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# Before you begin

This learner guide is based on the unit of competency  
*FSKNUM09 Identify, measure and estimate familiar quantities 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: <a href="http://www.aspirelr.com.au/help">www.aspirelr.com.au/help</a> . 
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.

*continued ...*

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## Your story

Today is your first day of work at Murray's General Store. Murray's General Store sells groceries, fruit and vegetables. It is also a post office where customers can send letters and parcels.

Molly, your supervisor, shows you where you will be working.

Molly shows you:

- where to prepare food that is sold in the store
- the coolroom
- the storeroom
- the post office area.

Molly explains that you need to know how to open the store in the morning and close the store at night.

Molly also explains what your tasks are. Tasks are the things you do, to do your job.

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## Day 1

On your first day working at Murray's General Store, Molly, your supervisor, shows you what to do.

Molly shows you around the store and the kitchen where you will prepare food for the store.

She shows you the coolroom, where food is stored to keep it cold or chilled. The coolroom is where meat, fruit and vegetables are stored.

Molly also shows you the storeroom, where food that does not need to be in the coolroom is stored.

Molly explains that you will need to open the store in the morning and close the store at night. She tells you that there are instructions and guidelines to follow when doing your tasks.

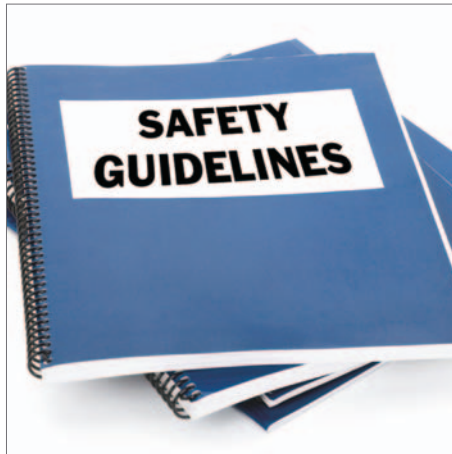


## Workplace texts

Workplace texts are documents that contain information that is used in a workplace.

Some examples of workplace texts are:

- Job instructions
- Job sheets
- Safety guidelines and signs
- Ingredients list



## Job instructions

Job instructions outline how to complete a job or task safely. Job instructions may be oral or written. Job instructions may contain measurements such as time and quantity.

### Oral instructions

Job instructions may be given as oral instructions. Oral instructions are spoken out loud. They are not written down, and may be spoken to you while you are working.

For example, Molly tells you to wash your hands before handling food; to wipe down the workbench when you are finished; then use paper towel to dry your hands. These are oral instructions.

### Written instructions

Written instructions describe how to do a task. Instructions are often written in a set of steps to follow.

For example, part of your job at Murray's General Store is to lock up at the end of the day.

Here is an example of the written instructions to follow to complete this task.

#### **Lock-up procedure**

1. Put the 'Closed' sign on the front door.
2. Check that the oven is turned off.
3. Lock the back door.
4. Turn off the lights.
5. Activate the alarm by pressing 1010.
6. Leave by the front door, locking it as you go.

Here is an example of a job sheet that is used at Murray's General Store.

Murray's General Store Job Sheet				
<b>Customer name:</b>	Mrs Agatha Twist			
<b>Customer address:</b>	18 Maple Street Forrest VIC 3236			
<b>Date:</b> 28 September				
<b>Description:</b> Deliver groceries by 12 noon				
<b>Time taken to do job</b>				
<b>Date</b>	28 September			
<b>Start time</b>	9.00 am			
<b>Finish time</b>	9.45 am			
<b>Time</b>	45 minutes			
<b>Total time</b>				45 minutes
<b>Name:</b> Molly Appleby				
<b>Signature:</b> <i>Molly Appleby</i>				



## Types (units) of measurement

A measurement is the size, amount or length of something. The type of measurement you use is called a unit of measurement.




You will use different units of measurement depending on what you are measuring. You may need to measure:

- length
- mass or weight
- capacity
- temperature
- time.

## Length

There are different ways to measure length (how long something is). Length is measured in millimetres, centimetres and metres.

Here are examples of equipment that can be used to measure length.

Equipment	What it looks like
Ruler – a ruler measures short lengths in millimetres and centimetres.	
Tape measure – a tape measure measures lengths up to 30–50 metres in millimetres, centimetres and metres.	
Trundle wheels – a trundle wheel measures lengths in metres, but is not as accurate as a tape measure.	

## What has happened on Day 1

On your first day of work at Murray's General Store, you have learned about:

- measurement information in workplace tasks and texts
- units of measurements
- estimations.

## Checkpoint: Day 1

Read the questions. Place a tick ✓ in the box in front of the correct answer.

1. If the time is 10.00 am, it is:  
☐ 10 o'clock in the morning  
☐ 10 o'clock in the evening.
2. Murray's General Store opens at 9 o'clock in the morning.  
What would the time look like on a digital clock?  
☐ 00:09:00  
☐ 09:00:00  
☐ 00:00:90
3. What is the abbreviation for kilogram?  
☐ kg  
☐ cm  
☐ lg
4. What is the abbreviation for millilitre?  
☐ mm  
☐ L  
☐ ml
5. Which units of measurement are used to measure liquid capacity?  
☐ Litres and millilitres  
☐ Kilograms and grams  
☐ Metres and centimetres

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## Day 2

On your second day working at Murray's General Store, Molly shows you how to make coleslaw. To make coleslaw, you need to use the right measuring equipment. Molly shows you where the equipment is and tells you about the quantity to make.

To make a large quantity, you need to make changes to the coleslaw recipe. You need to make simple calculations to work out the ingredients you need.

To measure the ingredients, you need to understand how to use the measuring equipment.



## Units of measurement

A measurement may be made up of smaller parts.

Kilograms, litres, metres and hours are made up of smaller units of measurement.

Here are some examples.

Measurement	How it is written	Smaller unit of measurement	How it is written	Relationship
kilogram	kg	grams	g	One kilogram is made up of 1000 grams.
litre	L	millilitres	ml	One litre is made up of 1000 millilitres.
metre	m	centimetres millimetres	cm mm	One metre is made up of 100 centimetres. One metre is made up of 1000 millimetres.
hour	hr	minutes seconds	min sec	One hour is made up of 60 minutes. One hour is made up of 3600 seconds.

## Adding

Adding is when you put two or more numbers together to make a larger number. Depending where you work, you may need to add lengths together.

For example, Murray’s General Store has 3 shelves in the storeroom that need to be covered with brown paper.

The pieces of brown paper come in 1-metre lengths.










Each shelf is 4 metres long. To work out how many pieces of brown paper you need, you need to add the length of each shelf together.

For example:

<b>Shelf 1</b>	<b>+</b>	<b>Shelf 2</b>	<b>+</b>	<b>Shelf 3</b>	<b>=</b>	
<b>4</b>	<b>+</b>	<b>4</b>	<b>+</b>	<b>4</b>	<b>=</b>	<b>12</b>

The paper comes in 1-metre lengths.

You need 12 sheets of paper to cover the 3 shelves.

<b>Shelf 1</b>				
<b>Shelf 2</b>				
<b>Shelf 3</b>				





## Multiplying

Multiplying is when a number is added to itself a specified number of times.

For example:

<b>6 + 6 + 6 = 18</b>	<b>is the same as</b>	<b>3 lots of 6 = 18</b>
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<b>3</b>	<b>×</b>	<b>6 bottles of juice</b>	<b>=</b>	<b>18 bottles of juice</b>
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3	×	6	=	18		
OR						
6	+	6	+	6	=	18
						



## Are you ready for assessment?

Make sure you are ready to begin the final assessment.

Complete the following checklist.

This is to review what you have learned. It will also show if you are ready to do the assessment.

Talk to your supervisor if you are not ready to do the assessment.

### Key outcomes

- ☐ I can identify and understand measurement information in workplace tasks and texts.
- ☐ I can identify familiar units of measurements.
- ☐ I can estimate familiar and simple amounts.
- ☐ I can choose the right measuring equipment.
- ☐ I can use simple measuring equipment.
- ☐ I can calculate using familiar units of measurement.
- ☐ I can check measurements and results against estimates.
- ☐ I can record or report results.
- ☐ I can communicate results using formal, informal and general language.

## Final assessment overview

To show your competency for this unit, you must successfully complete three assessment tasks.

<b>Complete Part A</b>	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
<b>Complete Part B</b>	Part B – Project: Using measurements You will demonstrate your skills and knowledge by completing a story-based project.
<b>Complete Part C</b>	Part C – Observation Your performance will be documented while being observed by an assessor.

## Final assessment tasks

### Part A – Questioning

<b>Purpose</b>	You will demonstrate a sound knowledge of the unit requirements in your responses.
<b>Instructions to the learner</b>	<p>All questions must be answered satisfactorily for Part A to be completed satisfactorily.</p> <p>There is no limit to the length of your responses. There is no time limit to completing the assessment.</p> <p>You may ask your assessor for advice and support.</p> <p>For all questions, place a tick <input checked="" type="checkbox"/> in the box in front of the correct answer.</p>
<b>Resources required</b>	<p>The question responses section below is required for this questioning assessment to be completed.</p> <p>A calculator can also be used.</p>
<b>Reasonable adjustment</b>	If you do not wish to respond to the questions in writing, discuss using verbal responses with your assessor.

**Question 1:**

This is part of a job sheet. What times on the job sheet are after midday?

Time taken to do job			
Date	16 May	23 May	30 May
Start time	12.30 pm	11.00 am	10.00 am
Finish time	1.30 pm	12.30 pm	11.00 am
Time	1 hour	1 ½ hour	1 hour

**Answer:**

- ☐ 10.00 am
- ☐ 1.30 pm
- ☐ 11.00 am
- ☐ 12.30 pm

**Marking:**☐ Satisfactory☐ Unsatisfactory**Question 2:**

You need to measure the length of a shelf. What unit of measurement should you use?

**Answer:**

- ☐ Kilometres
- ☐ Centimetres
- ☐ Millilitres
- ☐ Kilograms

**Marking:**☐ Satisfactory☐ Unsatisfactory