

Literacy Intermediate: Student Activities Portfolio

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

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Literacy Intermediate: Student Activities Portfolio

By Michael Carolan

DELIVER Educational Consulting (978-0-9805356-8-6)

Also available for VCAL and Applied Learning

- Personal Development - Intermediate 1 (Dec 2010)
- Numeracy - Intermediate 1 (Mid 2011)
(Other levels following in 2011 and 2012)
- Work Related Skills Foundation 1 and Foundation 2
- Work Related Skills Intermediate 1 and Intermediate 2
- Work Related Skills Senior 1 and Senior 2

Also available for Industry & Enterprise (new editions in 2012)

For I&E: Workplace Participation

I&E 1: Workplace Participation - e-version

I&E 1&2: Towards an Enterprising You

I&E 3&4: Towards an Enterprising Australia

Available for pathways and careers education

GOAL scorer suite of careers tools

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

Full Sets of VCAL Foundation are now available!

All new releases for 2018 now available, more details on the next page.

- ☐ Numeracy - Foundation
- ☐ PDS - Foundation
- ☐ Literacy - Foundation

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

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

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Released in 2016

⇒ Literacy - Senior

Featuring a carefully planned literacy (and oral communication) program designed to support and challenge students as they develop into young adults. For the first time for VCAL includes the option of a **master PDF e-version**.

⇒ Literacy - Intermediate 3ed

Revised and refreshed and with more content, and also available as a **master PDF e-version**.

⇒ Numeracy - Senior

Content geared towards situations facing Year 12 students, and with assessment tasks offering the choice to apply to personal and/or work-related situations. Also available **Numeracy - Intermediate** released in 2015.

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

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

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

Current resource list: 2018 (* = new)

VCAL and Applied Learning (Master sets also available)

- ⇒ *New for 2018 Literacy - Foundation Workbook/text & Activities Skills booklet !!!also available as e-version!!!
- ⇒ Literacy - Intermediate 3ed Workbook/text & Activities booklet (revised for 2016) !!!also available as e-version!!!
- ⇒ Literacy - Senior Workbook/text & Activities booklet (new 2016) !!!also available as e-version!!!
- ⇒ *New for 2018 Numeracy - Foundation Workbook/text & Activities Skills booklet
- ⇒ Numeracy - Intermediate Workbook/text & Activities booklet
- ⇒ Numeracy - Senior Workbook/text & Activities booklet (new 2016)
- ⇒ *New for 2018 Numeracy - Personal Development Workbook/text & Activities booklet
- ⇒ Personal Development - Intermediate 3ed Workbook/text & Activities booklet (new colour ed 2016)
- ⇒ Personal Development - Senior 2ed Workbook/text & Activities booklet (new colour ed 2016)
- ⇒ Work Related Skills - Foundation Workbook/text & Activities booklet
- ⇒ Work Related Skills - Intermediate 3ed Workbook/text & Activities booklet (new colour ed 2016)
- ⇒ Work Related Skills - Senior 2ed Workbook/text & Activities booklet

Industry and Enterprise

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

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

* Career Pathways 2ed

- > Work Experience Journal
- > Work Placement Journal
- > Personal Development Activity Planner: Introductory
- > Personal Development Project Planner: Advanced

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

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

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

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

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

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Order form: Current from Semester 1, 2018 (Note: All prices are GST inc.)

WACE: Career and Enterprise	Printed text	e-version master	Total
Career and Enterprise Foundation 11 (Feb 2017)	_____ @ \$49.50	_____ @ \$595	_____
Career and Enterprise Foundation 12 (2016)	_____ @ \$49.50	_____ @ \$595	_____
Career and Enterprise General 11 (2016)	_____ @ \$52	_____ @ \$660	_____
Career and Enterprise General 12/ATAR 11 (2016)	_____ @ \$55	_____ @ \$660	_____
Career and Enterprise ATAR 12 (Jan 2017)	_____ @ \$59.50	_____ @ \$770	_____

Careers, Work Education & Personal Development	Printed text	e-version master	Total
Career Pathways 2ed. 2016	_____ @ \$35	_____ @ \$440	_____
Work Experience Journal 2015	_____ @ \$22	_____ @ \$165	_____
Work Placement Journal 2015	_____ @ \$27.50	_____ @ \$220	_____
Personal Development Activity Planner: Introductory 2015	_____ @ \$25	_____ @ \$165	_____
Personal Development Project Planner: Advanced 2015	_____ @ \$27.50	_____ @ \$220	_____

Industry and Enterprise	Printed text	e-version master	Total
I&E Unit 1: Workplace Participation 3ed. 2015	_____ @ \$33	_____ @ \$440	_____
I&E Units 1 & 2: Towards an Enterprising You 4ed. 2015	_____ @ \$42.50	na	_____
I&E Units 3 & 4: Towards an Enterprising Australia 3ed. 2012	_____ @ \$59.95	na	_____

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

VCAL/ Applied Learning Resource Sets	Printed text/workbook	Printed activities book	CD Master text/workbook	CD Master activities book	Combined CD master sets	or license with master e version
*Literacy Foundation (New 2018)	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Literacy Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Literacy Senior 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
*Numeracy Foundation (New 2018)	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$99	or _____ @ \$220	na
Numeracy Intermediate 2015	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
Numeracy Senior 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
*PDS Foundation (New 2018)	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
PDS Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
PDS Senior 2ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
WRS Foundation 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
WRS Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
WRS Senior 2ed. 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
Totals	_____	_____	_____	_____	_____	_____

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SE2 Describing My Personality



1. Write a paragraph that uses five key words to describe your personality.

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2. Complete an online personality test and summarise the results. Do you agree?

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3. Briefly use two key descriptive terms to answer each of the following.

⇒ My favourite film is: _____ because _____

⇒ My favourite band/performer is: _____ because _____

⇒ My favourite hobby is : _____ because _____



1. Your teacher will give a text with four words highlighted or circled. List each of these and give an appropriate synonym.

1 A synonym is...	2 A synonym is...	3 A synonym is...	4 A synonym is...
--------------------------	--------------------------	--------------------------	--------------------------



2. Write a paragraph that describes your room. Choose suitably descriptive words.

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3. Affix an image of your room here and list 20 things that identify that room as yours.



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1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

SE4 Me and Social Networking



1. List all of the social networking sites that you are a member of.

1	2	3	4	5
6	7	8	9	10



2. Write a paragraph containing at least three sentences that explains why you are a member of three of these different sites.

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3. Have an unplanned 30 second conversation with a friend about your favourite social networking site. Record the conversation. After you have each finished try to write down what the other person said. Compare notes with the recording and discuss.

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1. Write a 10 point biography of a person you admire. List the sources you used.

Person: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Sources: _____

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SE6 Biography



2. List 3 questions you would most like to ask that person.

1. _____

2. _____

3. _____



3. Find/create an image that you think best represents each of these terms.



Fame



Fortune



Respect



Happiness

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1. As an audience member list five ways to make an oral presentation better.

1. _____
2. _____
3. _____
4. _____
5. _____



2. If you were giving an oral presentation what five things you would most worry about?

1. _____
2. _____
3. _____
4. _____
5. _____



3. Outline five things that **you** should do so as to give an effective oral presentation.

1. _____
2. _____
3. _____
4. _____
5. _____

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SE8 Meeting New People



1. List ten things about other guests at a party that you would like to find out. Rank these in the order you would ask about them.
2. List ten things about yourself that you would share with other people at a party. Rank these in the order you would disclose them.

1. About them...	2. About me...

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3. What would be your one-line motto or slogan for each of the following circumstances?



⇒ At a party as a guest... _____

⇒ At a club... _____

⇒ At work... _____



1. List some song lyrics, a poem or some other piece of writing that you find inspirational or moving. (Please, no offensive language). You might print this out and affix it here.

Title/source: _____

Written by: _____

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2. Explain why you find these words important to you.

SE10 Words That Groove Me

1. Develop a song or rap about yourself, which contains at least 3 verses of 4 lines each. You should also consider a chorus.



Each verse must contain at least two different descriptive examples of either your life, hobbies, personality, likes - you get the idea!

If you do well then add beats, music and perform your 'song' for the class.

I stare don't crumble, I'm keen but humble, I've got no peers, On the dance floor rumble.

This example is lame, so you can do better!

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Your teacher will have instructed you to read a text of some sort. This might be a book, a magazine, a blog or some other resource. Complete the following based on this text.

Title: _____ Source: _____

Written by: _____ Date: _____

Summary: _____

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Main point 1: _____

SAMPLE

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Main point 2: _____

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Main point 3: _____

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Your reflection: _____

SE12 Interviewing People

1. Your teacher will show you an interview conducted with a famous person. Note some questions that were asked that resulted in interesting responses.



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2. Imagine you are interviewing Barack Obama. List five questions that you would ask him.



1.

2.

3.

4.

5.

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3. Imagine you are being interviewed at the age of 35. List five questions that your interviewer should ask you and provide appropriate answers.



Questions to me at age 35...	Answers from me at age 35...
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1. You are required to translate the following text into 'txt spEk'!

Great Expectations

If you see a sign that says "Special: 10 dim sims for a dollar." And you buy them. And you eat them. All of them. And then you feel sick. And then your head starts spinning. And then you start seeing little green men on the ceiling. What did you really expect?

If you go to a second-hand market and you buy an iPod from a fidegty man who says "...battery dead so just \$10 for you, my friend"... and at home you plug it in and it doesn't work, what did you really expect?

If you see an ad in the paper that says that you can earn \$2,000 a week, no experience necessary and you find out that it's just a door-to-door sales job and you have to buy the stock and you can't sell any of it then what did you really expect?

So do you have a realistic expectation from life... and if not what can you do about it?

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Gr8 xprt Ashns
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SE14 Lost in Translation



2. Translate the following 'try-hard' or inappropriate statements into better communications.

⇒ Grandpa Jack said, "KEp'n 't rEl, me's 'omies 'n 'm wz jis gng t'd cLUb 2 spn sum wkld bOlS bias!"

⇒ Little Algernon said, "Mother dearest, I would be rather delighted by lashings of ginger beer and cucumber club-sandwiches on the occasion of my eighth birthday soiree."

⇒ Trudi the customer-service chick yelled to the price-checker, "This one 'ere reckons the cost was stuffed-up on the super-sized var of hair remover she brought - 404!.

⇒ Alexie the charity mugger said, "Hey bro, how's your day been?"



3. List examples of your own informal language that you use online, when talking or when greeting people. Ask some older people if they had ancient equivalents for these.

Informal language...	Old equivalents/when?	Informal language...	Old equivalents/when?
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Your teacher will give you a task for which you have to complete a written response.

The task is: _____

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SE16 My Self-Expression Journal



Complete this journal to reflect on your study of the units of Literacy for Self-Expression.



Journal of: _____ Entry no. _____ Date: _____

⇒ What did I experience during these units as part of my school studies?

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

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

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

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

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

⇒ What other information can I share?

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



Describe examples of how you communicated for practical purposes. Comment on whether you were effective or not.

Example	Description
<i>using a manual</i>	<p>UNEDITED SAMPLE ONLY:</p>
<i>giving instructions</i>	
<i>following instructions</i>	
<i>completing forms</i>	
<i>leaving and taking a message</i>	<p>DO NOT COPY</p>
<i>following visual signs</i>	
<i>sending a formal e-mail</i>	
<i>completing an application</i>	
<i>analysing numerical information</i>	
<i>writing a letter</i>	

PR2 Me and Instructions



1. List 5 examples of the type of tasks where you find it easy to follow instructions.

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



2. List 5 examples of the types of task where you really struggle to follow instructions.

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



3. List and discuss the types of instructions that you prefer and explain why. Consider verbal, written, manuals, over the phone, numerical, step-by-step and so on.

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- _____
- _____
- _____
- _____
- _____
- _____

1. List the forms that you have to use as part of your life. Include where you can locate these forms either online or in hardcopy.

Form	Location
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2. Your teacher will instruct you to collect and then fill in a range of important forms in class. List these below and/or note these in the table.



1. _____
2. _____
3. _____
4. _____
5. _____

PR4 Me and Forms



1. List some of the main difficulties that you (or people you know) have completing forms.



2. Describe a time when you had to fill in a form but were unable to do so. What were the major problems?



3. Describe a time when you had to assist or complete a form for someone else. Why did you have to do this?

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1. Write your biodata the exact way it should be written on a form. Discuss the sorts of forms that might ask for this biodata and whether any should be private and personal.
2. For each example briefly explain any precautions that should be taken when supplying this data for an online profile such as a social networking site.

Biodata	What precautions should be taken for online forms?
Surname:	
First name:	
Middle name:	
Gender:	
Ethnicity:	
Religion:	
Height & weight:	
Hair colour & eye colour:	
Known allergies:	
Address:	
State/Postcode:	
Mobile:	
Home phone:	
Date of Birth: DDMMYYYY	
Place of birth:	
email:	
School:	
School address:	
School phone & fax:	
School e-mail:	
Qualifications achieved 1:	
Qualifications achieved 2:	
Tax file number:	
Employer/work details:	
Supervisor's name and phone:	
Next of kin/Emergency contact person:	
Relationship:	
Emergency contact number:	
Car details & registration:	
License/learner's permit number:	

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PR6 Different Forms



- 1. Collect 3 incident/accident reporting forms from your school, workplace or another source.
- 2. List the types of information that are the same on all forms.
- 3. List the types of information that are specific to each form.

Form 1:		
Form 2:		
Form 3:		
Information that is the same or similar on each of the forms:		
UNEDITED DRAFT		
Information specific to form 1:	Information specific to form 2:	Information specific to form 3:
SAMPLE ONLY:		
DO NOT COPY		
Describe which forms are set out better or worse and explain why? Suggest improvements.		



In small groups go online and research the privacy setting of various online and social networking sites. Add others that are used by your classmates. Compile a class summary.



Example	Description
YouTube	
Facebook	UNEDITED SAMPLE ONLY:
Twitter	
MySpace	
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PR8 Scam Alert

- 1. Find examples of online and e-mail scams that try to phish for information.
- 2. List the types of details that online e-mail scammers commonly ask for.
- 3. Make a list of the types of information that should never be disclosed to 'e-requests'.

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1. What do you think are the 3 most important skills that make a person a good communicator?

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2. Describe the ways of communicating that you feel you are most accomplished at.

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3. Explain the areas/skills of communication that you think you need to improve in.

COPY

PR10 My Communication Mistakes

1. Give an example of a time when you made each of these communication mistakes.
2. Explain what happened and how you would correct this mistakes.

Literacy	Example of mistake/ What happened?/ How would you correct the mistake?
<i>I rushed the message.</i>	<ul style="list-style-type: none"> • • •
<i>I made it up as I went along.</i>	<ul style="list-style-type: none"> • • •
<i>I gave more than 3 verbal instructions.</i>	<ul style="list-style-type: none"> • • •
<i>I used language the listener didn't understand.</i>	<ul style="list-style-type: none"> • • •
<i>I wrongly assumed that the listener had understood.</i>	<ul style="list-style-type: none"> • • •



Create or capture an image of you or someone you know, using each of these non-verbal ways of communication.

<i>gestures</i>	<i>eye contact</i>
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<i>posture</i>	<i>adornment</i>

PR12 What's The Story?



Create an 8-panel narrative that uses images of people using non-verbal communication. Perhaps you could recount of an important event in your life.



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

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What's your favourite electronic or communication device? Create a set of instructions that would teach a clueless person how to use the main functions on this device.

Device:

1.

2.

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3.

4.

5.

6.

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7.

9.

10.

PR14 Emergency + 1



Create a set of instructions that will help someone deal with a difficult or emergency situation. Try researching examples such as those given with defibrillators.

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

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Find a set of instructions that is written in that strange sort of language that you usually experience with cheap imported devices. Rewrite these so that people can follow them.

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PR16 My Practical Purposes Journal



Complete this journal to reflect on your study of the units of Literacy for Practical Purposes.



Journal of: _____ Entry no. _____ Date: _____

⇒ What did I experience during these units as part of my school studies?

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

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

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

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

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

⇒ What other information can I share?

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



List 10 facts that you know but that it is unlikely that anyone else in the class would know. List your proof. (Don't include items of a personal nature or things that only you could know.)

1. _____

2. _____

3. _____
4. _____
5. _____

6. _____
7. _____
8. _____

9. _____

10. _____

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KN2 I'd Like To Find Out



1. List 5 things or facts that you've always wanted to know, or weren't sure about or perhaps have doubted. Pair up with a classmate who is interested in similar sorts of facts and together research this information to find out the truth.
2. Make sure to check your sources and then report back to the class on what you find out.

I want to find out...	What I found out is.../The sources were...
<p style="text-align: center;"> UNEDITED DRAFT SAMPLE ONLY: DO NOT COPY </p>	



1. Your teacher will supply, or your class will compile, a list of 4 facts or 'things' that seem to be commonly accepted as 'truths'. Are these facts or opinions? Explain your answer.

1. _____

2. _____

3. _____

4. _____

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2. Research whether these are true or not. List your sources and then discuss the facts.

1. _____





2. _____

3. _____

4. _____

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KN4 Celebrity Bias

-  Research 5 celebrity endorsements. Find out why these celebrities are endorsing the product, whether there is big \$\$\$ involved and any other information. Search 'The Flinstone's and Winston' and just about any celebrity and diet and/or cosmetic products.
- 
- 
- 

Celebrity & Product	Some information I have found out.
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1. What are you biased **towards**? What causes do you support and what attitudes and values shape your beliefs?

Some causes/beliefs that I tend to be biased towards are...

1. _____
2. _____
3. _____
4. _____
5. _____



2. What are you biased **against**? What causes do you not support and what attitudes and values shape your beliefs?

Some causes/beliefs that I tend to be biased against are...

1. _____
2. _____
3. _____
4. _____
5. _____



3. Are your biases fair and reasonable or do they cloud your judgement? Why so/not?

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KN6 Bias In Action



- 1. Your teacher will give you a number of articles about issues that feature people being quoted. For each article you need to identify possible sources of bias and explain how this bias might impact on the validity of what the person is saying.
- 2. You might also have to collect some examples of your own.

Article details	Person(s) quoted/Possible biases/Impact of bias
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-  Find and describe some numerical evidence to either support or refute each of the following issues. Note your sources. Discuss your findings with the class.



- i. Teenage crime rates are rising.

- ii. The planet is at increased risk from global warming.

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- iii. Eating red meat is bad for your health.

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- iv. An issue of your own choosing: _____

KN8 Bias in Action



1. Write a script for an ad that uses bias, misinformation and dodgy numbers. Have your teacher check over this.
2. Create visual aids and props to complement the script.
3. Perform and/or video the ad to show the class.

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1. List 4 issues that you think there should be a report or investigation into. Explain each of your choices.

1. _____

2. _____

3. _____

4. _____






2. Go online and research whether there actually is a report into any of these issues.

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KN10 Community Do-Good

-  Visit the website of a not-for-profit, community, welfare, charity or some other similar organisation that you are interested in. Find examples of reports they have undertaken themselves, or have been involved in, or use as part of their information.
- 
- 

Organisation:	
Web:	
Example 1:	Details/Main Findings:
Example 2:	Details/Main Findings:
Example 3:	Details/Main Findings:
Example 4:	Details/Main Findings:

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Your teacher will give you a text or article that describes or outlines a report into an issue.
Complete the following summary activity.

Title: _____

Source: _____ Date: _____ Page(s): _____

Author: _____

The report focuses on: _____

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Information point 1: _____

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Information point 2: _____

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Information point 3: _____

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Summary: _____

KN12 Ask The Famous



Find an interview that has been conducted with someone you are interested in either online or from a printed source. List the questions they have been asked. If the interview is in the form of a prose article then you will have to work out the questions from the text.

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If you had to interview yourself what 15 questions would you ask? Include both closed and open questions.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

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KN14 You're Asking Others



Pair up with someone in the class that you don't know that well. Ask them **your** questions and record their answers here. Discuss whether any problems occurred.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

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CANADIAN

[illegible]

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NOTE

CONCLUSION

KN16 My Knowledge Journal



Complete this journal to reflect on your study of the units of Literacy for Knowledge.



Journal of: _____ Entry no. _____ Date: _____

⇒ What did I experience during these units as part of my school studies?

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

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

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

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

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

⇒ What other information can I share?

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



List some of the main issues that concern you and describe reasons why you feel this way.

[illegible]

PD2 Different Viewpoints



There's always more than two sides to every issue. Choose an issue of concern in your local area and find out the different points of view of stakeholders involved with this issue.

Issue:	
Stakeholder	Point of view
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1. List an issue you feel strongly about. Outline 3 reasons why you feel this way.

Issue: _____

i: _____

ii: _____

iii: _____

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2. Now you are required to argue against and refute each of your own reasons outlined above! Try to find and use evidence to support your refutation.

i: _____

ii: _____

iii: _____

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PD4 Brainstorming



1. Brainstorm 20 different terms related to the following issue. (You choose how to set this out.)
"To reduce traffic, non-commercial cars should be banned from the CBD during business hours."

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2. Choose 2 of these terms and for each one write short paragraph in response to this issue.

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1. Compile a list of commonly used persuasive terms and phrases that people use to try and support their arguments. e.g. *"Any decent person would agree..."*

⇒ _____

⇒ _____

⇒ _____

⇒ _____

⇒ _____

⇒ _____

⇒ _____

⇒ _____

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2. Choose 4 of these and rewrite each one so that it will strengthen your argument when using it, rather than relying on 'transparent' persuasive language.

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PD6 The Hard Sell

1. Source 3 different advertisements for products aimed at your target market.
2. Describe the persuasive language and other techniques used by the advertisers to try to persuade you to buy their products.
3. Discuss whether their techniques are effective.

Product/ advertisement 1	Persuasive language and techniques/effectiveness
Product/ advertisement 2	Persuasive language and techniques/effectiveness
Product/ advertisement 3	Persuasive language and techniques/effectiveness

4. Compile a list of 10 persuasive words or terms that act as a 'red flag', and for which you should always be on the lookout. e.g. "According to experts..."

- | | |
|------------|-------------|
| i. _____ | vi. _____ |
| ii. _____ | vii. _____ |
| iii. _____ | viii. _____ |
| iv. _____ | ix. _____ |
| v. _____ | x. _____ |



Develop a list of arguments based upon a debate topic that you are either arguing for or against. Try to find and use evidence to support your arguments.

Debate topic: _____

i. _____

ii. _____

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iii. _____

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iv. _____

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v. _____

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vi. _____

PD8 Debate Arguments - Against



Successful debating relies on anticipating and refuting the other side’s arguments. Anticipate your opponent’s likely arguments and prepare some solid refutations. (Evidence is helpful!)

Debate topic: _____

i. _____

ii. _____

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iii. _____

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iv. _____

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v. _____

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vi. _____



1. Write a draft essay introduction based on the following topic.

Should the legal drinking age in Victoria be raised in 21?

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2. Write a draft essay introduction based on a topic given to you by your teacher.

Topic: _____

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PD10 Essay - Body Paragraphs



1. The following points form part of an essay. Rewrite these in the correct order.
2. Write what you think might be the topic of this essay.
3. Complete each statement to create a coherent piece of persuasive writing.
 - ⇒ *In addition, many teenagers aged 15 and over...*
 - ⇒ *The first reason against a curfew for teenagers is that...*
 - ⇒ *For example, many young people don't ...*
 - ⇒ *Secondly, it's not always the case that young people...*
 - ⇒ *Teenagers need to be able to...*
 - ⇒ *The targeting of a specific age group in society is....*

Topic: _____

Para 1 topic sentence: _____

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Para 1 point i: _____

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Para 1 point ii: _____

Para 2 topic sentence: _____

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Para 2 point i: _____

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Para 2 point ii: _____



1. Write a draft conclusion based on your last weekend.

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2. Write a draft essay conclusion based on a topic given to you by your teacher.

Topic: _____

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PD12 Essay



Your teacher will instruct you to write an essay on a particular topic. This might be based upon a text that you have studied throughout the year. You must include appropriate references and a bibliography.

Text:

Topic:

Draft Due:

Final Due:

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PD16 My Public Debate Journal



Complete this journal to reflect on your study of the units of Literacy for Knowledge.



Journal of: _____ Entry no. _____ Date: _____

⇒ What did I experience during these units as part of my school studies?

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

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

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

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

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

⇒ What other information can I share?

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

Required Activities - Summary



Student: _____

Date: _____

LO	Element	As part of the learning outcome I need to complete these listed activities from this book.
1	Self Expression - Writing	
5	Self Expression - Reading	
2	Practical Purposes - Writing	
6	Practical Purposes - Reading	
3	Knowledge - Writing	
7	Knowledge - Reading	
4	Public Debate - Writing	
8	Public Debate - Reading	

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Additional Information:

Teacher: _____

Date: _____

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