

Yearly planner Units 1&2

This yearly planner has been designed by SAVILE training to provide guidance for teachers and educators on the sequence of both units and examination revision for the Unit 1&2 sequence.

The planner is only a guide, which is designed to provide a suitable starting point for all teachers and school to further scaffold and personalise this planner to suit the individual learners in your cohort and class. This yearly planner is based on periods that are 75 minutes of length.

For all units of competency, you have the following resources **provided to you by SAVILE** to scaffold your lessons and extend your students:

- **Online access to student workbook**
- **Online access to teacher workbook**
- **Editable Power point presentation**
- **Online self-directed revision questions**
- **Lesson planner**

RTO REQUIREMENTS *

- **RTO Assessment task 1 ***
- **RTO assessment task 2 (Knowledge Based Questions Online)****



| Term | Week | Recommended Length of Unit | UOC | Practical Activities | |
|------|------|----------------------------|-----------------------|---|---|
| 1 | 1 | 5 weeks | HLTWHS001 – Chapter 1 | <ul style="list-style-type: none"> Conduct a hazard hunt in a simulated community services environment (e.g., childcare, aged care, youth service setting). Use a checklist to inspect potential hazards in the classroom or training space. Demonstrate correct lifting techniques for moving equipment or assisting a client. Complete a safe lifting challenge, where students must correctly apply bending, lifting, and carrying techniques. | |
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| | | 7 | 5 weeks | BSBWOR202 – Chapter 2 | <ul style="list-style-type: none"> Simulate a workplace environment where students must liaise with team members and supervisors via email or verbal communication to confirm tasks, request assistance, and report progress. Present students with a list of conflicting tasks and have them decide the order of priority (e.g., responding to an urgent client request vs. completing routine paperwork). Students create a daily work plan using a template, listing tasks, setting priorities, and allocating timeframes based on a case study of a community services role (e.g., youth support worker, aged care assistant). |
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| 2 | 1 | 6 weeks | CHCCOM001 – Chapter 3 | <ul style="list-style-type: none"> Students take turns playing the role of a receptionist or front-line worker in a community services setting (e.g., youth centre, aged care facility, disability support service). In pairs, one student shares a concern or question while the other practices active listening skills, including paraphrasing, clarifying, and responding appropriately. Set up mock phone calls and in-person interactions where students must respond to common community service enquiries (e.g., "What services do you provide?", "How can I access support?"). Provide a mock intake form and have students complete it based on a given scenario. | |
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| | | 7 | 6 weeks | CHCCOM005 – Chapter 4 | <ul style="list-style-type: none"> Students complete a group challenge that requires effective communication and teamwork, such as planning a community event or problem-solving a workplace issue. In pairs or small groups, students practice conveying messages without words, using body language, facial expressions, and gestures. Role-play scenarios where students must calmly and professionally handle a difficult or emotional conversation, such as addressing a complaint or supporting a distressed client. |
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| | 3 | 11 | 6 weeks | CHCCOM005 – Chapter 4 | |
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| | 3 | 7 weeks | CHCDIV001 – Chapter 5 | <ul style="list-style-type: none"> • Students research a specific cultural group relevant to community services (e.g., First Nations Australians, refugees, people with disabilities). • Role-play scenarios where students must adapt their communication to suit people from diverse backgrounds (e.g., someone with a language barrier, an elderly client, or a person with a disability). • Students review case studies of clients with diverse needs (e.g., a single parent struggling with housing, an LGBTQ+ youth facing discrimination). • Students engage in role-play scenarios where a cultural misunderstanding or conflict arises in a workplace setting. |
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| 4 | 1 | 4 weeks | FSK Units – Chapter 6 | Refer to FSK Units Lesson planner document |
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| | 5 | 2 weeks | Revision | |
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