

2016

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resources
for 2016

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

- ** Career and Enterprise General 11
- ** Career and Enterprise General 12/ATAR 11

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Order form: Current from Term 1, 2016 (Note: All prices are GST inc.)

| WACE: Career and Enterprise | Printed text | e-version master | Total |
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| Career and Enterprise General 11 | _____ @ \$52 | _____ @ \$660 | _____ |
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| | |
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Literacy Senior: 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 Senior: Activities Portfolio

By Michael Carolan

DELIVER Educational Consulting (978-1-925172-24-9)

Available for VCAL and Applied Learning:

- Personal Development Activity Planner: Introductory (2015)
- Personal Development Project Planner: Advanced (2015)
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- Literacy - Senior (2016)
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- Personal Development - Senior 2ed. (2016)
- Work Related Skills - Foundation (2014)
- Work Related Skills - Senior 2ed. (2014)
- Numeracy - Intermediate (2015)
- Numeracy - Senior (2016)

Also available for industry-specific work education

- Retail Trade Industry - Foundation (2014)
- Retail Trade Industry - Intermediate (2014)
- Community Services Industry - Foundation (2015)
- Community Services Industry - Intermediate (2015)

Available for Careers, Pathways and Work Education

- Career Pathways (2014)
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LITERACY SENIOR - ACTIVITIES PORTFOLIO

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Contents



WRITING & READING FOR SELF EXPRESSION (LO1&5)

| | | | | |
|------|-----------------------------|----|-----|------|
| SE1 | Different Literacies | 1 | Due | Done |
| SE2 | My Wheels | 2 | Due | Done |
| SE3 | Private vs Public | 3 | Due | Done |
| SE4 | Go Without | 4 | Due | Done |
| SE5 | Help Them Out | 5 | Due | Done |
| SE6 | Out With The Old | 6 | Due | Done |
| SE7 | Cold Turkey | 7 | Due | Done |
| SE8 | According To Me | 8 | Due | Done |
| SE9 | Networking | 9 | Due | Done |
| SE10 | Words That Move Me | 10 | Due | Done |
| SE11 | Words That Groove Me | 11 | Due | Done |
| SE12 | Lost in Translation | 12 | Due | Done |
| SE13 | Writing for Self-Expression | 13 | Due | Done |
| SE14 | My Self-Expression Journal | 14 | Due | Done |

WRITING & READING FOR PRACTICAL PURPOSES (LO2&6)

| | | | | |
|------|--------------------------------|----|-----|------|
| PR1 | Writing for Practical Purposes | 15 | Due | Done |
| PR2 | Me and Instructions | 16 | Due | Done |
| PR3 | Good and Bad | 17 | Due | Done |
| PR4 | Show Me How | 18 | Due | Done |
| PR5 | My Biodata | 19 | Due | Done |
| PR6 | Communication and Me | 20 | Due | Done |
| PR7 | Hook Them Up | 21 | Due | Done |
| PR8 | Non-Verbal Communication | 22 | Due | Done |
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| PR10 | Getting Through | 24 | Due | Done |
| PR11 | What Do You Know? | 25 | Due | Done |
| PR12 | Taking Responsibility | 26 | Due | Done |
| PR13 | How To Guide | 26 | Due | Done |
| PR14 | My Practical Purposes Journal | 28 | Due | Done |

WRITING & READING FOR KNOWLEDGE (LO3&7)

| | | | | |
|------|----------------------------|----|-----|------|
| KN1 | My Expertise | 29 | Due | Done |
| KN2 | Known Knowns | 30 | Due | Done |
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| KN10 | A Contentious Issue | 38 | Due | Done |
| KN11 | You're Asking Me? | 39 | Due | Done |
| KN12 | Find The Expert | 40 | Due | Done |
| KN13 | In Turn The Intern | 41 | Due | Done |
| KN14 | My Knowledge Journal | 42 | Due | Done |

WRITING & READING FOR PUBLIC DEBATE (LO4&8)

| | | | | |
|------|---------------------------------|----|-----|------|
| PD1 | What Do I Face? | 43 | Due | Done |
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| PD9 | Essay - Body Paragraphs | 51 | Due | Done |
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| PD11 | Essay | 53 | Due | Done |
| PD12 | Essay | 54 | Due | Done |
| PD13 | Essay & References/Bibliography | 55 | Due | Done |
| PD14 | My Public Debate Journal | 56 | Due | Done |



Describe an example from over your break when you demonstrated these different types of literacies both in personal and in professional/work-related situations.

| Literacy | Description - personal | Description - professional/work |
|---------------|------------------------|---------------------------------|
| verbal | | |
| listening | | |
| written | | |
| reading | | |
| visual | | |
| technological | | |
| cultural | | |
| financial | | |

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SE2 My Wheels



1. Affix an image of 'your' first vehicle here and list 12 terms or phrases that identify this vehicle as yours.

| | | | |
|---|----|----|----|
| 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 |



2. Write a paragraph that describes this vehicle. Choose suitably descriptive words and phrases.



1. Write a paragraph that uses 5 key words to describe your 'private image'.



2. Write a paragraph that uses 5 key words to describe your 'public image'.



3. Briefly use 2 key descriptive terms to answer each of the following.

⇒ *Privately I could be described as:* _____

because _____

_____ .

⇒ *Publicly I could be described as:* _____

because _____

_____ .

SE4 Go Without



Assume you no longer had access to social media, the internet nor any digital communication sources or devices.

1. How would you find out about each of the following?
2. Explain if you would be able to cope. Would this improve your life or make things worse for you?

| Information | 1. How would I find out? | 2. How would I cope? |
|---|--------------------------|----------------------|
| <i>The weather</i> | | |
| <i>What your friends are doing this weekend.</i> | | |
| <i>How to travel to a place you have never been before.</i> | | |
| <i>New music</i> | | |
| <i>New movies and series</i> | | |
| <i>How to fix a technical problem in your house.</i> | | |
| <i>Your favourite sport or hobby.</i> | | |
| <i>The Kardashians!</i> | | |



The online world is full of people who are 'famous' but who really do very little to make their community, or society generally, better.

1. Interview a local person who works at making their community a better place.
2. Outline 10 points of information about them and what they do, that could help them to develop a more notable public image.

Person: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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SE6 Out With The Old



The modern world is full of examples of people losing jobs, being reprimanded or being taken to task based on things they post online (refer to new AFL draftees)! Nowadays when you apply for a job you are also likely to have your digital footprint checked over. People change over time and some things you posted 'way back when' might no longer be appropriate, relevant or even a true reflection of your current feelings or values.

You've matured, so take a walk through your posting past and consider removing posts that are no longer appropriate or relevant.

| What should/did you delete? | Why was this post no longer appropriate? |
|-----------------------------|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

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Do you rely on social media and digital communication too much? Next week you are going to go 'cold turkey'! Yep that means taking a break from all elements of social media. (Don't tell anyone!)

Answer the following questions about your experiences.

| Dates: | |
|---|--|
| 1. On what did I miss out? | |
| 2. Did this impact on my sleep, or cause stress or anxiety? | |
| 3. What was the impact on my time? | |
| 4. What things did I do that I haven't done for a while? | |
| 5. What new activities did I do? | |
| 6. What was the impact on my personal and social life? | |
| 6. How did I find out information? | |
| 7. How would I summarise or evaluate this experience? | |

SE8 According To Me



1. List 5 personal opinions that you feel very strongly about.

1. _____

2. _____

3. _____

4. _____

5. _____



2. Are these opinions based on fact? Outline any fact-based issues you need to consider or find out so as to validate these opinions.

1. _____

2. _____

3. _____

4. _____

5. _____



1. If you were attending a career networking opportunity list 10 things about other attendees that you would like to find out. Frame questions to elicit these responses.
2. List 10 things about yourself that you would share with other people at this networking opportunity. Rank these in the order you would disclose them.

| 1. About others | 2. About me... |
|-----------------|----------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

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SE10 Words That Move Me



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: _____

CONCLUSIONS

③ ④ ⑤



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

-  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!

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SE12 Lost in Translation



Remember text speak (before predictive text did the thinking for you. Translate this passage 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 iPad from a fidegty man who says "...battery dead so just \$50 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?

Gr8 xpctAshns

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Your teacher will give you a task for which you have to complete a written response.

The task is: _____

SE14 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 over recent times.
Comment on whether you were effective or not. What could you do to improve?

| Example | Description/ How to improve? |
|--|------------------------------|
| <i>using a manual</i> | |
| <i>giving instructions</i> | |
| <i>following instructions</i> | |
| <i>completing forms</i> | |
| <i>leaving and taking a message</i> | |
| <i>following visual signs</i> | |
| <i>sending a formal email</i> | |
| <i>completing an application</i> | |
| <i>analysing numerical information</i> | |
| <i>writing a letter</i> | |

PR2 Me and Instructions



1. List examples of the types of instructions you prefer to follow and briefly explain why.

Preview only:



2. List examples of the types of instructions you least prefer and briefly explain why.

FC
purpose
Do not



1. Pair up with someone in the class who has complementary preferences for instructions from you. Use your preferred instructional mode to instruct them how to do a task. They will do the same for you. Record the task and draft what you are going to do. Were each of you successful? Why or why not?

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2. Now switch partners to someone with different instructional preferences from your first partner. You are required to instruct them as to how to do the task, but using your least preferred method (which will be their most preferred method). They will do the same for you. Record the task and draft what you are going to do. Were each of you successful? Why or why not?

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PR4 Show Me How



Create a set of instructions using only images. No words allowed. Alternatively you can develop a set of instructions that you will perform or model for someone. No written text and no words allowed.

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

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1. You're soon going to encounter a lot of forms for job and course application processes, and for life as an adult. Write your biodata the exact way it should be written on a form.
2. Discuss the sorts of forms that might ask for this biodata and whether any should be private and personal.

| Biodata | Forms that require this/Private or personal? |
|---------------------------------------|--|
| 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 Communication and Me



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



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



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



Digital devices can help bridge distance and counter loneliness. But many older people are not taking advantage of these new technologies. How would you help an elderly person in an aged-care facility to use an iPad to keep in touch with their grandchildren? Write some simple instructions below. Why not go out in the community and help some people out?







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

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PR8 Non-Verbal Communication



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

| | |
|---|---|
|  gestures | eye contact  |
|  facial expressions | physical orientation  |
|  posture | adornment  |



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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PR10 Getting Through



Create a 6-panel narrative that uses images of people using non-verbal communication. Base this on an issue related to cross-cultural communication.



| | |
|----|----|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |

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Write a set of instructions based on a task or activity that you are expert in. Consider the likely audience. Will you need to add pictures? If so, do so!

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PR12 Taking Responsibility



In pairs write a set of instructions or a factsheet for someone who is looking after your pet, or a younger sibling or family member, or someone else you know who requires care.

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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.

3.

4.

5.

6.

7.

8.

9.

10.

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PR14 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.
This must be based on a new skill or area of knowledge that you have developed this year.
(List your proof if relevant.)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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KN2 Known Knowns



'Known knowns' are those things that we know we know!

If it came to the crunch and people were relying on you, what are the things that you could be sure you can be relied upon to deliver. Consider these in each of the following situations.

| Situation | I know that I can: | The reason for this is that: |
|---|--------------------|------------------------------|
| Organising a surprise party for your best friend. | | |
| Dealing with a car breakdown. | | |
| Dealing with a health emergency. | | |
| Giving advice about: <hr/> <hr/> <hr/> | | |
| Your choice | | |



'Known unknowns' are things we are aware that we don't know - but should know!

1. Outline 4 'known unknowns' that relate to making your personal life more enjoyable and successful. i.e. What do you need to find out or learn to assist you to improve your personal life? Where, or from whom, are you going to find out these unknowns?

1. _____

2. _____

3. _____

4. _____



2. Outline 4 'known unknowns' that relate to making your future career choices more suitable and more achievable. i.e. What do you need to find out or learn to assist you to make better career pathways decisions for your future? Where, or from whom, are you going to find out these unknowns?





1. _____

2. _____

3. _____

4. _____

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 Flintstones' 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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purposes only:
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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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KN6 The Numbers Game



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 smoking rates are rising.

- ii. Windfarms are bad for people's health.

- iii. Teenagers spend more time on screens than engaging in physical activity and exercise.

- iv. An issue of your own choosing: _____



When undertaking surveys it is important to ask the 'right' questions.

1. Choose a survey topic and develop suitable **open questions** for that topic.

Topic: _____

i. _____

ii. _____

iii. _____

iv. _____

v. _____

vi. _____

vii. _____

viii. _____

2. Devise suitable **closed questions** for that topic.

i. _____

ii. _____

iii. _____

KN8 Report Into An Issue



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: _____




Information point 1: _____

Information point 2: _____

Information point 3: _____

Summary: _____

Researching Issues KN9

-  Research issues surrounding either youth wages, youth unemployment or youth training. Find examples of reports that have been undertaken on the issue. Use the information in the report(s) to complete the table.
-  

| | |
|---|-------------------|
| Issue: Report(s)/ Website(s): | |
| Information 1: | Details/Findings: |
| Information 2: | Details/Findings: |
| Information 3: | Details/Findings: |
| Information 4: | Details/Findings: |
| Information 5: | Details/Findings: |
| Information 6: | Details/Findings: |

KN10 A Contentious Issue



Choose a contentious issue that divides people in the community, such as *compulsory vaccination of children*, or some other relevant issue.

Research the issue and summarise 10 key points of information related to the issue. Make sure to explore both sides and to keep your own opinion out of your research. Note the sources of your information and their credibility.

Issue: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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purposes only:
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Imagine you are being interviewed for *The Project* to get your expertise, or well-considered opinion, on an issue. Break your knowledge of the issue into 3 topics of which you would be confident enough to speak about. For each topic outline 3 questions that you think you would expect to be asked, and/or be able to confidently answer. Then try this with the class!

Issue: _____

Topic 1: _____

i. _____

ii. _____

iii. _____

Topic 2: _____

i. _____

ii. _____

iii. _____

Topic 3: _____

i. _____

ii. _____

iii. _____

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KN12 Find The Expert



Each member of the class will nominate their 2 strongest areas of expertise. Your teacher will write these areas of expertise on the board without disclosing the 'expert'.

Choose a topic area that you are interested in, or an area that might help you to improve your knowledge for the future. Find the 'expert' and ask questions and make notes about the topic based on their expertise. Will you need to cross-check any of this information?

Topic: _____

Expert: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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There is a growing incidence of the use of young people as unpaid interns in order to ‘help’ them establish their career. What do you think about this?

1. Summarise the issues for and against unpaid internships. Consider the different viewpoints of varied stakeholders.
2. Then concisely, within 160 characters, state your position!

| Unpaid Internships | |
|--------------------|---------|
| For | Against |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| My view: | |

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KN14 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?



1. List some of the main personal, social, financial, work-related and other issues that are likely to impact on you after you finish Year 12.
2. Outline how these issues might impact on you.

| Issues | Likely impact on you |
|--------------|----------------------|
| Personal | Personal |
| Social | Social |
| Financial | Financial |
| Work-related | Work-related |
| Other | Other |

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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: _____



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: _____

PD4 Brainstorming



1. Brainstorm 20 different terms related to the following issue. (You choose how to set this out.)
“Youth training wages are too low.”

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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 have used online to try and support their arguments. e.g. *"If you were smarter you'd know that..."*

⇒ _____

⇒ _____

⇒ _____

⇒ _____

⇒ _____

⇒ _____

⇒ _____

⇒ _____



2. Compile a list of commonly used persuasive terms and phrases that will act as a 'red flag'. This means that whenever a person tries to use them on you will be awake to their 'style' of arguing. How would you counter each statement?

| 'Red flag' statement | Counter |
|----------------------|---------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

PD6 The Hard Sell



1. Source an advertisement for a product aimed at your target market. (Perhaps consider less-than-reputable vocational training colleges!)
2. Describe the persuasive language and other techniques used by the advertisers to try to persuade you to buy their product. Discuss whether their techniques are effective.
3. Rewrite the ad without the persuasive language.
4. Although the ad might now be 'truthful', does the product still sound interesting or appealing? Explain.

1. Product/advertisement:

2. Persuasive language and techniques/effectiveness:

3. Rewrite the ad:

4. Does the product still appeal. Why/why not?

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1. 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. _____

iii. _____

iv. _____



2. Successful debating relies on anticipating and refuting the other side's arguments. Anticipate your opponent's likely arguments and prepare some solid refutations.

Debate topic: _____

i. _____

ii. _____

iii. _____

iv. _____

PD8 Essay - Introductions



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

The legal driving age in Victoria should be lowered to 17.



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

Topic: _____

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Essay - Body Paragraphs PD9



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.
 - ⇒ Secondly, there are significant health....
 - ⇒ Young people may have increased access to...
 - ⇒ The first reason against decriminalisation is...
 - ⇒ The inability to be able to properly regulate...
 - ⇒ Experimentation can lead to addiction...
 - ⇒ The varied strengths and toxicity levels...

Topic: _____

Para 1 topic sentence: _____

Para 1 point i: _____

Para 1 point ii: _____

Para 2 topic sentence: _____

Para 2 point i: _____

Para 2 point ii: _____

PD10 Essay - Conclusions



1. Write a draft conclusion based on the end of your VCAL program.

view only:



2. Write a draft conclusion based on your last day of school.

For
purpose
Do not co



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

Issue:

Topic:

Draft Due:

Final Due:

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PD12 Essay



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PD14 My Public Debate Journal



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

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 | |

Additional Information:

Teacher: _____

Date: _____

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