

Servicing the Community – Administration

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

Magazine with activities

Shari, Savana, and Teresa work in administration roles in the tourism and hospitality industries. They are all based in Kakadu National Park.

Students will learn:

- the type of administration work needed to keep businesses running smoothly
- reading and responding to key information in email enquiries
- using a calendar and timetables to manage bookings
- calculating the cost of bookings.

Curriculum Links

PreVET reinforces and authentically contextualises curriculum learning. For detailed mapping, see [5c-curriculum-mapping.xlsx](#)

Australian Curriculum Prior Learning

- English: Receptive mode – Students understand that texts have different text structures depending on purpose and audience.
- Productive mode: Students understand how the selection of language features can be used for particular purposes and effects.
- Mathematics: Students solve problems involving all four operations with whole numbers. They convert between 12 and 24 hour time. They interpret timetables.
- Science: Students analyse how the form of living things enables them to function in their environments.
- History: The Australian Colonies

T-9 Net Diagnostic Continua

- Reading: Breaking the written code, Making meaning, and Using text.
- Numeracy: Operating & Calculating, Time



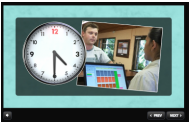

Australian Core Skills Framework

- Reading, Oral Communication Levels 1-3
- Numeracy Levels 1-3



Overview of 5C Administration – Activities

See [m5c-transcript-answers.pdf](https://www.5cadmin.com/m5c-transcript-answers.pdf) for Activity Answers, [m5c-quiz-answers.pdf](https://www.5cadmin.com/m5c-quiz-answers.pdf) for Quiz answers.

		Overview	Key Vocabulary	Teaching ideas	Related Games	Quiz Questions
A1 Fielding Enquiries		<i>Fielding enquiries</i> means to read and understand what people are asking for and respond appropriately. Key points: - Reading for key information - Responding to requests with appropriate information	Fielding enquiries Designated Email Reply Information Attach Respond	<u>Trans-Tasman Challenge- Scootle</u> There are three activities within the Trans-Tasman Challenge and the reading progressively becomes more complex. Many of the Australian Curriculum English indicators will need more scaffolding or guidance from the teacher to achieve them – particularly the Year 8 & 9 indicators. However, the variety of texts used in these three activities provides ample opportunity for teachers to consolidate or extend their students in English as well as History and Geography, beyond what has been recommended in this document.	5C.S3.G2 Kakadu Information Display 5C.S3.G3 Trans-Tasman Challenge 5C.S3.A1 Word Find	1, 2, 3, 4, 5, 6
A2 Making Bookings		Using a booking calendar to respond to camping applications. Key points: - Reading for booking calendars	Reserved Allocated Calendar	There are many other examples of booking calendars that students could investigate – e.g. classrooms at school, vehicles, use of a local hall.	5C.S3.A2 Cross Word	1
A3 Managing Bookings		Listening carefully to a customer's enquiry and accessing the correct information to help them make a booking. Key Points: - Interpreting and using timetables - Calculating costs	Receptionist Reservation Estimate Tour Timetable Cost	<u>Administration Comprehension Task</u> Have students work in pairs and read out the message. Make up a second one for the pair or have the pair make one up.	5C.S3.G1.1 Tim's Tours 5C.S3.A3 Administration Comprehension Task	7, 8, 9, 10
Lesson – Big Smile Photography		Students apply for a job with a local photography company – Big Smile Photography – which is seeking three teams of workers to assist with ordering, photographing and invoicing students at their school for individual and class school photos.	Application Job Description Brochure Schedule Invoice Receipt	As there is no application form on the link www.jobs.com you will need to either make up your own job application form, randomly draw out of a hat the job for each student (this can then make their teams) or have the students review (or scaffold) a few example applications for a make believe job. Then have students write their own application for one of the 3 jobs in this activity. The job description and task are both on one document and can get confusing as it explains what the job is and also directs the students to the task they need to complete in that role. i.e. before they have even got the job. Students can work out the GST on the invoices. They could also include discounts for multiple packages or early bird orders.		