking about it to the kids in your groups so that we can take out the prize this year.

**Memo B****DEADLY BAY COMMUNITY CENTRE MEMO**

---

TO: All staff  
FROM: Evonne  
DATE: 5/11/01  
RE: Aussie Rules

---

There will be Australian Rules Football training sessions for children 8 years old and over on the next four Monday afternoons. Sessions will be held at the primary school oval starting at 4 pm. The organisers are hoping to get enough kids to form a team for this year's competition. Kids do not have to know anything about AFL and both boys and girls are welcome. Please spread the word about these sessions amongst your classes and encourage anyone who is interested to take part.

**DEADLY BAY COMMUNITY CENTRE MEMO**

---

TO: All staff  
FROM: Evonne  
DATE: 11th July  
RE: New classes for older people

---

As you know we are hoping to start up a new class for older people in the new term. We have had a lot of interest in the class so far. In fact, we have enough names for two classes. One class will concentrate on art and craftwork - weaving and dyeing, sculpture and painting. The other class will be more active and include walking tours, aerobics, and even some rock-climbing. If the classes are a success, we will consider expanding the program.

Staff have not been determined for these classes yet. So, if you are interested, please let me know as soon as possible.

**Memo C**

# 3 Using the Internet

## Guided activity

In every workplace in every industry, the Internet is being used more and more to find out important information about the community, about customer groups, about rules and regulations in the workplace and so on.

The Internet is becoming more common in everyday life too.

- What do you know about the Internet?
- Have you used the Internet? If so, what sort of information were you searching for?
- Did you find it easy or difficult to use?
- Was it fun?
- If you have not used it, would you like to? Why?

You helped Kelsie to find some information on the Internet. What sort of information was she searching for?

- safety rules when holding a dance
- restrictions on noise
- names of local entertainers

In this section you will practise some key skills which will help you use the Internet. These skills are useful when using any information resource for example the Yellow Pages or reference books.

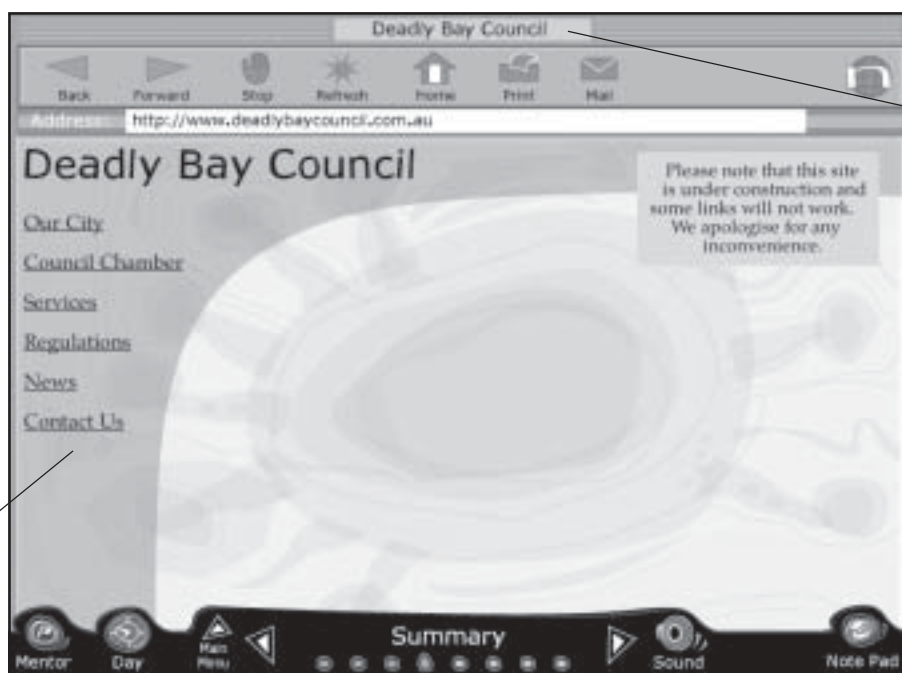
**Group work**

Look again at the Internet site (or website) you used when helping Kelsie.

Why was it important that she find the right information?

*this is the homepage of the website - a homepage is like an introduction to the site usually a list of all sections on website sections*

*if you click on an underlined word a new page will open up*



*title of website*

## Tips

## A few tips to help you use the Internet

- If you cannot find what you want, think about the different names that could be used for the topic you are searching for. For example *Halls and venues* could be called *Venues and Halls* or *Entertainment Areas*.
- Think about what general category your topic might be under *eg Libraries* is part of services the council provides, so it could be under *Services*.
- Be prepared to make mistakes and take some time at first.
- Be prepared to find a lot of interesting stuff you were not actually looking for.
- Practise as much as you can.
- Do not believe everything on the Internet is true. Anyone can put things on the Internet.



# Activities

## Activity 1

### Group work

Discuss these common words used to talk about the Internet.

- web site (or internet site)
- World Wide Web (WWW)
- navigate
- link
- homepage
- search
- browser

## Activity 2

Lists of items on the Internet and in other information resources are often organised in alphabetical order.

Put these lists into alphabetical order. Put a number from 1 to 10 in the box to show alphabetical order.

### List A

- ☐ Sports and Cultural Festivals
- ☐ Transport
- ☐ 1 Children's Activities
- ☐ Community Bands
- ☐ Dancers and Performers
- ☐ Facilities
- ☐ Planning
- ☐ Funding
- ☐ Training
- ☐ Contacts

### List B

- ☐ Libraries
- ☐ Arts Programs
- ☐ 1 Aged Care Facilities
- ☐ Childcare Facilities
- ☐ Swimming Pools
- ☐ Youth Centres
- ☐ Sports Centres
- ☐ Information Offices
- ☐ Head Office
- ☐ Recycling Centres

*Check your answers at the end of this section.*

## Activity 3

### Group work

Thinking about the categories that things might belong to is important when looking for something on the Internet. What category heading would you give to these lists?

Example

rowing, canoeing, sailing, surfing, water-skiing, windsurfing

The category for this group could be ***water sports - using equipment.***

#### ***List A***

basketball, netball, cricket, football, hockey

#### ***List B***

weaving, textiles, pottery, ceramics, painting, sculpture

## Activity 4

### Group work

Imagine you want to find out some information about activities for young children in your area.

- What different words could you use to start your search?
- What organisations might you look for that could help you?

## 4 Creating a poster

In the community recreation industry you might need to help design a poster or sign that will advertise an event.

- Can you describe a poster you have seen?
- What should a poster look like?
- What is important to put on a poster?

When you create a poster about an event or activity, it is not just about making it *look* good. You have to give the reader the necessary information too.

In the CD-ROM, you took some notes to get information from a conversation Kelsie was having. Who was Kelsie talking to?

- Kelsie's boss, Evonne
- Terry at the local council
- Uncle Bill, an Elder in the Deadly Bay area

Your notes were to help Kelsie prepare to make a poster. What was the poster for?

- dance for young people
- rules about holding dances
- holiday activities for kids



*Kelsie with uncle Bill*

# Activity

Make the poster to advertise the event.

Make it so that people want to read it and want to come along to the dance. But remember, give them the right information too.

Here are some notes from Kelsie's conversation to remind you of the important information to include:

- Dance for young people
- Next month - last Saturday
- Band - Handsome Fools
- Torres Strait Islander dancers
- Kap Mari
- Bush tucker
- Kids games

## Community recreation - answers to activities

### 1 Understanding information and tables

#### Activity 1, page 125

1. Deadly Bay Community Centre activity program
2. 4
3. Information about when and where the activities are held, the age group the activities are suited to and the number of people who will fit in each group.
4. 5
5. every Monday and Wednesday
6. for new mothers
7. held in a bush setting which involves an hour bus trip.

### 2 Reading memos

#### Activity 1, page 131

Memo A: 3  
Memo B: 1  
Memo C: 2

### 3 Using the Internet

#### Activity 2, page 138

##### List A

- ☐ 8 Sports and Cultural Festivals
- ☐ 10 Transport
- ☐ 1 Children's Activities
- ☐ 2 Community Bands
- ☐ 4 Dancers and Performers
- ☐ 5 Facilities
- ☐ 7 Planning
- ☐ 6 Funding
- ☐ 9 Training
- ☐ 3 Contacts

##### List B

- ☐ 6 Libraries
- ☐ 2 Arts Programs
- ☐ 1 Aged Care Facilities
- ☐ 3 Childcare Facilities
- ☐ 9 Swimming Pools
- ☐ 10 Youth Centres
- ☐ 8 Sports Centres
- ☐ 5 Information Offices
- ☐ 4 Head Office
- ☐ 7 Recycling Centres

## Learning achievements



By completing all the activities about the community recreation industry from the CD-ROM *Deadly Bay: Open for Work* and from the workbook you have:

- read and interpreted documents  
(read a memo and used the information)
- assisted a client to find information  
(used a chart to find suitable holiday programs)
- located and interpreted information  
(searched a sample Internet site and used the information)
- accessed information for community recreation  
(listened to a conversation with a community representative and took notes)

These activities are based on the **underpinning knowledge and skills** from the following units of competency

from The Community Recreation Training Package:

SRXCOM001A    Communicate in the workplace

SRCCRD001A    Access information for community recreation

from The Business Services Training Package:

BSBCMN103A    Apply basic communication skills

BSBCMN107A    Operate a personal computer

You have also practised the Key Competencies ticked below. These are the skills employers say are essential in employment:

- ☐ Collect, analyse and organise information
- ☐ Communicate ideas and information
- ☐ Plan and organise activities
- ☐ Work with others and in teams
- ☐ Use mathematical ideas and techniques
- ☐ Solve problems
- ☐ Use technology

Signed: ..... Date: .....  
(teacher)

# DEADLY BAY: OPEN FOR WORK

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## Hospitality



# DEADLY BAY: OPEN FOR WORK

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## Horticulture





# DEADLY BAY: OPEN FOR WORK

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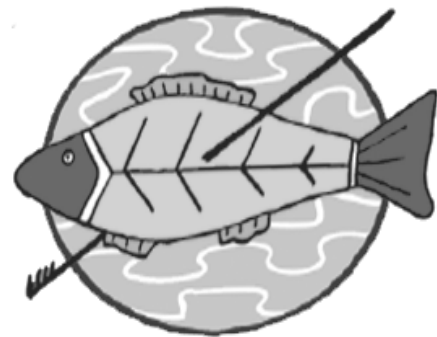
## **Tourism**



# DEADLY BAY: OPEN FOR WORK

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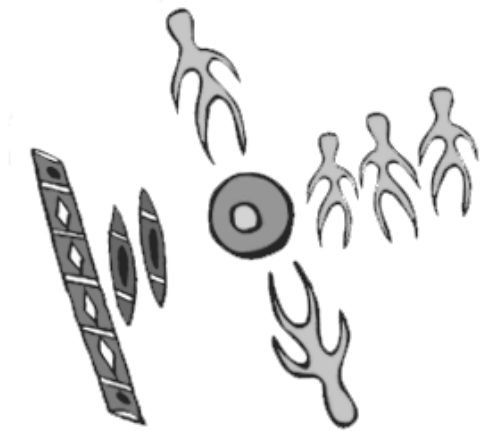
## Seafood



# DEADLY BAY: OPEN FOR WORK

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## **Community recreation**



# Deadly Bay: Open for Work

**This resource supports the development of language, literacy and numeracy skills relating to selected units of competency from the following Training Packages:**

<b>BSB01</b>	<b>Business Services</b>
<b>RUH98</b>	<b>Horticulture</b>
<b>SRC01</b>	<b>National Community Recreation Industry</b>
<b>SFI00</b>	<b>Seafood Industry</b>
<b>THH01</b>	<b>Hospitality Industry</b>
<b>THT01</b>	<b>Tourism</b>

