

Literacy Intermediate: Workbook 4ed.

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Literacy Intermediate: Workbook 4ed

By Susan Bendall & Michael Carolan

DELIVER Educational Consulting (978-1-925172-48-5)

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)
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- Personal Development - Foundation (2018)
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- Personal Development - Senior 2ed (2016)
- Work Related Skills - Foundation (2014)
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- Work Placement Journal (2015)
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- Personal Development Planner - Introductory (2015)
- Personal Development Planner - Advanced (2015)

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- 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)

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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.

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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

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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
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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.

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

Self Expression: Finding Your Voice

1

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1.04A Preferred literacies 1	5	<input type="text"/>	<input type="text"/>
1.05B Preferred literacies 2	6	<input type="text"/>	<input type="text"/>
1.06C Different literacies	7	<input type="text"/>	<input type="text"/>
1.08A Words about me	9	<input type="text"/>	<input type="text"/>
1.09B My words!	10	<input type="text"/>	<input type="text"/>
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1.15A Linking words together	16	<input type="text"/>	<input type="text"/>
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1.24A Biography	25	<input type="text"/>	<input type="text"/>
1.25B Who's who - Mystery Autobiogs	26-27	<input type="text"/>	<input type="text"/>
AT1 Introducing a classmate	28-31	<input type="text"/>	<input type="text"/>
1.29A Sample presentation	30	<input type="text"/>	<input type="text"/>
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1.31 Evaluation Pro-formas	32-33	<input type="text"/>	<input type="text"/>
RWF Reading and Writing Portfolio	34	<input type="text"/>	<input type="text"/>

Comment:

1.01 Introduction

Literacy Intermediate

Welcome to your studies of Literacy Intermediate. The materials in this resource have been specially prepared to both assist and enable you to satisfy the learning outcomes associated with your Literacy and Oral Communication programs.

As part of your studies you will be required to source, investigate 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 complementary 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 in these using the pro-forma located on the final page of this book (or file).

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 on the pro-forma opposite on p.3.

Preview
Sample:
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Literacy for Self-Expression

Includes writing, reading and oral communication tasks related to:

- ⇒ self-expression
- ⇒ personal narratives
- ⇒ personal reflections
- ⇒ 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
- ⇒ communicating effectively 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
- ⇒ researching and interpreting reports and other relevant tasks.

Literacy for Public Debate & Issues

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"/>
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Comment: <div></div>				

1.03 Different Literacies

Literacy 101

Humans have developed into a species which coexists within a community. In order to live side-by-side we need to be able to communicate with each other.

There are many different types of communication.

Given this there are also many different types of literacy. Effective literacy depends on different cultures, audiences, peer groups and even professions. You need to be literate so that you can communicate effectively with the wider world and also to be a positive member of your community.

Some of the main types of literacy that you will explore through these units are shown on pp.4-6. How literate are you in each of these different circumstances?

As a class discuss the types of situations when you prefer communicating using

- ⇒ oral and listening literacies
- ⇒ writing and reading literacies
- ⇒ visual literacy
- ⇒ technological literacy
- ⇒ cultural literacy
- ⇒ numerical literacy.



Communicating effectively by developing and using different literacies can be quite a puzzle!

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Oral & Listening

Speaking requires more than just 'saying the words', it is about communicating.

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

Speaking is used for a lot of our informal communication.

Listening is vital when communicating information and instructions.

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

Tone, pitch, volume, sentence structure and accent are important.



Writing & Reading

Written information is usually more formal and complex.

Some words and terminology might relate more to a specific audience.

Reading takes time and places the burden on the reader.

We are expected to understand most written information immediately.

Good reading is more than just recognising words, it also relies on context.

Reading is vital for taking in both new and important information.




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Preview

Preferred literacies 1 A

For each of these 4 types of literacy explain when you are more likely to prefer to use that method and when you would rather not use that method.

Type of Literacy	I prefer this method when...	I don't prefer this method when...
Oral		
Listening		
Writing		
Reading		

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1.05 Different Literacies

Visual

Some people respond better to images, gestures and other non-verbal cues.

Signs and symbols can convey a lot of meaning; and can be immediate and universal.

People 'read' other people based on their non-verbal communication.

Technological

Many people find it hard to understand techno-babble and feel alienated.

Modern communication devices are changing how we 'talk' with each other.

Grammatical structure can change to suit the type of message format.

Cultural

Tone, gestures and formality can vary between cultures and blur understanding.

Different cultures often prefer different ways of communicating.

Cross-cultural issues can occur if people aren't aware of communication differences.

Numerical

We need to understand numerical information as part of our day-to-day lives.

We have to be literate in using numbers in personal, financial and work-related situations.

Financial and economic language can be hard to understand and lead to poor decisions.

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B Preferred literacies 2

Describe a situation in which you use each of these 4 types of literacies.

Type of Literacy	Situation
Visual	
Technological	
Cultural	
Numerical	

Literacy and learning styles

Our preferred literacies are related strongly to our preferred learning styles and a person's skills and abilities develop in line with these learning styles. Learning styles are also closely related to a person's multiple intelligences that you might explore in PDS. One common way to classify learning styles is by using three basic categories (based on Neil Fleming's VAK model; why not go online and find a VAK survey).



1. Visual learners: They tend to learn best by reading information and instructions (visual-linguistic), and diagrams and plans (visual-spatial).
2. Auditory learners: They tend to learn best by hearing, discussing and listening to information, instructions, sounds and rhythm.
3. Tactile learners: They tend to prefer to learn by physically doing, modelling or repeating an action.



All people demonstrate a higher level of proficiency in some learning styles and may be less strong in others. However, we all have some ability in each of these three basic areas and make use of all three styles. Our preferred choice of literacy, or in other words, how we prefer to communicate is very much influenced by our reliance on a learning style.

Preview

Sample:

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Different literacies

C

1. Match each of the eight types of literacy with the relevant description.
2. Rank them in order of how often you use each type.

Type of Literacy	Description
	Being able to use different types of multimedia equipment and devices in a way to properly send and interpret information.
	Being sensitive to people from different backgrounds and being able to modify behaviour to communicate effectively with these people.
	Being able to develop and/or interpret text on a page, a screen or some other medium in order to analyse the meaning of words.
	Being able to interpret and construct logical text using grammar, paragraphs and other tools of expression.
	Being able to express oneself verbally by using language suitable to the audience and using tone, expression and pitch.
	Being able to understand economic decision-making and having the ability to make sensible decisions about income and spending.
	Being able to focus on a message and to block out distractions so as to participate in a two-way (or more) conversation.
	Being able to understand non-verbal and pictorial representations and having the ability to use these to construct a message.

1.07 Finding Your Voice

Words and Meaning 101

One of the main ways that we communicate as people is by using words. The words you choose create meaning. This allows people to understand what you are communicating.

There are different words which have similar meanings and the correct use of these can describe very different situations. This is very important when communicating with people from different cultures. They might not be aware of a slang (colloquial) or localised meaning of a word.

For example, consider if you are heading to the beach with your cousin from England who is visiting Australia. You ask them;

"Have you seen my other thong, I can't find it?"

They are likely to become a tad embarrassed not to mention confused. Why would that be?

It is extremely important to choose the most appropriate words. Especially when giving instructions or when dealing with people, their behaviours and their emotions.

You can't just say... *"you know what I mean."* Because they probably don't.



Preview
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Did you know?

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- ⇒ There are about 2,000,000 words in the English language.
- ⇒ Many of these words are related to specific occupations or topics.
- ⇒ You are unlikely to come into contact with most of these.
- ⇒ The average adult vocabulary is an understanding of 10,000 to 20,000 spoken words.
- ⇒ Reading improves vocabulary and so does writing.
- ⇒ The most commonly used words are very simple such as: the, be, to, of, and, a, in, that, have, I, it, for, not, on, with, he, as, you, do, at; (but these don't mean much by themselves!).
- ⇒ When we talk, we use far more colloquialisms (slang) than when writing. This makes it harder to work out the true meaning of what we are saying.
- ⇒ One of the longest words in the English language is Pneumonoultramicroscopicsilicovolcanoconiosis. However, although this is a real word it was made up so as to be the longest. Why don't you hit the 'net and find out some of the longest words in common usage?

Finding your voice

Your personal communication style is all about balance. Saying enough without saying too much.

This can involve speaking in a common language and idiom to those around you, while still sounding like you.

We all have a kind of language signature or 'voice'. It shows something about who we are or who we want to be - a bit like the clothes we wear - but even more personal and more permanent. So it's worth being conscious of how our speaking (and writing) style speaks for who we are.

There are a number of theories about how language evolved. Interestingly, one of the reasons that different cultures have developed such varied language systems and rules is to define themselves as a group. We use language to invite people in and keep others out. What do you think about that?



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Words about me

A

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1. Brainstorm words that describe your personality. Try to list at least 10.

1	2
3	4
5	6
7	8
9	10

2. Brainstorm words that describe what you think you're not. These are some words that you wouldn't like to be described as.

1	2
3	4
5	6

1.09 Finding Your Voice

B My words!

1. Brainstorm a list of 'your' words and phrases that you commonly use such as 'dude' or 'bro' that are part of your conversational language.

1	2
3	4
6	5
7	8
9	10

2. Compare your words with other students. Try to identify when you first started using these words and phrases and what influenced you to adopt them into your permanent vocabulary.

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3. Write a short paragraph that describes your personality.

Accents

It's good to have your own accent and to be proud of its individuality. The way that we speak has changed a lot over a relatively short time. You might find that you speak really differently from your parents and teachers, and really, really differently from your grandparents.

Australian English has moved to be less like British English and more like American English. This includes pronunciation and choice of words and phrases.

You can look online for examples from ads, movies and soaps over the decades that show the changes in how Australians speak English. A really good benchmark is the ABC news.

You can't tell an accent from how people look!



Image: adapted from dashk
iStock/Thinkstock

Changing accent

B

1. Break into groups

- ⇒ Group 1: Find a snippet of speech from an Australian ad from the 1950s, 1970s, 1990s, and now. (Tip: choose an ad where the person/voiceover is not 'acting' a part but making an appeal to 'average' Australians.)
- ⇒ Group 2: Find a snippet of speech from an Australian movie from the 1950s, 1970s, 1990s, and now.
- ⇒ Group 3: Find a snippet of speech from an Australian TV soap or variety show from the 1950s, 1970s, 1990s, and now.

2. What are the main differences you can hear in

- ☐ accent
- ☐ choice of words and expressions

3. Describe any other things that strike you as different

Source 1: What is it?	Source 2: What is it?	Source 3: What is it?
Accents:	Accents:	Accents:
Words and expressions:	Words and expressions:	Words and expressions:
Other:	Other:	Other:

**Preview
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1.11 Words and Meaning

Synonyms

Your choice of words adds to your language signature or personal voice.

When communicating it's not always easy to find the right word. Sometimes you might have to choose your words carefully until you find the most suitable word that communicates your intent.

You should keep in mind that you can't just substitute one word for another. Sometimes the meaning of a word is quite similar but doesn't suit the situation. Choosing the wrong word can change the whole intent of your communication. That's why you can't choose the first word from a thesaurus and hope for the best. Again, the choices you make say something about how you like to communicate.



Image: Nicholas Piccillo/
iStock/Thinkstock

A Synonyms

1. Underline the most appropriate synonym to replace the words in bold. Put a cross next to the least appropriate. Be prepared to explain your choices.
2. In pairs develop your own examples and a list of 4 synonyms. See if the other students in the class choose the most suitable alternatives.

a. Jim was very **frustrated** & missing out on tickets to the grand final.

- exasperated
- annoyed
- disappointed
- inconsolable

b. Jemima's formal **dress** cost \$300.

- gown
- costume
- frock
- accoutrement

c. People aged over 30 should be **barred** from nightclubs.

- prohibited
- outcast
- outlawed
- discouraged

d. Adolescents are often considered **egocentric** by adults.

- arrogant
- selfish
- self-absorbed
- self-satisfied

e.

-
-
-
-

3. Leroi wanted to make himself sound better when he updated his Facebook Bio but he has been over-using his thesaurus again. Why don't you help him out?

Status

I am the majority content consumption banquet.

I am a factual epicure.

I perform like to get together populace.

⇒

⇒

⇒

Homonyms

If you get loose with your word-choices, you might find that you lose something in translation.

A homonym is a word that may be spelt and said the same way but its meaning will be changed by the other words that are used with it. For example, "I couldn't find my glasses." Drinking or reading?

Sometimes the meaning of homonyms is inferred by the topic of the conversation. For example, 'light' may mean small. "The meal was light." Or it could mean that the meal was lean and low in fat. "The meal was light." Marketers may even change the spelling of words to make a new word that describes what they are trying to sell. For example: "Buy new Cheezefluff Lite - 25% less fat".

Also some words that have a literal meaning take on their own colloquial or slang meaning such as 'sick', 'wicked' and 'cool'; but they can date quite quickly as well!



"I meant drinking glasses, funny-guy!"

Preview

Homonyms

B

1. Brainstorm a list of words that look and sound the same and therefore might be confused.

i	iii
iv	vi
vii	ix

Sample:

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2. Advertisers are notorious for creating brands that use their own voice or 'lingo'. Find examples of advertising where words are deliberately used in a misleading way (e.g. 'all natural' or '99% fat-free'), or where the advertisers are using a 'made-up' word (e.g. 'micro-scutters' or 'lite'), or they are trying to create an associated meaning between a word and a product (e.g. do you remember 'puff' crust pizzas?)
 - a. Check out TV, YouTube, online ads, magazines and other sources for these ads.
 - b. List ads, products and misused words and briefly explain how they are misused.
 - c. Bring the ads to show and discuss. Keep these as a reference in your workbook.
 - d. List some words and ads that other class members bring in.



1.13 Words and Meaning

C Words and meaning

1. Identify the kinds of mistakes in the following texts and correct them. Rewrite the texts correctly.

a. Myrons mother was very upset when she found out that Myron was planing 2 b an english teacher. The mane reason was that she was an english lecture and she new that myron cudden spell. She thort that it wood reflekt badly on her scool if her colleags found out that Myron was going too teech English.

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b. We're all gunna meet at the beach to grab a burger and then cruise down Chapel 'n blast out some beetz. Then we'll catch a movie at Herman's Horror House and throw popcorn on people's heads. Yeah! Then we're gunna go clubbing cos I've got a homie who's a bouncer an he can get us in at Bros and Foe's. Swoit day!

2. Making your choice accurate.

The following are all common mistakes creeping into day-to-day communication. Discuss these as a class. Add others to this list and write them in your workbooks.

- i. Using loose vs lose, watch out for your pants!
- ii. Saying 'pre-formance' instead of 'performance'.
- iii. Use of apostrophes, including its vs it's.
- iv. Mixing up there, their and they're.
- v. Mixing up singular and plural such as McDonald's is... vs McDonald's are... .
- vi. Saying 'could of', 'would of', 'should of', instead of (of is correct here) ...have.
- vii. Saying and writing 'rather then' rather than 'rather than'.
- viii. Promising more than is possible, 'I'll give you 110%'. (An Australian cricketer, before his first test, enthused that he'd give 5,000,010%!)
 - ix. Hyperbole - exaggerated statements, i.e. Using 'love' and 'hate' too easily.
 - x. Tryhardism - Using 'netspeak/text phrases in speech, FYI, LOL, TBA, OMG, IMHO, 404!
 - xi. Using 'netspeak/text phrases in professional communication - FYI I sent the package yesterday: ☹️"
 - xii. Malapropisms (see Kath & Kim), mixed metaphors (see sportspeople) and just plain mixed up ('up to my eyeballs!') Look for other examples online.

3. Here are some groups of words that were popular at different times. Are they nouns, verbs or adjectives? Find a more understandable term that you might use now to replace each group. Add the rest of your own.

<p>i</p> <p>grouse</p> <p>splendid</p> <p>sick</p>	<p>ii</p> <p>super</p> <p>wizard</p> <p>wicket</p>	<p>iii</p> <p>nerd</p> <p>swot</p> <p>geek</p>
<p>iv</p> <p>scurry</p> <p>split</p> <p>dash</p>	<p>v</p> <p>bilious</p> <p>queasy</p> <p>nauseous</p>	<p>vi</p> <p>stylish</p> <p>spiffing</p> <p>spruce</p>
<p>vii</p> <p>square</p> <p>dag</p> <p>dweeb</p>	<p>viii</p> <p>buffoon</p> <p>twerp</p> <p>dolt</p>	<p>ix</p>

1.15 Bits and Pieces

Linking sentences 101

When we talk we rely on common ways to link our thoughts into sentences. Sometimes it's conjunctions such as 'and', 'but', 'then' and so on. Or we may overuse pauses and fillers such as 'uhm', 'arr' and 'like'.

When writing you need to be more precise. Some words help you introduce and link ideas. Choosing the right phrase builds a more sensible language structure and will help people clearly understand your meaning. You can't just say, "you know what I mean" or "do you get me?" That's lazy communication and can lead to misunderstandings.

Some simple linking terms used in sentences are conjunctions such as; and, or, as, but, if, when, because and so.

Common linking phrases

- ⇒ ... and, also, but
- ⇒ ... furthermore
- ⇒ ... in addition
- ⇒ ... leading to
- ⇒ ... as a result
- ⇒ ... as a consequence
- ⇒ ... therefore
- ⇒ ... however
- ⇒ ... on the other hand

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A Linking words together

Use these terms to fill in the gaps so as to form sensible statements.

⇒ tired

⇒ riding a unicycle

⇒ vegetables

⇒ running

⇒ Coco Pops

⇒ impossible

⇒ usg

⇒ steamed

Introduction...

...link

a. I really enjoy... _____ ...as well as..

_____ .

b. I feel ... _____ ...which makes me...

_____ .

c. I am able to... _____ ...at the same time as...

_____ .

d. I usually prefer ... _____ ...when they are...

_____ .

Preview
Sample:
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Links

Sentences that have more than one conjunction tend to become long and hard to follow and make it hard for the reader to understand so they might switch off as you have just experienced yourself.

Sentences without conjunctions sound short, sharp and demanding. The trick is to find a nice balance.

People who like to talk and talk and talk and talk often use conjunctions so that they can keep on speaking and block you out of the conversation. Sometimes while talking they use fillers such as uhm, err, am, uh and others.

Read these two sentences out loud and then describe your mood after hearing each one.

"I did it because I wanted to help."

"I did it because because uhm, like I wanted to do it and am, so that I was able to like, you know, help out a bit, if I didn't do it then like you would be unhappy, and uhm, so I would be right and I did it for like you and I did it because it was, uhm helpful."

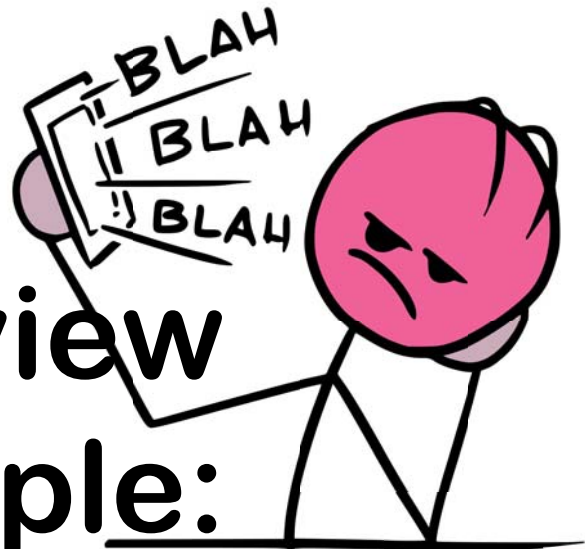


Image adapted from: ursus.zdenekasek.com/Depositphotos.com

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Conversational linking

B

1. Listen to or record someone talking with a friend or conversing on the phone. List the links and conjunctions that they use in conversation.

⇒ _____	⇒ _____	⇒ _____
⇒ _____	⇒ _____	⇒ _____
⇒ _____	⇒ _____	⇒ _____

2. List down some of the conjunctions that you commonly use when speaking. You might have to record yourself when conversing or get someone else to do this for you.

⇒ _____	⇒ _____	⇒ _____
⇒ _____	⇒ _____	⇒ _____
⇒ _____	⇒ _____	⇒ _____

1.17 Expressive Texts

Exploring 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 Intermediate program to enable you to investigate various expressive texts such as:

- ⇒ novels
- ⇒ short stories
- ⇒ poetry
- ⇒ song lyrics
- ⇒ films and video
- ⇒ graphic novels
- ⇒ cartoon
- ⇒ zines
- ⇒ biographies and more.



Background Image:
Nik_Merkulov/
iStock/Thinkstock

In addition you will likely investigate instructional information, knowledge-based informational texts and texts that analyse and argue about issues and public debate.

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Sample:
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Expressive texts

When you read and write about expressive texts such as fiction, poetry, films and biographical texts you will need to develop tools to assist you to understand, investigate and discuss those texts you are reading.

It is important 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 historical, mystery, thriller, sci-fi, romance, political, post-apocalyptic and many more.

Genre creates context. Different genres rely on varying features that are used commonly in these styles of texts. Historical genre relies heavily on descriptive text. Post-apocalyptic genre plays on mood and setting. Sci-fi uses science (!) and imagination.

Really successful texts either play the genre well (i.e. *The Hunger Games*, the books not the films!!), or subvert the genre to move it to a new level (*The Walking Dead*).

One important thing to remember is that a particular genre is not everyone's cup of tea! But the themes expressed in genre may resonate across audiences and introduce new readers and viewers to that genre which make it accessible to a whole new readership and viewership. This can then lead to the creation of new sub-genres.

Your teacher will discuss different aspects of suitable texts with your class and focus on those that suit the types of texts you are exploring.

Character study

A character study requires you to illustrate the role of a central or supporting character in relation to the plot, theme and setting of a text. Essentially you are profiling this character. So you should use quotes from the text about the character to further illustrate your study. Key elements in a character study include these.

- ⇒ Their name and personal details.
- ⇒ A physical description.
- ⇒ An outline of their relationship to other characters.
- ⇒ What they say about themselves to establish their identity.
- ⇒ What others say about them.
- ⇒ The actions or words (using quotes) that show what kind of person they are.

Character study A

Use this pro-forma to complete a character study based on a text you are reading.

Text:	Written by:
Name:	Published:
Personal detail & physical description:	
Relationship(s) to others in the text:	
What do they say about themselves?:	
What do others say about them?:	
What actions or words show what kind of person they are?:	
Other information:	

1.19 Expressive Texts

Poetry

People seem to have a bit of a love/hate relationship with poetry. One of the reasons is that sometimes they find that poetry is hard to read and therefore they avoid it.

Another reason is that they believe that poetry must conform to certain rules and clichés; and when confronted with a poem that doesn't conform to these; well, this causes unease.

A poem challenges the reader both to think and to feel. And not everyone wants to do this! As a reader you have to work hard to unravel the meaning of a good poem.

'Easy' poetry uses clichés such as obvious words, rhymes, simple (or mixed metaphors) and so on. You see this type of poetry on hokey TV marriage proposals, greeting cards (what are they?); or perhaps you might encounter this type of plain paper poetry on over-shared inspirational Instagram posts.

Good poetry is less obvious. It might draw on imaginative or unexpected use of words, off-rhymes

(which catch the reader by surprise), free verse, powerful punctuation, emotive rhythm, strong use of metaphor and more. Good poetry is much harder to write because it takes a very disciplined use of words. It's both easy to say a lot, and easy to say what people are expecting; it is much harder to say something with fewer words that resonate much more powerfully.

Words of poetry

- ⇒ stanza
- ⇒ meter
- ⇒ rhythm
- ⇒ rhyme
- ⇒ off rhyme
- ⇒ blank verse
- ⇒ free verse
- ⇒ lyric
- ⇒ narrative
- ⇒ description
- ⇒ simile
- ⇒ metaphor
- ⇒ symbolism

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My Wife-to-be

You are the sun to my moon
The sight to my swoon
The notes to my tune
And my wife to be soon.

Swoon

Your song is my light.
Last moon.
First sun.
My wife.

B Poetry

Preview
Sample:
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1. Analyse the 2 poems above and identify the different approaches the writer uses to deal with the same subject matter.

2. So which of the two poems above do you think is better? Why so?

3. Discuss. How would you feel if either of these poems was written for you (you don't actually have to be a wife, but 'husband' doesn't scan well)!

Expressive text C

1. 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 tasks.

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	

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

3. You are required to write a short poem.

- ☐ Choose your theme.
- ☐ Write your poem, 'as is', as it comes out of your head. Take some time to do this.
- ☐ Now leave your poem for a week.
- ☐ Read some poetry. Your teacher will direct you on some suitable poets!
- ☐ Come back to your poem.
- ☐ Rewrite your poem (this usually means making it shorter!)



- ☐ Read it to the class. Poetry often resonates when read aloud. This might also help with word choice, meter and rhythm.

- ☐ Rewrite your poem one last time.



- ☐ Would your final poem make an interesting song lyric? If so team up with others in the class and make it into a rap, song or other similar musical form. (Could be a PDS activity!)



1.21 Expressive Texts

D Reading expressive texts

Expressive texts can come in many forms. Indeed one of the most common forms of contemporary self-expression is people writing online reviews and expressing their opinions quite stridently, whether those opinions are welcome or not!

1. Read the following two reviews of Hogsjowl Burgers.

Hogsjowl Burgers has opened at a second location in Lygon Street following a successful launch of its first restaurant last year in Melbourne's CBD. This is a stylish addition to what many would consider an overcrowded market but provides enough twists on the burger theme to carve out its own niche.

Owner, Bea Ferberger is no stranger to the hospitality sector and her experience shows in her attention to detail and the quality produce used in all the dishes on her menu. A stand-out was the lard burger, a succulent creation served on a choice of bun. Full marks go to the head chef for the presentation of this dish - it was appetising and the inclusion of potato chips was pure genius - adding both colour and texture to the plate.

Disappointingly, the dining experience did not quite reach the standard of the food. For a start, the restaurant packs in a few too many tables, making for a rather intimate ambience. We found ourselves hearing more of other patrons' conversations than necessary. Decor was striking and featured burger-themed chandeliers. The service was pleasant and friendly, if not outstanding. Our waiter forgot one of our drinks and failed to note our request for gluten-free buns.

Overall, Hogsjowl offers delicious, quality fare but given the above-average prices charged, we would expect a more comfortable dining experience with more attentive wait staff.

Rating: 3.5/5

Price, price price! Basically that's what it comes down to when eating out. Value for money is king. In these cash-strapped times, no-one can afford to waste money on poor food, service and experience. Unfortunately, the new Hogsjowl on Lygon fails in this regard. Yes, the food is interesting and of quality. But at \$18 for a lardburger, I would expect a burger fine-dining experience that matches the price. This was not on offer.

Not everyone can see the value of owner Bea Ferburger's pedigree in the restaurant industry. Every day in the hospitality business is a new benchmark, so Bea cannot rest on her reputation to ensure happy patrons. Although there has obviously been a lot of investment in the café's fit-out, Bea has made some fundamental errors of judgement. One is cramming too many diners in. The second is to employ less than competent staff.

It's time that eateries offer good value and good service. Those that fail deserve to be called out.

Rating: 1/5

2. What is a review?

3. List the kinds of reviews you are aware of, e.g. film review.

4. Why do you think people write reviews?

5. For each of these reviews, say what you think its purpose is.

Preview

Sample:

6. How do the two reviews differ? (Discuss use of language, professionalism, detail, etc.).

Do Not Copy

7. Which review do you think is the most successful? Why so?

8. Create a title or headline for each review.

9. Write a review for an eatery that you have dined at. Will you choose to do a positive, negative, or a neutral review? Why so?

1.23 Biographies

Biographies

When you write a biography you have to distil a lot of information into a concise form that makes it interesting for the reader or listener. Things you should consider communicating about the person include:

- ⇒ personal details and background, including dates to provide context
- ⇒ interesting points about the subject or their family that show success or adversity
- ⇒ a logical chronological approach (that doesn't have to flow in an exact linear timeline)
- ⇒ key milestones in a career, achievements or key interests
- ⇒ major people (as characters) that provide context and insight
- ⇒ other important information as suited to the subject of the biography
- ⇒ acknowledgement of your key sources.

A good biography will not summarise every little detail about a person, but rather encourage the listener or reader to want to find out more.

He was born on August 4, 1961, in Honolulu, Hawaii to a US mother and a father of Kenyan background. His father had gained a scholarship to the University of Hawaii which enabled him to leave behind his rural lifestyle in Kenya.

His parents divorced in 1964, his father doing the PHD at Harvard University, then returning to Kenya. His mother remarried in 1965 to a University of Hawaii student from Indonesia. Soon after they moved to Indonesia. His half-sister, Maya Soetoro Ng, was born in 1970. His mother thought it was best that he live with his maternal grandparents in Hawaii. His mother and half-sister later joined them but they returned to Indonesia from 1975.

In 1979 he graduated from his high school, Punahou Academy, with academic honours. He also excelled at basketball. As one of only three black students at the school he became acutely aware of racial issues.

His estranged father died in a car accident in 1982 having survived a previous car crash where he lost both his legs.

He first studied at Occidental College in Los Angeles and then transferred to Columbia University, New York, graduating with a degree in political science in 1983.

He moved to Chicago in 1985 and worked as a community organiser for low-income residents in the Roseland and the Altgeld Gardens communities.

He entered Harvard Law School in 1988 and in 1989 joined the Chicago law firm of Sidley Austin as a 'summer associate'. It was there he met his future wife and married in 1992. He graduated magna cum laude ('with great honour') from Harvard in 1991 and edited the *Harvard Law Review* while at college.

He returned to Chicago and worked as a civil rights lawyer. He also worked supporting voter registration campaigns for Bill Clinton's

successful 1992 presidential campaign. He also tutored and lectured in law part-time at the University of Chicago Law School from 1992 to 2004.

He published his autobiography, *Dreams From My Father: A Story of Race and Inheritance*, in 1995. Reprinted in 2004, the audiobook received a Grammy Award for best spoken word album in 2006. While living in Chicago, his wife Michelle gave birth to daughters Malia in 1998 and Sasha in 2001.

He won the 1996 election for a seat in the Illinois State Senate as a Democrat. During this time he worked on a range of initiatives including expanding health care services as well as early childhood education programs for the poor.

In 2000, he failed to win the U.S. House of Representatives Illinois seat held by the Republicans. But in the November 2004 election, he received 70% of the vote to become one of only a handful of African-Americans at that time to have been elected to the U.S. Senate.

His second book, *The Audacity of Hope: Thoughts on Reclaiming the American Dream*, was published in 2006 and discussed visions for the future of America.

In February 2007 he launched his candidacy for the 2008 Democratic presidential nomination running against his major opponent Hillary Clinton.

And then on November 4, 2008, he defeated Republican presidential nominee John Mc Cain by 52.9% to 45.7%. Of course he was soon sworn in as the 44th and (first African-American) president of the United States.

He stood for re-election in 2012 and gained 51.1% of the vote. As for his time as President, the rest they say, is history as it lives, and is a better story for another time.

Sources: Whitehouse.gov, Biography.com, The Miller Centre, barackobama.com

1. Research a famous person or someone you respect or admire. Develop a concise biography about them, containing between 10-15 points of information.
2. Use the tips on p.14 to help you. Outline your draft information below then complete the biography in your workbooks.
3. Present this biography to your class.



**Preview
Sample:
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1.25 Biographies

B Who's who - Mystery autobiographies

1. Imagine you were the subject of an autobiographical work. What form would it take and why? Are you best captured in song, text, video or some other form? Here are some examples to consider. Add some more of your own.

- | | | |
|--|---|--|
| <input type="checkbox"/> a song | <input type="checkbox"/> a painting | <input type="checkbox"/> a blog |
| <input type="checkbox"/> a video clip | <input type="checkbox"/> a poem | <input type="checkbox"/> an avatar |
| <input type="checkbox"/> an online bio | <input type="checkbox"/> a paste-up | <input type="checkbox"/> a mockumentary |
| <input type="checkbox"/> a movie | <input type="checkbox"/> a stand-up routine | <input type="checkbox"/> an anime or comic |
| <input type="checkbox"/> a _____ | <input type="checkbox"/> a _____ | <input type="checkbox"/> a _____ |



2. You need to use two of these forms to present a brief autobiographical piece. You must develop both a **written** and **visual** component. Use your workbooks for more space.

a. Written autobiography.

- ⇒ You need to decide on a written form that best suits you (i.e. a poem, or perhaps an online autobiography). Develop a title for your work and then create some content that describes you without obviously stating who you are.
- ⇒ Make sure that you use language and skills that you have developed through this unit to make the content uniquely about you. Keep it fairly brief, but interesting!

b. Visual autobiography.

- ⇒ Make a visual representation that complements your written autobiography. You might make a movie poster, a record cover, a sketch, a storyboard, a video clip, etc..
- ⇒ Make notes and sketches to help you develop your ideas.

Start drafting your written autobiography both here and in your workbooks.



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3. Matching the written and visual autobiographies.



- a. Prepare your final copies on two different pages. Your teacher will collect all these anonymous written and visual autobiographies and distribute them randomly to the class.
- b. It's then your responsibility to go around the class and try to swap and trade the written and visual autobiographies you've been given so as to get a potential match.
- c. When 'matched', exchange the autobiographies with another class member who will try to identify the original creator of these autobiographies. This might not be as easy as it seems.

4. When everyone has made their matches, reveal the true identities. Discuss how well your class has done. Consider:



- ⇒ what forms were used most often?
- ⇒ why were some matches easy and others hard?
- ⇒ who was easy to identify and who was hard to identify and why?
- ⇒ vote on the best written and visual autobiographies.
- ⇒ ask your teacher to arrange a prize for the winners.

Start planning your visual autobiography here.

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1.27 Presentation Skills

Making a presentation

One way to combine a number of different literacies is by making a presentation to the class. When making a presentation you will usually have to combine oral, reading, writing, listening, visual and other literacies.



AT1 Oral presentation - Introducing a classmate



You are required to give a presentation to the class that introduces a fellow classmate.

- ⇒ You must give an oral presentation to the class.
- ⇒ You must support your presentation with some visual aids of your choosing.
- ⇒ You must submit a written copy of all your drafts, notes and report outlines to your teacher after you have finished your presentation.
- ⇒ Your teacher will tell you the person you are introducing, the approximate length of time of the presentation, any equipment requirements for the presentation, when you will have to give your presentation and any other relevant information. Make notes of these below.

The person I am introducing to my presentation is:

The presentation must go for approximately:

The date, day and time of my presentation is:

I have to use the following equipment:

I also have to:

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1. Planning your presentation

You need to interview your classmate to find out relevant and interesting information about them. Carefully consider each of these four questions. Ask yourself:

- ⇒ What requirements do your teacher want you to meet?
- ⇒ What information will your audience want to hear?
- ⇒ What style of presentation will they best respond to?
- ⇒ What other interesting things do you think the audience should know about your subject?

2. Preparing your presentation

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

1. Writing

- ⇒ You must write up the interview as a dot-point profile of your classmate. So, find out and select the most interesting information to include.
- ⇒ Remember, you must keep your audience in mind and focus on information that they will find interesting.

2. Editing

- ⇒ You are going to have to check for mistakes and accuracy problems.
- ⇒ Get your teacher or another student to check over your drafts. Don't let the interviewee check over it. They might change things!

3. Introductions

- ⇒ Be prepared to introduce both yourself and your interviewee to the rest of the class.
- ⇒ You will have to use semi-formal language to do this properly.

4. Preparation

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

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3. Making your presentation

1. Greet your audience and introduce yourself.
2. State your purpose and introduce your classmate.
3. Present the facts about your interviewee using these possible headings.
 - ⇒ Background
 - ⇒ Personality
 - ⇒ Interests/passions
 - ⇒ Aspirations
4. Use signpost words to introduce each section such as 'firstly', 'next', 'in addition' and so on.
5. Conclude by thanking your audience, thanking your subject and asking for questions.

1.29 Presentation Skills

Sample Presentation

"Good morning. As you know I am Kylie and today I would like to introduce one of your own classmates, Kelvin.

Now you might all know Kelvin as a quiet classmate but my research has uncovered an array of fascinating facts about him.

To begin with, did you know that Kelvin has only been in Australia for two years? He and his family migrated from Hong Kong. Kelvin says that his English was "quite terrible" when he arrived but now he is quite a fluent speaker of English!

Kelvin's great passions are for anime and for various forms of multimedia devices and technologies. Kelvin possesses a collection of approximately 500 anime videos and has a growing collection of video and computer games based on anime.

In his spare time, Kelvin likes to invent and draw his own anime characters, thus dispelling the belief that an interest in screen media is passive and non-interactive. If we were to visit Kelvin's room, we would see a number of these characters leaping at us from his walls.

As well as creating these characters

visually, Kelvin has also invented and written a back-story for each of them.

Kelvin hopes to one day develop and refine them into a new generation of manga comics, and anime films and computer games.

I actually have three of his drawings here to show you on these slides. These represent the diverse range of characters created by Kelvin.

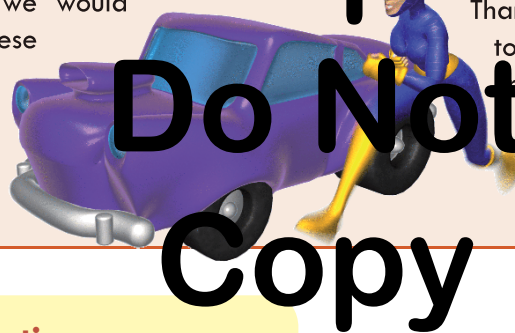
As for Kelvin's future, after he finishes VCAL he would like to do a Diploma of Graphic Design at TAFE to further develop his creative skills.

If you were to work with Kelvin in a group this year his design skills would come in very handy. He also said that he was, 'very good with computers.'

We'll be to hope that this profile has helped you to know more about our classmate Kelvin.

There is certainly more to Kelvin than meets the eye and it seems that it is inevitable that before too long, we will be seeing Kelvin's anime winning awards

Thank you for your time. Feel free to ask me any questions and I also recommend you talk to Kelvin to find out even more."



A Sample presentation



After having read the sample presentation above try to suggest some questions that this interviewer might have asked Kelvin.

i

ii

iii

iv

v

vi

Preparing your presentation B

Develop a list of questions that you might ask your interviewee. Use the questions from 1.15B to help construct this list. Draft your presentation in your workbooks.



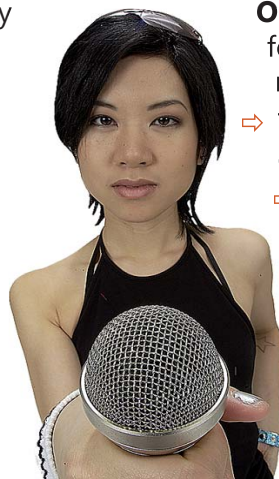
i	
ii	
iii	
iv	
v	
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vii	
viii	
ix	
x	

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Asking questions

Closed questions are usually quite formal and basic types of questions.

- ⇒ These normally require a yes/no type of answer.
- ⇒ Closed questions are good for finding out facts and information and assist to collate data.
- ⇒ e.g. "Do you like pasta?"



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. "What is it that you like about pasta?"

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1.31 Peer Evaluation

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: _____

	<i>excellent</i>	<i>very good</i>	<i>good</i>	<i>reasonable</i>	<i>basic</i>	<i>na</i>
 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: _____

Self Evaluation Pro-forma

How do you think you went on your presentation?

Self-evaluate based on your performance.








Then compare this to evaluations from your peers, and from your teacher.

Task/activity: _____

Presenter: _____

Topic/subject: _____

Assessed by: _____ Date: _____

	<i>excellent</i>	<i>very good</i>	<i>good</i>	<i>reasonable</i>	<i>basic</i>	<i>na</i>
 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: _____

1.33 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 (what)	Summary (main points)	Main skills I developed:

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Self Expression: Using Your Voice

2

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2.04B Character profile	39	<input type="text"/>	<input type="text"/>
2.05C Role play party	40-41	<input type="text"/>	<input type="text"/>
2.08A Keeping a journal	43-45	<input type="text"/>	<input type="text"/>
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2.01 Organising Ideas

Organising ideas 101

We come into contact with new people as a natural part of our personal, social and working lives. It's not always easy conversing with new people face-to-face; especially given that so many people are now using social media to manage their own PR! But an important part of what makes us human is to interact with others beyond our keyboards and screens!

The best way to organise yourself when meeting and communicating with people is to start by revealing basic information such as your name and where you're from. Once the introductory details are taken care of you should then reveal more interesting information and unusual ideas.

If there is something really interesting that you want to focus on you may have to leave out some minor details. If there is too much information then it won't be communicated effectively. You also have to make sure that you choose the right time to tell your audience unusual or detailed information.

You should organise ideas so that you move from basic, simple, straightforward details to the more detailed, abstract and sophisticated ideas. Perhaps there is an app for this? If so it might be better left in the app store!



Often when meeting new people they just seem to like going on and on about their favourite topic - themselves!

Image: James Lee/
iStock/Thinkstock

Preview Sample:



At the party

Both me and my friend are going to a party. As she approaches her, she thinks that the things about herself that would be good to talk about are ...

- ⇒ My name is a bit different. Epithene.
- ⇒ I am 17 years old.
- ⇒ I am doing VCAL.
- ⇒ I want to be a nail technician.
- ⇒ I really like going to see live bands.
- ⇒ I am a vegetarian.
- ⇒ My star sign is cancer.
- ⇒ When I was 11 I was as tall as I am now.
- ⇒ I don't have a job.
- ⇒ My favourite colour is yellow.
- ⇒ I don't like Tweeting.
- ⇒ I have my learner's permit.
- ⇒ I like doing pilates.
- ⇒ I have a fear of donuts.
- ⇒ One day I want to travel to India.
- ⇒ My motto in life is "you make your own destiny".

Epithanee's brain fade

Epithanee approaches the group, gets nervous and quickly says...

- ⇒ I am a different Epithanee.
- ⇒ I have a fear of donuts.
- ⇒ One day I want to go to India.
- ⇒ I am a star cancer.
- ⇒ I am doing VCAL.
- ⇒ I make my own destiny!!



Meeting and greeting A

- Please help Epithanee out by organising her thoughts a bit better.
- Identify those thoughts that would be better left until Epithanee knew the people more. About what should she 'zip-it' (draw a ☺)? Be prepared to discuss why.



Organise the order of Epithanee's thoughts!

1

2

3

4

5

6

7

8

9

10

11

12

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15

16

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2.03 Organising Ideas

Organising ideas 101

A good way to organise information is to develop a summary profile that includes information matching certain categories. This can help you summarise a lot of information into a concise and more interesting format.

Kelly Krasch

Age: 25

Occupation: Stuntwoman

Nationality: Australia/Croatian

Family: Married to Ken Karm, an accountant. They have one son, 2 year old Kon Krash-Karm.

Lives: North Fitzroy

Hobby: Needlework

Favourite food: Protein Shakes


Favourite TV Show: The Walking Dead

Vehicle: Valiant 'S' Series

Greatest Achievement: Working on Fast and Furious 14' doing Brett White's stunts.

Future hopes: To star in a movie version of her life story, Krash Les D'Amour.

My Philosophy: "Krash and burn, a life half-lived is no life at all!"



Byron Van-Tinkle III

Age: 22

Occupation: Musician - Percussionist (triangle speciality)

Nationality: Australian/Irish

Family: Girlfriend - Lexlie D'Aubergine

Lives: Mornington

Hobby: Collecting motor scooters

Favourite food: BBQ shapes.


Favourite TV Show: The Bachelorette

Vehicle: Vespa motor scooter (at the moment)

Greatest Achievement: Successfully auditioning for the Frankston Philharmonic Ensemble.

Future hopes: To get a gig in the Melbourne Arts Festival.

My Philosophy: "A scootful of sugar makes the medicine go down."



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1. Make up your own fictional identity like those that are opposite.
2. Create your own identity profile card. Include a graphic that represents you. Add three more of your own categories. Use the box below for a draft.

Identity:**Age:****Occupation:****Nationality:****Family:****Lives:****Hobby:****Favourite food:****Favourite TV show:****Vehicle:****Greatest achievement:****Future hopes:****My philosophy:**

⇒

⇒

⇒

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2.05 Organising Ideas

C Role play party



- You will attend a party as the character you created in 2.04B.
- Your teacher or another student will act as host and make sure that the conversations keep going and that no-one is left out. (*You might also work with your teacher to be allowed to bring snacks and soft drink to your class for this activity. You might also choose to dress and talk in character.*)
- Try to meet and chat with as many people as possible.
- Be prepared to introduce yourself in character and to find out as much as you can about other people at the party. Take mental notes about the people.
- The host will let you know when it is time to leave.
- After the party, use these boxes opposite or your workbooks to record as much information about 3 people that you met.
- You will read out this information to the class and see how well it matches the information card written by each person.
- Discuss who was best at most accurately remembering details about various people and why.
- Discuss who was best at communicating effectively about their character and why.
- Discuss other things that might help and improve the way that people organise ideas and communicate with each other.

Organising this party might be a PDS and/or Numeracy Outcome.

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Icebreakers - Nay! 🙅

- ☹ Don't wait for someone else to introduce you.
- ☹ Don't ask questions that are too personal.
- ☹ Don't stay with the same person for the whole time.
- ☹ Don't criticise others at the party. "I don't know what she was thinking when she chose that dress!"

Icebreakers - Yea! 🙌

- 😊 Do approach someone and introduce yourself, smile and be friendly.
- 😊 Do ask them, "What brings you here?"
- 😊 Do have three 'icebreakers' ready that you can talk about.
- 😊 "I really like your jacket, where did you get it?"

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Person 1:

Person 2:

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Person 3:

2.07 Journals

Journals

Journals are a very important tool of self-expression. Keeping a journal will help you gain better control over the direction of your life as well as assist you to be better organised and to plan better.

Keeping a journal also strengthens the quality of your experiences and your relationships because you become more reflective and in tune with your own and other peoples' actions and emotions.

Many writers, performers and other creative and successful people have developed their expressive skills through the use of personal journals and post online blogs or journals on WordPress, Blogspot or Facebook. Some people make video and photojournals or vlogs and share these on Instagram, YouTube, Vimeo and more.

However, social media is changing the way that many people now keep 'journals'. A lot of information that might best be left private is now shared. We see couples having fights and breaking up online - why don't they just PM each other? Or better still -TALK to each other! And the over-sharing of personal and informed opinions. Why! Consider this proverb, "Better to remain silent and be thought a fool than to speak and remove all doubt."

But online journals are good for connecting. Instagram (of which almost 70% of all users are female and 72% are teens) works well as a photo-journal, but pity about all the selfies and shots of lunch). Facebook, well good for varied media, but perhaps a bit too revealing of one's life and thoughts on there. Twitter is good for quick quips and updates.

YouTube and other video sites can be entertaining and enlightening (but how many times do you want to see someone open their new box of WWE figures, or sing into a hairbrush?) And Snapchat, well that's a bit like a secret journal!

So how about keeping your journal offline? Can you see any benefit in that... #doesthe wholeworldhavetoknow?



Image:Rawpixel Ltd/iStock/Thinkstock

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types of journals

- ⇒ diaries
- ⇒ weblogs (blogs)
- ⇒ Facebook pages
- ⇒ Instagram profiles
- ⇒ tweets
- ⇒ scrapbooks
- ⇒ photo-diaries
- ⇒ pet trackers
- ⇒ vloglogs
- ⇒ notebooks
- ⇒ wishlists
- ⇒ online forums
- ⇒ logs (ship's captain)
- ⇒ travel logs
- ⇒ attendance roles
- ⇒ tour diaries
- ⇒ newspapers
- ⇒ magazines
- ⇒ planning notes
- ⇒ ledgers (business)
- ⇒ asset registers (business)
- ⇒ case notes (medical)
- ⇒ case notes (legal)
- ⇒ case notes (professional)
- ⇒ patient histories (medical)
- ⇒ minutes (meetings)
- ⇒ records of proceedings
- ⇒ Hansard (parliament)
- ⇒ self-assessment
- ⇒ patient charts
- ⇒ workout & training charts and diaries
- ⇒ food diaries
- ⇒ allergy diaries
- ⇒ personal histories
- ⇒ family histories
- ⇒ repair logs
- ⇒ poetry
- ⇒ song lyrics
- ⇒ arts and crafts
- ⇒ indigenous arts
- ⇒ even skin art!

Keeping a Journal: Benefits



Preview

Sample:

Online 'journals'

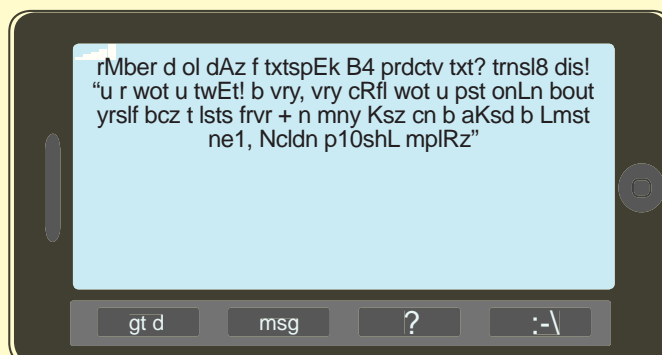


Way back in 2006, HoneyGirl15's heart-felt vlog were a YouTube phenomenon until it was discovered that she was an actor playing a scripted fictional character. The filmmakers, creators went on to make some big bucks by using product placement and other techniques in their online 'dramas'. Research other recent online journal hoaxes that really are just 'clever' marketing. (e.g. Palossi hoops in late 2018.)

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Keeping a journal A

1. You are required to keep a weekly journal. Make copies of the relevant pro-formas on the next two pages, depending on which format your teacher suggests you need to use.
2. Perhaps you can start or participate in an online journal for you or for your class using social media sites that best suit your experiences. Discuss this with your teacher.



2.09 Journals

Journal of: _____ Entry no. _____ Date: _____

⇒ What did I experience this week as part of my school studies?

⇒ How did I use what I learned as part of personal and social activities?

⇒ Which people did I most influence in a positive way this week and how so?

⇒ Which people had the greatest positive influence on me this week and how so?

⇒ What major skills and/or competencies did I develop and why?

⇒ What might be the most important things for me to focus on next week and why?

⇒ What other information can I share?

⇒ How would I summarise my experiences, or what's my motto for the week?

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Journal of: _____ Entry no. _____ Date: _____

**Preview
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2.11 Journals

Your life online

Let's make this short and sweet (ish). Using online and social media can be good for connecting, sharing and learning. But to what extent does this type of sharing actually help you? A written journal is helpful because it allows you to do the following things.

1. Get things off your chest.
2. 'Verbalise' your thoughts, feelings and concerns.
3. Improve your written literacy.
4. Mark different stages or events of your life.
5. Reflect on how to make improvements.

Now try to think honestly, how useful is instant online social media at supporting these things? Does it allow you freedom of expression or opportunity for self-growth? Or is it about 'branding' yourself? Might there be better ways of journaling your life? Discuss these issues as a class.



Image: Paffy69 / iStockphoto

B Online journals



Identify your 3 preferred types of online or social media that you use to record and share your life experiences. For each one outline various advantages and disadvantages of this method in relation to fulfilling the role of a personal journal for you.



Online journal type 1:	
Advantages	Disadvantages
Online journal type 2:	
Advantages	Disadvantages
Online journal type 3:	
Advantages	Disadvantages

Preview
Sample:
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Photo-journals C

Photo-journals can be a great way of capturing mood and provide the time for reflection. Reflection is something that is often missing in instant online digital communication.

1. You are required to create a photo-journal of up to 8 images. **But these images must be ones that you have never posted online.**
2. You might add some brief text to add context to the photos.
3. Determine a suitable way to set this photo-journal out. You could use the storyboard below to help plan your ideas.
4. When finished you might find that it is suitable to post your journal. But discuss with your teacher whether giving your photo-journal an online life is needed, nor even suitable for this activity.



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2.13 Talking to Writing

From talking to writing 101

When you speak to someone the listener is able to infer extra meaning from tone, pitch, pauses and breaks, non-verbal expressions and any acceptable cultural short cuts, colloquialisms (slang) and cultural abbreviations and cues used.

However, when you write, the reader can only read the words on the page. When you write, the style of language must be suitable for a wide-ranging audience. Therefore, when writing, you should be more formal than when you talk.

Now as an example you might say, *"I told him to get over here fast."*

But, how do you correctly read and interpret this statement? Try reading these variations out loud and you'll see what I mean.

Did you mean, *"(I told him to get over here) fast."* This means that you were speaking very quickly, he might not have understood.

Or did you mean, *"I told him (to get over here) fast."* This means that you told him that he should get here very quickly.

You could instead write, *"I asked him to come here as quickly as he possibly could."* (But who is "him" anyway?)

So even better, *"I asked Jack to come here as quickly as he possibly could."*

Formal v informal

When you write you should try to eliminate informal words including...

- ⇒ abbreviations such as etc., e.g., i.e.
- ⇒ contractions such as they'll, he'll, we'll
- ⇒ slang such as dude, bro, sweet
- ⇒ clichés such as 'last but not least', 'this is it', 'in a nutshell' and so on
- ⇒ note forms such as u, &, ☺.

*"Chllx ohms; ow I tlk.
z ow I rite ☺"*



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A Take me to the formal



For the following informal words, write the more appropriate formal options.

Informal	Formal	Informal	Formal
guys		gotta'	
can't		'tude	
@		'coz	
I'll give 110%		thanx	
☺		FYI	
TCB		all in all	

Yo' bro' got a mo'? B

List down at least 20 colloquial (slang) words or terms that you use regularly in conversation. Write their formal equivalent as well. New ones are coming into use all the time!

Informal	Formal	Informal	Formal
i		xi	
ii		xii	
iii		xiii	
iv		xiv	
v		xv	
vi		xvi	
vii		xvii	
viii		xviii	
ix		xix	
x		xx	

Preview
Sample:

Advertising and informality C

Advertisements often use clever language to reach out to the target market and persuade them to buy the product.

- Think of an online or TV advertisement that uses lots of **informal language**. Copy this ad and then complete the following tasks.
 - Write down the script of this ad.
 - Discuss who the target market is for this ad and explain why this language is being used.
 - Rewrite this ad using formal language.
 - Act out the new ad for your class.
- Think of an ad on TV or online that uses lots of **formal language**. Copy this ad and then complete the following tasks.
 - Write down the script of this ad.
 - Discuss who the target market is and explain why this language is being used.
 - Rewrite the ad using informal language.
 - Act out the new ad for your class.

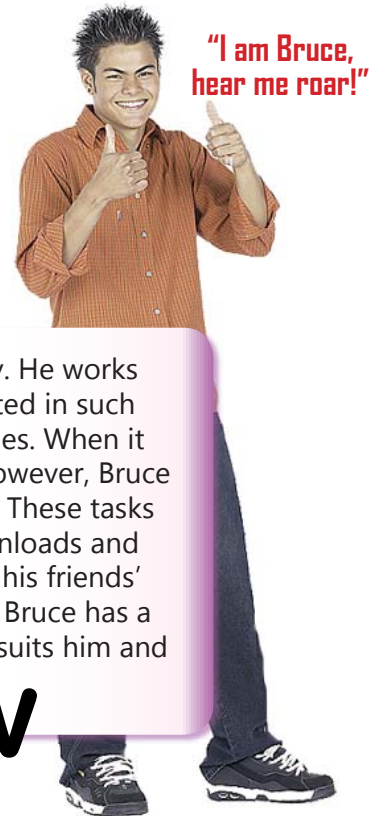
Tips: Complete these activities in your workbook. For this activity your teacher might instruct you to work with someone else. As a class watch and discuss The Gruen Transfer.



2.15 Talking to Writing - Paragraphing

Paragraphing 101

It's quite unusual to launch into saying or writing anything without first introducing your general topic. In writing you generally begin a paragraph with a topic sentence that says what the whole paragraph will be about. Then all the other sentences that are written relate to that topic sentence.



Bruce is both industrious and lazy. He works hard at those things he is interested in such as football and playing video games. When it comes to activities that bore him, however, Bruce can be reluctant to make an effort. These tasks include organising his music downloads and remembering to buy presents for his friends' birthdays. Therefore it is clear that Bruce has a tendency to be industrious when it suits him and lazy when it does not.

Preview

Topic sentence

Reading the first sentence of this paragraph tells you the subject of the paragraph is Bruce and what it will be about Bruce's characteristics. So the topic sentence reads as...

Sample:

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Bruce is both industrious and lazy...

From this introduction you can guess what type of information will follow in the rest of the paragraph. This prediction helps us to follow the organisation of the paragraph. It provides a kind of map or outline of where the paragraph is going.

If you take away that first sentence of the paragraph then you have to deduce (work out) what its main point is by carefully reading each sentence and then coming to a conclusion.

This creates work for the reader. A good writer tries to remove as much strain and effort as possible for the reader by being very direct and clear.

"Lazy. Moi?!"



Paragraphing tip 1:

You should start with a good summary topic sentence.

Talking to Writing - Paragraphing 2.16

Paragraph structure

A good topic sentence will provide a structure and a sequence for the sentences that follow. In our example the writer will first talk about Bruce's industriousness because that is the first characteristic mentioned.

Paragraphing tip 2:

Sentences should be in the same order as points mentioned in the topic sentence.

...He works hard at those things he is interested in such as football and playing video games...

The writer will next list points relating to Bruce's laziness. These happen to be contrary or opposite points. A nice balance occurs.

...When it comes to activities that bore him, however, Bruce can be reluctant to make a effort. These tasks include organising his music downloads and remembering to buy presents for his friends' birthdays....

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Summary sentence

Finally a good paragraphing technique is to link all the ideas together by using a summary sentence so as to let the reader know that this is the end of the information. This summary sentence should also remind the reader of the main points of information.

The summary sentence usually follows some evidence or proof that supports the topic sentence.

"I forgot Martin's birthday...again!"

Paragraphing tip 3:

A summary sentence links all of your ideas together at the end of the paragraph.

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...Therefore it is clear that Bruce has a tendency to be industrious when it suits him and lazy when it does not.



2.17 Talking to Writing - Paragraphing

A My paragraph

Write a paragraph that has a similar structure to the one about Bruce. Choose one of the topics below or make up your own topic. Check with your teacher first.

Consider some of these (and fill in the gaps).

- i. "Having a job and studying is both frustrating and necessary."
- ii. "The Melbourne Grand Prix is both exciting and noisy."
- iii. "_____ is both rich and famous."
- iv. "Home delivered food is both tasty and _____."
- v. "My mobile phone is both important and _____."
- vi. "The new Apple Watch is both _____ and _____."
- vii. "Being young is both _____ and _____."

Start drafting some notes here

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Sequencing

☹ Ideas need to be organised in a logical sequence and you can use enumerators to achieve this.

☹ Sequencing words or expressions indicate the order of ideas; first, firstly, initially, to begin with, the first step and so on.

☹ Say firstly, secondly and thirdly, but after thirdly say other things such as; next, in addition, as well as this, besides this.

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Final paragraph (Tip: If you need more space use your workbooks)

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Complete the sequence B

1. Number these points in a sequence. Suggest and discuss suitable sequencing words.

- | | | |
|--|--|--|
| <input type="checkbox"/> Toby put on the TV. | <input type="checkbox"/> Toby made a cup of tea. | <input type="checkbox"/> Tony put the million dollars he had just stolen in his sock drawer. |
| <input type="checkbox"/> Toby arrived home. | <input type="checkbox"/> Toby changed into his trackies. | <input type="checkbox"/> Toby turned off the TV, he didn't like gangster shows. |
| <input type="checkbox"/> Toby fed the dog. | <input type="checkbox"/> Toby called the dog. | |
| <input type="checkbox"/> Tony put the body of his last victim into the fridge. | <input type="checkbox"/> Toby texted his missus. | |

2. Who is Tony? Briefly explain whether this changes the sequence?

2.19 Interview Skills

Preparing for an interview

As you build up to your major assessment task for this section it is important to introduce one more literacy skill: how to more effectively conduct an interview.

Interviews are a great way of getting primary information direct from a source. They also give the interviewee a chance to express themselves in their own words. But this will only happen if you carefully consider your questions.

So when designing your questions you should ask yourself, "What do I want to know?" and "What information would make the interview interesting for the audience?" You also need to consider whether this interview will be face-to-face, over the phone or Skype, online chatting or even back and forth Q&As such as email.

There are two different types of questions that can be asked in an interview - closed questions and open questions. These were first introduced on p.25.



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Closed questions

Closed questions ask for a particular response. For example:

- ⇒ How old are you?
- ⇒ What is your favourite colour?
- ⇒ Do you own a mobile phone?
- ⇒ Do you have a dog?
- ⇒ What is your height?

Closed questions can usually be answered with just one word or only a few words. Closed questions are useful when you want a simple, clear answer.

Closed questions are good for finding out facts because they don't allow people to give opinions or extra, and often irrelevant and time-consuming information.

When your mum asks, "What do you want for dinner?" she really doesn't want a philosophical discourse on the vast array of food items and their respective merits. She wants a simple answer, "Spam souvlaki please Mum!"

"17."
"Ultramarine."
"Yes."
"No."
"171cm."
"Interview over!"

Image:
Brian Wanchol/
iStock/
Thinkstock



Open questions

When you want to find out more detail or gain a greater insight into a person, topic or opinion you need to ask questions that allow people to give fuller answers.

Many people have boring conversations with others because they ask and are asked closed questions. Closed questions cause conversations to dry up.

Open questions give people a chance to expand on a topic. For example, you might ask someone, "Do you have any hobbies?" They might answer, "Yes." End of discussion!

Instead you could ask, "Tell me what hobbies interest you?" Now you have started a conversation.

You might also want to ask questions that lead a conversation in different directions. So often you might ask a closed question and an open question together. For example:

- ⇒ "What has been your greatest achievement so far and how has it affected your life?"
- ⇒ "What occupation would you like to pursue and what factors have influenced your choice?"

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Interview Success

Make an appointment; allow enough time for the interview.

Choose an appropriate and comfortable location.

Carefully plan your questions beforehand.

Ask for permission prior to recording or filming your interview.

Start with closed questions to gain basic information.

Take notes and write down responses.

Use open questions to draw out closed questions.

Write some quotes and use "quotation marks".

Move to more involved questions when the interviewee is comfortable.

Use active listening techniques.

Before leaving check any facts and ensure you have been understood accurately.

Image: Voyagerix/
iStock/Thinkstock

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Interview questions A

1. List 3 closed questions that you might ask someone you have just met at a party.

--	--	--

2. Classify the following questions as open or closed. Write responses to each of these questions so as to make a conversation.

What's your name?	How are you?	Are you cold?
How long did you have to wait?	Are you a member of this club?	What are you doing tonight?

3. As a class discuss how to turn less effective closed questions such as, "Have you travelled overseas?", into more effective open questions. And why is doing this important for an interview?

2.21 Assessment Task

AT2 Interview and presentation



1. You are required to plan, organise and conduct an **interview** with someone in your life that you respect, look up to or someone who has helped you achieve some goals.
This person might be a teacher, a coach, a community leader, a manager, an employer, a minister, an elder or some other role model. Try to avoid family members unless they also fulfil one of these community-type roles.
2. After interviewing this person you are required to write a **summary profile** of them that outlines what you think is the most relevant information about them.
3. You must give a **presentation** to the class based upon your interview and report.
4. You must support your presentation with some **visual aids**.
5. You must submit a **written copy** of all your drafts, notes and summary profile to your teacher after you have finished your presentation.

Note: Your teacher will inform you of the presentation's format, duration, equipment requirements, when you will have to give your presentation and any other relevant information. Use the plan below to complete and tick off tasks. See if you can video the presentations, watch them and discuss these as a class. Evaluate students' presentations using the Peer Evaluation Proforma on p.32.

AT2: Interview and Presentation - Planner

The person I am interviewing is:

The role/influence that this person has is:

The interview date, time and place are:

I have drafted a set of suitable questions:

I have had someone check over my questions:

I have summarised information from the interview:

The date, day and time of my presentation is:

The format and duration of my presentation are:

I have prepared a written copy of my presentation:

The equipment I have to use is:

Visual aids I have prepared for my presentation are:

I also have to:

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Name(s):

Interviewee:

Tasks - AT2: Interview and presentation

Re-
quired

Due by

Done

Teacher
initials

Stage 1: Planning and interviewing

1. Negotiate a suitable time with the interviewee.
2. Develop suitable closed questions.
3. Develop suitable open questions.
4. Devise how to 'record' the information from the interview.
5. Conduct the interview; record appropriate information.

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<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<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"/>

Stage 2: Drafting your report

1. Summarise your interviewee's information.
2. Use direct quotes from your interviewee.
3. Draft your summary profile of your interviewee.
4. Develop appropriate visual aids.
5. Plan your presentation and do a trial run.

<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<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"/>

⇒ Present draft to your teacher for review and feedback.

<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
-------------------------------------	----------------------	----------------------	----------------------

Stage 3: Preparing your presentation

1. Finalise your information and incorporate feedback.
2. Prepare/submit final written report in suitable format.
3. Give presentation report to the class.

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<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Additional information:

Signed: _____

Date: _____

2.23 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 Literacy: Filling the Gaps

3

Contents

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3.11 Reporting Forms	70	3.21 Assessment Task 3.....	80

Activities 3: Filling the Gaps	p.	Due date/Done?	Comment
3.02A Practical or not?	61	<input type="text"/>	<input type="text"/>
3.03A How's your form?	62	<input type="text"/>	<input type="text"/>
3.04B Formless and clueless	63	<input type="text"/>	<input type="text"/>
3.05C What's on a form?	64	<input type="text"/>	<input type="text"/>
3.06D Developing a form	65	<input type="text"/>	<input type="text"/>
3.09A Biodata	68	<input type="text"/>	<input type="text"/>
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3.12B Incident forms	71-73	<input type="text"/>	<input type="text"/>
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3.18B Online applications	77	<input type="text"/>	<input type="text"/>
3.19A Digital Alibis	78-79	<input type="text"/>	<input type="text"/>
AT3 Online forms, scams and safety	80-81	<input type="text"/>	<input type="text"/>
RWF Reading and Writing Portfolio	82	<input type="text"/>	<input type="text"/>

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Comment:

3.01 Practical Literacy

Practical literacy

Your various literacies help you in every aspect of your life. Practical literacy is concerned with everyday tasks that you might encounter at school, in your personal and social lives as well as in your workplace. Practical literacy allows you to complete essential tasks more easily.

Consider this. If you are not literate in practical ways it is easier for people to take advantage of you and harder for you to defend yourself against injustices that may occur. When someone has well-developed practical literacy it means that they know what is going on around them and that they can deal more easily with any problems that might occur. Sometimes they might be said to have good common-sense.

By being literate you are empowered which can help you to get a better job, earn more income and, generally speaking, have a more enjoyable life.

"Sometimes I get confused with forms."



Preview Sample: Do Not Copy

Completing transactions

Using social and online media

Completing online applications

Filling out forms

Composing emails

Writing letters

Reading and using manuals

Interpreting visual signs

Leaving and taking messages

Fulfilling legal obligations.

Giving and following directions

Giving and following instructions

Dealing with the everyday

Sections 3&4 focus on two ways in which literacy helps us achieve very practical purposes in our everyday personal, social and working lives.

Section 3 deals with understanding and dealing with documentation and forms. Section 4 focuses on giving, receiving and executing instructions.

So how do you rate in these areas? Are you good at filling in forms? Can you read a manual? Can you follow verbal instructions? Try the quiz below and see for yourself.



Practical or not? A

- i. I am good at following instructions such as those that come with communication devices.
☐ agree ☐ 50/50 ☐ disagree
- ii. When I need to travel to somewhere unfamiliar I prefer to use a GPS.
☐ agree ☐ 50/50 ☐ disagree
- iii. I'm good at taking accurate phone messages for other people.
☐ agree ☐ 50/50 ☐ disagree
- iv. I get confused when people tell me too many things at a time.
☐ agree ☐ 50/50 ☐ disagree
- v. I quite often find it hard to fill out forms accurately and neatly.
☐ agree ☐ 50/50 ☐ disagree
- vi. If I can't find my friends I call them and get them to direct me to where they are.
☐ agree ☐ 50/50 ☐ disagree
- vii. I am good at taking notes when someone is speaking.
☐ agree ☐ 50/50 ☐ disagree
- viii. If people talk too quickly I cannot follow what they are saying.
☐ agree ☐ 50/50 ☐ disagree
- ix. I often can't easily work out what many visual signs are communicating.
☐ agree ☐ 50/50 ☐ disagree
- x. If someone is saying something unfamiliar my mind starts to wander or go blank.
☐ agree ☐ 50/50 ☐ disagree
- xi. I know 5 or fewer phone numbers by memory.
☐ agree ☐ 50/50 ☐ disagree
- xii. I write texts and emails that use good grammar and are easy to follow.
☐ agree ☐ 50/50 ☐ disagree

There is no scoring component to this quiz. Instead discuss the results as a class and say whether each question suggests someone with well-developed or not so well-developed practical literacy. Also discuss whether modern technological devices are making us more or less practically literate.



3.03 How's Your Form?

How's your form?

Forms are a big part of our everyday lives. In our society, you can't even get born without filling in a form. Of course expecting a person to be literate at that stage of life is a bit excessive, so it's left to the parents to do this task by registering a birth. However, many an over-excited new dad has been accused of getting a name 'wrong'.

At every important stage in a person's life (and many really irritatingly unimportant ones) more forms appear to clutter our lives, kitchen benches, drawers, gloveboxes and computer memory.

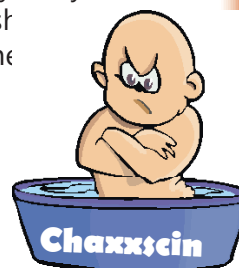
Some forms get lost down the back of the couch and never get filled in, getting you into all sorts of trouble. Other forms are impossible to understand and seem to be written in their own special language. Many official forms are required by government organisations and must be filled in exactly and precisely. Have any of you ever tried filling in a taxation return form without help?

2016 was a census year - what a whopper of a form that is - every four years; ask your parents about filling in that one! And for the first time the Australian census went online as a digital form - and that turned out well for the ABS didn't it? The ABS expected that about two out of every three people would use the online version; and the actual online response rate came in at 70%. And of course there were a few 'digital gremlins' or census night - but what were these? So what about the next census - how does 80% online sound?

Too (tired) and emotional?

- ⇒ Jamie and Jools Oliver have Petal Blossom Rainbow, Daisy Boo, Poppy Honey and Buddy Bear Maurice.
- ⇒ Beyoncé & Jay-Z have Blue Ivy.
- ⇒ And that media shy couple 'Kimye' started with North, oh we get it, North West!

Go online and see if you can find more 'bad' celebrity and non-celebrity baby names and share them with the class.



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A How's your form?

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List the forms you have had to fill in this year as part of your school enrolment, work placement or work experience or for your employment and taxation requirements.

Tip: Get blank copies of these forms and store these in plastic pockets for later use.

School forms	Work experience/employment/taxation

Formless and clueless B

Here are the names of some commonly used forms. Survey the class to find out if anyone knows what they are used for. Fill in the details in the space provided. Add three more common forms that you are aware of.

Form	Description
<i>Medicare form</i>	
<i>accident/incident report</i>	
<i>timesheet</i>	
<i>tax return</i>	
<i>expression of interest form</i>	
<i>leave form</i>	
<i>statutory declaration</i>	
<i>requisition form</i>	
<i>registration form</i>	
<i>death certificate</i>	

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3.05 How's Your Form?

C What's on a form?

- 1. List 20 items of information that you think you would be commonly asked for on forms.
- 2. Fill in the correct information. (Look at your forms from Activity 3.03A if you get stuck.)

What's commonly on a form?	
1	<div>Preview Sample: Do Not Copy</div>
2	
3	
4	
5	
6	
7	
8	
9	
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11	
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16	
17	
18	
19	
20	

Developing a form D

1. You are required to develop a hard-copy version of an application form. This form should be an application for potential members of a club or special interest group, or an information form associated with school/course enrolment or for a job application.
2. Use the space below to start to draft the layout, required information, fields and any other issues you need to consider.
3. Develop a final draft, make copies and then get some people to trial the form. Note any problems. If needed make changes to the form and then produce a final copy.
4. After you have finished, collect real examples of these types of forms, compare them and identify strengths and weaknesses in your form and these existing forms.
5. Use visual aids to give a report to the class on these forms, and suggest improvements.
6. If instructed, prepare a digital version of the forms using form-creating software such as Adobe Acrobat, Word or some other program.

Your teacher will instruct you if this task is to be completed individually, in pairs or groups.

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3.07 How's Your Form?

Why so important?

The main reason that forms are used is because they summarise important information in an easy to read format. Essentially, forms standardise information.

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. Forms might require personal, legal, financial, medical or some other types of information; or even all of these combined!

Consider the different types of information that might be required by an online auction site as compared to a patient information form. But they both still require due care.

What about if you get information wrong on your driver's license form or an insurance policy form? There might be serious ramifications!

Many forms require you to enter biodata. This is about you so you have to take responsibility for getting it right.

Biodata usually takes a standardised form and is the essential component of information collecting, organising and analysing.

Common biodata

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



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Image:
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Ron Chapple Studios/
Thinkstock

Why so important?

Whether you like it or not forms are an important part of your everyday life.

When you fill in a form the user can only rely on exactly what you have written. They cannot guess or infer anything. So if you have good reason for filling in the form then you should take due care.

You need to fill in a form as neatly and accurately as possible. Remember, if you make careless mistakes on a form it will make you look sloppy. The person reading the form can only rely on what you have written. They do not know you or your details and shouldn't have to work out what you are writing.

If you are completing an online application for a job that you want to get then you should ensure that you fill this in accurately. You should expect to devote a fair amount of time and effort into getting this form right. Many employers will also use how accurately you fill in a form as a test of your attention to detail. They might also use hard copy forms to assess your handwriting, neatness and grammar.

Imagine you are completing your weekly employment timesheet. You need to be very committed to accurately calculating, even down to the last minute, how many hours you had clocked up for the week. It's your money at stake.

And what about your responsibility in filling in allergies on medical and other forms? Ask your teacher about some of the potential issues surrounding anaphylactic shock.

Some forms are read by OCRs (optical character readers) that try to recognise and decipher your handwriting.

If your handwriting isn't clear then the OCR will make 'mistakes'. Most online forms are collated into database without human involvement. What you write is what they get!

Most forms require simple biodata. This is the basic information that identifies you and includes names, date of birth, address and contact numbers. This biodata can sometimes be referred to as demographic information.

Although you know your biodata backwards the person reading the form has no idea. So be careful not to take for granted that they can easily interpret and understand what you write.

When filling in forms you should aim to fill in biodata as quickly and accurately as you can. But check the form to make sure that you understand the questions.

So in summary, how well you complete a form is up to you because in essence, the form is usually about you anyway! So make sure that you read the instructions and that you take the time to fill in all the details as accurately as possible. Otherwise you might just end up with bad form.

Good form: Top tips

- ▶ Always read carefully and follow any instructions given.
- ▶ Many large organisations use OCRs to 'read' forms. OCRs cannot distinguish mistakes.
- ▶ Most online forms are collated through automation without human editing.
- ▶ You may be asked to place a tick or a cross in a box. Check which one.
- ▶ You will probably be asked to write or print neatly and clearly.
- ▶ You are likely to be asked to use a black ink pen.
- ▶ You may be asked to write in block letters. These are PRINTED CAPITAL LETTERS.
- ▶ Pencil is not only hard to read but can also be erased and changed!
- ▶ A form only 'says' what you put on it.



Age: "21"
 Build: "Slim"
 Hair: "Blonde"
 Dress sense: "Stylish"
 Lifestyle: "Active"
 Occupation: "Personal trainer!"

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3.09 How's Your Form?

A Biodata

Fill in this biodata as quickly as you can. (Check first to make sure that you understand the questions.)

PERMISSION FORM

Personal Details

Family Name

Other Names

Address

Suburb Postcode State

Date of Birth (DDMMYYYY)

Phone (BH) (AH)

(Mobile)

email address

Next of Kin

Family Name

Other Names

Address

Suburb Postcode State

Contact name/number in case of emergency

Relationship

Signed: Date:

If you are under 16 years of age, this form must be completed by a parent or guardian and when filled in correctly will be given a tick and signed by your teacher.

☐

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Sample:
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My friend Charlie Pettigrew is 16 and filled in the form by himself. (Notice that instruction?) This is what he did. Help poor Pettigrew to improve his form! Number and describe his errors.

e.g 1. He put his first name instead of his surname.

Preview
Sample:
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PERMISSION FORM

Personal Details

Family Name Charlie

Other Names Pettigrew

Address 23 Clutter Lane Filthville Z706

Suburb _____ Postcode _____ State _____

Date of Birth (DDMMYYYY) 01 01 2010

Phone (BH) _____ (AH) _____

(Mobile) _____

Email address charliea@coltsaid.com

Next of Kin _____

Family Name Mrs Pettigrew

Other Names Mum, Wifey, Gran

Address Same as mine

Suburb _____ Postcode _____ State _____

Contact name/number in case of emergency u can get her on my numbers and I'll
ask for the messager messager not mess

Relationship Yes, she's married to my dad

Signed: _____ Date: _____

If you are under 18 years old, this form must be completed by a parent or guardian and when filled in correctly will be given a tick and signed by you, please

☐ _____

3.11 Reporting Forms

Reporting 101

There are some times when forms are used to report on something that has happened. These kinds of form usually require a description of an incident or event. When describing an incident it is important to be accurate, clear and concise. These kinds of forms may be used as legal documents.

For example, a person might report on a situation of workplace bullying by filling in an incident report form. This form might then be used as supporting evidence to settle a legal case related to the bullying.

When reporting on an incident you will have a legal responsibility to be accurate and to tell the truth. This means not only telling the truth but also ensuring that you don't omit any important information that will distort the truth.

For example, telling the truth... *"I saw a person fall over in the dog food aisle".* But is this the whole truth? *"I saw this customer fall over after tripping over a can on the floor."* Now this is telling the whole truth.

In many cases you might need to have a witness attest to your form or you might sign a statutory declaration to support your statement. This means that you are providing a legally sworn statement.



"I confess, I bit the man in the hotdog van."

Types of report forms

- ⇒ incident report
- ⇒ accident report
- ⇒ injury report
- ⇒ police report
- ⇒ witness report
- ⇒ complaint report
- ⇒ condition report
- ⇒ inspection report

A Reporting forms

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- Match each of the situations below to the most suitable type of form listed above.
- As a class discuss your responsibility in each of these situations.

Situation	Most appropriate form
You see a car go through a red traffic light and knock a pedestrian over. The car drives away without stopping.	
A structural engineer is hired to check out the safety of a building prior to a client potentially buying it.	
A real estate agent lists in detail and puts in writing all the things wrong with a rental apartment.	
You have your mobile phone stolen from your pocket while you're shopping.	
A work experience student believes that they are the subject of bullying and harassment at work.	
Your grannie gets knocked down in J-Mart by a child pushing a tiny shopping cart.	
You experience rude and bad service and wish to let the company know about the situation.	

Incident forms B

1. Choose two of the following scenarios and fill out the accident/incident report form on the next page. (You should work in pairs to complete this activity.)

Situation 1

Biffa Blockhead, the school bully has got a little kid cornered in the schoolyard. Biffa is threatening to put the kid in the dumpster and to slam the lid shut. Biffa is also threatening to set the dumpster alight and is flicking her lighter. Past history would suggest that Biffa is capable of performing such an action.



Meanwhile, Lina Lightfoot tries to intervene and is knocked over by Biffa in the process, hits her head on a brick wall and is rendered unconscious. You have witnessed this whole incident and fill in an incident form.

Situation 2

You are doing a shift at Smart Mart when you see a customer losing control of their trolley in the soup section because of some spilled soup on the floor. The trolley crashes into a display of Hines Mighty Slurpy soup varieties and stops.

However, the customer keeps going and ends up head first in the trolley.

After management calls the first aid officer and offers the customer some free tins of soup) you fill in the incident report form.



Situation 3

On the way to class your teacher is being pursued by a student who doesn't know when to stop asking questions. Your teacher trips up the stairs, faceplants and their glasses fly off and smash and your teacher's books and materials are flung all over the stairs.

Immediately after the ambulance officials take your teacher away, you fill in an incident report form.



2. Go online and download and print out an example of each of the following forms.

- i. A TAFE course application form.
- ii. A hardcopy of a job application form.
- iii. A license or learner's application form.
- iv. A statutory declaration form.
- v. A WorkCover 'Incident Notification Form'.
- vi. A Tax File Number form.
- vii. A cat and dog registration form for your local council.
- viii. A personal loan application form.
- ix. A form of your own choice.
- x. another form of your own choice.



3.13 Reporting Forms

ACCIDENT/INCIDENT REPORT

INJURED/AFFECTED PERSON'S DETAILS

Family Name First Name

Address

Suburb Postcode State

Phone Date of Birth

DETAILS OF INJURY/INCIDENT

Day/date Time

Address

Exact location

Description of accident/incident

.....

.....

.....

(If needed attach and sign and date another sheet).

Comments by injured/harmed person

.....

.....

.....

FIRST-AID

Name of person giving aid/assistance

First-aid given/assistance given

.....

.....

Aid/assistance refused (if applicable).....

Signed (first-aid provider) Date:

Referred to of

(Ph) Does this person need follow-up? Yes No

INJURY/INCIDENT WITNESS

Witness name (Ph)

Name of person completing this form

Signed Date

Please return finished form to OH&S Officer, Jake La Mut, Bulding 17, 9999 9999

Preview
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ACCIDENT/INCIDENT REPORT

INJURED/AFFECTED PERSON'S DETAILS

Family Name First Name

Address

Suburb Postcode State

Phone Date of Birth

DETAILS OF INJURY/INCIDENT

Day/date Time

Address

Exact location

Description of accident/incident

.....

.....

(If needed attach and sign and date another sheet).

Comments by injured/harmed person

.....

.....

FIRST-AID

Name of person giving aid/assistance

First-aid given/assistance given

.....

.....

Aid/assistance refused (if applicable).....

Signed (first-aid provider) Date:

Referred to of

(Ph) Does this person need follow-up? Yes No

INJURY/INCIDENT WITNESS

Witness name (Ph)

Name of person completing this form

Signed Date

Please return finished form to OH&S Officer, Jake La Mut, Bulding 17, 9999 9999

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3.15 Online Forms

Online forms 101

As technology plays an ever-increasing part of our lives you are having to complete more and more forms online rather than on paper.

You may need to fill in an online form when applying for a job, applying for a course or when dealing with government authorities and agencies such as VicRoads and the ATO.

Many organisations also encourage you to enter online competitions and to sign up to special clubs, deals and sites.

Just like hard copy forms, online forms are used as an information gathering device, but there may be some significant differences.

Online forms

- ⇒ You might use an online form when you enter competitions, buy products, join groups or sites, sign up for updates, download software or apps as well as many other reasons.
- ⇒ Online forms usually place the information you have written directly into a text field.
- ⇒ Online forms cannot distinguish between correct and incorrect text answers.
- ⇒ Many businesses use online forms to gather personal information so as to better target online advertising.

⇒ Be very careful submitting personal information online. For more tips you should visit:
www.cybersmart.gov.au



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Data Fields

Very few online forms are still read 'old-style' by a person and then entered in a database. Most forms online form now enter data automatically into a database.

You have to ensure that you fill in the form accurately, including appropriate capital letters and spelling. And that goes for correct details for mailing addresses which are generated automatically.

Online forms may place limits and restrictions on the amount of characters you can enter, the format for entering numbers and dates and other information that might be restricted by drop-down lists.

This can sometimes be frustrating and cause you to have to go back and re-enter information. Sometimes hitting the back button on your browser means that you lose all information. Sometimes a browser freeze can cause a crash. Some people opt to use 'Autofill' to enter a lot of data quickly.

When using a tablet or mobile device for a form you have to enter information in a linear manner. This can cause frustration if there is a window hang or crash. Also many people disregard caps when using portable devices. This can make a job or course application look unprofessional. So make sure you enter information as you would expect it to be printed in hardcopy.

You must ensure that what you type in is accurate. For example the 'computer database' that reads your form cannot tell your first name from your second name.

Image: bloomua/
Depositphotos.com

"I'm only as 'smart';
as my user!"



Online forms are commonly used for...

applying for job opportunities

registering with agencies

dealing with government agencies

registering with organisations

joining groups, sites or clubs

applying for training courses

booking travel and accommodation

doing banking transactions

making online purchases

placing B2B orders

making online enquiries

entering competitions

joining online clubs

joining social networking sites

lodging complaints

developing online profiles

Preview
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Online forms A

List 3 online forms you have completed and outline the type of information you had to provide for each.

Online form	Information

3.17 Online Forms

Digital diligence

Many online sites that want you to sign up with them are trying to 'sell' you something. This is OK if you know what you're buying and exactly how much it will cost.

However, some of these companies have been criticised for using ambush marketing to entice young people and children to register, sign-up and use their services.

Some sites are illegally trying to extract personal information from you such as your credit card number or personal banking details. These e-crimes often involve 'phishing' and other dubious techniques and often result in you receiving a lot of spam emails. e.g. They might try to get you to fill in a form on a 'look-alike' website, such as a close copy of a bank website, so that they can extract information.



Social networking privacy and safety

One of the most enjoyable aspects of the internet is social networking. It's fun and easy to connect with people locally and around the world.

But be careful. There are a growing number of examples of people being caught-out by their online presence or digital footprint.

Facebook has come under attack a number of times for changes to its default privacy settings and ended up ditching some of these changes.





You must also protect your online safety. The information you enter into social networking sites can be seen by anyone capable of accessing it, and if copied it can also


remain as a digital imprint on the internet forever. Consider your privacy settings very carefully and do not disclose personal information such as your age, address or phone number.

Be wary of people asking for personal information. Would you give your personal details to any stranger you meet out in public? People online are often not what they pretend or appear to be. There are shocking cases of people creating false social networking identities to lure unsuspecting people, as highlighted by the tragic death of an 18 year old NSW girl in 2010.

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Digital disasters

-  Embarrassing or critical emails being forwarded to the 'wrong' people.
-  Potential employers rejecting someone as a result of their online profiles.
-  Tagged photos/videos showing people in embarrassing and out-of-context situations.
-  People posting selfies in public or living it up when they are having a sickie.
-  Nasty comments that can be retrieved from online forums (and many years later).
-  Employees being sacked for criticising their employers on Twitter and other sites.

Search online for examples of these and discuss them in class. 

Job applications

The preferred type of job application format will vary based on the type of job, the level of formality required, the complexity of the position and the size of the organisation.

Organisations are increasingly using online platforms for job application processes. Online applications generally use a template and often have character limits for fields. You must complete the application step-by-step; just like filling out a form.

The employer or hirer will ask you to enter basic demographic information about yourself. They will also ask for your general information, skills, experience etc., as well as examples of these related to the position. You will need to complete all sections. There might even be a (timed) test component!

You should pre-prepare all your answers in a program such as Word and edit, spellcheck and review for character length. Then when you've had this checked, copy and paste your information into the appropriate sections of the online form. Use a computer rather than a tablet device – a computer is better for setting out, editing and cutting and pasting. This will make it easier to navigate back and forth and will help avoid browser hangs or crashes or shutdowns which might cause you to have to start all over again.

If you are submitting via an online application portal you might be asked to include an equivalent statement that is similar to a brief cover letter or application letter. The length of this will depend upon the size of the field box in which you have to type. Alternatively, an online application might ask you to provide the usual information expected of an application letter, but in one 3–4 field such as; why you want the job, your skills, your qualifications and your previous experience in a similar role.



Image: adrian825/iStock/Thinkstock

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Online applications B

Locate and try online applications related to the type of career pathway or course you might like to apply for now or in the future. Record important information below.

Online application	Information
Job	
Course	

3.19 Digital Alibis

The dog ate my homework

In the old days, students were known to blame their missing homework on their hungry puppy but now in the digital age, we know better. Now we realise that all along, it must have been aliens kidnapping students' homework. Scary!

People have always found ways of blaming others for what they do or don't do. More frequently, people are wanting to have it both ways - they let their computers autocorrect for them but don't want to take responsibility when the poor old computer gets it wrong! So we urge you - ditch the alibis and be the human in the relationship - and train your darn computer, don't let it train you!

And remember - you can live without a computer but a computer can't live without you.

Image: youloveben/Depositphotos.com



"He, he , he... they always blame the dog!"

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A Digital Alibis



1. For each of the following alibis, predict what a teacher would or should do or say in response. Then think of an appropriate punishment.

Situation	Teacher's response	Suitable punishment
It's on my laptop - it's too heavy to bring!		
I can't find my photo of the notes!		
The computer lost my assignment!		
But I sent it to you!		
I accidentally deleted my draft!		
It's on my phone/iPad/laptop ... at home.		

Situation	Teacher's response	Suitable punishment
My battery's dead!		
The computer changed the spelling!		
My friend/cousin/brother borrowed my computer and it had all my work on it!		
I can't open the file!		
I sent you my Numeracy homework by mistake!		
The formatting got lost when I saved it into Word.	<h1>Preview Sample: Do Not Copy</h1>	
Here's a screenshot of the title. You must have lost my homework!		
I kept sending it to you but it just went to my out box.		
Hey Miss/Sir - Did I do my homework?		

- Rate the popularity of each alibi among your class-members.
- Rate the effectiveness of each alibi.
- Add any other popular or common digital alibis you have come across. Award a prize for the:
 - ☐ most common
 - ☐ most convincing
 - ☐ most desperate
 - ☐ most transparent alibi
- How would you feel in the following situations?
 - ☹ Your boss 'lost' your timesheet.
 - ☹ Your boss couldn't tell you your roster for next week because their battery was dead.
 - ☹ Your friend missed your birthday because they didn't 'get' your Facebook invite.
 - ☹ Your teacher couldn't open your email request for a work reference because their computer kept crashing.
 - ☹ A potential employer couldn't open your CV attachment in a job application.



3.21 Assessment Task

AT3 Online forms, scams and safety

This task involves a number of components. Your teacher will inform you which ones you have to complete (tick these on the pro-forma opposite), whether you will work in pairs or groups, as well as any timelines associated with the tasks.

Part A: Online forms



1. Go online and fill in an online form.
2. You might apply for a job at Woolworths, Coles or McDonald's or some other firm or you might register with MEGT or Apprenticeships Australia or some other employment-related agency. You might even register as a student member of a not-for-profit organisation. DO NOT REGISTER FOR A COMMERCIAL SITE THAT INVOLVES SO-CALLED 'FREE' DOWNLOADS!!
3. Print out the registration form and analyse how user-friendly it is, or isn't.
4. Design an online registration form for a club or service that interests you. (e.g. To join your local sporting community or hobby club i.e. activity 3.06D).

Part B: Online Scams



1. Visit the sites:
www.scamwatch.gov.au or www.scambuster.org or
www.scopes.org
2. Find out the meaning of phishing. Explain this with an example.
3. In pairs investigate a different online scam. Report to the class on this scam. (Each pair is to pick a different scam.)

Part C: Online Safety



1. Identify any potential privacy or personal safety issues that might be associated with filling in an online form such as in *Part A*.
2. Suggest strategies to effectively deal with these issues.
3. Explain why people, and especially young people, should be careful when filling in online forms and joining online sites and communities.
4. Develop a list that summarises the main issues related to online safety for young people.
5. Use this list to develop a resource that concisely provides tips for online safety for young people. Design this resource as a poster, fact-sheet, webpage, video, advertisement or in some other format that combines both written and visual components.



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Name(s):

Key dates:

Tasks - AT3: Online forms, scams and safety

Re-
quired

Due by

Done

Teacher
initials

Part A: Online forms

1. Source an online form.



2. Complete and print/save the online form.



3. Design an online form.



4. Prepare a summary report of your findings.



⇒ Present draft to your teacher for review and feedback.



Part B: Online scams

1. Visit scam alert sites.



2. Research phishing with examples.



3. Investigate an online scam.



4. Prepare a summary report of your findings.



⇒ Present draft to your teacher for review and feedback.



Part C: Online safety

1. Identify privacy issue with the online form.



2. Outline strategies to deal with privacy issues.



3. Explanation related to being careful online.



4. Summarise main issues of online safety.



5. Develop online safety resource.



⇒ Present draft to your teacher for review and feedback.



Additional information:

Signed: _____

Date: _____

3.23 Reading and Writing Portfolio

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

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Practical Literacy: Instructions - Being Heard

4

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Activities 4: Instructions - Being Heard	p.	Due date/Done?	Comment
4.02A Communicating effectively	85	<input type="checkbox"/>	
4.04B Bad communication!	87	<input type="checkbox"/>	
4.06A Non-verbal communication	89	<input type="checkbox"/>	
4.07B Non-verbal communication signals	90	<input type="checkbox"/>	
4.08C Reading non-verbal communication	91	<input type="checkbox"/>	
4.09D Cross-cultural issues	92	<input type="checkbox"/>	
4.10E Communicating non-verbally	93	<input type="checkbox"/>	
4.11A What can I do?	94	<input type="checkbox"/>	
4.13B Instructing others	96	<input type="checkbox"/>	
4.14C Park it, park it real good	97-98	<input type="checkbox"/>	
AT4i Trust in me	99-101	<input type="checkbox"/>	
AT4ii Team challenge: Good instructions	102-105	<input type="checkbox"/>	
4.23 Self-Reflection	106	<input type="checkbox"/>	

Comment:

4.01 Effective Communication

Effective communication

Effective communication is a key to having positive interactions and relationships with other people. So it is vital that you develop your skills of communication in order to function as an effective member of society. This also means that you need to develop in each of those different areas of literacy.

Effective communication is achieved when a sender of a message interacts with, and receives feedback from, the receiver.



In order to deliver an effective communication message, regardless of whether it is verbal, written, electronic or in some other form, you must imagine how the message will be received from the point-of-view of the receiver.

Put yourself in their shoes. Will they want to 'get' the message and will they be able to 'get' the message? Always, always, always tailor the message to suit the audience.

There are many common communication mistakes that can be easily avoided. Some of these are listed below.

Effective communication

When you are planning to communicate any key message you should consider the following four questions.

1. What are you going to 'say'?
2. How are you going to 'say' it?
3. How will you ensure that the way you 'say' it will be suitable and effective?
4. How will you check that what you've 'said' has been received, understood and acted upon?

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Communicating effectively A

1. Create a 4-panel storyboard using images and text that shows **bad** communication occurring.

i.	ii.
iii.	iv.

2. Create a 4-panel storyboard using images and text that shows **good** communication occurring.

i.	ii.
iii.	iv.

2. Create or source an image, and use text, to show both good and bad workplace communication occurring.

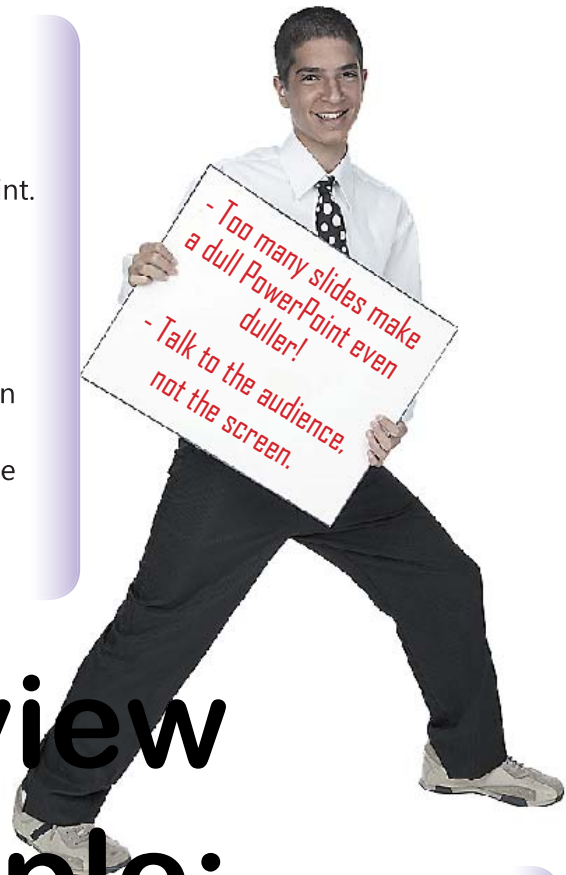
Good	Bad
------	-----

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4.03 Effective Communication

PowerPoint presentations - Do!

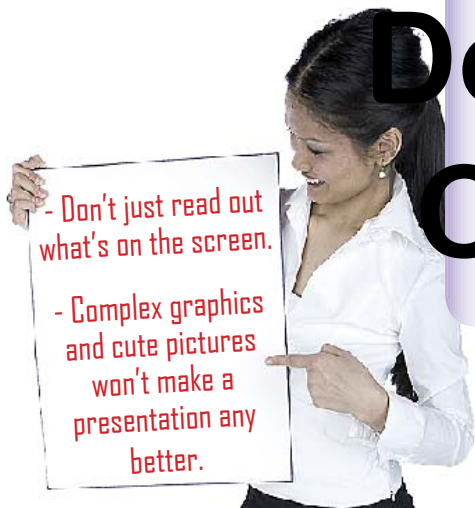
- ☺ Use a big font.
- ☺ Include only 3-4 main points on each slide.
- ☺ Try for no more than 10 words for each point.
- ☺ Limit the total slides; 10-15 is plenty.
- ☺ Use appropriate visuals with suitable resolution.
- ☺ Use a high contrast, colour template.
- ☺ Time each slide and the overall presentation to suit the audience.
- ☺ Make the audience focus on you, not on the slides.
- ☺ Have a printed back-up, just in case.



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PowerPoint presentations - Don't!

- ☹ Use fancy transitions or distracting animations.
- ☹ Use fancy fonts.
- ☹ Use text that is too small or crowded.
- ☹ Just read out what is on the slide.
- ☹ Jump from slide to slide too quickly or too slowly.
- ☹ Let your PowerPoint slides cause the presentation to go for too long.



PowerPoint presentations - Be prepared!

- 👍 Make sure your version of PP will work on the computer or device you are using.
- 👍 Can your device 'talk' to the computer or projector?
- 👍 Always have a timed run-through before your real presentation.
- 👍 Arrive early, there are often problems with the computer & projector.
- 👍 Use a good quality memory stick and have a back-up.
- 👍 Some networks won't allow new USB sticks to be installed.

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Bad communication! B

Making the boring even more boring!

The students were really looking forward to being introduced to their new iPads and finding out what they would be able to do with them. Cyril and Aphrodite were just about jumping out of their skins with anticipation. They could see the iPads, stacked neatly, waiting for distribution. First, Miss Sowerbutt was going to give a brief Keynote presentation, just to get them started.

She had lots of lovely pictures of the iPads; they looked exactly like the ones that the students would soon possess. The pictures were accompanied by some words that described the amazing things that the iPad could do, and just in case the students couldn't read, or were resting their eyes, Miss Sowerbutt said all of the words on the slides.

Because all the students knew what Miss Sowerbutt looked like, they

didn't mind her turning her back on them to read from the slides. In fact, this gave them a chance to pass notes to each other and send the odd text.

Miss Sowerbutt was having a lot of fun transforming her dot points into different fonts and demonstrating how she could animate graphics as well as changing the colour contrasts so that it made our eyes go funny. It certainly did look cool and it was nice to see Miss Sowerbutt so happy and distracted from picking on kids. The teacher really did have a lot of slides and features to demonstrate. She pointed out that if she'd delivered the presentation 'old-school', and distributed it to all the students, she'd be personally responsible for killing four trees! Even so, she kept the text really small to pack even more vital information in. I'm not sure what happened after that, but when I woke up, everyone was gone; the students, the teacher and my new iPad!

Make a list of the things that Miss Sowerbutt did wrong. How could she have improved her use of technology and made her communication MORE effective?

Examples of bad communication...	Strategies for improvement...

4.05 Non-Verbal Communication

Non-verbal communication

Human beings don't just communicate by using words. They also interact without spoken language. This is properly known as non-verbal communication or sometimes as 'body language'.

Some expert commentators on this form of human behaviour claim that only 7% of communicating comes from using words! This may seem to be a very extreme estimate, but it does suggest that non-verbal communication has an important role in conveying meaning.

One important feature of non-verbal communication is that it is often not done consciously. We usually learn the rules of non-verbal communication and what is appropriate for our culture and our age-group innately.

People usually pay less attention to what someone is saying and more attention to how they are saying it!

When you gave your oral presentation, eye contact and appropriate gestures were obviously important, as too was your posture. If you had stood with your arms folded and your head down, you would have sent a particular message to the audience about how you felt about the task, them, and even yourself.

🧠 In work-related situations, non-verbal communication can reveal a person's attitude about their job to their customers, to their co-workers and to their boss. So what does your non-verbal communication say about your attitude?

Non-verbal communication

gestures

eye contact

facial expressions

touch and interaction

distance/proximity

physical orientation

stance and bearing

adornment

posture



Emoji

Emoji's (from the Japanese to mean picture + character) have fast become a way for people to communicate digital emotions.

But did you know that Australia's former Foreign Minister, Julie Bishop is a big user of Emojis? Go online and check this out.

Julie Bishop is well respected on both sides of Parliament and internationally for her diplomatic skills (and feared for her death stare)!

How about you; do you use or overuse Emojis? And are they just another one of many passing digital fads, which by the time you read this, have become too old-school to even consider using? Or are they here to stay?

And would you use emojis in a work situation? Why/why not? 🧠

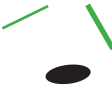


Non-verbal communication A

- Pick 6 of the aspects of non-verbal communication listed in the diagram opposite and explain what this behaviour might convey.

e.g. posture Standing with your arms folded might mean that you are closed, angry or perhaps just cold.		

Preview

- Cartoonists are experts at conveying non-verbal communication with just a few pencil marks. Describe the non-verbal states suggested by each of these. Draw and describe 4 of your own.

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- Emoticons were developed to succinctly visualise emotional states. Describe the non-verbal states suggested by each of these. Draw and describe 4 more of your own. Draw the emoji image that people tend to use on phones and other devices.


: -)	: - (: - o	: @
o / o	: &	\ o /	: - #

4.07 Non-Verbal Communication

B Non-verbal communication signals

- Research and outline the commonly accepted meanings of common non-verbal gestures. Use the internet, children (they can't hide their physical signs), teenagers talking to peers compared to talking with older people, television presenters, 'real-life' TV shows (i.e. people dealing with customs, police, etc.), politicians, actors and others.
- Find or create images/video of these. Share the images with the class.
- Discuss whether these non-verbal signals are universal across different age groups, genders, and cultures. Why or why not?
- Discuss how you could improve your own non-verbal communication.



Arms folded across chest. 	Hand over heart when speaking.	Pointing and beating finger when making a point.
Open hands/palms up.	Standing upright with hands folded across back of the head.	Standing - with toe pointing towards someone.
Someone tapping their feet when listening.	Leaning back in chair while listening.	Hand over their mouth while you are talking.
Rubbing the back of their neck.	Standing with clenched fists.	Standing too close when talking.
Rubbing hands together.	Not looking in the eyes during conversation.	Texting while you are talking to someone else.

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Sample:
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Reading non-verbal communication C

1. Describe what appears to be going on in each of these scenarios. List any non-verbal cues you used to help you work this out. Add and describe 1 image of your own.
2. Describe the different 'emotional' states shown in these varied facial expressions.

i.



ii.



iii.



iv.

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2.



Image: Szepi/iStock/Thinkstock

4.09 Non-Verbal Communication

Cross-cultural issues

We live in a culturally diverse society and that diversity is reflected in personal, social and work-related situations. It is vital that you have well-developed communication skills to both recognise and deal with cultural diversity.

Cultural differences are not always apparent on the surface. But diversity can lead to communication issues related to language proficiency, cultural values, use of local or generational colloquialisms (slang) and other issues. There are also other potential issues surrounding the use (and overuse) of modern ICT devices.

Cultural diversity can also manifest in the ways that different cultures use non-verbal communication. Certain physical mannerisms and signs may mean different things to different people. There are also potential issues surrounding touch, physical proximity, eye contact and many other non-verbal gestures. You can quickly offend or be offended, without either party realising they have crossed a cultural boundary!

This is an area you should really consider researching more thoroughly. Your teacher will give you more direction on effective cross-cultural communication.

Cultural Diversity

Cultural diversity may occur due to differences (and similarities) based on:

- ⇒ gender
- ⇒ race
- ⇒ age
- ⇒ religion
- ⇒ language
- ⇒ sexuality
- ⇒ ethnic background
- ⇒ disability
- ⇒ family status
- ⇒ political beliefs

Image: moodboard/
moodboard/Thinkstock



D Cross-cultural issues

Choose 2 different cross-cultural ‘groups’ that you are likely to encounter. Research online to develop a brief list of do’s and don’ts relating to cross-cultural issues and communication.

i.			ii.				
Do		Don’t		Do		Don’t	

Communicating non-verbally E

1. Watch a video clip of a musical performing 'artist' with the sound turned down. Note all the non-verbal gestures and cues that are used by the performers in this clip. Are any of these the types of moves you would expect of this genre, i.e. clichés and are any dated?



Performer: _____ Song: _____ Year: _____



**Preview
Sample:
Do Not
Copy**

2. Now watch a muted video clip from a different musical era. This could even be the 1920's! Once again note all the non-verbal gestures and cues that are used by the performers in this clip. Are any of these the types of moves you would expect of this genre, i.e. clichés, and are any dated or still relevant?

Performer: _____ Song: _____ Year: _____



3. You are required to form into pairs. Your teacher will give you a scenario that you have to communicate to your partner without using words. You must perform this in front of the class. As a class discuss the non-verbal gestures and cues that were used.

4.11 Instructions

Getting things done

There are so many things you have to do just to get through each day. Most of these things are so routine that you probably pay little attention to them.

For example, to get to school you might take public transport, or walk or ride your bike in a particular direction, or someone might drive you.

In order to successfully perform tasks such as these there is a lot of stuff you need to know. Things such as road and traffic systems, travel times, directions, timetables, distances and other details that help you make a successful and safe journey.

Once at school there are a whole new set of guidelines and procedures that govern the things you have to do. These include how the day is organised, the various rules and responsibilities of your educational institution and also the things you need to do in order to successfully complete your course.

All of these things seem natural because you have learnt about them over time, but they are actually not natural, you have had to learn them. So what have you done today?



“Where’d y’say the party is? Turn right, then cross, and around the corner, then left by the statue...Dude I think I’ll just use my GPS!”

Preview
Sample:
Do Not

A What can I do?

- 1. Use the table below to list 5 complex tasks you have done today.
- 2. For each task you need to outline how long you have been able to do this task.
- 3. For each task you also need to describe how you learned this task and from whom.

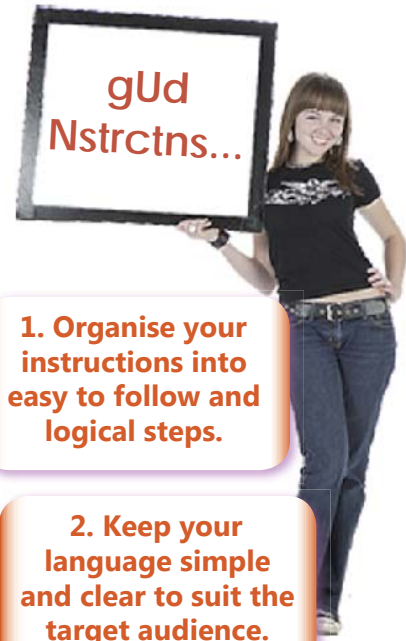
Tasks I have done competently today.	How long have I been doing this task?	How did I learn to do this task & who taught me?

Instructions

Most basic learning comes from imitation and following instructions. Many of these instructions are informal and given as advice and help.

Some instructions are written, some may be verbal and some may be visual. Many instructions use a combination of each of these formats.

So have a think about which type of instructions you prefer. Why so? And while you're at it, how about discussing some of the terrible instructions that accompany modern communication devices?



Good instructions

When creating a set of instructions you need to bear in mind that the person to whom you are giving instructions might have special needs. For example they might be:

- ☹ from a different age group
- ☹ from a different gender
- ☹ from a different language or cultural background
- ☹ might have a physical or learning disability
- ☹ might be from a different educational level
- ☹ more or less experienced in this area
- ☹ more or less technically competent.

You have to anticipate how any of these factors might alter the way you give your instructions. You will need to consider the words you use, the number of steps, the assumed level of skills and knowledge, how fast you speak and even the volume at which you speak.

You will also need to consider the situation a person will be in when following the instructions. Will they be sitting, standing, moving or travelling in a vehicle? Will they have their hands-free, be dealing with customers, delivering a baby or even defusing a bomb!

Preview
Sample:
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Copy

Giving instructions

- ☐ Use short sentences with one instruction per sentence.
- ☐ Eliminate or translate technical terms and jargon.
- ☐ Use accessible language that is easy to follow.
- ☐ Read the instructions as an eight and an eighty year old would.
- ☐ Consider whether a picture, diagram or visual aid would do a better job.
- ☐ Are the instructions legible and easily able to be seen or heard?

LIT
SUPER
SKILLS

4.13 Instructions

B Instructing others



The task: Organise into teams of 3-4. Your team will choose one of the tasks listed below. Each task-group will have a different task to work with.

- ☐ How to use an iPad.
- ☐ How to change a car tyre.
- ☐ How to teach a senior to send a text message.
- ☐ How to pitch a tent.
- ☐ How to change a nappy.
- ☐ How to bake a banana cake or to make a pizza.



1. Your task-group has 15 minutes to work out how to best instruct someone how to perform the task. Use your workbooks to make notes, diagrams, steps - whatever your team decides.
2. The class will now reorganise into totally new groups. These new groups will consist of a student from each of the task-groups.
3. Take turns giving instructions to your new group members, who will take notes of what they're told.
4. Return to your original task-group. Compare the effectiveness of the instructions. Which were the best? Which were not so good? Was this the fault of the giver or the receiver?
5. As a group discuss and list below the things that you think are necessary for instructions to be effective. Share and discuss these with the entire class.

Preview
Sample:

Notes/ideas/discussion
Do Not
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Park it, park it real good C

Look at the following 3 texts about parallel parking.

- i. **How to parallel park**
- ii. **Dear Sir/Madam**
- iii. **Parallel Parking: An Applied Learning task.**

They all approach the subject from a different view-point and have different purposes.

In your workbooks complete the following questions.

1. What is the purpose of each text?
2. What techniques does the writer use to achieve their purpose?
3. How does each text differ?
4. How successful do you think the text is at achieving it's purpose?
5. What could the writer do to improve their text?
6. Have a go at creating your own 'text' instructing about parallel parking. What else could you include to make your text more usable and effective?

Image: drogatnev/
Depositphotos.com



Preview
Sample:
Do Not
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i. **How to parallel park**

Successful parallel parking depends on good spatial skills, good visual acuity and good luck. In a driving test it is essential to successfully parallel park before you are even allowed out on the road. So follow these tips to become familiar with the mechanics of this manoeuvre.

First, pull up alongside the car you want to park behind with about a metre between it and your car and indicate left. Next, while stationary, turn your steering wheel until it is fully locked to the left. Checking that there are no pedestrians crossing behind or cars approaching, start reversing slowly while maintaining the locked steering wheel. This will bring you into a diagonal.

Now, turn your steering wheel fully to the right, while reversing slowly into place. Finally, adjust your position in the space until you are in the centre.

4.15 Instructions

ii. Dear Sir/Madam

I am writing to dispute a fine that I received for 'parking outside a designated parking space'. In doing this, I appeal to your sense of reasonableness and good judgement. On April 1 of this year, I was forced to parallel park outside Fits 'n Bits Auto, Bingle CBD. This was because there are insufficient parking spaces in the car park attached to this store. As you would be aware, parallel parking is extremely difficult and Bingle High Street is very busy with commercial vehicles, passenger vehicles and pedestrians. On the day the fine was issued, the traffic was very dense. I had to drive round the block three times just to find a space. As I am sure you would understand, I had no option but to park with some haste as I was holding up traffic. As it was school finishing time, I had to be extra careful to avoid children who tend to walk behind reversing cars. In addition, I believe that the space I was attempting to navigate into is towards the smaller range of parking spots available in Bingle. Compounding this issue, the car in front of me was out, making it impossible for me to park straight. As a result of all of the above factors, apparently my vehicle was not optimally positioned within the marked space.

I believe that under the circumstances, I did my best to park well. Given this, I am confident that you will see fit to comply with discretionary powers and hereby waive the \$142 fine.

Your respectfully,

Rev. Ca Hoon

P.S My purpose in visiting Fits 'n Bits on this occasion was to collect some rust inhibitor for an unwell parishioner. Both the parishioner and her 1974 Valiant Ranger were in dire need of assistance.

iii. Parallel Parking: An Applied Learning task

1. Find out the dimensions of a typical parallel parking space in your area.
2. Next, find out the dimensions of typical small, medium and large passenger vehicles and a variety of commercial vehicles (small vans and utes).
3. Working in groups, choose one vehicle size per group (or create a 'lucky dip' to select a vehicle).
4. Map out a rectangular shape that corresponds to the size of the chosen vehicle (you might construct a light frame or cut out the shape from a semi-rigid flat material).
5. Work in teams. One team should guide the other team precisely to navigate their 'vehicle' into the car park safely.
6. You have three shots to 'park' the vehicle safely and accurately following only the directions given.

Debrief:

- a. Evaluate the success of the activity.
- b. Evaluate the success of the steps in the instructions.
- c. Did you have trouble following any of them?
- d. How could you change the steps to improve the usability of the instructions?



1. The task

Working in teams, you are to construct an obstacle course to be navigated by a blindfolded person.

- The obstacle course must include five obstacles and cover at least 40m².
- These obstacles should be things that need to be stepped over or avoided.
- Your obstacle course must require changes of direction.
- You must make a sketch of your obstacle course prior to assembling it.
- You must ensure that the person who is going to navigate the obstacle course does not see the course prior to them being blindfolded. So you might construct your course in an environment away from your normal classroom. Consult your teacher.

2. Safety in designing the obstacle course

IMPORTANT: DO NOT USE DANGEROUS OBSTACLES. AVOID USING ANY OBSTACLES WITH HARD SURFACES AND SHARP AND POINTY EDGES.

- You must get your teacher to approve your obstacle course prior to commencing the next stage.

3. Carrying out the task

- After completing your obstacle course and gaining teacher approval you must write clear instructions.
- These instructions are going to be read aloud to the blindfold person so that they can safely get from start to finish in one piece without being traumatised or subjected to undue risk.
- When it is time to begin, one person from your group should visit another group and select a 'captor'. This person should then be blindfolded when near the obstacle course and led carefully from there.
- While completing the course, the blindfolded person will be provided with an escort for safety. It is the escort's responsibility to protect the blindfolded person but they must not intervene or give instructions unless there is a safety issue. If they have to intervene then the course has not been completed successfully and the 'captor' must start again.
- Rank teams based on time taken to complete their instructions.
- Repeat the task giving all students a chance to participate as a captor and a guide.

4. Reporting on the task: Prepare a report that covers the following.

- | | |
|---|--|
| i. Outlines your roles in the activity. | vi. Suggests 3 improvement strategies. |
| ii. Describes what you did well. | vii. Summarises the steps needed to create good instructions. |
| iii. Describes what you didn't do so well. | viii. Summarises advice that should be followed to communicate instructions. |
| iv. Evaluates which tasks participants did best at. | |
| v. Evaluates which tasks participants need to improve on. | |

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4.17 Assessment Task

Plan/draft/sketch your obstacle course here

**Preview
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Name(s):				
Location:		Key dates:		
Tasks - AT4i: Trust in me	Re- quired	Due by	Done	Teacher initials
Stage 1: Planning the course				
1. Plan you obstacle course.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Design your obstacle course.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Assess for safety.	<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"/>
⇒ Present drafts to your teacher for review and feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Stage 2: Navigating the course				
1. Write your instructions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Choose captor and escort.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Complete the obstacle course as a 'captor'.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Complete your role as a 'guide'.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Rank teams based on time.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Stage 3: Reporting on the outcome				
1. Outline and describe your role in the activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Evaluate the performance of participants.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Suggest improvement strategies.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Summarise advice for effective instructions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Finalise your information and incorporate feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Prepare/submit final written report in suitable format.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Give presentation report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Additional information:				
Signed: _____ Date: _____				

4.19 Assessment Task

AT4ii Team challenge: Good instructions



The task: Working in groups of four the aim is to develop and deliver the most effective message within the allotted time

1. Choose one of the 'How tos' from 4.13B or some other task (think Ikea)!

List this here: How to _____

2. Each group member must give instructions for the same 'How To' but must use different media. Choose from:

- ⇒ verbal/oral
- ⇒ showing/demonstrating without speaking
- ⇒ written
- ⇒ visual/graphic
- ⇒ SMS.

'Rock off' to allocate media if you can't agree within your group.

3. Your teacher will instruct you to either:

- ⇒ pair up with another group to do the task. For each person will give instructions to one person from the other group or
- ⇒ make a presentation to the whole class.

Someone is going to time each presentation. Some of you might even video these.

4. Discussion questions (Use the boxes on pp.94-95 to make notes)

- i. Outline the methods which were, in your opinion, most effective at delivering the message.
- ii. What are the relative merits of each mode of delivering information?
- iii. What features made some modes better than others?
- iv. How effectively did you deliver your message? Explain.
- v. Are you surprised at which method works best to deliver this kind of information? Is this what you would have thought? Why/why not?



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Add any other important information here.

Name(s):					
'How to' topic					
Tasks - AT4ii: Team challenge: Good instructions	Re- quired	Due by	Done	Teacher initials	
Stage 1: 'How to' instructions					
My media is: _____	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
1. Research the topic.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
2. Draft my instructions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
3. Communicate my instructions.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
⇒ Present drafts to your teacher for review and feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Stage 2: Discussion questions					
1. Outline the effectiveness of the methods.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
2. Discuss relative merits of each communication mode.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
3. Assess effectiveness of my own communication.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
4. Comment on the best way to deliver information.	<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"/>	
⇒ Present drafts to your teacher for review and feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Stage 3: Preparing a report					
1. Finalise your information and incorporate feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
2. Prepare/submit final written report in suitable format.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
3. Give presentation report to the class (if required).	<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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4.21 Assessment Task

Discussion 1: Most effective methods

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Discussion 2: Relative merits

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Discussion 3: Features

Discussion 4: My effectiveness

**Preview
Sample:
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Discussion 5: Expectations

4.23 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: _____

Knowledge: Cutting Through

5

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Activities 5: Cutting Through	p.	Due date/Done?	Comment
5.01A Information sources	108	<input type="text"/>	<input type="text"/>
5.02B So what do you know? 1	109	<input type="text"/>	<input type="text"/>
5.02C So what do you know? 2	109	<input type="text"/>	<input type="text"/>
5.03A Khandee's chocolate dilemma	110-111	<input type="text"/>	<input type="text"/>
5.06B Web - real or not?	113	<input type="text"/>	<input type="text"/>
5.07A Researching a claim	114	<input type="text"/>	<input type="text"/>
5.08B 9 out of 10 nutritionists...	115	<input type="text"/>	<input type="text"/>
5.10A Using statistics creatively	117	<input type="text"/>	<input type="text"/>
5.11B Find the evidence	118	<input type="text"/>	<input type="text"/>
5.12C Dodgy numbers	119	<input type="text"/>	<input type="text"/>
5.13A The new car blues	120-121	<input type="text"/>	<input type="text"/>
AT5 Research Challenge	122-123	<input type="text"/>	<input type="text"/>
RWF Reading and Writing Portfolio	124	<input type="text"/>	<input type="text"/>

Comment:

5.01 Knowledge is Power

Knowing stuff 101

It's official. People who know stuff are more powerful! Well that doesn't sound very sophisticated so let's change it a little.

Those who have a greater breadth and depth of knowledge and understanding are more likely to gain better jobs, to earn more income and to have more of a say in decision-making.

Knowledge creates power, that's why we learn. Having knowledge allows us to analyse, to make decisions and to solve problems. This makes us much more literate and able to deal more successfully with life's issues.

However, just remember that knowing is one thing, knowing why is another and knowing how to use this knowledge is another thing again. Smart people know how to turn knowledge into skills. They have know-how!



Preview

A Information sources



Listed below are some major information sources that you might use to build your knowledge. For each one list two different types of information that you use this source for. Add three more information sources of your own.

Source	What information do you mainly seek?
google	
friends	
social media	
TV	
radio	
magazines	
newspapers	

So what do you know? B

Have a go at this quiz below. 7 out of 7 will show that you have a lot of knowledge.

- i. For how long did the Hundred Years War last?
- ii. After which animal is the Canary Islands named?
- iii. From which country do Chinese Gooseberries originate?
- iv. What is the usual colour of a black box in an aeroplane?
- v. Who owns Dick Smith Electronics?
- vi. From what colour material is a greenhouse most commonly made?
- vii. From which animal is a cummerbund's fibres usually sourced?



So how did you go? Form pairs and look up the answers online.
Discuss the results as a class.



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So what do you know? 2 C

Now that you are bit wiser have a go at this quiz. You should do better this time! Let's make it short and also easier by using multiple choice.

- i. For how long did the Thirty Years War last?
a. 28 b. 30
- ii. Who is thought to be the real writer of Shakespeare's Macbeth?
a. Shakespeare b. Sir Francis Bacon
- iii. If you have 9 apples and you take away five how many do you have?
a. 4 b. 5
- iv. Vulcanology is the study of what?
a. Star Trek b. volcanoes
- v. What is the true colour of an egg yolk really closest to just before it is cracked?
a. white b. yellow



5.03 Researching Information

Information 101

When collecting information there are a number of sources that can be useful. You can research using existing research in books, other reports and from selected internet sites.

You might look at statistical information from a range of sources. This is called quantitative information, i.e. quantity = numerical. You could also use survey results based on your own collection of information.

But how can you know when to trust a source of information? It is true that all source material is not equally good. So, how can you distinguish the sound and the solid from the fake and the phoney?



**"Don't ask me dude,
I have information
overload!"**

A Khandee's chocolate dilemma



Khandee is writing a report about chocolate. There are a lot of misconceptions about chocolate and she wants to set the truth once and for all. Khandee has already found out quite a bit of information from a number of different sources. But what is she to believe?

1. As a class, discuss each of the 'facts' that Khandee has already discovered.
2. Discuss the sources of information about chocolate listed in the table and evaluate how reliable and useful they may be. Explain any more than three sources might have.
3. Form pairs and try to find out the accuracy of each of these statements.



Image:
Albina Tiptyashina/
iStock/Thinkstock

I once read in 'Galpal' magazine that it has properties that mimic the effects of being in love.

I found out that chocolate is the most energy dense food available.

My mum told me that the caffeine in chocolate can hype you up.

A naturopath told me that chocolate has lots of anti-oxidants.

I've heard on TV that eating chocolate gives more pleasure than kissing.

My friend Doorein said that chocolate gives you acne.

Miss Grimm, the history teacher said that slaves are used to harvest cocoa crops.

I also heard about a guy who was lost in the snow for months and survived on nothing but chocolate, according to 'Tru Nuz'.

I read in the paper that too much chocolate can give you headaches.

I read on Wikipedia that chocolate, eaten in moderation, can lower blood pressure.



Complete the table about types of information from different sources. Identify any possible bias in relation to researching about chocolate.



Source of information	What kind of information would you expect?	What kind of biases might there be?
<i>The Age newspaper</i>		
<i>A Current Affair</i>		
<i>cadbury.com.au</i>	<h1>Preview Sample: Do Not Copy</h1>	
<i>The Australian Medical Journal</i>		
<i>An advertisement for Nestle</i>		
<i>Fairtrade.org.au</i>		
<i>The Project</i>		

5.05 Researching Information

Internet research 101

In the old days if you wanted to find out something you had to ask a trusted expert. This meant either visiting a library, or contacting someone with the knowhow. Some people even used to ring up 'the university!' But of course nowadays we just look stuff up online, usually using a tiny hand-held device.

We trust that Google will do the right thing for our ignorance and put the most true, valid and trusted source at number one. And to make it short and easy enough to read. So if we want to know the safest car to buy, then easy, peasy - Google search!

We also trust that whoever wrote that Wikipedia page on car safety had all the technical knowledge, expertise and experience to be a trusted advisor.

And that online 'author' who writes on the best and safest cars to buy. We trust that they are independent of course! They must be, it says so on their page.

Perhaps we need to sort out an everyday problem, such as how to turn a Word document into a form. A google search might turn up a lot of 'the best' PDF writer products for sale. All of them are the best? How can that be?

We can go to an online tutorial and follow the steps shown to us by some computer guru. But generally they spend 9 minutes talking about rubbish and then do all the real stuff you need to know in a breakneck pace that is too quick to follow.

We could go on a forum and ask some kind soul to help us. But in the meantime we'd get 87 posts saying, "You are stupid if you can't do that," or "Word is rubbish," or "why don't you get a Mac," or "if you don't need PDFs anymore, what you need is..."

Or should we just ask for advice on social media from our friends and hope that someone has the impartial knowledge we need, or that our 'friends' don't hijack the conversation and turn it into something else?

It is really important to verify your sources to avoid being taken for a ride. It can even happen to well educated and informed professionals. So carefully consider your information sources.

- ✓ Neutral information sites may actually be sponsored by multinational corporations.
- ✓ Serious research must be authored by a recognisable and independent person or organisation.
- ✓ In the digital world people can claim to be anything or even anyone they want to be.
- ✓ Forums can be full of misinformation with posts based on opinion and not fact and made arrogantly and aggressively.
- ✓ Asking on social media is only good if all your friends are 'smarter' than you, bias-free and an independently accredited expert in the field!
- ✓ If 'anyone' can edit an encyclopedia, then think about who would write these entries and why?

It is true that the convenience of the internet makes web-based research the easiest option. But it's not necessarily the best option. It is important to make the web work for you so that you can find the most suitable and reliable information you need. It is also important to recognise when that painful, but oh so necessary, trip to the library must be made. Also remember that librarians are nice people and can help you navigate the web to help you find 'real' information.

Internet research

Try to source information from:

- ✓ known and respected organisations: e.g. Australian Bureau of Statistics
- ✓ respected lobby groups: e.g. Australian Conservation Foundation.
- ✓ prominent aid or welfare organisation: e.g. RSPCA
- ✓ individuals affiliated with reputable organisations
- ✓ research connected with or conducted by educational institutions
- ✓ reputable encyclopedia or dictionaries: e.g. Collins, Britannica, Macquarie
- ✓ independent news source such as the ABC.

Be wary of information gathered from:

- ✗ any 'facts' posted and shared on social media
- ✗ advertising that is written as 'copy' to resemble information
- ✗ viral online marketing that pretends to be fact
- ✗ online encyclopedias or dictionaries that are freely edited by anyone
- ✗ seemingly 'independent' information sites (actually set up or 'sponsored' or funded by commercial organisations)
- ✗ important-sounding research 'institutions' that are in fact funded by companies or groups of organisations
- ✗ viral online marketing that pretends to be fact
- ✗ high Google rankings (which are achieved using online marketing techniques called 'SEO' - look it up!)
- ✗ websites from non-verified sources, anyone could have set them up
- ✗ personal websites, blogs, forums, tweets, Instagram and other opinion-based websites
- ✗ references drawn from newspapers and news reports, especially local newspaper
- ✗ statistics used without a source.



**Preview
Sample:
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Web - real or not? B

You know that it's a nasty world we live in when there are *Nigerian Debt Collectors* such as those found when searching Google Images. Search for yourself and discuss what you find.

Know your image fact from fiction? This 40 image quiz will take between 10-20 minutes. Checkout: http://urbanlegends.about.com/library/bl_image_quiz.htm



5.07 Evaluating Sources

Bias

A lot of media and online information carries a bias.

You need to identify bias and decide whether it is valid for your use.

It is a mistake not to acknowledge an opposing point of view. If your intention is to persuade, then you can emphasise facts supporting your point of view and dispute the facts that don't.

You will be more persuasive if you state a contrary position and then refute it or say why it is flawed. (For more detail on constructing powerful arguments, see section 7.)

**"I am not biased,
I just think that
it's all just a
conspiracy theory."**



A Researching a claim

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It has been claimed that your generation will be the first ever to die at a younger age than its parents due to poor lifestyle. This claim however may not be substantiated by clear research.

1. Go on the internet and find this claim in use. Find three examples, (e.g. speeches, reports, articles, advertising, etc) where it is used. List these sources below.
2. Find out any hard evidence that backs up this claim. Where did it originate from? What is the proof to support the claim?
3. Try to find sites and information refuting this claim. What arguments do they use?
4. How do you feel about this claim? Is it accurate? Discuss this as a class.



The Infotainment Syndrome

It can be really hard these days to discriminate between a solid, credible source of information and one that is reasonably convincing but ultimately, questionable.

One of the problems is that information is everywhere. Statistics leap out at us from every advertisement.

Ads for sugary drinks and breakfast cereals claim that they possess scientifically proven health benefits.

Current affairs programs tell us that we can lose weight, live longer and be happy, all while running multi-million dollar businesses from home.

The internet can tell you anything you want to know, regardless of how these 'facts' were generated or by whom. Many products have their own website giving you snippets of information that support their consumption.

The problem is that a lot of this information is 'coloured' according to the particular bias of the presenter or medium.

Because its purpose is essentially

to entertain and get people talking, watching and consuming, the information is often exaggerated, sensationalised or incomplete.

Occasionally it is almost completely untrue because it is commissioned or sponsored by an advertiser.

When you encounter information presented as 'facts' online or in the media you need to step back and ask yourself these four questions.

1. Who is telling me this?
2. Is this person/organisation a trusted and independent authority on the subject?
3. Am I also being presented the other side of the story?
4. What advertising, including product placement accompanies and/or follows this information?

Many experts that we see on TV or the web are actually just professionals out to make a buck. Just because they are a doctor, pharmacist or a fit and firm celebrity, doesn't mean that they are telling you the truth, the whole truth and nothing but the truth.

And I won't even get started on search engine optimisation!

"It's been called a veritable miracle water..."

9 out of 10 nutritionists... B

Watch a story from an infotainment program such as 'The Project' or 'A Current Affair' or some other program. It must include information claimed to be factual or claimed to be based on scientific evidence. Examine the nature of this evidence. Use another source of information and see if the facts agree. Discuss this as a class.

Details:



5.09 Using Statistics

Statistics

Statistical information is useful in giving precision when reporting facts.

In a serious piece of writing, you can't get away with generalisations about numbers, proportions or trends.

For example, it is not convincing to say, "A lot of people in Australia are affected by obesity". You have to say how many are affected, or how many are estimated to be affected.

If the number is a rough guess then you can say "approximately", or "it is believed that x number of people are affected."

But remember, being vague or general will weaken your authority and make you seem unsure of the facts or sloppy in your research.



Preview
Statistics can be manipulated to sound better or worse.
eg. Teacher: "Ferdinand, you have only been to 55% of my classes!"
Ferdinand: "Sir, I must say that I have attended the majority of your classes."

Sample:

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Turning numbers into words

When describing numbers as words there are some common expressions and terms you can use:

- ⇒ most
- ⇒ few
- ⇒ a few, very few
- ⇒ a large proportion
- ⇒ a minority, the majority
- ⇒ unanimous
- ⇒ almost all, almost none.

Emotive descriptors can emphasise a number or trend and manipulate the listener or reader.

- ⇒ risen horribly
- ⇒ terrible increase
- ⇒ great improvement
- ⇒ magnificent rise
- ⇒ fallen by a shameful
- ⇒ a hazardous level

When talking about changes and trends, descriptions can be used to illustrate how big or small a change is, and its magnitude.

- ⇒ risen or grown
- ⇒ an increased number
- ⇒ an increased proportion
- ⇒ little change
- ⇒ a growing proportion
- ⇒ accelerated
- ⇒ improving
- ⇒ flattened
- ⇒ grown significantly
- ⇒ barely increased/decreased
- ⇒ has risen/fallen slightly
- ⇒ has risen/fallen steadily
- ⇒ has risen/fallen significantly
- ⇒ has risen/fallen dramatically
- ⇒ has risen/fallen sharply

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Numbers and proportions

A number is not the same as a proportion. For example there are more smokers in Australia than 100 years ago. But wait a minute - isn't Quit and other organisations telling us that smoking rates are dropping?

Of course they are. The proportion of people smoking has fallen, estimated now to be well below 15%. At the start of the 20th century over 50% of the Aussie population smoked!

But the population was only about 3.8m. Now the population is over 25m. Do the maths for yourself. So therefore there are more smokers; but fewer people are smoking. Both statements are true! How so?



Using statistics creatively A

Miss Tweed has written the following school report about one of her students. When Teagan reads the report, she realises that she will have to interpret it in a way her parents will understand. Help Teagan rewrite Miss Tweed's report.

Teagan is possibly the most misbehaving student I have ever had to teach in over 40 years in the profession. Her results in all subjects are of the lowest possible order. She managed to score 3/20 for her maths exam, 2/20 for English and 4/20 for science and geography respectively. By comparison, Teagan excelled herself in advanced doodling by scoring 6/20.

Teagan fidgets and appears to have an attention span of less than five minutes. She distracts classmates by sending texts and throwing paper darts at them, averaging at least ten of each in a 40 minute lesson. I would recommend that Teagan transfer to subjects to suit her temperament, such as 'Like, whatever 101'. A huge improvement will be needed in order for Teagan to continue.

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5.11 Using Statistics

Statistics

When using information you have to be careful about how you use and misuse statistics and numbers. Many people have trouble following numbers and can be manipulated into paying attention, and therefore believing, a dodgy number! But misusing numbers and statistics actually involves either lying, or lying by omission or getting someone else to do the lying for you!

Dodgy use of numbers includes:

- ⇒ skewed samples
- ⇒ overgeneralisations
- ⇒ selective reporting
- ⇒ use of an 'authoritative' voice
- ⇒ mixed up cause and effect
- ⇒ appealing to people who want to believe.

As a society we are becoming more educated and have more information immediately at our fingertips.

Yet we aren't getting any less-wrinkly, people haven't stopped losing money to internet scammers, and we definitely aren't getting slimmer! We haven't reversed the ageing process, haven't got proof of alien existence and are still arguing over climate change.



"I read it online, so if you don't believe me then prove me wrong."

Preview
Sample:

B Find the evidence



Working as a pair or in groups use the Internet or other research tools to find the evidence that supports each of the following statements. Are they all true?



Statement	Find the evidence...
<i>Smoking rates in teenage school children have fallen significantly over the last 5 years.</i>	
<i>About 1 in 5 Australian children are overweight and/or obese.</i>	
<i>Unemployment rates in Australia are getting worse.</i>	
<i>More than 75% of small businesses fail in the first few years.</i>	
<i>Australian tax rates are higher than ever before.</i>	
<i>According to veterinarians Bonsai kittens will only grow to 6 inches long.</i>	

Dodgy numbers C

1. Read each of the explanations about the use of 'dodgy' numbers. Discuss examples of where you have heard or read these in the past.
2. Add an example of your own for each.

Dodgy	Explanation	Example
Skewed sample	You can get anyone to agree or disagree if you ask the right question to the right group of people. 'Proper' surveys use a cross-section representative sample of the general population. This means that people from different backgrounds, ages, geographical areas, education, income levels and other demographic characteristics are surveyed, in proportion, to give a general view of society's opinions. A skewed sample does not represent everyone's views equally.	
Over-generalisation	Want to make a slippery point? Then make a generalisation based on little or nothing. Over-generalisations involve making claims and statements that are based on little evidence and ignoring all the other evidence. This is a common tool of marketers and advertisers.	
Selective reporting	Information and statistics can be manipulated by ignoring any information not in support of a particular viewpoint. This involves selecting, relying on and communicating only that information that will back-up your claim. Ignore the rest and it never mentions it. Perhaps I don't even read it.	
Use of an authoritative voice	If you don't have much evidence then quote an authoritative spokesperson and bluff your way through. Get a 'scientist' or a doctor or a 'person' or a celebrity or someone else, who you say, to say what you want to say and to deliver the message in numbers! People are more likely to believe them!	
Mixed up cause and effect	Statistics can be used to mix up cause and effect, especially when many factors might operate individually or together to effect an outcome. You can quote outcomes that might be due to a range of factors, but only attribute that outcome to a single cause - the cause you are promoting.	
People want to believe	An important thing to remember is that people want to believe. And many people will believe only the information that supports their values and reinforces their attitudes. So careful and selective use of all these dodgy methods can help convince people that they should believe you. After all, they want to!	

5.13 Evaluating Knowledge

A The new car blues

The following article is an opinion piece that includes information.

- Read through the article and then discuss this as a class.
- Complete questions 1-5 on p.121.

The New Car Blues

For some, buying a new car is a thrilling adventure.

For me, it was a trial.

So I did it differently.

The set-up

According to everything I had read, heard and been told, I was in a uniquely powerful position to buy a car. Dealers were 'desperate' and were slashing thousands of dollars off the price of new cars. Vehicles were almost being given away. I couldn't wait to spread my largesse to an ailing automotive industry and headed off to the dealerships. Unlike what you get on eBay, vehicle sales are still done face-to-face.

My first experiences were very pleasant. Solicitous and very professional sales staff whisked me into sparkling new cars and off we went. That is, apart from the over-zealous man who, so enthralled with the bleeding power of the vehicle being tested, kept speeding up and breaking hard and demonstrating time and again its tight turning circle, until I was forced to call a halt to the test-drive lest I vomit.

All this pleasantness ended when I was ready to make my final decision. I wanted to drive the three cars in contention on the same day. Naturally the lovely sales people I had first encountered were all on Christmas break. At one dealership I was told that the salesperson was not able to discuss the price of the car unless I was willing to commit to purchase first (go figure). At another, my questions were met with admonishments, warnings and threats. For example:

Me: "Approximately how long is delivery?"

Him: "You'll be lucky to get a car at all - I can't keep up with demand and if I can't get you a car you'll have to pay next year's price!"

Me: "How much is paint protection?"

Him: "I sell cars not paint protection - you'll have to talk to the *girl*."

Me: "The engine's very noisy."

Him: "Only when you're not playing music."

Me: "What's the advantage of a five-speed auto?"

Him: "It's just better."

The solution

All this put me off the idea of buying a car at all. I couldn't face the salespeople. The solution was to do the whole thing by email and phone. I emailed all the relevant dealerships with my budget and the features that I wanted, inviting them to contact me if they wanted to sell me a car. Within minutes of the email being sent, I had a number of calls. Some were 'courtesy' calls, saying they would undercut anyone but not willing to give a price, but others were happy to negotiate over the phone. When I had decided on the dealership I wanted to buy from, I didn't even have to go to it, I simply wrote an email outlining the price and conditions agreed to and authorised my deposit. Even when it came to a trade-in, I was able to send photos and details electronically and was given a quote.

What I learned from this experience was that it is possible to make a purchase without having to jump through the hoops and play the games prescribed by the industry. For some people, buying a car is a thrilling adventure. For me it was a trial and I discovered that I could stand aside from the usual processes.

Tips

- 👉 Know what you want and how much you are willing to pay.
- 👉 Purchase in a way that suits you, not the dealer.
- 👉 Don't purchase from a salesperson you are not happy with.
- 👉 If you find face-to-face negotiations stressful, do it electronically.
- 👉 Remember that people will earn for a living and they deserve to make that living just as you expect to be fairly paid for your work (you're not going to get a car for nothing).

Good luck!

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Evaluating knowledge: *The New Car Blues*

1. Who is the audience for this article? Consider age and gender, among other factors. Give reasons for your answer.
2. Why do you think the writer has included the background 'set-up' rather than just sharing advice?
3. Find words to describe the tone of the article.
4. Think of some adjectives to describe the car dealer as he is portrayed by the writer.
5. How effective do you think the article is at getting its key information across? Can you suggest another format for conveying the same information?
6. Discuss any biases that come through in the article.
7. How do you think a car salesperson would view this piece of writing?



Image: Creatas/Creatas/Thinkstock

5.15 Assessment Task

AT5 Research challenge

1. Work in groups of three to four. Each group should choose 1 of the following pieces of information to research. You will use a variety of sources to prove or disprove the statement.
2. One person in each group should look up the information using only Wikipedia, while the other three can use whichever other different sources they want to.
3. After completing the task, groups get back together and compare the quality of the information gathered.

Information...	Sources, notes and research information...
<i>Almost two thirds of 18-24 year old drivers had sent or actively received a text while driving.</i>	Preview Sample: Do Not Copy
<i>1/3 of Australians are obese.</i>	
<i>In 2002, McDonald's was sued by two obese American girls. McDonald's lost the case.</i>	
<i>Human beings grow taller in environments where there is a lot of space.</i>	
<i>Aboriginal Australians live, on average, almost 20 years less than indigenous Australians.</i>	

a. Which sources seemed to be the most objective - the most fact-based and reliable?



b. What did you notice about the Wikipedia information? Was it consistently good/bad or did it vary? Can you explain why this is the case?

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c. List the particular biases of any sources you used. Why did these biases exist? Could you have predicted these biases given the source?



5.17 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 (what)	Summary main point(s)	Main skills I developed:

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Knowledge: Reporting Information

6

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6.09 Designing Surveys.....	134		

Activities 6: Reporting Information	p.	Due date/Done?	Comment
6.02A Matching headings	127	<input type="checkbox"/>	
6.04B Matching sections	129	<input type="checkbox"/>	
6.05A Report contents	120-131	<input type="checkbox"/>	
6.07B Report sources	13	<input type="checkbox"/>	
6.10A Designing Surveys	135	<input type="checkbox"/>	
AT6 Survey and report	136-138	<input type="checkbox"/>	
6.14 Peer Evaluation	139	<input type="checkbox"/>	
6.15 Self-Reflection	140	<input type="checkbox"/>	

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Comment:

6.01 Report Structure

Reports 101

Reports are used to communicate information. It is vital that a report is structured properly so that information can best be collected, organised, analysed and then communicated to the target audience.

Reports may be presented in written form, orally, using multimedia or a combination of these forms. Usually the oral communication aspect of a report is done as a presentation.

Nearly all reports focus on the preparation of a written document ranging from just a few, to thousands of pages long!

Reports are prepared for a target audience so the report writer must ensure that the language that they use is relevant for their audience.

A report is usually an investigation and may focus on many different topics. A report is like a fact-finding mission.

The report writer undertakes research to determine effects or possible effects related to a proposal.

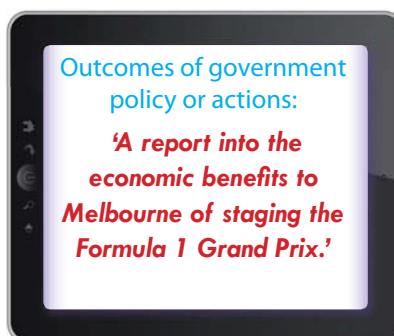
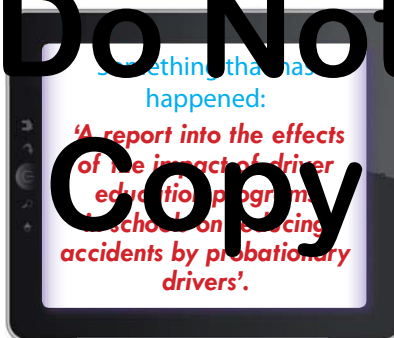
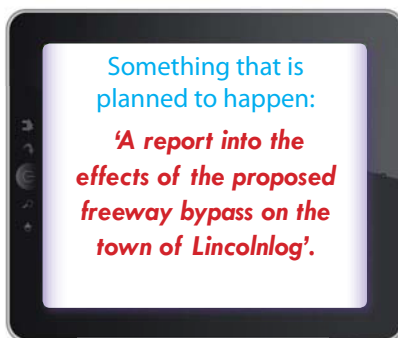
Financial, engineering and scientific reports are based on detailed numerical and statistical data and must be prepared carefully.



**"Greenhouse/shmeenhouse
- It will take more than 843
reports to convince me!"**

Preview Sample:

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Background Image: Nik_Merkulov/iStock/Thinkstock

Planning a Report: 6-Steps

1. Identify and plan your objectives.

(What am I aiming or trying to do?)

2. Follow a report-writing format and structure.

(Which format should I use?)

3. Undertake appropriate fact-based research.

(What do I need to find out and from whom?)

4. Target the information to suit the audience.

(How will I prepare my information?)

5. Prepare the report.

(What will I write and in how much detail?)

6. Make appropriate recommendations.

(What will I conclude and suggest?)



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Sample:
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Matching headings A

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Match the reports with the most likely authors below.

- "Monkeys, fleas and social standing."
- "Body art, a growing statement."
- "The environmental benefits of recyclable plastic bags."
- "Gambling and family breakdown."
- "Stomach injuries and reconstructions."

Author	Report
Australian Conservation Friends	
Ougadougou Primate Research Council	
Victorian Sports Medicine Institute	
Stiff Family Welfare Agency	
The Olympic Village Tattooist Collective	

6.03 Report Structure

Sections of a report

When reading or writing a report it is important that you understand the main section formats that most reports use. Understanding the parts of a basic report structure will help you navigate through the information as a reader or help you construct your own report as a writer.

1. Title page

Gives the title of the report author's name, the authority for the report (who it is written for) and the date.

2. Table of contents

Shows the section titles and the major headings. Often uses a structured numbering system of 1, i, a,.

3. Executive summary

A brief summary of all the information and findings made in the report. It should be able to be read on its own and cover all of the main points including the recommendations.

If you are giving an oral or multimedia report this is what you would concentrate on communicating to your audience.

4. Introduction

Explains why the report is being prepared and describes how the data or research was collected.

It also includes background information and the aims of the report.

Key terms are defined in this section.

5. Discussion

This section is the main body of the report. It uses headings, sub-headings and describes, evaluates and explains the findings, data and results of the report.

6. Conclusion

The conclusion gives the main points and key findings that arise from the discussion.

7. Recommendations

This section suggests action to be taken as a result of the findings or what the next stage of enquiry should be - it might also be in point form.

8. Bibliography

This lists any research material used in preparing the report.



Image: Viola08/
iStock/Thinkstock

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Matching sections B

Match the sentences with the part of the report they belong in. Highlight or underline the key words that indicate this if they are present.

e.g. **It is recommended that** the age at which it is legal to have a tattoo be raised to 20.

Recommendations section.

Report sections	Sentences
1. Title page	
2. Table of contents	
3. Executive summary	
4. Introduction	
5. Discussion	
6. Conclusion	
7. Recommendations	
8. Bibliography	

Preview
Sample:
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- ☐ Tattooing is becoming an increasingly popular and accepted practice.
- ☐ As shown by Kline (2016 p.78) a large number of people outgrow the decisions they made.
- ☐ It can be concluded that those intending to get tattoos should be assisted to make mature decisions about the content and placement of the image.
- ☐ Kline, T. 2016. A Permanent Mark. Fitzroy: Lowdown Press.
- ☐ A Report into the prevalence of tattooing amongst teenagers and young adults and its risks.
- ☐ Another recommendation concerns safety.
- ☐ Bodily adornment is a natural human expression of identity.
- ☐ 3. Dangers

6.05 Report Writing

A Report contents

Listed below is the contents page for the report on 'Tattoos'. Work out from the Executive Summary what this information is and fill in the blanks in the spaces.

Table of Contents

i. Executive summary	i
Introduction	1
Discussion - Rationale	2
Discussion - Background	3
1. Findings	4
a. Social impacts	5-6
i. Social exclusion	
ii. _____	
iii. _____	
b. _____	7-8
i. Limiting employment opportunities	
ii. _____	
iii. Alienating to _____	
c. _____	9-10
i. Hygiene	
ii. _____	
iii. _____	
2. Conclusion	11
3. Recommendations	12
a. _____	
b. _____	
c. _____	
4. Bibliography	13

Preview
Sample:
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A report into...Tattoos

Executive Summary

The purpose of this report is to investigate the popularity of tattooing among teenagers and young adults and to address concerns that exist about the social and medical consequences of this practice.

Tattooing or 'inking' has risen in popularity over the past 20 years and has become a mainstream practice. Although the practical and medical implications of having tattoos remain contentious, the fact is that an estimated 30% of Australians under the age of 30 have at least one tattoo and that the number of tattoos worn by individuals is increasing.

In the face of this increase, both parents and medical practitioners have voiced concerns about the safety of tattooing. These concerns can be broadly described as social employment and medical impacts.

This report focuses on these three areas respectively. It also recommends some strategies that can be used by teenagers and young adults to protect against possible adverse consequences of being tattooed.

The first area of concern is that displaying tattooed skin may cause social exclusion or inaccurate assumptions being made about the tattooed individual. It is claimed that social stigma can be attached to those showing their individuality through tattoo art. This might have the social consequence of blocking tattooed individuals from entry into certain circles or might stereotype them as belonging to others. The reality is that most tattoos these days are not a symbol of political or gang affiliation as may have been the case in the past but are more often an expression of something important or personal to the wearer. The permanence of tattoos also means that they may no longer even represent the wearer but be a statement about who they used to be. As 30% of people with tattoos are said to regret having them, wearing a tattoo that you now dislike may have social consequences in itself.

The second fear is that having visible tattoos may limit some employment opportunities.

Although attitudes have changed significantly, some industries and professions may find tattoos less acceptable than others and individual employers might take exception to a particular design or message. They may consider certain tattoos as contrary to their brand or alienating to their customers or clients.

Finally, concerns about the safety of tattooing are often expressed by parents and the medical profession. The industry has become professionalised but given the invasive nature of tattooing, there are still dangers. Hygiene of needles and other equipment is one of the greatest challenges. Lack of appropriate sterilisation is linked to a number of dermatological diseases and infections. Another is with alcohol and substance use at the time of tattooing which may lead to rash reactions that are quickly regretted. A final area of danger is the protracted and expensive removal process in cases of dissatisfaction with the work done. This can be very painful and may damage the skin. Tattoos might also hide early signs of skin cancer and of course, change in appearance as the skin ages or as the wearer loses or gains weight.

It is concluded that although the tattooing industry has gained acceptance in the community and has established safe practices, risks still remain which need to be protected against.

It is recommended that open communication be maintained between young people and their parents, teachers, the medical community and tattoo artists regarding the choices they make in having tattoos. In order to facilitate this, an education package should be developed that explores the issue from the points of view of all the above stakeholders. Tattoo artists in particular should be invited to be involved in an online campaign that raises issues pertinent to the target young demographic. Younger people considering getting tattoos should also be encouraged to participate in an education session prior to getting their first tattoo. Further to these measures, a review should be conducted 12 months after their implementation.

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Sample:
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6.07 Report Writing

Bias

A bias is a viewpoint that favours or 'leans to one side'. When you write an academically researched report, it is important to ensure that the information included is accurate and free from hidden or undisclosed biases.

But in reality a report may also be commissioned by a particular group or organisation to support their point of view. Therefore the information in the report might have a bias.

However, since a report is usually written for a particular audience in mind and may have been requested by a specific organisation or group, certain biases may be quite valid. This point would benefit from more discussion in your class.



Image: Sandla/
iStock/Thinkstock

B Report sources

1. Explain which of these sources would be of value if writing a report about chocolate for the organisations in the table.

- | | | |
|--|---|---|
| <input type="checkbox"/> The Age newspaper | <input type="checkbox"/> The Australian Medical Journal | <input type="checkbox"/> fta.org.au (Fairtrade) |
| <input type="checkbox"/> A Current Affair | <input type="checkbox"/> The Project | |
| <input type="checkbox"/> Cadbury.com.au | <input type="checkbox"/> An advertisement for Nestle | <input type="checkbox"/> Wikipedia |

User	Which sources would be of value?	Why so?
Centre for Obesity Research, Children's Hospital		
Save The Children Fund		
A conference on slimming		
A chocolate manufacturer		



2. Go online and search for reports that show a bias. Print these to discuss in class.

Bibliographies

A bibliography is an academic convention used in universities, businesses and in any publication where other people's ideas are cited. When you do any work, either written or spoken, that is based on research, you must provide a list of the sources that you used. This lets people know where you got your information from and allows them to check the sources for themselves. Being a convention, there are strict rules about how the bibliography should look.

Book

A bibliographic entry for a book looks like this:

Chops, S. 2020. *A Beast on My Plate*. Upper Slaughter. Butchers' Press.

Notice the punctuation; it's important to get it right.

There's a comma, four full stops and a colon.

Book entry

1. *The author's surname always comes first then their initials. If more than one author, write first author's name and initials, followed by & and then name and initial of the second author.*
2. *Year of publication.*
3. *The title of the book, underlined or in italics.*
4. *The city (not country) of publication.*
5. *The publisher comes last.*

Newspaper/journal entry

1. *Author's surname & initials.*
2. *Year of publication.*
3. *Article title in inverted commas "...".*
4. *Newspaper title, underlined.*
5. *Article date.*
6. *Article page number.*

Newspaper

A bibliographic entry for a newspaper article looks like this:

Squaweyes C. 2020. "Give Me More Reality TV." The Viewer. 27/12/20, p6.

Again, notice all the punctuation. Sometimes there is no author given for a newspaper article. Then you just give all the information starting with the title and placing the year after the title. "Twittering tweets". 2020 The Viewer. 27/12/20, p.6.

Website

For a website you have to say when the article or information was created and also when you accessed it.

With URLs you must be careful to include every bit of punctuation so that it can be accessed by anyone reading your bibliography.

Remember also that a website may be authored by an organisation rather than an individual. If there isn't an author identified, you probably should avoid using the website. A website bibliographic entry should be:

Toupe, T. 2018. "Wigs and Wigsters". Retrieved November 26, 2020, from <http://www.hirsutie.org.au/wigorama/baldie-chops.html>.

Web entry

1. *Name of individual author or organisation.*
2. *Date of publication.*
3. *Title of article, if there is one.*
4. *Date you retrieved the information.*
5. *Website details, underlined.*

Use the table below to plan a survey for a topic or particular issue e.g. *Is social media encouraging people to be narcissistic?*



Consider the most appropriate format for the survey. Note: e-surveys are not necessarily better. Looking better doesn't make them a better survey. Some people still respect hard copy surveys. And being asked questions face-to-face may even cause people to respond differently. (i.e. Perhaps being either more or less honest when compared to an anonymous e-survey. Is that true for you?)

Topic:	
Step	Planning notes and issues to consider
1. What am I trying to find out?	<div>Preview</div> <div>Sample:</div> <div>Do Not</div> <div>Copy</div>
2. Who do I need to ask?	
3a. Which closed questions will I need to ask to gather the data?	
3b. Which open questions will I need to ask to gather the information?	
4. Does my survey work?	
5. How should I report the findings of my survey?	

6.11 Assessment Task

AT6 Survey and report



1. The task

You are required to prepare a written report based on a survey. Your topic should reflect your interests but here are a few suggestions if you are stuck. Discuss possible topics as a class.

- ☐ What are the attitudes of teenagers toward binge drinking?
- ☐ Is downloading a video without paying a crime of piracy?
- ☐ Are teenagers addicted to modern technology and if so, what effects is this having?
- ☐ Should greater incentives be given to encourage young people to enter trade occupations and if so, what should they be?
- ☐ Should compulsory national service be introduced in Australia for all 18 year olds?
- ☐ Should night curfews be introduced for teenagers in public places?
- ☐ Should restricted vehicle licences be introduced for those under 18 if they are driving for work related purposes?

2. The topic

Choose your topic carefully. You may be able to negotiate a topic based on an issue of interest to you or an issue in your local community. You will need to consult with your teacher before you decide on your final topic.

Some possible topics are:

- ⇒ _____
- ⇒ _____
- ⇒ _____

3. The survey

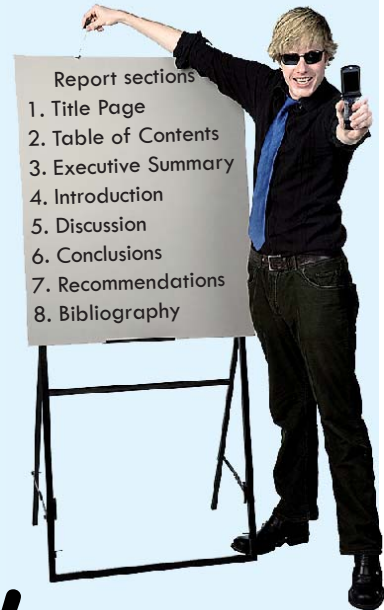
- ☐ You must carefully construct your survey questions so as to gain the information needed for your report. Remember the usefulness of, and difference between, open and closed questions.
- ☐ Choose the most appropriate survey format.
- ☐ You must show your teacher a draft of your survey questions before you begin surveying people.
- ☐ You must do a practice run before you write up your final copy.
- ☐ You need to ensure that you survey enough respondents to obtain usable results.
- ☐ Start to draft your questions in your workbooks.

"Justin who?"



4. The written report

- ⇒ You must prepare a written report using the report sections you learned back on pp. 128-129.
- ⇒ Your teacher will inform you as to the required word length but use 450-600 words as a guide.
- ⇒ You must include at least one visual display in your written report. This might be a graph, a diagram or some other visual representation.
- ⇒ A draft will be due: _____
- ⇒ The final report is due: _____
- ⇒ Any other information?: _____

**5. 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 assessment Pro-forma.
- ⇒ Follow the guidelines below for the structure of your oral report.

The 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 a PowerPoint or available in another format so that your audience can see how you elicited the information.
 - b. Comment on anything significant or interesting about your methodology.
- iii. *Describe your findings.*
 - a. Report only on interesting or significant groups of 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 predicted responses confirmed?
 - c. Was your methodology appropriate and your testing adequate?
 - d. What pitfalls would you advise others to be aware of when undertaking this kind of research activity?
- 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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6.13 Assessment Task

Name(s):				
Topic:				
Tasks - AT6: Survey and report	Re-quired	Due by	Done	Teacher initials
Stage 1: Developing your survey				
Survey format is: _____				
1. Choose the type of respondents you will be surveying.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Investigate suitability of format.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Develop suitable closed questions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Develop suitable open questions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Design your survey.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Test your survey.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Present draft to your teacher for review and feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Stage 2: Surveying and drafting your written report				
1. Conduct your survey.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Collate and organise the results.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Analyse and summarise the results.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Draft a report using appropriate report sections.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Develop a visual graphic or element for your report.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Present drafts to your teacher for review and feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Stage 3: Oral presentation and report 				
1. Finalise your information and incorporate feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Prepare/submit final written report in suitable format.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Give presentation report to the class.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Complete peer assessments for other presenters.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Review your peers' assessment feedback and advice.	<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: _____

6.15 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: Investigating Issues

7

Contents

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Activities 7: Investigating Issues	p.	Due date/Done?	Comment
7.01A How I feel about...	142	<input type="checkbox"/>	
7.02B Issues all around	143	<input type="checkbox"/>	
7.04C Issues: Pair discussions	145	<input type="checkbox"/>	
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7.07A Brainstorming	148-149	<input type="checkbox"/>	
7.09A Art of persuasion	150-151	<input type="checkbox"/>	
7.12B Effective persuasion	153	<input type="checkbox"/>	
7.13A Documenting an issue	154-155	<input type="checkbox"/>	
AT7i Informal debate	156	<input type="checkbox"/>	
AT7ii Formal debate	157	<input type="checkbox"/>	
7.18 Debate Evaluation Pro-forma	159	<input type="checkbox"/>	
RWF Reading and Writing Portfolio	160	<input type="checkbox"/>	

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Comment:

7.01 Analysing Issues

Issues 101

The world is full of issues. As people we agree and disagree over different issues because we have different values, beliefs and attitudes.

Remember in Personal Development Skills when you learned about values, attitudes and beliefs? A value is something that you feel is important and which influences your decision-making. An attitude refers to a person's belief or the view they hold about another person, a situation or a proposition.

At times people align and unite behind a common cause. At other times people argue vehemently over a difference of opinion. When a particular value is held by a group in society it is called a social value. Lively public debate is welcome in a modern, tolerant society. But there are certain rules that need to be followed to ensure that issues are discussed in a proper manner.



Preview

A How I feel about...



Use the table below to explain one of your values, attitudes and beliefs.

Image:
DanielVilleneuve/
iStock/Thinkstock

Sample:

Do Not Copy

VAB	Explanation related to me...
<i>A personal value I hold true is...</i>	
<i>A social value that I share along with others is...</i>	
<i>A belief that influences my life is...</i>	
<i>A belief I disagree with is...</i>	
<i>An attitude I try to demonstrate is...</i>	
<i>An attitude in others I dislike is...</i>	

Briefly describe two issues for each of these headings.



Personal issues - such as:

⇒

⇒

Community issues - such as:

⇒

⇒

Social issues - such as:

⇒

⇒

Environmental issues - such as:

⇒

⇒

Other issues - such as:

⇒

⇒

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7.03 Analysing Issues

Differing issues

There are literally millions of different issues that affect people depending on their age, gender, personal situation, emotional state and other factors.

However most issues can be grouped under certain headings relating to gender, economic, social, commercial, political, workplace, financial, environmental, relationship, health, lifestyle, education, family, personal wellbeing and so on.

It is important to clarify that an issue is only an issue if it suggests a position or a stance. e.g. "War" is not an issue. However, "All war is wrong," is an issue because it is a statement that takes a position. Many issues are also centred around questions. e.g. "Should the driving age be lowered to 17?"

An issue must be about a subject that can be argued. An issue cannot be a fact - it has to be debatable. The 10% GST is not an issue - it's a fact. However, issues related to the GST include: should it be raised, lowered or even exist at all?

So which issues are important to you, your community and your future? 🧠💡



Preview

Sample:

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"Students should repay their parents for the cost of their education."

"Childhood obesity is caused by bad parenting."

"The government should not waste money on unemployed people."

"14 should be the legal age for leaving school."

"Meat is murder; if you eat meat you are a murderer."

"Smoking should be illegal because it causes death and disease."

"Children should look after their parents when they are old."

"People who are poor must have done something to deserve it."

"The age for getting a driver's licence should be lowered."

"All war is wrong."

"Beauty is valued more highly than brains."

"It's okay to pirate music and vids because you are only stealing from rich multinationals."

"The age for drinking alcohol should be raised to 21."



Image:
MrAdvertising/
iStock/Thinkstock

Issues: Pair discussions C

Instructions: Pair Work

This task can be used as an introduction to argument and debate or be used at any stage throughout the unit where an interactive activity is needed. Let's try it now to get you thinking in the correct way for this unit.

- i. Students, you need to sit opposite each other in pairs, forming two rows. You students will be arguing either for or against a topic. You have the choice to either agree or disagree with the statement that is printed on a card that you will be given.



- ii. Each of you will be allocated one topic by your teacher. *(Tip: Some of you may have questions about your topics or want to swap them for something you have a stronger opinion on. Your teacher will advise you on that.)*

- iii. You will be given one or two minutes to prepare your arguments.
- iv. You must speak continuously for one minute without interruption from your partner sitting opposite. Your teacher will determine which row of students will speak first.
- v. After the minute is up the listening students will repeat the main points of their partner's arguments back to their partner for verification. Repeat the process with the other row of students speaking and the original speakers listening.
- vi. Once both rows of students have finished, students will pass their topic to the person on their right, and they will move one place to the left. This will give each student a new topic and a new partner. You can repeat the process two or three times, depending on available time.

Follow-up:

- i. Choose some of the topics of most interest to your class and write them on pieces of butchers' or A3 paper.
- ii. Have 'For' and 'Against' columns and get students to move around adding one argument to either side.
- iii. When this process is complete you can use the points for a discussion and evaluation of what makes a good argument or use them as the basis for a later debate or piece of group writing.
- iv. Discuss what went well with this task and what areas needed improvement.

Notes:

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7.05 Analysing Issues

Fact or fiction?

Issues are never really simple and always have two, or more sides to them. Therefore it is important that you can analyse information so as to present an unbiased and balanced point of view.

One of the main problems is that claims are presented as 'facts' when they are really just advertising, spin, opinion, conjecture, anecdote, hyperbole, misinformation or in some cases, downright lies.

You should already know this, but when analysing information it is important that you can identify and deal with bias. A lot of media and online information carries a bias, as does information disseminated by stakeholders who have a vested interest in distorting the facts. Can you spot the difference? So always ask yourself these questions.

1. **Authority:** Are they in a position to know?
2. **Vested interest:** What's in it for them?
3. **Independence:** Who's 'voice' is being used?
4. **Evidence:** Are real statistics of facts provided, or just anecdotes?
5. **Verification:** Has it been, or can it be proven/disproved?
6. **Media:** How is it being communicated?

Preview

Sample: Analysing an Issue

Do Not Copy

What is the issue?

- ⇒ In one sentence clearly explain the issue, as a question, without taking sides.
- ⇒ e.g. Can cyberbullying be prevented by the social media sites themselves?

Who are the stakeholders?

- ⇒ List all the parties that are involved and/or impacted upon by the issue.
- ⇒ Without taking sides, describe their role in the issue or how they will be affected.

What are the facts?

- ⇒ Find out and/or describe any facts (not opinions) regarding the issue.
- ⇒ Do this without taking sides. You might be describing some statistics or numbers.

What are the main opinions?

- ⇒ Find out and/or describe any strong opinions related to the issue.
- ⇒ Do this without taking sides. You might have to interview people and take notes.

Conclusion & summary/recommendations

- ⇒ Depending on your brief you should either:
- ⇒ Prepare a conclusion that summarises the issue and/or...
- ⇒ Make recommendations based on your analysis of the issue.

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You are required to investigate an issue in an unbiased manner. Complete the following table. This issue may go on to form the basis for your class debate.

Issue:	
Analysis step	Information
What is the issue?	<div>Preview</div> <div>Sample:</div> <div>Do Not</div> <div>Copy</div>
Who are the stakeholders?	
What are the facts?	
What are the main opinions?	
Conclusion & summary/ recommendations	
Sources/ references	

7.07 Brainstorming

Brainstorming

- ⇒ Brainstorming is a technique that allows you to come up with a list of ideas for a particular concept, topic or idea.
- ⇒ The idea behind brainstorming is that you list whatever thoughts come into your head that you relate to this key concept.
- ⇒ No suggestion is criticised or rejected during the initial brainstorming period.
- ⇒ When finalising the session organise ideas that are similar using headings, eliminate repeated ideas and get rid of ideas that seem too off-track.

Do...

- ⇒ Identify a concept. Write this in the centre of the page or on the board.
- ⇒ Make a list of the thoughts that come into your head related to that key topic.
- ⇒ Set a time limit, say 3 or 5 minutes.

Don't...

- ⇒ Immediately reject or hold-back ideas because they seem odd.
- ⇒ Copy other people's ideas.
- ⇒ Start editing ideas until the brainstorming sessions is over.

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Preview Sample: Do Not Copy

A Brainstorming



1. Use the boxes below to brainstorm some ideas about each of the headings. Remember to follow the rules of 'Brainstorming'.

Mobile Phones (on your own)

- 1.
- 2.
- 3.
- 4.
- 5.

- 6.
- 7.
- 8.
- 9.
- 10.

Cars (as a pair)

- 1.
- 2.
- 3.
- 4.
- 5.

- 6.
- 7.
- 8.
- 9.
- 10.

Driving (as a class)

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

2. As a group turn your brainstormed ideas into arguments for and against the following topic. Try to get at least 6 clear and distinct arguments for each side.



Topic: "It should be legal to use hand held mobile phones while driving."

For	Against		
<div>Preview</div> <div>Sample:</div> <div>Do Not</div> <div>Copy</div>			

7.09 Persuasive Language

Persuasive language

When you write arguments, you seek to persuade your readers that your position is strong. You can achieve this using evidence, examples and explanation.

Some writers and speakers use emotive language to convince their audience. This often relies on colourful expressions and opinions, rather than rigorous debate.

Although such writing might be humourous and used in comedy debates, or be good for American fictional legal dramas, its weaknesses are easily detected.

Persuasive terms to avoid...

- ⇒ it's obvious/obviously
- ⇒ everyone knows
- ⇒ superior (without proof)
- ⇒ decent people
- ⇒ lacking intelligence
- ⇒ the silent majority
- ⇒ any good parent (etc.)
- ⇒ can only be good (or bad)
- ⇒ in this day and age
- ⇒ words that are put-downs (e.g. bogans)!

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Preview

A Art of persuasion

1. Below is an example of an emotive argument. Highlight and circle the language that seeks to persuade.

It is obvious that technology has had a positive influence on society.

Firstly, access to information has been made as simple as child's play, allowing everyone who cares to, benefit from this vast array of new knowledge.

Secondly, information is instantaneous.

This is far superior to waiting for news-bulletins or that quaint, redundant item, the newspaper.

Next, new media allows us to connect globally with others of like-mind and extend our community. This can only be good for personal, professional and even international relationships. Furthermore, the amount of time squandered on trivial tasks in the past is too painful to calculate.

Pity the unfortunate individual who is not connected 24/7 to some form of technological device. They do not know the poverty that they are enduring. Indeed, in this day and age, such a situation is not to be tolerated! Those technophobes and neo-luddites will tell you that your techno-savvy brethren have lost their way and that good, decent and necessary skills are being cast aside in favour of idle, slack-jawed and passive consumption of 'infotainment'.

This could not be further from the truth. Just compare those who are in full control of technology; their capabilities and achievements with those bereft of such knowledge. Can we rely on such yokels to lead us into a bright new future? I think not!

Sample: Do Not Copy

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Sample:
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7.11 Persuasive Language

Effective persuasion

When dealing with other people, either in writing, verbally and even using visual media you are more likely to succeed if you follow some guidelines for effective persuasion. These guidelines are related to being able to present a well researched and well articulated point-of-view.

You should avoid manipulative persuasive terms such as, “If you were a true Australian you’d agree with...,” or “Any sane person would be stupid to think that...” These are manipulative phrases designed to attack the person; as opposed to advancing an argument. If I disagree with you I’m un-Australian and insane and stupid!

Effective persuasion is really about encouraging someone to see another point-of-view (empathy), open up to new ideas (adaptability), consider arguments for and against (analysis) and then make a more informed decision (decision-making and problem-solving). So in essence this is all about effective communication.

What you also need to remember is that you cannot persuade someone who does not want to be persuaded. Key terms to consider here are bigotry, chauvinism, xenophobia, arrogance and power.

If you are truly able to persuade someone to change their mind, then what you need to understand is that it’s not actually you who has persuaded them to change their mind. It is they who decided to change their own mind. And now you will be united together. Any insightful Literacy student would recognise that!



Image: Michael Blann/
Digital Vision/Thinkstock

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- ⇒ Use repetition: Make the same point but make it in a different way. The rules of 3’s is an effective method.
- ⇒ Be consistent: Stick to your point and be consistent with that point. If you get more than one, “But, what about...” to a clearly communicated point, then you are experiencing someone trying to shift the discussion.
- ⇒ Use reasoning: Be able to explain why with well articulated explanations, examples, evidence and proof.
- ⇒ Be inclusive: Invite the other party into your idea and avoid an ‘us and them’ or ‘me vs you’ scenario. Empathy can help.
- ⇒ Offer a solution. At times the ‘answer’ can be the clincher in convincing someone.
- ⇒ Recognise ignorance: If someone isn’t following then you might need to explain more clearly. They may not be as knowledgeable as you.
- ⇒ Recognise stubbornness: If someone has taken a position it’s going to be difficult to shift their stance. Look for tells such as negative body language and dismissive phrases such as ‘whatever’.
- ⇒ Recognise arrogance: Some people just have to be right no matter what you say. Don’t waste your time, effort and stress on them!
- ⇒ Recognise stupidity: Some people will continue to believe what they want to believe no matter the evidence, or what you say or how you say it. In fact they will likely be hostile to you for trying to ‘teach’ them otherwise!
- ⇒ Agree to disagree: If your cat doesn’t want to jump through a hoop then give it a pat anyway. It’s a cat and you can’t make it do what you want it to do.

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Effective persuasion B

Use some of the guidelines offered in *Effective persuasion* to develop stronger persuasive arguments and statements. You need to identify a topic.




Topic:	
Guidelines	Persuasive arguments and statements I can use.
Use repetition	<p>Preview</p> <p>Sample:</p> <p>Do Not</p> <p>Copy</p>
Use reasoning	
Offer a solution	
Recognise ignorance	
Agree to disagree	
other	

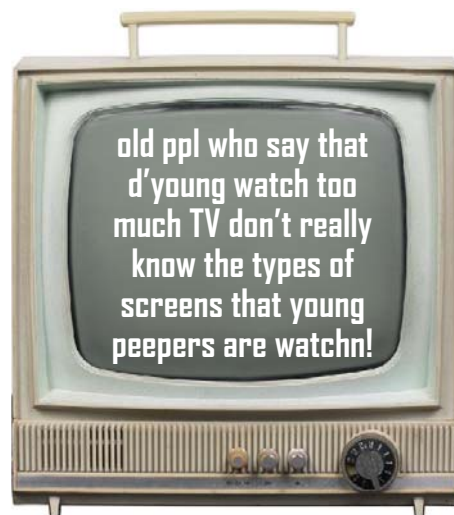
7.13 Documenting an Issue

Issues

Issues tend to be complex and ongoing. Most issues have a history that is likely to have been documented in print, electronic and digital formats.

Your teacher may have had you already following an issue or you might be about to start following an issue now. Such issues can be found in newspaper articles, editorials, letters and opinion pieces. They can also be found on the net, on newspaper websites and in science, technology and current affairs publications. They can be found on television on news programs and infotainment shows and even in cartoons.

 So start thinking... what are the issues that concern you?



A Documenting an issue

- i. Choose an issue of interest. Check its suitability with your teacher.
- ii. Collect all the information you can related to it. Store these in a folder with plastic pockets.
- iii. 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 standpoints. You can use the summary pro-forma given below.
- iv. 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: _____

Summary of main point of view:

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7.15 Assessment Task: Debating an Issue

AT7i Informal debate



Informal Debate: Preparation

- i. Divide into two teams. Your teacher will assign you to argue for or against the proposition, “That it should be legal to use hand held mobile phones while driving.”
- ii. Look at the arguments you have generated in 7.07A. As a group, add some more.
- iii. Look at the arguments on the opposing side. Try and think of any counter arguments to refute these and use against the opposing team.
- iv. 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.
- v. 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 arguments.

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

Follow up:

- 1. Was one team any stronger than the other in presenting its arguments? Briefly explain.

- 2. Consider some of the following factors that may 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		
intelligibility of speakers		
preparation of team		

Formal debate AT7ii

You are required to research for and participate in a formal debate. This formal debate will follow established debating rules (see 7.17).

- i. A topic will be decided in negotiation with your teacher. You might use one of the issues you have investigated this unit or choose an issue or topic relevant to your local area.
- ii. Depending on class size you might need to hold two, or even more, debates.
- iii. Negotiate and plan a suitable timeline with your teacher and team mates.
- iv. As a class you will need to develop a fair way of determining which team wins the debate. You will need to develop some criteria to judge this and set these out on an evaluation pro-forma.
- v. You must invite a neutral person or panel to judge the debate. This might be your principal, co-ordinator or someone else. They will use your evaluation pro-forma.
- vi. You should also invite a neutral person to chair the debate and also act as a timekeeper.
- vii. Each of you will use the 'Debate Evaluation Pro-Forma' (see 7.18) to evaluate each student's performance during the debate. Copies of this will need to be made. You should do this evaluation as soon as possible after the debate has been completed.
- viii. You should also evaluate your own performance using this sheet.
- ix. You should enjoy yourself but prepare thoroughly and rehearse because good debating is hard work.
- x. How about dressing professionally for the debate as well?

The topic is: _____

Debate date/time: _____ Draft due: _____

Team Members: _____

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Extension activities

You might undertake some of the following activities in consultation with your teacher.

- | | |
|--|---|
| <input type="checkbox"/> Swap sides and run the debate again. | <input type="checkbox"/> Enter a debating competition. |
| <input type="checkbox"/> Perform the debate for a junior class. | <input type="checkbox"/> Have a debate against another school. |
| <input type="checkbox"/> Debate against a group of Year 12 English students. | <input type="checkbox"/> Film the debate and analyse body language, tone and other delivery aspects for your PDS class. |
| <input type="checkbox"/> Debate against a group of teachers. | <input type="checkbox"/> Have a debate on a workplace issue for your Work Related Skills class. |
| <input type="checkbox"/> Have a debate without spoken words. | <input type="checkbox"/> Make a persuasive advertisement based on your issue and film this ad. |
| <input type="checkbox"/> Have a 'battle' debate using song, rap, dance, mime, art and other methods. | <input type="checkbox"/> Script and perform a short play based on this issue. |

7.17 Rules of Debate

Rules of debate

- 🔊 When having a formal debate you should follow these commonly accepted rules.
- 🔊 A debate is usually held over a proposition that would enact some type of change. For example: "That the legal drinking age in Australia should be increased to 21."
- 🔊 Those debating for the proposition form the affirmative team.
- 🔊 Those debating against the proposition form the negative team.
- 🔊 The rules of debate are as follows:
 1. The debate should be chaired by a neutral person skilled in the rules of debate. A timekeeper with a bell might also be appointed. The chairperson controls the debate.
 2. Each team should have three speakers. The order for speaking must be submitted to the chair before starting.
 3. Each debate should comprise 6 speeches (3 from each side.) Each speaker may only give one speech.
 4. The team speaking in the 'affirmative' will start the speeches and then speeches will alternate between teams.
 5. Each debate will also include one right-of-reply speech for each side. The right-of-reply speeches can only be given by the first or second speaker of each team.
 6. The team replying in the 'negative' shall give their right-of-reply speech first.
 7. A set duration for speeches will be agreed to, i.e. 4-7 minutes.
 8. Reply speeches should be half this time or less, i.e. 2-3 minutes.
 9. A warning bell will sound one minute before the conclusion of each speech.
 10. Some debate formats allow 'points of information' to be made during speeches. (Your teacher will explain the rules surrounding these if you are going to follow this format.)
 11. Debates are normally judged based on content, style and strategy. Invite an independent audience in as judge. Your teacher can explain the judging process more.



- 🔊 If you want to find official and formal rules try:

www.schoolsdebate.com/guides.asp



Debate Evaluation Pro-forma



While watching your classmate(s) giving their debate, 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. (Copies of this pro-forma may need to be made.) All the class will be subject to this peer-assessment.

Task/activity: _____

Presenter: _____

Topic/subject: _____

Assessed by: _____ Date: _____

	excellent	very good	good	reasonable	basic	na
Quality of arguments... <i>Arguments were valid and logical.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of points made <i>Points could clearly be followed; each point was complete and not a repetition of earlier points.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation of arguments... <i>Arguments were presented forcefully and not lost or 'thrown away'.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intelligibility of speakers <i>Speaker could be understood without strain.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation of team... <i>Confident handling of task and evidence of team work.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What were the most successful aspects of their debate?

How might their debate have been improved?

Anything else? _____

Signed: _____ Date: _____

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7.19 Reading and Writing Portfolio

Public Debate: 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: Writings			Name:	
Date	Topic or theme/ audience	Type of writing (what)	Summary (main points)	Main skills I developed:

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Public Debate: Making Your Case

8

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Activities 8: Making Your Case

p. Due date/Done?

Comment

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8.01 Essay Structure - Introduction

1. The introduction

The introductory paragraph of an essay has often been described as being in the shape of a funnel or upside-down triangle. You start with a big picture statement and get more and more specific until you finally tell the reader your answer to the essay question and even how you intend to answer it.

The introduction can be broken down into two or sometimes three parts or elements:

- i. Background or general statements.
- ii. A restatement of the essay question or your position on the essay question.
- iii. A plan of the way your essay will be organised which may or may not include specific points to be covered.

i. Background

This background prepares the reader for the actual essay question.

In human communication, social networking is still a relatively new phenomenon but one that has completely changed the way that people connect, interact and conduct their relationships. There are approximately 2.3 billion monthly active users of Facebook with just over 1.5 billion active daily users (Facebook Newsroom Stats, Sep. 2018). The use of such technologies is accepted as a natural form of communication amongst their key users.

ii. Restatement

Whatever you do, you must mention or restate the essay question in your introduction. In this example, the writer has chosen to paraphrase the essay question rather than using exactly the same words as the original but in most cases it is considered acceptable to state the essay question using the same words.

However, in the wider context of communication, social networking is a contentious means of interacting which carries an array of risks that are least likely to be obvious to the core users; adolescents and young adults.

iii. Plan

Finally, you tell your reader how you intend to answer the essay question by providing a summary of the main points to be covered in it. This summary also helps the reader to know how many sections or paragraphs the essay will have. You can even state this if you wish.

These issues are safety and the effects on future opportunities. This essay will explore these two issues.



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Essay introduction: Combined

Social networking is still a relatively new phenomenon but one that has completely changed the way that people connect, interact and conduct their relationships. There are approximately 2.3 billion monthly active users of Facebook with just over 1.5 billion active daily users (Facebook Newsroom Stats, Sep. 2018). The use of such technologies is accepted as a natural form of communication amongst their key users. However, in the wider context of communication, social networking online is a contentious means of interacting which carries an array of risks that are least likely to be obvious to the core users; adolescents and young adults. These issues are safety and the effects on future opportunities. This essay will explore these two issues.

Essay: Introductory paragraph A

Write your own introductory paragraph addressing the three main elements: the background, the essay question and the plan. Have your teacher check it over.

Topic:

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Sample:

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8.03 Essay Structure - Body Paragraphs

2. Linking body paragraphs

As you have learned, each body paragraph that you need to write must have a topic sentence.

You create cohesion between body paragraphs by showing the relationship between them in the topic sentences.

For this topic about social networking, according to the introduction, you would need two paragraphs with their own topic sentences. Each topic sentence must also refer back to the essay question.

i. The topic sentence for the first paragraph is as follows.

The first issue of concern for users of social networking is safety...

Essay: 1st paragraph

The first issue of concern for users of social networking is safety. One of the problems is that it is easy to get on sites but harder to control what happens once an individual has a presence there. For example, not limiting access to sites can result in unwanted attention in the form of bullying, sexual harassment, humiliation and stalking. Other safety issues of social networking sites, such as leaking of privacy in photos, can result in undesirable consequences in the real world. Therefore it is clear that a high level of awareness of the risks involved is needed in order to avoid becoming a victim.

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ii. The topic sentence for the second paragraph is as follows.

An additional problem of social networking is the consequences it may have for the future of a young person...

Essay: 2nd paragraph

An additional problem of social networking is the consequences it may have for the future of a young person. It has become increasingly common for prospective employers to check the sites of job applicants. In the past it was possible to lead a very respectable public or work life while enjoying the privacy of an anonymous after-hours existence. Now an individual runs the risk of compromising their reputation in all spheres of their life because so much information is readily available about them. This might also extend to affecting future relationships, as unflattering material might have been posted by the user themselves or their 'friends' at a younger age which may prove off-putting later on.

Image:
3dlabs/
iStock/Thinkstock



Essay Structure - Body Paragraphs 8.04

Writing successfully

These examples show a sophisticated way of writing topic sentences, which by this stage you should now be able to achieve.

You should also be using sequencing words to link the paragraphs together. For example, firstly, secondly and so on. (see p.46.)

You should ensure that each topic sentence refers to the essay topic to remind your reader of what question your essay is addressing.



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arieliona/
iStock/Thinkstock

Transition phrases

At times you might be required to write an argumentative text. When contrasting ideas or giving two sides of an argument, you need to link these two groups of ideas with a sentence that provides a transition between them.

In argumentative writing you need to be even clearer. A strong demarcation between one group of ideas and another is essential. One reader is to easily follow the points of view expressed.

There are many other ways of introducing your transition from one idea to a contrasting one. Some are listed in the table below.

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Transition terms B

Add some more transition terms to the table below

<i>In contrast...</i>	<i>Contrary to this...</i>	<i>It can equally be argued that...</i>
<i>Others claim that...</i>	<i>The opposing point of view states that...</i>	<i>Opponents of this have argued that...</i>

8.05 Essay Structure - Body Paragraphs

C Essay: Body paragraphs

1. Prepare a draft of three body paragraphs and have your teacher check it over.

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2. Use this paragraph checklist when checking your own and another person's draft.

Name: _____ Date: _____

Topic: _____

	Para 1	Para 2	Para 3
- There is a clear topic sentence.	yes/no	yes/no	yes/no
- Each supporting sentence is introduced appropriately with words that show its purpose.	yes/no	yes/no	yes/no
- There is a transition sentence linking arguments for and arguments against.	yes/no	yes/no	yes/no
- There is a clear summary sentence.	yes/no	yes/no	yes/no

8.07 Essay Structure - Conclusion

3. Concluding paragraph

The concluding paragraph has the purpose of reminding your reader of the points covered in your essay. It should have two distinct parts:

- i. Restatement of the essay question and your stance.
- ii. Summary of the key points covered in your essay.

You may also wish to include a final comment that acts as a kind of general summary sentence. However, if your summary is adequate, this is optional.

i. Restatement

The restatement of the essay question does just that. It reminds your reader of the topic. This should be done in terms of your answer to it. You'll notice that the words used are different than in the introduction to avoid repetition.

It seems clear then that there are a number of risks associated with having an online presence. Care and self-awareness are required to avoid these.

Preview

ii. Summary

The summary should include each of the main points covered in the body of your essay. It should summarise the context of each topic sentence. Each point in the summary should be linked clearly using appropriate sequencing words.

The problems of safety and protecting one's future are real but largely avoidable. Therefore it is hoped that greater emphasis on educating young people on these issues will be successfully implemented.

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Image:
mladensky/
iStock/Thinkstock

Essay conclusion: Combined

It seems clear then that there are a number of risks associated with having an online presence. Care and self-awareness are required to avoid these. The problems of safety and protecting one's future are real but largely avoidable. Therefore it is hoped that greater emphasis on educating young people on these issues will be successfully implemented.

Beginning the end

Just because it is your last paragraph doesn't mean that it is obvious that it is a conclusion. You have to tell your reader. Here are some ways of marking the beginning of your conclusion.

- ⇒ In summary...
- ⇒ To conclude....
- ⇒ To summarise...
- ⇒ To sum up...
- ⇒ It seems clear then that...
- ⇒ It appears from the arguments that...
- ⇒ It can be concluded that...
- ⇒ Evidence suggests that...

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Essay: Concluding paragraph D

Start to draft your concluding paragraph including the restatement and summary, and have your teacher check it over.

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8.09 Appropriate Referencing

Appropriate referencing 101

Ideas used in academic writing must be supported with evidence. This evidence must be supported by reliable sources. There are three main reasons why you need to reference.

1. To provide acknowledgement to the appropriate author.
2. To avoid plagiarism.
3. To avoid misuse and misquoting.

Image:
pojaskaw/
iStock/Thinkstock



Referencing

⇒ When do you need to reference?

You need to reference whenever you use a direct quotation or when you use a fact or opinion that you got from reading someone else's work.

Even if you thought of the same idea by yourself and then you came across it in a book, you must still acknowledge the published source of the information.

⇒ When don't you need to reference?

If something is considered to be common knowledge or in the public domain, you don't have to reference it.

For example: train timetables, the year of someone's birth or an indisputable and commonly known fact.

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In-text referencing 101

In-text referencing is when a writer includes brief details of the original author for any ideas they are using in their writing. You don't just say, "Jools reckons that the experiment failed because you can't mix those two chemicals."

Instead there is a formal way of referencing that you can include in your sentences and paragraphs without interrupting them too much.

So when in-text referencing make sure that you include these following three pieces of information

1. The author's surname.
2. The year of the publication.
3. The page number if given

In-text referencing

The purpose of using this form of in-text referencing is to present the necessary information in a condensed version that can be inserted into your sentences without really interrupting their flow.

Author's name (Smith)

You need to acknowledge who wrote the text, but this isn't enough. If the author's name is Jack Smith, you might find there are a lot of people called by this name so you need more specific information.

Year of publication (2019)

This tells us when the text was written and helps us to narrow down which text it is. It also reveals how current the information is. Arguments based on research conducted in 1963 just don't cut it (except for seminal or timeless works, or in law, art, history and some medical fields).

Page number (p. 27)

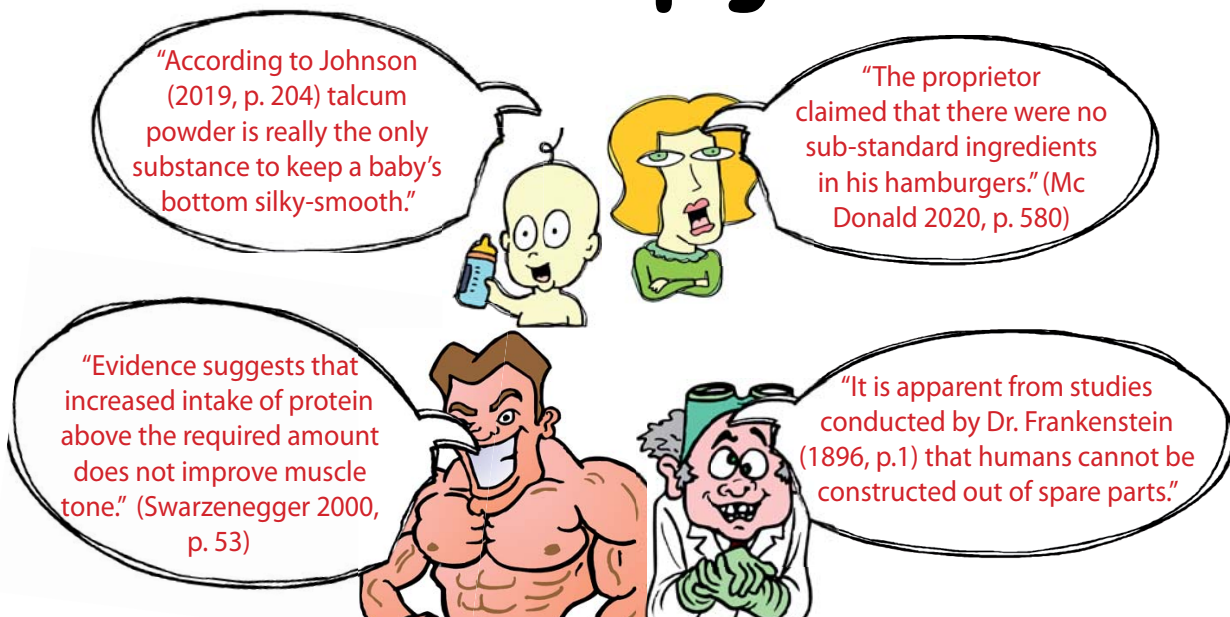
This helps the reader to track down the exact location of the evidence mentioned. You can go to the original text to find out more about the claims made in the essay or article reading.

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Summary (Smith 2019, p. 27)

This format is an accepted academic convention including the comma after the year and before the page number. You can put the name inside or outside the brackets, depending on your sentence structure (see below).


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8.11 Assessment Task

AT8 Final essay

- ⇒ You are required to draft and write a final essay on a given topic.
- ⇒ This might be the same topic you started writing about on p.129 or another one developed in consultation with your teacher.
- ⇒ You may have already completed some of the drafting throughout this section.
- ⇒ Your teacher will inform you of appropriate due dates, word lengths and any other requirements.

AT8: Essay - Planner							
Topic:							
Format:		Word length:		Due date:			
Draft 1 due:	Date submitted:	Draft 2 due:	Date submitted:	Final due:	Date submitted:		
Requirements:		Requirements:		Requirements:			
Comments: Process		<div style="text-align: center;"> <h1>Preview Sample: Do Not Copy</h1> </div>					
Comments: Purpose							
Comments: Structure							
Comments: Complexity							
Comments: Mechanics							
Comments: Other							
Teacher signature:		Date:		Teacher signature:		Date:	
Student signature:		Date:		Student signature:		Date:	

Name: _____ Date: _____

Topic: _____

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8.13 Assessment Task

Name: _____ Date: _____

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Name: _____ Date: _____

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8.15 Assessment Task

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Name: _____ Date: _____

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8.17 Reading for Public Debate

Trained, drained or shamed?

People typically fall into three distinct groups when it comes to their use of and relationship with technology. Which do you best fit?

Trained

These individuals are delighted users of technology and “true believers” that it enhances their lives. They typically trust technology and believe in its efficiency. They are likely to see it as a godsend and can’t imagine getting work or life tasks done effectively without it. These are the early adopters, likely to experiment with new platforms and install updates as soon as they become available. They are infinitely patient and resourceful when implementing these platforms at work and willingly problem-solve when things don’t go as planned. They are unlikely to make hard copies of anything, preferring the convenience of cloud-based storage. Their entertainment and communication is largely phone-based. They are likely to rely on apps for directions, web ratings for eating out and holidays, and may be enamoured of spreadsheets for keeping track of spending and other life-planning. This group may use voice-activated home command systems to control their environment and tell them that their fridge is empty, fitness apps to commend them whenever they decide to move, and selfies to share the evidence of their fabulousness. They may not realise how well-trained and obedient they are and how few choices they really have. They have sacrificed their time, privacy and agency to technology. They are servants of the machine.

Drained

These individuals believe in the convenience and importance of technology use and may be highly competent users. They perform their work and life tasks using the technologies they need and may innovate to create solutions at work and home to better organise and enjoy their lives. They are typically competent in the use of all mandated work platforms and employ a range of apps and web-based services to make life easier and more enjoyable. They are likely to have a balanced view of what technology can and can’t achieve for them. Hence they might be seen collecting print-jobs or even using a photocopier. When things go wrong with technology they try their hardest to rectify the issue. They may even blame themselves, seeing the problem as a resolvable “user errors”. But being reasonably balanced folk, they lose their patience and become resentful when their report disappears into the ether or when they are into their seventh hour of re-entering data into a spreadsheet that crashed. When they arrive at their hotel in Vientiane and discover that there is no booking in their name after all, they just lose their cool. There is a limit to the tolerance of this group and when pushed to that limit, they are frazzled and might need time out. After a good lie down, and possibly a cry, they recover their equilibrium until the next digital onslaught. They are depleted but stoic.

Shamed

This group tends to be either flagrant rejectors of technology or terror-stricken avoiders. The first group is confident in its rightness and resentful of what it considers to be unreasonable demand to use technology that they don't like or don't understand. With a few choice exceptions, they will refuse to learn new systems, argue against the need for upgrades or change and vocally point out the flaws/expense/unnecessariness of implementing anything new - "If it ain't broke...". They will likely avoid professional development at work and struggle to successfully stream Netflix at home (but that might not be entirely their fault). Attempts at forcing them

to update their technology skills might result in a threat of union intervention and on the occasions they do undertake training, they might intentionally or unintentionally fail to grasp the new knowledge. The second group sincerely struggle with new technologies and suffer either in silence or very loudly. They may be shamed either by others or berated by themselves for their incompetence. They may attempt to hide their lack of technological knowhow or confidently demand that someone else take on the tasks for which they are ill-equipped or ill-disposed. They are likely to fear for their jobs and standing with colleagues and suffer anxiety. Either way, they are miserable.

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Trained, drained or shamed? A

Complete the following questions in your workbook.

1. Who seems to be suffering most?
 2. Is it better to know you are suffering or believe you are thriving?
- The article treats the three categories of user differently.
3. Which do you think the writer is most sympathetic to? What leads you to think that?
 4. In *Trained*, the tone changes. Where does this happen? Which words show the real attitude of the writer?
 5. Which group seems to have the greatest awareness of its situation?
 6. What is the main purpose of the text?
 7. How successfully has the writer conveyed this?

Discussion

- a. To what extent do agree or disagree with the writer? Explain why?
- b. Do you know any people who could be classified as either *Trained*, *Drained* or *Strained*?
- c. Which category do you fit into? Why so?

Extension

Rewrite one of the sections, *Trained*, *Drained* or *Strained* based on your own views.



8.19 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: _____

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"/>

Comment:

Signed: _____ **Date:** _____

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