

# Literacy Senior: Workbook 2ed.

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### Literacy Senior: Workbook 2ed

By Michael Carolan

**DELIVER Educational Consulting (978-1-925172-49-2)**

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- Literacy - Intermediate 4ed (2019)
- Literacy - Senior 2ed (2019)
- Numeracy - Foundation 2ed (2019)
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[michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au)

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

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

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

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

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

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

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

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

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- ☐ 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

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

- ☐ Career and Enterprise: Foundation 11
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#### Current resource list: 2020 (\* = new)

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- ⇒ \*Personal Development - Foundation Workbook/text 2ed & Activities booklet (2020)
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- ⇒ \*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
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- > \*Personal Development Activity Planner: Foundation (2020)
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- > \*Personal Development Project Planner: Senior (2020)

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

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- > Career and Enterprise ATAR 12
- > Career and Enterprise Foundation 12
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<b>Careers, Work Education &amp; Personal Development</b>	<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
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Community Services - Intermediate 2015	_____ @ \$33	_____ @ \$165	_____

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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	_____

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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 writing tasks in the spaces 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 extend your writing and complete other tasks given to you by your teacher. You may need to collect and keep copies of readings, 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 target literacy skills.
- Throughout this workbook there are a number of quick-reference Literacy Superskills. Use the table opposite to locate these.
- You might be directed to complete some or all of the assessment tasks listed opposite.

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### Literacy Superskills

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

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# Self Expression: Express Yourself

1

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1.02 Oral Communication Record	3	<input type="text"/>	<input type="text"/>
1.04A Oral communication	5	<input type="text"/>	<input type="text"/>
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RWF Reading and Writing Folio	26	<input type="text"/>	<input type="text"/>

Comments:



## 1.01 Introduction


### Literacy Senior

Welcome to your studies of Literacy Senior and the final stage of your VCAL program. The materials in this resource have been specially prepared to both assist and enable you as senior students to satisfy the learning outcomes associated with your Literacy and Oral Communication programs.

As part of your studies you will be required to source, read, investigate and produce a range of texts. This will further 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 p.179 of this resource.

This resource also offers the opportunity for you to work towards satisfy learning outcomes related to oral communication. These tasks are indicated by the  icon. Your teacher might get you to undertake the entire activity, or the relevant part of the activity, in order to satisfy the Oral Communication learning outcomes. You can record your achievement in these on the pro-forma opposite p.183.

Preview  
Sample:  
Do Not  
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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:

- ⇒ following 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:				
Oracy tasks to be completed	Re- quired	Due by	Done	Teacher initials
<b>1: Self-Expression</b>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
<b>2: Knowledge</b>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
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	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
<b>3: Practical Purposes</b>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
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	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
<b>4: Public Debate (&amp; Issues)</b>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
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<b>Comment:</b>				

## 1.03 Ways of Communicating

### Communication

Human communication takes many forms and has developed to encompass both person-to-person communication as well as virtual or technological means. As a result, communication is very complex and full of possibility. But it does come with some difficulty.

When we use our tools of language well to communicate, we gain real personal and professional advantages; we create opportunities for ourselves to enjoy life socially, make satisfying relationship connections and succeed in our chosen occupational fields.

### Communication process

There are always three parts of a communication process.

1. The **sender** (communicator).
2. The **message**.
3. The **receiver** (listener).

For a message to be effective, it must be constructed, communicated and received. As humans we often do poorly on the effective communication test. Poor communication can lead to family conflict, business disputes, work-related stress, friendship fallouts and even relationship breakdown. So are your communication skills for self-expression up to scratch?

### Ways of communicating

Different people prefer varied methods of communicating, but in essence nearly all communication is a hybrid of these four types (notwithstanding touch which could be considered as a part of non-verbal.)

- i. oral
- ii. written
- iii. technological
- iv. non-verbal

#### i. Oral communication

- Most oral communication occurs verbally and informally.
- Effective oral communication relies on use of tone, volume, pitch, emphasis, intonation and word-stress.
- These all influence the character of the words we use.

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Sample:  
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1. Guess the meaning of these terms based on the visual clues.



Tone:	What's For Dinner?	<b>WHAT IS FOR DINNER!</b>
Volume:	spider?	<b>SPIDER!</b>
Pitch:	<i>What are you doing?</i>	<b>What are you doing?</b>
Emphasis	Say <b>am</b> I happy	Say am I happy      Say am I <b>happy</b>
Intonation:	really? really?	I <b>love</b> you    I love <b>you</b>
Word-stress:	ABRACADABRA <u>ABRACADABRA</u>	<u>football</u> foot <u>ball</u>

2. Try saying the following using different tone, volume, pitch, emphasis, intonation and word-stress. Underline, bold or highlight different words and phrases to help.

- a. I am really sincerely sorry for all the trouble I've caused.  
     I am really sincerely sorry for all the trouble I've caused.  
     I am really sincerely sorry for all the trouble I've caused.
- b. Are you following me.  
     Are you following me.  
     Are you following me.
- c. I'm really not afraid of spiders.  
     I'm really not afraid of spiders.  
     I'm really not afraid of spiders.
- d. Your story isn't at all dull.  
     Your story isn't at all dull.  
     Your story isn't at all dull.

3. Now make up some examples of your own and get classmates to try them out.

## 1.05 Ways of Communicating

### ii. Written




-  Writing formalises communication making it more permanent and more official.
-  Whether you write a love letter, a social-media post, a text tattoo or a job application, this form of communication is usually there to stay.
-  Written communication is still seen as a very powerful tool for getting a message across, however, it is not easy to write effective communication.



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Jose Manuel  
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### B Written communication

## Preview

1. List some examples of written communication across different media.

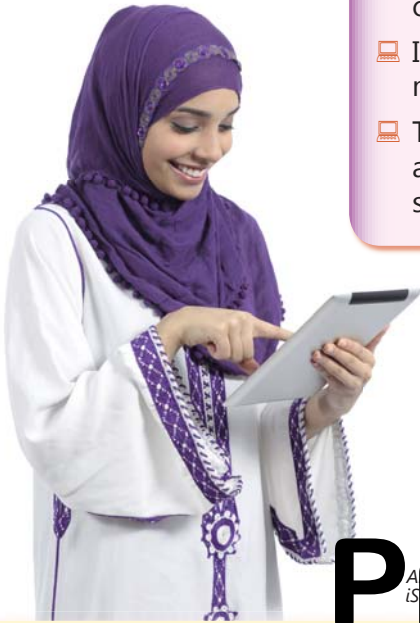
Sample:

Do Not




Copy

2. What types of written communication do you commonly use and why?

3. Are there any that you wish would be less permanent? Explain.



## iii. Technological

-  Communicating via technology may duplicate existing communication or be specific only to the target media.
-  It may be via verbal, graphic, written, video, sound, multi-media or some other means.
-  Technological communication may cross platforms and unite communicators; but it can also be platform-specific thereby alienating or excluding parties.

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Technological communication

C

1. List the technology that you use to communicate. Compete in groups to see who can think of the largest range in the shortest time.


2. Which are the most useful? Most Fun? Which are the most infuriating? Most Difficult?

useful			
fun			
infuriating			
difficult			
pointless			

## 1.07 Ways of Communicating

### iv. Non-verbal

- Some of what we say is not communicated by our words nor the sounds we make but through subtle or more obvious changes.
- These include our facial expression, posture, eye contact or even what we wear.
- Some estimates suggest over 75% of our communication (both giving and receiving) is non-verbal.



We communicate so much more through our facial expressions. What is Linda communicating in each of these images?

### D Non-verbal communication

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Image: Christi Tolbert/  
iStock/Thinkstock

1. List some examples of facial expressions that can be read without words. Which can be understood easily and which are harder to understand?

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2. How could a person's posture influence the way others see them?

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3. What judgements do we make about people based on their use of eye contact?

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### Parts of speech

You've heard about parts of speech before but a key element of effective literacy is to know how to correctly use these when communicating for self-expression, practical purposes, knowledge and issues and debate. So let's revise and upskill!

#### Nouns

Nouns are naming words and they come in two varieties; proper and improper.

- ⇒ Proper nouns are the names of people and places. They start with capital letters.  
e.g. *George Papadoulis, Glenroy, Chapel Street.*
- ⇒ Improper nouns are labels we:
  - give *things* such as *chair, hoodie*;
  - give *places* such as *street, cafe*;
  - give *feelings* such as *confusion, stress*;
  - use for *ideas* such as *human rights, conscience*;
  - use for *characteristics* such as *patience, predictability*;
  - use for *activities* such as *Aikido, table tennis*.

#### Pronouns

Pronouns stand in place of a noun. e.g. "*Jake lost \$3 down the side of the couch so he couldn't buy a stodgeburger for his lunch.*" "*Hey you, stop drooling over my GT!*"

#### Verbs

Verbs in their simplest form are known as 'doing words'. Therefore verbs tell about action, or what is happening in a sentence and they can even describe a state of 'being'. e.g. "*Chumley felt sad as he skated down the main street of town. All his friends were at schoolies, playing up and having fun.*"

Verbs come in lots of flavours including regular and irregular. They also show the tense or time when an action happened.

#### Adjectives

Adjectives add more information to a noun or pronoun and are usually placed before a noun or pronoun. They add 'colour' to a statement or description. e.g. "*The industrious VCAL student completed all his compulsory homework and then demanded extra work.*"

#### Adverbs

Adverbs change or modify the meaning of a verb. They tell how, what, where, when or why. Most adverbs will end in an 'ly'. e.g. "*The students squealed gleefully as their teacher tripped on the school bag.*"

#### Prepositions

Prepositions show relationships between things, or they describe a direction and come in front of nouns. e.g. "*Turn opposite the park and keep going along the road until you can see the moon behind you. Remember to look up.*"

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&  
UPSKILL

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### Parts of speech

E

In your workbooks copy and identify the underlined parts of speech in the following story.

Treacherous Terri came tearing around the corner, blissfully unaware of the commotion she was causing. She was feeling rather hyped-up at the prospect of tonight's Roller Derby clash with the Devilish Darlings at the Colosseum. This was her chance to get back at Betty Bruiser for that mean c-block that had left Terri with fearful fishnet burn. Betty would pay dearly for that. Terri was planning revenge by way of a sneaky hip whip when - SMASH! The next thing Terri knew, she was wound around a street pole, one skate up her nose, in shock and with no hope of playing tonight.

## 1.09 Crafting an Image

### Language, literacy and who you are

One of the most important things we communicate through language is who we are - what matters to us, motivates us, excites and bores us. In short, we use language to define who we are in ourselves, in relation to others and in relation to our immediate and more distant communities.

You get the chance for self-expression through your personal image.

### Personal image

Your personal image is the image you show to your friends, family and close connections. This is achieved through the way you choose to communicate with those around you. A lot of the time, you may not seem to be choosing at all - you are just being you! Most of the time, the people around you 'get' your communication style because they know you and because you might have shared or familiar ways of expressing yourself.



A

### Personal image

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1. Think of a story about yourself. It might be factual or fantastical. Make a few notes here to keep your story on track.

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2. Tell your story to another student 'straight'.  
With a different partner try a combination of verbal and non-verbal techniques to change the way it sounds. For example, you could make it sound funny, sad, suspenseful, or dramatic.

Switch partners one last time and try to give a different impression.

How did changing your story alter it? Consider: When you told the story, did it feel like the 'real' you? Why/why not?

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3. Debrief: Have a class or small group discussion about what impressions you were trying to create and how your story was perceived by those who heard it.



## Public image

Your public image is how the wider world views you. Every time you express yourself, people are forming opinions of what kind of person you are, even if they are not correct! This is because, as human beings, we are always looking for clues about how to relate to others in a way that they can understand or to show that we are different by distinguishing our ways of communicating.

As you get closer to finishing your senior school education, it becomes more important to be conscious of the different private and public spheres of your life and how you use your literacy skills to communicate effectively with specific 'audiences' according to the impression you want to make.



Your public image might require you to express yourself quite differently from your personal image.

Image: Creates/creates/Thinkstock

# Preview

Public image

B

Look at the scenarios below. What words would you use to tell the following people the situation? Practise delivering this information in different ways to different people.

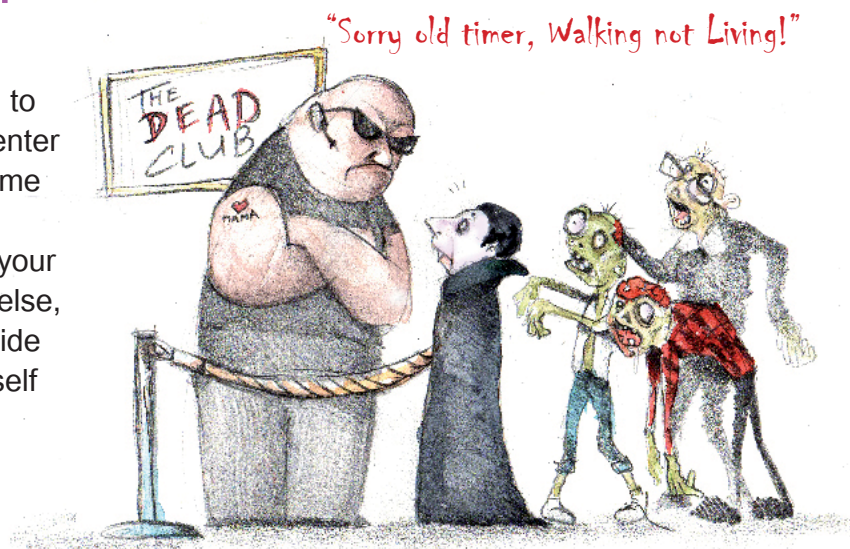
Scenario	What would you say?
Someone at school, work or a friend is asking you to do something very specific and important tomorrow but you know you will be absent from school, work or from a social event. What do you say and how?	a friend:
You played a practical joke pranking a friend. Outline what you did to show one person how clever you are and another person how funny you are.	a parent:
You have talked your way out of a Myki fine. How would you tell a friend online and a prospective employer?	person 1:
	person 2:
	a friend online:
	a prospective employer:
A retailer would not accept your gift card that is out-of-date by a week. How would you relate this to...	a parent:
	a Facebook feedback page for the store:

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## 1.11 Let The Right One In

### Choosing wisely

Did you know that according to folklore a vampire can only enter if you invite them in? The same goes for words. You have to deliberately invite them into your language consciousness or else, they stay outside it. You decide what words to apply to yourself before someone else does!



### A Different strokes

1. Complete this table by listing sets of words that you might use to describe yourself personally, and the corresponding words that might be better for your public image.

Words I use about myself privately.	Words I could use about myself publicly.
e.g. Chilled-out, zero care-factor, easy-going.	e.g. Calm, level-headed, clear-sighted.
<div>Preview</div> <div>Sample:</div> <div>Do Not</div> <div>Copy</div>	

2. Help Traycee to sell herself better. What should she leave out and how could she change her communication to give a better impression?

*"I'm a really caring person who just loves people and being around people and kids. And animals. I am definitely a very good communicator and I love talking to people and I can talk to anyone. I can just, sort of strike up conversations anywhere with anyone and I am pretty interesting and pretty funny. My friends tell me I'm a crack up and I make them laugh every time I open my mouth so they're laughing all the time! I keep them entertained and, so I don't forget, I update my status then and there, which really cracks them up more. Because my words are gold I get to share my good times with everyone I care about so they don't miss out and when I tell them the next day, they know what I'm talking about. Some people say I talk too much but that's just me and I'm not going to change for anyone. I know I'm pretty awesome actually. This really funny thing happened the other night and it could only have happened to me..."*

- a. Think of some words to describe Traycee's strengths and write these in sentence form.  
eg. *Traycee is confident; she will talk to a range of people.*

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- b. Think of some words to describe Traycee's weaknesses and write these in sentence form.  
eg. *Traycee is stubborn; she won't consider changing even though not everyone appreciates her communication style.*

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- c. How could Traycee present her strengths to a potential employer? List some key words and phrases.

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- d. As a class or in small groups discuss the following statement: "Young people today over-communicate. They reveal too much about themselves both orally and via social media." List some key words and phrases from your discussion.

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- e. Write a concise paragraph to clarify your ideas based on the discussion.

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## 1.13 Building Word Power

### Language

Language is always shifting with new words coming into use every day and others dying out. Current estimates suggest that there are about a million words in the English language. While you will never know all of them (nor want to), you need to know a fair few to get by in life and even more if you want to study at post-secondary level. In fact, linguists recommend that a functional vocabulary of around 10,000 words is necessary for academic success. Linguist Professor Alexander Arguelles has outlined the following as active vocabulary requirements for various functions:

- ⇒ 750 words are used daily by all speakers of a language
- ⇒ 2,500 words lets you express most things you need to (but very badly)
- ⇒ 5,000 words of active vocabulary is the average for a native speaker without a higher educational qualification
- ⇒ 10,000 words of active vocabulary is the average for native speakers with a higher educational qualification
- ⇒ 20,000 words of vocabulary are needed to passively recognise enough words to read, understand and appreciate a work of literary fiction.

So how's your word power?

#### Word families

We are all busy and no-one likes boring rote-learning! So let's get efficient! Why learn one new word when you can learn five - or more!

Each word has its own meaning but many words are related so when we learn one we can branch out and embrace a few more at the same time. Consider:

family, families	
familiar	unfamiliar
familiarity	unfamiliarity
familiarise (z)	de-familiarise (z)
social	anti-social
society, societies, society's	
sociable, sociability	unsociable, unsociability
society, sociological	
sociology, sociologist	sociopathic
human	inhuman
humanitarian	
humane	inhumane
humanism	

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### A Word power

1. Divide the following words up amongst your class. Find as many related words as possible.
2. Find out the meanings of all your words, the part of speech they belong to (noun, verb, adjective, adverb, etc.).
3. Compile a booklet or series of posters of all the words in a form that can be added to. This can become a living class dictionary.

⇒ humour	⇒ development	⇒ interaction	⇒ govern
⇒ participate	⇒ regulate	⇒ energy	⇒ vary
⇒ friend	⇒ valid	⇒ academic	⇒ institute
⇒ accompany	⇒ appropriate	⇒ orientation	⇒ interest

Word	Meaning	Part of speech

Preview

4. Choose 2 words from 4 different word families and write sentences to show you understand their uses.

Sample:

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## 1.15 Talking The Talk

### Other peoples' words

We all have specific points of view on issues. It's one of the things that defines who we are. It is important to be able to articulate your point of view and to accurately understand and report on someone else's.



Image: DusanVilic/  
iStock/Thinkstock

Quotes are used when we want to repeat exactly the words that someone has written or spoken. We do this for a number of reasons including:

- ⇒ they say something in a special way that we couldn't say better *"Shall I compare thee to a summer's day?"*, or
- ⇒ because we want to be completely accurate in reporting what they said, *did you say, "There is absolutely no internet connection in this school?"*

### A Quoting others



1. Choose 2 of these topics. You're going to collect opinions from 3 other students for each by asking them to explain why they agree or disagree with the statements.

- i. Humans will make contact with life on another planet within the next 50 years.
- ii. Soon human beings will be able to live until 120.
- iii. Technology will one day make traditional schools obsolete.
- iv. Overuse of life-saving medications will lead to new diseases in the future.
- v. Australia's population will become too large to be sustainable within 50 years.
- vi. Drone technology will allow us to control our cars, computers and lives within 20 years.

2. Write down how they respond to the statements. Answers should be no more than one or two sentences. You should write down two answers exactly as they are said and the other one should be in your own words.

Topic	Opinions
	i.
	ii.
	iii.
	i.
	ii.
	iii.



## Quoted speech

When we use the exact words that someone says (direct speech) in our writing, we must place those words in inverted commas to show we are quoting directly from that person.

⇒ “Schools will never be obsolete because face-to-face communication is the most effective way to learn and develop socially”.

⇒ “We will make contact with species on other planets but will never understand their responses”.

If you are quoting someone directly you must use the exact words. You also have to attribute the quote by naming the person.

However, if you change anything at all about the words you must do the following:

- i. If you leave out a word or words you must replace them with three dots (and only three) this is called an ellipsis!

⇒ “We will make contact with ... other planets ...”

Notice that the sentence still makes sense.

“We will make contact with species on other planets but will never understand their responses”.

- ii. If you add words or change the form of a word or phrase to ensure that the sentence is grammatical, you must place a square bracket around it.

⇒ “We [human beings] will make contact with species on other planets but we will never understand their responses.”

- iii. And of course you must also include the name of the speaker outside of the quotation marks.

⇒ Sara Johnstone said “We will...”

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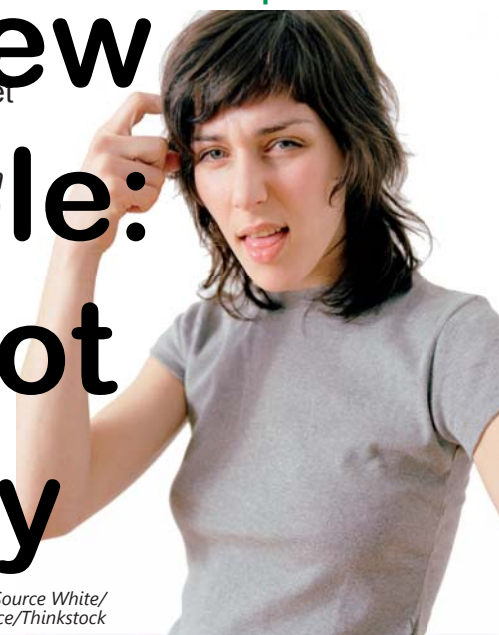


Image: Image Source White/  
Image Source/Thinkstock

## Open and closed questions

**Closed questions** usually require yes/ no or one-word answers.

- ⇒ “Are you hungry?”
- ⇒ “Can I go now?”
- ⇒ “Was playing in a grand final amazing?”

They are good for clear, simple information gathering.

**Open questions** draw out an opinion, an elaboration or an explanation.

- ⇒ “Tell me about your experiences playing for Geelong.”
- ⇒ “Describe your feelings about soup.”
- ⇒ “Why do you believe that Pork Scratchings should be banned?”

They are good for eliciting detailed responses, reasons and opinions.

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## 1.17 Talking The Talk

### Reported speech

When you write a person's ideas in your own words, this is called reported speech. When you do this, you must always change the way you say the person's idea. You must also say whose opinion it is. If you are not writing their ideas in your own words then you must use quotes as shown on p.17.

*e.g. Ned believes that traditional school will always be important because of how human beings prefer to learn and how they develop their social skills.*

You should use reported speech when you want to repeat someone's idea but the words they used were not suitable or exceptional; or when you want to pass on a message to a third party. e.g. "My Dad said that dinner's up at 7 and don't be late or you won't get any." (Note: A message is being passed on and 'dad' might have used more colourful language!)

### B Reported speech



1. Refer to the sentences you collected as **direct quotations** for 1.15A. Have the person check these for accuracy. Make changes in your workbooks if needed.
2. Write down the sentences you collected as **reported speech** for 1.15A. Have the person check these for accuracy. Make changes in your workbooks if needed.
3. List examples from newspapers, magazines or online sources of people's opinions being reported either through direct quotes, or indirectly (using different words).

Source	Examples from print and online media
i.	
ii.	
iii.	
iv.	

4. Discuss and outline when it would be better to use quotations and when it would be more suitable to report ideas. Use examples to justify your responses.

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### Practical punctuation

Punctuation is not a matter of taste, it adheres to strict rules. Practical punctuation is all about clarity and readability.

When communicating expressively or about issues, punctuation can add a lot to your written expression. It can add drama or effect.

When communicating informational content such as instructions and facts, your purpose is to keep it simple and allow quick, efficient absorption of the text.

#### Lists

- ⇒ Use commas between items in a list but not after 'and' - chips, sauce, dips and crackers.
- ⇒ Introduce the subject of your list followed by a colon - Party food: chips, sauce, dips and crackers.
- ⇒ If your list is numbered, bulleted or written vertically, omit the commas and the 'and'; the full stop goes at the end of the list.

Party food:

- ✓ chips
- ✓ sauce
- ✓ dips
- ✓ crackers.

# Preview

There you go, pretty simple really!

#### Possessives and plurals

Possessives and plurals can be a bit of a confusion and getting these wrong can change the meaning of expressive and practical texts!

*e.g. Lulu likes alliteration. She likes baking and is starting a business but does she know about apostrophes?*

☹ Lulus' luscious lammingtons

☹ Lulu's luscious lammingtons

☹ Lulus luscious lammingtons'

Which is right?

- ✓ Well Lulu is one person and she owns the business so she needs an apostrophe; and it has to come after her name and before the 's', therefore Lulu's!
- ✓ Lulu makes more than one lammington so it's plural; but the lammington doesn't own anything, so it doesn't need an apostrophe, therefore lammingtons!
- ✓ If Lulu went into business with her best friend, Lulu, then she would have to change her sign to Lulus' luscious lammingtons - because there would be plural Lulus who own the luscious lammingtons! (but this is not likely to happen).
- ✓ But if Lulu went into business with her dad who had the same family name as Lulu then it would be more likely to happen - Lemmons' luscious lammingtons.

And by the way, if you are a sign writer and you punctuate Lulu's sign incorrectly, Lulu will blame you even though it's not your fault and give you bad word of mouth, so you had better learn to punctuate too!

Oh, there's also one other thing wrong with Lulu's business name? What is it?



Image:  
RobertDowner/  
iStock/  
Thinkstock

#### Feeling hungry

Why not find, improve or develop a lamington recipe (Literacy & Numeracy), bake and sell them to raise funds for a charity (Numeracy & PDS) and manage this activity safely and efficiently (WRS). Now that's an integrated activity!



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## 1.19 Presenting Opinions

## Personal opinions

Sometimes our personal opinions are not the same as the opinions that we are willing to 'put out there' in the public sphere. This may occur because of the audience we are communicating with, the medium of communication and our purpose.

At times, you might not be confident that your idea or opinion is thought out well enough to express it publicly right now. e.g. “*Er...Um...I think that infertility must be hereditary ...*”. Perhaps you might not want certain people (audience) to know what you really think. e.g. “*Well Ms Habib, I really want this job cos It’s easier and pays better than the one I’ve got now*”. Or the information might even be personal and nobody’s business. e.g. “*The cream really did help my itchy skin rash.*”

So can you think of any opinions that you would express differently in a public forum, and especially in writing, rather than if you were talking to a friend?

## A Personal opinions



- # Preview Sample: Do Not
- Form pairs. Interview your partner about their attitude on particular topics. (Start with milder topics and build up to the more contentious). Choose some of your own. Consider:
    - ⇒ Should the age for legal consumption of alcohol be increased to 21?
    - ⇒ Should the legal drinking age be increased/decreased?
    - ⇒ Explain your attitude to the legalisation of same-sex marriage in Australia?
    - ⇒ Describe how you feel about the government policy on 'turning back the boats'?
  - Find out whether their real opinion is the same or different from their public opinion. (The more contentious issues allow for a comparison of personal expression of their responses and public, considered formulation of their stance).

Interview		
Name: _____		Interviewed by: _____
Topic 1:	Topic 2:	Topic 3:

3. Report orally to a small group/class on one response. First check with the person that you have understood their point of view. Be careful to represent the person's opinion accurately. You can do this by checking the details with them. Use direct quotations and reported speech.

### Oral presentations

You have presented your ideas and research before in oral form and this will continue to be an important way that you are assessed throughout this year and in any future study. Often employees have to present information orally and it can be challenging to get those ideas together in a way that is clear and organised. Your first verbal contact with an employer is a kind of oral presentation - maybe a phone call, or an interview. The more confident you get in expressing yourself this way, the easier it will be to make progress towards your chosen career pathway. So again, let's revise and upskill!

### Advanced Presentation Tips

#### Mediums

- ⇒ You need to choose the most appropriate mediums to deliver your message.
- ⇒ Choose mediums that also suit your strengths and suit the audience.
- ⇒ Try to use 3 different mediums, e.g. oral presentation, image and multimedia.

#### Tone & register

- ⇒ The way you speak and deliver the message is the key to engaging with your audience.
- ⇒ Be careful not to talk down to people, nor to make the information too complex and dense.
- ⇒ The presentation is made for the audience, so make sure all information is directed at them and pitched at their levels of understanding.

#### Non-verbal communication

- ⇒ The way that you carry yourself can help reinforce your message.
- ⇒ Use body language that presents you as confident and strong, but not arrogant and overbearing.
- ⇒ Try to engage with the audience by incorporating visual cues and other non-verbal methods.
- ⇒ Don't speak with your head down or looking away from the audience.

#### Planning & editing

- ⇒ The more you can say with fewer words, the more powerful your message will be. So edit down.
- ⇒ Timing is paramount so plan how long each component of the presentation will take.
- ⇒ Create a timeline or storyboard in order to plan time accurately. Allow for some slippages; both too short and too long. Allow for questioning.

#### Feedback/interactivity

- ⇒ The presentation is for your audience, so actively encourage and seek feedback. Create an evaluation.
- ⇒ Allow for questions & feedback at the end of the presentation.
- ⇒ If in a team have two team members deal with each question. This helps ease pressure and can enable you to bounce off one another and formulate better answers.

#### Visual aids

- ⇒ Visual aids should support other elements of the presentation. Try to let the visual aid do the 'talking'.
- ⇒ Don't overdo them. Use them sparingly and only when they can deliver a better message - which they often can do! e.g. Graphs vs statistics, photos of activities, etc..
- ⇒ Make sure they look good, because a scrappy visual aid will look like a joke.

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## 1.21 Making Presentations

### A Oral presentation



You are required to make a presentation that introduces a classmate's point of view on an issue. You can use the issues on p.20 or choose a topic that you and your classmate agree on. Your teacher will give advice on the format and length of this task as well as other guidance. Record any important information below.

Using the sample presentation on page 23 as a guide, start to plan your presentation by making notes under the following headings in your workbooks. Refer to the **Structuring your presentation** superskill to help.

☐ Introduction

☐ Topic

☐ Viewpoint

☐ Reasons for viewpoint:

1.

2.

3.

☐ Supporting quotations

☐ Other relevant information

☐ Changes for a public or wider audience

# Preview Sample:

#### Structuring your presentation

1. Clearly introduce yourself and your classmate and directly state the topic you have interviewed them about.
2. Briefly state your classmate's personal point of view and explain their reasons for holding this opinion.
3. State whether your classmate's personal opinion is different from their public opinion. This might be done by showing how their point of view has evolved from when they first thought about the topic or how they might wish to soften their response for public consumption or select certain elements to reveal to a wider audience.
4. Use a range of reported speech and direct quotations to illustrate your classmate's opinions.
5. Thank your audience and invite questions or comments.

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*Other information*



### Sample Presentation

Good afternoon. As you all know, my name is Rhiannon and I have had some very engaging conversations with our classmate Cecil recently. Cecil holds some very interesting points of view which he has been sharing with me and in this presentation I would like to tell you about them. I talked a lot to Cecil about his attitude toward social media and specifically asked him “Explain your attitudes about whether social media will become more or less relevant in the future”.

Cecil was very open in sharing his thoughts and I found out that he believed that social media would continue to grow in importance in the future and become even more relevant than it is now.

The first reason he gave for this view was that as social media platforms grow and more choices are available, even those not ‘on board’ with some forms of social media will find a platform that they are comfortable using. He talked about old people being able to use social media more but said it would be better if they didn’t use the same platforms as him.

In addition to that, Cecil thought that social media would become more secure in the future so that things like we would not be of such concern. He said that “Time sensitive platforms like Snapchat would be more common so we wouldn’t have to worry about stuff being there forever”. That means we could be freer to express ourselves without people making a negative reaction to something you just think is funny at the time. It would also mean that bosses couldn’t check up on what you were doing on your ‘sickie’.

Finally, Cecil told me that social media would be more relevant in the future to do business. He said that with even more users, businesses would no longer have to spend a lot of money advertising off-line. He said “You could just blitz customers on their social media because they’re on there all the time”.

Cecil said that although he really did believe that social media was becoming increasingly relevant, he thought that maybe he should give some negatives if he was expressing himself publicly. He would probably add something about how privacy is a really big issue and how people can look up things you have posted when you were much younger and use them against you. He would leave out the comments he made about old people and bosses even though his comments are true.

Thank you very much for your attention and letting me share Cecil’s interesting opinions on this really relevant topic. If you have any questions or comments, I would be happy to hear them - or perhaps you could ask Cecil!

**Introduce your classmate.**

**State the exact topic you interviewed them about.**

**State their opinion.**

**Summarise their reasons using signpost words such as firstly, next, in addition, for example...**

**Reason 1 for viewpoint.**

**Reason 2 for viewpoint.**

**Reason 3 for viewpoint.**

**Changes for a public or wider audience.**

**Thank audience and invite questions or discussion**

**Preview Sample: Do Not Copy**

## 1.23 Assessment Task

### AT1 Presentation report



#### Task

You are required to prepare a written report based on an interview with a person on a topical issue that is (most likely) complementary to your oral presentation from 1.21M.

As part of this report you are required to:

- a. **Interview** a **person** about their opinion on a **topic** negotiated with your teacher.
- b. Identify and summarise your interviewee's **private views** based on the topic.
- c. Identify and summarise your interviewee's **public views** based on the topic.
- d. Appropriately use **direct quotes** and **reported speech** to communicate their views.
- e. Identify **differences** between your interviewee's private and public views, and suggest **reasons** for these differences.
- f. Prepare a **final written report** as a recount (such as on p.23) to complement your oral presentation. (Note: It is not recommended that you would be simply reading this report for your oral presentation nor would you simply be submitting a written version of your oral presentation.)

Your teacher will inform you of word lengths, suitable format, due dates for both the draft and final version and other relevant information. Note these below and then record these on the pro-forma opposite.

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Topic:

#### Guidelines: Report structure

Use these guidelines, and other support from your teacher, to structure your report. Undertake planning and drafting in your workbooks; get your teacher to check this.

- i. State who your interviewee is and the specific topic you interviewed them on.
- ii. Outline their point of view on the topic.
- iii. Give at least 3 supporting reasons for that point of view. You must use examples of both direct and indirect speech in your explanation.
- iv. Identify any discrepancies and inconsistencies between your interviewee's private and public views. Use direct and indirect speech as examples to explain possible reasons for these discrepancies and inconsistencies.
- v. Restate the specific topic and then clearly and concisely summarise the main supporting idea.

Name(s):	Interviewee:			
Topic:				
<b>Tasks - AT1: Presentation report</b>	<b>Re- quired</b>	<b>Due by</b>	<b>Done</b>	<b>Teacher initials</b>
<b>Stage 1: Planning and Interviewing</b>				
1. Negotiate a suitable topic for the interviewee.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Develop suitable closed questions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Develop suitable open questions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Devise how to 'record' the information from the interview.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Conduct the interview; record appropriate 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"/>
<b>Stage 2: Drafting your report</b>				
1. Summarise your interviewee's private views on the topic.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Summarise your interviewee's public views on the topic.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Use direct quotes from your interviewee.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Use reported speech from your interviewee.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Identify differences between private and public views.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Suggest reasons for differences between these views.	<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 checking.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Stage 3: Preparing your report</b>				
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"/>
Additional information: <div style="border: 1px solid #ccc; height: 100px; margin-top: 5px;"></div>				
Signed: _____		Date: _____		

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## 1.25 Reading and Writing Portfolio

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

**Preview  
Sample:**

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

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# Self Expression: Identity and Values

# 2

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2.10F Low and high context	37	<input type="checkbox"/>	
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2.26C Words for me	53	<input type="checkbox"/>	
AT2 Upon reflection	54-57	<input type="checkbox"/>	
2.31 Self-Reflection	58	<input type="checkbox"/>	

Comments:

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## 2.01 Communicating Effectively

### Communication

Communication isn't just about knowing what you want to say or even working out how to say it. It is just as important to choose the right medium to communicate through. You must take into account your choice of medium for both the purpose and the person. Consider these questions that underpin effective communication in personal and work-related situations.

- ⇒ Who is your recipient?
- ⇒ When should you deliver a message verbally?
- ⇒ When should you write a message?
- ⇒ When should you deliver a message in hard or soft copy, or both?
- ⇒ When should you make a phone call?
- ⇒ Would you ever have to communicate the same message to various people in different ways?

#### Good communication

Choose the medium that:

- ⇒ gives a message in the most timely and direct way (i.e. not via a third person).
- ⇒ gives a public message in a transparent and durable way depending on the audience and situation
- ⇒ gives a private message in a discreet way depending on the person and situation.
- ⇒ enables the intended person/people to access the message.

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### A Communicating effectively

Consider these scenarios. How effective is their choice of media for purpose and person?

Mike is going to be absent from school so he tells Vlado to tell his teacher.	Alwyn is going to miss work so she texts her boss.	John mails a birthday card to his girlfriend.	Amali calls school to explain that she will be absent for personal reasons.
Lamia gets a wedding invitation and Facebooks that she is going.	Bellissa agrees to a work contract in an email and cc's it to herself and her boss's manager.	Trevagus posts photos on Instagram of what he did on his 'day off'.	Efrem posts on his cafe's Facebook page for a casual barista.



### Formalising communication

You would generally reply to communication in the form that you receive it unless you feel that it is inappropriate. For example, a verbal offer or promise of work, or a change to your work conditions is not overly meaningful. If it came to the crunch and you did not receive what you expected, it would be 'your word against theirs' - no good!



Image:  
psphotograph/  
iStock/Thinkstock

For this type of professional communication you should reply with an email thanking the person for the offer, asking for clarification of the details and requesting appropriate paperwork to sign. This acknowledges the offer, puts your acceptance in writing and means that the communication now lives in the public realm.

Old school communication should never be forgotten or underestimated. Showing someone you really care by taking the trouble to buy a card (and write on it and buy a stamp and find a post box and hope it gets there) can really be a big deal to them. Well, I admit it sounds like a chore but seriously, in a world of 'real' communication that really stands out. Better than a simple like-click or generic e-calender happy birthday message.

In work-related situations you might be surprised at the impact of a hand-written note or letter. People will generally open hand-addressed letters immediately or respond quickly to a hand-delivered note or message. Old school might really set you apart in a flood of over-communication.

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Snail mail

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So who do you think would benefit from a handwritten card or letter? People like to get surprises in the mail, more so than e-communication. And a hand-written letter or a card (or even a card you make yourself) actually lives as a memento. You can't display a text, Snapchat or PM on your dresser or on a little piece of paper how close to your heart now can you!

1. Choose a person who you think would appreciate a handwritten note, letter or card. Why would they like this? Outline this below.
2. Draft a letter, note or card to this person in your workbooks. Make some notes below.
3. Can you make your own card? All you need is an image, a good font and some decent paper to print it on. For those of you with great handwriting how about a calligraphy card? Or you drawers, an image of your own? A PDS activity perhaps?

Information

## 2.03 Communicating Effectively

### Same platform different train

Increasing numbers of organisations and small businesses use social media to connect with existing and potential clients and customers.

This is great because of the reach and low cost. But it can also lead to confusion and pitfalls because you might be used to using a platform for socialising and now you have to use it for your job.

In the public sphere, social media might still have a more casual and friendly feel than other forms of communication but its purpose is almost never to socialise. And what you write, is written! And when written it has its own life - good or bad! And it may just last forever, even after it has been deleted!

Your mobile provider probably has a Facebook page or a Twitter account but is it your friend? Really? Generally it's trying to sell you something extra or tell you how far over your limit you've gone - decidedly unfriendly. And don't you love their chat facilities that allow random customers to solve your problem instead of them helping you directly? Why would they do that?

Because of these factors you have to be very conscious of your purpose and audience when using this form of communication.

As ever, language has to be appropriate for the situation and person. Status, age, role, gender and culture are factors that might affect the words you choose in your communication. This especially applies to formality and distance. Also consider that people can seem friendly when everything is going right. But terse or cheeky responses can really cause outrage when people have an axe to grind or a bee in their bonnet (look them up!)

So communication through social media for work-related purposes can be even more difficult than you imagine with far reaching ramifications, requiring you to develop a whole new online skill-set. Emoticon that!



**Preview Sample: Do Not Copy**  
The commercial world relies on online and social media platforms for communication. However, the rules are very different when doing so.

Image:  
RawPixel Ltd/  
iStock/Thinkstock

#### Social media for work

- ⇒ Don't risk offending by being too casual or cheeky in your work-related e-communication.
- ⇒ Learn to judge the context and situation and learn some rules.
- ⇒ Remember everything you put online has the potential to last forever.
- ⇒ Not everything has to be epublished! Instead of replying so that all can see use a direct PM.

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## Digital communication

C

Complete the following 'audit' of your digital and online communication habits.



Name: \_\_\_\_\_

Platform/ method?	Main purpose?	How often?	Good points?	Bad points?	Why do/don't you?
Texting/ SMS					
email					
Facebook					
Instagram					
Twitter					
Snapchat					
Forums					
RPGs					
other					
other					

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## 2.05 Your Identity

### Defining self

Our identity is shaped by many forces and influences: family background, early experiences, beliefs and culture - even the suburb you live in can play a large part in how you see yourself!

Different aspects of our identity are more important to us than others. For some people, their culture is a dominant part of their identity. For others it may be their gender, their family status, their job or something about the way they look.

Others define their identity by the social groups they hang with, or in other words the tribe they belong to!

It is interesting for us to work out what roles we play and which self-images we have that contribute most to our identity.

Image: /  
Patterson Graham/  
Blend Images/Thinkstock

**"Our band is called  
The Diz Orient Teds."**



### A My identity

## Preview

1. Make a list of the roles that you have or the identities that define you. They can be in any order and can be specific or general. e.g. *indigenous, daughter, tall, sister, strong, female, friend, office trainee, Nae's fan*.
2. Rank them in order of which most represents your identity and which least represents your identity. (1 = most.)

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3. Now make a list of characteristics or personal traits, e.g. *spiritual, shy, loyal, determined, secretive*. Again rank these.


4. Make a new top 10 list from these 2 groups reordering the numbers to match your identity. Leave out some elements that no longer seem important.


Write a short piece (2-3 paragraphs) about what seems to be most important to your sense of identity at this point in your life. No one will ever see this writing unless you want them to so use it as a chance to really think about where you are right now.

As you discussed in section 1, there are ways of expressing yourself privately that are sometimes different from our public image.

Ideas

# Preview Sample:

## Writing a paragraph Do Not Copy

- ⇒ Introduce your paragraph with a summary of its contents - this is called a topic sentence.

*My sense of identity has changed subtly over the past 18 months.*

- ⇒ Use signpost words to show relationships between sentences.

*The first alteration has been in the way I identify culturally.*

- ⇒ Build in an elaboration or example of each main idea.

*I used to feel that I was defined by my Somalian background, but now I am beginning to feel that although this is an incredibly important part of me, it is just one of many.*

- ⇒ Introduce the next supporting point.

*Another evolution in my identity is in my increasing confidence.*

- ⇒ And elaborate ...

*To illustrate, I am no longer as hesitant about speaking up and voicing my opinion. In fact, my classmates were really surprised last week when I argued my opinion so strongly about the role of Afro-hiphop in popular culture.*

- ⇒ Signpost that you are wrapping up.

*Therefore, although there have been no changes that have been dramatically noticeable to others, I feel that the way I identify myself has undergone some shifts.*

## 2.07 Values and Identity

### Values and identity

Unless you have some idea about who you are, it's very difficult to work out how to relate to other people. It is important to 'position' yourself in relation to others in your personal, school and work life. Developmentally, young people grapple with notions of identity in various ways throughout their early adolescence until their early adulthood (and sometimes way, way longer!)

One way to define who we are is to consider the values and beliefs that we have and how these determine how we want to be in our world. Values and beliefs are the principles that are important to us that we live by and are what we hold true.

It is important to be able to articulate your identity to yourself and others for your personal and work life.



### C Identity

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1. Check a number of online and paper dictionaries and develop a definition of 'identity'.

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2. Did they help you to understand the term? Why/why not?

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3. Write your own definition that is more helpful.

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## The right to an identity

Did you know? Identity is not just related to how you see yourself or values you are aligned to. You also have a legal identity.

When your birth is registered, there is documentation (a birth certificate) that allows you to prove that you exist! Without this proof, you would not be able to enrol for school, get a Medicare card, claim government support and benefits or get married.

According to aid organisation PLAN International, UNICEF reports there are an estimated 230 million children in the world under 5 whose birth has never been registered. And this doesn't include data from China, whose population is 1.3 billion! These children will grow up lacking access to basic services and rights. PLAN has been co-ordinating a campaign for universal birth registration to help make all members of a population visible.



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Who are you?

D

1. Make a list of activities in society that require you to produce a birth certificate.


2. List some consequences for a region or a nation of having a portion of the population who are 'invisible'. Consider economic, social, legal, cultural and other potential consequences.

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## 2.09 Values and Identity

### Individual or group?

Anthropologists have identified cultures as being either low context or high context. This generally relates to how individualist (low context) or group-focused (high context) they are. What would you guess Australia to be?

If you said the former - **low context** - you'd be right! Although this is a generalisation, we tend to like to see ourselves as a bunch of individuals who are clearly differentiated from one another. This influences the way we think about our identity. We tend to place more emphasis on the things that make us unique. This way of looking at culture posits that we need less reinforcement from others about who we are. As a result people in Australia can sometimes be negatively judged as oblivious to tradition, disrespectful of authority and to prefer to find individual solutions to problems.

By comparison, people from **high context** cultures identify more as being part of something bigger than themselves. In these cultures, people will often identify themselves as being part of a community, a sector or even as an employee of a particular company (and they will often hold their jobs for a lifetime, unlike those in low context cultures).

They are often seen to have more respect for tradition, authority and prefer collective solutions to problems. This includes countries such as Japan and China.

*Image: Albert Primer/  
Hemera/Thinkstock*



### E Individual or group

1. What is the difference between **low context** and **high context** cultures?

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2. Do you more readily identify with **low context** or **high context**? Why so?

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3. What about your family, do they share your views? Why/why not?

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Suggest ways in which people from low and high context cultures might approach the following tasks or problems. What would you do?

1. Learning how to fix a printer.

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2. Proposing an idea at work or school.

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3. Celebrating a public holiday.

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4. Taking advice on solving a medical issue.

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5. Taking initiative at work, school or within a family.

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6. Making a decision about their future career.

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## 2.11 Values and Identity

### G What do I stand for?



1. Use the following questions and statements to survey your class on their values and beliefs.
  - i. What is more important - family or friends?
  - ii. What is better - living a good life or living a long life?
  - iii. What is more important - money or time?
  - iv. What means more, doing a good job or being seen to do a good job?
  - v. What is more important, the individual or the group?
  - vi. What is more valuable to our society, brains or brawn?
  - vii. What is needed more - logic or compassion?
  - viii. What is more important - the ability to lead or the ability to be led?
2. Which statement best describes your attitude?
  - i. Work hard and play hard.
  - ii. Work to live.
  - iii. Live to work.
3. True or False?
  - i. Who goes to heaven with the most toys, wins.
  - ii. You have to put yourself first.
  - iii. Charity begins at home.
  - iv. It takes a village to raise a child.
  - v. It's not what you do but the way that you do it.
  - vi. The end justifies the means.
4. As a class, tally up the results. Do any results surprise you or are they what you would expect? Why/why not? What generalisations, if any, can you make about what makes your group coherent or diverse?
5. Organise yourselves into groups or pairs of classmates with whom you have **similar matches** to q's 1-3. Write a paragraph that summarises 'What you stand for'. e.g. *We stand for family and believe that brawn and logic are needed in society...*
6. Organise yourselves into groups or pairs of classmates with whom you have dissimilar matches to q's 1-3. Now try to write a paragraph that summarises 'What you stand for'!
7. Write a reflective piece in your journal on how it felt to do Q4 & Q5 and how working with people with similar or different values and beliefs made the task easier, better, harder, more or less worthwhile and so on.

Other information:

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## 2.13 Ethics

### What are ethics?

Ethics are a set of moral principles that guide how people make decisions and lead their lives. We live by personal ethics as individuals and also by societal ethics as part of a community. Ethics are framed by our values, beliefs, attitudes and behaviour. So have a think about this statement about ethics. "My feelings tell me what is right or wrong - and this drives how I respond and what I do."

### A Ethical dilemmas



1. Consider and discuss each of these ethical dilemmas. Explain your responses.

- a. You seem to have a bit more money in your bank account this pay day. When you check, you realise that you have been overpaid by \$126.53. What do you do?

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- b. You are driving/cycling along the road when you have to swerve to avoid hitting a large tree branch. Phew! Do you stop to move it or keep going?

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- c. Your Auntie Babs tells you never to pay for anything with tickets because she can get them free from her work at the Grooving Movie Palace. Plus endless snacks laid on for you and your pals! What do you think of her offer?

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- d. Your sibling bad-mouthed a friend of yours and some stories got back to your friend. Do you let your friend know where the chat came from?

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- e. You find a nice watch down the side of a chair at your work. You've been thinking that you might try wearing one lately. Is this a sign that you should?

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- f. You tell your teacher that you are having personal problems to get out of an assignment. Your teacher takes your welfare seriously and continues trying to 'help' you. What do you do?

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- a. Hugo keeps calling Bruce a 'big girl'. He thinks he is being funny. Bruce is getting sick of it but doesn't want to make a fuss. What would you do?

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- b. Chez doesn't drink alcohol but likes to join her friends at the pub after work on Fridays. Her workmates keep encouraging her to have a drink and sometimes even buy her one. How could she handle this?

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- c. You are working for Drongo's Juices, a beverage booth in your local area. The manager asks you to recommend someone on the team for promotion. Your best mate, Stevo is working in a junior position and would like a promotion which would mean more money. He is quite competent but has the odd sickie after a big weekend and sometimes cuts corners on cleaning. Blossom and Trevor are two other workers who are keen for promotion and are good at their jobs. What would you say to your manager?

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- Which of these scenarios refer to honesty, responsibility, justice (a fair go), protecting the weak or some other aspect of ethical behaviour. (Some might cross over).
- In pairs or groups develop a scenario for each of these aspects of ethical behaviour in question 2. Write these in your workbooks. Role play one of your scenarios for the class.
- Did you learn anything new about your values from considering the ethical dilemmas? If so what? If not, what did it reinforce about the values you have?

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## 2.15 Crossing Boundaries

### Crossing boundaries

A certain Scottish-born celebrity chef is (in)famous for bad behaviour. We get huge enjoyment seeing him 'cross the line'; abusing restaurant owners and workers alike in the most colourful terms! He gets away with it because of his celebrity status, the fact that he owns restaurants (and therefore can't get sacked) because he is supposedly helping them and because - let's face it- it's good television.

He has crafted a public persona, which might have some similarities to his real identity, but probably also has many differences from his private life. However, when he 'works' with the people featured in his shows, they are at a vulnerable part of their lives, facing the very real prospect of losing their job, business and even marriage! They are not celebrities. They do not work from a script or know how to turn on and turn off when the cameras are gone. But that's the problem with 'reality' TV! Real people are not used to the public spotlight. They can be hurt in very real ways! So what do you think? If you put yourself out there are you fair game?



### A Crossing boundaries

1. Think of some other examples of behaviour that crosses over from being private into the public sphere in a negative or embarrassing way. What do you think this happens?

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2. Give some examples of how personal attitudes, personality traits or skills can be used positively in a public or work environment, eg. *Muhammad is very empathic and is often able to anticipate when a co-worker needs help.*

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3. Consider this statement: *"If it is in the public sphere then it is real"*. How important is public exposure to giving something credibility?

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This I believe

C



1. Look at the following statements and say whether you strongly agree, agree, disagree or strongly disagree with them. Explain your response.

a. The older I get, the less I know.

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b. You can tell a lot about a person from their friends.

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c. A person's identity is fixed for life.

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d. The real me is not the same as the public me.

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e. What you see is what you get.

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f. A person's appearance tells us a lot about how they see themselves.

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2. As a whole, what do your responses say about you?

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## 2.17 Shakespeare's Intern

### #therealWillSnotbacon

Shakespeare is too busy coming up with glib puns for Twitter to write all his plays and isn't good at multi-tasking. He has engaged a team of ghostwriters and free interns to help modernise some of his work. As a class or in a small groups discuss this soliloquy from Shakespeare's Macbeth.

*Background: Macbeth has risen in power through ambition, the urging of his wife and bloodshed. In this speech near the end of the play he reflects on how he feels about life. He has just found that his wife has died and he is haunted and finally overwhelmed by images of the brutality inflicted on others to achieve greatness. (You don't really need to know anything about the play to do this, just like a true intern!)*



Tomorrow, and tomorrow, and tomorrow,  
Creeps in this petty pace from day to day,  
To the last syllable of recorded time;  
And all our yesterday have digested fools  
The way to dusty death. Out, out, brief candle!  
Life's but a walking shadow, a poor player  
That struts and frets his hour upon the stage,  
And then is heard no more. It is a tale  
Told by an idiot, full of sound and fury,  
Signifying nothing.

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Sample:  
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### A Shakespeare's intern

## Copy

1. This soliloquy doesn't talk directly about Macbeth's identity and values but reveals some of his attitudes. Discuss these questions. Record your responses opposite.
  - a. How do you think the speaker feels?
  - b. What language or mood makes you come to this conclusion?
  - c. What do you think is happening in this speech?
  - d. What are some of the words or phrases that catch your attention?
  - e. How could you say them differently?
2. Now try to write Shakespeare's ideas in your own words as continuous prose.
3. Then take the main ideas and see if you can write a short poem or dialogue. Share your efforts.
4. After writing, try acting the original soliloquy. Remember how tone, etc. affects oral communication.
5. Form pairs or small groups or act it in front of the class. Notice the differences in interpretation depending on how words are said.



*Responses to question 1a-e.*

*Continuous prose*

**Preview  
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*Short poem or dialogue*

## 2.19 Genre

### Investigating genres

Reading and writing in different styles allows us to better understand various points of view, arguments, audiences and purpose. It shows us the many ways that a topic or experience can be approached. It also lets us in to experiences, places, eras and emotional and psychological states that we may never experience directly. It allows us to express our identity and invites us to understand the identities of others.

You will investigate a text or group of texts. Your teacher may ask the whole class to concentrate on one text or you may be given a choice. This might be a novel, a short story, a group of poems or song lyrics with a common thread, factual articles or opinion pieces that comment on identity and values in different forms.

A genre is a distinct form of writing such as poetry, prose, fiction, news reporting, drama, graphic novel or non-fiction. Each genre can also have a number of sub-genres. For example, fiction: romantic fiction, short stories, science fiction, fantasy, horror, etc..

Image: giraffarte/  
iStock/Thinkstock

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### A Investigating genres

1. So how many genres can you think of? Compile a list and collect graphics (in your workbooks) with some examples of each.


2. Describe the last time you read and enjoyed a novel, poem, opinion-piece or play.

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### Writing and discussing written text

When you read and write about different texts there are a number of terms and phrases that you should be aware of. These will help you to better understand, investigate and analyse texts you are reading.

Different genres draw on varied features. For example, autobiographical and non-fiction texts might draw on personal first person accounts and objective third person accounts. Graphic novels might use informal expression and employ allegory. Poetry and song lyrics might rely heavily on verse and metaphor.

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

#### Features of different genres

Listed are features that might relate to discussing and writing about a written text. Different features are more important for different genres.

- ☐ personal first person accounts
- ☐ dialogue
- ☐ verse
- ☐ biographic
- ☐ objective third person accounts
- ☐ passive voice and/or active voice
- ☐ action verbs
- ☐ relational verbs
- ☐ attribution of sources
- ☐ complete sentences
- ☐ formal register
- ☐ informal expression
- ☐ complex, compound sentences
- ☐ use of metaphor, allegory or analogy

#### Discussing a written text

Listed is vocabulary that is useful for discussing a written text. Different words and phrases may suit writing and talking about different genres.

- ☐ insight
- ☐ context
- ☐ scene
- ☐ narrative and narrative arc
- ☐ plot and sub-plot
- ☐ central character
- ☐ protagonist or antagonist
- ☐ minor character
- ☐ characterisation
- ☐ portrayal
- ☐ central argument
- ☐ narrative point of view
- ☐ bias
- ☐ framing
- ☐ perspective

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#### Which words?

B

If you had to write a text about your family history what key features and vocabulary (from the lists above) would you use?




## 2.21 Writing About Writing

### Putting it into action

When talking or writing about texts you should consider each of the following as key elements to help you to discuss a text. Your teacher will provide more insight into these as needed.

### Plot

- ⇒ What is the story about? What is the storyline?
- ⇒ Are there any sub-plots that add to the story or that help inform the plot?

### Theme

- ⇒ What is the subject matter of the story?
- ⇒ Is it about love, identity, coming of age, tragedy, etc.?

### Setting

- ⇒ Where is the story set in terms of time, location, real world, fictional world, etc.?
- ⇒ The setting helps provide context for the plot and the theme.

### Characters

- ⇒ Who is (are) the central character(s), what are their roles?
- ⇒ What voices do they use?
- ⇒ Who are the minor characters, what are their roles or voices?
- ⇒ Are the characters protagonists, antagonists or even archetypes?

### Quotations add colour

When talking or writing about texts you should always use quotations from the text to support your discussion. Because sometimes the best explanation should be left to the writer! For example you could use:

- ⇒ quotations that support your evaluation of character; for example:

*"...Here then I retreated, and sat down happily to have found a shelter, however miserable, from the inclemency of the season, and still more from the barbarity of man."*

This chapter 11 quote by the 'monster' in Mary Shelley's, *Frankenstein*, (1831) gives tremendous insight into both the emotional depth of the character and its reaction to his treatment by 'humans'.

- ⇒ quotations that illustrate the effect of the language; for example:

*"It was a bright cold day in April, and the clocks were striking thirteen."*

This, the first line from George Orwell's, *1984*, (1949) immediately tells us that the setting is not quite what we would expect!



**"It's about an annoying man who shouts into his phone all day and then falls into a huge void surrounded by the amplified echoes of his own past."**

Image: Przemysław Rzeszutko/  
iStock/Thinkstock

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Image: Dimedrol68/  
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### Character study

One effective way to discuss a written work is to produce a character study. Many of you were introduced to this idea last year. This is a bit like profiling the central or supporting character. As part of this character study you can illustrate the role of the character in relation to the plot, theme and setting of the text.

You should also use quotes either from or about the character to further illustrate your study. And of course quotes directly from the character can be said to be another form of identity self-expression.

### Character study

Focus on the following elements of the character.

- ⇒ Name of character.
- ⇒ Personal details, e.g. age, nationality, location, etc..
- ⇒ Physical description.
- ⇒ Relationship to others in the book.
- ⇒ What do they say about themselves (identity)?
- ⇒ What do others say about them?
- ⇒ What actions or words show what kind of person they are?

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### Writing about fiction

When you write about fiction you should use present tense when describing point of view, character, voice, tone, etc.. For example:

*'The book is written as a first person narrative from the perspective of 13 year old Christopher.'*

If you make a statement you should support this with quotations or incidents from the text. For example:

*That there is something different about Christopher is revealed through his external response to the world. For example, he says that he doesn't like or understand jokes. He explains all the ways he understands the multiple meanings but that it is never funny for him: "It is like..." (and you would finish the quote).*

*Christopher's autism makes him highly sensitive to loud noise and physical contact. This is illustrated by his response to Mrs. Shear's screaming and the policeman pulling him to a standing position. "...she started screaming again..." (and you would finish the quote).*

Alternatively you can make general summary statements and then use illustrative examples to support your statement. For example:

*Christopher understands his world by finding concrete examples that he can relate to. e.g. Christopher was unable to make sense of ... (and you would find examples to support this).*

### Why not...

Take a look at the book, *The Curious Incident of the Dog in the Night-Time* by Mark Haddon (2002). That's what this information above refers to! It's a very different read; and was made into a stageplay as well!



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## 2.23 Writing About Writing

### A Character study

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

Text:	Written by:
	Published:
Name:	
Personal details:	
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:	

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## Poetry

Many people think that poetry is hard to read and as a result they avoid this style of reading and writing. However, a talented poet can often paint an entire picture in just a few words. And make someone feel something they have never felt before.

One of the problems is that good poetry makes people think. You as the reader have to share in the work. And that scares people.

Bad poetry is usually obvious - easy clichéd rhymes, clunky words, mixed metaphors and the like.

Good poetry is less obvious. Off rhymes or free verse, imaginative use of words, strong use of metaphor and other techniques. Good poetry is usually very powerful. Bad poetry is better left to pop lyrics or a personal diary. However, people share their 'personal diaries' online these days. (What does that say about public vs private identities!)

Good poetry is hard to write because it takes a very disciplined economy of words. It's easy to say too much, it's harder to say a lot less! Pity people don't take note of this on social media!

Poetry exists in many forms: free verse, odes, beat poetry, performance poetry, haiku and many other forms. Some key poets to remember include Dylan Thomas, Emily Dickinson, William Blake, Pablo Neruda and many many more! Consider this 19th century work by Dickinson and discuss whether it resonates with 'our' favourite form of modern communication and self-expression!

### Words of poetry

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

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# Preview Sample: Do Not Copy

I'm nobody! Who are you?  
Are you nobody, too?  
Then there 's a pair of us — don't tell!  
They 'd banish us, you know.

How dreary to be somebody!  
How public, like a frog  
To tell your name the livelong day  
To an admiring bog!

*Emily Dickinson, from Poems: Three Series, Complete, by Emily Dickinson (public domain version).*

Image: Lightwriter1949/  
iStock/Thinkstock



## Song lyrics

Not all song lyrics are created equal. However, some artists write more poetic lyrics than others. Consider the differences between the lyrics of Bob Dylan, Jim Morrison, Leonard Cohen, Eminem, Paul Kelly, Nick Cave, Courtney Barnett, Radiohead and even Beyonce (occasionally!) And most hiphop and rap is its own new form of (beat) poetry, but unfortunately the best of old school hiphop and rap now often appears in advertisements for products aimed at anglo, middle-class consumers!

## 2.25 Writing About Writing

### B A poem to consider



Consider this poem.

*You said you would never leave me.  
You said a lot.*

- i. How would you describe the complexity of this poem?

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- ii. What do you think this poem is about?

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- iii. Who do you think wrote this poem? Why so?

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- iv. How does this poem make you feel? Why?

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- v. How would you rate the quality of this poem? Explain your reasons.

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- vi. Try to write a very short poem yourself. (Ironically, you might need much more space!)

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Find an example of a poem or song lyric you think is good. Print this out.

Title: \_\_\_\_\_

Written by: \_\_\_\_\_ When: \_\_\_\_\_

- i. How would you describe the complexity of this poem/lyric?

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- ii. What do you think this poem/lyric is about?

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- iii. How does this poem/lyric make you feel? Why so?

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- iv. Describe the key elements that you believe makes this a successful poem/lyric.

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- v. Try to write a poem/lyric yourself. (List key ideas below; complete in your workbooks.)

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## 2.27 Assessment Task

### AT2 Upon reflection



#### Part A: Looking inward

You are required to write a reflective piece about your identity and values.

- ⇒ The form of this piece will be negotiated with your teacher.
- ⇒ Depending on your program's requirements it might be an essay, biography, poem/lyric, graphic novel, photo essay; or it could take some other form. This must be negotiated with and approved by your teacher.

Include the following information.

- ☐ Who you are now.
- ☐ What and who has shaped your identity and values to this point. Give concrete examples of how you see yourself and what you believe in.
- ☐ Changes that might be occurring in how you view yourself and what you stand for.
- ☐ How you see your identity and values developing when you leave school.

Your teacher will provide you with suggested word lengths and due dates. Record these and other important information here.

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#### Part B: Looking outward


You are required to write a review, response or a story based on a example (or examples) of written text(s) you have studied. *(There are some Superskills to guide you on pp.56-57.)*

- ⇒ The written text(s) for review must also be negotiated with your teacher.
- ⇒ Depending on your program's requirements these written text(s) might be a novel, short story, poem(s), lyrics(s), biography, or some other example.

Your teacher will provide you with suggested word lengths and due dates. Record these and other important information here.

Important information:



Name: _____				
Tasks - AT2: Upon reflection	Re- quired	Due by	Done	Teacher initials
<b>Part A: Looking inward</b>				
Form of reflective piece:				
1. Who you are now.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. What and who has shaped your identity and values.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Changes that are occurring.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Development after leaving school.	<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 checking.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Part B: Looking outward</b>				
Text(s) being reviewed:				
1. Written review.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Written response.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Written story.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Character study	<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 checking.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Finalising your written reflections</b>				
Complete and submit final reflective piece.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Complete and submit final review pieces.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Present/discuss information orally if required. 	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Additional information:				
Signed: _____ Date: _____				

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## 2.29 Assessment Task

### Unpacking poems and lyrics

Poems and lyrics are often very compressed and require even closer reading to release their meaning. So a study of language features will be key. When reading poetry or lyrics ask yourself the following.

- ⇒ Is the vocabulary colloquial, pedestrian, unusual or obscure?
- ⇒ Which words have been chosen to be used and what is their meaning in the context?
- ⇒ Do the words usually mean something else?
- ⇒ Are puns or double meanings apparent?
- ⇒ How does word order contribute to meaning?
- ⇒ Is there a speaker or particular voice implied in the poem/lyric? If so, what do you find out about them from the words?
- ⇒ What imagery is evoked?
- ⇒ Are similes or metaphors used? eg. "the nerves sit ceremonious - like tombs".
- ⇒ How many beats to a line in the poem or lyric?
- ⇒ Are lines meant to flow or does the end of a line mean there is a pause or conclusion of a meaning?
- ⇒ Does the meaning change when you read the poem or lyric out loud?
- ⇒ Is the poem in a particular form such as a sonnet, a verse, free verse.
- ⇒ What is the physical shape of each verse? Are they all the same or do they vary?

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*ideas, suggestions and notes*  
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**Fiction: Suggested review format**

- i. Name of author:
- ii. Name of text:
- iii. Introductory sentences that explain the genre of the text:  
e.g. *The Curious Incident of the Dog in the Night Time* is a short novel by Mark Haddon that is told from the perspective of Christopher, a 13 year old with an unusual approach to problem solving. Early on Christopher categorises the book as a "...murder mystery novel".
- iv. Introduce and summarise the characters.
  - i. Use quotes from the text to show what their personalities are like.
  - ii. Explain the main action or journey of the central character(s).
  - iii. Say why the text is enjoyable or not and who you would recommend it to.

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# Preview Sample:

**Poetry or lyrics: Suggested format for a response**

- i. Introductory sentences that explain what the collection of poems or lyrics are and who they are by. e.g. *The poems "... by ... and the lyrics of ...*
- ii. State what they have in common: e.g. *These are all expressions of rebellion written by young people who feel disillusioned by their world.*
- iii. Describe the language, poetic features (rhythm, meter, repetition of words or phrases etc.).
- iv. Describe the themes that they cover.
- v. Include quotations that illustrate the language and poetic features as well as the themes.
- vi. Concluding comments that summarise the dominant ideas or feelings contained within the poems or lyrics.
- vii. Evaluation of what makes the works appealing or unappealing; and comment on their relevance.

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2.31 Self-Reflection

Self-Reflection Pro-Forma

Which Literacy skills did I develop during this unit?

→

→

→

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

→

→

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

→

→

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

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

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

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

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_

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# Practical Literacy: Getting It Right

3

## Contents

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3.03A Effective emails	62	<input type="checkbox"/>	
3.04B Applying email skills	63	<input type="checkbox"/>	
3.05A Effective business letters	64-65	<input type="checkbox"/>	
3.08A Effective factsheets	67-68	<input type="checkbox"/>	
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3.13B Different protocols	72	<input type="checkbox"/>	
3.14C The best of intentions	73	<input type="checkbox"/>	
3.15D Cross-cultural panel	74-75	<input type="checkbox"/>	
AT3 Practical communication	76-77	<input type="checkbox"/>	
RWF Reading and Writing Folio	78	<input type="checkbox"/>	

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Comments:

### 3.01 Effective Emails

## Practical communication

Communication for self-expression is one thing but communication for practical purposes is an entirely different 'beast'. And this beast has its own rules for effective practical literacy and practical oral communication. So let's start to tame that beast, as after all, it's not that long before you will be out making your way in the big wide world.

We keep emphasising the different communication tools that exist and how important it is to choose the right one to suit your purpose and audience. Well, we're going to do it again! The right choice can really earn you respect; as an employee, as a student, even as a human! So, let's look at the specifics - what to use and when.

At work business letters, emails, minutes, memos, reports and meetings are the dominant forms of business communication.

FAQs and factsheets may be used to supplement these. Websites and social media might be used to support and promote key business activities. These online platforms are likely to be created and maintained independently of the day-to-day practical communication, (except in small businesses where the manager/receptionist/cleaner/IT consultant/technician and PR manager might all be the same person!)



## Email

Email is such an old school, slow and cumbersome dinosaur, right? Although there are many faster ways to send and receive messages, email remains the backbone of e-communication in business and professional communication. You will be expected to use this media effectively and appropriately if you work in an office environment or need to contact clients in a professional situation such as sending quotes or confirmations.

Emails are still used because they provide an electronic record of communication that can be saved and traced and in a format common to all enterprises. Keep your emails brief and to the point - people have a lot of email dross to deal with so make sure yours doesn't add to it!

### email do's

- ✓ Where possible, write professional emails on a computer and not from your phone. This allows you to check accuracy more easily and reminds you that you are communicating in a work situation.
- ✓ ALWAYS include a subject line - keep it short and limit the detail. e.g. "Team meeting".
- ✓ Greet the recipient in an appropriate manner. e.g. 'Dear Ms Bloggs', 'Hi Tara' - depending on whether you know the person, how well you know them, your professional relationship with them and how they have addressed you in the past, if relevant.
- ✓ Space paragraphs so that each point is clearly separated.
- ✓ State your message briefly, giving only as much information as necessary. Avoid irrelevant comments that might distract from your main point.
- ✓ If you have included attachments, clearly state so in your message.
- ✓ Check that attachments are correctly attached and in a format that can be opened by the recipient.
- ✓ Check recipients - many a blush is caused by choosing 'reply all' by mistake.
- ✓ Sign off in a way that is appropriate for you e.g. 'Yours Sincerely', 'Regards'.
- ✓ Check for spelling, grammar, paragraphing and clarity of message.
- ✓ Eliminate anything unnecessary or confusing or long-winded.
- ✓ CC yourself and check your sent box to make sure the message was sent.

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Sample:

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Image: yuoak/  
iStock/  
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You have got to be joking!  
"First she demotes me by  
email and then tells me to  
'...have a nice day!'"

### email don'ts

- ✗ Don't greet too informally if you don't know the person, this may cause offence.
- ✗ Don't misspell their name or neglect to include their title.
- ✗ Don't forget to check that the attachment is attached and is in a format that is easily read.
- ✗ Don't use slang or overly casual language.
- ✗ Don't try to be funny. Just state your message. Tone can be misinterpreted in writing.
- ✗ Don't use emoticons or digital 'buzzwords' in professional communication.
- ✗ Don't use a condescending tagline such as 'Have a beautiful day' in your signature. Not appropriate if you are contacting someone about a serious topic. "You have been made redundant... have a nice day!!!"

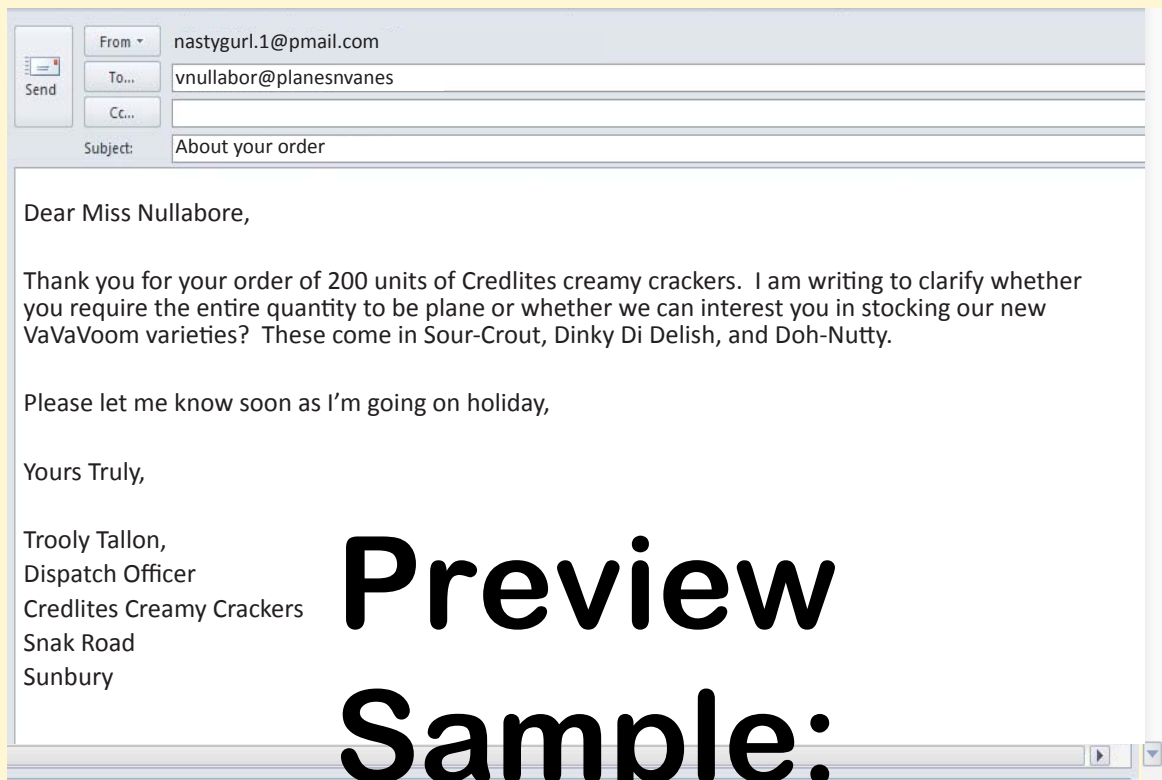
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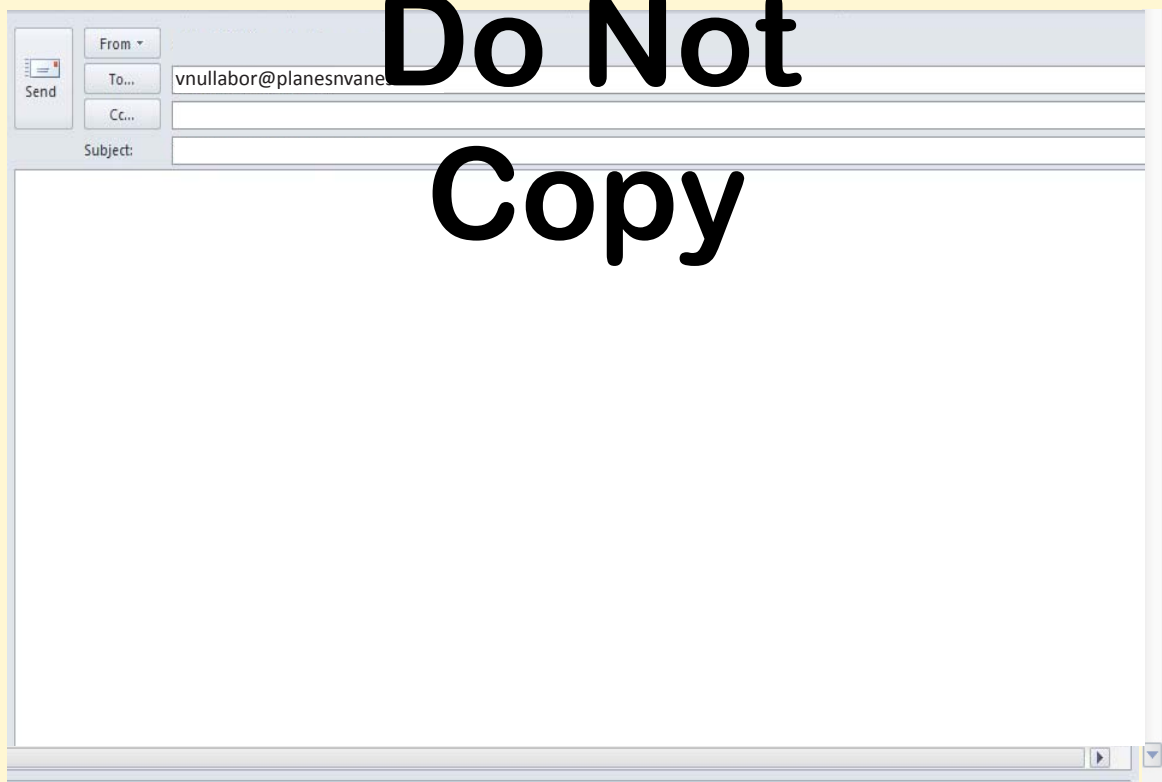
### 3.03 Effective Emails

#### A Effective emails

Use the advice on p.61 to help improve and rewrite Trooly's email.



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## Applying email skills

B

1. Your uncle Johan has given you a tip that one of his clients, B. Sharp Enterprises, is looking to hire a worker as a trainee specifically in the type of work you are interested in. He has recommended you send an email to get in touch with the HR Manager, Ms Wilma Rubble. Compose a suitable email below. (You will need to make up some information so that this activity is suited to your own personal circumstances.)

An email composition form with a large, bold, black watermark reading "Preview Sample:". The form includes a "Send" button on the left and fields for "From", "To...", "Cc...", and "Subject" on the right. The main body of the email is a large, empty white box.

2. Your PDS teacher wants you to plan and organise a social enterprise activity that raises funds for a worthy cause. As part of the activity you need to invite a social entrepreneur to your school to talk with the VCAL class and give advice on fundraising. Compose a suitable email below. (You will need to make up some information so that this activity is suited to your own personal circumstances.)

An email composition form with a large, bold, black watermark reading "Do Not Copy". The form includes a "Send" button on the left and fields for "From", "To...", "Cc...", and "Subject" on the right. The main body of the email is a large, empty white box.

## 3.05 Professional Letters

### Business and professional letters

Business and professional letters are often sent via email but may also be sent in hardcopy. They may inform a client or stakeholder of a change in service provision, request action, thank a client, stakeholder or partner or clarify or confirm an arrangement. They may request a response or serve as a record. Workplaces will generally have preferences for how a letter is set out. Always follow these.

Business and professional letters are always formal so keep them impersonal and about the matter at hand.

### Business/professional letter do's

- ✓ Include the name of the person or position being addressed.
- ✓ State the reason for the letter directly.
- ✓ Start a new paragraph for each new idea being communicated.
- ✓ Date the letter.
- ✓ Proofread the letter.
- ✓ Include a hand-written signature.
- ✓ Check spelling and punctuation - check especially carefully if you mention an organisation that is an acronym eg. RMIT, VCAT.
- ✓ Include thanks or a formal, polite sign-off.

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### A Effective business letters

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Oh no, it looks like someone is having a bad day at Stump Jump Secondary College! Help your VCAL Coordinator have the day by rewriting this letter in a more professional way!

April 1, 2020

Dear Sir

Thank you for agreeing to offer your placement to three students from Stump Jump Secondary College. They are all excited about the opportunity to learn about the latest agricultural technology.

Please find attached authority sheets for all the students. Kindly read them carefully and return them signed by the end of next week.

The documentation also includes the following important information:

- Details of student name, address and emergency contact
- Details of preferred shift or in the case of Cassy Chaswick, when she's willing to rock up
- Info about how tired they get and how many breaks they need

By the way - I heard from the VCAL Co-ordinator that Awlwaze Keapitreel compromised your OH&S protocols last year when on placement. I am confident that this will not happen again as the students currently put forward for placement with your organisation are completely without initiative.

Regards,

Tessie Turtlebaum

Acting Deputy Principle

Stump Jump Secondary College, Senior Campus

# Preview Sample:

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2. In your workbooks prepare a formal professional/business letter related to one or more of the following scenarios. They can be very useful for PDS and WRS as well!
  - i. To complain about bad service from a local business or enterprise.
  - ii. To compliment a worker for giving you good service.
  - iii. To send a cold-call letter to an employer you are interested in working for.
  - iv. To request a 'famous' muso to give a free performance at your school.
  - v. To write to a government department to highlight a local community issue.
  - vi. To write to a philanthropic enterprise to request support for a community enterprise.
3. As part of this activity you will need to research appropriate formatting conventions for professional letters. List these here.



4. When you have finished prepare your letter using an appropriate software program.
5. And if you are dealing with a real issue, why not send the letter (after having it checked) and see what the outcome is. Do formal letters get results? Why/why not?

## 3.07 Factsheets

### Factsheet

A factsheet is an efficient way to communicate about a particular product or service and can be attached to emails where relevant or be compiled on an organisation's or business's website.

Factsheets save time since they give frequently requested or essential information to people without having to customise them for individual clients.

Having them on a website means they are 'self-serve' and look after themselves, apart from regular updating. Examples of kinds of factsheets:

- ⇒ patient information about medical conditions, procedures or after care instructions
- ⇒ information on how to maintain or maximise the use of a product
- ⇒ information on how to choose a product or service
- ⇒ information on troubleshooting a device
- ⇒ information on a social or community issue.


Image: Dragonimages/  
iStock/ Thinkstock

# Preview Sample: Do Not Copy

### Factsheet do's

- ✓ Deal with only one topic or a series of simple related issues per factsheet.
- ✓ Keep information simple, clear and uncluttered.
- ✓ Clearly title your factsheet so clients can easily find the correct one. Check titles against content to make sure they match.
- ✓ Consider colour-coding related topics.
- ✓ Consider cross-referencing your factsheets (i.e. If you mention a term in one sheet, or the topics are related, include a 'See also' box or a link.)
- ✓ Include diagrams if they are helpful and simple.
- ✓ Update regularly to allow for product/service changes. Remove and archive old sheets.
- ✓ Consider availability in different languages if required.
- ✓ Have some hard copies available for clients who may not be able to access them digitally.

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"How will I collate all this together in one simple FAQ?"

### Factsheet don'ts

- ✗ Don't include too much information in a factsheet. Confusing clients negates the reason for having factsheets.
- ✗ Don't try to cover multiple topics or cross over too many topics.
- ✗ Don't forget to cull old or superseded factsheets.
- ✗ Don't assume that because you think the factsheet is clear that it is.
- ✗ Don't use a format or font that is too hard or too small to read when printed.
- ✗ Don't have outdated contact information or old weblinks.

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1. Consider and discuss this simple factsheet about a very important topic. Then assess the factsheet by completing the table below

### Young Drivers and Risk

Young drivers are at greater risk than experienced drivers of having an accident. Drivers aged 18-25 account for 23% of road fatalities. (TAC 2020)

The most common risk for accidents is inexperience and because of distraction of friends or devices and risky driving such as speeding or driving after consuming alcohol or other substances.

The most common kind of accidents are:

Car accidents  
Bingles  
Back-enders

### Ways to avoid vehicle accidents

- Don't drive
- Avoid distraction - never use devices while driving
- Avoid distraction - avoid eating or smoking while driving
- Avoid distraction - limit passengers for the first year of driving

#### See also:

*How to get your Learners'*

*Costs associated with running a car*

*Drive Safe*

*Car Expense*

*You, the road and the law*

*Logging your hours - template*

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Who do you think this factsheet is aimed at?

Does it suit the target audience? Why/why not? Which audience might it suit?

What are the good points about this factsheet? What are the bad points about this factsheet?

2. Consider the advice on p.66 and do some online research to produce a better factsheet on this topic. Address the issues you identified in the table above.
3. Will you use visuals? If so why, and which type? How will you source these?
4. What other things do you need to consider to make your factsheet more effective?
5. Start drafting your factsheet on the next page.



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### Tools of the trade: Cast a spell on me

Never underestimate the power of accurate spelling to spell-bind and the power of inaccurate spelling to appal. In just about every writing situation, your cred is on the line if you do not spell correctly. Let's face it, if you can't spell something why would anyone believe anything you have to say on that topic? You lose your authority there and then.

So, are bad spellers doomed to a life of rejection and ridicule? Only if they let the misspells through to their reader. Proofreading is a key skill and helps reduce communicative faux-pas. And it helps avoid typos as well!

Now you might not have been a finalist in a TV spelling bee competition, but following these tips will help you make your boss happy, your teacher happy and stop your online friends from sniggering behind your back.

- ⇒ Don't ever allow a computer to decide how to spell anything - it's a computer! It knows lists of words, but is not very good at applying context. Rely on spellcheck as your tool, not your boss!
- ⇒ Check for changes that your word processing program or (predictive text) device has snuck in - it just wants your job!
- ⇒ Look up how a word is spelled (or spelt) and notice any variations. Check that the spelling matches the part of speech that is suitable for your use.
- ⇒ If there are variations that are acceptable, be consistent - stand by your choice. *our* versus *z*, *or* vs *our*, *er* vs *re*, double letters for things such as *tt* and *ll* vs *t* and *l*.

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Spellbound

B

1. Compile a list of commonly misspelled words. Ask your teacher for their favourites. Guess why they might get misspelled. Here's a few to start you off.

☹ hear, here	☹ loose, lose	☹
☹ they're, their, there,	☹ adviser	☹
☹ speak, speech	☹ communicator	☹
☹ its, it's	☹ receive, receipt	☹
☹ bare, bear	☹ buisness	☹
☹ piece, peace	☹	☹
☹ accommodation	☹	☹
☹ advise, advice	☹	☹

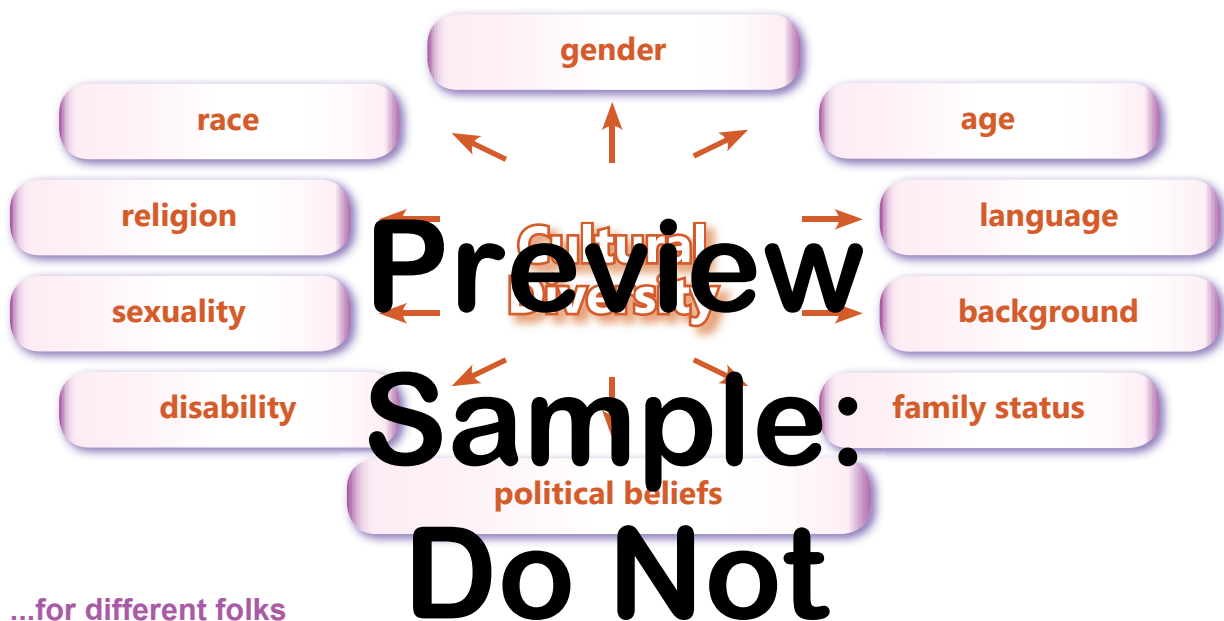
2. In your workbooks, write a 1-2 paragraph text about an issue that impacts on your personal life (such as youth unemployment) or an issue you are concerned with.
3. Now 'rewrite' this using a phone or tablet using predictive text. Choose the first option your helpful e-friend selects for you. Print it out. Compare the differences. Which is the better piece of writing? Why so?

### 3.11 Cross-Cultural Communication

#### Different strokes...

A mistake that many people make is to think that everyone is like them. Communities are made up of many different cultures. These are not just ethnic cultures but might include cultures based on different abilities, sexual orientations, religious beliefs, age groups or even digital competence.

Not only do we need to position ourselves in a landscape that includes such diversity, we also need to have ways of communicating effectively across various cultures. We even have to be able to analyse and anticipate where communication breakdowns might occur as a result of different cultural expectations and different capacities to understand information in various forms.



#### ...for different folks

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. Also there are other potential issues surrounding the use (and overuse) of modern ICT devices. Here are some interesting examples that illustrate potential diversity.

- ⇒ Your community might consist of people from diverse ages, backgrounds, nationalities and values which can make universal communication quite tricky.
- ⇒ An elderly customer might come into a video game retailer wanting to buy a gift for her grandson.
- ⇒ A community centre might host a cross-cultural luncheon and ask all the guests to “bring a plate to help with the salads”.
- ⇒ You might socialise online but use language relevant to Australia, e.g. “I’ll give it a crack”. But this might bamboozle someone in the US or UK, not to mention a non-English speaking person!

So you should try to use appropriate language, tone and volume for your ‘audience’. Avoid slang and ‘buzzwords’ - like ‘totes’!

## Cross-cultural communication

A



1. What do you need to find out to help you accomplish the following cross-cultural communication? Think about what to 'tell' each person and how best to deliver the information.

- i. Explain a location direction to a visually impaired person.

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- ii. Explain Australia's health care system to a newly arrived immigrant.

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- iii. Explain how the internet works to an elderly digital alien.

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- iv. Explain Australia's classroom culture to an international student.

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Research and make a list of communication tools that are available to help cross cultures, eg. Automatic translation apps, visual dictionaries, Auslan, etc..

3.13 Cross-Cultural Communication

B Different protocols

 Successful cross-cultural communication also depends on being sensitive to the different values and identities of others.

- 1. Find out where, or for whom, these protocols apply. Try to source or create some suitable images.
- 2. Why not try role playing these protocols in relevant scenarios?
- 3. Perhaps you could use your insight into a particular cultural group to develop a factsheet for WRS or PDS.

Avoid touching a person’s head.	Lower your eyes.
Do not show the sole of your feet.	Bow.
Kiss three times on alternate cheeks.	Bring a plate.
Cover your head.	Leave your shoes outside.
Remain in a lower position to someone else.	Keep prolonged eye contact.

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### Asking targeted questions

You can't expect someone to give you relevant and appropriate information if you don't know what you want to find out. So you need to keep these points in mind.

- ⇒ Be clear about what kind of information you are seeking.
- ⇒ Be specific about the situation you are asking about - that is - explain the context.
- ⇒ Choose open or closed questions according to purpose.
- ⇒ Use nouns rather than pronouns to help avoid confusion.
- ⇒ Consider how to ask direct questions to get the desired information. e.g.  
Consider, *"When you first arrived in Australia, what services did you use to find accommodation?"* versus *"When you arrived how did you find it?"*
- ⇒ Your questions should take into account who, where, when, how, and why. Therefore your questions need to take into account the person, their culture and ability, their age, their gender and the media used.

### The best of intentions

C

1. Read and discuss each of these scenarios. Identify the cross-cultural communication breakdown that is occurring. Add to your own notes.
2. Briefly suggest ways to avoid these communication issues.

<p>Gertie texts her neighbour Radu who is going away.</p> <p>G: "Can I bring the bin in?"</p> <p>R: "Have you lost yours? Or is it cold?"</p>	<p>Melba Facebooks: 'Has anyone seen my phone charger?'</p> <p>Her video uploaded friend doesn't 'like' the post.</p>
<p>Bruce asks his friends to an Australia Day barbecue. Claire, a Wurundjeri woman isn't keen.</p>	<p>Lionel invites his friends and family to his 18th birthday via Instagram. Who is not impressed?</p>
<p>Kalina keeps turning away from Paul during the staff briefing. Paul only gets half the information and has to ask Kalina to go over it later.</p>	<p>Karl asks his classmate: "Hi Adila, a bunch of us are going for a swim after school, do you want to come?"</p> <p>Adlla: "I don't think that's going to work!"</p>

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## 3.15 Cross-Cultural Communication

### D Cross-cultural panel



Arrange a panel comprising people who represent different cultures. Your aim is to find out what communication techniques work for them. This might also be part of a PDS activity. You will need to do some background research on the panel members and pre-prepare questions.

Ask them for some specific examples of ways you can communicate effectively with them. e.g. How best to give information to a visually impaired person, a person from a different culture or language background or a person with a learning difference. Which combination of media works well for them and in what form?

#### Before the day

1. If possible research the guests; what do you already know about them? Perhaps ask them to provide a short introductory biography to help the class prepare.
2. Brainstorm questions. Start with more general introductory questions and lead into more specific ones.
3. Agree and write down the best ones. You may want to organise these into a logical order.
4. Allocate questions so that everyone has something to contribute.
5. Allow for 'free range' questions to arise from what you hear or drop questions that have already been covered.
6. Prepare how you will ask for clarification if any information you don't understand (your guests may have unfamiliar accents or be using terms that are new to you).
7. Practise asking and answering the questions.

#### On the day

Take responsibility for the questions on the day rather than have your teacher do it. Allocate roles and responsibilities:

Role 1. As a class, agree on which students will meet the guests at the office and show them to the classroom. Plan how they should be greeted. This role should also introduce the guests to the class.

Role 2. Introduce the class members and teacher to the guests or hand over to individuals to introduce themselves.

Role 3. Thank the guests and explain why the class is interested in hearing from them.

Role 4. Ask an 'ice-breaking' question that allows the guests to tell about themselves.

Role 5. Questioners. Allow time for the speaker to finish their point before going on. Be prepared to add extra open questions to draw out further ideas if appropriate.

Role 6. Discussion facilitator. The last part might be given over to a general discussion. This role should keep an eye on the time and invite people to talk about any issues that have arisen.

Role 7. Thanker. This role should express appreciation on behalf of the class and teacher and if possible present a small thank you gift.

Role 8. Escort the guests back to the reception area.

*Record important information here*

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## 3.17 Assessment Task

### AT3 Practical communication

#### Part A: Practical Communication 1

Write a letter, email, factsheet or series of social media posts aimed at a particular audience. Your teacher will instruct you on possible topics.

#### Part B: Practical Communication 2

Choose a different audience and adjust the media and/or style to suit. Explain your choices. Take into account cross-cultural communication issues.

Your teacher will provide you with suggested word lengths and due dates. Record these and other important information here including audience, topic, formats, media and so on.


*Important information:  
Practical Communication 1*

*Important information:  
Practical Communication 2*

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#### Use these guidelines ...

- ☐ Select your audience type and choose the medium you think most suitable.
- ☐ Plan the content of your writing.
- ☐ Decide on the kind of language that is appropriate, including the level of formality.
- ☐ Format the information.
- ☐ Proof read to check communicative effectiveness and accuracy.
- ☐ Prepare and submit drafts.

Name: _____				
Tasks - AT3: Practical communication	Re- quired	Due by	Done	Teacher initials
<b>Part A: Practical Communication 1</b>				
Form of practical communication:				
1. Select your audience type and choose the medium.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Plan the the content of your writing.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Determine the style of language that is appropriate.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Format the 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 draft to your teacher for checking.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Part B: Practical Communication 2</b>				
Form of practical communication:				
1. Select your audience type and choose the medium.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Plan the the content of your writing.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Determine the style of language that is appropriate.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Format the information.	<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 draft to your teacher for checking.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Finalising your written reflections</b>				
Complete and submit final practical communication 1.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Complete and submit final practical communication 2.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Present/discuss information orally if required. 	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Additional information:				
Signed: _____ Date: _____				

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### 3.19 Practical Literacy 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 point(s)	Main skills I developed:

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# Practical Literacy: Instruct Me

# 4

## Contents

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Activities 4: Instruct Me	p.	Due date/Done?	Comment
4.01A What suits me?	80	<input type="checkbox"/>	<input type="text"/>
4.02B Instructions	81	<input type="checkbox"/>	<input type="text"/>
4.03C Written instructions	82-83	<input type="checkbox"/>	<input type="text"/>
4.05A Verbal instructions	84	<input type="checkbox"/>	<input type="text"/>
4.06B Tell me how	85	<input type="checkbox"/>	<input type="text"/>
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4.09A Image-based instructions	88	<input type="checkbox"/>	<input type="text"/>
4.10B Show me how	89	<input type="checkbox"/>	<input type="text"/>
4.12A Paraphrasing	90	<input type="checkbox"/>	<input type="text"/>
4.13A How to help	92-93	<input type="checkbox"/>	<input type="text"/>
4.15B Help!	94	<input type="checkbox"/>	<input type="text"/>
4.16C When instructions fail	95	<input type="checkbox"/>	<input type="text"/>
AT4 Please delete me	96-97	<input type="checkbox"/>	<input type="text"/>
4.19 Self-Reflection	98	<input type="checkbox"/>	<input type="text"/>

Comments:

## 4.01 Written Instructions

### Effective practical communication

It's probably clear to you by now that good literacy skills help you navigate through many rocky terrains from written work-related scenarios to interpersonal communication. In fact, practical literacy often involves problem-solving and good judgement. You've got to decide which skills to use, in which situation, with whom, how and why.

In many practical situations, you've got to be able to break down and analyse information in order to execute a good set of instructions that are actually useful, not confusing and not hazardous.

### Written instructions

When we think of instructions what first comes to mind is often written instructions. Some people get them and some people don't! Do you?

Written instructions are used for a number of personal and work-related tasks such as:

- ⇒ OH&S procedures
- ⇒ work-related procedures and manuals
- ⇒ recipes
- ⇒ using medications safely
- ⇒ assembling furniture
- ⇒ setting-up and using devices
- ⇒ fixing and repairing items and so many, many more tasks.

One thing to consider is that if you think it's hard following written instructions (which is very often true), then you should try writing instructions that 'anyone' can follow. Now that's a tough gig!

### A What suits me?

How well are you able to follow written instructions; or do you prefer a different way of being instructed? Outline your preferred methods.

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### Good instructions

- ⇒ Keep instructions simple.
- ⇒ Place them in a logical order.
- ⇒ Number each step or use words such as first, next.
- ⇒ Use active voice such as, *"Mix eggs, flour and milk in a bowl and beat for 3 minutes."*
- ⇒ Decide whether diagrams or visuals might be more effective than just words.
- ⇒ Keep in mind the different audiences that might read your instructions; culture, language, education level, age, gender etc..

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### Good written instructions

- ⇒ Assess the person's communication needs; age, culture, gender, ability.
- ⇒ Read the instructions out loud to test them and try them out.
- ⇒ Don't make any assumptions about what the reader may or may not know.
- ⇒ Consider adding images or screenshots for complex or practical and technical tasks.
- ⇒ Include only one instruction per point or sentence.
- ⇒ Use enumerators, dot points or lists.
- ⇒ Keep them simple (which actually is very hard to do!)

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## Instructions

B

1. Combine the best 5 of the following steps into one consistent and clear set of instructions. Give the instructions a title.

Turn the doona cover inside out	Start again	Shake the doona cover until it covers the doona
Grab each end	Shake the doona down	Crawl under the doona
Place two corners of the doona into the two top corners of the doona cover	Get your mum to help	Clamp the ends of the doona to the doona cover
Line the doona up with the two top corners	Google it	

Title:

1.

2.

3.

4.

5.

# Preview Sample:

2. What was so hard about this task, what were the weaknesses in the instructions?

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3. As a class or in groups, explain a better media for relating these instructions.

4. Who is best in your class at changing a doona cover? Get them to demonstrate in class or via video, and note which type of instructions they most favour. Are you able to learn from their instructions? Do they suit you? Research different learning styles online (such as auditory, kinaesthetic, visual-spatial and visual-literal) and discuss how you might be suited to a particular style.



5. Make a definitive set of instructions for changing a doona cover.



## 4.03 Written Instructions

### C Written instructions



Your teacher will allocate one of the following processes randomly to two students in the class or ask you to nominate a process.

*Image:JackF/  
iStock/Thinkstock*



- ☐ How to plant a tree.
- ☐ How to give CPR.
- ☐ How to use a fitness tracker.
- ☐ How to cook a simple pasta dish.
- ☐ How to treat a snake bite.
- ☐ How to get a learners' permit.

1. Working independently from your partner, write a set of 5-7 steps as instructions for the process or task.

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2. When you have finished, find your partner and compare what you have written. What are the similarities between the two sets? How do they vary? Why?
3. Discuss and debate the best inclusions/ exclusions, including choice of language.



4. Agree on a final set of instructions and sequence. Write up the final steps.

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5. Swap partners and give the instructions verbally to your new partner. Test their knowledge by asking them to explain, repeat or write down the sequence with minimal prompting.
6. Now evaluate how successful your instructions are and compare them as a class. What were the pitfalls or difficulties in the task? What did you naturally do well?

## 4.05 Verbal Instructions

### Tell me how

When giving instructions verbally you have to be even more clear and precise than when you write them. This is because your listener can't go back and check each step in their own time.

There is also a chance that confusion might arise when an instruction is paraphrased or when the listener asks for clarification. And the listener must want to be instructed, or else they won't concentrate!

But often instructions are given orally - over the phone, for example. And teachers give verbal instructions all the time - with varying degrees of success! Why is that?

### Good verbal instructions

- ⇒ If possible, plan how you are going to organise the steps.
- ⇒ Assess the person's communication needs; age, culture, gender, ability.
- ⇒ Speak slowly and clearly and check for understanding before moving on.
- ⇒ If the task is difficult, provide pauses between steps.
- ⇒ Don't make any assumptions about what your listener does or doesn't know.
- ⇒ Give notice to the person if they have to follow a lot of instructions and perhaps choose a better method (such as writing a list!)

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# Preview

## A Verbal instructions



1. In groups or as a class, brainstorm a list of instances where instructions might best be suited to verbal communication.

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2. Individually, write down a list of the instructions for a simple task that requires verbal instructions.

3. Do you prefer verbal instructions, and if so, for which type of situations? As a class discuss the strengths and weaknesses of verbal instructions.



Your teacher will allocate one of the following processes (or some other process) randomly to two students in the class, or ask you to nominate a process.

- ☐ Fold a piece of paper into an origami crane.
- ☐ Complete an obstacle course.
- ☐ Create an animal out of balloons.
- ☐ Arrange a series, pattern or structure while blindfolded.
- ☐ \_\_\_\_\_

1. Develop a series of about 5 steps as instructions. Think carefully about the words you use and be prepared to paraphrase.

**Preview  
Sample:**

2. When you have finished, pair with someone who was working on a different process and instruct them verbally to complete your task.
3. How successfully did they complete the task?

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4. Re-partner with someone who had the same task as you. Take turns at giving your verbal instructions.
5. Evaluate the relative success of each including the best inclusions/exclusions, and use of language.

## 4.07 Physical Instructions

### Physical instructions

As you experienced with the great doona cover fiasco, it is often frustrating and not wholly effective to communicate only with words. Indeed very little communication occurs only linguistically. A great deal of our communication is nuanced and conveyed via subtle or more obvious physical signs.

When you want to find out how to do something, you probably rely on a YouTube video or someone showing you rather than just reading instructions. In fact there are a lot of situations where physical demonstrations accompany verbal instructions. Do you think that people have lost any skills by relying so much on visual information readily available online?

So can you imagine having to learn a dance routine without any physical instruction? How about trying to follow airline safety procedures without a demonstration? Or learning a simple repetitive work task without ever being shown how to do it?

### Good physical instructions

- ⇒ Plan how you are going to communicate physically.
- ⇒ Assess the person's communication needs; age, culture, gender, ability.
- ⇒ Practise in a mirror or video yourself.
- ⇒ If the task is difficult, provide pauses between steps.
- ⇒ Build in routines that can be modelled over and over again until people develop muscle memory.
- ⇒ Be patient, be fit and be expressive; body, face and eyes!

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### A Physical instruction



1. In groups or as a class, brainstorm a list of instances where instructions are best suited for, or reinforced by, physical demonstration.

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2. Individually, write down a list of the instructions for a simple task that requires visual support. This will help you decide on what non-verbal reinforcement might be needed.

3. Mime the components of the task and get your class or group members to guess the verbal instructions and what you are instructing.

## Do the right thing

B

You are required to teach someone to do a task by developing physical instructions.

- ☐ Learn a dance routine or series of moves.
- ☐ How to kick a football.
- ☐ How to juggle.
- ☐ How to crochet.
- ☐ Or your choice: \_\_\_\_\_



Image: kurga/  
iStock/Thinkstock

1. Working independently, develop a set of 5-7 steps as instructions for the process or task. Draft these in your workbooks.
2. When you have finished, find a partner and compare what you have developed. What are the similarities between the two sets? How do they vary? Why?

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3. Discuss and debate the best inclusions/ exclusions, including choice of language.
4. Agree on a final set of instructions and a logical sequence. Then try instructing someone!

**Copy**

## 4.09 Image-based Instructions

### Image-based instructions

Instructions might sometimes be conveyed via pictures, diagrams, flow-charts or other visual forms. This allows them to be multi-lingual and also facilitates accurate identification of parts of the process or tangibles that might be complicated to describe.



Image-based instructions may also save time and allow the user to refer back and forward easily, which could be important in an emergency situation.

### Image-based instructions

- ⇒ Use only the number of images necessary - one for each stage of the process.
- ⇒ Choose a very clear visual design that is instructional rather than artistic.
- ⇒ Keep the style completely consistent across all images.
- ⇒ Use clear colour contrasts and avoid combining colours that may cause optical strain.
- ⇒ Images need to be recognisable, simple and an appropriate size.
- ⇒ Images should show direction, orientation of objects or physical position. Entire objects and close-ups of relevant parts might both be shown.

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### A Image-based instructions



1. In groups or as a class, brainstorm a list of instances where image-based instructions would be most suitable.

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2. Find an example of a set of image-based instructions (IKEA furniture is a good example). Evaluate the strengths and weaknesses of these instructions.

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3. Discuss why IKEA utilises instructions such as these.

Show me how

B

1. Design and develop a list of visual instructions for a task negotiated with your teacher. Use photos, drawings, diagrams or symbols.
2. Test these out by getting other class members to follow the instructions; or consider some other target group. (e.g. How to use an iPad for elderly citizens.)



*Task:*

*Audience:*

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## 4.11 Paraphrasing

### Paraphrasing

Paraphrasing is a fancy word for something we do everyday.

When you say, *"When's dinner gonna be?"* and your mum says, *"Can you please speak properly?"*, she's really asking you to paraphrase.

She wants you to say it in a way she understands or in a way she thinks is suitable for you to talk to her.

She wants you to give the same message using different words.

Paraphrasing is necessary when communicating instructions because people understand differently, as we experienced in section 2.

Let's face it, if someone doesn't understand what you're saying, there's no point shouting the same words at them. But to paraphrase, you need some skills.

- ⇒ You need a flexible vocabulary; you need to be able to substitute different nouns and verbs until you get a combination that your listener understands.

*"Attach the dongle to the tablet" may need to be "connect the cable to the iPad."*

- ⇒ You may need to be able to reorder the parts of your instruction so they make sense to the receiver.

*"Find the port on the iPad and insert the connector into it".*

- ⇒ You may need to make it even more specific by adding more details.

*"Find the port on the side of the iPad and insert the smaller end of the connector into it".*

- ⇒ You may need to summarise information to eliminate confusion.

*"If mirroring, you do not need a connector but if making a physical connection find the port on the side of the iPad and insert the smaller end of the connector into it".*

- ⇒ If there is more than one possible way to do something that you want to convey, create parallel sets of instructions, set out separately or side by side, don't mix them up unless you want to mix them up! (And don't be ambiguous!)

- ⇒ Other ways to paraphrase might involve changing from passive to active voice (because instructions should be as direct as possible and instruct how to do).

*"The red plug should be connected to the red hole" - passive.*

*"Connect the red plug to red hole" - active.*



**"Like, do you get what I'm, like...saying, do you like him or like like him? Like!"**

Image: Feverpitched/  
iStock/Thinkstock

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1. Have a go at paraphrasing the following instructions and explain what changes you have made and why.
  - a. Unfurl the canvas tarpaulin and spread it onto the floor (a flat surface is required for this step).

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- b. Constrict the first chamber to ensure that all air has been expelled.

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- c. Clean the area, sanitise, remove additional dressing, then you have completed the steps.

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2. Find and translate a set of difficult technical instructions into plain English.



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## 4.13 Effective Instructions

### When instructions cause debate

Some processes for which there are specific instructions attract myths around them. They are usually important things to get right. And while a large number of people might think they understand a process, many are wrong.

When you give instructions people are relying on you. They might want to know something simple such as where to find the nearest train station, or how to download an app, where to buy dog food, how to tie a bowtie or even perhaps, how to save a life!

Could you instruct a blind person as to how to get to the station? If it's left up to you, what would you do? Are you prepared to take on that responsibility; or just shrug and say "I don't know!"

### The Bystander Effect

The Bystander Effect is a reported socio-psychological phenomenon that refers to cases in which individuals do not help an affected party or victim when other people are present. It is reported that an individual is less likely to help when the number of bystanders is larger. In essence, bystanders are 'hoping' that someone else will step in.

Several possible reasons given for the bystander effect include these.

- ⇒ Diffusion of responsibility (someone else, more capable, will step in).
- ⇒ Ambiguity (not really sure if the effected party needs help).
- ⇒ Group cohesiveness (the extent which the effected party is known to or similar to the bystander).

A growing trend now occurring is that bystanders, as witnesses, are recording these types of situations on their portable devices, which means they are engaging with, but still not assisting the situation.

What do you think about this?



Image: Adapted from Alexey Klementiev/iStock/Thinkstock

### A How to help



1. In pairs, groups or as a class, pool knowledge about the following scenarios.

i. Steps in treating a snake bite or jellyfish sting

ii. How to save someone from choking.

iii. How to use a defibrillator

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2. Research the appropriate steps for each of these 3 scenarios and make adjustments as needed. Why not do a first-aid course as part of PDS?
3. Research The Bystander Effect. Suggest potential occurrences of the phenomenon; and discuss what you would do and why or why not?

**The Bystander Effect**



## 4.15 Effective Instructions

### B Help!

Below is a set of mixed up instructions. Some of them are correct but some of them are not. Decide what the instructions are for and add a title. Sequence them appropriately and delete the questionable steps. Add others as needed.

- *Call for help (dial 000)*
- *Place the person in the recovery position*
- *Remove the person from the water*
- *Pick off any tentacles that are still attached to the skin*
- *Commence CPR*
- *Assess the seriousness of the condition*
- *Wash the site of the sting with fresh or sea water*
- *Contact the person's next of kin*
- *Seek medical assistance and transport to hospital*
- *Apply urine to the site of the sting to neutralise it*
- *Liberally douse the stung area with vinegar*
- *Rub briskly with sand or a towel*

**Preview**  
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2. In your workbooks develop a list of instructions for a potentially important situation where you could make the difference.

*Situation:*

Read the following tale of instructions that have turned sour.

Celeste was furious. Her work insisted that she change her computer password every three months for 'security' purposes. According to IT, this was the only way to keep one step ahead of those dastardly identity fraudsters, hackers, intellectual property thieves and ... sane people who knew their password.

Celeste started happily enough, typing in another variation on the name of her cat, Mousehole, retyping it and being told that she had successfully changed her password. But her contentment soon subsided and was replaced by livid outrage. Yes, it was easy to update her password, but now, Celeste was being told that she must update all her other devices or she would not be able to login to any of them. Sigh.

Luckily IT had posted some 'help' and a set of comprehensive instructions for each device - a lot of instructions. They went on, and on, and on. Her computer advised her to "Memorise the following steps or write them down"! In tears of bitter defeat, Celeste grabbed her tablet and her phone and headed to IT. This was too much!

Arriving in a storm of anger, Celeste let Stan have it;

"There are ten commandments" she hissed, struggling to stay in control of her emotions.

"There are seven deadly sins!" She boomed.

"... and there are five stages of grief!" She shrieked with a quaver in her voice, "So kindly inform me why there are 25 steps to change my tablet password?"

"25?" Replied Stan in surprise. "I must correct you there, Celeste - there are 25 buttons, not steps!"

"And only 17 for your phone! ... again! ... I understand!"



Image: Wavebreakmedia Ltd/  
Lightwavemedia/Thinkstock

**Preview  
Sample:**

1. Who is right? Why do you think this?

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2. At the end of this exchange Celeste has not achieved anything. How could Stan and Celeste work together to create a win for both of them?

## 4.17 Assessment Task

### AT4 Please delete me



There comes a time when people might no longer want to have a social media presence on various sites. Truly there does! So how can this be achieved?

1. Research how to unsubscribe (or be deleted from) a range of social media sites.
2. Agree on these as a class.
3. Divide the chosen sites up between individual students, pairs or groups
4. Write and develop appropriate instructions for each site.
5. Make an e-doc or other format that can be shared. (Don't plagiarise!)
6. Test to make sure the steps work by following another group's instructions.
7. Tidy up the documents, make them consistent and publish them. This includes agreeing on a layout style, font, size or making a template.

Your teacher will provide you with suggested formats, word lengths, other requirements and due dates. Record these and other important information here.



*Important information:*

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#### Text layouts

- ⇒ Make it look good and fast to read.
- ⇒ Dot points, numbered lists - which is more effective for your purposes?
- ⇒ Visual clarity - choose a simple, easy to read font and stick to it - don't flirt with multiple styles.
- ⇒ Size - you can vary the size for headings and subheadings but don't include more than 3 sizes.
- ⇒ Bold and italics - bolding major headings might look clearer than changing size.
- ⇒ Consistency - signal whether your text is a title, subheading or body text with consistent usage.
- ⇒ Capital letters are harder to read so limit their use.
- ⇒ Choose a size that is easy to read but isn't so big it takes up too much space.

#### Design layouts

- ⇒ Create a layout 'style' for the task or make and use templates; eliminating making too many design decisions.
- ⇒ Choose print characteristics that are specific to a particular media; or that look good across platforms. You will often need to redesign the look of a document depending on how it will be read - projected, on a desktop, laptop, tablet, phone, etc..
- ⇒ Design for the end user - will the reader have to toggle between different documents, or have simultaneous windows open; are they using a linear device such as a tablet or phone?
- ⇒ You will need to test the design to see if it works for the purpose.
- ⇒ And finally - don't choose form over function! Never choose something you think looks cute or cool unless it can be easily read by the target audience.

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Name:				
Tasks - AT4: Please delete me	Re- quired	Due by	Done	Teacher initials
<b>Part A: Research</b>				
Social media site(s):				
1. Research how to unsubscribe to site(s).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Draft a set of instructions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Test your instructions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Finalise the written instructions.	<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 checking.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Part B: Design</b>				
Type/format of e-doc:				
1. Research appropriate format.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Prepare a draft design.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Add supporting images, video links, etc..	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Combine written and supporting instructions.	<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 checking.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Finalising your e-doc</b>				
Complete and submit final e-doc.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Publish it to a suitable platform.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Respond to feedback and modify e-doc re: feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Additional information:				
Signed: _____ Date: _____				

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## 4.19 Self-Reflection

### Self-Reflection Pro-Forma

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

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

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_

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# Knowledge: Finding Out

5

## Contents

5.01 Knowledge .....	100	5.11 Dodgy Numbers .....	110
5.05 Analysing Knowledge .....	104	5.15 What You Think You Know .	114
5.09 Researching Information ..	108	5.17 Assessment Task 5 .....	116

## Activities 5: Finding Out

	p.	Due date/Done?	Comment
5.01A What is knowledge?	100	<input type="checkbox"/>	
5.02B Common knowledge	101	<input type="checkbox"/>	
5.04B The knowing	103	<input type="checkbox"/>	
5.06A What do you reckon?	105	<input type="checkbox"/>	
5.07B Where do I go to?	106	<input type="checkbox"/>	
5.08C Finding out	107	<input type="checkbox"/>	
5.10A Which suits?	109	<input type="checkbox"/>	
5.14A Dodgy numbers	110	<input type="checkbox"/>	
5.15A I can see clearly	114-115	<input type="checkbox"/>	
AT5 Knowledge audit	116-117	<input type="checkbox"/>	
RWF Reading and Writing Folio	118	<input type="checkbox"/>	

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Comments:

## 5.01 Knowledge

### What is knowledge?

So, what do you know? Sometimes we can either underestimate, or overestimate, our knowledge. And just what is 'knowledge' anyway?

Is it facts that we can remember?

Is it topics that we have researched?

Is it information that we can talk in detail about?

Does it matter if it is right or wrong?

Is having knowledge the same as having wisdom?

*Image: moodboard  
moodboard/Thinkstock*



### A What is knowledge?



1. Off the top of your head, write your own definition of knowledge - don't think about it too much - write whatever first occurs to you.

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2. Compare definitions and come up with a class definition as a starting point for your adventures in knowledge acquisition.

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3. In pairs, then as a class, discuss these questions. Make notes in your workbooks to use in your discussion.
  - a. What is the difference between knowledge and opinion?
  - b. Where do you get knowledge?
  - c. Who is the most knowledgeable person you know?
  - d. Can knowledge be useless?
  - e. What is the opposite of knowledge?
  - f. Can you name something you are more knowledgeable about than others in your class?
  - g. Can you name anything that this class is more knowledgeable about than other people?

### Common knowledge

Everybody knows some 'stuff'. You need basic knowledge in order to function in the world. Much of what we know is considered to be 'fact', that is, information that a majority of people would consider true. This might also be known as common knowledge.

But beyond this, in order to thrive, we need to extend and deepen our knowledge base to include analysing and questioning.

Asking "why?" and "how?" helps us to dig deeper and to know more than just surface information. It is only then that we can consider ourselves knowledgeable.

'Common knowledge' is information that most people would be expected to know. It is not specialist information and doesn't need to be researched.

What is included as common knowledge might vary depending on factors such as culture, place and time. So what is common knowledge to you might be baffling to someone outside your group!

### Common knowledge

B

Here are some pieces of 'common knowledge'. As a group brainstorm and look up a possible 'why' and 'how'.



Common knowledge	Why?	How?
Smoking has negative health effects.	<i>It is associated with diseases such as asthma, various cancers, lowered fitness and emphysema.</i>	<i>By damaging the structure and function of body organs and cellular structures, e.g. air sacs in lungs.</i>
The normal human body temperature is 37 degrees Celsius.		
The big bang theory is a concept in astrophysics that explains the creation of the universe.		
Indigenous Australians make up approximately 3% of the population.		
Your example		

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## 5.03 Knowledge

### Know-no

One of most famous quotes of recent times regarding knowledge was made in 2002, by the then US Secretary of Defense, Donald Rumsfeld, at a Department of Defense news briefing.

**“There are known knowns. These are things we know that we know.  
There are known unknowns. That is to say, there are things that we know we don’t know.  
But there are also unknown unknowns. There are things we don’t know we don’t know.”**

We can learn a lot from Mr Rumsfeld’s statement.

- ☺ We can have a clear understanding of all the things that we are **sure we know**.

e.g. I know geographically speaking that Australia is an island. Tick. And I trust the cartographers’ maps that show Australia is surrounded completely by water. Tick.

e.g. I also know from experience that all M & Ms taste the same regardless of their colour. Tick. I also know from experience that the most effective way to increase my wealth is to both earn a income and to reduce my spending. Tick.

Knowledge is good. It comes from education, training, skills-development, reading, listening, investigation, experience, trial and error, coaching and so on.

- ☹ We can be honest and admit that there are many things of which we are ignorant, that is **we are aware we don’t know**.

e.g. Perhaps I should know how an internal combustion engine works, this might help me out if I need to fix my car. But I don’t. So I don’t even know how petrol, as fuel, makes a car go forward, or even reverse. Do I need to know this? If so I can learn. If not I can rely on someone else to help out if I don’t know.

e.g. I don’t know how the principles of free market economics drive surge pricing. Do I need to know this? Perhaps I do; especially if I plan to use Uber on a Saturday night or on New Years’ eve.

Knowledge of our ignorance is good. It lets us know what we need to learn and assists us to know when we should seek help and advice. And also, “It’s better to keep your mouth shut and appear stupid than open it and remove all doubt.” But that quote pre-dates social media!

- ☹ We also need to be aware that there might even be more things that **we don’t even know, that we don’t know**.

I can’t give an example, because as a philosophical tenet, if I am able to know what I don’t know then we’re back on category 2. But with everything in life there are some things that might happen that are unplanned for, cannot be anticipated or are unforeseen based on past experience. (And some of these become new accidental discoveries - Eureka!) However, some people put themselves in this category by saying things such as “Don’t tell me, I don’t want to know.” Now that’s not ignorant, just plain stupid!

1. Consider each of these questions. Do you have the knowledge to provide the answers? Research the body of knowledge online to find out the key principles. Then in your own words concisely explain the answer to the question.



Question	What are the key principles?	How would you explain this?
I don't know how I can ever afford to buy a car.		
I don't know how to lose weight.		
How does a Thermos know how to keep coffee hot, yet keep cordial cold?	<h1>Preview Sample: Do Not Copy</h1>	
Where does the sun go at night?		
How can I stop spending so much time on social media?		
How does a GPS know where you are?		

Some of these questions might sound stupid, but consider who might be asking these - a child, a person with an intellectual disability, a young person in financial distress and other cases. When you provide knowledge to someone you have to take into account the capacity of the person to understand. You also need to take into account the capacity of a person to learn for themselves. And unfortunately you also need to consider whether the person really wants to know the answer. Sometimes a little knowledge - steering someone in the right direction - can set them on the path to finding out more themselves. Showing someone how to learn to learn is a very powerful tool. That's what your teachers try and do.

2. As a class discuss how you might modify your answers depending on who asks the question.



## 5.05 Analysing Knowledge

### Sorting out the truth

Sometimes knowledge is not all it's cracked up to be. In the old days knowledge was carefully researched, fact-checked, edited, refined and even peer-reviewed before it was published. This was because publishing was a lengthy, difficult and costly process and the professional reputation of the knowledge-bearers was on the line.

Unfortunately in modern times anyone can publish anything passing as knowledge on the internet. Businesses present marketing and mistruths as facts to encourage you to buy their products. People and groups with a particular interest or cause to push post spurious arguments that cherry picks available knowledge. Individuals seek out knowledge that accords with their own beliefs, perceptions and values and post, repost, share and retweet the 'knowledge' that they want to you see - without bothering to check whether it's true. And do they even know how to check the validity of knowledge from that ever-expanding ocean of online information, which really is just becoming a junkyard of misinformation and personal opinion?

So how can you sort out the fact from the fiction, the truths from the half-truths and lies, and the realities from the hoaxes? And do you even want to know the truth - or is it just too hard to find out and make up your own mind? And just who's truth is it anyway?

# Preview

#### Poo transplants

A controversial new treatment for gastroenterological conditions and diseases is gaining acceptance among medical researchers. A procedure called faecal microbiota transplantation, commonly referred to as poo transplants is now being trialled in most Australian hospitals. It is claimed to be able to cure a range of diseases caused by gut bacteria. The basic principle is to introduce healthy bacteria into a diseased gut and by doing so enable the infection to be killed. The procedure involves taking 50 grams of faeces and blending it with 500 mls of saline. The mixture is then sieved and injected into the bowel of the sufferer. Common kitchen utensils are used meaning that this is a procedure that can easily be done at home.

Dr Van der Poo-ten of Sydney's Westmead Hospital and a lecturer at Sydney University advocates this treatment to combat superbugs which are antibiotic resistant. It has been successful in the treatment of superbug, *Clostridium difficile*

(known as C.diff) which attacks the gut. This is a potentially fatal disease and Dr Van der Poo-ten has reported curing 40 cases over a number of years.

However, some medical specialists caution against the use of this treatment. Dr Katie Ellard, the President of the Australian Gastroenterology Society has reservations about some of the claims made for the treatment. She also states that as with any transplant, there is the risk of rejection so a compatible donor must be found.

Dr Van der Poo-ten has set up a poo bank for the collection of healthy faeces and is seeking donations from individuals with an excess of poo and who are within a normal weight range.

In order to donate visit:

**[www.pootransplantsannon.ed.org.au](http://www.pootransplantsannon.ed.org.au)**

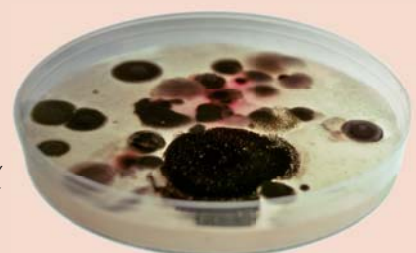


Image: hisartwork/  
iStock/Thinkstock



What do you reckon?

A

- a. Which information in the text *Poo transplants* do you think is factual and which do you think is made up? What makes you think this?

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- b. Highlight or underline what you believe to be true and what seems fictional information in different colours.

- c. In groups or pairs, fact check the claims made in the article. Make a list of the sources you used to determine the accuracy of the information.



# Preview

# Sample:

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- d. Was there more or less factual information in the text than you expected?

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- e. Correct the mistakes by writing your own sentences below or in your workbooks.

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## 5.07 Analysing Knowledge

### Sources of information

The tasks you just did highlight how you go about identifying factual information - the assumptions you make, the existing knowledge that you bring and your exposure to ideas that have been in the media among other factors.

So how do you go about finding information? And how do you know if what you find is actually any good?

The source of information you choose will depend on what kind of information you are looking for. Some sources are better and more likely to offer credible and reliable information compared to others. The trick is to be able to determine which sources might be most suitable for your own personal and professional needs.

### B Where do I go to?



1. Which sources do you rely on to find out knowledge? List the types of knowledge you usually use for the following information sources. Add 2 of your own.
2. What might be some problems using these sources for this type of information?

Source	Type of knowledge	Potential problems with source
google		
friends		
Facebook		
Online forums		
TV		
newspapers		
magazines		
Wikipedia		
radio		
blogs		
professional/ experts		

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How do you find information? And how do you know if it's any good?

1. The source of information you choose will depend on what kind of information you are looking for. Match the following information sources with the specific knowledge you need. There may be more than one option. Evaluate these sources.

- |   |  |
|---|--|
| ⇒ Using a search engine.                | ⇒ Reading a book.                          |
| ⇒ Asking someone.                       | ⇒ Reading a magazine.                      |
| ⇒ Personal observation.                 | ⇒ News reports.                            |
| ⇒ Using a library catalogue or database | ⇒ Using a map or GPS.                      |
| ⇒ Wikipedia or similar.                 | ⇒ Following a set of written instructions. |
|   | ⇒ Watching YouTube.                        |

Knowledge	Possible info sources	Advantages/disadvantages
Directions to a 'hidden' club.	<div>Preview</div> <div>Sample:</div> <div>Do Not</div> <div>Copy</div>	
Current scientific research.		
Whether your dog needs a bath.		
How to create a digital signature in a Word document.		
Which first car you should buy.		
How to avoid catching the flu.		
Next week's weather.		
How your friend is feeling.		

2. Choose one of these knowledge areas and do your research using the sources you have chosen. Present to the class what you have discovered, which sources you would recommend using and why.



## 5.09 Researching Information

### Internet research

In the pre-web 'old-days' if you wanted to find out something you looked it up in an encyclopedia and/or asked a librarian.

But nowadays, the way some people avoid going anywhere near a library to get information would make you think that librarians are crazed maniacs!

It is true that the convenience of the web makes web-based research way more attractive to today's busy and tech-savvy student.

It is important, however to make the web work for you and not lead you down the garden path.

It is also important to recognise when that painful, but oh so necessary trip to the library must be made.

Librarians are nice people and can help you in so many ways. They are even expert at navigating the web to help you find 'real' information.

**"Not only books, magazines and journals - I'm also a multimedia and ICT specialist."**



# Preview Sample: Do Not



## Internet research: Look for 'hallmarks of authenticity'...

- 😊 A known and respected organisation: e.g. Australian Bureau of Statistics, Victorian Department of Education and Training, the Centre for Vehicle Accident Research, Monash University.
- 😊 A respected lobby group: e.g. Australian Conservation Foundation, Greenpeace, Tenants' Union of Victoria.
- 😊 An aid or welfare organisation: e.g. RSPCA, Plan International, The Smith Family.
- 😊 An individual that is affiliated with a reputable organisation or educational institution: e.g. Dr. Kathy Steele, Head of Obstetrics, Royal Perth Hospital; Bugulugbo Johnson, Managing Director, Coles Myer.
- 😊 A reputable encyclopedia or dictionary: Collins, Britannica, Macquarie.
- 😊 An independent news source such as the ABC. Remember commercial media operates to sell advertising; and importantly sometimes they are 'paid' not to say things!

## Internet research: Look out for the following pitfalls...

- 😞 What seems like 'independent' information sites 'sponsored' or funded by commercial organisations.
- 😞 Advertising dressed up as information.
- 😞 Important-sounding research 'institutions' that are in fact funded by companies or groups of organisations.
- 😞 Viral marketing through the web and social networks dressed up as 'fact'.
- 😞 A high Google listing (achieved using online marketing techniques called 'SEO' - look it up!).
- 😞 Online encyclopedias or dictionaries that are freely edited by anyone.
- 😞 Websites from non-verified sources.
- 😞 Personal websites, social media posts, blogs, forums, tweets and other opinion-based writing.
- 😞 References drawn from newspapers and news reports, especially local newspapers.
- 😞 Statistics used without a source.

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Which suits?

A

Find out about the following sources of information and suggest what kind of knowledge they would best suit.

Source	Type of knowledge	Specific example
1. The State Library of Victoria		
2. Google scholar		
3. VCAT record of decisions		

## 5.11 Dodgy Numbers

### How to misuse statistics

Are you a sucker or can you sort out the truth from the 'facts'? There is so much information going around online, backed up by very dodgy numbers, that much of it is quite untrue!

If you know how to misuse statistics then you will be better able to use them properly! Don't agree? Then consider this statement: "In order to learn how to use karate you must learn how not to use karate."

#### Lesson 1: Skewed sample

The power of the skewed sample - You can get anyone to agree if you ask the right question to the right group of people.

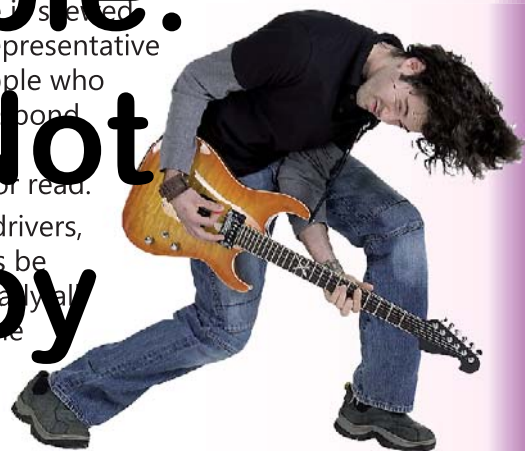
Most surveys use a cross-section, or representative sample, of the general population. This means that people from different backgrounds, ages, geographical areas, education, income levels and other demographic characteristics are surveyed, in proportion, to give a general view of society's opinions.

A skewed sample does not represent everyone's views equally. If you were at a metal concert and surveyed the people who like hiphop then you might get a 100% negative response. Someone who wants to misuse this information would say 100% of people hate hiphop music. This is misuse of statistics based on a skewed sample.

Current affairs programs, newspaper, magazine and internet polls are usually skewed. They might ask an outrageous question based on a story they have just read. Their sample is skewed because; first of all their audience is not representative of the whole general public; secondly, people who hold an extreme view are more likely to respond to the survey; and thirdly people have been manipulated by what they have just seen or read.

So if they show a story on teenage hoon-drivers, and then pose the question "Should teens be banned from night-time driving?" then nearly all respondents to the survey will answer in the affirmative because they are outraged.

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#### Lesson 2: Overgeneralisation

Want to make a slippery point? Then make a generalisation based on little or nothing.

"My grandfather lived to the age of 86. And he smoked. And he didn't get lung cancer. So therefore smoking does not give you lung cancer."

"My uncle went to university and he is unemployed. So therefore going to university doesn't help you get a job."

And one more thing for good measure...

"I was talking to this bloke on the train who said he was a scientist and he said that aliens are real and that it is a cover-up by the government." Enough said.



### Lesson 3: It's what you don't say that might be more important

Statistics can be manipulated by ignoring any information not in support of your viewpoint.

For example, there are thousands of reputable scientific studies being done worldwide each year into the effects of global warming on climate change. (Most will find a connection; just ignore those ones.) However, statistically, some will find no real connection between a particular activity and the increased incidence of global warming.

So, ignore all the surveys that show an unfavourable result and only use those that support your contention. "According to a 2016 Swedish scientific study into the relationship between logging of old-growth forests and global warming there was no direct link shown!"

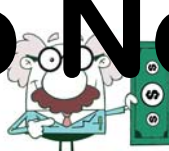
You can apply the same principle to the findings of reports and studies that only extract information that you need to prove our point. This is a common tool of marketers and advertisers. You don't talk about any negatives, you only talk about the few positives. e.g. refer to the weight-loss, beauty products and social esteem industries!



Image: / MarioLisovski/iStock/ Thinkstock

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Image adapted from:  
HitToon/  
Depositphotos.com



### Lesson 4: Nine out of ten smart people would already know this

If you don't have much evidence then quote an authoritative spokesperson and bluff your way through! For example 9 out of 10 nutritionists say that if you eat "Rice Gringoes for breakfast then...", well you've heard it before. You need to be careful who a professional is 'working' for and make sure that advertising doesn't make itself out to be true and unbiased information.

Sometimes statistics are quoted as research done by scientists. Which type of scientists are they talking about? Many companies employ or fund their own 'scientists'. You need to be sure that the research comes from independent agencies. Universities are usually independent researchers.

And of course authority is used to make you sound authoritative and someone else sound stupid - The shock-jock tactic. e.g.

"Anyone with half a brain..."

"all educated people know..."

"...only a fool would disagree".

These sorts of statements make it hard to disagree with an authoritative sounding statement. i.e. "I would be a fool if I disagree."

## 5.13 Dodgy Numbers

### Lesson 5: 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 affect an outcome.

e.g. Jake was grossly overweight so he saw his doctor who devised a kilojoule controlled eating plan, cutting out junk food and removing alcohol and fizzy drinks. He also engaged a personal trainer who devised and supervised a sensible lifestyle and exercise program. Jake also went to the pharmacy and saw an ad for the 'Flabaway' seaweed dietary aid and bought a 90 day course for \$850. Jake lost 12 kilos in the first 12 weeks. Jake put his success down to 'Flabaway'. When Flabaway heard this, they even paid Jake to appear in an online ad. Of course sales grew and...well, you know the rest of the story!

Sometimes the true cause and effect is not clear. So you can manipulate your statistics based on this lack of clarity. "8 out of 10 people who used 'Flabaway' lost weight." But what was the real reason they lost weight?

"I saw it on Reddit, so if  
you can't believe me then  
prove me wrong."

# Preview

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### Lesson 1: 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. That's how advertisers sell products that:

"Reverse the ageing process."

"Help you earn big money, fast, with no risk and no effort on your behalf." and

"Make you lose weight fast without the need for painful exercise!"

The only ways to catch a lie is to either know the truth, or be able to analyse a statement that seems untrue to work out why it would be unlikely.

People would rather believe one stupid 'wellness' insta-blogger, or current affairs host or a rumour or 'fact' that someone's girlfriend's cousin's brother heard about from a dude on the tram that saw it on the internet, rather than believe something that has real evidence supporting it!

Don't believe me? 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! And what about "fake news!"





1. 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?



Evidence	Degree of truth
1. The Great Wall of China is the only man-made structure visible from the moon.	
2. Human beings have five senses.	
3. Sharks are quite susceptible to skin cancer.	
4. People who are left-brained are more creative.	
5. The skin is the largest human organ.	
6. Humans can see more colours than cats and dogs.	

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- Form a group to make an ad or a presentation using 'dubious' statistics and facts. Make sure that you include at least 10 points of information, but also make sure that you include some accurate truths in there as well - so you will need to research properly. Script the ad or presentation, rehearse it and present it to the class. The class will try to determine what is real and truthful and what is made up.
- Ready for a bigger challenge? The group that is most successful at getting their 'dubious' message across will present to teachers at a staff meeting. Refine and practise your presentation. Film the presentation so you all can watch and discuss it afterwards.
- Hand out a questionnaire at the end asking teachers to "List down the 10 facts they heard or saw during the presentation". Use those exact words. I guarantee you will be surprised by the results. Then look up 'gullible' in the dictionary!

**Important: In order for this activity to work, you must keep its intention a secret. Make sure you report back to the teachers about truths and untruths to clear up any confusion.**

## 5.15 What You Think You Know

### A I can see clearly

So now that you have a pretty clear idea of how to sort out fact from fiction let's try one last investigation.

1. Read the article about peripheral vision and technology use. Without fact checking, sort the ideas into two groups according to whether they seem plausible or not. Give reasons for your choices.

Fact	Fiction	Reasons why?

Preview  
Sample:

#### Can you see the dangers?

Humans have evolved over millions of years to maximise their chances of survival and to adapt to environmental change. We have sharpened our senses in some areas and marginalised others to the point where they have dulled through disuse. But now, evolution scientists are identifying a new set of human behavioural and physiological adaptations that are specifically related to our use of technology. One significant change is in our peripheral vision. Peripheral vision is defined as "vision beyond the central gaze" and it allows us to see objects that lie beyond our main focus.

Professor Brenda MacDougal and her team at Hull University have identified two changes in peripheral vision that have occurred over the past 60 years. The first is a reduction in peripheral vision due to reduced danger in our environment. We no longer have predators to worry about and so are using this sense less. Secondly, our use of personal technological devices means that we have a need to focus more and minimise outside distractions. Hence, excessive peripheral vision actually impedes

our ability to be fully functional on our devices and so this sense is gradually fading.

Professor MacDougal conducted tests on 2000 adults aged between 35 and 65 and found that the average range of peripheral vision was 110 degrees. 1,500 16 and 17 year olds, who had been brought up using personal devices were also tested and they had an average of 98.3 degrees - 11.7 degrees less peripheral vision than the older group, proving that change has occurred over time.

To cement these findings, a comparison was done with similar experiments conducted on 15 and 16 year old school leavers in the 1950's that measured the average degree of far peripheral vision as 100-117 degrees. This is much higher than the two current test groups.

Other findings show:

- ⇒ a decrease in awareness of surroundings - up to 36%
- ⇒ a higher tolerance of invasion of personal space
- ⇒ a greater propensity to block doorways and other entry/exit points
- ⇒ a diminution of aural acuity.

2. Choose the three most appropriate information sources from p.106 to fact check the study on peripheral vision. Put them in order with the most reliable first. In small groups divide up the information in the report and allocate facts to check. So what was true in the study and what was made up?



Source	Facts to check	True or not?/Evidence
1.		
2.		
3.		

3. Which source gave the most and a change in information?

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4. Find out some facts about peripheral vision and write a short paragraph about it. Use some relevant statistical information.

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5. What do you think are the probable physiological consequences of device and technology use? As a start, look up “childhood myopia and screen time”. List some of your own ideas about this below and then continue in your workbooks to inform a class discussion.

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## 5.17 Assessment Task

### AT5 Knowledge audit

This task is aimed at assisting you to identify gaps in your knowledge

Choose a topic or area of interest where there is conflicting or confusing information or where there are gaps in your knowledge. Use a variety of sources to find or strengthen information.

Discuss and suggest topics as a class. Some possible topic suggestions are:

- ☐ What you need to know to buy a suitable pair of sports shoes.
- ☐ Matching computer performance and features with user need.
- ☐ What you need to know to enter a particular trade or profession, e.g. the test requirements to enter the Police Force.
- ☐ Suitable ways to research and educate yourself about a medical condition.

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

Required:

1. List 5-7 pieces of essential information for your audit topic.  
List your source for each.
2. List 2 additional interesting or useful pieces of information.  
List your source for each.
3. For each of the points in questions 1 & 2 explain why they are important, and how they are important. Write 2-4 clear sentences for each.


Information	Source	Reasons it is important
e.g.	e.g.	e.g.



4. Peer check one other person's audit. Check for any knowledge gaps. List them. Audit the information sources. Are they legitimate and sound? If not, what suggestions would you make?

*Important information:*

Name: \_\_\_\_\_

Tasks - AT5: Knowledge audit	Re- quired	Due by	Done	Teacher initials
<b>Topic:</b>				
<b>Part A: Research your topic</b>				
1. Research your topic and list information.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. List sources of this information.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Research and add additional information.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. List sources for this information.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Explain why this information is important.	<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 checking.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Part B: Peer check with: _____</b>				
1. What are your knowledge gaps?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. How credible and reliable are your sources?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Identify changes you need to make.	<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 checking.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Stage 3: Preparing your report</b>				
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"/>
Additional information:				
Signed: _____ Date: _____				

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## 5.19 Knowledge 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 points)	Main skills I developed:

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# Knowledge: Using Knowhow

6

## Contents

6.01 Knowledge-based Issues ..120	6.13 Surveys .....132
6.05 Report Writing .....124	6.16 Assessment Task 6 .....135
6.11 Bibliographies .....130	6.19 Self-Reflection.....138

Activities 6: Using Knowhow	p.	Due date/Done?	Comment
6.01A What I believe	120	<input type="checkbox"/>	<input type="text"/>
6.02B Use your head	121-122	<input type="checkbox"/>	<input type="text"/>
6.04C Comparing information	123	<input type="checkbox"/>	<input type="text"/>
6.06A Who did what?	125	<input type="checkbox"/>	<input type="text"/>
6.08B Comparing information	127	<input type="checkbox"/>	<input type="text"/>
6.09C Report Writing	128-130	<input type="checkbox"/>	<input type="text"/>
AT5 Survey and report	135-137	<input type="checkbox"/>	<input type="text"/>
6.19 Self-Reflection	138	<input type="checkbox"/>	<input type="text"/>

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Comments:

## 6.01 Knowledge-Based Issues

### Knowledge-based issues

In order to participate in any form of debate you need to have a solid body of knowledge to back up your stance. Unless you have researched an issue, you are not likely to have much sound evidence to base an argument on. In this case you will be arguing based on your opinion, which in turn might be based on only a partial understanding of the issue. We may not even know why we believe something - we have unconsciously taken up a position and become attached to it without ever really examining where it came from.

We might clearly know what we think about an issue; but without investigating the reasons behind our thinking we can't really claim to have a strong grasp of the issue.

### A What I believe



For the following issues, state what your opinion is and what information, facts or knowledge you have to support that point of view.

Issues	Your opinion	My opinion is based on....
1. Helmets should be adopted by anyone playing collision sports	<b>Preview Sample: Do Not Copy</b>	
2. People over the age of 70 should have yearly driving tests in order to keep their licences.		
3. The minimum school leaving age should be raised to 17.		
4. Qualifications for entry into the armed forces should be relaxed.		
5. Australia should relax its gun laws.		
6. Australians should be encouraged to have more children.		

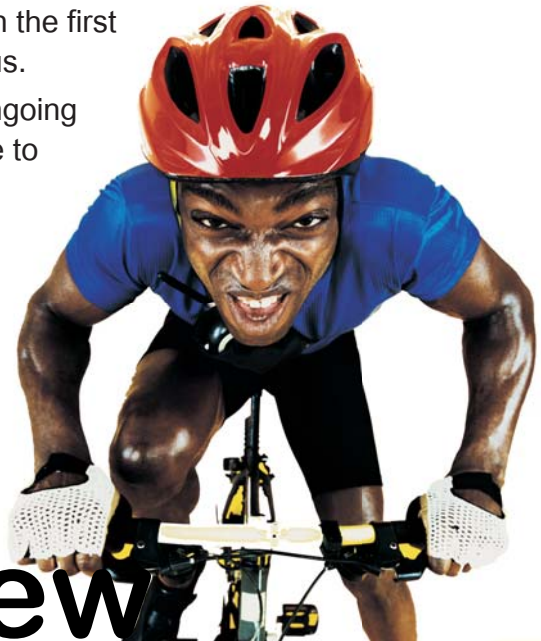


### Issues of laws and regulations

It's worth investigating the reasons behind or origin or some of the laws and regulations that we are expected to follow. They tend to have complex histories and reasons why they were implemented in the first place, but some laws and regulations are contentious.

For example, bicycle helmet laws are a cause for ongoing debate. They are compulsory in Australia and failure to wear a helmet attracts a fine. However, if you travel overseas, you will seldom see a helmet. (In France, the only helmets you will see are in Le Tour de France!)

Disagreements on knowledge-based issues imply an underlying acceptance or rejection of the 'facts' around the issue as well as particular values being brought to bear.



# Preview

# Sample:

In groups or pairs, research bicycle helmet laws in Australia and in two other countries. Can you think of any reasons for the variations?

Use your head

B



Australia

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## 6.03 Knowledge-Based Issues

2. Many people argue that individuals should have the choice of whether to wear a helmet. Brainstorm what knowledge you think informs this point of view.

List some reasons below.

- i. \_\_\_\_\_  
\_\_\_\_\_
- ii. \_\_\_\_\_  
\_\_\_\_\_
- iii. \_\_\_\_\_  
\_\_\_\_\_
- iv. \_\_\_\_\_  
\_\_\_\_\_
- v. \_\_\_\_\_  
\_\_\_\_\_

# Preview

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3. Now research some reasons. Adjust or not to include your new knowledge. What is your point of view? Has your position changed since doing the research?



4. Have an informal debate or discussion on this topic. Take one side and support it with evidence. Write a short paragraph stating your point of view with evidence.

## Why comply?

There are many other issues like the bicycle helmet example. Regulations relating to motor vehicles also vary considerably from place to place. You might have experience of very different laws and regulations being applied in different countries or even within a specific place.

Take for example hook turns in the Melbourne CBD. They do not apply anywhere else in Melbourne and hardly anywhere else in the world!

Laws and regulations governing car parking is another example of how rules might change to suit specific places, conditions and needs. Sometimes these become fixed and may no longer reflect current conditions.



# Preview Sample:

## Comparing information

C

1. Make a comparison between car parking law in your local city and in one other state or city in the world. Research a specific law and its origin. Evaluate whether you think it is still applicable or ripe for a revamp. Share the information with your class either verbally, visually or in a poster.

Sample.		Sources
Victorian city:	<h1>Do Not Copy</h1>	
Other state/city:		

2. In light of your research above, how would you evaluate this city's parking laws and regulations?
3. Make some specific suggestions to improve aspects of a particular law or regulation. You may use examples from other countries or cities to support your views.



## 6.05 Report Writing

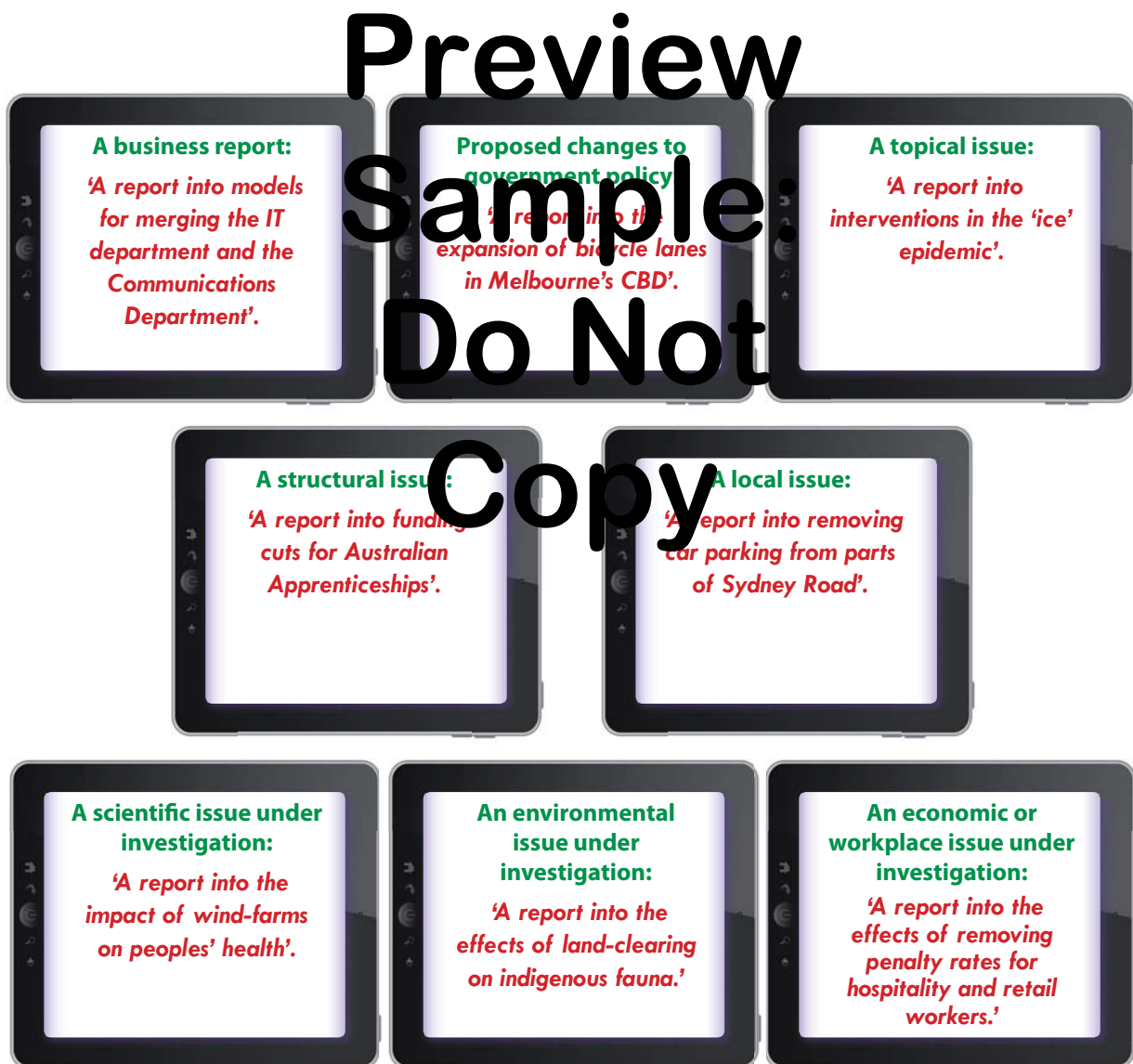
### Report formats

Reports are a widely used form of professional communication. They can be brief and handle one aspect of an issue or be comprehensive and complex. Reports are used in business and commerce, sciences, education, government and many other areas.

What marks reports from other kinds of professional writing is that the information is researched, that is, it is not only based on the experience and observations of the writer but has some underlying factual evidence to back up its findings. This evidence is often data-based or statistical in nature.

The structure of a report also has specific requirements. These may vary but there are some basic identifying features that help guide the reader of a report or a report writer.

Some reports are recurrent and written monthly, quarterly or annually. Others investigate specific one-off issues.



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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SKILLS



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Who did what?

A

Match the reports on p.124 with the most likely authors below.

Author	Report
Moreland City Council	
Melbourne City Council	
National Ice Taskforce	
Environmental Protection Authority	
The Productivity Commission	
School of Public Health, University of Sydney	
National Centre for Vocational Education Research	
SuperCheap Chicken Farming Inc.	

## 6.07 Report Writing

### Sections of a report

All reports have specific sections that are marked by headings and subheadings. This helps the reader to navigate through to the relevant sections. 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 or commissioned by) and the date.

#### 2. Table of contents

Shows the section titles and the major headings. Often uses a structured numbering system for pages.

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#### 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.



Image: Violka08/  
iStock/Thinkstock

#### 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. Appendices

Appendices include any tables of data, samples of surveys and other detailed information that is too lengthy to be in the discussion.

### 9. Bibliography

This lists any research material used in preparing the report.

# Preview

# Sample:

Comparing information

B

Match the sections of a report with the type of information likely to be included in that report.

Section	Information
	<b>Inclusion of data tables and other supporting information.</b>
	<b>The explanation of why the report is being prepared and other background data and research methodologies.</b>
	<b>A properly annotated listing of all the research material and sources of information used in the report.</b>
	<b>Section that contains the name of the report, name of author, date and who the report is prepared for.</b>
	<b>This section covers all the main points of the report and can usually be used as the basis for an oral report.</b>
	<b>Often in point form this section outlines the actions to be taken as a result of the findings of the report.</b>
	<b>The main points and key findings of the report.</b>
	<b>The section containing titles and headings and numbering.</b>
	<b>The main body of the report which contains the findings explanations and evaluating of the data.</b>

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## 6.09 Report Writing

### C Report Writing

Read the model report *A Report into Technology Use and its Effects on Adolescents and Young Adults* on p.129 and fill in the missing information.

#### Table of Contents

i. Executive Summary	i-ii
Introduction	1
Discussion - Rationale	2
Discussion - Background	3-4
1. Findings	5
a. Health	6-7
i. Extreme tiredness	
ii. _____	
iii. _____	
b. _____	8-9
i. Poor concentration	
ii. Lack of engagement	
iii. Lack of basic learning skills	
c. _____	10-12
i. Bullying	
ii. Lack of _____	
iii. Diminished ability to _____	
2. Conclusion	13
3. Recommendations	14-16
a. _____	
b. _____	
c. _____	
4. Bibliography	17

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## A Report into Technology Use and its Effects on Adolescents and Young Adults

### Executive Summary

The purpose of this report is to provide information to the community regarding the pervasive view that the level and nature of technology use among adolescents and young adults is of concern and has demonstrable detrimental effects.

Parents' groups as well as educators, adolescent health practitioners and youth services have expressed concern in recent years about the high use of technology amongst 13-19 year olds.

The areas of greatest concern have been focused on the health, educational and emotional effects that extreme levels of engagement with technology may bring to this vulnerable group.

This report focuses on these three areas respectively. The report has been successful in identifying the specific aspects of technology use that impact negatively on adolescent life and health. It also seeks to provide a range of targeted recommendations aimed at reducing the damage done by those elements considered to be detrimental to young people.

The first and arguably, the most important impact of high levels of technology use was found to be on the health of the users. In particular, extreme tiredness resulting from long hours of 'face time', addiction to gaming, 24/7 availability of messaging and music as a constant all contributed to this fatigue.

Secondly was the perceived educational effects of persistent high levels of technology use.

These included poor concentration and lack of engagement in class work. It was also found that some basic learning skills were not being developed, notably spelling, calculation and critical thinking.

Finally, it was found that a certain amount of social isolation and disconnectedness was experienced by a proportion of intense technology users. This in turn lead to a higher likelihood of bullying behaviour which linked to an underdeveloped ability to empathise and build relationships outside of the technological realm. This latter point was seen in many more males than females.

It is concluded that a whole community approach needs to be taken in order to combat this problem. Technology, when used appropriately is a powerful and positive tool. However, when over-used by young people who are still developing physically, educationally and emotionally, care must be taken with its use.

It is recommended that an education campaign be initiated to inform the target group and their parents of the risks associated with inappropriate and excessive technology use. Communication with the target group will be via a school curriculum

pack, television advertising and direct online messages.

It is further recommended that males in this age group be particularly targeted since specific on-line behaviours were linked to them.

A final recommendation is that a review of the effectiveness of these measures be conducted after six months of implementation.



## 6.11 Bibliographies

### 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 an alphabetical 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. Different institutions may have their own version of bibliographic style so follow their guidelines carefully.

#### Book

A bibliographic entry for a book looks like this:

Chops, S. 2020. *A Beast at my table*. Upper Slaughter: Butchers' Press.

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

There's a comma, no 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, only if last.*

#### Print newspaper

A bibliographic entry for a newspaper article looks like this.

Squareeyes, C. J. 2020. "Give me more reality TV." The Viewer. 27/12/19, p.6.

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.

"Give me more Reality TV." The Viewer, 27/12/19, p.6.

#### 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.*

#### Online newspaper

A bibliographic entry for an online newspaper article looks like this:

Squareeyes, G. J. "Give me more reality TV". The Viewer. 27/12/19, p.6 p.8. Accessed April 7, 2020 [http://\(...insert the exact URL of the link\)](http://(...insert the exact URL of the link))

Once again, notice all the punctuation as well as the date accessed and the link of the URL of the exact resource.

And again if there is no author and/or no page numbers then...

"Give me more reality TV". The Viewer. 27/12/19. Accessed April 7, 2020.

#### Online newspaper/journal entry

1. *Author's surname & initials.*
2. *Year of publication.*
3. *Article title in inverted commas "....".*
4. *Newspaper/journal title, underlined.*
5. *Article date.*
6. *Article page number (if known).*
7. *Access date.*
8. *URL of direct link.*

**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. 2019. "Wigs and Wigsters". Accessed November 26, 2020. <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. Name of publication, underlined (if relevant).
5. Date you accessed the information.
6. Website details, underlined.

# Preview

**eBooks and PDFs**

A bibliographic entry for an eBook or PDF looks like this:

Chops, S. 2020. *A beast on my plate*. Accessed November 10, 2020. <http://www.hirsutie.org.au/wigorama/baldie-chops.html>

Notice the punctuation; it's important to get it right. There's a comma, three full stops; another comma and full stop, and a colon.

**eBooks and PDFs entry**

1. The author's surname always comes first, followed by 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. Date of publication.
3. The title of the book, underlined or in italics.
4. Date you accessed the information.
5. Website details, underlined.

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**Streamed media such as YouTube**

A bibliographic entry for an streamed media looks like this:

Unreal Newz. 2019. "Australia's loudest whingers". You Tube video, posted February 30, 2019. Accessed May 25, 2019 [http://\(...insert the exact URL of the link\)](http://(...insert the exact URL of the link))

**Streamed media**

1. Name of creator
2. Year of creation
3. Video title in inverted commas "....".
4. Format
5. Date posted.
6. Date you accessed the information.
7. Website details, underlined.

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&  
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## 6.13 Surveys

### Designing a survey

A survey allows you to research, collect and collate information to use in a report. Many people now use online tools such as Survey Monkey and Google Forms to design their surveys. However, tools such as these, if misused, still design 'poor' quality surveys, it's just that they look better and can be shared electronically.

Consider these five steps to help you design effective surveys. These apply whether you are devising a survey for face-to-face, hard copy or e-version.

#### Step 1: What am I trying to find out?

- ⇒ Determine the type of information that you need. Is the information you are hoping to find quantitative or qualitative in nature?
- ⇒ Are you hoping to find out and collate some statistics that summarise general views?
- ⇒ Are you seeking opinions that show individual viewpoints?
- ⇒ Does the information relate to the frequency of a particular activity or to degrees of agreement or disagreement?
- ⇒ Will the survey method; face-to-face, hard copy or e-version be suitable for what I am trying to find out?



Image: cigdemhizal/iStock/Thinkstock

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#### Step 2: Who do I need to ask?

- ⇒ Do you need to survey a representative cross-section of people and get a general viewpoint?  
*e.g. '75% of all respondents believe in the effects of global warming.'*
- ⇒ Should you focus on a particular demographic - i.e. a specific viewpoint?  
*e.g. '88% of young males feel peer pressure to speed when driving.'*
- ⇒ What information do you need to gather about the respondents? Consider age, gender, occupation, income or some other category that can help you make general conclusions about responses.  
*e.g. '20-24 year olds, in general, showed little interest in the 2019 election.'*
- ⇒ Should you avoid or embrace bias (skewed sample)? If you want a general view you must avoid bias. If you want the view of a specific target group your sample will naturally be skewed.
- ⇒ How can you make sure that the people you ask don't just tell you what you want to know?  
*e.g. '82% of students in the canteen line agreed that they had to wait too long at lunchtime.'*
- ⇒ How many people do you need to ask so that you can get statistically meaningful patterns?  
*e.g. '100% of hunters think that ducks are a menace.' (But, you only surveyed one!)*



### Step 3a: Which closed questions will I need to ask to gather the data?

- ⇒ Closed questions make it easier to quantify and collate (graph) your responses.
- ⇒ They might only allow yes/no responses (see p.17).  
*e.g. 'Do you like chips? - yes/no.'*
- ⇒ They might have a list of limited options in order to control the responses.  
*e.g. 'How often do you eat chips? - A lot, sometimes, rarely, never.'*
- ⇒ Other closed questions can allow degrees of agreement or disagreement.  
*e.g. 'Do you think that public transport should be free for school students? - Strongly agree, moderately agree, neutral, moderately disagree, strongly disagree.'*

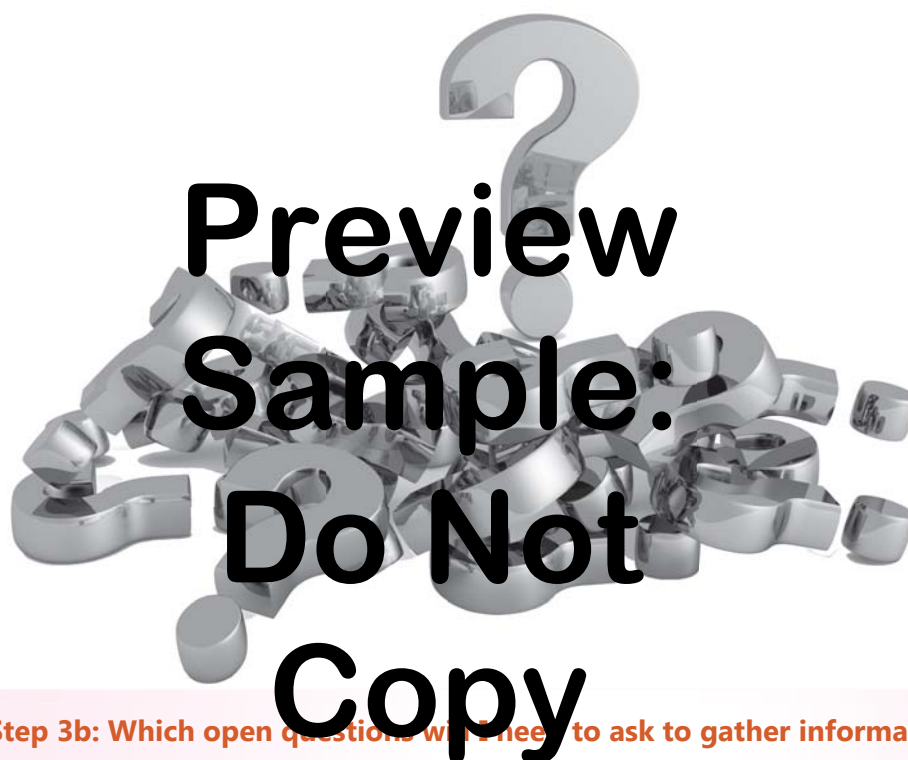


Image:  
Pei ling Hoo/  
iStock/  
Thinkstock

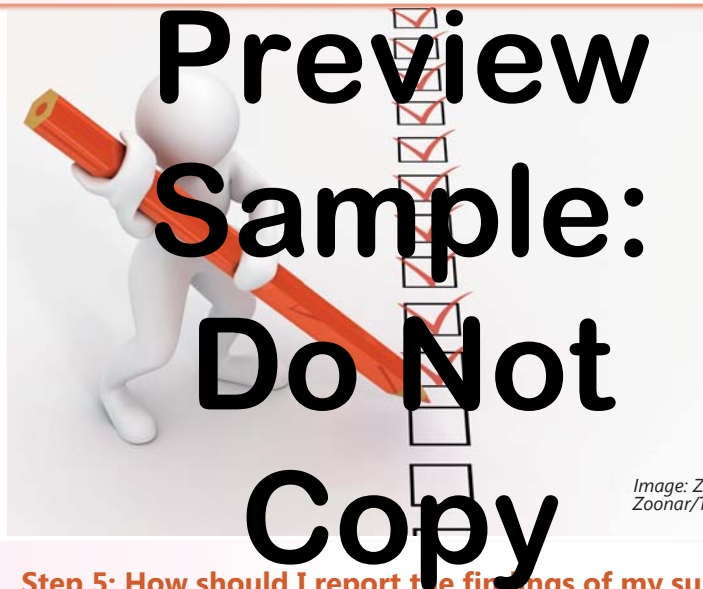
### Step 3b: Which open questions will I need to ask to gather information?

- ⇒ Open questions are hard to quantify but allow you to collect opinions and anecdotes.
- ⇒ Some closed questions lead to open questions.  
*e.g. 'Do you like Twitter? Why?'*
- ⇒ Some questions are by their very nature, open.  
*e.g. 'What is your view on the proposed skate park?'*
- ⇒ Open questions are a good way to finish a survey after all the closed questions are answered.  
*e.g. '... and finally 'What piece of advice would you give to the person responsible for the graffiti?'*
- ⇒ An open/closed combination is useful when preparing a report. You can use the answer from an open question to illustrate the overall response shown by the data from the closed responses.  
*e.g. '85% of people aged 15-19 spend more time online than watching TV. For example, "TV's old school and full of ads. Online you pick what you want when you want to watch it - and chat at the same time!"*

## 6.15 Surveys

### Step 4: Does my survey work?

- ⇒ Is it well set-out? You can only know this by testing the survey. Get half a dozen friends to test run your survey. Make any necessary adjustments.
- ⇒ Does the survey method; face-to-face, hard copy or e-version suit the respondents and also what you are trying to find out?
- ⇒ Are your questions clear or ambiguous and confusing?  
*e.g. Ambiguous such as 'Do you feed her dog food,' compared with confusing which is normally just badly written.*
- ⇒ Do your questions actually elicit the information that you want?  
*e.g. What do you like about Pinterest? Answer = nothing.' (Is that going to help you?).*
- ⇒ Keep it simple, limit the questions and avoid questions that will elicit similar answers.
- ⇒ Give people the right amount of time and plenty of space to write their responses.
- ⇒ Be sensitive about personal information - some things are better asked verbally, others in writing and some not at all.



### Step 5: How should I report the findings of my survey?

- ⇒ Collate data using a blank survey and note and tally the number of similar responses. e-versions often do the hard work of collation for you!
- ⇒ Look at the responses for each question and report significant patterns.
- ⇒ Only report information that is most relevant and which has a clear pattern.  
*e.g. You could say that 8 out of 10 people agreed that the Kardashians are overexposed; but you do not need to also report that 1 person had no opinion and 1 person disagreed.*
- ⇒ Sometimes it is useful to report degrees...  
*e.g. 'No respondents agreed strongly with a particular statement even though the majority (18/20), agreed,'*  
...as well as contrasts.  
*e.g. '45% strongly agreed, yet 43% strongly disagreed.'*
- ⇒ When reporting results use terms to support rounded numbers such as: most, 80%, the majority, 65%, a large percentage, a significant proportion, a minority - and not 64.47%!



### 1. The task

You are required to investigate a rule, law or regulation that affects you, your community or someone you know. Your topic should reflect your interests or a local issue. As a result of your investigation you must then prepare a written report. You must also survey respondents and summarise their views on the rule, law or regulation as part of the report.

### 2. The topic

Your teacher will lead the class through a discussion of suitable topic choices to use as the rule, law or regulation. Choose your topic carefully. You need to be able to research information on this topic. 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 difference between, open and closed questions.
- ☐ You need to determine and be able to justify the most appropriate method of surveying; face-to-face, hard copy, e-survey or other.
- ☐ 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 or create your final survey.
- ☐ You need to ensure that you survey enough respondents to obtain usable results.
- ☐ Start to draft your questions in your workbooks.

Other information

Topic:

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## 6.17 Assessment Task

### 4. The written report

- ⇒ You must prepare a written report using the report sections you learned back on pp.126-127.
- ⇒ Your teacher will inform you as to the required word length but use 750-1000 words as a guide.
- ⇒ You must include at least one visual display in your written report. This might be a graph, a diagram, an infographic or some other visual representation.
- ⇒ A draft will be due:  
\_\_\_\_\_
- ⇒ The final report is due:  
\_\_\_\_\_
- ⇒ Any other information?:  
\_\_\_\_\_  
\_\_\_\_\_

#### What should be in the report?

- ☐ Write a short overview of how this rule, law or regulation came about and evaluate its appropriateness today.
- ☐ Write a brief clear executive summary.
- ☐ Include some background to contextualise the purpose of the rule in the introduction.
- ☐ Discuss the application of the rule using both general and specific examples.
- ☐ Include some feedback from people or groups currently subject to the law, rule or regulation. Use statistics, percentages or qualitative information such as quotations that you have obtained from your survey.
- ☐ Summarise your findings.
- ☐ Make recommendations.
- ☐ Include a bibliography of information sources used.
- ☐ Include your survey questions and results in the appendices.

### 5. An oral report

- ⇒ If required, use the information collected for your report to give a presentation.
- ⇒ 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 these guidelines 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 an overhead, 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.



Name(s): \_\_\_\_\_

Topic: \_\_\_\_\_

Tasks - AT6: Survey and report	Re- quired	Due by	Done	Teacher initials
<b>Stage 1: Developing your survey</b>				
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"/>
<b>Stage 2: Surveying and drafting your written report</b>				
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"/>
<b>Stage 3: Oral presentation and report</b>				
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 type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Complete peer assessments for other presenters.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Review your peers' assessment feedback and advice.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Additional information:				
Signed: _____ Date: _____				

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## 6.19 Self-Reflection

### Self-Reflection Pro-Forma

Which Literacy skills did I develop during this unit?

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

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

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

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

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

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_

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# Public Debate & Issues: Researching Issues

7

## Contents

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## Activities 7: Researching Issues

	p.	Due date/Done?	Comment
7.01A Topics into issues	140	<input type="checkbox"/>	<input type="text"/>
7.02B Which type of issue?	141	<input type="checkbox"/>	<input type="text"/>
7.03C Developing an argument	142	<input type="checkbox"/>	<input type="text"/>
7.04D Supporting an argument	143	<input type="checkbox"/>	<input type="text"/>
7.05A Persuasive language	144-145	<input type="checkbox"/>	<input type="text"/>
7.07A Overgeneralisations	146	<input type="checkbox"/>	<input type="text"/>
7.08D Difference of opinion	147	<input type="checkbox"/>	<input type="text"/>
7.10C Suburban (B)Light	148-149	<input type="checkbox"/>	<input type="text"/>
7.11A Developing a Response 1	150	<input type="checkbox"/>	<input type="text"/>
7.12B Developing a Response 2	151	<input type="checkbox"/>	<input type="text"/>
AT7i Informal debate	152	<input type="checkbox"/>	<input type="text"/>
AT7ii Formal debate	153	<input type="checkbox"/>	<input type="text"/>
7.15 Rules of debate	154	<input type="checkbox"/>	<input type="text"/>
7.16 Debate Evaluation Pro-forma	155	<input type="checkbox"/>	<input type="text"/>
RWF Reading and Writing Folio	156	<input type="checkbox"/>	<input type="text"/>

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7.01 Analysing Issues

What makes an issue?

More than ever, we are all full of opinions. And as we learnt in Section 6, without knowledge to back up our opinions, well they can be rather inadequate! When we are well-informed about something, we get into a position where we can take a stance on an issue and argue it in a logical and sustained way.

But what is an issue? It goes way beyond just being a fact or a belief or something we support or are concerned about. An issue has to be something that is debatable; something that has a number of stances that can be backed up with evidence. Issues might be personal, social, environmental, community-based, political or ethical in nature.

A topic is not an issue. ‘Refugees’ is not an issue, it is just a topic. To turn it into an issue, we have to say what the debate is and possibly imply or state a position: “Australia should extend its refugee program”. Another way to transform a topic into a debatable issue is to say it as a question “Should Australia extend its refugee program?”. You can also limit the area of debate by making it more specific: “Australia should extend its refugee program for families”. This version focuses the area of debate.



A Topics into issues

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Turn the following topics into issues by making them into statements and questions.

Topic	Statement	Question
Instagram		
Footy		
Fees for post-secondary education		
Adoption laws		
Wind farms		
Youth wages		

## Which type of issue?

B

For the following issues, categorise them according to the type of issue they are. They may fall into more than one category. Add 3 issues of your own choosing.



Issue	Personal	Social	Environ- mental	Community	Political	Ethical
Smoking should be criminalised.						
Medical marijuana should be legal.						
Are jail sentences the best punishment for criminals?						
Gendered personal pronouns should be extended to be more inclusive.						
Should anti-abortion campaigners have the right to picket abortion clinics?						
Child immunisation should be mandated by law.						
Should single-use plastic be banned in Victoria?						
It is everyone's responsibility to live ethically.						
Should the GST be increased?						
Smokers should be denied health insurance.						
Big business should be forced to pay a fair tax rate in Australia.						
Should parents be obliged to financially support their children until they have secure employment?						
People should reduce their meat consumption.						

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### 7.03 Analysing Issues

## C Developing an argument

1. Choose one of the issues on p.141 or devise one of your own. Brainstorm as many arguments on both sides of the issue as you can. At this stage, don't worry about editing your ideas, just include everything that comes to mind.

Issue:	
For	Against
<p><b>Preview Sample: Do Not Copy</b></p>	



2. When you have finished, combine with another one or two students and circulate your list. Add extra arguments to each others'.
3. As a pair or group, discuss the issues and help each other to refine the arguments.
4. Agree on any that seem weak or dubious and eliminate them. When you are happy with your final list of arguments, decide on your stance.
5. Form new pairs or groups and take turns explaining your issue and your position, and clearly enumerate your reasons. See whether your group-members are persuaded by your arguments. Ask them to add anything extra that hasn't been thought of.
6. Now consider the opposite point of view. Ask your partner or group members to verbally brainstorm some opposing arguments. Add any extra arguments to your table. Then you can explain any opposing arguments that haven't been mentioned.

### Supporting your argument

As you probably discovered in the previous activities, taking a stance is one thing, but clearly supporting your stance with logical and coherent reasons can be harder. A strong argument is one that is:

1. based on research or factual information
2. relevant to the specific debate
3. clear and concise
4. stands up against counter arguments.

### Supporting an argument

D

1. For the following issues choose the best 3 supporting arguments.
2. Justify your choice and say why the other arguments are not as strong.

Issue	Supporting arguments	Justification
<b>Vaccination of children should not be a matter of parental discretion.</b>	<p>Such decisions impact other children.</p> <p>Some parents are not educated enough to make the right decisions for their children's well-being.</p> <p>It is dangerous not to vaccinate children.</p> <p>There is no convincing evidence that vaccinations can harm children.</p> <p>Life-threatening diseases that were thought to be eradicated are returning due to non-vaccination.</p>	
<b>People should reduce their meat consumption.</b>	<p>It is cruel to kill animals for food.</p> <p>Meat is difficult to digest and is bad for your health.</p> <p>If you are not willing to kill the animal yourself, you have no right to eat it.</p> <p>Meat production is bad for the environment.</p> <p>Meat production is inefficient as it uses more resources per kilo to produce than crop foods.</p> <p>It's stupid to grow crops and animal feed when we could just eat the crops.</p> <p>Factory farming makes meat production unethical.</p> <p>Saturated fats found in meat are associated with a number of diseases.</p> <p>Resources will be saved if we eat less meat.</p>	
<b>People should be encouraged to buy locally made clothing.</b>	<p>There are ethical concerns about the work conditions for clothing workers in many developing countries.</p> <p>You should always buy Australian.</p> <p>Locally made clothing suits our climate better.</p> <p>Because local products are more expensive, we are contributing to the economy more when we buy them.</p> <p>Aussie clothes are better quality.</p> <p>It is easier to return a locally made product.</p> <p>Australian textile workers are paid fairly.</p> <p>European haute couture is a waste of money.</p>	

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## 7.05 Persuasive Language

The most important thing for a good debate or argumentative piece of writing is having a clear stance and well researched, sound arguments. In order to convey your argument convincingly though, you also need to persuade your reader or listener by using appropriate language.

Some people seek to persuade using inflated, exaggerated and even insulting language and although entertaining, this approach almost certainly undermines the credibility of their argument. The article below is certainly unembarrassed about making extravagant generalisations to get its point across!

Image: Sergy Novikov/  
Hemera/Thinkstock

**“Like - only an idiot would disagree.  
You know what I mean?”**



### Countering persuasive language

To refute or question an argument you may use some of these phrases:

- ⇒ It is claimed that ...
- ⇒ Commentators argue that ...
- ⇒ Detractors insist that ...
- ⇒ Although it is true that ...
- ⇒ The writer makes a sound point, however it is not entirely convincing...

To support your argument, simply state a fact. You may use some of these phrases:

- ⇒ Research has found that ...
- ⇒ According to this demographic ...
- ⇒ It appears that ...
- ⇒ It seems clear that ...
- ⇒ It can be observed ...

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SUPER  
SKILLS

### A Persuasive language

1. Identify the inappropriate language and replace it with more suitable phrases. You will also need to re-express some ideas to make them more credible and less inflammatory.

#### Age is what matters

People under the age of 30 are obviously more valuable than their seniors.

Any fool knows that over the age of 30 people become less flexible in their thinking and cognitive function and their ability to learn new things becomes fossilised. This in turn impairs their ability to function in this fast-paced technological world.

The superior employment skills of digital natives is beyond dispute. It is, in fact, a deplorable shame that many young Australians with superlative professional and technical skills and superior

communication, are overlooked in favour of the old-guard whom one suspects is a beneficiary of egregious nepotism!

How can an individual, stale from performing the same plod day after tedious day be preferred over the fresh drive of a 24 year old replete with a PHD in call-centre protocol, three tertiary qualifications of the highest order and a decade of hands-on professional experience? It beggars belief and is deeply saddening. Australia - you are throwing your future away !



2. Write your article here.

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3. Your teacher may also ask you write the article from the point of view of an older, more experienced person. List some key ideas below and then complete the written text in your workbooks.

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## 7.07 Opinion Not Fact

### Overgeneralisations

One nefarious way of persuading is to overgeneralise. This means to take something that might be true or valid in some circumstances but amplify or extend its application to try and pass the statement off as 'fact'. Let's consider some generalisations you might hear by different people or read in their social media posts. e.g.

- ☹️ Aussies are fat and lazy.
- ☹️ Asian students are quiet and hard-working.
- ☹️ Fats are bad for you.
- ☹️ Old people are deaf.
- ☹️ All young people like technology.
- ☹️ Students always avoid doing homework.
- ☹️ Gen Y bludges off their parents.
- ☹️ Hoods wear hoodies.
- ☹️ Teachers do the job for the long holidays.
- ☹️ Bogan eat Chiko Rolls

Image: gpointstudio/  
iStock/Thinkstock

"I'm not ready to move out yet;  
I'm only 32."



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### Dealing with overgeneralising

Overgeneralisation can be counteracted with the use of modifiers such as modal verbs and phrases. These are words and phrases used to make a statement more tentative (and even less offensive).

- |         |              |                 |
|---------|--------------|-----------------|
| ⇒ Some  | ⇒ Frequently | ⇒ Can           |
| ⇒ Most  | ⇒ Sometime   | ⇒ Tends to      |
| ⇒ Many  | ⇒ May        | ⇒ In some cases |
| ⇒ Often | ⇒ Might      | ⇒ In many cases |

You can also use other strategies to avoid and even counter overgeneralisations.

- ⇒ It is often believed that...
- ⇒ A common stereotype is...
- ⇒ There is a perception that...
- ⇒ Many people think...
- ⇒ People mistakenly believe that...
- ⇒ It is a common misconception that...
- ⇒ People say offensively that...

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### A Overgeneralisations



Discuss these questions as a class and complete answers in your workbooks.

1. The overgeneralisations made above are all quite broad, and some are even downright offensive. Why do you think people overgeneralise? Which statements offend you?
2. We all do it sometimes, but how about you? When do you slip into overgeneralising, and if so, why?
3. What can you do to avoid overgeneralising?

## Black, white and grey

Sometimes opinions are just that - they are not based on fact or argument but on perspective and how an individual believes they are being affected by something. Below are two starkly contrasting responses to the same thing.

### Nothing Valiant about street art

There is a horrible eyesore currently in my otherwise pleasant, quiet residential street.

Someone has dumped a rusty old car in the street. It is parked under a tree and has hence accumulated a thick layer of bird droppings.

Someone has fixed boards to the windows and windscreen so that no-one can see in.

There is also a strange sound coming from inside - I think someone must have left the radio on.

This is visually polluting the environment.

It is also disrespecting the neighbourhood and neighbours. I have been told that this is supposed to be art but we know what art is - and this isn't it!

The street is becoming the laughing stock of the area. I have contacted the council on numerous occasions but they say that the car is registered so it cannot be removed.

If I drop litter, the council will fine me, but someone has brought landfill into my street and dumped it on my doorstep and no one is doing anything to stop them!

### Artist Statement: Suburban (B)light

I am a Brunswick artist working in site-specific installations.

My current work is a commentary on family violence and what goes on beneath the facade of an ordinary suburban environment.

The work aims to bring to the surface that which is otherwise hidden. Decay is represented by a old rusted Valiant (once a staple Australian family car).

The windscreen and windows are boarded up, allowing only small glimpses into the interior.

A portrait inside the car hints at a gauged male face. There is a simple drawing of a knife, left on the car seat. Together these elements hint at threat, violence and despair.

I have installed this artwork in an inner-suburban street so that locals can interact with the work and take away their own meanings; as well as to provoke a conversation in the neighbourhood.

It sits among a lot of clean and shiny modern cars. Acceptable cars parked in front of respectable houses.

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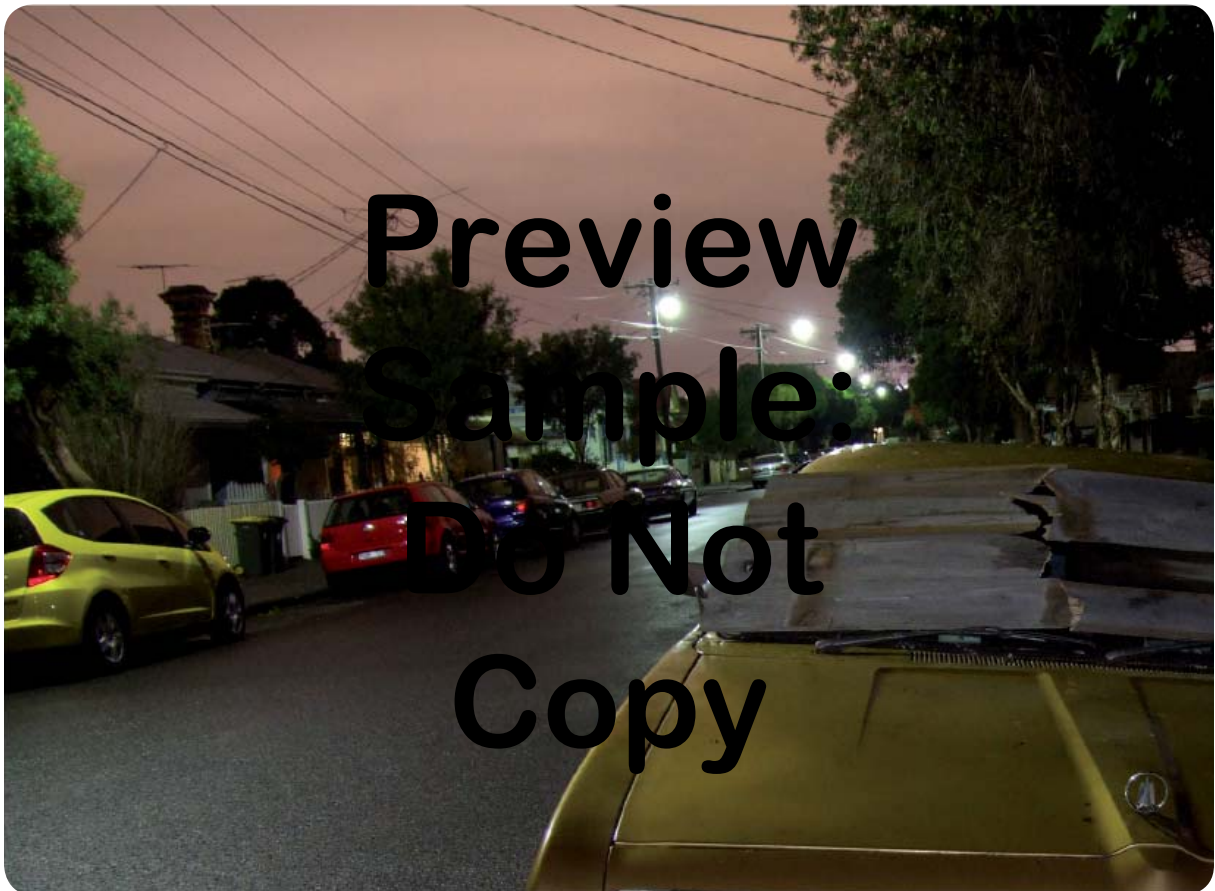
## Difference of opinion

B

After reading the letter from the resident and the artists's statement outline the persuasive language used in each piece. Is one piece more persuasive than the other? Why so? What is your point of view? Discuss this as a class.



## 7.09 Opinion Not Fact





Sometimes images can be more persuasive than words. Opposite are 5 images of the 'Valiant' artwork in question. For each image you are required to:

1. Describe the image.
2. Explain how the image makes you feel.
3. Explain whether the image supports the complaining resident or supports the artist. (Who might have taken each particular image?)
4. Develop a caption for the image.

Image 1	Image 2
<p><b>Preview</b></p> <p><b>Sample:</b></p> <p><b>Do Not</b></p> <p><b>Copy</b></p>	
Image 4	Image 5

2. Sometimes certain images are shared online with added text that is not actually related to the original images at all. Then it gets shared and on-shared. The aim is to persuade people about an issue (essentially by lying)! Research some of these. (Try fake bullfighter photo, fake lost Amazon chief photo and fake Nigerian debt collectors photo). What is the truth behind these? And how have people reacted without knowing the truth? Have you ever been sucked in by a persuasive looking/sounding photo and text combination?



## 7.11 Developing a Response

### A Developing a response 1

Write a personal response to the following topics. State clearly who you are in terms of how you are impacted. Add an issue of your own.

Topic	Your response
1. A multi-storey development in your street.	<b>Preview Sample: Do Not Copy</b>
2. Imposing a new uniform requirement or dress-code in your learning environment.	
3. A decrease in pay rates in your workplace.	
4. The growing incidence of unpaid internships.	
5. The introduction of driverless cars.	
6. The cost of post-secondary education.	
your choice	

Now write an opposing response for each issue.

Topic	Your response
1. A multi-storey development in your street.	<p><b>Preview Sample: Do Not Copy</b></p>
2. Imposing a new uniform requirement or dress-code in your learning environment.	
3. A decrease in pay rates in your workplace.	
4. The growing incidence of unpaid internships.	
5. The introduction of driverless cars.	
6. The cost of post-secondary education.	
your choice	



## 7.13 Assessment Task: Debating an Issue

### AT7i Informal debate



#### Informal Debate: Preparation

- i. Divide into two teams. Your teacher will assign you to argue either for or against a proposition related to an issue that you have investigated this semester.

Proposition: \_\_\_\_\_

- ii. Develop arguments for the proposition. As a group, add some more.
- iii. Develop arguments for 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 those arguments.

*Tip: Before you begin, your team should have a practise 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 might have contributed to each team's performance and comment on your team's and the opposing team's performance.

Factor	Their team	My team
quality of argument		
clarity of points made		
presentation of argument		
intelligibility of speakers		
preparation of team		
other		



## Formal debate AT7ii

You are required to research for and participate in a formal debate. This formal debate will follow established debating rules (see 7.15).

- 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 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 teammates.
- 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 7.16) 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.   |

## 7.15 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 shall 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](http://www.schoolsdebate.com/guides.asp)



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## 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
<b>Quality of arguments...</b> <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"/>
<b>Clarity of points made</b> <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"/>
<b>Presentation of arguments...</b> <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"/>
<b>Intelligibility of speakers</b> <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"/>
<b>Preparation of team...</b> <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: \_\_\_\_\_

## 7.17 Issues and Debate Portfolio

Issues and 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:**

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

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# Public Debate & Issues: Presenting Your Case

8

## Contents

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8.03 - Body Paragraphs.....160	8.21 Self-Reflection.....178
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8.09 Complex Writing .....166	

## Activities 8: Presenting Your Case

	p.	Due date/Done?	Comment
8.02A <b>Essay: Introductory paragraph</b>	159	<input type="checkbox"/>	<input type="checkbox"/>
8.04B <b>Transition terms</b>	161	<input type="checkbox"/>	<input type="checkbox"/>
8.05C <b>Essay: Body paragraphs</b>	162-163	<input type="checkbox"/>	<input type="checkbox"/>
8.08D <b>Essay: Concluding paragraph</b>	165	<input type="checkbox"/>	<input type="checkbox"/>
8.10E <b>Complex writing</b>	167	<input type="checkbox"/>	<input type="checkbox"/>
8.12F <b>Paraphrased vs plagiarised</b>	169	<input type="checkbox"/>	<input type="checkbox"/>
8.13G <b>Paraphrasing in action</b>	170	<input type="checkbox"/>	<input type="checkbox"/>
<b>AT8 Final Essay</b>	171-177	<input type="checkbox"/>	<input type="checkbox"/>
<b>8.21 Self-Reflection</b>	178	<input type="checkbox"/>	<input type="checkbox"/>
<b>Writing and Reading: Record</b>	179	<input type="checkbox"/>	<input type="checkbox"/>
<b>Peer Assessment</b>	180	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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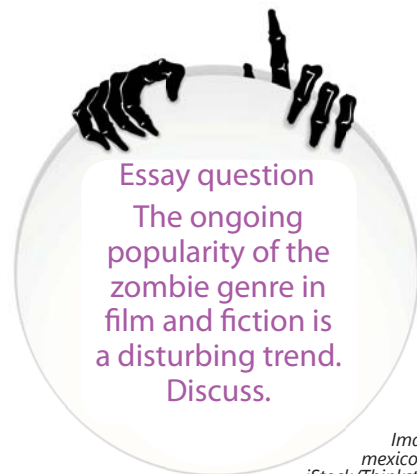
## 8.01 Essay Structure - Introduction

### 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 as well as your thesis (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.

### ii. Thesis and restatement

The thesis describes your position in relation to the essay question. In this example the writer says that the zombie genre can be positive rather than disturbing.

You must also 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.

### 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.

You can say that the essay will be divided into three or four sections. ie. First it will argue that the genre offers escapism. Secondly, it will give evidence that it is good for exercising problem-solving skills. Finally, the genre's focus on social issues will be discussed.

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### Parts of an essay

1. Introduction
  - i. Background
  - ii. Thesis
  - iii. Plan
2. Paragraphs
  - i. Topic sentence
  - ii. Supporting sentences - elaboration
  - iii. In-text references
3. Conclusion
  - i. Restatement of topic
  - ii. Summary of ideas
  - iii. Summary sentence

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### Essay introduction

The zombie genre is enjoying a huge resurgence in popularity. In films, series and other media, the public seems to have an insatiable appetite for stories of the undead, outstripping other forms of horror (Gore 2019, p.207). This essay will argue that the current obsession with the zombie genre is not concerning. It will argue that the genre can be positive by focusing on its escapist nature, its focus on problem solving and social issues.

### Essay: Introductory paragraph

A

Write your own introductory paragraph to this topic addressing the 3 main elements: the background, the thesis and restatement of the essay question, and the plan. Have your teacher check it over. (Note: Your teacher might give you a different practice topic.)

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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 clear topic sentence. The topic sentence will almost always be situated at the start of the paragraph.

You create cohesion between body paragraphs by showing the relationship between them in the topic sentences.

For this topic about the zombie genre, according to the introduction, you would need three paragraphs with their own topic sentences. Check through the sample and identify these.

**Note:** The topic sentence for each paragraph is highlighted in red.

#### Essay: 1st paragraph

**Escapism is one benefit of immersing oneself in the improbability of a zombie apocalypse.** According to Dr. Slo Walker (2019 p.34) scary content can act as a harmless release of stress and worry. For some, the genre is so absurd that it becomes comical. In fact, these narratives do not always take themselves seriously, for example the film *Shaun of the Dead*, which is a parody of the genre.

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#### Essay: 2nd paragraph

**In addition to providing escapism, the zombie genre engages creative thinking skills and active participation.** As stated by Matthew MacTavish (2019, n.d) by nature, zombie stories deal with decision-making and the quest to survive. As such, viewers are immersed in narratives that ask "What would I do?". Through this they are able to play out strategies in their minds that engage them actively rather than them simply consuming the stories as entertainment. In turn this stimulus often leads to active debate among peers as they argue about ways of surviving, avoiding or repelling the undead hordes. This becomes a form of creative and participatory problem solving that is also fun.

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#### Essay: 3rd paragraph

**Most importantly many social and moral issues come to the fore when examining the genre.** Zombie narratives are essentially about social cohesion in the face of the collapse of civilisation (Slakjaw 2019, p.12). Issues of what constitutes a society, the nature of power and human nature are implicitly investigated. British series *In the Flesh* interrogates stigma, discrimination and power hierarchies while *The Walking Dead* questions leadership, the cult of personality and the disintegration of human compassion. All of these issues have parallels in current social and political realities and can be used to focus people's attention on real events.



## Essay Structure - Body Paragraphs 8.04

### Writing successfully

These three paragraphs that form the body of this essay illustrate quite a sophisticated way of writing topic sentences. It is hoped that at this stage of the course you should be able to achieve a similar effect.

One way of building cohesion in your essay is to use sequencing words to link the paragraphs together. This sequencing can also assist to ensure that each topic sentence refers to the essay topic.

This also acts as a reinforcement to remind your reader of what question your essay is addressing.



Image: Fuse/Thinkstock

### Transition phrases

There may be instances where you might be required to write an argumentative text. In order to compare and contrast ideas, or give two (or more) sides of an argument, you need to link these groups of ideas with a sentence that provides a transition between them.

Argumentative writing requires you to write clearly. The reader needs to easily follow the differences and nuances in the points of view being expressed. This requires a strong distinction (or demarcation) between different groups of ideas.

There are many 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.

Whereas...	In contrast...	Contrary to this...	Others claim that...
It can equally be argued that...	The opposing point of view states that...	Opponents of this have argued that...	A different point-of-view can be shown...

## 8.05 Essay Structure - Body Paragraphs

### C Essay: Body paragraphs

Continue writing to the same topic and prepare a draft of three body paragraphs.

Make sure you have clear topic sentences. Have your teacher check these over.

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# Preview Sample: Do Not Copy

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 three distinct parts. In the sample below each part is colour-coded.

#### i. Restatement of the essay question and your stance (thesis).

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.

#### ii. Summary of key ideas explored in your essay.

The summary should include each of the main points covered in the body of your essay. It should summarise the content of each topic sentence. Each point in the summary should be linked clearly using appropriate sequencing words.

#### iii. A concluding summary sentence.

Although this is optional, a concluding sentence is an effective way of making a statement that resonates with the reader and ties together your entire argument.

# Preview

Essay Conclusion

In summary, although it is understandable that some people might dismiss the zombie genre as violent and mindless, the popularity of this form of narrative is not disturbing. Such texts provide a means of escape from stress. It also engages audiences with an important moral dilemma and problems that prompt creative thought, affording them quite a deep consideration of social and ethical complexity. Fictional genres come and go but it seems that zombies will be around for a while to come.

# Sample:

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Image:  
Antonio Guillem/  
iStock/Thinkstock

### 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...   | ⇒ It seems clear then that...          |
| ⇒ To conclude.... | ⇒ It appears from the evidence that... |
| ⇒ To summarise... | ⇒ It can be concluded that...          |
| ⇒ To sum up...    | ⇒ Evidence suggests that...            |

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### Essay: Concluding paragraph D

1. Draft the sentences for your concluding paragraph including the restatement and summary, and have your teacher check these over.
2. Then draft your overall conclusion with a concluding sentence. Put these all together so that your ideas flow well.

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## 8.09 Complex Writing

### Complex writing

Here is a slightly more complex structure. It is almost the same essay but it includes some counter arguments in the introduction and first two body paragraphs. These parts are highlighted.

In a more sophisticated structure it's good to acknowledge opposing points of view. This shows that you understand both sides of the argument and makes your position more convincing. Although there are no hard and fast rules about where to place counter arguments in the essay, it's often a good idea to mention the objections to your argument early on in the paragraph and then go on to state why these arguments are weak. You can also accept that a counter argument may be true but that your argument is more convincing. Or you might prefer to include a separate paragraph that puts all of the counter arguments together. If so, make this your first body paragraph and then all your following paragraphs will be your supporting arguments.

Your teacher will tell you the structure they would like you to use.

counter  
argument

The zombie genre is enjoying a huge resurgence in popularity. In films, series, books and other media, the public seems to have an insatiable appetite for stories of the undead outstripping other forms of horror (Gore 2019, p.200). Many commentators argue that this genre is disturbing in nature in its violence and mindlessness. This essay however argues that the current obsession with the zombie genre is not concerning. In fact, it is not only harmless but brings some positives. The first is the chance for people to escape into a fantasy world. The genre also often prompts problem solving and tackles social issues. Additionally, human nature and vulnerability are explored in the narratives. Finally, these stories suggest the chance of redemption and survival.

transition

counter  
argument

One of the chief objections to the zombie genre is its violent nature. Many are disturbed by the incessant and gory depictions of human slaughter at the hands (and mouths) of the walking dead. Although this form of entertainment may not appeal to all, there are a number of demonstrable positives. Escapism is one benefit of immersing oneself in the improbability of a zombie apocalypse. According to Dr. Slo Walker (2019 p.34) scary content can act as a harmless release of stress and worry. For some, the genre is so absurd that it becomes comical. Indeed, these narratives do not always take themselves seriously, for example the film *Shaun of the Dead*, which is a parody of the genre.

transition

counter  
argument

Another allegation levelled by detractors of the genre is that zombie themed narratives are mindless. This, in fact is untrue. The zombie genre engages creative thinking skills and active participation. As stated by Michonne MacTavish (2013, n.d) by nature, the stories deal with decision-making and the quest to survive. As such, viewers are immersed in narratives that ask "What would I do?". Through this they are able to play out strategies in their minds that engage them actively rather than simply consuming the stories as entertainment. In turn this stimulus often leads to active debate among peers as they argue about ways of surviving, avoiding or repelling the undead hordes. This becomes a form of creative and participatory problem solving that is also fun.

transition

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counter  
argument

Most importantly, far from being disturbing, many social and moral issues that come to the fore when examining the genre. Zombie narratives are essentially about social cohesion in the face of the collapse of civilisation (Slakjaw 2016, p.12). Issues of what constitutes a society, the nature of power and human nature are implicitly investigated. British series *In the Flesh* interrogates stigma, discrimination and power hierarchies while *The Walking Dead* questions leadership, the cult of personality and the disintegration of human compassion. All of these issues have parallels in current social and political realities and can be used to focus people's attention on real events.

In summary, although it is understandable that some people might dismiss the zombie genre as violent and mindless, the popularity of this form of narrative is not disturbing. Such content provides an escape from stress. It also engages audiences with a number of moral dilemmas and problems that prompt creative thought, affording them quite a deep consideration of social and ethical complexity. Fictional genres come and go but it seems that zombies will be around for a

transition

# Preview

Complex writing

E

Supply counter arguments for your essay and decide and explain where best to place them.

## Sample:

Counter argument

Where should this be placed?

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## 8.11 Advanced Essay Skills

### Appropriate referencing

Ideas used in academic writing must be supported with evidence. This evidence must be supported by reliable sources. You must reference so as to provide acknowledgement to the appropriate author, to avoid plagiarism and to avoid misuse and misquoting.

In-text referencing is when a writer includes brief details of the original author for any ideas they are using in their writing. This acts as a formal way of referencing that you can include in your sentences and paragraphs but without interrupting them too much.

Notice the in-text references that are used throughout the zombie essay. These acknowledge the sources that the writer consulted while writing their essay. The basic information included in an in-text reference is:

1. the author's family name
2. the year of publication
3. the page number, if given.

### 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

#### Author's family name (Elver)

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 (2020)

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 'old' research may no longer suit (except for seminal works or in law, art, history and some medical fields).

#### Page number (p.98)

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 you are reading.

#### Summary (Elver 2020, p.98)

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.

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### Avoiding plagiarism

It is expected that when you write, the work will be your own. The ideas, words or information you use that you may have read, seen or come across, and that isn't common knowledge or in the public domain, must be referenced or cited. Just as you write a bibliography at the end of a report or other piece of research, you must also cite the source of your information in the body of your writing.

As you know, if you copy words directly, you must place them in quotation marks and make sure they are accurate in every detail. But a piece of writing that is chock-full of other people's words is a problem in itself. There is no point just cutting and pasting heaps of other peoples' words even if they are referenced. This is because your job as a student is to show you understand your topic material by explaining it your way. A way of doing this is to paraphrase. Paraphrasing is like reported speech that you learnt about in Section 1 and the practise you did in Section 4. But it is more formal.

Paraphrasing for writing is restating an idea in your own words. This is difficult and involves a number of skills.

1. An understanding of the meaning of the original text.
2. A wide vocabulary so that you can easily re-express ideas in your own words.
3. Good use of sign-posting so you can introduce paraphrases appropriately.
4. An ability to make changes to the order of ideas, the vocabulary and the grammar without altering the meaning.

But what if you think you can't say it as well as the original author did! This is a common problem whereby you need to decide whether to use a paraphrased idea or a direct quotation. We never said it was easy but this is a basic expectation of students and failure to abide by these rules can have dire consequences.

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### Paraphrased vs plagiarised

F

Test your understanding with the following example. State which sentence is paraphrased and which are plagiarised, and why.

Original sentence:

*As stated by Lee (2019, p.20) narratives that focus on a zombie apocalypse appeal to the basest of human instincts; greed, selfishness and a voracious hunger for power.*

- i. Stories about zombies appeal to human instincts such as selfishness, greed and power. These are base instincts (Lee 2019, p.20).
- ii. The human drives that are satisfied by zombie-themed fiction and film are primal, base and self-serving according to Lee (2019, p.20).
- iii. Zombie narratives are about greed, selfishness and a hunger for power which are the basest of human instincts. (Lee 2019, p.20).

## 8.13 Advanced Essay Skills

### G Paraphrasing in action

So, let's get some paraphrasing practice! Write the following in your own words.

Original sentence	Paraphrased in your own words
The latest Star Wars episode is a cynical exercise in extending a brand beyond its ability to deliver quality cinema. The art is gone and all that is left is hype (Saddsak 2019, p.3).	
An outsider, says Lon Li (n.d) is someone who does not belong physically, psychologically or culturally.	
A penché arabesque requires the leg to be raised derrière to as close to a 180 degree angle as possible. While the body tilts forward, the back should not be dropped (Cecchetti 1923 p. 6).	
According to the National Planning of Surgeons (2018) surgeons disagree on the usefulness of arthroscopes in ameliorating injuries to the patella.	

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**Sign-posting for essays**

#### To introduce a quote or paraphrase

- ⇒ According to Samuel...
- ⇒ As stated by Ratz...
- ⇒ Johnson claims that...
- ⇒ Research by Baht suggests...
- ⇒ The study by CemCore showed...

#### Introducing examples

- ⇒ To illustrate/ An illustration of this is...
- ⇒ For example...
- ⇒ For instance/ An instance of this can be seen in...
- ⇒ An exemplar of this theory is...

#### To introduce a new supporting sentence

- ⇒ Another reason/factor/issue is...
- ⇒ A further concern is...
- ⇒ Safety is another issue in this argument...
- ⇒ Welfare cannot be overlooked as one of the main reasons for...
- ⇒ In addition/additionally...

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- ⇒ You are required to draft and write a final essay on a given topic.
- ⇒ This topic will be 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					
Comments: Purpose					
Comments: Structure					
Comments: Complexity					
Comments: Mechanics					
Comments: Other					
Teacher signature:      Date:		Teacher signature:      Date:		Teacher signature:      Date:	
Student signature:      Date:		Student signature:      Date:		Student signature:      Date:	

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## 8.15 Assessment Task

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_

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## 8.17 Assessment Task

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## 8.19 Assessment Task

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8.21 Self-Reflection

Self-Reflection Pro-Forma

Which Literacy 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
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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 assessment tasks to be completed:	Re- quired	Due by	Done	Teacher initials
<b>1: Self-Expression</b>	<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"/>
<b>2: Practical Purposes</b>	<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"/>
<b>3: Knowledge</b>	<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"/>
<b>4: Public Debate (&amp; Issues)</b>	<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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Comment: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Peer Assessment



### 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 should be subject to this peer-assessment. (Tip: Copies of this pro-forma may need to be made before starting.)

Project: \_\_\_\_\_

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 ICT:	<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?

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How might this presentation have been improved?

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Anything else? \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

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