
Please complete this form with your details.

Learner to complete:

Your details	
Name:	
Contact number:	
Email:	
Start date:	

If you are working, write the following information:

Place of work	
Company name:	
Address:	
Postal address (if different):	
Workplace supervisor name:	
Phone number:	
Fax:	
Email:	

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Before you begin

This learner guide is based on the unit of competency *FSKNUM04 Locate, compare and use highly familiar measurements for work*, Release 1.

How to work through this learner guide

Your trainer or assessor will tell you which parts of the learner guide you need to read, and which activities you need to finish. The learner guide has the following parts.

Part	How you use it
Learning content	Read each topic. If you cannot understand it, talk to your trainer.
Examples	This learner guide has examples of completed documents that may be used in a workplace.
Video clips	Where you see a QR code, you can use a smartphone or tablet to access video clips about the content. For information about how to download an app that will read the QR code or for more help, please visit our website: www.aspirelr.com.au/help . 
Checkpoints	Checkpoints help you make sure you understand what you have read. Your trainer will tell you which activities to do.
What you have learned	At the end of the learner guide, there is a list of what you have learned. You can use this to check you are ready for the final assessment.
Final assessment	Your assessor may ask you to do the final assessment tasks. The assessment tasks allow you to show the assessor what you have learned.

Your story

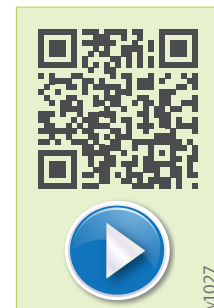
Today you are starting work as a kitchen assistant at Rose Community Centre.

Your job is to help Val. Val is the cook. Part of your job is to get the foods that Val needs to cook ready for her. You need to get these foods out of the cool room and put them on the kitchen work bench for Val.

For example, in the morning, you need to get the items that Val uses to cook breakfast, such as eggs, milk, flour and salt. These items are called ingredients.

Ingredients are the different foods that you mix together to make something, such as a meal or a cake.

Another part of your job is helping Val by measuring the ingredients for her.

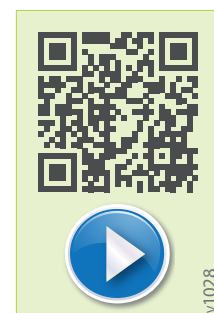


Day 1

When you arrive, Val, the cook, shows you what you need to do. She shows you the cool room. The cool room is where food is stored to keep it cold.

The cool room is where you find the things that Val needs to cook with. In the cool room, there is oil, vegetables and fruit, and other foods for cooking.






Val shows you a recipe. Recipes are what Val reads to tell her what to mix together to make the meals and cakes that she cooks.



The recipe

Today Val is making Mushroom and Barley Soup.

Here is the recipe.

Mushroom and Barley Soup			
Amount	Measurement	Ingredient	What it looks like
50	ml	oil	
250	grams	onions	
200	grams	carrots	
125	grams	celery	
50	grams	garlic	

Measurements

To make soup, Val must follow the recipe. The amount of each ingredient that Val needs is written in the recipe.

The recipe uses measurements. Measurements make sure the amounts are right.

Millilitres, kilograms, teaspoons, minutes, seconds and degrees are all units of measurement. They measure different things.



Units of measurement

A measurement is made up of smaller parts. Use this table of examples when you need to remember the different units of measurement.

Unit of measurement	How it is written	Example
kilogram grams	kg g	kg is heavier than a g. g is lighter than a kg.
litre millilitre	l ml	l is more than a ml. ml is less than a litre.
hour minutes seconds	hr min sec	hr is longer than a min or sec. min is shorter than an hr. sec is shorter than a min.
metre centimetres	m cm	m is longer than a cm. cm is shorter than a m.

How units of measurements work together

Some units of measurement work together.



Litres and millilitres

Here is an example of how litres and millilitres work together.

There are 1000 millilitres in a litre.

There are 500 millilitres in half a litre.

These measure liquids. This means how much liquid something can hold.

Unit of measurement	How it is written	What it looks like
millilitre	ml	 This jug can hold 500 ml.
litre	l	 $500 \text{ ml} + 500 \text{ ml} = 1000 \text{ ml}$ 1000 ml = 1 litre

What has happened on Day 1

On your first day at Rose Community Centre, you have learned about:

- using measurements in workplace documents
- different measurements and how they are used
- digital time
- units of measurements and how they are made up of smaller parts
- things that weigh the same but are a different size
- how some items may look different, but can hold the same amount
- the common words for measurements
- adding
- subtracting.

Checkpoint: Day 1

The following questions have a list of answers to choose from.
Place a tick ✓ in the box in front of the correct answer.

1. What is a kilogram is made up of?
☐ millilitres
☐ minutes
☐ grams
☐ centimetres
2. What is a common, shorter way to write the word **hour**?
☐ min
☐ sec
☐ cm
☐ hr
3. Can different ingredients look the same size, but have different weights?
☐ Yes
☐ No
4. This is an example of digital time. Which number is telling you the seconds?



- ☐
- 45
-
- ☐
- 38
-
- ☐
- 06

What you have learned

Well done. Since you started working at Rose Community Centre, you have learned about:

- using measurements in workplace documents
- different measurements and how they are used
- reading and recording digital time
- units of measurements and how they are made up of smaller parts
- things that weigh the same but are a different size
- how some things may look different, but can hold the same amount
- the common words for measurements
- adding
- subtracting
- recording measurements
- using am and pm when writing time
- recording information on a calendar.

You are now ready for the Final Assessment.

Final assessment

How to work through this final assessment

This final assessment is for the unit *FSKNUM04 Locate, compare and use highly familiar measurements for work*, Release 1.

An assessor will look at the tasks you complete and decide if you are competent for this unit. Your assessor may be your trainer or your workplace supervisor.

This assessment has six sections.

Section	Explanation
1. Assessment information	This section has information about who the assessment is for and the aims of the final assessment.
2. Are you ready for assessment?	This section is for you to check that you are ready to do the assessment.
3. Final assessment overview	This section explains the assessment tasks you will do.
4. Assessment plan	You will complete a form with your assessor. Your assessor will talk to you about the assessment tasks. You will need to sign the form to say that you have understood what has been discussed.
5. Final assessment tasks	This section has the tasks for you to do.
6. Record of outcome	Your assessor will use the work that you do to make a decision on your competence. They will discuss your work to give you feedback and tell you about their decision.

Question 4: Which units of measurements refer to weight? You may choose more than one answer.

Answer:

- ☐ millilitre
- ☐ litre
- ☐ gram
- ☐ kilogram
- ☐ centimetre

Marking: ☐ Satisfactory ☐ Unsatisfactory

Question 5: Look at these ingredients. Place a tick ✓ beside the ingredients that weigh the same.

Answer:

a) ☐



50 g garlic



500 g potatoes

b) ☐

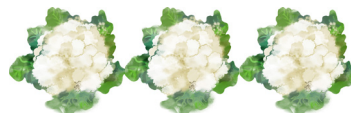


1 litre chicken stock



500 ml cream

c) ☐



1½ kilograms cauliflower



1500 g potatoes

Marking: ☐ Satisfactory ☐ Unsatisfactory

Solutions to Checkpoints

Checkpoint: Day 1

1. The learner should choose 'grams' as the right answer.
2. The learner should choose 'hr' as the right answer.
3. The learner should choose 'Yes' as the right answer.
4. The learner should choose '45' as the right answer.
5. The learner should choose 'Degrees Celsius' as the right answer.
6. The learner should choose 'Adding numbers together' as the right answer.
7. The learner should choose 'ml', 'grams', 'litres' and 'kg' as the right answers.
8. The learner should choose options 2 and 3 as the right answers.
9. The learner should choose 'centimetres' as the right answer.
10. The learner should choose '5' as the right answer.
11. The learner should choose '35' as the right answer.