

Literacy Foundation: Workbook 2ed.

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Important: All material, advice and assessment tasks are provided as a guide only and do not constitute official advice. As always you must check with the VCAA and any other relevant authorities about the suitability of a task.

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Literacy Foundation: Workbook 2ed

By Susan Bendall & Michael Carolan

DELIVER Educational Consulting (978-1-925172-47-8)

Available for VCAL and Applied Learning

- Literacy - Foundation 2ed (2019)
- Literacy - Intermediate 4ed (2019)
- Literacy - Senior 2ed (2019)
- Numeracy - Foundation 2ed (2019)
- Numeracy - Intermediate 2ed (2019)
- Numeracy - Senior 2ed (2019)
- Personal Development - Foundation (2018)
- Personal Development - Intermediate 3ed (2016)
- Personal Development - Senior 2ed (2016)
- Work Related Skills - Foundation (2014)
- Work Related Skills - Intermediate 3ed (2016)
- Work Related Skills - Senior 2ed (2014)

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Available for Careers, Pathways and Work Education & VCAL

- Career Pathways 2ed (2016)
- Work Placement Journal (2015)
- Work Experience Journal (2014)
- Personal Development Planner - Introductory (2015)
- Personal Development Planner - Advanced (2015)

Available for industry-specific work education

- Retail Trade Industry - Foundation (2013)
- Retail Trade Industry - Intermediate (2013)
- Community Services - Foundation (2014)
- Retail Trade Industry - Intermediate (2014)

Also available for Industry & Enterprise

- I&E Unit 1: Workplace Participation 4ed (2019)
- I&E Unit 1: Workplace Participation - e-version (2019)
- I&E Units 1&2: Towards an Enterprising You 5ed (2019)
- I&E Units 3&4: Towards an Enterprising Australia 4ed (2019)

michael@deliverededucation.com.au

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Attention: VCAL and Applied Learning, Careers, Pathways, and Work Education Co-ordinators and teachers.

New editions of VCAL Work Related Skills and Personal Development Skills titles for 2020 and beyond.

All new releases for 2020 now available, more details on the next page.

- ✓ PDS - Foundation 2ed, PDS Intermediate 4ed, and PDS Senior 3ed.
- ✓ WRS - Foundation 2ed, WRS Intermediate 4ed, and WRS Senior 3ed.
- ✓ PDS Activity Planner - Foundation, PDS Activity & Project Planner - Intermediate, and PDS Project Planner - Senior.

In 2019 new editions of VCAL Numeracy and Literacy titles were released.

- ✓ Numeracy - Foundation 2ed, Numeracy Intermediate 2ed (units 1&2), Numeracy Senior 2ed (units 1&2).
- ✓ Literacy - Foundation 2ed, Literacy Intermediate 4ed, Literacy Senior 2ed.

In 2019 new editions of VCE Industry and Enterprise for 2019 were released.

- ✓ I&E Unit 1: Workplace Participation 4ed, I&E Units 1&2: Towards an Enterprising You 5ed, and I&E Units 3&4: Towards an Enterprising Australia 4ed.

Look for more information about these new resources, and others, online or through the emails.

Note: If you receive this flyer without receiving an email then you are not on the email list.

Send a brief email to michael@deliverededucation.com.au to join the email list and to add relevant staff.

For VCAL, Career Pathways, Applied Learning and Work Education/Work Studies.

All resources below are available as printed books or as master e-versions.

- ☐ Career Pathways 2ed
- ☐ Work Placement Journal & Work Experience Journal
- ☐ Personal Development Activity Planner: Foundation; Personal Development Activity & Project Planner: Intermediate; and Personal Development Project Planner: Senior
- ☐ Community Services Foundation & Intermediate
- ☐ Retail Foundation & Retail Intermediate

For WACE Career and Enterprise; and very useful for any Workplace Learning program:

The full suite of WACE Career and Enterprise Resources (each with choice of e-version master):

- ☐ Career and Enterprise: Foundation 11
- ☐ Career and Enterprise: Foundation 12
- ☐ Career and Enterprise: CAE - General 11
- ☐ Career and Enterprise: CAE - General 12/ATAR11
- ☐ Career and Enterprise: ATAR 12

Current resource list: 2020 (* = new)

VCAL and Applied Learning (Master sets also available)

- ⇒ *Personal Development - Foundation Workbook/text 2ed & Activities booklet (2020)
- ⇒ *Personal Development - Intermediate 4ed Workbook/text & Activities booklet (2020)
- ⇒ *Personal Development- Senior 4ed Workbook/text & Activities booklet (2020)
- ⇒ *Work Related Skills - Foundation Workbook/text 2ed & Activities booklet (2020)
- ⇒ *Work Related Skills - Intermediate 4ed Workbook/text & Activities booklet (2020)
- ⇒ *Work Related Skills - Senior 3ed Workbook/text & Activities booklet (2020)
- ⇒ Literacy - Foundation Workbook/text 2ed & Activities skills booklet. *Lit-Foundation also available as an e-version (2019)*
- ⇒ Literacy - Intermediate Workbook/text 4ed & Activities skills booklet. *Lit-Intermediate also available as an e-version (2019)*
- ⇒ Literacy - Senior Workbook/text 2ed & Activities skills booklet *Lit-Senior also available as an e-version (2019)*
- ⇒ Numeracy - Foundation Workbook/text 2ed & Skills Development Booklet (2019)
- ⇒ Numeracy - Intermediate Workbook/text 2ed (for units 1&2) & Activities booklet (2019)
- ⇒ Numeracy - Senior Workbook/text 2ed (for units 1&2)

& Activities booklet (2019)

Industry and Enterprise

- > I&E Unit 1: Workplace Participation 4ed (& e-version) (2019)
- > I&E 1&2: Towards an Enterprising You 5ed (2019)
- > I&E 3&4: Towards an Enterprising Australia 4ed (2019)

Career pathways, work education and personal development (PDF e-versions also available)

- > Career Pathways 2ed
- > Work Experience Journal
- > Work Placement Journal
- > *Personal Development Activity Planner: Foundation (2020)
- > *Personal Development Activity & Project Planner: Intermediate (2020)
- > *Personal Development Project Planner: Senior (2020)

Industry-specific resources (PDF e-versions also available)

- > Community Services Foundation
- > Community Services Intermediate
- > Retail Foundation
- > Retail Intermediate

WACE Career and Enterprise (PDF e-versions also available)

- > Career and Enterprise General 11
- > Career and Enterprise General 12/ATAR 11
- > Career and Enterprise ATAR 12
- > Career and Enterprise Foundation 12
- > Career and Enterprise Foundation 11

View PDF samples on the website. Any questions please feel free to contact me.

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Order form: Prices for Semester 1, 2020 (Note: All prices are GST inc.)

WACE: Career and Enterprise	Printed text	e-version master	Total
Career and Enterprise Foundation 11 (2017)	_____ @ \$49.50	_____ @ \$595	_____
Career and Enterprise Foundation 12 (2016)	_____ @ \$49.50	_____ @ \$595	_____
Career and Enterprise General 11 (2016)	_____ @ \$55	_____ @ \$660	_____
Career and Enterprise General 12/ATAR 11 (2016)	_____ @ \$59.50	_____ @ \$660	_____
Career and Enterprise ATAR 12 (Jan 2017)	_____ @ \$59.50	_____ @ \$770	_____

Careers, Work Education & Personal Development	Printed text	e-version master	Total
Career Pathways 2ed. 2016	_____ @ \$35	_____ @ \$440	_____
Work Experience Journal 2015	_____ @ \$22	_____ @ \$165	_____
Work Placement Journal 2015	_____ @ \$29.50	_____ @ \$220	_____
Personal Development Activity Planner: Foundation 2020	_____ @ \$29.50	_____ @ \$220	_____
Personal Development Activity/Project Planner: Intermediate 2020	_____ @ \$29.50	_____ @ \$220	_____
Personal Development Project Planner: Senior 2020	_____ @ \$29.50	_____ @ \$220	_____

Industry-Specific Resources	Printed text	e-version master	Total
Retail - Foundation 2014	_____ @ \$33	_____ @ \$165	_____
Retail - Intermediate 2014	_____ @ \$33	_____ @ \$165	_____
Community Services - Foundation 2015	_____ @ \$33	_____ @ \$165	_____
Community Services - Intermediate 2015	_____ @ \$33	_____ @ \$165	_____

Industry and Enterprise (New editions 2019)	Printed text	e-version master	Total
I&E Unit 1: Workplace Participation 4ed. 2019	_____ @ \$35	_____ @ \$550	_____
I&E Units 1&2: Towards an Enterprising You 5ed. 2019	_____ @ \$49.50	na	_____
I&E Units 3&4: Towards an Enterprising Australia 4ed. 2019	_____ @ \$66	na	_____

VCAL/ Applied Learning Resource Sets		Printed text/workbook	Printed activities book	Master text/workbook	Master activities book	Combined master sets	or license with master e-version
Literacy Foundation 2ed. 2019		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	or _____ @ \$440
Literacy Intermediate 4ed. 2019		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	or _____ @ \$440
Literacy Senior 2ed. 2019		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	or _____ @ \$440
Numeracy Foundation 2ed. 2019		_____ @ \$49.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
Numeracy Intermediate 2ed. 2019		_____ @ \$49.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
Numeracy Senior 2ed. 2019		_____ @ \$49.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
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*PDS Intermediate 4ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
*PDS Senior 3ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
*WRS Foundation 2ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
*WRS Intermediate 4ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
*WRS Senior 3ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
Totals		_____	_____	_____	_____	_____	_____

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Advice to students

- ✓ Use this book to gain and practise the skills you need in all areas of literacy.
- ✓ Do your practice writing tasks in the spaces and pages provided.
- ✓ Use the pro-formas and self-reflections as part of your Literacy program
- ✓ You will also need to maintain your own workbook so as to complete other tasks given to you by your teacher.
- ✓ You may need to collect and keep copies of articles, resources, handouts and other texts and literacy materials in your own workbooks.
- ✓ You might also use your *Activities Portfolio* to complete tasks as directed by your teacher. This portfolio will give you a body of written work to keep as a reference. It will also enable you to review and improve on target literacy skills.
- ✓ You might be directed to complete some or even all of the assessment tasks listed opposite.
- ✓ Throughout this workbook there are a number of quick-reference *Literacy Superskills*. Use the table opposite to locate these.
- ✓ Remember that good literacy will provide you with the tools for a more successful future! So what are you waiting for? Enjoy your study.

Assessment Tasks

AT1	Website Profile	24-25
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Literacy Superskills

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Novels/texts/films etc. I am required to study for Literacy Intermediate are...

Self Expression: Getting The Words Down

1

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1.03 Using Literacy	4	1.21 Expressive Texts	22
1.07 Choosing The Words	8	1.23 Assessment Task 1	24
1.11 Making Sense	12		

Activities 1: Getting The Words Down

p. Due date/Done?

Comment

1.04A **Communication**

5

1.06B **Using literacy**

7

1.07A **Words about me - Inside out**

8

1.08B **Sentences about me - Inside out**

9

1.09C **Words about me - Outside in**

10

1.10D **Sentences about me - Outside in**

11

1.11A **First appearances**

12

1.12B **Under the surface**

13

1.14C **Line by line**

15

1.15D **How about a pause?**

16

1.16E **Punctuate with feeling**

17

1.17A **Put it together**

18-
19

1.19B **Linking sentences**

20

1.22A **Expressive texts**

23

AT1 Website Profile

24-
25

RWF Reading and Writing Portfolio

26

Comments:

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1.01 Introduction

Introduction

Welcome to your studies of Literacy Foundation. This resource have been specially prepared to assist you to satisfy the learning outcomes associated with your Literacy and Oral Communication programs.

During your studies this year you will be required to source, interpret and produce a range of texts. This will enable you to develop and apply your reading and writing skills in the broad areas of self-expression, practical purposes, knowledge, and public debate (and issues). You can use the pro-formas at the end of Sections 1, 3, 5, & 7 to summarise the main examples of reading and writing that you undertake

You will also undertake a range of related tasks that will help you to build, demonstrate and refine your oral communication skills in these four areas.

You will complete at least one of the assessment tasks in each of the four pairs of sections that correspond to the four focus areas shown below. You might also be required to complete other assessment tasks in this resource, as well as assessments provided by your teacher. You can record your achievement using the pro-forma located on p.187 of this resource.

This resource also offers the opportunity for you to work towards satisfy learning outcomes related to oral communication. These tasks are indicated by the 🗣️ icon. Your teacher might get you to undertake the entire activity, or the relevant part of the activity, in order to satisfy the Oral Communication learning outcomes. You can record your achievement in these in the pro-forma opposite on p.3.

Literacy for Self-Expression

Includes writing, reading and oral communication tasks related to:

- ⇒ self-expression
- ⇒ personal reflections and narratives
- ⇒ conducting interviews
- ⇒ developing biographies
- ⇒ presenting personal information and other relevant tasks.

Literacy for Practical Purposes

Includes writing, reading and oral communication tasks related to:

- ⇒ giving and receiving instructions
- ⇒ undertaking everyday transactions
- ⇒ interpreting and filling in forms
- ⇒ communicating biodata
- ⇒ reporting information and other relevant tasks.

Literacy for Knowledge

Includes writing, reading and oral communication tasks related to:

- ⇒ researching information
- ⇒ evaluating sources of knowledge
- ⇒ communicating knowledge
- ⇒ designing and using surveys
- ⇒ reporting information
- ⇒ interpreting reports and other relevant tasks.

Literacy for Public Debate

Includes writing, reading and oral communication tasks related to:

- ⇒ analysing issues
- ⇒ researching issues
- ⇒ recognising persuasive language
- ⇒ using persuasive language
- ⇒ discussing and debating issues
- ⇒ constructing an argument and other relevant tasks.



Oral Communication Record				
Name: _____				
Oral Communication tasks to be completed:	Re-quired	Due by	Done	Teacher initials
1: Self-Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3: Practical Purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4: Public debate (and issues)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Comment: _____

Signed: _____ Date: _____

1.03 Using Literacy

Communicating

Now, perhaps more than ever in history, it is vital that people improve their ability to express themselves. This means developing better literacy for self-expression. Self-expression can refer to things such as:

- ⇒ talking and writing about yourself
- ⇒ developing a personal biography and reading the biographies of others
- ⇒ reading texts, graphic novels and articles about other people
- ⇒ designing and conducting interviews
- ⇒ reflecting on your own life and the lives of others
- ⇒ communicating your thoughts, feelings and ideas
- ⇒ using digital communication effectively and safely.

🧠 Can you think of other types of reading and writing for self-expression?

1. Verbal communication

The primary form of literary communication used by humans happens verbally through **face-to-face** communication with people such as family, friends, acquaintances, partners, colleagues, managers, customers, teachers and other humans that we come in to contact with on a day-to-day basis.

This verbal (or **oral**) communication is supported by **non-verbal communication** such as body language, facial expressions and other physical cues.

We speak (and listen) differently depending upon whether we are conversing for personal, social, educational or work-related situations. And given this, our **vocabulary** (the words we use) will also change to suit the situation.

2. Phone communication

In the past the second most common form of communication was via the telephone for personal, social and work-related situations.

Telephone communication is verbal and doesn't allow the user to see non-verbal cues associated with body language and facial expression. But it is very immediate and convenient; and is still a vital **workplace communication** tool.

Although many people still like talking over the phone, the prevalence of this communication method has reduced as people have switched to digital written communication through texts, emails, social media PMs and online chat and other platforms.

In addition, people are increasingly using **video phone** platforms such as Skype and FaceTime.

Times have changed!



*Image: cristovao/
Depositphotos.com*

3. Written communication

People have been using written communication for centuries by putting their written words down on 'paper'; and more recently using digital media.

Written communication is normally more formal than verbal communication. It is used for **self-expression**, as well as for business, official and other important communication.

However, we now see that people are increasingly using written communication for self-expression via **digital devices**, and that they are posting this content on digital platforms. These examples of written communication are usually less formal.

But a problem with this change in communication is that the lack of **formality** is also crossing over to other forms of written communication. Many people are actually losing the skill to write in a more formal way. And formality is still expected in many situations - and not 'childish use of emojis, LOLs and OMGs when applying for a job!

So although people have switched back to writing as a major form of communication for self-expression, (but mainly using digital devices), we have to wonder if they have the literacy skills to support this?

**Preview
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Image: lisafx/
Depositphotos.com

Communication

A

Complete this table about you and communication.

What is verbal communication?	What is phone communication?	What is written communication?
When do you prefer to use verbal communication?	When do you prefer to use phone communication?	When do you prefer to use written communication?

1.05 Using Literacy

Using literacy

People are very complex. We are a mixture of our **beliefs** and **values**, our hopes and dreams, our insecurities and fears. These things are also linked to our personality and character. What we show on the outside might be similar, or very different, to how we see ourselves on the inside.

As humans we **express ourselves** in many different ways. These ways can include:

- ⇒ the words we choose
- ⇒ the actions we do
- ⇒ the way we speak
- ⇒ even the way we dress.

Different communication

Literacy involves choosing the right way to **communicate** for different settings, for varied occasions and for different groups of people.

Having a choice about how to communicate puts us in a strong position in life because it allows us to express our opinions, our thoughts and our needs. These are all elements of our **personality**.

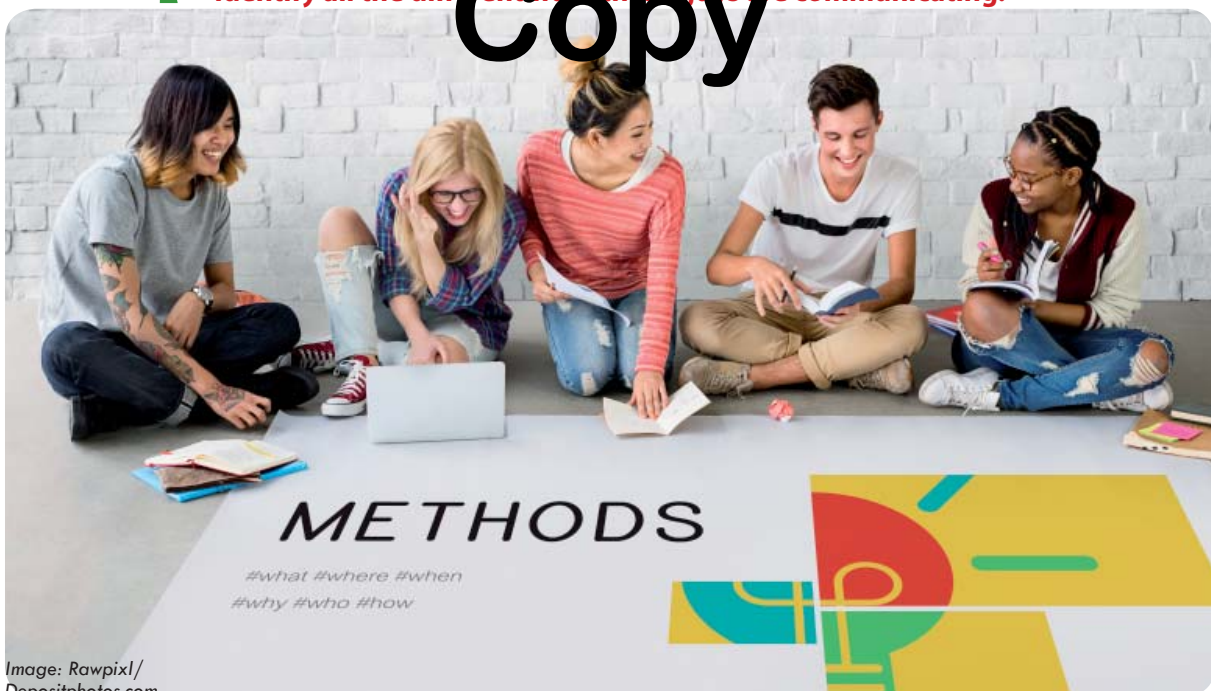
Misunderstandings between people can happen all the time.

Misunderstandings can lead to communication breakdowns and cause stress and emotional anguish.

Choosing how to communicate also helps to limit misunderstandings. Therefore, effective communication helps make our **relationships** better, and also helps us enjoy our lives more.



Identify all the different ways these guys are communicating.



1. How many different ways have you used literacy over the past week? Finish these sentences to show how you communicated. Include what, who and why.

e.g. I wrote ^{What} a letter to ^{Who} my grandma because I had been told that she was ^{Why} feeling lonely.

i. I wrote _____

ii. I spoke to _____

iii. I told _____

iv. I showed _____

v. (Your choice) _____

2. How successful do you think you were in communicating in these ways?

Give one example of a successful, and not so successful, use of literacy for each of these forms of communication.

You could also use images or graphics to show these in your workbooks

Communication	Successful and why?	Unsuccessful and why?
Writing		
Speaking		
Actions		

1.07 Choosing The Words

Inside out

Sometimes we use common words to describe our **personalities**. These words often reflect our inner **values** and how we appear on the outside and act towards others.

It is important for you to develop a strong **vocabulary** of words that can be used to describe different personality traits.



Image: belchonok/
Depositphotos.com

A Words about me - Inside out

Here are some common words to describe people's personalities - that is; who they are on the inside.

1. Tick the ones you think match your personality. Write their meaning in your own words. Add some of your own.
2. Check and write the meaning of any you don't know. After this, tick if any of these match your personality. Share and discuss as a class.

friendly	<input type="checkbox"/>	
caring	<input type="checkbox"/>	
trusting	<input type="checkbox"/>	
loyal	<input type="checkbox"/>	
empathic	<input type="checkbox"/>	
reliable	<input type="checkbox"/>	
impatient	<input type="checkbox"/>	
introverted	<input type="checkbox"/>	
extroverted	<input type="checkbox"/>	
vivacious	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	

Preview
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Words to sentences - Inside out

Single words don't often communicate an accurate meaning, especially about someone's personality.

So we need to surround single **descriptive** words with other words that provide a **context**.

This way, you can start to paint a picture of your personality. This helps enlighten the person to whom you are communicating.



Image: Adapted from Orson/Depositphotos.com

Sentences about me - Inside out

B

1. Reflect on the words you selected as describing your personality (the 'inside out' words). List 5 of these in the table.
2. Develop sentences that more fully describe how your personality shows from the 'inside looking out'. Construct these sentences as examples about you.

Tips

- ⇒ The descriptive word (which is an adjective) describes 'what'. But you need to add words that describe 'how' and/or 'why'.
- ⇒ Say these sentences out loud to make sure that you have the words in the best order to communicate your meaning.

e.g. impatient	I am impatient because when I ask for something, such as my dinner, I want it straight away!
i.	
ii.	
iii.	
iv.	
v.	

Preview
Sample:
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1.09 Choosing The Words

Outside in

At other times we might use words that describe how we **appear** to others. People commonly **judge** the personalities of others. Sometimes for good - and sometimes for bad. So how quick are you to judge others and what do you look for?

A lot of effort is put into selfies to carefully 'cultivate' an external image.

Image: graphicphoto/
Depositphotos.com



C Words about me - Outside in

Here now are some words about how you might seem to others - that is; who you are on the outside.

1. Tick the ones you think match your personality. Write their meaning in your own words. Add some of your own.



2. Check and write the meaning of any you don't know. After this, tick if any of these match your personality. Share and discuss as a class.

cool	<input type="checkbox"/>	
stylish	<input type="checkbox"/>	
talkative	<input type="checkbox"/>	
fun	<input type="checkbox"/>	
worried	<input type="checkbox"/>	
intense	<input type="checkbox"/>	
obedient	<input type="checkbox"/>	
reserved	<input type="checkbox"/>	
easy going	<input type="checkbox"/>	
rebellious	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	

**Preview
Sample:
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Words to sentences - Outside in

In order to communicate effectively, and build your literacy skills, you need to form key words into **sentences**.

It is a good tip to not include more than three key points in any one sentence.

You also need to include a subject such as the pronoun 'I' (if you are talking about yourself).

Note also that in the example opposite the word, 'People', is also a subject.

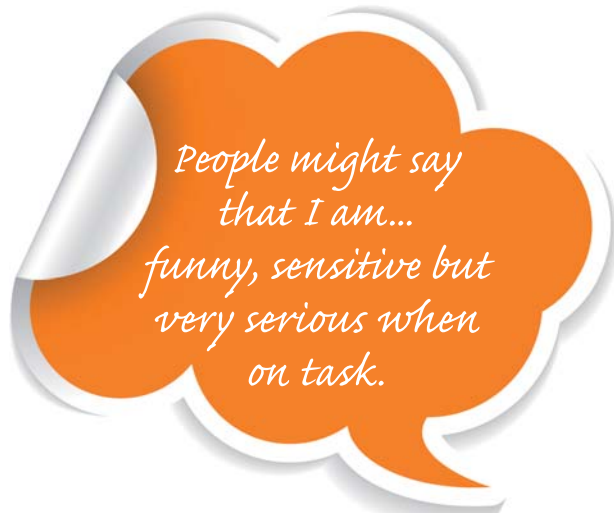


Image: Adapted from Orson/
Depositphotos.com

Sentences about me - Outside in

D

1. Reflect on the words you selected that other people might use to describe your personality (the 'outside in' words). List a few in a table.
2. Develop sentences that more fully describe how your personality shows 'on the outside'. Construct these sentences as examples about you.

Tips

- ⇒ The descriptive word (which is an adjective) describes 'what'. But you need to add words that describe 'how' and/or 'why'.
- ⇒ Say these sentences out loud to make sure that you have the words in the best order to communicate your meaning.

e.g. obedient	People think I am obedient because I tend to do what I'm told like doing my homework on time.
i.	
ii.	
iii.	
iv.	
v.	

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1.11 Making Sense

First appearances

Sometimes the way we really are doesn't show on the outside. At times this can be a good thing! We need to keep parts of us **private**. The whole world doesn't need to know everything about us!

But at other times this can act to mask our true selves. And it might also lead to misunderstandings because others can jump to conclusions.

At times people can jump to conclusions based on appearances - and be very judgemental!

 Have a think about this.

Are there any things that people think about you because of the way you seem on the outside, that are different from who you are on the inside?

And how would you go about dealing with these?

What would you like to clarify?

And also, what might be the best way to clarify these misconceptions? For example;

"People think I'm really funny because I usually joke a lot. But actually I can be very serious. Especially about issues that I feel strongly about."



Image: lisafx/
Depositphotos.com

A First appearances

People often make judgements of others based on first appearances. This can be a good thing, but it can also be a bad thing.

Think of someone you know well. Think back to when you met that person. Can you remember your first thoughts about them? Were you right or did you make a judgement about who they were 'inside', based only on what you saw 'outside'?

What were some of the things that influenced you? Make a list and give examples.

Person:

Their clothing...

Their age...

Their hairstyle...

The way they spoke...

Under the surface

There is more to people than what may appear on the surface. People have **character** and **depth** based on aspects of their personal, social and professional lives.

Often we don't know too much about a person, nor much about the depth of their character. However, we can find out more about people by the types of activities they regularly do, as well as by the types of things they have accomplished.

This also goes the same for you when dealing with others. People might not be aware of your own **depth of character**.

So what is 'under the surface' about you that you would like people to know, so that others can get more insight into you?



Under the surface

B

1. Make a list of anything about yourself that might surprise people. These might be hidden talents or hobbies, something unusual you have achieved or experienced, or somewhere you have been. Use these prompts and add your own.

I can...	I can...	I can...
I've been...	I've been...	I've been...
I like...	I like...	I like...
I have done...	I have done...	I have done...
I've won...	I've achieved...	Soon I will...

2. From your list, select 4 things that you would like people to know about you; and also that you would be comfortable sharing with others.

I would be both happy and comfortable with people knowing that !...	
i.	ii.
iii.	iv.



1.13 Making Sense

Punctuating your writing

Image: drizzd/
Depositphotos.com

Punctuation adds to **meaning**. It tells people how to understand your words. It tells them when an idea is finished, it tells them when to **pause**, it tells them which words are important.

It has been proved that no two people will punctuate in exactly the same way. Punctuation varies because it reflects your **interpretation** of the meaning.

When you write, you should punctuate carefully to help communicate your idea better; and so that what you have written, ‘reads’, the way you meant it to.

🧠 And how about when you read digital posts which often use very little or no punctuation? What helps you interpret the meaning then?



Punctuation

Preview

Some of the key punctuation marks are described below. Discuss the use of these as a class and then apply your knowledge to your own writing.

Full stop = . Shows that an idea is finished and complete. Used at the end of a sentence.

Sample:

Semi colon = ; Connects two whole sentences together that relate to one another.

Colon = : stronger than a comma, it connects 2 ideas together and gives emphasis to what comes after it.

Question mark = ? Easy! It's only used to show that the sentence is asking something.

Exclamation mark = ! Used to show surprise, shock or excitement. Helps the reader to understand the tone of what they are reading.

Apostrophe = ' Is used (and misused) to stand in place of missing letters in a contraction, e.g. *is not becomes isn't*, as well as showing possession, e.g. *Emily's phone*. This can be a tricky one!

Brackets = () These are used to contain words within a sentence that give extra information. If you remove the words in the brackets, the sentence will still be fine. But the extra words give more detail *e.g. The traffic on Hoddle Street (Collingwood) is hectic.*

Quotation marks = " " or ' ' These indicate direct speech. Open them before the first spoken word and close them after the last. Doubles are usually used for "talking" and "speech", singles for 'emphasising' a word or phrase.

Ellipse = ... These come in threes. They show that words are left out from a quotation. e.g. *"We humans are crazy!"* could be shown as *"We ... are crazy"*. Ellipses also show that the sentence or idea is unfinished. *"You are a darn ...!"*

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Use the 4 attributes you listed from (1.12B) that you would most like people to know about you.

Explain each of these more fully by writing sentences about these things.

Be sure to use appropriate punctuation to help you make better sense.

When you're done, discuss these with your teacher to get feedback on how to express each better.



Tip: Remember to state 'who' (which is you, but could be others as well), 'what', 'why' or 'how'; and for some examples, you might even include 'when'.

i.

Preview

ii.

Sample:

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iii.

iv.

1.15 Making Sense

Punctuating 102

As you already know punctuation adds meaning. And different punctuation marks can drastically alter the meaning of a written sentence. However, many people don't use punctuation when posting online. It's like they are posting directly without their 'thinking brains' being switched on!

- Also when we talk, we actually add punctuation to our words by pausing, RAISING OUR VOICE, and using different **inflection** (i.e. at the end of a sentence to ask a question). We listen for these oral punctuation cues from others to help us make better sense of what they say.



D How about a pause?

Image: ihor_seamless/
Depositphotos.com

1. You know basic punctuation, so have a go at punctuating the following. Don't worry about whether you are 'right' but focus on what the words mean to you. Choose from these punctuation symbols: ; ' " " ()

When he screamed hello everyone on the tram heard him they either looked up or pretended not to notice as he was so out there and peculiar looking to most of the passengers others did acknowledge him awkwardly out of politeness or shock as his eyes darted around a young woman leant to her feet waving hey dude over here ive saved a seat for you

2. Now compare your punctuation with another student. What are the differences and similarities? Do your two passages mean the same? Why/why not?

3. You can try the same example verbally. How different does it sound aloud after being punctuated?

Language lives!

Did you know that language never stands still - It keeps on moving. The **interrobang** is a recent punctuation mark that responds to the fact that we often simultaneously ask a question and exclaim. So do you know what an interrobang looks like? Go online and find an image (or images) of an interrobang.



1. What does an interrobang look like? Why so?

2. Which of these sentences would you punctuate with an interrobang? For which would you just use an exclamation or a comma? Why? Add sentences that would suit an interrobang.

- a. You are joking

- b. What do you think you are doing

- c. Can you please listen to me or just shut me in

- d. Is that Beyonce

- e. Did you see that

- f. Call that a goal

**Preview
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1.17 Getting It Together

Put it together

Now it is time to link all these skills together so that you can write good quality sentences about yourself.

The skills to focus on are:

- ✓ choosing the right words
- ✓ including subjects
- ✓ writing phrases
- ✓ putting words and phrases in the most appropriate order
- ✓ using correct punctuation.

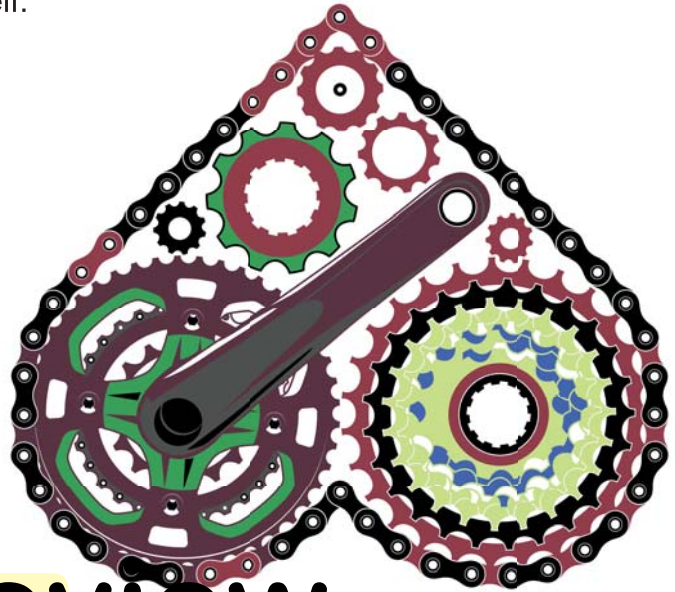


Image: kalmatsui/
Depositphotos.com

A Put it together

Preview

1. Now that you've had feedback from your teacher about your sentences, choose and rewrite the 2 that you feel you would most like to communicate.

i.

ii.

2. Construct another 2-3 sentences that add extra information, or that explain your first 2 sentences.

⇒

Sample:

Do Not

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Preview

3. Get your teacher to review your sentences and give you feedback. Choose your strongest example.

Now write a sentence that introduces your ideas for this.

Tip: You can base your sentence on the following intros or make up your own.

- ⇒ *There are two things about me that might surprise people.*
- ⇒ *There is more to me than meets the eye.*
- ⇒ *Would you believe me if I told you that...*

Sample:
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1.19 Getting It Together

Linking phrases

When you want to combine subjects, key words and other parts of language together you can use linking phrases. Linking these different parts of speech or writing helps create better written and oral literacy. Doing this also allows you to form more complex sentences that communicate your key ideas better.

For example. Jo asked Fletch what treats he liked. He replied. “Jam.” “Marshmallow.” “Chocolate.” Although he answered truly, this makes Fletch sound very direct and blunt.

Perhaps Fletch could have used some linking words and phrases such as ‘and’ or ‘also’.

So why did Jo reply to Fletch with, “Fancy a Wagon Wheel?”

Common linking words and phrases

- ⇒ ... and
- ⇒ ... also
- ⇒ ... but
- ⇒ ... as well as
- ⇒ ... leading to
- ⇒ ... therefore
- ⇒ ... as a result
- ⇒ ... however
- ⇒ ... on the other hand

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B Linking sentences

Preview

1. Use the linking terms below to complete this passage.

_____ really like a pair of sunnies from the DimMe range for my birthday, _____ the new fragrance by DJ Danger (Danger by DJ Danger).
_____ gift that would not go amiss _____ new skateboard.
_____, if I had to choose only one gift, _____ be a fragranced skateboard _____ built in sunny feature!
_____ just a joke, _____ how you would never just give me one gift!?

⇒ I would

⇒ is a

⇒ with a

⇒ as well as

⇒ However

⇒ Now that's

⇒ Another

⇒ it would

⇒ because

2. List some of the common linking words and phrases that you use when speaking. Are these similar to, or different from, those that your peers use?

Model A: Samanfa

Since I am a fairly quiet person, you might be surprised to learn these unusual facts about me.

To begin with, when I was a baby, I featured in a television ad for a well known brand of toilet paper. As my mother tells this story, she was incredibly excited by my screen debut and was convinced that I had a career ahead of me. Unfortunately for both of us, I never reached this height of stardom again.

My second surprise is a secret skill. I am able to communicate quite well in Auslan.

This is because my cousin is hearing impaired and over the years I have picked up quite a bit. Not only does this allow me to 'talk' to my cousin but it's also quite a fun way to communicate.

An additional fact about me that might interest you is that I once won a years' supply of soft drink by correctly guessing the number of bubbles in a can. Unfortunately, I really didn't like that brand of drink so my family drank a lot of soft drink that year.



Image: Amavrael/
Depositphotos.com

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Model B: Giacomo

Everyone knows that I love food and cooking, but you might be surprised to know how this passion was developed.

When I was five, my family travelled to Roma, where my Dad was born. I met my grandad for the first time and found out that he really liked cooking and I remember spending days watching him in the kitchen, smelling the aromas and tasting the delicious food.

After that, I always kept in touch with my grandad and talked to him about food. I started cooking by myself at about age eight and the first full meal I cooked was three dishes of grandad's recipes.

You might not know that as well as cooking and eating, I really like exercise. I realised that if I just cooked and ate it would be a recipe for disaster! As a balance, I took up running because it was cheap and easy to do any time and place. Now, I've recently taken up parkour since watching Ninja Warrior.

You might not know this, but I have considered combining my passions as a career - as a personal chef and trainer to the stars!



Image: Olish/
Depositphotos.com

1.21 Expressive Texts

Expressive texts

One of the tasks you will have to undertake this year is reading and writing about different texts. Your teacher might have arranged your Literacy Foundation program to enable you to investigate a range of **expressive texts**.

A **text** simply refers to a written piece of work such as a short story, article, book, poem, biography or even a song. A text may also include images such as a graphic novel or a zine.

Your teacher will discuss different aspects of texts and focus on those that suit the types of texts you are exploring at this stage of your learning program.

Later in the unit you will investigate texts that communicate **instructional** information and those that communicate **knowledge-based** information. You will also read and discuss texts that analyse and argue about **issues** and **public debate**.

Genre (and context)

When you read and write about expressive texts such as fiction, poetry, films and biographies you will need to develop tools to assist you to understand, investigate and discuss those texts you are reading. One of the key tools is to have an understanding of genre.

Genre refers to the main style, form or content of the expressive text. For example, genre could refer to settings and themes such as fantasy, biographical, historical, mystery, thriller, sci-fi, romance, post-apocalyptic and many more.

Genre creates context. **Context** can be said to refer to the 'setting' of the work. An understanding of context enables you to better understand the work. For example, compare the context of a poem written by an unemployed 17-year old male now, as compared to a 17-year old unemployed male in 1915. How might the context be different?

Different genres draw on varied features that are used commonly in these styles of texts. Really successful texts either play the genre well (*Harry Potter*), or subvert the genre to move it to a new level (*The Walking Dead*).

Now, not everyone likes all genres. We tend to seek out, read and enjoy genres that resonate with us. But the themes expressed in genre can also resonate across audiences. This is because most expressive texts are dealing with universal themes that we can relate to such as, 'good vs evil', 'love vs hate', 'success vs failure'.

Game of Thrones has regenerated an interest in medieval and historical fantasy as a genre.



Image: fotokvadrat/
Depositphotos.com

1. List examples of texts you have read that you have enjoyed. Briefly outline why.

Story or book	Poem or song lyric
Article	Graphic novel, comic or zine

2. Your teacher will work through a text with you. It might be a novel, short-story, film, graphic novel, poem, song lyric or some other form of expressive text. Complete the following task.

Text:	Writer/creator:
Form of text:	Date of origin:
Summary/outline of the text:	
Good points of the text:	
Not so good points of the text:	
How did the text make you feel?	
Other information	

3. Complete the table above for a text of your own choice. Do this in your workbooks.

1.23 Assessment Task

AT1 Website Profile

Overview

You have been asked to provide a profile of yourself for the website of your employer, a club or hobby group.

- ⇒ You have been asked to make the profile sound friendly in tone.
- ⇒ You are required to write the profile so that it describes 3-4 interesting facts about yourself.
- ⇒ You are required to write approximately 150 words.
- ⇒ You must satisfy these literacy self-expression guidelines.
 - ✓ Use complete sentences.
 - ✓ Use linking words and phrases.
 - ✓ Show a range of vocabulary.
 - ✓ Punctuate appropriately.
 - ✓ Use verb tenses accurately (for example, present tense for now or always, past tense for events that have finished).

Preparation and process

1. Type a **draft profile**.
2. Revise your **draft profile** (check for any digital auto-correct 'bloopers').
3. Edit a **hard copy** to find extra errors.
4. Get your **teacher** to **check** your edited **draft**.
5. Type or correct your **final draft** based on your teacher's feedback.
6. Add a suitable **photo** or **image**.



Your teacher might require you to present your profile as an oral report to the class.

Note: Your teacher might add other information including due dates.
Record this and other task information below.

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Name(s):

Key dates:

Tasks - AT1: Website Profile

Re-
quired

Due by

Done

Teacher
initials

Stage 1: Plan your profile

- i. Negotiate the task details with your teacher.
- ii. Determine the audience/target for your profile.
- ii. Create a plan for completing the profile activity.
- iii. Create a timeline for completing the profile activity.
- iv. Come up with 3-4 interesting facts about yourself.

Stage 2: Draft your profile

1. Type a draft profile.
2. Revise your draft profile.
3. Edit a hard copy to find extra errors.
4. Get your teacher to check your edited draft.
5. Correct your draft based on your teacher's feedback.
6. Add a suitable photo or image.

Prepare and submit your final profile

- ⇒ Prepare your final profile.
- ⇒ Submit your final profile to your teacher.
- ⇒ Present a report to the class (if required).



Additional information:

Signed: _____

Date: _____

Preview
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1.25 Reading and Writing Portfolio

Self-Expression: Readings			Name:	
Date	Text/Reading: Title & author	Text type, source & date published	Summary/ main point(s)	What I most learned from this is:

**Preview
Sample:**

Self-Expression: Writings			Name:	
Date	Topic or theme/ audience	Type of writing (format)	Summary/ main point(s)	Main skills I developed:

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Self Expression: Writing to Speaking

2

Contents

2.01 Communication.....	28	2.19 Presentation Tips.....	46
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2.09 Reading for Self-Expression	36	2.25 Self-Reflection.....	52
2.13 Effective Presentations	40		

Activities 2: Writing to Speaking

	p.	Due date/Done?	Comment
2.02A Types of communication	29	<input type="checkbox"/>	
2.03B Effective communication	30	<input type="checkbox"/>	
2.04C Not so effective communication	31	<input type="checkbox"/>	
2.05A My communication strengths	32	<input type="checkbox"/>	
2.06B Matching weaknesses & strengths	33	<input type="checkbox"/>	
2.07C Overcoming weaknesses	34-	<input type="checkbox"/>	
2.11A Reading for self-expression	38-39	<input type="checkbox"/>	
2.14A Writing journal	41	<input type="checkbox"/>	
2.16B Signposting	43	<input type="checkbox"/>	
2.17C Drafting my presentation	44-45	<input type="checkbox"/>	
2.19A Making presentations	46	<input type="checkbox"/>	
2.20B Analysing posture	47	<input type="checkbox"/>	
2.21C Practise makes better	48	<input type="checkbox"/>	
2.22D Final prep	49	<input type="checkbox"/>	
AT2 Presentation	50-51	<input type="checkbox"/>	
2.25 Self-Reflection	52	<input type="checkbox"/>	

Comments:

2.01 Communication

Writing and speaking go together

1. Writing 'right'

When focusing on developing your literacy skills we generally start with an emphasis on skills related to **writing**.

Writing may seem harder than speaking when you first think about it.

Writing takes concentration and is often associated with more **formal** life tasks, for example, filling in forms and passing school subjects.

But here is another way to see writing - that it actually can be more controllable than speaking! How so?

Well, writing actually gives us the chance to better manage our communication, because we can keep working on it, **editing** and **improving** it. By using a **drafting** process you can refine your written words until they are clear, concise and communicating exactly what it is you want to say.

However, people often post **digital writing** immediately, without even reading over what they have written. This is Ok for **informal** communication between friends. But what about in more formal digital communication such as emails, or for posts that will be seen by the broader public?

2. Speaking 'right'

Speaking, by contrast, might seem easier on the surface. But because speaking is in the moment, it is more subject to variables such as **where**, **when** and **who** our **audience** is, as well as how we are **feeling** at the time.

And of course people speak **faster** than they write. But is this necessarily a good thing? You might know of people who take a lot of words to say very little. Speaking enables that because it encourages less considered thought about communication. i.e. *"I opened my mouth before I engaged my brain!"* Hmmm.

So maybe you should think of both writing and speaking as challenging skills! A good way to improve your self-expression might be to plan your 'words' in writing, and to adapt your script so that it is more suitable for oral communication.

But wait - there's more! When we write and speak, we are really using a whole range of communication skills!

In this section of work you are going to build your self-expression skills so as to better tie in both writing and reading. You will also explore reading for self-expression in greater detail.

- 🧠 So what are your strengths and weaknesses when it comes to communication and literacy skills and styles?



Image: iqoncept/Depositphotos.com

Categories of communication

Verbal

Much of our day-to-day communication is verbal, despite the growth in digital messaging.

Good listening relies on active two-way feedback as part of a conversation.



Image: giraffearte/iStock/Thinkstock



Image: orephoto/iStock/Thinkstock

Non-verbal

Some people communicate better using physical gestures and other non-verbal cues such as facial expressions and body language.

Non-verbal communication supports us when we are speaking and listening.

Preview Sample: Do Not Copy

Written
A lot of written communication is more formal and complex than speaking, and is very important for professional and work communication.

However, people are increasingly using informal types of communication when writing digitally, which can be 'OMG', and make others really 'totes jelly'!



Image: Syda_Productions/Depositphotos.com



Image: Alexynder/Depositphotos.com

Visual
Some people respond better to images and visual information. These might combine text, numbers, diagrams, images and even video.

Signs and symbols can convey a lot of meaning; and are usually easily, and universally, recognised and understood.

Technological

People are increasingly communicating using ICT devices, and modern digital platforms are changing how we 'talk' with each other.

But people are increasingly using less formal digital language and getting into online fights with others due to miscommunication!



Image: moneybusinessimages/iStock/Thinkstock

Types of communication

A

Brainstorm some examples for each of these 5 types of communication. Make lists under each heading in your workbooks.



2.03 Communication

B Effective communication

Complete this table by describing what you do well in each of these communication categories.

Communication	What I do well	
Verbal	e.g. <i>I have a clear voice.</i>	i.
	ii.	iii.
Non-verbal	e.g. <i>I make good eye contact.</i>	i.
	ii.	iii.
Written	e.g. <i>I check my spelling.</i>	i.
	ii.	iii.
Technological	e.g. <i>I use social media safely.</i>	i.
	ii.	iii.
Visual	e.g. <i>I design clear visual aids for my presentations.</i>	i.
	ii.	iii.

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Not so effective communication

C

Complete this table by describing what you need to improve in each of these communication categories.

Communication	What I don't do well and need to improve.	
Verbal	e.g. <i>I avoid public speaking.</i>	i.
	ii.	iii.
Non-verbal	e.g.	i.
	ii.	iii.
Written	e.g. <i>I get bored writing long passages.</i>	i.
	ii.	iii.
Technological	e.g. <i>I need to improve my typing skills.</i>	i.
	ii.	iii.
Visual	e.g. <i>I'm not good at drawing.</i>	i.
	ii.	iii.

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2.05 Communicating Effectively

Lead with your strengths

We all have different strengths and abilities. And it usually follows that people are more comfortable talking and writing about their strengths and achievements.

So one useful strategy that you can use to improve your ability to communicate effectively, is to lead with your strengths.

You should practise both writing and speaking about your own achievements and successes in your personal, educational, social and working lives.

Once you have mastered doing this, you can apply the same model to talking and writing about areas in which you are not as strong or accomplished.

For example, "You know, I am really good at helping my family deal with doctors because their English is very basic so I have to interpret for them. And I am learning so much by doing this!"

Communicating effectively

1. Lead with your strengths.

Concentrate on being able to communicate what you are good at.

2. Face your fears.

Identify your weak points but team these up with one of your strong points.

3. Overcoming weaknesses

Take steps to make improvements in your weaker areas. Develop an action plan and work on these, rather than avoiding them.

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A My communication strengths



You are in a job interview and are asked to describe 3 examples of how you communicate effectively. Provide descriptive examples that show your own communication strengths. The examples should come from situations at school, or from work situations, or when dealing with others in life generally.

Category	Description	Example
e.g. Verbal	I do acting and like appearing in plays and musicals.	This helps me be confident when speaking in public as I have developed techniques to overcome my anxieties and work to an audience.
i.		
ii.		
iii.		

Face your fears

It's an unfortunate fact that we can't just avoid our weaknesses. Otherwise we might spend our whole lives avoiding doing things that are hard or unpleasant to us!

Many communication fears are really just based on having a lack of skills. Facing your fears is a way to overcome **skills-gaps**. As you build your varied literacy skills you will find that you will have fewer fears, and that you are likely to become a more confident and capable communicator.

One strategy you can use to help you do this is to identify an example of a weakness, and then see how you can pair it with a strength so as to create better communication.

For example, I have a soft voice but I maintain good eye-contact when I'm talking to someone, so they usually concentrate on what I'm saying and understand my message.

As another example, I feel nervous when talking in public so I use good quality visual aids to support my message.



**Preview
Sample:**

Image courtesy of The Stock

Matching weaknesses & strengths

B

Draw lines to match these apparent weaknesses with a communication strength that can help deal with the weakness better.

Note: Some may match more than one, but concentrate on one match for each that best suits you. Share your results with the class.



Weaknesses	Possible paired strength
I am a bit careless with my spelling, so...	I choose and design good visuals.
My pronunciation is not always clear, so...	I make sure I pay attention by being a good listener.
My mind can wander when people in groups talk a lot, so...	I make sure that I manage my social media carefully.
I don't always know the ins and outs of everything going on, so...	I check my writing carefully.
I'm not great at expressing my feelings in writing, so...	I am mindful of having good body language.
I feel nervous when I am talking to someone unfamiliar, so...	I make sure I try speak confidently.
I am not good at describing facts, figures and statistics, so...	If I don't understand someone, I ask them to repeat what they said.
I can't always take in everything someone says, so...	I try to have a friendly communication manner.

2.07 Communicating Effectively

Overcoming weaknesses

We all have weaknesses. Building better literacy skills involves overcoming communication weaknesses.

The way to start to overcome your weaknesses is by honestly identifying communication areas in which you need to improve.

When you've done this you can have a think about how improving this area of communication might help you and your literacy.

After that you can identify steps you can take to start to deal with these areas of weakness. This will involve learning skills, practise and getting help, feedback and support.

Essentially this involves developing an action plan to help you deal with your communication weaknesses, so that you work on these, rather than avoiding them.



C Overcoming weaknesses

Preview

**"My communication is perfect.
Weaknesses are for losers!"**

1. Which communication weakness would you most like to improve? Write this as clearly as you can.

Sample:

Do Not

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2. How will working on this aspect of communication help you?

3. Think of an example of when you have made an improvement in a skill in the past. Ask yourself: What specifically did I do to help me succeed?

⇒

⇒

⇒

4. Now, with your current goal in mind ask yourself “What steps will I take to improve?” Write some sentences to guide you.

⇒ I will...

⇒ In addition, I can...

5. List at least 2 things that you plan to do so as to make improvements over the next few weeks.

⇒ I will...

⇒ I will also...

6. Outline a timeline for achieving your improvement goals over the next 4 weeks. Your teacher may ask to see your goals every week, and for you to show them the work you have done towards achieving those goals.

Assessment will include a focus on improvement in a nominated weaker skill, so make sure you keep clear records of your progress.

Week	Goal/aim	What will I or did I do?
1		
2		
3		
4		



2.09 Reading for Self-Expression

Texts

A good way to improve your own writing for self-expression is by reading a range of expressive texts.

Your teacher might have arranged your Literacy Foundation program to enable you to investigate various types of expressive texts, such as those shown below. So what type of expressive texts do you read?

There are other forms of expressive texts and your teacher might talk about these with you as well.



Image: mladensky/
iStock/Thinkstock.com

Reading texts

A useful way to summarise and analyse what is in written texts is to look for and note examples of information related to these five categories.

- ⇒ **bio-information**
- ⇒ **feelings**
- ⇒ **actions**
- ⇒ **hopes and dreams**
- ⇒ **struggles and challenges**

These are explained in more detail on the opposite page. Your teacher will work through reading an expressive text with you, and help you to identify when examples of these are present in the text.



Bio-information

This includes things such as:

- ⇒ age
- ⇒ gender
- ⇒ physical characteristics
- ⇒ family situation
- ⇒ work/education situation.

Feelings

These can be shown through:

- ⇒ thoughts
- ⇒ self-reflection
- ⇒ monologue
- ⇒ dialogue
- ⇒ interactions with others.



Actions

This are demonstrated through:

- ⇒ patterns of everyday life
- ⇒ dealing with others
- ⇒ responding to situations
- ⇒ making changes
- ⇒ learning to learn through experience



Hopes and dreams

This includes things such as:

- ⇒ motivation and ambition
- ⇒ self-improvement
- ⇒ striving for more
- ⇒ hoping to make things better
- ⇒ reality vs wishing.



Struggles and challenges

This includes things such as:

- ⇒ life experiences
- ⇒ conflicting values
- ⇒ dealing with setbacks
- ⇒ difficult people
- ⇒ building resilience.



Images: Adapted from/
Jeremy/Depositphotos.com

2.11 Reading for Self-Expression

A Reading for self-expression

1. Your teacher will work through a text with you. It might be a short-story, film, graphic novel, poem, song lyric or some other form of expressive text. Complete the following tasks.

(Note: You were introduced to this summary pro-forma in Section 1.)

Text:	Writer/creator: Date of origin:
Form of text:	Genre:
Summary/outline of the text:	
Good points of the text:	
Not so good points of the text:	
How did the text make you feel?	
Other information	

2. Use the 5 categories from p.37 to describe key elements of the text.

Note: Not all categories might be represented in every text, although your teacher is likely to have chosen a text that does allow you to write something for each of these.

Details of text
Bio-information
Feelings
Actions
Hope and dreams
Struggles and challenges
Other information

Preview
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3. Complete these tables for a text of your own choice. Do this in your workbooks.

4. You are required to write a short expressive text.

- ☐ Choose your theme.
- ☐ Write your text, 'as is', as it comes out of your head. Take some time to do this.
- ☐ Now leave your text for a couple of days.
- ☐ Read some expressive texts. Your teacher will direct you on some suitable texts.
- ☐ Come back to your own text.
- ☐ Rewrite your text (this usually means making it shorter!)
- ☐ Read it to the class. Expressive texts often sound better when read aloud.
- ☐ Rewrite your text one last time.
- ☐ Would your final text make an interesting poem or song lyric by changing the structure? If so, team up with others in the class and make it into a rap, song or other similar musical form. (This could be a PDS activity!)



2.13 Effective Presentations

Turning writing into speaking

One way to combine a number of different literacies is by making a **presentation** to the class.

In this section you are going to develop skills that will assist you to be able to turn your self-expressive biographical writing into an oral presentation to the class.

When making a presentation you will usually have to combine oral, reading, writing, listening, visual and other **literacies**.

Your teacher will guide you if you have to make use of other types of communication skills such as visual aids.

However, one area that you need to focus on is **non-verbal communication** (or

body language). This may be just as important to the quality of your presentation as the words you say.



Images: Syda_Productions/
Depositphotos.com



Stripping your presentation

Your teacher will instruct you on how they would like you to organise your presentation, but here are some suggestions.

1. Introduce yourself and give a little bit of background about you. (You might reveal one of those 'interesting facts' from what you did back in Section 1.)
2. Briefly describe your communication strengths giving an example of a situation where you have used them successfully. How did you know you had communicated well?
3. Outline the communication weakness you have been working on overcoming.
4. Clearly explain the steps you took to make improvements.
5. Outline any obstacles to your progress.
6. Evaluate how successful you have been at overcoming this communication weakness. (This may still be a work in progress, but you will have made some improvements!)
7. What do you still need to do to further improve or maintain your improvement?

Model

Good morning, as you know my name is Lettice and I've only been at this school since the beginning of the year. That's because my family moved here from Perth for my mum's job.

I would consider my greatest communication strength to be my body language. I can easily make people feel comfortable around me because of my open and relaxed posture and gestures. Once, when my brother was panicking because he had seen a snake, I was able to calm him down and get him to explain what had happened and where he saw the snake. I did this by staying calm and moving slowly.

In terms of my weaknesses, I really find expressing myself in formal written language difficult and because of this I often put off writing that I need to do.

I have been working really hard on overcoming this problem with the help and advice of Ms. Peebles. I set myself the task of writing for five minutes every day. The reason Ms Peebles was helpful was because she told me not to worry about how good the writing was at first or to worry about what I wrote and she also checked what I'd done each week.

Some difficulties that I encountered were not finding time being motivated to write on some days and kept putting it off. I even told myself that I could catch up by doing 10, 15 or even 20 minutes of writing instead. That didn't happen!

However, over the four week period, I did manage to write 16 times. That's more pieces of writing than I have ever done in my life! So I would assess this as being a big improvement for me.

I still need to practise writing more in order to be more confident. I still don't enjoy writing but now I'm not quite so scared of it.

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Image: Top Photo Corporation/
Top Photo Group/Thinkstock.com

Writing journal**A**

A writing journal is the most effective way to improve your writing for self-expression. Try to get something down in your journal every day. Doesn't matter what it is - just write. You will see significant improvement in as little as 2 weeks.

Your teacher will advise you more on this task and about how you should organise your journal.

2.15 Effective Presentations

Signposting suggested phrases

There are a number of phrases on these pages that you can use to help **signpost** parts of your presentation.

- Use these (or similar phrases) to help make the relationships between your ideas much clearer.



Image: mouse_md/
Depositphotos.com

1. Signposting: Introduction

- Hello everyone, I'd like to introduce myself...
- Greetings to you all, my name is...
- Hello to all my classmates and teacher, I'm Lettice and today I am here to share with you my experience of...

2. Signposting: Introducing unknowns

- You might not know...
- Something you might find interesting about me is...
- To give you some background, I...

3. Signposting: Some strengths

- In terms of my strengths...
- I consider myself competent in...
- I generally perform well at...
- My area of expertise is...

4. Signposting: Areas of improvement

- I still need to work on...
- I often struggle with...
- An area of difficulty for me is...
- I am trying to overcome my weakness in...

5. Signposting: Ways to improve

- In order to improve, I have been...
- My way of overcoming this weakness is...
- Everyday I write a bit as a way of improving...
- I am concentrating on improving my speaking by...

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6. Signposting: Dealing with challenges

- a. I have faced some challenges in trying to improve...
- b. It has not always been easy for me to see big improvements...
- c. The first obstacle I faced was...
- d. The greatest difficulty in improving in this area has been...

7. Signposting: Achievements

- a. I can see big changes in...
- b. In spite of the challenges, I have still achieved...
- c. My journey isn't over yet but I can see some improvement in...
- d. I now feel more confident in...

8. Signposting: Conclusion

- a. So, in conclusion...
- b. To summarise my journey...
- c. Overall, I have made some gains in...

**Preview
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Signposting

B

In the table write the 8 types of signposting offered in this guide. Choose one of the letters that match the examples that you would prefer to use.

List some key words and phrases you might use in your presentation for these.

1.	2.
3.	4.
5.	6.
7.	8.

2.17 Effective Presentations

C Drafting my presentation



Now it's time to start drafting your presentation. Use these signposting categories to:

- ✓ break down your ideas,
- ✓ organise what you are going to talk about, and
- ✓ help you plan when this information will come in your presentation.

1. Introduction

Preview

Sample:

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3. Some strengths

4. Areas of improvement

5. Signposting: Ways to improve

Preview

6. Dealing with challenges

Sample:

Do Not

7. Achievements
Copy

8. Conclusion

2.19 Presentation Tips

You can fool some of the people...

So now that you have written about yourself, be prepared to 'talk the talk'!

Researchers have discovered that public speaking is one of the most feared activities that a person can experience. It rates ahead of death and being attacked by a shark! For many of us, it really is scary because everyone's attention is concentrated on us.

Unfortunately, there are so many occasions in life when we are expected to speak 'in public' that it's worthwhile getting some strategies under your belt - consider job interviews, work presentations, speeches at friends' celebrations.

Our advice? *"Fake it till you make it!"*

If you're not comfortable speaking in public, you can at least trick your audience into thinking you are!

Posture plays a significant role in this.

Research suggests that you can not only change the way others see you by changing your posture, but you can also change the way you see yourself!

Making presentations

Follow these top 10 tips for success.

1. Be prepared, including timing.
2. Know your words.
3. Use cue cards for support.
4. Understand the audience.
5. Be aware of the environment.
6. Dress appropriately.
7. Check your posture.
8. Engage your audience.
9. Prepare and use visual aids.
10. Ask for questions and feedback.

LIT
SUPER
SKILLS

A Making presentations

1. So how do you feel about making presentations? Are you confident, relaxed, anxious, etc.. Explain your answer, giving reasons.

2. Go online and find 3 pieces of advice for making presentations or to improve your public speaking



i.	ii.	iii.



Posture

So what is posture? Can you think of a definition?

Take a moment to think about how you are sitting now.

Notice how straight or bent your spine is, whether you are making or avoiding eye contact, how your legs and feet are positioned, the relationship between your hands and head.

What do you think all this conveys about you?

Now what about the posture of your teacher? Or the posture of other students? How is their posture different or similar to your own?

What are some of the things that influence posture?

Consider influences such as:

- ⇒ whether you are sitting or standing
- ⇒ the clothes you're wearing
- ⇒ if you are playing sport
- ⇒ whether you are trying to impress someone
- ⇒ your emotional state
- ⇒ other environmental and emotional factors.

Posture is an important part of conveying an image about yourself, just like MC Slammer here.



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Analysing posture

B

1. Think about situations where your posture changes, e.g. at the dentist. Make a list of environments that lead you to using various postures.
2. Think about why and how it feels to use that posture. Practise some of these postures.
3. Identify any postures that you think might have a negative effect on you, or that might lead to negative judgements from others. Discuss these as a class.

1.	2.	3.

2.21 Presentation Tips

C Practise makes better



Practise using different postures to deliver an informal talk based on your writing.

1. First, spend 2 minutes sitting in a closed posture with eyes downcast.

- ☐ Make yourself as small as you can.
- ☐ Practise saying your oral report without an audience. (You might choose to video yourself.)
- ☐ Record how you felt by listing some descriptive words or short sentences.

2. Next, spend 2 minutes standing in an open posture making active eye contact with your surrounding.

- ☐ Put your hands on your hips or spread them toward the ceiling. Smile.
- ☐ Practise saying your oral report without an audience. (You might choose to video yourself.)
- ☐ Record how you felt by listing some descriptive words or short sentences.

3. Finally, compare the two experiences.

- ☐ What were the main differences in what you experienced?
- ☐ What were the strongest physical sensations you experienced in both instances?
- ☐ If you have videoed yourself, you might want to look at the video at this point and notice any obvious differences between the 2 presentations.



4. Have a class discussion about this.

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Preparing your presentation



When preparing for the presentation you must complete these 4 basic tasks.

1. Writing

- ⇒ Write your presentation as a dot-point summary.
- ⇒ Keep your audience in mind and focus on information that they will find interesting.

2. Editing

- ⇒ Check for mistakes and accuracy problems.
- ⇒ Get your teacher or another student to check over your drafts.

3. Introductions

- ⇒ Be prepared to introduce yourself to the class.
- ⇒ You will have to use semi-formal language to do this properly.

4. Preparation

- ⇒ You are not allowed to just read from notes.
- ⇒ Make summary notes and key points on note cards (and not on your phone!)
- ⇒ Practise and time your presentation beforehand.
- ⇒ Gather and prepare all your visual aids.
- ⇒ Test any equipment before starting.



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Final prep

D

Now, use what you have learnt to prepare yourself to give your presentation in front of the whole class.



1. Write some instructions to remind you of how to prepare to perform confidently.

a. First breathe deeply.

b. Then...

c. Next...

d. After that...

a. Finally...

2. Draw a picture or take a selfie that captures you looking confident. Use this as an inspiration cue for when you have to speak in public.

2.23 Assessment Task

AT2 Presentation To The Class

Overview

This assessment task has two parts.

Part 1: Submit a final draft of your written presentation script.

- ☐ This is based on the activities you have been doing through this section.
- ☐ For your final draft, correct any errors and type your script in point form using a clear font, size and spacing.
- ☐ Get your teacher to check your draft and make any changes based on their feedback.
- ☐ Prepare your presentation and have a practice run.

Part 2: Making a presentation

Give your presentation, in front of your class; or if allowed by your teacher, as a video.

Required

You will make a presentation of around 3 minutes that outlines your learning journey over the past few weeks.

You will be assessed on the improvements that you have made to your original draft script.

You will also be assessed on the quality of your presentation.

Your presentation will be assessed by your teacher using the following criteria. You might also be assessed by your peers, or even self-assess (using the Peer Evaluation Pro-forma on p.180).

- ✓ Structure
- ✓ Language
- ✓ Linking ideas
- ✓ Posture

Note: Your teacher might add other information including due dates.
Record this and other task information below.

Preview
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Name(s):

Key dates:

Tasks - AT2: Presentation To The Class

Re-
quired

Due by

Done

Teacher
initials

Part 1: Creating the draft of your presentation

Negotiate the task details with your teacher.

i. Complete 2.07C: Overcoming weaknesses.

ii. Complete 2.16B: Signposting.

iii. Complete 2.17C: Drafting my presentation.

iv. Complete 2.19A: Making presentations.

v. Complete 2.20B: Analysing posture.

vi. Complete 2.21C: Practice makes better.

vii. Complete 2.22D: Final prep.

Submit your draft for feedback and review

Part 2: Make your presentation

i. Structure the presentation sensibly.

ii. Use appropriate language for the audience.

iii. Link ideas clearly.

iv. Use appropriate and confident posture.

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Additional information:

Signed: _____

Date: _____

2.25 Self-Reflection

Self-Reflection Pro-Forma

Which Literacy Development skills did I develop during this unit?

→

→

→

How have the skills of Literacy helped to improve my personal life?

→

→

How have the skills of Literacy helped me in other ways?

→

→

How would I rate my performance (use a circle) in developing my Literacy skills this unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
----------------	----------	-----------------	-----------	----------------	----------------

What were my strongest areas of performance and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

Practical Purposes: Communication

3

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Activities 3: Communication

p. Due date/Done?

Comment

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3.04A **Communicating respectfully**

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AT3 Online Habits

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RWF Reading and Writing Portfolio

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3.01 Practical Everyday Literacy

Day after day

There are situations that we experience every day that require us to exercise our literacy skills. Some of them might seem so basic, that we don't even think about the skills we are using.

Pretty much everything we do regularly has been learnt at some stage; through **observation** and **imitation**, or through **formal** or **informal learning**.

So therefore, all of your literacy skills are learnt either **explicitly** (through teaching) or **implicitly** (through observation, imitation and practise).

Think about sending and receiving text messages. This might seem like the most natural thing in the world. But if you meet someone who has never done it before, you will see how it is a kind of language that has to be learnt. In this case the 'language' is technological literacy. Try this out with a much older family member such as a grandparent. Are they tech-lit or do they think SMS is a disease they don't want to talk to the doctors about?



Here are some common activities that need to be learnt and that involve different literacies. See if you can think of more.

Preview Sample: "Everyday Tasks" Do Not Copy

Sending an email.

Asking for directions.

Reading an online post.

Posting a selfie online.

Interacting in a retail situation.

Following instructions.

Arranging for a tradesperson.

Learning how to do tasks.

Making a complaint.

Disputing a fine.

Dealing with professionals such as doctors.

Identifying fake or scam information.

Image: creatista/
Depositphotos.com

Everyday tasks

A



1. Choose 4 examples from those on p.54 and brainstorm the kind of literacy each involves.
2. List specific skills and tasks you need to be able to do as to perform these everyday tasks successfully.

Take a look at the example below and you can see that there is quite a lot of complex learning that goes into a simple task like reading a social media post!

Example	Literacy type	Literacy Skills
eg. Reading a post	Technological (digital)	<p>Learning how to use social media including how to:</p> <ul style="list-style-type: none"> - set up an account (passwords, privacy settings, photos) - connect with others - share posts - interpret the 'language' used on social media such as shorthand or online language - understand emojis - interpret meaning of words, pictures and emojis based on your knowledge of the person who posted.
i.		
ii.		
iii.		
iv.		

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3.03 Communicating Respectfully

Communicating respectfully

Finding appropriate and practical ways of communicating with others is not always easy. People's **communication styles** can be very individual.

However, appropriate communication depends on there being **respect** in both directions.

This is because communication should be a **two-way process**. Practical communication is really about an **information transaction** between people.

Broadly speaking, we can say that we can achieve **respectful communication** by paying attention to these three communication areas.

1. Showing respect in body language.

- ☹ Distance
- ☹ Touch
- ☹ Posture



Image: ATIC12/
Thinkstock

**"...and another thing.
Well let me tell you. I expect to be
treated better by a young pup like you!"**

**This is not really respectful
communication - old Clarrie is really
having more of a rant!**

Preview
Sample:
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👂 So have you heard these sayings?

"Your mouth is saying one thing, but your body is saying something totally different."

"You talk the talk, but do you walk the walk?"

Now try to say no and nod your head at the same time or say yes and shake your head at the same time. How'd you go? It's hard to trick your body!

👂 2. Showing respect in spoken language.

- ☹ Tone
- ☹ Volume
- ☹ Words

When we speak, the sound of our words changes depending on what we are saying, who we are speaking to, the situation, the environment, our feelings and emotions and a range of other factors. The listener will hear differently depending on these circumstances.

3. Showing respect in written language.

- ☹ Formality
- ☹ Accuracy
- ☹ Use of media

We alter the words we write depending on what is expected from us, as well as the audience that we are communicating to. When writing for business - more formality. Filling in forms - more accuracy. When writing to friends - perhaps just a quick text. You get the idea!



1. What is body language?

2. Describe 2 examples of how you could use **respectful body language** when communicating with others.

3. What is tone in spoken language?

4. Describe 2 examples of how you could use **respectful spoken language** when communicating with others.

5. What is formality in relation to written language?

6. Describe 2 examples of how you could use **respectful written language** when communicating with others.

Preview
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3.05 Communicating Respectfully

Body language

Non-verbal communication is sometimes referred to as **body language**. Different studies estimate that 90% or more, of what we communicate, is actually through non-verbal means.

Visual cues, signs, signals, gestures, facial expressions and clusters of these non-verbal actions go a long way towards determining the way that people interpret us, and how we interpret them.

One element of body language relates to physical proximity. Your **proximity** to another person is about how close, or how far, you are from another person.

Effective body language aims to maintain a suitable and respectful distance. This distance can vary depending on the:

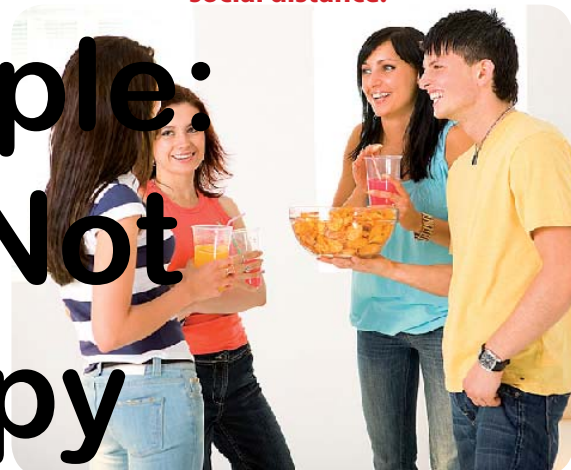
- ⇒ **situation**, i.e. personal, professional, school, social,
- ⇒ **relationship** between the people, i.e. family, friends, colleagues, strangers, and
- ⇒ respect for **personal space**, i.e. manners and respect, age differences and cultural differences.

In general, the following distances might apply in certain situations.

- 😊 **Public distance** - 3-5 metres or even more.
- 😊 **Social distance** - from as little as 2m to 1-2 meters.
- 😊 **Personal distance** - from 24-48 cm to around 80 cm.
- 😊 **Intimate distance** - includes touching to 3-10 cm.

Preview
Sample:
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When chatting with new people at a party, people will keep a comfortable social distance.



Touch

Touch relates to being conscious of when we make physical contact with others and when physical contact is made with us. You might need to think about:

- ⇒ relationship
- ⇒ gender
- ⇒ culture
- ⇒ age
- ⇒ religion
- ⇒ individual preferences
- ⇒ situation or occasion.

Posture

Our posture or bearing influences how we come across to others because of the physical way we 'hold' or 'present' ourselves. You might need to consider things such as:

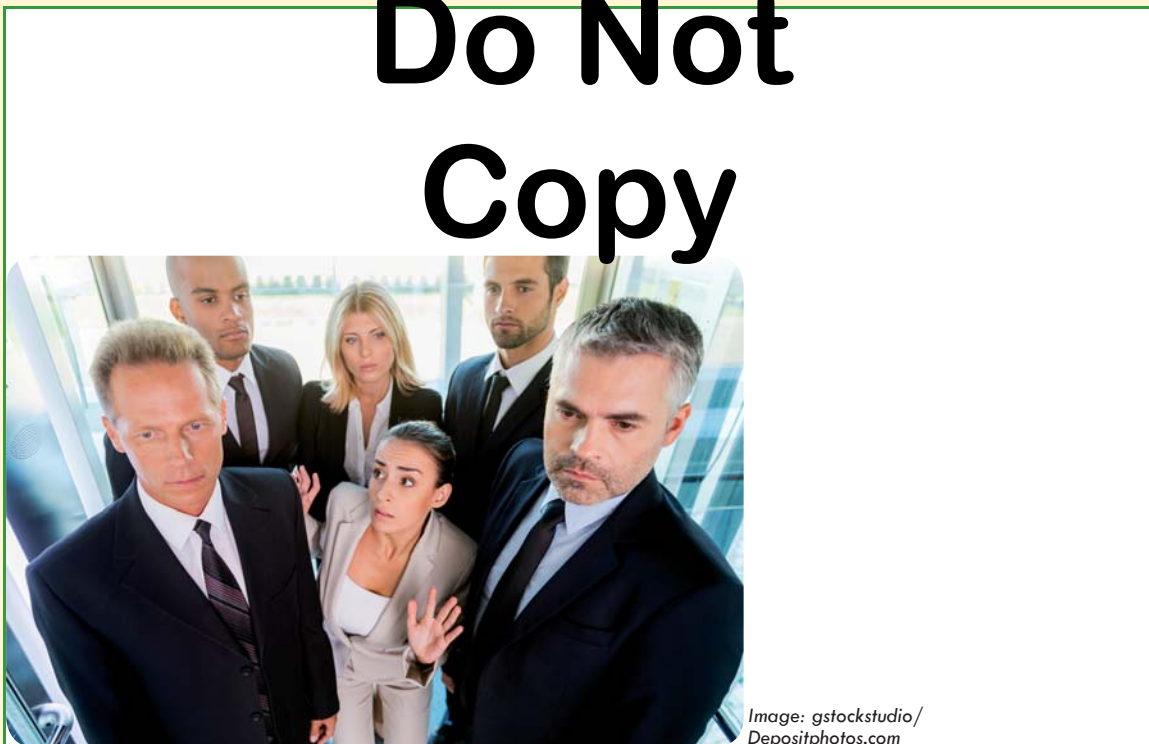
- ⇒ the setting e.g. work, school, home, socialising
- ⇒ whether sitting or standing
- ⇒ clothing and attire
- ⇒ level of formality and respect
- ⇒ the number of people.

1. What is proximity in relation to body language?

2. Why might some people prefer different body language proximities (closeness)?

3. What about you? Which distances make you comfortable and/or uncomfortable?

4. Have a look at the situation shown in this image. What is going on here?



5. Role play body language proximity scenarios in class, and report on how the body language used by people made you feel.

3.07 Communicating Respectfully

Spoken language

The way we speak to one another is one of the key elements of respectful communication. As humans we are a gregarious species who reach out and connect with other people. Using spoken language, and also how we communicate that language, is vitally important.

Tone

Tone refers to whether your voice is used to make you sound friendly, kind, angry, bossy, etc.. You might need to consider these influencing factors.

- 😊 Who you are with and your relationship with them.
- 😊 Your shared history - how well you know one another.
- 😊 How fast or slow you are speaking.
- 😊 How you are feeling at the time of talking, (which can alter the tone).

For example, when people are happy they usually have a higher pitch in their voice and may talk a bit faster. When people are down they often drop their tone, speak more slowly and speak with fewer changes in pitch.

Volume

Volume refers to how loud your voice is. You might need to consider these factors.


- 😊 Where you are located.
- 😊 Who is nearby.
- 😊 Whether you want people around to hear.
- 😊 Whether you are face-to-face or on a phone.

 For example, would you, or do you, change your volume if you are in public, on a train, at a hospital, in church, at a sporting event, and so on?

Words

This refers to your choice of vocabulary. You need to think about these elements.

- 😊 Who you are talking to.
- 😊 Where you are.
- 😊 Age.
- 😊 Gender.
- 😊 Culture.

 For example, we change our words depending on our audience. So do you speak differently with friends, parents, teachers, when at work and in other situations?

*"It aint jus'
watcha say,
but 'ow ya says it!"*



Image: orson/
Depositphotos.com

Preview
Sample:
Do Not
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**"Right you are Madam teacher, my fellows
and I will certainly restrict our japery and
tomfoolery for the 'morrow and beyond!"**



Image: michaeljung/
Depositphotos.com



1. How would you describe the tone of your voice?

2. When does the tone of your voice change and why?

3. In what situations do you change the words you use when speaking and why?

4. Describe the appropriateness of tone, volume and words used in these exchanges.

<p>"Take a chill pill old dude, you'll cool down. Don't raise that tone with me you young a gasket!"</p>	<p>"Don't raise that tone with me you young ingrate!"</p>
<p>"I'll repeat it then. I DO NOT WANT ANY PEAS MIXED WITH MY MASH!"</p>	<p>"OMG. You are like, so - hot in that pi-cha. I bet he'll be like - totes jelly!"</p>

5. Role play similar situations in class and report on how different tones, volume and words used by people made you feel.



3.09 Communicating Respectfully

Written language

Written language is often formal. When you are writing for practical purposes such as for school, for work, doing applications, making instructions and so on, you will be expected to choose and structure your words in such a way to convey formality, etiquette and professionalism.

You can leave your 'ROFLs' and 'dudes' for when writing to your friends (mainly digitally of course!).

Formality

This refers to whether the language is precise and carefully chosen, or casual; and even slang. You might need to consider these factors.

- 😊 Who your audience is.
- 😊 Who else might see the writing.
- 😊 Your relationship with the person (the reader).
- 😊 Whether you are in a work, a school or a personal situation.
- 😊 Cultural differences in your target audience of readers.
- 😊 What type of impression you want to make.

The expected formality of writing varies depending on the audience and the task you are writing for. So would you write with the same informality for a response to a job opportunity through Facebook, as you would normally do when making posts to friends? Probably not.

Accuracy

This is how correctly you write. With this one remember - it's always easier to understand writing that is accurate, correctly spelled and punctuated (and it shows respect). This will depend on those situations.

- 😊 Whether you are in a work, a school or a personal situation.
- 😊 Whether are you writing formally (e.g. a report), or informally (e.g. a quick post).
- 😊 The content; is the information itself accurate, or could it contain hearsay, rumour or gossip?

For example, when you are doing an assessment task you will need to draft, re-write and re-check your work. But when online, many people just post whatever comes out through their fingers without any checking - and that can be a big problem!

Media

This refers to whether you use digital or hard-copy methods of writing. It can also be referred to as the **mode** of written communication.

Essentially you need to choose the most suitable mode of communication for the writing task at hand. You then match the level of formality (and accuracy) to that mode as well. So in essence you are constantly choosing and switching between the most suitable media for the situation, person and place.



Image: guteksk7 / Depositphotos.com

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1. What is the difference between formal and informal written language?

2. Use 2 examples to explain when you should use **formal** language.

3. Use 2 examples to explain when you could use **informal** language.

4. Briefly outline examples of the media (or mode) of communication you could and should use when communicating the following written information. Add 2 more.

A party invitation.	Reply to an online job ad.
Leaving feedback for an online seller.	An online bio about yourself.

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3.11 Communicating Effectively

Putting it together

So as you have seen, communicating effectively is about communicating respectfully.

So you need to ensure that you communicate in a respectful manner through your choice of:

- ✓ **body language** (how you look and act through your **non-verbal communication**)
- ✓ **verbal language** (what you say and how you speak), and
- ✓ **written language** (what you write and how you communicate this message).

Image: Milkin/
Depositphotos.com



A Communicating effectively



You are required to role play different communication scenarios.

- ☐ Form into groups of at least 3 people.
- ☐ For each scenario one of your group members will act as the observer/recorder and note down various communication strengths and weaknesses they have witnessed.
- ☐ They will feed this information back so that you can all reflect on the effectiveness of the communication.
- ☐ Switch roles so that everybody gets a chance at observing/recording.
- ☐ After you have finished, reflect on the feedback.
- ☐ Use the pro-forma opposite to report on the effectiveness of the communication.

Some scenarios are listed below. Your teacher might add others or you might develop these.

- ☐ Telling someone that you do not want to go on a date with them.
- ☐ Letting a person know that their dog you are pet-sitting has got out of the yard.
- ☐ Complaining at the canteen that the food you just bought is stale.
- ☐ Telling a door-to-door salesperson or 'charity mugger' that you are not interested in what they are 'selling'.
- ☐
- ☐



Communicating effectively

What was the **scenario**?

What was **your role** and what did **you have to communicate**?

Did you use **verbal communication**?
Explain.

Did you use **non-verbal communication**?
Explain.

Did you use written **communication**?
Explain.

Did you use **other communication**?
Explain.

What do you think **you communicated well**?

What do you think **you didn't communicate so well**?

What do you think the **other person(s) communicated well**?

What do you think the **other person(s) didn't communicate as well**?

Get **feedback** from the observer/recorder.
How is the feedback the **same** or **different** from what you thought?

What could you do **better next time** to communicate more effectively?

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Sample:
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3.13 Digital Communication

It's a digital world

Did you realise, that not all that long ago, people did not use digital devices for written communication, or to post text and images, nor selfie after selfie. Of course, nowadays, digital communication devices are the key way that most people keep in contact with each other, and you've grown up naturally using these devices and communication methods. But how do you think you might have coped back then in the pre-digital days?

Mobile devices

Our mobile devices seem like a natural extension of us and we especially use phones almost unconsciously. They can enhance our communication but also cause problems for ourselves and others. So step back for a minute and think.

Before you hit the send button, ask yourself these questions.

- ⇒ Who is my audience?
- ⇒ Do I need to communicate anything right now?
- ⇒ Am I sending or replying to the right contact?
- ⇒ Am I sending to a group?
- ⇒ Might my words, emojis or pics be misinterpreted?
- ⇒ How will I feel if I send this message now, or wait a bit?
- ⇒ Could this message hurt or embarrass me, or someone else, now or in the future?



Preview
Sample:
Do Not
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Posting text

Using digital media and online platforms to make text posts is really about knowing how much to say, how often to post, when to stay silent and be invisible, when to be supportive and when to keep your opinions to yourself. So always stop and think before you upload.

Before you hit the send button, ask yourself these questions.

- ⇒ Who is my audience?
- ⇒ Why do I want to, or need to say anything?
- ⇒ Would this be better as a PM or DM?
- ⇒ How will I feel if I post this now?
- ⇒ How will I feel about it next week?
- ⇒ How will I feel about it next year?
- ⇒ Do I say too much?
- ⇒ Do I post too often?
- ⇒ Could this hurt me or someone else?



Posting images and videos

Some people overshare when posting and sharing images and videos. And sometimes people accidentally show too much personal information in digital form (such as an address, a bank statement or even just something unintended in the background - check these out online!).



Once again always stop and think before you upload and ask yourself these questions.



- ⇒ Who is my audience?
- ⇒ Why do I want to, or need to, show this element of my life anyway?
- ⇒ How will I feel if I post this now, next week or next year?
- ⇒ Am I showing off?
- ⇒ Am I looking for attention?
- ⇒ Is this image or video my property to post?
- ⇒ Is this image or video a 'fake', or is it offensive to who might see it?
- ⇒ Could posting this image or video hurt me or someone else?

Preview

Digital Communication

A

Complete this table about your use, likes and dislikes of digital communication.

Mobile Devices	Posting text	Posting images and videos
How do I use these?	When do I do this?	When do I do this?
What I like most is...	What I like most is...	What I like most is...
But what I don't like is...	But what I don't like is...	But what I don't like is...

Sample:
Do Not
Copy

3.15 Digital Communication

Playing it safe

Digital communication is quick, convenient and fun. But people post so much stuff about themselves online. And although some people set their security and privacy to limit the audience, posts can get shared, downloaded and saved (and therefore live forever even if deleted). 'Friends of friends' settings can open posts up to thousands of potential viewers.

And of course there are those silent online 'lurkers' and 'trolls' out there just waiting for an opportunity to exploit and take advantage of naive, (and especially younger), posters for their own nasty - often criminal - benefit.



Being safe



Be safer online when sharing information. So for your own security make sure you are satisfied that none of these issues exist.

- ⇒ Is this information or photo or comment suitable to be posted and to live in the digital world forever?
- ⇒ Who should/shouldn't see it? (e.g. family, friends, workmates, boss, friends of friends - who are actually strangers, etc.).
- ⇒ What measures can I take to block others from seeing it?
- ⇒ Could my post tell others something about me that might hurt my safety?
- ⇒ Could my post tell something about others that could hurt them?
- ⇒ Am I bullying or harassing someone else?
- ⇒ Am I sharing something that links me with a person or group who have hateful or nasty values?

**Preview
Sample:
Do Not
Copy**



Image: halfpoint/
Depositphotos.com

Digital communication

When communicating digitally always follow these five rules. Ask yourself. ➡

1. "Why do I want to, or need to, post this?" Pause, put the device down and then come back.
2. Could the post harm or humiliate me or someone else? If so; DON'T POST!
3. Who do I want to see this, and who do I not want to see this? Check that you've set the proper privacy settings.
4. Am I disclosing personal information that could threaten mine, or someone else's safety? Don't post your own or other people's personal information - and check images and videos carefully.
5. Is this my property to post or share; and is it the truth or just more fake digital rubbish? So check your facts. If you are unsure - don't post!

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Safe digital communication

B

As a class, brainstorm a list of ideas about how to stay safe online. List these below.

You might think about your location, routines, absences from home, possessions, celebrations, changes in relationship status and more.

Choose some of the best responses and turn these into list of online safety tips.



**Preview
Sample:
Do Not
Copy**

Research and discussion.

“Winner, winner chicken dinner. Melbourne Cup 2015!”

Got any idea what we are talking about? Do an online search for that term and then as a class discuss what you find out!

So what do you think about that? Could something like that happen to you? (And remember, it’s likely that the person is still one of her ‘friends’ - even today!)



3.17 Assessment Task

AT3 Online Habits

Overview

For this assessment task you are required to collect and analyse information and data related to how you and your peers use social media as a tool to communicate for practical purposes.

Stage 1. Assess your digital communication skills

a. Gathering data (You could set up a table to show your results.)

- ☐ Choose a suitable period of time, for example a week.
- ☐ Review all of your posts for that week. Count them.
- ☐ Choose five people to whom you are connected on social media.
- ☐ Look at their posts for the same week. Count each of them.

b. Comparison of data

Quantity:

How does your posting behaviour compare to those you have reviewed?

Explain: Is it more frequent, similar, less frequent or far less frequent?

Quality:

Describe the content of your posts compared with those you have reviewed. Choose the words that best describe your posts and add others of your own.

- | | | | |
|-----------------------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> funny | <input type="checkbox"/> informative | <input type="checkbox"/> well-written | <input type="checkbox"/> well-liked |
| <input type="checkbox"/> personal | <input type="checkbox"/> practical | <input type="checkbox"/> entertaining | <input type="checkbox"/> varied |
| <input type="checkbox"/> happy | <input type="checkbox"/> emotional | <input type="checkbox"/> courageous | <input type="checkbox"/> exclusive |

Stage 2. Clean up your act

If you had to change one thing about your online behaviour, what would it be?

- i. Implement this change over a 1-week period.
- ii. Keep a record of each time you changed this behaviour. You might need to set up a table to do this.

Your teacher might ask you to complete some, or all, of the following tasks.

- iii. Write a short reflection giving details of the changes you noticed.
- iv. Take part in a class or small group discussion comparing your experiences. Try to use some of the vocabulary you learnt in this section.
- v. Write or tell about how successful you were at changing your online behaviour, giving reasons.
- vi. Write or tell about whether you plan to maintain these changes or make further changes.
- vii. Present a series of 'before and after' screen shots showing your online behaviour; and explain the changes you have/have not made.

Name(s): _____

Key dates: _____

Tasks - AT3: Online Habits	Re- quired	Due by	Done	Teacher initials
Stage 1: Assess your digital communication skills				
Negotiate the task details with your teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
a. Review and count your posts for a week.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Review and count weekly posts for other people.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Compare the number of your posts to others.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Explain how your posting behaviour compares.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
In summary, describe the content of your posts.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
In summary, describe content of posts by others.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Compare the content of your posts to others.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Stage 2: Clean up your act				
i. Make a change in your own online behaviour.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ii. Document your changes in online behaviour.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
iii. Reflect on the changes you made and noticed.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
iv. Discuss and compare your experiences.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
v. Comment on your success at changing your behaviours.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
vi. Describe if you will maintain/make further changes.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
vii. Present a series of 'before and after' screen shots.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Additional information:

Signed: _____ Date: _____

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3.19 Reading and Writing Portfolio

Practical Purposes: Readings			Name:	
Date	Text/Reading: Title & author	Text type, source & date published	Summary/ main point(s)	What I most learned from this is:

**Preview
Sample:**

Practical Purposes: Writings			Name:	
Date	Topic or theme/ audience	Type of writing (format)	Summary main points	Main skills I developed:

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Practical Purposes: Forms and Instructions

4

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Activities 4: Forms and Instructions

	p.	Due date/Done?	Comment
4.04A Help Jaspa out!	77	<input type="checkbox"/>	
4.06A Types of forms	79	<input type="checkbox"/>	
4.07B Forms: Biodata	80	<input type="checkbox"/>	
4.08C Their application: Biodata	81	<input type="checkbox"/>	
4.09D Forms: Finding mistakes	82	<input type="checkbox"/>	
4.10E Forms: Getting it right	83	<input type="checkbox"/>	
4.11A What and how	84	<input type="checkbox"/>	
4.12B Types of instructions	85	<input type="checkbox"/>	
4.14A Instructions in action	87	<input type="checkbox"/>	
4.15B Developing instructions	88-89	<input type="checkbox"/>	
4.18A Transactions in action	91	<input type="checkbox"/>	
AT4 Developing Instructions	92-93	<input type="checkbox"/>	
4.21 Self-Reflection	94	<input type="checkbox"/>	

Comments:

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4.01 Forms

Forms

Forms are a necessary but sometimes confusing aspect of the world in which you live.

But it is important that when filling out forms that you get it right.

That includes both written hard copy forms as well as online digital forms.

🗣️ So what's your experience with forms?

The image shows a 'JOB APPLICATION FORM' with the following sections: 'APPLICATION FOR THE POST OF:' (with a blank line for the post name), 'PERSONAL DETAILS' (with fields for Initials only, Evening Tel. No., Mobile Tel. No., and Daytime Tel. No.), 'REFERENCES' (with a note that one reference must be from a present or past employer, and another from a relative or close personal friend, covering a 3-year period), and a section for the applicant's details (Name, Address, Telephone No., Job Title, Relationship, and a 'May we take up this reference prior to interview?' section with YES/NO options). A black pen is resting on the form.

Image: yoka66/
Depositphotos.com

Professional and educational settings

So often we need to fill out forms in our lives. From signing up to a loyalty program, to getting married, to signing up for a phone or internet plan - and many more situations.

Forms are ever-present and are often the first stage of communication between you and an institution.

Forms are often a key part of a (application) process. So you really need to fulfil the requirements of the form in order to submit it.

Many online digital forms won't let you proceed until you have completed every section. But even when you have passed this hurdle, you might still not have filled the form in well!

🗣️ So do you like filling in forms, or are they just another frustration in your life?

Some things to know about forms

As a useful introduction you are going to work through these explanations of the key elements of forms. As you do so, reflect on how well you go at each when dealing with forms, (or perhaps not so well)!

1. Mandatory fields

Digital forms often contain mandatory fields - this is the information that you must provide for the form to be valid. Failure to fill this in will mean that your form won't be processed.

2. Optional fields

Optional fields are areas where you should think carefully about whether you want to give information or not. These might request your ethnicity, ability, health status, languages spoken and other sensitive areas. Do they need to know this stuff about you?

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3. Privacy and sharing of information

We have strict privacy laws in Australia. When you complete government, medical, taxation and educational institution forms this information will not be shared or disclosed to outside agencies.

However, many organisations actually earn their money from collecting personal information about people and then on-selling your data to marketing businesses. They will normally have a disclosure about this in the fine print of their terms and conditions - but who reads that!

You should also consider whether your personal information such as health status or race etc. is relevant to the application and whether you want to reveal this.

Sometimes it is beneficial to do so. For example, letting people know that you speak languages other than English might give you an advantage. Or the organisation might have an affirmative action program.

However, other information may not be relevant. So it is up to you whether you reveal this.

Also be careful when filling in forms to get 'personal consultations with expert staff'. You may get a call trying to 'hard sell' you into an expensive, full-fee paying course that you don't want or need to do!

For example, Rennie sees a flashing pop-up window saying, "Hurry now, you have been chosen to go into the draw to win a new iPad. Click here. Enter now - you are just 2 minutes away from being one of the lucky ones."

Rennie follows the prompts, puts in some personal data including his age, email address and phone, clicks some multiple boxes about his job, educational status, income and personal brand preferences, no big deal really - just 5 minutes of his time (and not 2 - but no biggie!).

The final screen tells Rennie that he is now entered in the draw for the shiny new iPad, and that all he has to do is wait to see if he wins.

Over the next week Rennie gets lots of targeted emails asking him to do courses, buy products, make donations and so on.

And then the SMS's start coming through asking him to download apps (which have in-game purchase options).

Then he starts getting calls from people trying to get him to do a training course, or invest money and other such pushy requests.

Months pass and he never does hear about that iPad. But he is getting sick of all the people pestering him! So much so that he is thinking of changing his number!



Image: bloomua/
Depositphotos.com

4.03 Forms

4. Spelling and punctuation

People can become lazy when filling out forms, especially online forms.

Accurate spelling is really important if you are applying for a job or course. Not only do you want to make a good impression, but you need to make sure that your information is recorded correctly. Oh - one tip, spell and capitalise your own name correctly!

Similarly, punctuation can change meaning and lead to confusion, So check carefully before submitting.



Image: leszekglasner/
Depositphotos.com

Get it right

It can't be emphasised too much how important good **spelling** and correct **punctuation** are when filling in forms.

This is especially true if these forms are used as a showcase for getting you a job, a place in a course, or a work placement. At this stage, the form is the only thing representing you. And if you can't be bothered checking what you have written on a form, why would they want you?

So always make sure that you look over the form carefully before you start. This is so that you know what is being asked, and also so that you understand what you will have to write and include on the form.

Pre-checking a form also gives you time to collect any **supporting information** that you might need to gather offline. You can also **check facts** and **find documents** that you might need to upload.

Pre-checking also gives you time to write up any short statements that might be required. Then you can edit these properly, save **offline** and then **upload** to the form when required.

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Forms and applications

- ⇒ Check spelling (not just spell-check!) This is super important because your spell chequer or predictive txt might just change things to another word. See what I mean? This is just embarrassing and sloppy.
- ⇒ Look up an actual dictionary and choose Australian or British English to avoid strange US spelling that we have not adopted e.g. colour not color.
- ⇒ Check and spell names correctly - always.
- ⇒ Use capital letters for proper nouns such as names of people and places.
- ⇒ Use commas to separate items on a list, e.g. My hobbies are go-carting, coding, ballet and car-maintenance.
- ⇒ Check spacing between words.
- ⇒ And don't believe anyone who tells you that you should try to 'stand out' by using gimmicks such as colours and unusual fonts for an application - it's a myth!

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Help Jaspa out!

A

Jaspa Toogood is applying to do a course at Glenraw TAFE. But he is struggling to complete his application form!

Can you help him by identifying the mistakes he has made and correcting them?

Jaspa course in IT at Glen Raw TAFE

First Name: Jaspa Last name: Toogood

Address: 52/ Tarringkgawanga Tarringawanga way Glen Raw Upper

Post code:

Name of Course: Certfcate 3 in It.

Application statement: (50 word summary why you are applying for this course.)

Actually, I wanted to do just the coding part but you cant so im applying for the hole course even though I all ready know a lot about IT. I think I can pass the other subjects fast with high marks so I can concintrate on coding. I will be a good student because of my ability to learn. (66 words)

Referees:

Mz. Tracee de Tarzinski Glen Raw Seconday College Glen Raw Road Glen Raw
04567890987

Doc. DreadDoc's comic shop Glen Raw Industril Estate 3057 04663322111

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4.05 Forms and Biodata

How's your form?

In this topic you will develop practical skills to help you deal with filling out forms as part of your everyday life. Traditionally many of these were in a **hard copy** form. Increasingly these forms are moving **online** as part of a registration or application process. Many official or government forms are still likely to give the user the option of hard copy or online.



**Do you know all your biodata?
You should - it's all about you!**

Forms are used because they summarise important information in an easy-to-read format. Essentially, forms standardise information. The information in forms is collated and stored in **databases**.

Some **official forms** such as employment, medical and government forms ask for required information (or **biodata**) such as name, address, age, contact details, emergency contact and next of kin. It is OK to fill out this sensitive information on these types of forms, and a lot of the information is required by law. Your privacy is also likely to be protected by law as well!

Some forms may not be official at all. These forms may ask for sensitive, personal or **private information**. Some of the information these forms ask you to provide is really none of their business at all.

In some cases, providing this information is actually a significant risk to your **personal safety**.

These 'dodgy' forms can include expressions of interest for a vague employment or business opportunity, online competitions and multi-step registrations for some digital sites and platforms. So you have to think very carefully about what you provide on these forms.

Think before you fill!

The purpose or reason for a form will give you a good indication of the kind of information that you will be required to give.

In some cases you have a **legal responsibility** for true, full and accurate **disclosure**.

For example, what happens if you get information wrong on your driver's license form or an insurance policy

form?

**Preview
Sample:
Do Not
Copy**

Common biodata

Many forms require you to enter biodata. This means that the information you provide is all about you. So you have to take responsibility for getting it right.

- | | |
|-----------------|--------------------------------|
| ⇒ family name | ⇒ phone AH |
| ⇒ other names | ⇒ phone mobile |
| ⇒ address | ⇒ email address |
| ⇒ suburb | ⇒ next of kin |
| ⇒ postcode | ⇒ emergency contact numbers |
| ⇒ state | ⇒ relationship of next of kin. |
| ⇒ date of birth | |
| ⇒ phone BH | |

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Types of forms

A

Listed below are some common forms that you might have to fill out. Discuss these as a class to find out if anyone has had to complete these.

For each one explain what these form are used for and/or why they are important. Add 2 more forms that you are aware of.

Your teacher will get you to fill out some samples of these. Tick these as required.

Form	Explanation	Required?
<i>work experience/ work placement form</i>		<input type="checkbox"/>
<i>VET/TAFE course application form</i>		<input type="checkbox"/>
<i>Tax File Number application form</i>		<input type="checkbox"/>
<i>Medicare form</i>		<input type="checkbox"/>
<i>accident/ incident report</i>		<input type="checkbox"/>
<i>work timesheet</i>		<input type="checkbox"/>
<i>employment/job expression of interest form</i>		<input type="checkbox"/>
<i>statutory declaration</i>		<input type="checkbox"/>
<i>driver's license application form</i>		<input type="checkbox"/>
<i>social media site registration form</i>		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

**Preview
Sample:
Do Not
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4.07 Forms and Biodata

B Forms: Biodata

This form requires the common types of biodata requested on official forms such as applications. Fill in your own biodata as quickly as you can.

(Check with your teacher if you don't understand any of the questions.)

MY APPLICATION: BIODATA

Personal Details

Family name

Given names

Address

Suburb Postcode State

Date of Birth (DD/MM/YYYY)

Phone (BH) (H)

(Mobile)

email address

Next of Kin

Family name

Other names

Address

Suburb Postcode State

Contact name/number in case of emergency

Relationship

Signed: Date:

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Their application: Biodata

C



Form into a pair. Complete this same form based on the responses someone else gives you. You could do this face-to-face, over the phone, by email or even by text! Compare your form to their original form. Comment on any differences/errors!

APPLICATION: BIODATA

Personal Details

Family name

Given names

Address

Suburb Postcode State

Date of Birth (DD/MM/YYYY)

Phone (BH) (WH)

(Mobile)

email address

Next of Kin

Family name

Other names

Address

Suburb Postcode State

Contact name/number in case of emergency

Relationship

Signed: Date:

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4.09 Forms and Biodata

D Forms: Finding mistakes

A family friend isn't confident filling in forms and has asked you to check their form. Highlight the mistakes on their form. All fields must be filled out otherwise the online portal doesn't let them submit.

APPLICATION: BIODATA

Personal Details

Family name *ellie ingleburn*

Given names *ellie rose maree ingleburn*

Address *2 72 Yannock greenwood*

Suburb *melbs* Postcode *30856* State *Aust*

Date of Birth (DD/MM/YYYY) *15 march '99*

Phone (BH) *????* *as above*

(Mobile) *0402 652 2365*

email address *erm@@gmail.com.au*

Next of Kin

Family Name *ingleburn*

Other Names *Mother*

Address *Unit 2 27 Yannock Grive*

Suburb *Greenwud* Postcode *3086* State *Yes*

Contact name/number in case of emergency *0402 652 2365*

Relationship *Not getting along the best ATM*

Signed: *ELLIE INGLEBURN* Date: *17/40/2018*

Rewrite the application form for your friend correcting all the mistakes.

APPLICATION: BIODATA

Personal Details

Family name

Given names

Address

Suburb Postcode State

Date of Birth (DD/MM/YYYY)

Phone (BH) (Mobile)

email address

Next of Kin

Family Name

Other Names

Address

Suburb Postcode State

Contact name/number in case of emergency

Relationship

Signed: Date:

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4.11 Instructions

Instructions

So what does the word '**instructions**' mean to you? Are you good at giving instructions, or at following instructions, or at reading instructions, or even at drawing instructions? Or do instructions just bamboozle you?

Instructions **communicate** knowledge so that everybody does not have to work out everything for themselves, over and over again!

Instructions may make use of verbal, written, visual, numerical and other forms of communication. This means that you might need to utilise a range of different **literacies** to both read and write useful instructions.

Instructions are vital because they:

- ⇒ explain how to do something
- ⇒ explain to someone else how to do something
- ⇒ help us to deal with difficult tasks and activities.
- ⇒ help to build skills and competencies
- ⇒ set out the steps in completing a task
- ⇒ make sure that tasks are done in the correct order
- ⇒ ensure that tasks are done safely.

Image: 6kor3dos/
Depositphotos.com

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A What and how

1. Use the table below to list 2 difficult tasks you have done today.
2. For each task you need to outline how long you have been able to do this task. (i.e. When did you learn this?)
3. For each task you also need to describe how you learned to do this task and who instructed you in the first place?

Tasks I have done competently today.	How long have I been able to do this task?	How did I learn to do this task & who taught me?
i.		
ii.		

Types of instructions

Instructions come in many forms and vary depending on the type of task, the complexity of the task, the urgency of the task, the people involved and many other factors.

Have a discussion about these varied types of instructions. You will be familiar with some of these depending on what you do in your own day-to-day personal and work life. See if your class can come up with more examples.



Types of Instructions

orders & directives

travel directions

manuals & handbooks

operating procedures

recipes & prep sheets

safety and warning signs

signage & symbols

patterns & templates

video tutorials

physical modelling

computer programs

guided simulations

'how to' guides and FAQs

laws & legal guidelines

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Types of instructions

B

- Choose 3 of the types of instructions shown above. For each one explain how you use (by following or giving) these types of instructions. Describe or illustrate an example of each one as relevant for you.

i.	ii.	iii.

- As a class discuss the importance of **orders** and **directives**. Share examples of when it might be necessary to give orders and directives. Also explore what might happen if people don't follow orders and directives.



4.13 Effective Instructions

Effective instructions

Being able to give and receive instructions depends on literacy skills related to writing, reading and communicating orally for practical (and other) purposes.

The development of effective instructions illustrates the importance of the three components of the communication process.

1. The sender
2. The message
3. The receiver

So when you develop instructions you need to:

- ⇒ clearly identify just what you (the sender) are trying to 'say',
- ⇒ work out how you can communicate what you are saying (the message), and
- ⇒ properly communicate the message so that it suits the audience (the receiver).

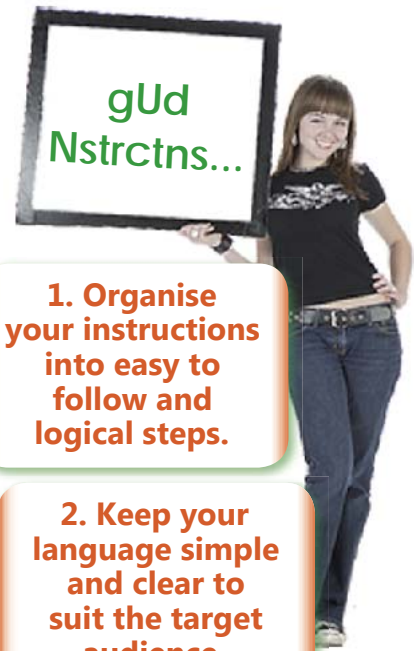
So have a look at the tips in the Superskills, and discuss how these can improve your ability to create effective instructions.

Consider the audience

When you give or create instructions you need to consider that the person (or audience) that you are giving instructions to might have different communication skills from you. People might have specific communication needs reflective of a diverse world. For example, different:

- 😊 ages
- 😊 languages
- 😊 cultural backgrounds
- 😊 physical abilities and disabilities
- 😊 learning abilities and disabilities
- 😊 educational and/or skill levels
- 😊 experience
- 😊 technical ability.

So, just as you don't know how to do everything (for various reasons), you also can't expect everyone else to!



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Giving instructions

- ❑ Use short sentences.
- ❑ Give one instruction per sentence.
- ❑ Use numbers or other 'enumerators' to put the instructions in order.
- ❑ Use language that is easy to follow.
- ❑ Translate technical terms and jargon.
- ❑ Consider whether a picture, diagram or visual aid is needed to support an instruction.
- ❑ Make sure the potential reader/listener can follow the instructions.
- ❑ Have a go at using the instructions to test if they can be followed.

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Working in pairs discuss each of these situations.

1. Identify examples of good and not-so-good instructions for the people involved.
2. Suggest ways to improve how these instructions might be better communicated.

Situation	Examples of good or not-so-good instructions	Improvement suggestions
A person who is not local asking for directions. "It's just up the road. Not far. After Mrs. Tap's house. Er. You can see it on my phone."		
A computer application instruction for a computer user. "Do it in preview, then click on tools, then annotate. Got that? Then go to signature. No, you've got to take a photo of your signature - write it on a bit of paper. You with me..?"		
Someone helping a visually impaired person to find a seat. (Taking their arm). "Take two steps forward. Just a little further. Right. Now it's in front of you. Okay. Move half a step forward. Great. Can you feel the edge of the seat? Put your hands on the arm rests. The seat is quite low. Are you Ok from here?"		
A new worker being inducted into safety regulations for their workplace. "Here is the manual that explains everything, if you have any questions please ask. There are warning posters on all the walls too, so make sure you check these. By the end of your first week, you need to log on and do a quiz to make sure you understand."		

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4.15 Effective Instructions

B Developing instructions

For this activity you are required to develop a set of instructions for a particular task.



You will swap your instructions with another person and assess how well they go at using your instructions to complete the task.

Use one of these tasks or one of your own choosing.

- ☐ **How to make pesto.**
- ☐ **How to retrieve a lost password.**
- ☐ **How to plant a seedling.**
- ☐ **How to fix a punctured bike tyre.**
- ☐ **How to unsubscribe from a social media site.**

1. In pairs or a small group, spend 15 minutes working out the best way to instruct someone on one of the tasks above. Refer to the range of instruction types on p.85 and make your choice. List reasons for your choice.

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2. Create your instructions using written words, visuals, spoken words or other means.

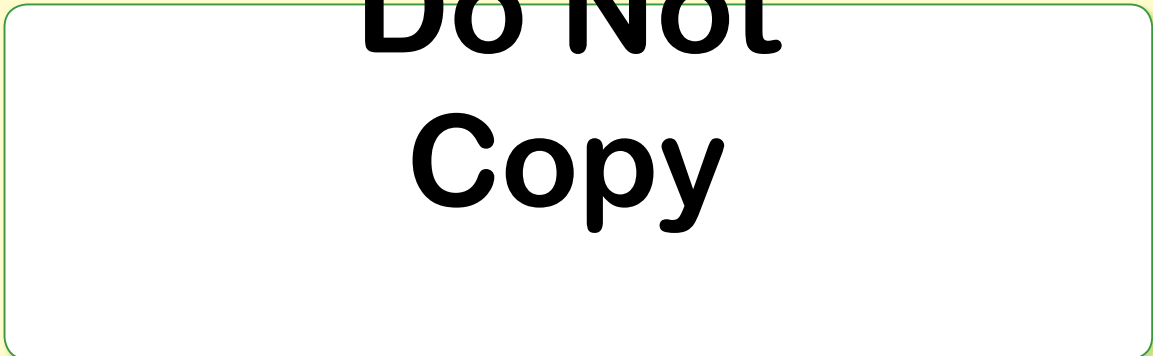


3. Join with another pair/group to test out the clarity of your instructions. Make notes about the effectiveness of these.

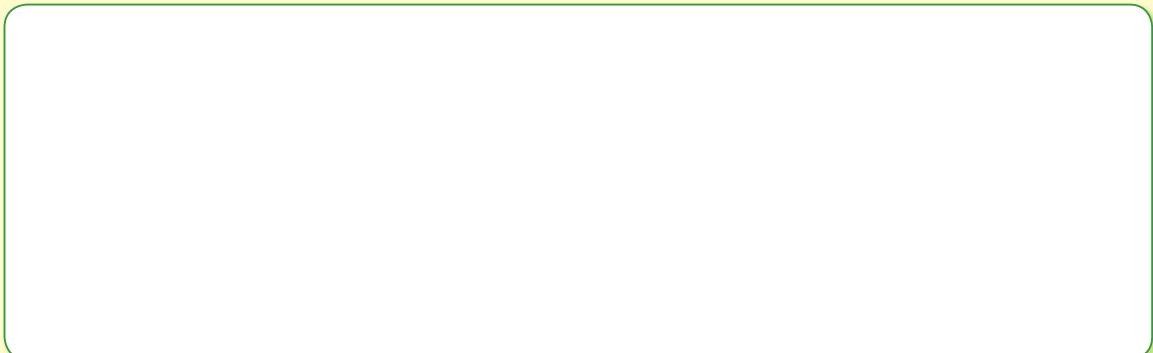
**Preview
Sample:**

4. Improve your instructions and have the final draft checked by your teacher.

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5. Share your instructions; and as a class review the strengths and weaknesses of each.



4.17 Everyday Transactions

Everyday transactions

As part of our everyday lives we complete transactions with other people. A **transaction** refers to an **exchange** between two or more parties. Transactions involve the exchange of **information**.

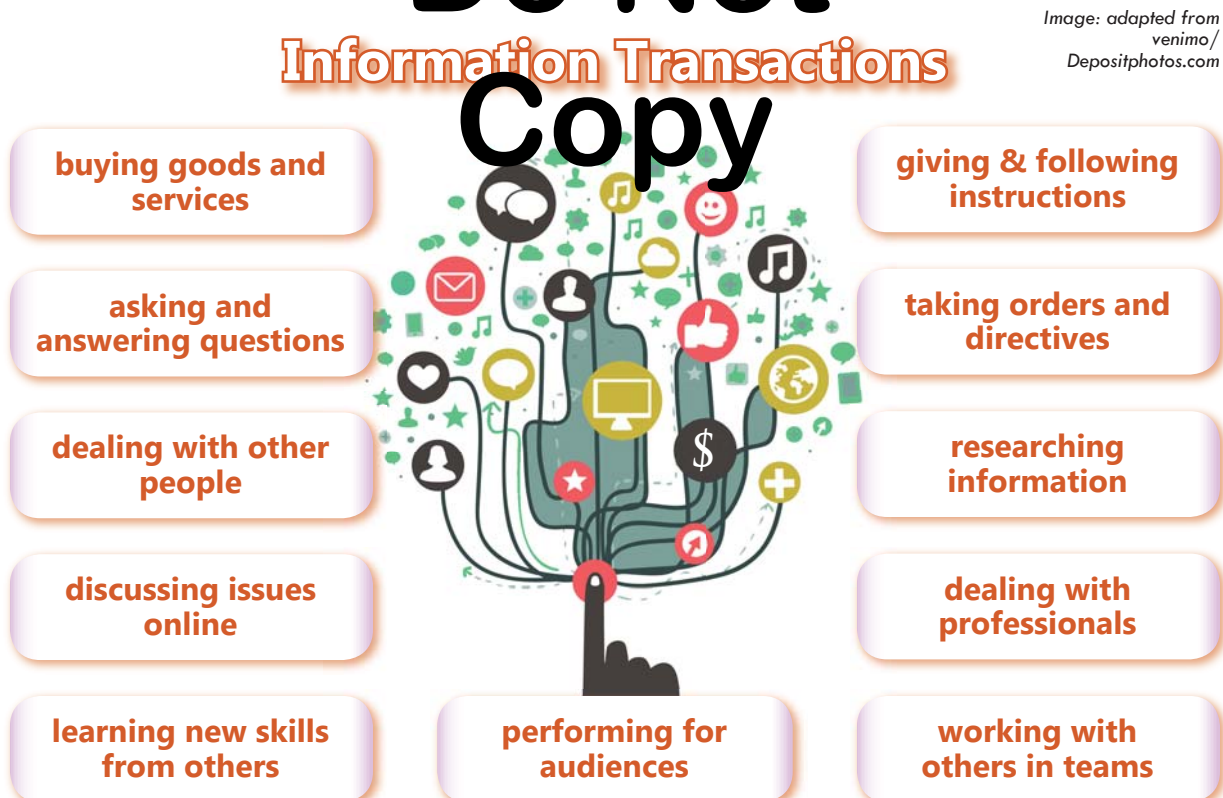
So we can say that the **communication process** is an information transaction. For example:

- ⇒ buying products involves a **financial transaction** supported by effective communication
- ⇒ being in a relationship involves a **personal** and **emotional transaction** supported by effective communication
- ⇒ education and training involves a **skills-development transaction** supported by effective communication
- ⇒ paying bills online is a **digital** (financial) **transaction** supported by effective (digital) communication.

So you get the picture!

One thing you need to be aware of is that transactions often take advantage of **power dynamics**. This means that one or more parties in the transaction may have more information, knowledge or skills than the other party, or parties. This can lead to **misinformation**, **manipulation** and even **exploitation**. You need to be on the lookout for uneven transactions based on an **imbalance of power**.

It is important that you develop your literacy skills to support day-to-day transactions whether for your **personal development** (PDS), your **working life** (WRS) and when using **numerical** and other information (numeracy).





Working in pairs discuss each of these situations.

1. Explain how or why these information transactions are not going so smoothly.
2. What would you do? Suggest ways that the information transactions could be improved?

Situations	Problems?	Suggestions?
<p><i>Suze and Michel are having some relationship issues.</i></p> <p><i>Michel asks, "What have I done wrong?"</i></p> <p><i>Suze replies, "Well if you have to ask, then that just proves it!"</i></p> <p><i>Michel has got no idea what Suze is on about!</i></p>		
<p><i>Ffred is on the first day of his plumbing work placement.</i></p> <p><i>His boss keeps telling him to hand him certain tools but uses their industry-specific names.</i></p> <p><i>Ffred's got no clue which tools are which!</i></p>		
<p><i>Joan wants to get the new iPhone 10 but the sales guy is bamboozling her with lots of info!</i></p> <p><i>Joan has got no idea of how much she is going to have to pay, and that's all she really wants to know!</i></p>		
<p><i>Elsie wants to find out the next train time at her station.</i></p> <p><i>She goes online and has to go through 5 screens before she gets asked to download a PDF of the entire timetable.</i></p> <p><i>In the meantime she has missed the next train!</i></p>		

3. Role play common transactions in your life modelling poor communication; and then, more effective communication.

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4.19 Assessment Task

AT4 Developing Instructions

Overview

You are required to design a set of brief instructions to guide someone who needs to fill out a form.

Stage 1: Preparation

- Find an example of a **real form** that someone might have to fill out.
- Identify the **type of person** you would be instructing. e.g. an elder, someone who doesn't speak English well, a school leaver, someone wanting to travel overseas for the first time, etc..
- Decide on the **format** of the instructions (written, oral, visual or a combination of formats).

Stage 2: Instructions

- Make a set of numbered, or clearly sequenced instructions to guide the person through filling out the form.
- Hand in your instructions, together with a copy of the form.


Stage 3: Statement

Write a brief statement that includes the following.

- Who the **instructions are designed for**.
- What are the **main problems** this person might face when trying to fill out the form.
- How **your instructions will help them** to fill out the form.
- Why the **format you chose** is suitable for the person and purpose.

Add any other information supplied by your teacher,
and start to list your ideas for the instructions here.

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Name(s):					
Key dates:					
Tasks - AT4: Developing Instructions		Re- quired	Due by	Done	Teacher initials
Stage 1: Preparation					
Negotiate the task details with your teacher.		✓			
a. Find a real form to use.		✓			
b. Identify the type of person you are instructing.		✓			
c. Decide on the format of the instructions.		✓			
Stage 2: Instructions					
a. Develop a draft of your instructions.		✓			
 Test these and/or get feedback from your teacher.		✓			
b. Develop your final instructions and submit these.		✓			
Stage 3: Statement					
a. Explain who the instructions are designed for.		✓			
b. Discuss the problems this person might face.		✓			
c. Explain how your instructions will help them.		✓			
d. Justify why the format you chose is suitable.		✓			

Additional information:

Signed: _____

Date: _____

4.21 Self-Reflection

Self-Reflection Pro-Forma

Which Literacy Development skills did I develop during this unit?

→

→

→

How have the skills of Literacy helped to improve my personal life?

→

→

How have the skills of Literacy helped me in other ways?

→

→

How would I rate my performance (use a circle) in developing my Literacy skills this unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
----------------	----------	-----------------	-----------	----------------	----------------

What were my strongest areas of performance and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

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Knowledge: Building Knowledge

5

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Activities 5: Building Knowledge

p. Due date/Done?

Comment

5.02A **Fact/context/why?**

97

5.03A **Which source?**

98

5.04B **Finding out**

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5.08C **Search or lurch**

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5.10A **Using numbers**

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5.11B **Working the numbers**

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5.14C **Working with numbers**

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5.15A **Information in action**

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5.16B **War on Waste**

1

5.17C **Researching information**

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AT5 Communicating Knowledge

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RWF Reading and Writing Portfolio

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Comments:

5.01 Knowledge

What is knowledge?

What does it mean to 'know' something? People often exclaim "*I know!*" when someone tells them some information. But knowledge is more than an individual fact.

Young kids are often proud of memorising facts and they often don't care what those facts mean. This is an early step in accumulating information, but it doesn't become knowledge until that information can be applied and analysed.

Knowledge involves pieces of information that are connected together to form whole areas of understanding. This means that we don't just know something in isolation from its context. Knowledge means that we actually understand its relationship with other information. This allows us to analyse and make decisions based on what we know.

Knowledge also involves understanding why something is important, and when something isn't relevant. So...



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Fact: Magpies may swoop and attack people.

Context: Magpies are highly protective of their young and if they think their young are in danger they will attack people from behind in order to ward them off.

Why important?: So we can avoid being pecked by a big, ferocious, black and white bird. Knowing this allows us to take precautions such as painting eyes on the back of our caps or wearing antennas on our bike helmets!

Note: The above advice is of no use when attending an AFL game!

Target locked in 22° SW, wind speed 12 knots. ETA 2.4 seconds.

Image: ofchina/Depositphotos.com



Fact/context/why?

A

For the following facts, work together to fill in a possible context, and the 'why'.
Add 1 more of your own choosing.



1. Fact: Young learner-drivers must complete 120 hours of supervised, logged practise.

⇒ Context:

⇒ Why important?

2. Fact: Free range eggs are becoming as popular as cage eggs.

⇒ Context:

⇒ Why important?

3. Fact: Clothing is cheaper to buy than ever before.

⇒ Context:

⇒ Why important?

4. Fact: Consuming sports drinks is controversial.

⇒ Context:

⇒ Why important?

5. Fact:

⇒ Context:

⇒ Why important?

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5.03 Sources of Information

Sources of information

There's a lot of bunkum masquerading as knowledge out there. How can you tell fact from fantasy?

And who can you trust?

In this era of instant info, it is not always easy to know what is real and reliable!

Image:
TarasMalyarevich/
Depositphotos.com



A Which source?



1. Brainstorm what you know about the following 'information' sources.
2. Rank these sources from 1 to 12 based on how reliable you believe them to be.
3. Compare your order with others, and explain what reasons you have for trusting or not trusting certain sources.
4. If you had to rely on only three of these information sources, which ones would you choose, and why? (Do this in your workbook.)

Wikipedia	Internet forums	Government websites
Product websites/pages	Newspapers	Friends' social media posts
Family members	Your teacher	Australian Bureau of Statistics
Information sessions run by RTOs	Law Handbook	The Project

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For the following situations, choose the best information sources from 5.03A that you would use to find out the information. Why so?

- a. You want to know who Nelson Mandela was.

- b. You want to know how to appeal a parking fine.

- c. You need to know when Vegemite was invented.

- d. You want to find out about the latest post-apocalyptic zombie movie.

- e. You want to know whether you are being paid the correct hourly rate.

- f. You want to know what the weather will be like next week in Darwin.

- g. You want to know what time Danko's party is.

- h. You want to know the time difference between Melbourne and Vladivostok.

2. What are some other important things you have always wanted to find out? Go online and search for this information. Note the good, and not-so-good, sources you encountered.



i.

--

ii.

--

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5.05 Sources of Information

To trust or not to trust

So in these days of information overload how can you find reliable information?

All reliable sources have authors. They can be respected experts in a field who are qualified through unbiased research. They can also be trusted private or government organisations. If a source has no author, then beware, **red flag #1**.

However, if you have no way of verifying their validity then you could be sucking up propaganda, bias or mischief as though it's the truth!



Image: Gajus-Images/
Depositphotos.com

Appropriate sources

a. Government departments and agencies website

These end in .gov.vic.au (for Victoria) or .gov.au (for Australia).

- ⇒ State Emergency Services (SES) www.emergency.vic.gov.au/respond
- ⇒ Road Traffic Authority www.rta.vic.gov.au
- ⇒ Worksafe Victoria www.worksafe.vic.gov.au
- ⇒ Austrade www.austrade.gov.au
- ⇒ Department of Human Services - Centrelink www.humanservices.gov.au/individuals/centrelink

b. Respected pressure/lobby groups (usually .org.au some will be .com.au)

- ⇒ e.g. Australian Conservation Foundation www.acf.org.au

c. Respected aid/welfare organisations (usually .org.au, some .com.au)

- ⇒ The Salvation Army www.salvos.org.au

d. Member organisations (usually .com.au, some smaller ones will be .org.au)

- ⇒ RACV www.racv.com.au

e. Individuals connected to reputable institutions

- ⇒ e.g. Professor Allan Finkel, Australia's Chief Scientist

f. Educational institutions

Note that web addresses of Australian educational institutions end in .edu.au

- ⇒ Kangan Institute www.kangan.edu.au
- ⇒ RMIT University www.rmit.edu.au

Be careful to check which type of educational institution the address refers to though, as you could end up following the advice of a grade 5 project!



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Be careful

These days you are likely to get bombarded by information. Many young people source nearly all of their information, including news and 'facts', directly from social media feeds. So be wary of information that comes from these sources.

Social media

- ⇒ Nearly all posts by people are usually just opinion - and not fact.
- ⇒ Watch for reposts and retweets, that's how misinformation becomes viral.
- ⇒ Popular people (e.g. Instagram influencers) are paid to 'use' products.
- ⇒ Be cautious of posts suggested by your feed. This is the **echo chamber** effect. The algorithm dictates what you see - leaving out most everything else!

Advertorials

- ⇒ These are advertisements disguised as articles. Sometimes you can look out for the words 'advertising feature' or similar in a header or footer.
- ⇒ These proliferate online and often get very high rankings on Google searches.

Viral marketing and 'Factoid' information

- ⇒ This is targeted 'copy' written to misquote or mislead. This is often very hard to tell from the truth. Always check back to the source - if possible.
- ⇒ Usually this is created and paid for by businesses trying to sell a product.
- ⇒ These often involve spurious medical or health benefit claims.

Pop-up 'news' bulletins.

- ⇒ These are often based on topical issues in the news - but with a twist!
- ⇒ They will include sensational, fallacious and plain untrue information designed to generate clicks, i.e. **clickbait**.

Celebrities, actors and other famous people spruiking products.

- ⇒ They are paid to do this, and paid to say what they say.
- ⇒ However, many celebrities do support a charity or community group as part of giving back to the community.

Wikipedia - naughty or nice?

The early days of Wikipedia were a free-for-all.

With anyone able to edit, it was a lucky dip as to whether the information was reliable or not. And this depended entirely on the original contributor and subsequent editors.

However, it can be said that some topic areas have gained respectability over time, with greater vigilance over entries in the knowledge community.

While science subjects tend to have a level of reliability, more debatable topics including current issues may be biased.

What is still true is that you should always verify what you read on Wikipedia against another source to see how it matches up.

A good strategy is to follow the links given as sources and see where the information originates from.



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5.07 Sources of Information

Advertorials and snake oil salesmen

In the olden days, salesmen (and yes, they were men) travelled from town to town and door-to-door selling their wares. As their living depended on commissions from their sales, they needed to ensure that their products appeared attractive to potential buyers.

As a result, they sometimes mildly inflated the benefits of the products they had for sale. At times they even made outrageous claims. Check out some early ads for Coca-Cola and other 'tonics' sold through US 'drug stores'. These claims were often presented as facts. Sound familiar?

Not much has changed, except that the sheer quantity of information that we deal with now makes it even more difficult to discern fact from fancy. Especially when the seller uses scientific, medical or statistical terms in order to impress and bamboozle.

Also, because we usually don't have a flesh and blood relationship with online content providers, there is less at stake for them when it comes to ripping off the unwary. And they also have a pool of thousands, millions or even more potential suckers, sorry I mean clients.

And most important; we might not even know that the 'information' we are being presented with is a sales pitch.

In terms of news, in those old days, there were very strict regulations about what could be passed off as news in the media.

Media organisations would be fined for inaccuracy. 'Facts' were checked rigorously by researchers before being presented.

Although media is still somewhat regulated, there is much more onus placed on consumers to distinguish what is true and what is not.

Some media styles itself as '**infotainment**'; a mix of information and entertainment. Therefore these outlets can argue that they are not pretending to be completely authoritative. What do you think?

So you need to really think about the information you come across or search for (and just how to search is a problem in itself). So always ask a few questions before you trust a source.

Step right up folks. This here, nerve tonic elixir, made from gen-u-ine 100% snake oil will give the strength of Samson and charm of Casanova!



Image: everett225/
Depositphotos.com

Checking sources: Ask yourself

1. Who is the expert?
2. Where will I find their ideas?
3. Where can I check that they are reliable?
4. Are the sources likely to have any biases? If so, what would you expect?

LIT
SUPER
SKILLS**Search or lurk****C**

Didley has entered the following terms into her search engine. She has heard that childhood vaccination could cause autism and wants to know if there is any truth in the claim.



1. Discuss what information each of the following search terms is likely to provide.

How does vaccination cause autism?	What is the link between vaccination and autism?
Is there scientific/medical evidence of a link between vaccination and autism?	Vaccination benefits and disadvantages.

2. Enter these search terms and note the top websites and the organisations/authors that come up. What do you think about their reliability or bias?

How does vaccination cause autism?	What is the link between vaccination and autism?
Is there scientific/medical evidence of a link between vaccination and autism?	Vaccination benefits and disadvantages.

3. Are search terms influenced by your own bias? Can you be more neutral; and if so, how? Discuss as a class.



5.09 A Numbers Game

Slippery numbers

People love using **statistics**, **numbers** and **percentages** to back up their point-of-view and to sound knowledgeable.

After all - 'numbers don't lie'.

But wait a minute, numbers are very malleable beasts that can be twisted in all sorts of ways.

Here's an example of how numbers can be used to distort the truth.

Tui's progress in maths.

In his first maths test, Tui received a score of 30 out of 100.

Tui got 45 out of 100 for his second maths test.

When Tui's mum asked how he was going in maths he replied confidently.

"Why Mumsie, I must declare that I have improved my performance by 15 percent!"

"Well Tui, you must be rewarded for your outstanding achievement! Here's \$10."

So have a think about how Tui is selectively using numbers to his advantage. And you might want to ask whether poor maths runs in Tui's family!

**"Oh Mumsie,
I did good didn't I!"**

**"Yes you did my
clever, sweet boy."**



Image: deniscristo/
Depositphotos.com

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Sample:
Do Not
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At other times, people use numbers to **avoid** the direct questions and provide the answer they want to give, or to **confound** and even to **confuse**.

So how about this exchange.

Abner & Honest Joh - The Car Sales legend!

Abner: "How many K's are on the clock?"

Honest Joh: "Less than 100,000."

Abner: "How much is it?"

Honest Joh: "For you my friend, just \$100 a week in 24 easy monthly payments."

Abner: "Sounds like a sweet deal to me."



Image: rastudio/
Depositphotos.com

Using numbers

A

1. Think of ways of expressing the following number descriptions to make them sound more favourable.

I lost five kilos last month then gained three this month.

I sold one ceramic pendent at the local craft market. I have never sold one before. I made \$20 but had to pay \$10 for the stall.

I got up at 10 am this morning. I usually get up at 11:30.

I completed 71 hours of Literacy Reading and Writing. My mate completed 67.5 hours.

Preview
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2. These descriptions using numbers are all a bit 'slippery'. Try to find the issues that the numbers are exaggerating or hiding.

75% of users of SmoothSkin 3000 say a 65% reduction in wrinkles over a four week period!

Kristobel offers to water Mr Mars' garden while he's away, charging \$5 each time. Though not much money per watering, Kristobel calculates that during the six weeks of Mr. Mars' absence, she would earn \$210 - and more if the weather was warm. Not bad for a rainy winter!

The store was offering a 'buy now, pay later' deal which meant that I could get a new laptop, phone and rice cooker now for nothing. Then I just have to pay in 4 instalments over the next 8 weeks. And it's interest free - sick!

5.11 A Numbers Game

Applying knowledge

In this topic you will investigate an issue that requires you to find out some information about a specific area of knowledge. You will then use your knowledge to investigate a community, education or social equity issue. (This could cross over with PDS).

You can base your investigation on the topic below (which relates to recycling), or choose your own topic, or one that your teacher suggests. At the end, you will develop a strategy for educating a target group on your area of knowledge.

B Working the numbers 1

Complete this short survey about recycling and analyse the results.

1. Tetra packs such as milk cartons and juice boxes are recycled.
☐ True ☐ False
2. Take-away coffee cups are not recycled.
☐ True ☐ False
3. Plastic bags, lolly wrappers and chip packets must be disposed of in the rubbish bin as they can't be recycled.
☐ True ☐ False
4. If you are not sure whether an item is recyclable, you should put it into a recycling bin because it will be sorted at the recycling plant.
☐ True ☐ False
5. Which of the following items cannot be recycled in domestic recycling bins?
☐ Old, worn-out clothing.
☐ Laminated paper products such as photocopying paper packaging.
☐ Milk cartons.
☐ Glad wrap.

Your teacher will collate the results for the class.

So, what is the base-line knowledge of recycling for your class? Make some statements about how your class answered the survey using these prompts.

- a. Most students...
- b. The majority of students...
- c. A large proportion of students answered...
- d. ____% of respondents believed that...
- e. Few students knew that...
- f. Only ____ out of ____ understood...
- g. A minority of the surveyed students said...

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Two hands, one head and half a brain

There's a clear reason why humans typically have two hands. One is obviously for working a phone.

From inner city hipsters, to office workers, to tradies working onsite - there has been a massive increase in the number of hands employed in clutching another item - the ubiquitous takeaway coffee cup.

Apart from leaving no hands for scratching or other necessary activities, this item is a huge polluter. This is partly because nearly all coffee cups are largely non-recyclable.

But because most people think these are able to be recycled, they toss them in with other recyclables. By doing this they actually contaminate items that can be recycled!

So, one thing is clear - people still don't know how to recycle. This is due to a range of reasons. Here

are a few. Can you think of any others?

- ⇒ There is unclear and inconsistent labelling on recycling bins.
- ⇒ Recycling codes on items may not be easy to understand.
- ⇒ We don't always know what something is made from even if we understand what can be recycled.



"That's right Nigel, I always place the cup from my single-origin crappocino in the recycling. What about you Quentin? What do you do with the cup from your Botswanan' farmer-sourced, ethnically pruned coco-latto?"

Image: ArturVerkhovetskiy/
Depositphotos.com

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The contents of a recycling bin used by students – can you find any issues?



5.13 A Numbers Game

Check your digits

Numbers are used extensively when people communicate for knowledge and also when communicating for practical purposes.

Numbers may be communicated verbally and in written form, as numbers (digits), as words, as tables and in other ways. For example:

- ⇒ *“An AFL men’s football team has 22 in a game, but 46 players on the full list.”*
- ⇒ *“The amount you need to write on the cheque is \$12,456.17. So that’s twelve thousand four hundred and fifty-six dollars and 17 cents.”*
- ⇒ *“What I want you to do is go down to the hardware store and get me seven pieces of four by two pine.”*

☞ Sometimes it can be hard to follow spoken numbers, especially if the person uses more than three numbers. For example:

“I want 75 sausages, 15 onions, 6 loaves of bread, 4 Mars bars, 30 packets of plain chips and 18 cupcakes.”

Then it gets even more confusing if people use other words to represent numbers.

“...and I want a dozen eggs, half a dozen roses, a slab of cake, 4 reams of paper and a brace of geese!”

Explaining quantity

Numbers are often used to explain quantities and measurements such as size, volume, amount, height, weight and frequency. These numbers might use units such as metres, litres, kilograms and so on. For example;

“John is 1.89 m and 79 kg. John’s weight is 178.000 metres and he weighs 79 kilograms.”

When communicating knowledge, numbers might be accompanied by descriptive terms such as: ‘about’, ‘approximately’, ‘almost’, ‘nearly’, ‘exactly’, ‘precisely’, ‘in excess of’, ‘less than’, ‘only’, ‘more than’ and so on. For example:

“Oh I feel sick, I reckon I ate about ten hamburgers at Macca’s last night.”

Numbers can also be expressed as percentages to show quantity. You are likely to have investigated this in Numeracy.

“95% of all students in this class did not know how many items are in a ‘brace’!”

But sometimes percentages can be combined with words and used in a slippery fashion when people try to persuade others. For example, compare these two statements. Which statement would get your attention?

“Almost 20% of all young people are addicted to their mobile device.”

“Less than one in five young people are addicted to their mobile device.”



Image: jesadaphorn/
Depositphotos.com

1. Write sentences about the following to practise describing size, volume, quantity, amount and frequency. Add 1 more of your own.

a. The amount of clothes you have in your wardrobe.

b. The number of items you wear regularly.

c. How often you purchase clothes.

d. The size and weight of food purchased each week by you or your family.

e. Amount of product packaging discarded each week by your family.

f. Amount of food thrown out each week.

g. Number of cosmetic/toiletry items you own.

h.

2. Have a think about words that can be used to describe numbers when communicating. Some are given on p.108.

a. Which words indicate a reasonable guess?

b. Which words indicate an amount that is slightly less than the actual amount?

c. Which words indicate a precise amount?

d. Which words indicate more than the actual amount?

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5.15 Information in Action

A Information in Action

1. Survey your class about their current knowledge of recycling and their recycling behaviour. Make a survey similar to the one on p.106.
 - ⇒ Write at least 5 clear, simple questions that are easy to understand and answer.
 - ⇒ Use yes/no and multiple-choice questions that will let you add up your answers easily.
2. Using a search engine or other information source (a book, a person) find the missing information for these statements. Create another 3 statements of your own. You might work individually, in pairs or groups, then compare what you have found.
 - a. Council recycling systems have been used in Australia for approximately _____ years.
 - b. About _____ megatonnes of waste goes to landfill each year.
 - c. _____ % of this waste is food.
 - d. _____ % of this is recyclable.
 - e. There is _____ of waste per year for each Australian.
 - f. Australia rates _____ in the world for landfill waste per person.
 - g. _____
 - h. _____
 - i. _____

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Some useful resources for this topic:

- ⇒ Australian Conservation Foundation
- ⇒ Otter.org.au
- ⇒ War on Waste (ABC iview)
- ⇒ Recycle.net.au
- ⇒ Planet Ark

1. Watch the ABC documentary 'War on Waste', the film 'Plastic China' or documentary on another topic chosen by your teacher.



In pairs or groups, watch one episode each and take notes in these categories.

Title:	
Year made:	
What is the waste problem in this episode?	
Examples of the problem	Examples of the problem
Examples of the problem	Examples of the problem
Use statistics to explain the clarity or extent of waste.	
Why are the problems not being dealt with?	
Whose responsibility is it to deal with the problems?	

2. Pool your notes and make a final group/pair version to share with other groups.



Take turns explaining the main points of your notes, or summarise the combined information into a PowerPoint presentation, information poster or fact sheet.

5.17 Information in Action

C Researching information

1. Find articles online or in print about ‘War on Waste’ or recycling in general.
(Try newspaper Comment, Opinion or television review sections, the Australian Conservation Foundation, OTTER, or the ‘War on Waste’ website).
Choose two articles to read.
As you are reading, underline or highlight what you think the main ideas are.
Make a brief summary of each using the following format, or one provided by your teacher.



Title of article: _____		
Source of article: _____		
Author: _____		Date: _____
Page/ paragraph no.	Summary	New or unfamiliar words/ terms

Preview
Sample:
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Title of article: _____

Source of article: _____

Author: _____ Date: _____

Page/ paragraph no.	Main points	New or unfamiliar words/ terms

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2. Choose one of the articles.

- ☐ Using only your summary notes, pair up with another student who read different articles and tell your main points to them.
- ☐ Your partner will ask questions about anything that they don't understand.
- ☐ It will be easier if you use signposting such as numbers or words to separate each point. (e.g. The first point, the next; or point 1, point 2.)

3. Repeat the information a second time. This time your partner will write down the main ideas they have heard.

- ☐ They can repeat the ideas back to you for checking, or show you their notes.
- ☐ Submit one of your summaries for your teacher to check, or for you to explain to them.

Further activities

- ⇒ Write to local council to ask about recycling facilities in your area.
- ⇒ Invite a local councillor to answer your questions, or go and meet them as a class.
- ⇒ Find an activist/advocate to come and talk and explain their concerns. Or invite both to have a debate.



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5.19 Assessment Task

AT5 Communicating Knowledge



Overview

For this assessment task you are required to **design** and **use** a **process** or method to **instruct others** about **waste issues and recycling**.

The two parts of this assessment task require you to:

- ☐ design, test, implement and assess your process or method
- ☐ prepare an account that reports on your process and its effectiveness.

Note: Your teacher might have you focus on a specific issue related to waste or recycling.

Your teacher might get you to work in pairs or small groups for this task.

Part 1: Developing the knowledge communication process

Design a **process** or **method** for **educating** your school, class, teachers or another target group about **waste issues and recycling**.

This will require you presenting the information in some way.

Hint: This is practical knowledge to the target audience who probably learn best from doing.

⇒ Stages

1. Design the process/method.
2. Test the process/method.
3. Implement and use the process/method.
4. Assess effectiveness of the process/method.

1. Design: What do you want your target group to know/ be able to do at the end of the process?
2. Test: How clear and user friendly is the process? Is it accessible for all participants?
3. Implement: Who, how and when will you present or run the process with the target group?
4. Assess effectiveness: How will you know you have been effective? How can you test the knowledge of the target group?

Part 2: Reporting on the instruction process

Prepare an account that reports on each of the following.

1. What you did at each stage.
2. What and who was involved.
3. List any resources used.
4. What problems you encountered.
5. How you evaluated the success of your strategy.

Name(s):	Key dates:
Topic:	Audience:

Tasks - AT5: Communicating Knowledge	Re- quired	Due by	Done	Teacher initials
Part 1: Developing the knowledge communication process				
Negotiate task details and topic with your teacher.	✓			
Determine your target audience for the instructions.	✓			
1. Design the instruction process.	✓			
2. Test the instruction process.	✓			
3. Use the instruction process.	✓			
4. Assess effectiveness of the instruction process.	✓			
⇒ Submit drafts for feedback and review	✓			
Part 2: Reporting on the instruction process				
1. Explain what you did at each stage.	✓			
2. Explain what, and who, was involved.	✓			
3. List the resources you used.	✓			
4. Discuss the problems you encountered.	✓			
5. Explain how you evaluated the success of your process.	✓			
⇒ Submit your draft for feedback and review	✓			
Prepare and submit your final report				
⇒ Prepare your final report.	✓			
⇒ Submit your final report to your teacher.	✓			
⇒ Present a report to the class (if required).				

Additional information:

Signed: _____

Date: _____

5.21 Reading and Writing Portfolio

Knowledge: Readings			Name:	
Date	Text/Reading: Title & author	Text type, source & date published	Summary/ main point(s)	What I most learned from this is:

**Preview
Sample:**

Knowledge: Writings			Name:	
Date	Topic or theme/ audience	Type of writing (text)	Summary/ main point(s)	Main skills I developed:

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Knowledge: Collecting and Reporting Information

6

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Activities 6: Reporting Information

p. Due date/Done?

Comment

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AT6 Survey and Report

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Comments:

6.01 Reports

Reporting what you know

As you have discovered there are lots of different **sources of knowledge**. There are **facts** that are found via reliable **sources**. There is also **research** that you can do yourself that contributes to your knowledge.

Taking it further

In Section 5 you did a project where you designed a way of teaching others about the correct way to recycle. You also developed skills in understanding what knowledge is, how to find knowledge and which sources to trust. Now you will bring all of these skills together in a formal written way.

You are going to write a **report** based on that project you did. The aim of your report will be to summarise what you found out in your project on recycling (or another topic if that's what you actually researched).

Report writing

A report is a clear and concise form of writing for a target audience that is based on research.

The process of your project (for AT6) was a form of research. So writing a report is the perfect way to express what you learned through your findings!

There are different kinds of reports including the following.

- ⇒ An **informational report**.
- ⇒ A **business report**.
- ⇒ A **scientific report**.
- ⇒ A report that suggests changes to **government policy**.



Image: photoraidz/
Depositphotos.com

A Survey and report issue

Section 6 involves you building skills to develop a survey and report on an issue. The issue might extend from your exploration of recycling from Section 5.

Your teacher might start this unit of work by introducing **AT6: Survey and Report** from pp.140-142. Then everything you do for this section will act as the development and drafting process for your survey and final report.

Your teacher will discuss your requirements as well as the topic guidelines. Record these here (and in your workbooks if extra space is needed).

Survey and Report: Issue topic

Sections of a report

This is what you will likely find inside a formal report. When reading a report, and preparing your own report it is important that you know the main sections that reports will usually contain.

Formal Report - Sections

1. Title page

- ⇒ Gives the title of the report, name of author(s), who the report is written for and the date.

2. Table of contents

- ⇒ Shows section headings.
- ⇒ May use a numbering system of 1, i, a.

3. Executive summary

- ⇒ A summary of the report including the findings.
- ⇒ This will tell the reader the basic points of the report.

4. Introduction

- ⇒ Explains reason for the report and how the information was collected.
- ⇒ It also defines key terms or any special language used in the report.

5. Discussion

- ⇒ The main body and content of the report.
- ⇒ It describes and explains the information, data and findings of the report.
- ⇒ It usually uses headings and subheadings that match section 2.

6. Conclusion

- ⇒ The conclusion gives the main points and key findings that arise from the discussion.
- ⇒ This can also involve suggested recommendations to be taken as a result of the findings.

7. References/Bibliography

- ⇒ The report should also include any research material used in preparing the report.

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6.03 Formal Reports

Formal reports

When you access a formal report you might encounter a section near the beginning called an **executive summary**. An executive summary provides an overview of the key issues, discussion and recommendations in a report.

The executive summary from the report below is very professional and well-written. It would make for an excellent oral report as well. However, you are not expected to produce to this level of quality! But you might find information like this when you research. So it is important that you can identify the appropriate information when reading a professionally-written executive summary.



Your teacher will read this to you. Have a careful listen for the key points and information. Then you should carefully read the report yourself. Pay close attention to the main ideas and the keywords that have been italicised.

A report into peer influence in changing social behaviour in adolescents and young adults to encourage more sustainable practices.

Executive summary

- 1 This report aims to investigate ways in which adolescents and young adults can influence one another to improve their *recycling* behaviour and sustainability issues. However, it cannot be assumed that they will carry this knowledge into their daily lives. This is partly because new trends in purchasing prioritise convenience and price over other factors.
- 2 Research for this report was conducted through video sources, online articles and using responses from a survey of 25 individuals aged 16-24. Three main issues have been specifically identified: young people have only ever known a *disposable* culture. They have grown up with *fast fashion* and they have become used to owning a large amount of affordable possessions.
- 3 The discussion focuses on some of the issues that *prevent* this age group from developing *responsible recycling* behaviours.
- 4 The *recommendations* emphasise the role of *peers* in promoting *socially responsible* behaviour including spreading messages about environmental awareness, promoting a culture of recycling, and *sustainability*.
- 5 Young people have been *identified* as a key group for adopting positive change. They have grown up with an awareness of environmental

6

7

(continued on p.122)

Reading a formal report

A

Use the **Executive summary** of the model report to answer the questions and find the following information.

Key vocabulary in the executive summary. Tick those you understand.

- | | | |
|---|---|--|
| <input type="checkbox"/> recycling | <input type="checkbox"/> sustainability | <input type="checkbox"/> packaged |
| <input type="checkbox"/> prevent | <input type="checkbox"/> identified | <input type="checkbox"/> fast fashion |
| <input type="checkbox"/> recommendations | <input type="checkbox"/> generate | <input type="checkbox"/> garments |
| <input type="checkbox"/> emphasise | <input type="checkbox"/> discarded | <input type="checkbox"/> durable qualities |
| <input type="checkbox"/> peers | <input type="checkbox"/> disposable culture | <input type="checkbox"/> campaign |
| <input type="checkbox"/> socially responsible | <input type="checkbox"/> inherited | |

1. According to the title, which of the following is the report **not** about?

- | | |
|--|---|
| <input type="checkbox"/> Social behaviour | <input type="checkbox"/> Recycling |
| <input type="checkbox"/> Learning from parents | <input type="checkbox"/> Peer-to-peer education |

2. What is the purpose of the report?

3. Which age group(s) are being targeted?

4. What is the problem identified in the report (para. 3)

5. Name the positive factor in the behaviour of the target age group (para. 5)

6. Name 3 issues discussed in paragraph 6.

a. _____

b. _____

c. _____

(continued on p.123)

6.05 Formal Reports

A report into encouraging more sustainable behaviour amongst adolescents and young adults through peer influence.

Executive summary (cont.)

8 In addition, as part of the new economy, there is a growing expectation that food and other goods will be delivered to the door through services like Uber Eats. These business models *generate* a huge amount of waste that is often *discarded* in public places. Young people are big users of such services.

9 A further issue is fast fashion. As a society, we now expect cheap clothing and accept poorer quality *garments* that are not *durable*. Adolescents and young adults now renew their wardrobes more frequently than previous generations. The availability of cheap clothing on international websites has placed emphasis on price rather than quality.

10 A final issue is the quantity of products that adolescents and young adults expect to own and how often they are replaced. Devices and gadgets become fashion accessories that are swapped regularly. Possessions are no longer valued for their *durable qualities* and are seldom passed on for others to use.

11 As a solution to the problems outlined, it is recommended that the target group use their networks to promote sustainable behaviour.

12 Posting on social media will allow others to see that there are alternatives to accepting over-packaging. Online petitions can be organised and sent to local councillors. Schools can also develop learning content and awareness-raising activities that assist students to understand the problems created by over-packaging.

13 It is also recommended that young people be encouraged to swap, recycle and reuse clothing and consider shopping for some of their clothes as a way of creating a unique, interesting and sustainable wardrobe.

14 Finally, it is suggested that a government campaign be undertaken to challenge this group to reduce the amount of unwanted 'stuff' they have. The *campaign* could include targets and an award system for reducing consumption and responsibly reusing and recycling.

Note: A good tip to help you identify and analyse the information is to number the paragraphs, from 1-14.

7. Find the 4 issues that the report is investigating (paras. 7-10.)

a. _____

b. _____

c. _____

d. _____

8. The report talks about 'fast fashion'. Explain in your words the problems, that according to the survey, are caused by 'fast fashion'.

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9. Explain the meaning of 'durable qualities'. (para. 10)

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10. What is preventing the use of durable products? (para. 10)

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11. How many recommendations are made? (para. 11-14)

12. Choose one recommendation and explain this in your own words.

6.07 Formal Reports

B Report contents

1. Below is the table of contents for the report containing the **Executive summary** on pp.120 & 122, but some information has been left out from the **Discussion** section.
2. Work out from the **Executive summary** what the missing information is for the **Discussion** section. Use this information to complete an appropriate table of contents.

A report into encouraging more sustainable behaviour amongst adolescents and young adults through peer influence.

1. Contents

2. Executive summary

3. Introduction

4. Discussion

i. Packaging

a. _____

b. _____

ii. Fast fashion

a. _____

b. _____

iii. Accumulation of belongings

a. _____

b. _____

5. Conclusion

6. Recommendations

7. References

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Matching sections

C

1. Complete the table below by matching these 7 sentences with the part of the report they belong in. There is one to match each section in the table.

- ☐ Used clothing should be exchanged with friends or recycled rather than thrown away.
- ☐ Another problem involves having too many possessions.
- ☐ A report into peer influence in changing social behaviour in adolescents and young adults to encourage more sustainable practices.
- ☐ Products are over-packaged.
- ☐ Young people are aware of recycling but are faced with extra challenges.
- ☐ 2. Fast Fashion
- ☐ A lot of issues have arisen from today's disposable society.

Section	Appropriate section
Title page	<div>Preview</div> <div>Sample:</div> <div>Do Not</div> <div>Copy</div>
Table of contents	
Executive summary	
Introduction	
Discussion	
Conclusion	
Recommendations	

2. Complete these questions in your workbooks.
- Do you agree with the issues raised in this report?
 - Which information do you think is most valid and why?
 - Are there any ideas that you think are inaccurate or biased? If so, what are they and what is the bias?
 - Are there any points that you would add in or take out of this report? Explain.

6.09 Reports and Language

Reports and language

One of the features of report writing is that it uses formal language. When you write your own report about what you found out and experienced in designing your process for educating others about recycling, you can't write it in a personal style.

Reports need to be written to reflect that they are based on objective, factual and authoritative information. You are not expressing your feelings or opinions in a report - you are reporting your knowledge and explaining how the knowledge was gained.

Active and passive voice

When we talk about our own experiences, we generally use '**active voice**'. We explain our actions, feelings and responses directly:

active

passive

"I dropped the case of drink and it went everywhere. Then a customer came around the isle and skidded on it. He landed on his backside - in the drink! I got into a lot of trouble."

In active voice, we say what we did. The 'we' is called the subject.

We use personal pronouns such as:

"I", "me", "us", "we"

In **passive voice**, we turn this all around.

We report what happened, not to us, but to the person or thing that the action was done to (called the **object**).

In the passive voice we use impersonal pronouns such as '*it*' and '*they*'. We also change the position of the **subject** and object.

Active:

"I dropped the case of drink which went everywhere."

Passive:

"The case of drink was dropped and it went everywhere!"

And how about that, now it's not your fault!

You will need to use active voice in a report. **Active voice** is used for reporting facts.

On the other hand, accounts of **what you did** in order to research your information or collect data, or other **actions you took** will generally be in the **passive** voice.

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Image: frenta/
Depositphotos.com



Language of reports

A



1. Practise changing these active sentences into passive voice.

a. I am bored.

It _____ .

b. 20 students skipped school.

School _____ .

c. He couldn't find his keys.

His keys _____ .

d. Many Australians contract influenza every winter.

Influenza _____ .

e. I looked at a lot of bikes before choosing which to buy.

A lot of _____ .

2. Look back over the report on peer influence on changing behaviour from p.120 & p.122 and highlight or copy examples of when the **passive voice** is used.

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6.11 Report Pro-forma

A Report Pro-forma

- 1. You can follow this outline when you are researching a report. The headings are a good way to organise information from the report.
- 2. You can also follow this outline to write your own report. This helps you to organise the information in a step-by-step process.

Report title:	
Report is prepared for:	
Date(s) of the report:	<div>Preview Sample: Do Not Copy</div>
The author(s) of the report are:	
The purpose of this report is:	
Introduction/ background information includes:	
This report will investigate:	
The report will focus specifically on:	

The first issue of concern is:	
This is significant because:	
A second important area of concern is:	
This is significant because:	<h1>Preview Sample: Do Not Copy</h1>
A final issue of concern is:	
This is significant because:	
It can be concluded that:	
It is recommended that:	
Sources used for the report include:	

6.13 Surveys

Using surveys

In Section 5 you used sources of information to support your research into recycling. You also answered a survey and constructed a series of simple questions to get information about recycling behaviour.

Now it is time for you to construct a simple survey to collect some extra information to add to your report. And remember that using surveys is a good way to gain primary information that comes 'direct from a source'.

About surveys

A survey is a series of questions that allows you to gather original research in the form of **survey responses**.

Surveys are used in many situations. Surveys can:

- ⇒ help organisations get feedback on their products or services
- ⇒ be used in workplaces to get information about how workers feel about specific aspects of their work
- ⇒ find out what new products customers would like
- ⇒ be used by local councils to ask residents how they feel about proposals for new community services
- ⇒ even ask the entire Australian voting age population about their views on same-sex marriage!

One clear advantage about surveys is that they can also be used to add information to existing knowledge. This is how you will use the short survey that you develop.

Designing surveys

A survey allows you to **research, collect and collate information** to use in a report. Surveys involve **primary research**.

In the past, many surveys were issued in hard copy print format and the respondents completed these in their own time. Surveys were also often conducted by an interviewer and a respondent face-to-face or over the phone.

Many people now use online tools such as Survey Monkey and Google Forms to design their surveys. But tools such as these, if misused, still design 'poor' quality surveys, it's just that they look better, and can be shared electronically.

When you design your survey you should always follow five steps that will help you create more effective surveys. These five steps apply whether you are devising a survey for face-to-face, hard copy or digital use.

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EXCELLENT ☐
GOOD ☐
AVERAGE ☐
POOR ☐
The Worst!! ☒



Designing a survey

When you design a survey you need to follow these five steps.

Step 1: What am I trying to find out?

Step 2: Who do I need to ask?

Step 3: Which closed and open questions will I need to ask to gather the data and information?

Step 4: Does my survey work?

Step 5: How should I report the findings of my survey?



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Matching survey sections

A

1. Match questions to the appropriate steps for designing a survey. (2 for each.)

- | | |
|--|--|
| <input type="checkbox"/> Is the survey well set-out and are the questions clear? | <input type="checkbox"/> How many people do I need to survey to get meaningful data? |
| <input type="checkbox"/> Is the information quantitative or qualitative? | <input type="checkbox"/> Do I need questions that will allow me to calculate totals? |
| <input type="checkbox"/> Do I need questions to collect opinions and anecdotes? | <input type="checkbox"/> Does the survey method suit the type of respondents? |
| <input type="checkbox"/> What demographic information do I need to gather about respondents? | <input type="checkbox"/> How will I organise and summarise responses? |
| <input type="checkbox"/> How will I collate the responses? | <input type="checkbox"/> Which survey method; face-to-face, hard copy or e-version will be suitable? |

Section	Appropriate section
Step 1	-
Step 2	-
Step 3	-
Step 4	-
Step 5	-

6.15 Survey Questions

Creating your survey questions

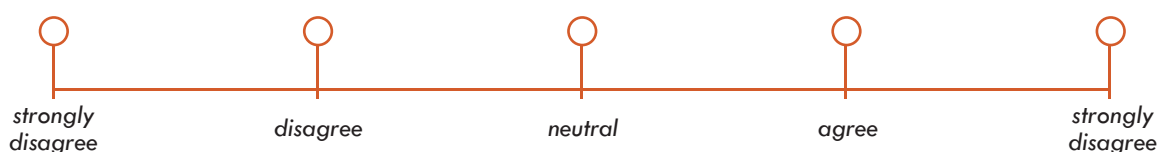
The people who fill in your survey are called **respondents**. Your survey questions should be written so that you can find out the type of information you need, so as to add research and depth to your report.

When you develop your survey questions you should start with closed questions. This will allow you to collate respondents' answers.

Closed questions will usually require a yes/no, true/false or multiple-choice response. Closed questions might also ask respondents to rank or rate how they feel about something using a scale.

"Protecting the environment is important for future generations?" Yes or No

"Global warming is real." True or False. Or perhaps using a scale.



You can then move to some **open questions** towards the end of the survey if you want. This will enable you to include some individual quotations (i.e. a specific respondent's answer) in your report. For example,

"Why do you believe it is important to protect the environment?"

"What do you consider the key issue related to global warming?"

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Image: leungchopan/
Depositphotos.com



Open and closed questions

Closed questions are usually formal and basic types of questions.

They normally require a yes/no answer; or might be a list of options.

Closed questions are good for finding out facts and information.

Closed questions allow you to add up totals of responses to help you to collate the data. e.g.

⇒ "Do you recycle?"

⇒ "Should there be a container levy refund on bottles and cans?"

Open questions are good for finding out opinions and more detailed information.

These normally require an extended response.

Open questions are useful for finding out 'what'/'why' and 'how' about a person or an issue. e.g.

⇒ "Why do you recycle?"

⇒ "Why do you think there should be a container levy refund system?"

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Creating survey questions



Develop a list of closed and open questions for your survey. Try for 5-6 closed questions and 2-3 open questions.

A good technique to help you do this is to write down the information you want to find out. Do this in a single sentence.

Then you construct questions that will elicit (get) the required information when surveying your respondents.

You will also be able to work out whether closed or open questions might be most suitable for this information.

Information	Question(s)
e.g. How many people separate their waste into 3 bins?	Do you separate your household waste into garbage, recycling and green waste bins? (Closed question: Yes/no)
<div>Preview</div> <div>Sample:</div> <div>Do Not</div> <div>Copy</div>	

6.17 Survey Results

Reporting survey results

When you put together information for your report, you have to organise, collate and analyse the survey responses.

Organising involves sorting through the surveys and checking that responses are valid. i.e. You don't want 'Donald Duck' completing a survey - if so, then that survey should probably be discarded. Digital surveys do a lot of the organising for you, but they do not check validity.

Collation involves adding up responses to closed questions according to whether respondents agree or disagree (and so on) with a question. You need to add up totals and perhaps even work out percentages. Digital surveys will often do the closed question collating for you.

You will also have to collate responses to open questions. You do this based on the quality of the responses as well as the insight given by the respondents. But you won't come up with a number, or a percentage. Instead you sort answers into 'very useful' and 'possibly useful' and 'not useful'. Then you can choose those that you want to quote in your report.

Analysing your results

So what do your survey results mean? After you have organised and collated your survey results you need to think about how to use these results as part of your report. **Analysing** involves summarising and interpreting the results to explain what the survey results mean or show.

You only know the answers that respondents have given to the questions you asked them on your survey. So not all the responses will be useful or interesting to include in your report. This is because not all your questions will have been successful in getting meaningful responses from every respondent.

So you should choose survey results that:

- ⇒ back up and **support** your research findings, or
- ⇒ provide a **contrast** to your findings, and
- ⇒ are **relevant** and **add something** to your area of research.

Image: tai11 /
Depositphotos.com

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Too many survey respondents can be even more of a problem than too few!

Reporting your results

When including the information from your survey in your report you should do the following.

- ✓ Directly or indirectly mention the question they were responding to.
- ✓ Communicate the percentage or proportion of responses (for closed questions).
- ✓ Make general comments using collated responses to closed questions, or specific examples from open questions.

Example 1

The majority of respondents (83%) agreed with the statement, *"In the past year I have thrown clothing away after wearing it only once."* (Note: The question is mentioned directly.)

A common type of response was; *"Once I have had likes about my outfit on Instagram, I never wear that item of clothing again!"*

Example 2

Respondents were very positive about recycling with over 70% agreeing that recycling was important for our environment. (Note: The question is mentioned indirectly i.e. paraphrased.)

One respondent even stated that, *"I recycle everything I possibly can. It's up to each of us to make a difference by what we do!"*

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Survey results

A

For the data results below, write sentences in your workbooks describing what the results show. Use these expressions to help you.

- | | |
|--|---|
| <input type="checkbox"/> a small majority | <input type="checkbox"/> many |
| <input type="checkbox"/> all | <input type="checkbox"/> a significant number |
| <input type="checkbox"/> a minority of respondents | <input type="checkbox"/> few |
| <input type="checkbox"/> most | <input type="checkbox"/> a large proportion |

1. Do you consider yourself to be a committed recycler?

⇒ Yes 74 No 13 Total surveyed = 116

2. If you saw someone littering, what would you do?

⇒ Report them to the Environmental Protection Authority. (10)

⇒ Intend to report them to the EPA but forget. (24)

⇒ Give them a 'dirty' look. (3)

⇒ Tell them to pick up their litter. (0)

⇒ Do nothing. (70)

Total surveyed = 116

6.19 Survey Results

B Analysing survey findings



1. Choose the survey findings you will use in your report. In small groups, explain the following.

a. Why have you chosen to include them?

b. Whether they support or oppose your research findings.

c. How they are interesting and relevant.

d. Get feedback from your classmates on your answer.

2. Taking it further: What else could the responses mean?

For example, if you asked respondents to estimate the proportion of waste they recycle and they say 93%, but they make factual errors in their knowledge of recycling, you might wonder whether their estimation can be accurate.

Give a sentence or two to explain and back up the statistics; or alternatively, to question the statistics. Use words such as 'may', 'could' or 'might' to speculate about what they might mean.

e.g. "80% of respondents reported recycling all paper products but only 28% of the same respondents were able to correctly identify which paper products could be recycled. This might mean that there is a gap between what people think they know and what they really know."

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3. Consider the following survey questions and discuss as a group how successful they are likely to be. Discuss the likely answers and whether they would be useful to report on.

a. How do you feel about recycling?

- ☐ Very positive
- ☐ Somewhat positive
- ☐ Neutral
- ☐ Somewhat negative
- ☐ Very negative

(Note: Respondents can only choose 1 answer.)

b. Which of the following statements do you agree with?

- ☐ Information about how to recycle is easy to understand.
- ☐ Information about how to recycle is confusing.
- ☐ Information about how to recycle is inconsistent.

(Note: Respondents could choose both 2&3, but not 1&3 nor 1&2!)

c. How do you decide how to dispose of waste?

- ☐ I follow my friends.
- ☐ I read stickers on council bins.
- ☐ I make an intelligent guess about how to recycle.
- ☐ I ask my parents.
- ☐ I follow school guidelines.
- ☐ I use my common sense.
- ☐ Other (please specify) _____

(Note: Respondents could choose more than 1 answer.)

d. All discarded clothing is sent to landfill.

- ⇒ Yes
- ⇒ No

(Note: Could this provide another option?)

e. Plastics coded with the number 5 can be placed in domestic recycling bins

- ⇒ True
- ⇒ False

(Note: Could this provide another option?)

4. Discuss whether rating scales might be useful? Check some out online.



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6.21 Preparing Your Report

Preparing your report

This detailed Superskills will guide you if you are required to prepare your report using a **formal structure**. Although this might seem like a daunting task, it can be quite straightforward if you have done your research properly. Your teacher will let you know the level of formality expected for your report.

You will set out your report over six pages. But you are not required to fill six pages completely! Follow the length guides shown here. In total, your report is likely to be about 300-400+ words. The idea is to report concisely. That means you can use point form, except in the *Executive summary*. Also note that the *Executive summary* is the section that you should naturally do last.

Setting Out A Report

1. Title page (page 1)

- ☐ Title of the report.
- ☐ Name of author(s).
- ☐ Who the report is written for.
- ☐ Date of the report.

2. Table of contents (page 1)

- ☐ Show section headings.
- ☐ Use a numbering system of i, ii, iii, etc.

Note: You should show both of these sections on the first page.

3. Executive summary (page 2)

Prepare a concise summary of the report.

First, describe:

- ☐ What the report is about.
- ☐ Reasons for the report.
- ☐ How you collected the information.

*Note: These 3 points of information come from your **Introduction**.*

Second, outline:

- ☐ Up to 3 key findings, written as no more than 2 sentences each.
- ☐ Support these findings with summary information from your research. No more than 1 sentence for each.

*Note: These points of information come from your **Discussion**.*

Third, summarise:

- ☐ The key conclusions written as no more than 3 sentences.
- ☐ The key recommendations written as no more than 3 sentences.

*Note: These points of information come from your **Conclusion**.*

Note: Altogether this should not exceed 1 page.

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4. Introduction (page 3)

- ☐ Explain the reason for writing the report.
- ☐ Outline the methods used to gather information including how people were surveyed, and how many were surveyed.
- ☐ Define any specific key terms that need explaining, or any special language used in the report that casual readers might not be familiar with.

Note: Altogether, this is likely to be 1/2 to 2/3 of a page.

5. Discussion (page 4)

This is the main section and usually the longest section.

- ☐ Explain and describe the main content of the report.
- ☐ Explain the information you have found out.
- ☐ Show any data and survey responses, perhaps using tables.

Use headings and subheadings that match Section 2: Table of Contents to report on 3 key findings.

- ☐ Organise the information about the findings according to these headings and subheadings.
- ☐ Feel free to use point form and other more concise ways of communicating your findings.
- ☐ Try to make only one point of information per sentence.

Note: Altogether, this should not exceed 1 page.

6. Conclusion (page 5)

- ☐ Here you summarise the main points that arose from the discussion.
- ☐ These are likely to match your key findings that came from the discussion section.
- ☐ So include no more than 3 summary points.

Depending on the topic and the type of report you did, you might also have a list of **recommendations**.

- ☐ Write these as concise action statements.
- ☐ You might also give reasons for your recommendations; but if so, keep these brief.

Note: Altogether, this is likely to be 1/2 to 2/3 of a page.

7. References/Bibliography (page 6)

You should list the key resources you used to create your report. Your teacher might advise you of a specific format to use.

6.23 Assessment Task

AT6 Survey and Report

Overview

You are required to report based on your research of a social issue or another topic chosen by you or your teacher. To do this task successfully you will:

- ✓ develop and use a survey,
- ✓ research other information related to the topic, and
- ✓ prepare a written report based on your survey and research.



Your teacher might also get you to present an oral report as part of your Oral Communication unit.

The topic

Choose your topic carefully. Your topic could focus on the investigation into recycling that you have been doing through sections 5&6.

You may be able to negotiate a topic based on an issue of interest in your local community (cross over with Unit 5). You will need to consult with your teacher before you decide on your final topic.

My topic is:

Part A: The survey

- ☐ Choose the most appropriate survey format for your needs and for those of your respondents.
- ☐ Prepare your survey questions carefully based on what you need to find out to complete your research.
- ☐ Remember to choose both closed and open questions to help you.
- ☐ Show your teacher a draft before you finalise your questions.
- ☐ Survey enough respondents to obtain results that can be reported.
- ☐ You must do a practice run before you write up your final copy.



Other information?

Part B: The written report

You must prepare a written report using the report sections you learned on pp.138-139; or another less formal structure as directed by your teacher.

⇒ Your teacher will inform you as to the required word length, but use 300-400 words as a guide.

⇒ You must include at least one visual display in your written report. This might be a graph, a data table, a diagram or some other visual representation.

⇒ A draft will be due: _____ The final report is due: _____

⇒ Record other information in your workbooks.

The oral report

Use the information collected for your report to make a presentation to the class.

⇒ Remember an oral presentation doesn't mean that you are just going to read out everything in your written report!

⇒ Your oral report will be assessed by your peers using a Peer Evaluation Pro-forma (p.143).

⇒ Follow the guidelines below for the structure of your oral report.


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Oral report guidelines

- i. *Introduce yourself and your topic.*
Say why you chose the topic and what you hoped to find out about it.
- ii. *Give some background about the methods used to collect the data.*
 - a. Have your survey questions on an overhead, PowerPoint or available in another format so that your audience can see how you got the information.
 - b. Comment on anything interesting about your research methods.
- iii. *Describe your findings.*
 - a. Report only on interesting or significant responses.
 - b. Draw conclusions from the responses.
- iv. *Evaluate the success of your research.*
 - a. Did you find out anything interesting or unexpected?
 - b. Were your research methods appropriate?
 - c. What problems did you encounter and how did you deal with these?
- v. You must use a graphic or visual representation during your report.
- vi. Thank your audience for their attention and interest.
- vii. Offer to answer any questions they may have.

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6.25 Assessment Task

Name(s):		Key dates:		
Topic:				
Tasks - AT6: Survey and report	Re-quired	Due by	Done	Teacher initials
Part A: Developing your survey				
i. Investigate suitability of format.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ii. Develop suitable closed questions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
iii. Develop suitable open questions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
iv. Design your survey.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
v. Test your survey.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
vi.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
vii. Submit your draft for feedback and review.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Part 2: Surveying and drafting your written report				
i. Conduct your survey.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ii. Collate and organise the results.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
iii. Summarise and analyse the results.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
iv. Draft a report using appropriate report sections.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
v. Complete your Executive Summary.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
vi. Develop a visual element for your report.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
vii.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
viii. Submit your draft for feedback and review.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Completing your final report.				
i. Finalise your information using feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ii. Prepare/submit final written report.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
iii. Give presentation report to the class (if required). 	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
iv. Get feedback and evaluation on your reporting.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Additional information:				
Signed: _____ Date: _____				

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Peer Evaluation Pro-forma








While watching your classmate giving their presentation, rate them by ticking the appropriate box. Be fair, not nasty, and not lenient. Your teacher will instruct you on whether you need to assess each person or a selected sample of the class. All the class will be subject to this peer-assessment. (Tip: Copies of this pro-forma may need to be made before starting.)

Task/activity: _____

Presenter: _____

Topic/subject: _____

Assessed by: _____ Date: _____

	excellent	very good	good	reasonable	basic	na
 Voice Quality:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Pronunciation: (accuracy/clarity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Body Language:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Eye contact:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Organisation of points:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Use of visual aids:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Use of technology:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What were the best aspects of this presentation?

How might this presentation have been improved?

Anything else? _____

Signed: _____ Date: _____

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6.27 Self-Reflection

Self-Reflection Pro-Forma

Which Literacy Development skills did I develop during this unit?

→

→

→

How have the skills of Literacy helped to improve my personal life?

→

→

How have the skills of Literacy helped me in other ways?

→

→

How would I rate my performance (use a circle) in developing my Literacy skills this unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
----------------	----------	-----------------	-----------	----------------	----------------

What were my strongest areas of performance and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

Public Debate and Issues: Making a Case

7

Contents

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Activities 7: Making a Case

	p.	Due date/Done?	Comment
7.02A Making an issue	147	<input type="text"/>	<input type="text"/>
7.03B Type of issue?	148	<input type="text"/>	<input type="text"/>
7.04C Knowledge and issues	149	<input type="text"/>	<input type="text"/>
7.05D Unpacking an issue	150-151	<input type="text"/>	<input type="text"/>
7.08A Persuasive language	152	<input type="text"/>	<input type="text"/>
7.10B Effective persuasion	155	<input type="text"/>	<input type="text"/>
7.11A Bruno's lament	156-157	<input type="text"/>	<input type="text"/>
7.13A Documenting an issue	158-159	<input type="text"/>	<input type="text"/>
7.16A Informal debate	161	<input type="text"/>	<input type="text"/>
AT7 The 'Project' Project	162-165	<input type="text"/>	<input type="text"/>
7.21 Peer Evaluation Pro-formas	166-167	<input type="text"/>	<input type="text"/>
RWF Reading and Writing Portfolio	168	<input type="text"/>	<input type="text"/>

Comments:

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7.01 Issues

Issues

Issues are all around us. Put simply, issues are topics that cause disagreement among people. If everybody is in agreement about something, it is not going to become an issue!

“Let’s have chocolate for dinner.”

“Hear, hear!”

No issue!

Similarly, if something is a fact, there is nothing to disagree with.

“The earth is round.”

“You’re right.”

End of conversation!

When people disagree about something that has at least two possible positions, and particularly when the people are ethically and emotionally invested in the subject, it becomes an issue.

Statements and issues

A topic is not in itself an issue. Ice cream is not an issue. To turn it into an issue we have to find possible areas of disagreement. Consider this exchange.

“Ice cream flavours that imitate fruit should not be made—they train children to accept only artificially sweetened products rather than natural ones.”

“I disagree completely! If not for fruit-flavoured ice cream, I wouldn’t know what a strawberry tasted like!”

To turn a topic into an issue you can do one of two things.

1. Make it into a question using the words should, could, or must.
“Should AFL tickets be free for all children under 15?”
2. Make it into a statement. You can then add:
“What do you think?” or “Do you agree?”

For example:

“Children should not use technology for learning until they are 8 years old.


 What do you think?



Image: adapted from
sangoiri/
Depositphotos.com

Making an issue

A



Think of a recent example of when you have argued an issue with someone. It could be as simple as a dispute over technology use with your parents, or a debate on the relative merits of popular video games with a friend.

Try to remember how the debate started, what the arguments on both sides were, how the debate was conducted (logically, or did it get dirty?), and whether either party felt like there was a 'winner' at the end.

1. Fill out as much as you can remember.

Topic of debate:

Your arguments:

The other side's arguments:

Outcome:

Did either party concede any points or change their mind?

2. What could you have said to strengthen your side of the debate? Now add to the points to make them stronger.

Topic of debate:

Your improved arguments:

The other side's improved arguments:

Possible new outcome:

Do you think there is now a greater chance of either party conceding any points or changing their minds?

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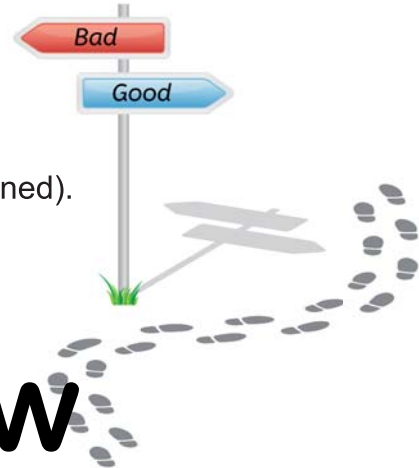
7.03 Issues

Types of issues

Issues are issues and this causes debate! It is important to develop your skills in debating an issue in a responsible and respectful manner.

Issues can be classified by type.

- ⇒ **Personal issues** (that just affect you or those directly connected to you).
- ⇒ **Social issues** (that affect a wider group and impact on at least a sector of society).
- ⇒ **Environmental issues** (that affect the immediate or wider physical world).
- ⇒ **Community issues** (that affect your local area).
- ⇒ **Political issues** (that affect the way you are governed).
- ⇒ **Ethical issues** (that affect your beliefs).



B Type of issue?

Preview

Match the type of issue (from above) with each of these examples of an issue.

Type	Issue
	Bike helmets should be optional.
	Children should only be given pocket money if they do chores.
	More skate parks should be built.
	Smoking should be banned in all public places.
	Non-gendered personal pronouns should be adopted.
	Significant fines should be levied at individuals who litter.
	Significant penalties should be imposed on businesses that pollute.
	Post-secondary education should be free.
	Cheating in schools should carry heavier penalties.
	Parents' financial responsibility for their children should end on the child's 18th birthday.

Knowledge and issues

For all the knowledge we are capable of accumulating, it is really hard to change people's minds about things they want to believe. Even when the 'facts' are staring them in the face! This happens for a number of reasons.

- ☹ People look for information that reinforces what they already believe, (social media is so good at helping us with this!)
- ☹ There might be an influential leader that people want to believe such as a politician or a religious leader.
- ☹ People may believe they have evidence to prove something which is in fact a bit dodgy or based on coincidence.
- ☹ We have a tendency to over-generalise something we know and misapply it to another situation.
- ☹ People are stubborn!

"Oi, oi oi mate. Don't blame me, it's me' frontal lobe that's the problem!"



And there is actual proof that when people want to go on believing something, that the frontal lobe of their brains shuts down to block reasoning! How about that!

Image: filipefrazao/
Depositphotos.com

**Preview
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Knowledge and issues

C

Have you ever heard any of the following claims? Choose one and research its validity (or choose your own).

List possible arguments for and against in the chart below.

- ☐ You shouldn't eat carbs after 5pm.
- ☐ Childhood vaccination is dangerous.
- ☐ Same sex marriage infringes religious freedom.
- ☐ Sleep before midnight is more beneficial than sleep after midnight.

Claim:

For	Against

7.05 Issues

D Unpacking an issue

Use some of the following points to help you debate these issues. Your teacher might split you into groups and get each group to focus on just one issue.

- 1. First say what a possible issue is for each point of information given.
- 2. Then use your research skills to find out extra information.



Extension:

You might want to watch the short video “It’s People Like us” that gives a confronting and surprising insight into the texting habits of young drivers!

Issue: Texting and driving		
Safety of individuals.		
Safety of society.		
People think they are more competent than they are.		
Inability to judge how long our eyes are off the road.		
Ability to multi-task.		
Driver experience.		

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Issue: Compulsory bicycle helmets		
Safety.		
Personal risk and responsibility.		
Individual rights (cyclists, drivers, pedestrians).		
Social and governance concerns.		
Effects on traffic and infrastructure.		

Issue: Marriage equality for all		
Social and psychological impacts for LGBTQI+.		
Effects on children.		
Rights of religious groups.		
Impacts on society.		
Impacts on economy.		
Issue: Assisted dying		
Rights of terminally ill.		
Abuse of laws.		
Religious concerns.		
Rights of families with terminally ill members.		
Effects on society.		
Impacts on the medical community.		
Issue: The move toward more sustainable energy		
Cost of traditional energy sources.		
Cost of renewable energy sources.		
Stability of traditional energy sources.		
Stability of renewable energy sources.		
Pollution.		
Public acceptance of renewables versus traditional sources.		

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7.07 Persuasive Language

Persuasive language

People use certain language to persuade others of their point-of-view. Sometimes it is used well and its purpose is positive such as to rally community action or to make a beneficial change. For example,

“Young men, never give up. Never give up! Never give up!! Never, never, never-never-never-never...!” Winston Churchill, British Prime Minister, 1941.

Sometimes the language seeks to persuade by devious means - by being emotive or by dividing people.

“It would be un-Australian to...” (Note: Many examples...unfortunately!)

Language to avoid

In arguments and debates the use of persuasive language attacks the person. It does not address the issue at debate. It is used to belittle people, to make them upset and get them off track. And in today's world, unfortunately, it is the language of online fights and trolling!

When you are debating a **Preview** issue or constructing an argument there is some language to avoid. Here are some representative examples of persuasive language that you should avoid using.

Images: adapted from
porjai & lineartestpilot/
Depositphotos.com



1. Read the following snippets and identify the ways the writer/speaker is seeking to persuade the reader.

"Only cool people wear BlartyCourt Pro XMQ. They separate the real deal from the also-rans."

"Anyone who has compassion for their fellow human beings will understand where I'm coming from."

**Preview
Sample:
Do Not
Copy**

"Democracy is a principle that we Australians hold very dear and will do anything to defend. To deny our right to choose whether to vaccinate our children is to take away our liberty."

"It is absurd to believe that in today's evolved society, humans are incapable of multi-tasking and that the nanny state feels it should step in to control our freedom. Of course we can text and drive! Can we walk and talk!?"

2. Find examples of writing that is persuasive but which doesn't use the kinds of language that is used above. Discuss as a class what makes it powerful and why it convinces. You might start with a famous speech.



7.09 Effective Persuasion

Effective persuasion

Consider these fuller passages based on the snippets from 7.08A.

The BlartyCourt Pro XMQ is the most popular sports shoe of the year breaking all sales records from the last decade.

It is claimed by some that mandating vaccination for children affects the democratic rights of those who disagree with the policy. This point-of-view is shared by many who consider themselves to be compassionate.

Texting while driving continues to be a controversial issue. Many claim that such multi-tasking is dangerous since there are lives at stake. However, since this behaviour continues, it would appear more sensible to try to manage the risk rather than focus on punishment.

Spot the difference?

In these examples, persuasion has been used in a more suitable and effective way to mount an argument. I think you'd agree we might have to consider that each statement has a lot more **validity** now. It doesn't mean that we agree with each statement. However, now the writer and/or speaker has given us more to consider. We cannot just instantly dismiss their point-of-view.

So when communicating, try to stay neutral so as to give **authority** to what you say. You can convince others without relying on obvious facts.

Make sure that you use **credible facts** and **statistics** and that you quote **reliable sources**. This is not so easy in the age of the digital **echo chamber**, **false stories** and even 'fake news'.

Finally, avoid 'rubbishing' the opposing point-of-view. You wouldn't like it if someone did that to you, so don't do that to them.

Also when writing or speaking it is important that you recognise these influencing factors.

- ☺ **Ignorance:** It is natural that not everyone may have your level of understanding or knowledge on the topic or issue, so be prepared to explain patiently.
- ☺ **Stubbornness:** Many people do not like having their thoughts and views challenged. Some people will resist changing their point-of-view. You might need to give them some time to process the new information.
- ☺ **Arrogance:** Some people can't accept that they are not right. They will be unlikely to change their view. Don't waste any more of your breath or keystrokes trying to convince them; instead just agree to disagree!

**"Look into my eyes, look into my eyes..."
What's not so persuasive about this guy's
command?**



Image: Alx_Yago/Depositphotos.com

Choose two of your own issues that you would like to persuade people about.

Write one out as a social media post and the other as a short letter for a newspaper.

Take into account the different persuasive language you might use based on the likely different audiences that will read these.

Issue 1:

**Preview
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Issue 2:

7.11 Persuasion in Action

A Bruno's lament

Take a read of this Facebook post about Bruno's scary world.

It seems that we live in a world where bullies are rife and seldom called to account.

The waiting room at my local clinic is terrifying.

Although there is a sign that reads "zero tolerance of violence in this clinic", the words are just a mockery.

There is absolutely no enforcement of the so-called policy.

The best I can do is try to catch the eye of a nurse, silently pleading for protection but so far, my entreaties have been met with a cold and officious rebuff.

The amount of aggression in that place is beyond belief. I do not exaggerate when I say that sometimes I am in actual fear of my life!

Everyone is bigger than me and just loves me fearfully as I cower in my corner.

They loom and snarl, barking insults or whine sneeringly in my direction.

Even the cats are nasty. This must end now - even tiny dogs have rights!

If you believe in universal safety for all, please report this. It's time the little guy got some help.



Poor Bruno seems to have some genuine concerns, but he is expressing them using very emotive language.

1. List examples of words or expressions that seem a bit exaggerated.

2. How did you feel when you started reading of Bruno's plight? Why so?

3. Did his use of language win you over? Why/why not?

4. Now replace the emotional language with more factual terms and rewrite Bruno's tale of woe in a more matter-of-fact way.

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7.13 Documenting an Issue

Issues

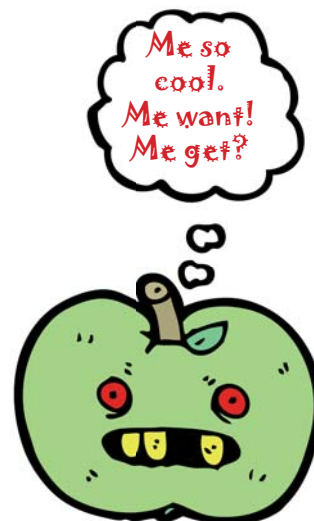
When you are following and investigating an issue you will find that they are complex and ongoing. This means that most issues have a history that is likely to be documented in print, electronic and digital formats.

Information about issues can be found in newspaper articles, editorials, letters and opinion pieces.

Information can also be found on the net, through online news sites, on social media pages, on petition sites and on the websites of various pressure and lobby groups.

Issues are covered on television in news programs and infotainment shows; and even in cartoons.

- 🧠 So is there an issue that you would like to investigate further? There should be, because perhaps you can make a difference. That's how change happens.



At the time of writing this, a big issue was Apple's proposed flagship store in Melbourne's Federation Square. How has that turned out? Is it still an issue?

Images: adapted from lineartestpilot/Depositphotos.com

A Documenting an issue

1. Follow an issue of interest. Check its suitability with your teacher.
2. Collect information related to this. Store these in a folder with plastic pockets.
3. Summarise the point-of-view in each piece of information, either on a separate page or staple a piece of paper to the original. This can be very brief, it's just to help you get an overview of different arguments and stances.

You can use the summary pro-forma given below.

4. Finally, when your teacher tells you to, transfer your information to the issue summary pro-forma on the next page.

Title: _____

Source: _____ Date: _____ Page: _____

Author/producer: _____

Summary of main point-of-view:

Issue:

Title	Source	Author/ Producer	Stance	Summary/your comment
Defeat Meat - Vego rules	Herald Sun p.64 Sep 2, 2/8/18	Michael Bendall	Very strongly for the issue.	- Animals often not slaughtered humanely. - Excess consumption linked to some cancers.

**Preview
Sample:
Do Not
Copy**

7.15 Debating an Issue

Debating in the real world

As we said at the start of this section, whenever there is an issue that we can disagree about, there is the potential for a debate.

- ⇒ You might debate with your parents based on an allocation of tasks such as who has to clean up after the dog. For example, by clearly stating your reasons why it shouldn't be you.
- ⇒ You might debate with your friends about what to do on the weekend. For example, by evaluating each person's perspective.
- ⇒ You might debate with your partner about their eating habits. For example, by providing evidence of nutritious eating.
- ⇒ You might debate with someone holding a garage sale about the price of that old wrestling figure he's trying to charge you too much for. For example, by giving evidence of current market prices.
- ⇒ You might even debate with your teacher about how much homework is reasonable. For example, by explaining the numerous demands on your limited time.

These are all examples of informal debates which involve a discussion, and at least two sides to an argument.

The art of **formal debating** is paralysed as a team challenge with very strict rules, time limits and points given to the team that presents the strongest case for a proposition.

However, you can also conduct **informal debates**, where everyone gets to present a point-of-view and contribute to the strength of the argument.

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Images: 3D-Agentur/
Depositphotos.com

Informal debate

1. Divide into 2 teams. Your teacher will assign you to argue either for or against an issue you have studied this semester, or an issue of general interest.
 2. Develop as many arguments for your position as you can, as a group.
 3. Try to predict the arguments for the other team - this will help you to make your arguments watertight.
 4. Nominate a team leader. Their job is to introduce the position that your team will argue. They will speak first and summarise your group's main arguments.
 5. Allocate one or two arguments to each team member to present.
- Have a practice speaking your arguments as a group before you begin.
Time your speaking.
Your teacher may choose a winner and give feedback on your team's performance.

LIT
SUPER
SKILLS



Informal Debate: Preparation

- Divide into two teams. Your teacher will assign you to argue for or against the proposition, *"Eating meat is cruelty to animals."*
- Use the techniques you have learned in this section (and in others) to develop some arguments.
- Consider possible arguments for the opposing side. Try and think of any opposing arguments, and evidence to counter these to use against the opposing team.
- Nominate a team leader. Their job is to introduce the position that your team will argue. They should speak first and give a brief summary of all the arguments to be covered by your group.
- Depending on the number of team mates and the number of arguments, allocate one or two arguments to each team member who will present these.

Tip: Before you begin, your team should have a 'secret' practice so that each team member has the chance to go over what they will say and get some feedback from their teammates.

Informal Debate: Evaluation

- Was one team stronger than the other in presenting its arguments?

- Consider some of the following factors that might have contributed to each team's performance and comment on your team's and the opposing team's performance.

Factor	Their team	My team
quality of argument		
clarity of points made		
presentation of argument		
ability to counter		
intelligibility of speakers		
preparation of team		

7.17 Assessment Task

AT7 The 'Project' Project



Background

Your teacher is very happy with how you have been researching and documenting an issue. So they say to the class, "How about you guys make a video presenting and summarising the issue, and we'll send the best one to The Project."

What do you reckon? Would they be interested in it?

Overview

You will prepare a one minute spot for The Project giving a point-of-view on a debatable issue. You will prepare and video your one minute 'performance'.

You will do this in pairs, or in teams. This task may cross over with PDS!

You will evaluate, and be evaluated, on your own and others' performance.

1. Preparation

Choose a debatable issue either from this section of the course, or investigate another issue that interests you.

Here are some other suggestions but you can also supply your own more.

- ☐ People today are making themselves dumb using apps.
- ☐ Young people are addicted to social media.
- ☐ Technology should be removed from classrooms.
- ☐ All vocational learning should happen outside of the classroom.



Preview
Sample:
1. Our issue is
**Do Not
Copy**

2. Investigate the issue

Use the tools and skills you have learned in this section and during this year to research, document, analyse and discuss the issue.

Develop a 300-400 word draft summary that explores the issue in full.

Include:

- a. An overview explaining the issue.
- b. An outline of the key people and groups involved (stakeholders) and their roles in the issue.
- c. A discussion of the varied and opposing points-of-view related to the issue.
- d. A summary of your thoughts and opinions related to the issue.
- e. Suggestions or recommendations to help deal with and/or resolve the issue.

- ☐ Have your teacher check your draft.
- ☐ Make changes as suggested.

3. Script outline suggestions

Now that you have completed your investigation into the issue it's time to prepare your script for the one-minute video.

Have a look at this guide and make use of some of the tips.

3. Script guide

- ⇒ Introduce your debate topic.
"A very hot topic right now is ..."
- ⇒ Summarise your main arguments.
"There are three main factors that need to be considered in this issue ..."
"Firstly ..."
"A second factor involves..."
"Finally ..."
- ⇒ Signal that you are winding up.
"So, as you can see X is a very important issue for all of us because..."
"Given this, I would recommend..."
- ⇒ Sign off and thank the host.
"I hope you will all be more aware of the problem of ..."
"Thanks so much for the opportunity to share this with you, Walid and Carrie..."

- ☐ Start to develop your script in your workbooks.
- ☐ Pay particular attention to how long it will take to communicate different information. You only have one minute, so use it wisely!

4. Developing the video & 5. Make the video

Consider the following.

- ☺ Will you be in full shot, or head only, or close-up or longer shot?
- ☺ What about non-verbal communication? Where will you look, what stance and posture is appropriate?
- ☺ What will you wear? Decide on suitable clothing for the shoot. You might experiment with some still shots to see what works photographically.
- ☺ Choose a suitable location. Use a neutral background unless your story requires other visuals. Perhaps you should be on location?
- ☺ Plan carefully for noise and sound quality.
- ☺ Make markings on the script to help you with pronunciation, emphasis and word stress.
- ☺ Arrange suitable cue cards; or memorise the script if you prefer this approach.
- ☺ Of course you will have to determine the roles and responsibilities of everyone involved. You may even need to organise permissions.
- ☺ Have practice runs before shooting the video.

7.19 Assessment Task

Name(s):		Key dates:		
Issue:				
Tasks - AT7: The 'Project' Project	Re-quired	Due by	Done	Teacher initials
Stage 1: Preparation				
i. Negotiate the task details with your teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ii. Determine the issue to be investigated.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
iii. Start to develop key roles and responsibilities.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Get feedback and support from your teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Stage 2: Investigate the issue				
Prepare a draft summary report that includes:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
i. An overview explaining the issue.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ii. An outline of the key people and groups involved and their roles in the issue.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
iii. A discussion of the varied and opposing points-of-view.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
iv. A summary of your thoughts and opinions related to the issue.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
v. Suggestions or recommendations to help deal with and/or resolve the issue.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Get feedback, reflect and review.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Stage 3: Prepare a script outline guide				
i. Introduce your debate topic.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ii. Summarise your main arguments.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
iii. Signal that you are winding up.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
iv. Sign off and thank the host.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Get feedback, reflect and review.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Preview
Sample:
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Copy

Name(s):	Key dates:
Issue:	

Tasks - AT7: The 'Project' Project	Re- quired	Due by	Done	Teacher initials
Stage 4: Develop the video				
i. Decide on suitable framing shots, e.g. head shots, etc..	✓	<input type="text"/>	<input type="text"/>	<input type="text"/>
ii. Consider appropriate non-verbal communication.	✓	<input type="text"/>	<input type="text"/>	<input type="text"/>
iii. Determine appropriate dress and presentation.	✓	<input type="text"/>	<input type="text"/>	<input type="text"/>
iv. Choose a suitable location.	✓	<input type="text"/>	<input type="text"/>	<input type="text"/>
v. Plan carefully for noise and sound quality.	✓	<input type="text"/>	<input type="text"/>	<input type="text"/>
vi. Mark the script for pronunciation and word emphasis.	✓	<input type="text"/>	<input type="text"/>	<input type="text"/>
vii. Learn the script or make cue cards.	✓	<input type="text"/>	<input type="text"/>	<input type="text"/>
viii. Organise permissions.	✓	<input type="text"/>	<input type="text"/>	<input type="text"/>
ix. Develop a team roster.	✓	<input type="text"/>	<input type="text"/>	<input type="text"/>
x. Have practice runs before shooting the video.	✓	<input type="text"/>	<input type="text"/>	<input type="text"/>
Get feedback, reflect and review.	✓	<input type="text"/>	<input type="text"/>	<input type="text"/>
Stage 5. Make the video				
i. Make the video.	✓	<input type="text"/>	<input type="text"/>	<input type="text"/>
ii. Edit the video.	✓	<input type="text"/>	<input type="text"/>	<input type="text"/>
iii. Rewatch and re-edit video; then make the final video.	✓	<input type="text"/>	<input type="text"/>	<input type="text"/>
Get feedback, reflect and review.	✓	<input type="text"/>	<input type="text"/>	<input type="text"/>

Additional information:

Signed: _____

Date: _____

7.21 Peer Evaluation Pro-forma

Peer Evaluation Pro-forma - Video

While watching your classmates' video rate them by ticking the appropriate box. Be fair, not nasty and not lenient. Your teacher will instruct you on whether you need to assess each person or a selected sample of the class. All the class will be subject to this peer-assessment. (Tip: Copies of this pro-forma may need to be made before starting.)

Task/activity: _____

Presenter(s): _____

Topic/issue: _____

Assessed by: _____ Date: _____

	excellent	very good	good	reasonable	basic	na
👤 Voice Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
👤 Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
👤 Body Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
👤 Eye contact: camera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
👤 Eye contact: people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
👤 Organisation of points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
👤 Explanation of issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
👤 Quality of video	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
👤 Quality of sound	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
👤 Overall professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Preview
Sample:
Do Not
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What were the best aspects of this presentation?

How might this presentation have been improved?

Anything else? _____

Signed: _____ Date: _____

Peer Evaluation Pro-forma








While watching your classmate giving their presentation, rate them by ticking the appropriate box. Be fair, not nasty, and not lenient. Your teacher will instruct you on whether you need to assess each person or a selected sample of the class. All the class will be subject to this peer-assessment. (Tip: Copies of this pro-forma may need to be made before starting.)

Task/activity: _____

Presenter: _____

Topic/subject: _____

Assessed by: _____ Date: _____

	excellent	very good	good	reasonable	basic	na
 Voice Quality:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Pronunciation: (accuracy/clarity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Body Language:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Eye contact:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Organisation of points:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Use of visual aids:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Use of technology:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What were the best aspects of this presentation?

How might this presentation have been improved?

Anything else? _____

Signed: _____ Date: _____

Preview
Sample:
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7.23 Reading and Writing Portfolio

Public Debate and Issues: Readings			Name:	
Date	Text/Reading: Title & author	Text type, source & date published	Summary/ main point(s)	What I most learned from this is:

**Preview
Sample:**

Public Debate and Issues: Writings			Name:	
Date	Topic or theme/ audience	Type of writing (what)	Summary main point(s)	Main skills I developed:

**Do Not
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Debate and Issues: Putting it Together

8

Contents

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Activities - 8. Putting it Together

p. Due date/Done?

Comment

8.04A **The right order**

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8.06A **Organising ideas**

175-
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8.13 **Essay Planner**

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8.17 **Self-Reflection**

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Peer Evaluation Pro-forma

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**Preview
Sample:
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Comments:

8.01 Getting it Together

A longer piece of writing

Throughout life you will have to write in a more extended formal way. This may be for work, for job applications, for references for others, for web content, for fact sheets or for a range of other purposes.

Extended forms of writing are not just for academic purposes such as with essays. Extended forms of writing can be used as training for any other kinds of writing. This is because they include all the skills needed for writing in general. So when you wrote a report earlier in the semester, you were actually doing an extended piece of writing with headings.

Logical sequences of words make sentences. Logical sequences of sentences make paragraphs. Logical sequences of paragraphs become something more - an **extended piece of writing** that might be an **essay** or an **account** or an **article** or a **report**. All these longer forms share some common features.

In very simple terms, writing like this is the same as meeting someone.

1. In order not to seem rude we have to greet the other person (an **introduction**).
2. Next we have a conversation with them (the **body**).
3. Last, we have to say goodbye (the **conclusion**).

This clear structure helps people navigate from the beginning to the end without getting confused – and stops them being offended.

An organised piece of writing does the same.

When you looked at report writing, you noticed that headings were used for each section to tell the reader what to expect.

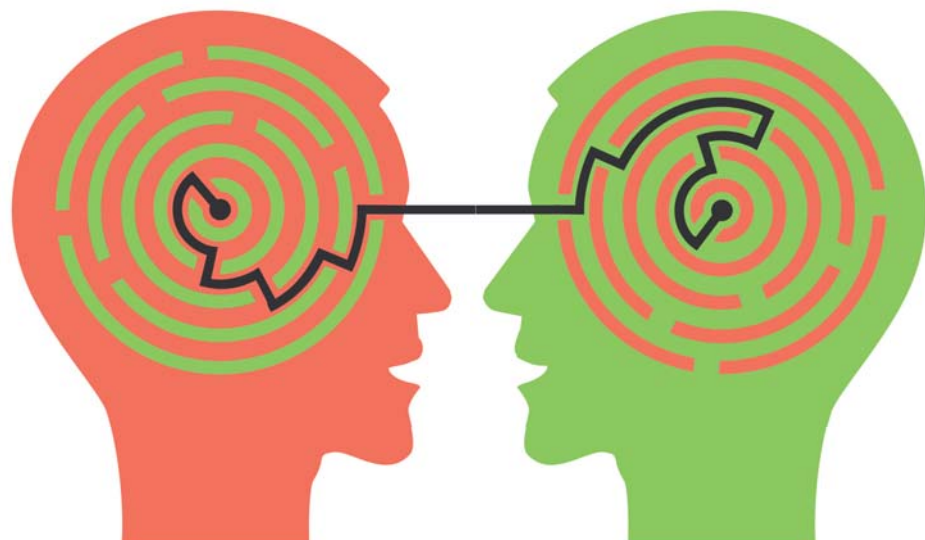
In an essay or other short text, there are no headings. So you need to show the different stages of the conversation through the use of **signposting**. This what keeps the relationship between ideas clear throughout the piece.

"Hello!"

"Got the idea?"

"Loud and clear!"

"Goodbye!"



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chachar/
Depositphotos.com

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daicokuebisu/
Depositphotos.com

Paragraphs - Anatomy 101

So let's look at paragraphs in more detail.

A paragraph is like the human **body**!

The **head** is the topic sentence (it's the brains of the paragraph).

The **bones** are the supporting ideas (they hold up the head).

The **flesh** is the details that fill out the supporting ideas (it turns the skeleton into a person).

So, every paragraph you write has to have a **brain, bones** and **flesh**!

The **topic sentence** does the thinking - it tells what the rest of the paragraph will be about. *For example:*

"Start your case,
at my brain space!"

There are many important uses for drones.

The first reason that drones are important is...

The first serious concern about drones is...

Preview



The **bones** of the paragraph are its **supporting ideas** – they hold up the head – and explain the importance of the topic sentence. *For example:*

"If not for dem bones,
them thought's all alones!"

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Drones can be very useful in emergencies.

Specifically, drones can be used to enter unsafe environments.

This negative application of drones has caused mistrust of the technology.

The **flesh** of the paragraph provides all the little **details** that make the argument stronger or help to give detail to the discussion. These are often examples, statistics, facts or quotations. *For example:*

"Well, woop-d'dee.
I got's flesh on me!"

An example of how drones can assist in emergencies is...

72 per cent of injuries could have been avoided with the use of drone technology.

It is a fact that drones can easily be tampered with.



8.03 Keeping Order

Sequencing

For the parts of the body to hang together, we also need them to be in the right order.

To achieve this we need to **sequence** the ideas logically.

The following example is just a bunch of sentences that have no logical sequence. As you read through this paragraph start to think about how you might re-organise these sentences.

As you can see, drones can be bad because they can breach security. Drones can be dangerous. Drones are used to save people from dangerous situations. There are three key reasons why drones can be problematic. Drones are dangerous in the wrong hands.

Keeping it relevant

Every part of your paragraph must **relate** to your topic sentence, otherwise it belongs somewhere else. Usually an irrelevant sentence might suit a different paragraph; or it should not be included at any stage in the piece of writing, especially not towards the end when you are trying to say!

So in the example above, which sentence doesn't quite fit with the others?

Relationship problems

Lastly, we need to avoid relationship problems by using **signpost** words and phrases. You can refer back to 2.10 and pp.43-43 for some ideas. But some key linking words and phrases that act as a signpost are listed below.

The first and most important reason...

In addition to...

Drones can also be utilised to...

A final use for drone technology is...

Also consider words, depending on the style of writing, such as: 'another', 'as well as', 'is a', 'however', 'it would', 'with a', 'now', 'that is', 'because'.

Signposting words and phrases helps the reader to better navigate your words.



Image:
alfonsodetomas/
Depositphotos.com

Preview
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Rewrite the paragraph opposite on drones by:

- i. re-organising the sentences into a more appropriate structure
- ii. removing any irrelevant sentences
- iii. using appropriate signposting words and phrases.

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Bibliographies/Referencing

When you produce work that is based on research, you must provide a list of the sources that you used.

A bibliography is convention for publications where other people's ideas are used. This lets people know where you got your information from and allows them to check the sources for themselves.

There are strict rules about how a bibliography should be set out. Your teacher will guide you about the type of bibliography and referencing you might need to do in Literacy - Foundation. (There is a full guide on p.133 of Literacy Intermediate).

⇒ Book:

Chops, S. 2017. *A Beast on My Plate*. Upper Slaughter. Butchers' Press.

⇒ Newspaper:

Squareyes, C.J. 2018. "Give Me More Reality TV." *The Viewer*. 27/12/16, p6.

⇒ Website:

Toupe, T. 2015. "Wigs and Wigsters". Retrieved November 26, 2018, from <http://www.hirsutie.org.au/wigorama/baldie-chops.html>.

8.05 Putting it Together

Planning your writing

When you combine all the elements together in a complete piece of writing you need to introduce your topic and information, you need to give the information about the topic and then you need to finish off what you are saying about the topic and information. The best way to achieve this is by following this 3-step guide.

The piece of writing must include an **introductory** paragraph, the **body paragraph** and a **concluding** paragraph.

As a guide:

- ✓ the **introduction** should consist of 3-5 sentences
- ✓ the **body paragraph** should consist of 4-6 sentences
- ✓ the **conclusion** should consist of 3-5 sentences.

Step 1. Introduction

- ☐ State what the topic, issue, debate is.
- ☐ Say why this is interesting, important or why/how it's an issue.
- ☐ State your point-of-view.

Step 2. Body (paragraph)

- ☐ Clearly state each of your arguments that support your point-of-view.
- ☐ Start with the most important argument.
- ☐ Add one or more other arguments.
- ☐ Finish with a final argument.

Some linking words or phrases could include:

- ⇒ *In addition to...*
- ⇒ *Another convincing reason to support my position is...*
- ⇒ *A final argument...*

Note: Your teacher might ask you to write more than just a single body paragraph. In that case you would expand your arguments to include more detail and support information.

Step 3. Conclusion

- ☐ Start by signposting that this is your conclusion, e.g. *'To conclude...'*, *'In summary...'*, *'To summarise...'*
- ☐ Summarise the ideas you have covered in the body paragraph in the same order.
- ☐ Make a final concluding statement that ties up what you have said. For example,
"It can be seen..." or
"It appears clear that..."

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**"Is that hooves I can hear?
Methinks this aint' gonna'
conclude well."**



Image: antonbrand/
Depositphotos.com

Have a go at organising some of your own key ideas and information relating to an issue you might write about. This is only a draft so the key thing at this stage is to appropriately choose and sequence your information.

Topic/issue

1. Introduction

i.

Preview**Sample:**

ii.

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iii.

iv.

8.07 Putting it Together

Body paragraph(s)

i.

ii.

iii.

iv.

v.

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3. Conclusion

i.

ii.

iii.

iv.

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8.09 Model Argument

A Model text

1. In the model below, underline or **highlight** the following.

- ⇒ Introduction: - the topic of the essay/text
 - the point-of-view of the writer.
- ⇒ Body paragraph: - topic sentence
 - one supporting sentence
 - one detail.
- ⇒ The conclusion: - summary of points
 - concluding idea.

Argument issue:

There are a number of negative consequences of videoing so much of our lives. Discuss.

It seems that everywhere you look, there are people with phones out, videoing parts of their own, or other people's lives. This is so common that most of us do not question this behaviour. However, just one generation ago, it was much less likely that people would film or even photograph themselves except on special occasions. In my opinion, there are a number of negative consequences of filming so much of our lives.

In the first place, the time that you are spending videoing yourself and your friends is time that you are not paying real attention to the people and events around you. This means that you are living through a camera lens rather than experiencing the moment directly. Another reason why overuse of digital documentation of your life can be negative is that it may be an invasion of privacy. Other people who are captured in your video could be angry or offended or made to feel very uncomfortable. People may also not be happy if they later see themselves in an unflattering light. A final argument against excessive videoing of your life is that it might have negative consequences on social media. The more of your life you post, the more it can be criticised and this is where cyberbullying can start.

To conclude, although the temptation to film all aspects of our life is strong, it may not always be a good idea. Firstly, it might cut you off from enjoying real experiences. In addition, your action may offend others and finally, there might be negative social-media responses to your video posts. Therefore, it is important to question the videoing that you do and consider reducing it.

2. Choose one aspect from the body paragraph of the essay on videoing ourselves and expand it to make your own new paragraph.

Build on these topic sentences taken from the essay by explaining each in more detail. (Of course these are not acting as topic sentences in the example, but are acting as supporting sentences.)

- ⇒ *In the first place, the time spent videoing yourself and your friends is time that you are not paying attention to people and events around you.*

This is a problem because

Another issue is

- ⇒ *Another reason why overuse of digital documentation of your life can be negative is that it may be an invasion of privacy.*

The first and most obvious danger of this is

In addition,

- ⇒ *A final argument against excessive videoing of your life is that it might have negative consequences on social media.*

In the first place

An additional negative consequence is

So you can see that this essay with one body paragraph could be expanded to become one with 3 body paragraphs.

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8.11 Checking Paragraphs

A Checking paragraphs

1. Flint has written a practice paragraph but he needs some help. Read his attempt and see if you can find where Flint needs help.

Dangers of social media are: too public, waste time, cyberbullying and etc. The first problem is wasting time. When you are on social media, you waste your time, your friends' time and everyone else's time. For example, Instagram. It is really a big time-waster. Also, it is very public, not private like you think. This can lead to cyberbullying because of lack of privacy. Trolls are everywhere on the internet and take advantage of vulnerable users. Therefore, social media can pose threats to users.

Paragraph checklist

Preview

Name: _____ Date: _____

Topic: _____

Sample:

	Para 1	Para 2	Para 3
- There is a <u>clear topic sentence</u> .	yes/no	yes/no	yes/no
- Each <u>supporting sentence</u> introduced appropriately with <u>words</u> that show its <u>relationship with other sentences</u> .	yes/no	yes/no	yes/no
- There is a <u>clear summary sentence</u> .	yes/no	yes/no	yes/no

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2. Rewrite the offending sentences as a draft.

3. Put your draft together as a full paragraph.

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Sample:
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8.13 Assessment Task

AT8 Final essay/text

Required

You are required to write a **persuasive/argumentative essay/text** on an **issue** as supplied by, or negotiated with, your teacher.

Your essay/text must have an **introduction**, one or two **body paragraph(s)** as directed by your teacher, and a **conclusion**.

Planning stage: Develop your plan below.

Checking: Get feedback from your teacher.

Finishing: Write your final draft, paying careful attention to formatting.

You will be assessed on the following.

- ☐ Structure
- ☐ Spelling
- ☐ Sentence structure
- ☐ Formatting/presentation
- ☐ Argument
- ☐ Punctuation

Topic:					
Format:		Word length:		Final due date:	
Draft 1 due:	Submitted:	Draft 2 due:	Submitted:	Final due:	Submitted:
Requirements of draft 1:		Requirements of draft 2:		Requirements of final:	
Comments: Process					
Comments: Purpose					
Comments: Structure					
Comments: Complexity					
Comments: Mechanics					
Teacher signature:		Date:		Teacher signature: Date:	
Student signature:		Date:		Student signature: Date:	

Name: _____ Date: _____

Topic:

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8.15 Assessment Task

Name: _____ Date: _____

**Preview
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Name: _____ Date: _____

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8.17 Self-Reflection

Self-Reflection Pro-Forma

Which Literacy Development skills did I develop during this year?

→

→

→

How have the skills of Literacy helped to improve my personal life this year?

→

→

How have the skills of Literacy helped me in other ways this year?

→

→

How would I rate my performance (use a circle) in developing my Literacy skills this year?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
----------------	----------	-----------------	-----------	----------------	----------------

What were my strongest areas of performance and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

Writing and Reading: Record				
Name: _____				
Writing and reading tasks to be completed:	Re- quired	Due by	Done	Teacher initials
1: Self-Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Practical Purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3: Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4: Public debate (and issues)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Comment:

Signed: _____ **Date:** _____

Peer Evaluation Pro-forma

Peer Evaluation Pro-forma








While watching your classmate giving their presentation, rate them by ticking the appropriate box. Be fair, not nasty, and not lenient. Your teacher will instruct you on whether you need to assess each person or a selected sample of the class. All the class will be subject to this peer-assessment. (Tip: Copies of this pro-forma may need to be made before starting.)

Task/activity: _____

Presenter: _____

Topic/subject: _____

Assessed by: _____ Date: _____

	excellent	very good	good	reasonable	basic	na
 Voice Quality:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Pronunciation: (accuracy/clarity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Body Language:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Eye contact:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Organisation of points:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Use of visual aids:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Use of technology:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What were the best aspects of this presentation?

How might this presentation have been improved?

Anything else? _____

Signed: _____ Date: _____