

Jobs Building in the Community – Civil Services

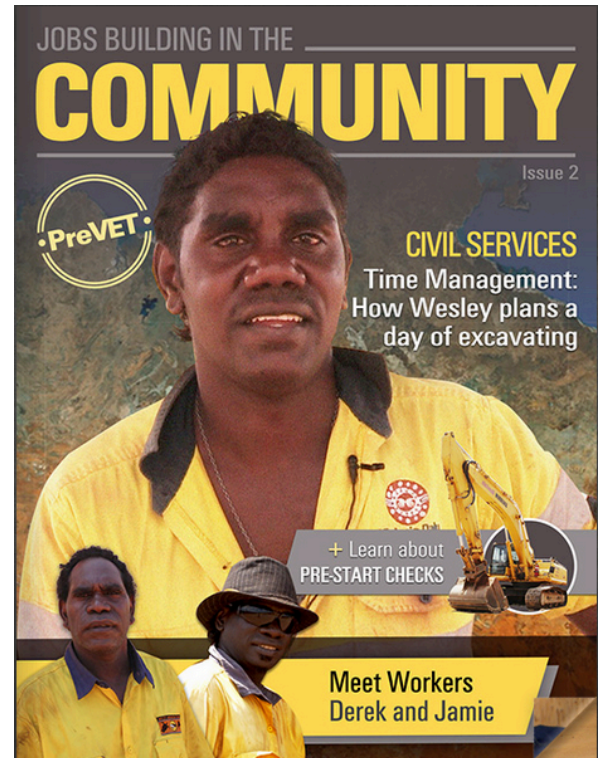
This module gives students examples of how they can have a job building the community.

Magazine with activities

Reginald, Wesley, Derek, and Jamie are all employed in Civil Services in the Elsey and West Arnhem Regions. Civil Services help keep the community running smoothly.

Students will learn:

- the type of work involved in Civil Services
- following workplace routines such as reading and using a map and schedule
- how to find information in an operators manual
- using time management and calculation skills to estimate job timing and plan a work schedule.



Curriculum Links

PreVET reinforces and authentically contextualises curriculum learning. For detailed mapping, see [m4b-curriculum-mapping.xlsx](#)

Australian Curriculum Prior Learning

- English: Receptive mode – Students compare and analyse information in different texts, explaining literal and implied meaning.
- Mathematics: Students solve simple problems involving the four operations using a range of strategies. They solve problems involving time duration.

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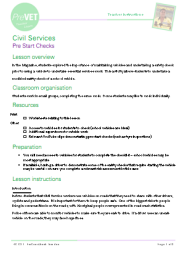
- Reading: Breaking the written code, Making meaning, Analysing, Using text.
- Numeracy: Operating & Calculating, Locations & Maps, Shapes & Measurement, Time, Understanding Numbers & How They Work.

Australian Core Skills Framework

- Reading, Oral Communication Levels 2-3
- Numeracy Levels 2-3

Overview of 4B Civil Services – Activities

See [m4b-transcript-answers.pdf](https://www.4b.org.uk/m4b-transcript-answers.pdf) for Activity Answers, [m4b-quiz-answers.pdf](https://www.4b.org.uk/m4b-quiz-answers.pdf) for Quiz Answers.

		Overview	Key Vocabulary	Teaching ideas	Related Games	Quiz Questions
A1 Keeping the Community Clean		Learning about the workplace routines involved in rubbish collection. Key points: - Reading a map - Reading a schedule - Using a map and schedule to find the daily collection requirements and route options.	Schedule Memorise Efficient Map Route	<u>Rubbish Day</u> This game uses "northings/eastings" with no explanation in the Magazine. Teachers could use x and y coordinates to relate it better to the curriculum – however this is how it is used in real life. It will need to be explained before the students do the activity, there is an explanation in Magazine 3B – NORFORCE. <u>Journey Planner</u> Needs explicit instructions on how to read timetables. Activities 1-4 get progressively more difficult. Use discretion as to which levels students complete.	4B.S3.G1 Rubbish Day 4B.S3.G2 To the Tip 4B.S3.A3 Journey Planner - Scootle 4B.S3.A4 Yard Clean Up	1, 2, 3, 4
A2 Using Operator's Manuals		Using an operator's manual to do a pre-start check on a loader. Key points: - How to locate safety check instructions in an operator's manual.	Contents page Precautions Flammable Excessive play Safety Instructions Manual	Using a contents page and index to locate information is a general skill. Teachers could base several activities on a 'scavenger hunt' for information in different books. The contents page is equivalent to navigation bars on websites. This is a good opportunity to explore the structure of websites and talk about how we categorise and find information.	4B.S3.A1 Chainsaws – Fast Facts	5, 6, 7, 9
A3 Time Management		Planning a work day using time management strategies and using the operational knowledge of an excavator. Key Points: - Estimating job times using capacity, time and mass.	Excavator Culvert Load Capacity Mass Density	<u>Trash Race</u> – Options- Have the students, rather than the teacher, measure the distances. Demonstrate how to write the equations for each possible distance. Solve using a constant distance but varied capacities. Students could try using the variable of distance, and test how to make it fair.	4B.S3.G3 Trash Race 4B.S3.A2 Extreme Talent Quest - Scootle	8, 10
Lesson – Pre-start checks		In the Magazine, students explored the importance of maintaining vehicles and undertaking a safety check prior to using a vehicle to undertake essential services work. This activity allows students to undertake a modified safety check of a school vehicle.	Essential Services Registration	You will need access to vehicles for students to complete the checklist – school vehicles may be most appropriate. If available, having a driver to demonstrate some of the safety checks that require starting the vehicle may be useful – ensure you complete a relevant risk assessment in this case.		