

# LITERACY Applied Vocational Booklet

## VM 3&4

|                                   |    |
|-----------------------------------|----|
| Contents.....                     | i  |
| Progress Record .....             | ii |
| Applied Activities - Unit 3 ..... | 1  |
| Applied Activities - Unit 4 ..... | 36 |
| Review .....                      | 54 |

**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.**

Copyright notice/License information:

- ⇒ All material in this printed workbook **may only be reproduced** by the school or institution named on each page in accordance with its purchase of a master license.
- ⇒ All use of material must include the copyright and license notices at the bottom of each page. You are not permitted to electronically engineer or extract material from a page. Please see the Read Me First file for full licensing information in relation to a master license.
- ⇒ Unauthorised copying and reproduction of this material constitutes a breach of the Copyright Act.
- ⇒ For best results the material has been formatted to be reproduced from the master file.

# Preview Sample:

### VCE VM Units 1&2: From 2023

- ⇒ Literacy VM 1&2: Coursebook & Applied Vocational Booklet
- ⇒ Numeracy VM 1&2: Coursebook & Skills Development Booklet
- ⇒ Personal Development VM 1&2: Coursebook & Applied Vocational Booklet
- ⇒ Work Related Skills VM 1&2: Coursebook & Applied Vocational Booklet

### VPC Units 1&2: From 2023

- ⇒ Literacy VPC 1&2: Coursebook & Applied Vocational Booklet
- ⇒ Numeracy VPC 1&2: Coursebook & Skills Development Booklet
- ⇒ Personal Development VPC 1&2: Coursebook & Applied Vocational Booklet
- ⇒ Work Related Skills VPC 1&2: Coursebook & Applied Vocational Booklet

[www.deliverededucation.com.au](http://www.deliverededucation.com.au)

### VCE VM Units 3&4: From 2024

- ⇒ Literacy VM 3&4: Coursebook & Applied Vocational Booklet
- ⇒ Numeracy VM 3&4: Coursebook & Skills Development Booklet
- ⇒ Personal Development VM 3&4: Coursebook & Applied Vocational Booklet
- ⇒ Work Related Skills VM 3&4: Coursebook & Applied Vocational Booklet

### VPC Units 3&4: From 2024

- ⇒ Literacy VPC 3&4: Coursebook & Applied Vocational Booklet
- ⇒ Numeracy VPC 3&4: Coursebook & Skills Development Booklet
- ⇒ Personal Development VPC 3&4: Coursebook & Applied Vocational Booklet
- ⇒ Work Related Skills VPC 3&4: Coursebook & Applied Vocational Booklet

[michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au)

Copyright © 2023 Michael Carolan. Developed, written and compiled by Michael Carolan.

Published November 2023 by DELIVER Educational Consulting, PO BOX 40, Moonee Vale, 3055, Victoria, Australia.

Contact: [www.deliverededucation.com.au](http://www.deliverededucation.com.au) [michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au) (03) 9939 1229

Carolan, Michael and Bendall, Susan

Literacy VM: 3&4 - Applied Vocational Booklet 978-1-925172-92-8 (ISBN for printed book only).

Images: © 2023 Thinkstock (where noted) or © 2023 Depositphotos.com (where noted). All others: © 2023 Jupiterimages Corporation and Copyright DELIVER Educational Consulting and its licensors. All rights reserved.

This book is copyright and may only be copied in accordance with the Copyright Act. For information contact the Copyright Agency Limited. Students may copy pages from their own workbooks for their own educational purposes.

|    | p                            | Part A | Done                   | Date | Level | Part B               | Done | Date | Level |
|----|------------------------------|--------|------------------------|------|-------|----------------------|------|------|-------|
| 1  | Different Literacies         | 1      |                        |      |       |                      |      |      |       |
| 2  | Work Words                   | 2-3    | Spelling               |      |       | Meaning              |      |      |       |
| 3  | Industry Jobs                | 4-5    | Industry jobs          |      |       | Occupational roles   |      |      |       |
| 4  | Getting Technical            | 6-7    | Technical terms        |      |       | Technical images     |      |      |       |
| 5  | Down to Specifics            | 8-9    | Financial terms        |      |       | Industry-specific    |      |      |       |
| 6  | Another Language             | 10-11  | Gung-ho                |      |       | It means this        |      |      |       |
| 7  | A Job by Any Other Name      | 12-13  | Ye' Olde jobs          |      |       | Ye' Newee jobs       |      |      |       |
| 8  | Order, Order                 | 14-15  | When do you mean?      |      |       | What do they mean?   |      |      |       |
| 9  | Instructions                 | 16-17  | Following instructions |      |       | Giving instructions  |      |      |       |
| 10 | Taking the Lead              | 18-19  | Training others        |      |       | Taking charge        |      |      |       |
| 11 | Workplace Safety Information | 20-21  | Symbols and signs      |      |       | In the workplace     |      |      |       |
| 12 | Hey You!                     | 22-23  | Honorifics             |      |       | What about them?     |      |      |       |
| 13 | App, App, 'App'?             | 24-25  | Apply how?             |      |       | Apply or not?        |      |      |       |
| 14 | Come to Your Senses          | 26-27  | Pay attention          |      |       | Common sense         |      |      |       |
| 15 | How's My Form?               | 28-29  | My forms               |      |       | Off I go             |      |      |       |
| 16 | Work Communication           | 30-31  | What you did           |      |       | Go communication     |      |      |       |
| 17 | What I Did                   | 32-33  | What I did             |      |       | See what I did       |      |      |       |
| 18 | Battle of the Brands         | 34-35  | 'Brand power'          |      |       | 'Brand logic'        |      |      |       |
| 19 | Advocacy and Promotion       | 36-37  | Advocacy               |      |       | Promotion            |      |      |       |
| 20 | What? About Me?              | 38-39  | Ask yourself...        |      |       | Asking others...     |      |      |       |
| 21 | I Stand For...               | 40-41  | What I will do         |      |       | What I won't do      |      |      |       |
| 22 | What's the Story?            | 42-43  | Show me                |      |       | What's going on?     |      |      |       |
| 23 | Because I Said So            | 44-45  | Discussion brainstorm  |      |       | Say what?            |      |      |       |
| 24 | Finding Out                  | 46-47  | Ask an expert          |      |       | AI, AI, AI, Oh!      |      |      |       |
| 25 | The Hard Sell                | 48-49  | Advertising            |      |       | Talking it up        |      |      |       |
| 26 | Word Up                      | 50-51  | Presentations          |      |       | Advocate for/against |      |      |       |
| 27 | Look at Me Now               | 52-53  | I know better now      |      |       | A better me          |      |      |       |
| 28 | Review and Reflection        | 54     |                        |      |       |                      |      |      |       |

Preview Sample:  
Do not copy

Describe examples from over your break when you demonstrated each of these 8 types of literacy. What were you 'best' at and why? What do you need to improve this year?

| Literacy      | Descriptions |  |  | Need to improve |
|---------------|--------------|--|--|-----------------|
| verbal        |              |  |  |                 |
| listening     |              |  |  |                 |
| written       |              |  |  |                 |
| reading       |              |  |  |                 |
| visual        |              |  |  |                 |
| technological |              |  |  |                 |
| cultural      |              |  |  |                 |
| financial     |              |  |  |                 |

Preview Sample:  
Do not copy

## 2 Work Words

### Part A: Spelling

In the world of work there are a number of common words that get spelled incorrectly. This can make the worker look unprofessional and reflect badly on their employer. So you don't want to make those common mistakes.

1. Choose the correct spelling and then use this word in a sentence related to a vocational situation.

|    |                                 |
|----|---------------------------------|
| a. | business /<br>buisness          |
| b. | definitly/<br>definitely        |
| c. | necessary /<br>neccessary       |
| d. | arguement/<br>argument          |
| e. | environment /<br>enviroment     |
| f. | government /<br>govenment       |
| g. | perfect /<br>prefect            |
| h. | recipe /<br>reche               |
| i. | entrepreneu /<br>enpreneur      |
| j. | portfolio /<br>porfolio         |
| k. | supervision /<br>supavision     |
| l. | esarant /<br>resarant           |
| m. | tariff /<br>tariff              |
| n. | realtor/<br>reeltor             |
| o. | accommodation/<br>accommadation |

2. The word pairs below are examples of words that might be used incorrectly because they have different meanings. When might these apply in vocational situations?

calendar/ colander

principal/ principle

canvas/ canvass

council/ counsel

bazaar/ bizarre

weather/ wether

**Part B: Meaning**

In the world of work there are occupational and industry-specific words and terms that you will need to become familiar with. But sometimes, the same word will have a different meaning because of the vocational context in which it is used.

Explain how these words have a different applied meaning for each of these occupations. Add 2 more related to your own vocational interests.

|    |                 |                  |                  |
|----|-----------------|------------------|------------------|
| a. | <b>lead</b>     | salesperson      | dog walker       |
| b. | <b>pitch</b>    | advertiser       | musician         |
| c. | <b>table</b>    | data analyst     | waiter           |
| d. | <b>server</b>   | café worker      | network engineer |
| e. | <b>charge</b>   | police officer   | finance officer  |
| f. | <b>gear</b>     | mechanic         | egghead          |
| g. | <b>trade</b>    | stockbroker      | TAFE teacher     |
| h. | <b>file</b>     | furniture maker  | database manager |
| i. | <b>line</b>     | fashion designer | sports person    |
| j. | <b>feedback</b> | sound technician | teacher          |
| k. | <b>case</b>     | lawyer           | concierge        |
| l. | <b>window</b>   | glazier          | clerk            |
| m. | <b>block</b>    | carpenter        | plumber          |
| n. |                 |                  |                  |
| o. |                 |                  |                  |

Preview Sample:  
Do not copy

### 3 Industry Jobs

#### Part A: Industry jobs

When you work within a particular industry you will find that there are many workers with varied occupational classifications. Some reflect the type of work tasks or specialisations being performed, and some denote the level of seniority.

Name occupational 'titles' you are aware of in these industries based on work tasks/ specialisations, and based on seniority. Add 1 more industry.

| Industry: Retail trade |  |  |  |  |
|------------------------|--|--|--|--|
|                        |  |  |  |  |
|                        |  |  |  |  |
|                        |  |  |  |  |
|                        |  |  |  |  |
|                        |  |  |  |  |

| Industry: Accommodation and food services |  |  |  |  |
|-------------------------------------------|--|--|--|--|
|                                           |  |  |  |  |
|                                           |  |  |  |  |
|                                           |  |  |  |  |
|                                           |  |  |  |  |
|                                           |  |  |  |  |

| Industry: Construction |  |  |  |  |
|------------------------|--|--|--|--|
|                        |  |  |  |  |
|                        |  |  |  |  |
|                        |  |  |  |  |
|                        |  |  |  |  |
|                        |  |  |  |  |

| Industry: |  |  |  |  |
|-----------|--|--|--|--|
|           |  |  |  |  |
|           |  |  |  |  |
|           |  |  |  |  |
|           |  |  |  |  |
|           |  |  |  |  |

Preview Sample:  
Do not copy

**Part B: Occupational roles**

One of the key roles and responsibilities of workers is to understand and communicate information effectively with other work-related stakeholders, including managers, colleagues and customers and clients.

Listed below are the top 15 occupations in Australia.

1. What types of information do these workers need to understand so as to do their jobs?
2. How do these workers commonly communicate with other stakeholders?

General sales assistants

General clerks

Registered nurses

Aged and disabled carers

Retail managers

Truck drivers

Accountants

Receptionists

Electricians

Do not copy

Storepersons

Advertising, PR & sales managers

Software & app programmers

Primary school teachers

Waiters

Kitchenhands

## 4 Getting Technical

### Part A: Technical terms

The world of work has a whole range of 'new' words and terms that are industry, work or commerce-related. So, it is important to develop a professional or technical vocabulary to communicate effectively with other stakeholders in the industry. And your vocabulary would have grown over the last 12 months. So what do you now know?

List specific and technical words and terms for each of the prompts, based on your own applied vocational knowledge and experiences.

Industry: \_\_\_\_\_

Products or services

Tools and implements

Machinery and equipment

Technology and devices

Processes and work tasks

Abbreviations and codes

Personal protective equipment

Software and apps

Artificial intelligence

Other relevant terms

Preview Sample:  
Do not copy



**Part B: Technical images**

Ok. What you did in Part A was 'word-related'. But when working, we often have to use and apply visual literacy for different work tasks. So this time, find or create images that illustrate industry or occupational-specific terminology that you have developed over the last 12 months.

When finished, pair up and see if your partner can identify what is 'going on' from your images.

Industry: \_\_\_\_\_ 

Product or service

Tool or implement

Machinery or equipment

Technology or device

Process or work tasks

Abbreviations or code

Personal protective equipment

Software or app

Artificial intelligence

Another relevant term

Preview Sample:  
Do not copy

## 5 Down to Specifics

### Part A: Financial terms

All enterprises, whether they be public or private sector, for profit or not-for-profit, or large or small, have to operate within financial guidelines. But many people incorrectly apply certain words and phrases that have another meaning in the commercial world.

1. Explain the meaning of each of these work-related financial terms.
2. When might you need to understand and use these terms when working?

Revenue

Income

Profit

Earnings

Receipts (1)

Receipts (2)

Costs

Expense

Overheads

Income

Outgoings

Gross

Net

Wage

Salary

### Part B: Industry-specific

You will be expected to understand and use different types of industry-specific and occupational-specific words and phrases, depending on the type of occupation in which you are employed.

1. Use industry-specific terms to describe work tasks, processes, systems and other actions performed by workers within an industry in which you are interested.  
e.g. In the Hospitality industry baristas will use tampers to...

Industry: \_\_\_\_\_

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

# Preview Sample:

2. Use the correct names to describe tools, implements, equipment and machinery used by workers within an industry in which you are interested. Source images.

Workplace(s): \_\_\_\_\_

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

## 6 Another Language

### Part A: Gung-ho

There are a lot of words and terms used every day that derive from another language. When you hear these, the person communicating might assume that you know the meaning. So do you?

What do these terms mean, and from which languages are they derived?

|                   |              |              |
|-------------------|--------------|--------------|
| Gung-ho           | Déjà vu      | A la carte   |
| Feng Shui         | Savoir-faire | Carpe Diem   |
| Joie de vivre     | Vis-à-vis    | Nom de plume |
| Carte blanche     | Ad hoc       | Bona fide    |
| Persona non grata | Rendez vous  | Vice versa   |
| Fait accompli     | Status quo   | Mea culpa    |
| Caveat emptor     | Bon appétit  | Kaizen       |
| Yin and Yang      | Ubuntu       | Qi           |

Preview Sample:  
Do not copy

**Part B: It means this**

In the world of work, especially in relation to workplace safety, certain words mean what they mean. That’s why the word exists in the first place - to convey a specific meaning.

1. What does each of these words mean? Add 2 more. Source warning images/signs.
2. In which work situations is it important for you to know this ‘correct’ meaning?

|                     |                     |
|---------------------|---------------------|
| <b>Flammable</b>    | <b>Inflammable</b>  |
| <b>Combustible</b>  | <b>Infectious</b>   |
| <b>Poisonous</b>    | <b>Venomous</b>     |
| <b>Noxious</b>      | <b>Toxic</b>        |
| <b>Allergenic</b>   | <b>Corrosive</b>    |
| <b>Carcinogenic</b> | <b>Explosive</b>    |
| <b>Radioactive</b>  | <b>Asphyxiating</b> |
|                     |                     |

Preview Sample:  
Do not copy

## 7 A Job by Any Other Name

### Part A: Ye' Olde jobs

In the olden days (i.e. the 1800s) there were specific names used for particular job tasks. What do you think these workers did 'back then'? Go online and find out. How did you go?

|                  |              |                |
|------------------|--------------|----------------|
| Birdboy          | Toerag       | Slubber Doffer |
| Ale Wife         | Tonsor       | Tozer          |
| Rag and Bone Man | Turnspit     | Spittleman     |
| Ulnager          | Nob Thatcher | Punky          |
| Clapper          | Wanter       | Night sojman   |
| Lumber           | Stair        | Bully Boy      |
| Whacker          | Linkerboy    | Wonkey-Scoop   |
| Riddler          | Snobscat     | Perambulator   |
| Trugger          | Scrivener    | Knocker-Up     |
| Gatherer's Boy   | Tackler      | Scabblar       |

Preview Sample:  
Do not copy

**Part B: Ye Newee jobs**

1. Choose 9 of those olde jobs that are still performed, and what the occupation might now be called.

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

2. Explain how another 9 of these have been replaced by innovation, technology or changes to infrastructure.

|                                               |  |  |
|-----------------------------------------------|--|--|
| <h1>Preview Sample:</h1> <h1>Do not copy</h1> |  |  |
|-----------------------------------------------|--|--|

3. For some reason, the names of contemporary occupations keep evolving, with some people and organisations needing to make their jobs sound more 'impressive'! In reality - what are these occupations or job roles? You interested in any?

|                                      |                                 |                            |
|--------------------------------------|---------------------------------|----------------------------|
| <b>Hygiene Specialist</b>            | <b>Domestic Engineer</b>        | <b>Brand Ambassador</b>    |
| <b>Culinary Artist</b>               | <b>Custodial Technician</b>     | <b>Beverage Consultant</b> |
| <b>Talent Acquisition Specialist</b> | <b>Customer Success Manager</b> | <b>Sanitation Engineer</b> |
| <b>Cloud Solutions Architect</b>     | <b>(Apple) Genius</b>           | <b>Content Creator</b>     |

## 8 Order, Order

### Part A: When do you mean?

When you are working you will be expected to follow procedures that are already set in place. But other workers and managers might use specific procedural language that they expect you to know.

So what do each of these terms mean?

|                     |                   |                 |
|---------------------|-------------------|-----------------|
| At the commencement | At the conclusion | Consecutive     |
| Concurrent          | Pre-requisite     | Subsequent      |
| Penultimate         | Finale            | Epilogue        |
| Contingent upon     | Simultaneous      | Preceding       |
| Successive          | Antecedent        | Provisional     |
| Preliminary         | Interim           | Denouement      |
| Overlapping         | Precursor         | Inception       |
| Aftermath           | In tandem with    | Synchronisation |

Preview Sample:  
Do not copy



**Part B: What do they mean?**

1. In the world of work there is certain terminology that is often used, commonly by senior managers. As a new worker you would be expected to understand what each of these terms mean. So, what does each term or phrase mean? For each, give an example related to an occupation or industry.

|                           |                              |                             |
|---------------------------|------------------------------|-----------------------------|
| Leverage our expertise    | Pivot to a new...            | Streamline operations       |
| Strengthen our presence   | Gain a competitive advantage | Reinforce our brand promise |
| Expand our reach          | Mitigate our risk            | Meet industry benchmarks    |
| Align with current values | Give us your portfolio       | Adopt our best practice     |

Preview Sample:  
Do not copy

2. And you will also be faced with a world of abbreviations. Do you know what these stand for? Add 4 more.

|     |     |      |      |
|-----|-----|------|------|
| CEO | CFO | FIFO | LIFO |
| KPI | OOO | SOP  | HR   |
| B2B | B2C | ROI  | QA   |
| RTS | PO  | CRM  | ETA  |
|     |     |      |      |

## 9 Instructions

### Part A: Following instructions

1. List 4 examples of vocational situations when you had to follow written instructions.

2. List 4 examples of vocational situations when you had to follow verbal instructions.

3. List 4 examples of vocational situations when you had to follow visual instructions.

4. Which of these methods of instructions did you prefer and why?

Preview Sample:  
Do not copy

**Part B: Giving instructions**

1. Reflect on your vocational and work-related experiences. List situations when you gave instructions to a colleague, or to a customer/client.
2. What methods for giving instructions did you use?
3. Explain whether these methods seemed effective for them.

| Work-related situation | Instructions // methods | Were these effective? |
|------------------------|-------------------------|-----------------------|
| i.                     |                         |                       |
| ii.                    |                         |                       |
| iii.                   |                         |                       |
| iv.                    |                         |                       |
| v.                     |                         |                       |

# Preview Sample:

In the digital age, a lot of people are turning to online videos and video tutorials to develop skills and to learn how to do things.

4. For your occupation, what type of video tutorials would assist a new worker to learn and develop skills?

5. Do any of these exist? Find them, list the source and evaluate their effectiveness.

Do not copy

**Summary:** So what do you think are your preferred methods for instructions? Does this indicate anything about your communication preferences?

## 10 Taking the Lead

### Part A: Training others

You've undertaken a lot of training through your VM including on-the-job training and in your VET course. So you have achieved competency in a range of tasks.

1. Identify an industry-specific or occupational-specific work procedure that you feel you are very competent at. Create a set of instructions or a procedural description that will enable someone inexperienced to be able to carry out that work task.
2. Storyboard this. You choose the communication methods and media.
3. Guide someone in your class to learn or to do the task.

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Preview Sample:  
Do not copy

**Part B: Taking charge**

You've been working for a few months in your preferred workplace and the boss comes to you and says.

"We've got a work experience kid starting tomorrow. Because you're the youngest we want you to show them around and go through the most important stuff about what to do. Also explain about safety, what to do in emergencies and our firm's expectations on appropriate standards of behaviour. They'll also work with you for the day because their supervisor Barrie, won't be in until the day after."

**Workplace:** \_\_\_\_\_

**Job role:** \_\_\_\_\_

What will you do at the start?

What will you show them physically?

What do you explain about safety?

What will you show them physically?

What do you explain about emergencies?

What will you show them physically?

What do you explain about behaviour?

What will you 'show' them?

Tasks you will have them do for the day.

What will you show them physically?

















Preview Sample:  
Do not copy

## 11 Workplace Safety Information

### Part A: Symbols and signs

Sometimes information is communicated more effectively using visual methods.

1. Briefly explain the potential risk or hazard indicated by each of these warning signs.
2. Suggest an occupation that has each sign as part of the work environment.

|                                                                                     |                                                                                     |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|    |    |    |    |
|    |    |    |    |
|  |  |  |  |
|  |  |  |  |


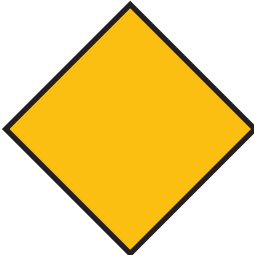
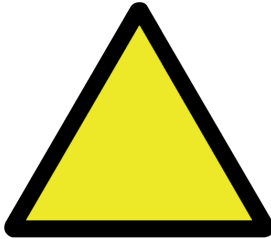



Preview Sample:  
Do not copy

Image: Bytedust/iStock/Thinkstock

**Part B: In the workplace**

1. Choose a workplace to investigate. Find examples in this workplace for each of the 6 blank signs below.
2. Draw or describe 3 other types of OH&S/WHS information on display in this workplace.
3. Suggest or develop 3 other signs or visuals that might be useful in this workplace.

Workplace: \_\_\_\_\_

|                                                                                     |                                                                                     |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|    |    |    |
|  |  |  |
|                                                                                     |                                                                                     |                                                                                       |
|                                                                                     |                                                                                     |                                                                                       |

Preview Sample:  
Do not copy

## 12 Hey You!

### Part A: Honorifics

Remember honorifics? You are getting close to dealing with 'adults' for most of your time.

1. When have you used honorifics when dealing with people in vocational situations?
2. What do you do if you don't know which honorific to use?
3. When might you be better off avoiding using these honorifics, and why so?

|   |     |
|---|-----|
| ✓ | Sir |
| ? |     |
| x |     |

|   |       |
|---|-------|
| ✓ | Madam |
| ? |       |
| x |       |

|   |    |
|---|----|
| ✓ | Mr |
| ? |    |
| x |    |

|   |    |
|---|----|
| ✓ | Ms |
| ? |    |
| x |    |

|   |     |
|---|-----|
| ✓ | Mrs |
| ? |     |
| x |     |

|   |      |
|---|------|
| ✓ | Miss |
| ? |      |
| x |      |

|   |                 |
|---|-----------------|
| ✓ | Gentleman (men) |
| ? |                 |
| x |                 |

|   |               |
|---|---------------|
| ✓ | Lady (ladies) |
| ? |               |
| x |               |

|   |        |
|---|--------|
| ✓ | Master |
| ? |        |
| x |        |

|   |       |
|---|-------|
| ✓ | Girls |
| ? |       |
| x |       |

|   |      |
|---|------|
| ✓ | Boys |
| ? |      |
| x |      |

|   |      |
|---|------|
| ✓ | Guys |
| ? |      |
| x |      |

|   |        |
|---|--------|
| ✓ | Sister |
| ? |        |
| x |        |

|   |         |
|---|---------|
| ✓ | Brother |
| ? |         |
| x |         |

|   |  |
|---|--|
| ✓ |  |
| ? |  |
| x |  |

Preview Sample:  
Do not copy



**Part B: What about them?**

1. As you know, in the contemporary world, and at work, you will experience the growing acceptance and expectation of using non-gendered pronouns.

But it can be tricky if you are not sure how to address people by their preferred pronoun. You can't just judge a book by its cover!

**a. So, how do you know which pronouns to use?**

**b. How could you ask to find out the suitable pronoun?**

**c. And then, what would you say when you use these?**

When working you would have experienced that there are cross-cultural expectations and conventions related to non-verbal communication and physical actions between people.

2. When have you modified your behaviour for these cross-cultural differences? And why?

Shaking hands

Holding gaze

Physical proximity

Pat on the back

Pat on the head

Hello hand

**Preview Sample:**  
**Do not copy**

3. What advice could you contribute to people in your workplace about appropriate cross-cultural behaviours and expectations?

## 13 App, App, 'Appy?

### Part A: Appy now?

You might not realise it, but not too long ago people went about their daily personal and work lives without the need for apps - and things all worked out just fine.

1. Choose a workplace within an industry in which you are interested. Describe examples of how apps could be, or are used, by workers for their work tasks.
2. For each example, what would these workers do if they were not able to use or access these apps?

**Workplace:** \_\_\_\_\_

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

Preview Sample:  
Do not copy

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

**Part B: Appy or not?**

1. Interview different workers in a workplace (could be the same workplace for Part A).
2. Ask them how the use of apps has impacted on their job roles. Use the prompts in the table.

**Workplace:** \_\_\_\_\_

| How have apps...                              | Worker 1 | Worker 2 |
|-----------------------------------------------|----------|----------|
| Person and their job role.                    |          |          |
| Made their job easier?                        |          |          |
| Made their job harder?                        |          |          |
| Made their job faster?                        |          |          |
| Made their job slower?                        |          |          |
| Changed communication with colleagues?        |          |          |
| Changed communication with customers/clients? |          |          |
| Changed communication with managers?          |          |          |
| Made their job safer?                         |          |          |
| Made their job better?                        |          |          |
| Made their job worse?                         |          |          |

Preview Sample:  
Do not copy

## 14 Come to Your Senses

### Part A: Pay attention

When you are working you have been given the responsibility for ensuring that you do work tasks effectively, efficiently and safely.

Choose an occupation and describe how you would need to apply each of your senses to undertake your work tasks effectively, efficiently and safely.

Note: if you are differently-abled, then create your descriptions based on how you interpret and apply these 'sense' terms for your own lived-experiences at work.

Occupation: \_\_\_\_\_

|           |           |           |
|-----------|-----------|-----------|
| Seeing    | Seeing    | Seeing    |
| Listening | Listening | Listening |
| Feeling   | Feeling   | Feeling   |
| Smelling  | Smelling  | Smelling  |
| Tasting   | Tasting   | Tasting   |

Preview Sample:  
Do not copy

**Part B: Common sense**

It's an old saying, but 'Common sense is becoming less common'. And never has this been as true than in the digital age with people over-engaging many of their 'senses' and forgetting to apply common sense to the broader work.

If you were working, how would you reply (professionally and politely) to these situations?

| Work setting     | Issue                                                                                                                                                                                                                                                                                                                                                                | Your response |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Fish'n'Chip shop | Customer comes into the shop looking at their phone and asks:<br>"Is this the Fish'n'Chip shop because it's not coming up on my map."                                                                                                                                                                                                                                |               |
| Clothing store   | Customer says, I want to get a top for my girlfriend.<br>"What size is she?"<br>"How would I know, we've only been going out 3 weeks."                                                                                                                                                                                                                               |               |
| Café             | "I'd like a decaffeinated coffee, but can you make sure it's really strong?"<br>"Decaf is caffeine-free, it's not strong."<br>"I still want it strong, but without the caffeine."<br>Customer calls and asks is this 7-Enterprises, are you still in business?<br>"We certainly are, how can I help you?"<br>"Are you sure, Google says you are permanently closed." |               |
| Online store     |                                                                                                                                                                                                                                                                                                                                                                      |               |
| Café             | "I'd like a hot iced coffee, please."<br>"Iced coffee is cold by nature. Would you like a regular hot coffee instead?"<br>"No, I want it iced, but I want it hot."                                                                                                                                                                                                   |               |
| Leisure centre   | "Why aren't you open on Christmas Day?"<br>"We always close on Christmas Day like almost every other business."<br>"But I pay an annual fee. Do I get a refund for that day?"                                                                                                                                                                                        |               |
| Butcher shop     | "I'd like a kilo of vegan sausages please?"<br>"Sorry this is a butcher shop we only sell meat."<br>"But I'm a vegan, I don't eat meat."                                                                                                                                                                                                                             |               |
| Retail           | "Do you take cash."<br>"Yes we do."<br>"But I only have cards."                                                                                                                                                                                                                                                                                                      |               |

Preview Sample:  
Do not copy

## 15 How's My Form?

### Part A: My forms

Forms are a very important part of your Year 12 journey as you transition from school and into the next stage of your life.

1. What forms are important for you this year? Who does the form 'go to'? Where can you locate these forms either online or in hardcopy?

| Form | Location |
|------|----------|
|      |          |
|      |          |
|      |          |
|      |          |
|      |          |
|      |          |
|      |          |
|      |          |
|      |          |
|      |          |
|      |          |
|      |          |
|      |          |
|      |          |

Preview Sample:  
Do not copy

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



- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**Part B: Off I go**

Collect/download 3 forms related to further study or gaining work.

1. List the types of information that are the same on all forms.
2. 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:                        |                                 |                                 |
| Information specific to form 1:                                                      | Information specific to form 2: | Information specific to form 3: |
| Describe which forms are set out better or worse. Explain why. Suggest improvements. |                                 |                                 |

Preview Sample:  
Do not copy

## 16 Work Communication

### Part A: What you did

Describe examples of how you used these communication methods in work situations over the last 12 months. Add 2 more. Comment on your effectiveness using each method.

| Example                         | Description |
|---------------------------------|-------------|
| Using a manual                  |             |
| Giving instructions             |             |
| Following instructions          |             |
| Handwriting instructions        |             |
| Completing forms                |             |
| Leaving and taking messages     |             |
| Interpreting non-verbal Cues    |             |
| 'Obeying' visual signs          |             |
| Sending a formal email          |             |
| Writing a note or a letter      |             |
| Analysing numerical information |             |
| Analysing visual information    |             |
| 'Reading' a diagram or map      |             |
|                                 |             |
|                                 |             |

Preview Sample:  
Do not copy



**Part B: Good communication**

1. Ask your supervisor or a manager what they think are the 3 most important skills that make a worker a good communicator.

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

2. Ask a customer/client what they think are the 3 most important skills that make a worker a good communicator.

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

3. Ask your VET teacher or trainer what they think are the 3 most important skills that make a worker a good communicator.

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

4. So, what do you think are the 3 most important skills that make a person a good communicator? How can you apply these to work-related situations?

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

Preview Sample:  
Do not copy

## 17 What I Did

### Part A: What I did

Consider a normal day at work in your preferred entry-level job. What work-related information did you use? Who did you communicate with? In what form was this? How important was this information/communication? How did you learn how to do this?

You might base this on your own employment or work placement experiences.

| Workplace:         |                           |                           | Occupation:                   |             |                    |
|--------------------|---------------------------|---------------------------|-------------------------------|-------------|--------------------|
| Work task & times. | Work-related information. | Communication was with... | Form of info & communication. | Importance? | How I learnt this. |
|                    |                           |                           |                               |             |                    |
|                    |                           |                           |                               |             |                    |
|                    |                           |                           |                               |             |                    |
|                    |                           |                           |                               |             |                    |
|                    |                           |                           |                               |             |                    |
|                    |                           |                           |                               |             |                    |
|                    |                           |                           |                               |             |                    |
|                    |                           |                           |                               |             |                    |
|                    |                           |                           |                               |             |                    |
|                    |                           |                           |                               |             |                    |
|                    |                           |                           |                               |             |                    |
|                    |                           |                           |                               |             |                    |
|                    |                           |                           |                               |             |                    |
|                    |                           |                           |                               |             |                    |
|                    |                           |                           |                               |             |                    |
|                    |                           |                           |                               |             |                    |
|                    |                           |                           |                               |             |                    |

Preview Sample:  
Do not copy

**Part B: See what I did**

You know what - sometimes we can communicate actions better by using visuals.

1. Create images of you at work using work-related information and communication. No text!
2. Work with 2 other students and try to describe what you were doing just through your images.



Preview Sample:  
Do not copy

## 18 Battle of the Brands

### Part A: Brand 'power'

As you know, organisations say a lot about themselves as part of their corporate, brand or product image. But as you also know, they create all of this copy themselves as PR, promotion, advertising and other methods of content creation. So really, they can say what they want to.

Research the information created by the organisation, product or brand itself to make comparisons for each of these battles. Highlight the strengths. Note: This is not your opinion but what 'they' say about themselves. Add 1 more 'battle'.

Coke

Pepsi

Coles

Woolworths

Ford

GM

Adidas

Puma

McDonalds

Hungry Jacks

Cadbury

Nestlé

Apple

Samsung

Preview Sample:  
Do not copy

**Part B: Brand ‘logic’**

Now you are going to look at some of the language that these brands use to ‘win’ their battle against other brands.

1. Choose 5 of the brands you have investigated and scan their promotional material for words or phrases that are used multiple times. This may be repeated exactly, or said in a number of different ways.
2. List the words below and explain the effect that this language has, or is intended to have, on its audience. Explain how successful you think the language is for the brand and for its intended audience.

| Brand & words/phrases | Effect | How successful do you think this is? Explain your reasons. |
|-----------------------|--------|------------------------------------------------------------|
|                       |        |                                                            |
|                       |        |                                                            |
|                       |        |                                                            |
|                       |        |                                                            |
|                       |        |                                                            |
|                       |        |                                                            |

Preview Sample:  
Do not copy

## 19 Advocacy and Promotion

### Part A: Advocacy

1. What is the meaning of each of these words/terms related to advocacy? Add 2 more.
2. Describe examples of how each action might be used in a vocational situation.  
e.g. The used-car salesperson tried to convince the 18 year-old that the car was a bargain buy for that money. (You can alter the part of speech. e.g. to an adjective.)

| Word/term     | Meaning | Example of vocational use |
|---------------|---------|---------------------------|
| (to) advocate |         |                           |
| promote       |         |                           |
| educate       |         |                           |
| defend        |         |                           |
| justify       |         |                           |
| uphold        |         |                           |
| support       |         |                           |
| speak up      |         |                           |
| lobby         |         |                           |
| campaign      |         |                           |
| advance       |         |                           |
| inform        |         |                           |
| attract       |         |                           |
| expose        |         |                           |
| persuade      |         |                           |
| convince      |         |                           |
|               |         |                           |
|               |         |                           |

Preview Sample:  
Do not copy

**Part B: Promotion**

The language of promotion is a bit different from advocacy, and the intentions might also be very different.

1. What is the meaning of each of these words/terms related to promotion? Add 2 more.
2. Describe examples of how each action might be used in a vocational situation.  
e.g. The pharmacy assistant was entirely willing to promote to the customer that the new miracle diet shake product worked 'as seen in the ads'.

| Word/term | Meaning | Example of vocational use |
|-----------|---------|---------------------------|
| brand     |         |                           |
| promote   |         |                           |
| persuade  |         |                           |
| advertise |         |                           |
| target    |         |                           |
| expense   |         |                           |
| convince  |         |                           |
| appear    |         |                           |
| sp        |         |                           |
| influence |         |                           |
| cajole    |         |                           |
| bamboozle |         |                           |
|           |         |                           |
|           |         |                           |

Preview Sample:  
Do not copy

3. Be honest now. When have you been taken in by a slick promotional claim and later regretted your actions (i.e. buying something)? Share with the class.

## 20 What? About Me?

### Part A: Ask yourself...

1. If you had to describe your personal image to someone you had never met before what would you say about yourself?

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Preview Sample:

2. If you were in a job interview situation, what would you most want to say about yourself from a personal point of view?

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

3. What would you leave out about your personal self, and why?

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |



Part B: Asking Others...

1. Pair up with someone in the class that you don't know that well. Ask them to describe their personal image to you.

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Preview Sample:

2. If they were in a job interview situation what would you advise them to say about themselves and why?

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

3. If they were in a job interview situation what would you advise them to leave out about themselves and why?

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

## 21 I Stand For...

### Part A: What I will do

Our values drive the decisions we make in life and can influence our choice of career pathways. For example, a vegan might want to work in a vegan-friendly hairdresser, someone else might want to work in organisations that actively welcome diversity and others want to work in social and community services that do good for society.

1. Identify organisations, occupations or work roles involving job tasks that support and reflect your values, and in which you would want to pursue employment.
2. Explain the reasons for your choices.

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

Preview Sample:  
Do not copy

3. List large organisations that you believe have strong values. Report back to the class and discuss these.
4. List local smaller organisations that you believe have strong values. Report back to the class and discuss these.

|  |  |
|--|--|
|  |  |
|--|--|

**Part B: What I won't do**

Our values drive the decisions we make in life and can influence our choice of career pathways. For example a vegan might refuse to work in a steakhouse, someone else might not want to work with alcohol, and some people might not work in organisations that don't welcome diversity.

1. Identify organisations, occupations or work roles involving job tasks that go against your values and for which you would not want to pursue employment.
2. Explain the reasons for your choices.

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

# Preview Sample:

# Do not copy

It's good to have values and to try and live by those values. But there is a strong argument that our values are our own personal choice and that we shouldn't impose our values on others; as they have the right and freedom to make choices that are different from what we would do.

3. In what type of vocational circumstances would you be comfortable to set aside your own personal values so as to work effectively? e.g. A vegan on the checkout cannot refuse to scan someone's sausages out of principle.

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

## 22 What's the Story?

### Part A: Show me

Create or capture an image of you, or someone you know, using each of these non-verbal methods of communication to show advocacy. Add 1 more.



gestures

eye contact

facial expressions

physical orientation

Preview Sample:  
Do not copy

posture

Part B: What's going on?

1. For the images below, describe the setting and the emotion that is being conveyed.
2. What do you think happened just before, and just after this moment?

|                                                                                                                                           |                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.</p>  <p>Image: alexraths/Depositphotos.com</p>     | <p>2.</p>  <p>Image: kuzma/Thinkstock</p>                    |
| <p>3.</p>  <p>Image: Zoonar RF/Thinkstock</p>          | <p>4.</p>  <p>Image: Thinkstock</p>                        |
| <p>5.</p>  <p>Image: SeventyFour/Depositphotos.com</p> | <p>6.</p>  <p>Image: Monkey Business Images/Thinkstock</p> |

Preview Sample:  
Do not copy

## 23 Because I Said So

### Part A: Discussion brainstorm

1. Brainstorm 20 different terms related to the following issue. (You choose how to set this out.)

“Most social media influencers are really just advertising hidden behind a persona.”

# Preview Sample:

2. Choose 6 of the most appropriate terms. For each one, write a 1-sentence action statement to help you deal with the growing incidence of ‘inscrupulous influencers’. e.g. I will check out the TikTokers’ credentials before I trust what they are saying.

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

3. What would you have the expertise and the credibility to be an influencer for?

**Part B: Say what?**

1. Look at these examples of influencer pitches, products and taglines and explain why you might take them with a grain of salt.
2. What is wrong with each product proposition, and who is the target audience?
3. What real or imagined need are these trying to appeal to?

Beaux gives health and beauty advice on TikTok. It's very convenient because Beaux has their own health & wellbeing supplement range. (Beaux Glows)

Dr Rong has a popular podcast giving free DIY dental advice. Phew, dentists are so expensive!  
(R Rong, Corrective Dentistry)

"Let what you are on the inside shine on the outside". Make-overs and styling are for any stage of life!  
(Style Gen Rater R'Us)

"You'd want a qualified doctor to perform surgery on you, so why put your car in danger? Trust the experts."  
(The Car Surgeons)

You get what you pay for, so you deserve to spend that little bit more.  
(Freshrow: Your high-end quality goods)

Wealth Guru has a YouTube channel, "helping ordinary Australians become extraordinarily rich"  
(Wealth Guru Financial Services)

4. Find some examples of real influencers, products and taglines that seem 'not quite right' and explain why.

Preview Sample: Do not copy

## 24 Finding Out

### Part A: Ask an expert

1. 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 who the 'expert' is.
2. Choose 2 topic areas that you are interested in, or that might help you to improve your knowledge for the future. Find the 'expert' and ask questions and make notes about the topics based on their expertise. Will you need to cross-check this information?

| <b>Topic:</b>  |           |
|----------------|-----------|
| <b>Expert:</b> |           |
| Questions      | Responses |
|                |           |
|                |           |
|                |           |
|                |           |
|                |           |

Preview Sample:  
Do not copy

| <b>Topic:</b>  |           |
|----------------|-----------|
| <b>Expert:</b> |           |
| Questions      | Responses |
|                |           |
|                |           |
|                |           |
|                |           |
|                |           |



**Part B: AI, AI, AI, Oh!**

Did you know that AI knows everything, can do everything, and will replace your job? (Well this might be a bit of an overstatement, but some people seem to have bought into this!)

1. Run your questions from 'Part A' through one of the most popular text-generating AI interfaces.
2. How did it do? How do you know?

Topic:

AI:

| Questions | Responses | How did it do?<br>How do you know? |
|-----------|-----------|------------------------------------|
|           |           |                                    |
|           |           |                                    |
|           |           |                                    |
|           |           |                                    |
|           |           |                                    |

Preview Sample:  
Do not copy

Topic:

AI:

| Questions | Responses | How did it do?<br>How do you know? |
|-----------|-----------|------------------------------------|
|           |           |                                    |
|           |           |                                    |
|           |           |                                    |
|           |           |                                    |
|           |           |                                    |
|           |           |                                    |

## 25 The Hard Sell

### Part A: Advertising

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

|                                |                                                       |
|--------------------------------|-------------------------------------------------------|
| Product/<br>advertisement<br>1 | Persuasive language and techniques. // Effectiveness? |
| Product/<br>advertisement<br>2 | Persuasive language and techniques. // Effectiveness? |
| Product/<br>advertisement<br>3 | Persuasive language and techniques. // Effectiveness? |

**Preview Sample:**  
**Do not copy**

3. 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. _____    |

**Part B: Talking it up**

Focus on a business or organisation that you are interested in working for.

1. Source 3 different advertisements or public relations communications from this organisation. Try to find examples from varied media sources, e.g. Website, social media, print, video, e-catalogue, etc..
2. Describe the use of persuasive language, and other techniques, used by the organisation to try to persuade the reader or viewer.
3. Discuss whether the techniques of the organisation are effective.

|                              |                                                       |
|------------------------------|-------------------------------------------------------|
| Advertisement/<br>PR comm. 1 | Persuasive language and techniques. // Effectiveness? |
| Advertisement/<br>PR comm. 2 | Persuasive language and techniques. // Effectiveness? |
| Advertisement/<br>PR comm. 3 | Persuasive language and techniques. // Effectiveness? |

Preview Sample:  
Do not copy

4. How would you describe the tone of the advertising and PR communications of your organisation/business? How does this make you feel? Focus on key words.

## 26 Word Up

### Part A: Presentations

If you think about it, you actually make a lot of presentations as part of your everyday life. Some of these are formal and planned. Others are impromptu - made in the spur of the moment. They may be part of school, recreation or work.

Think about the situations below. What skills and knowledge would you need? How long would it take you to 'prepare' and to 'present'? Add 2 other examples (to the 1 given).

| Situation                                                                                                   | Skills/knowledge needed? | Prep & presentation time needed? | Your examples |
|-------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------|---------------|
| Explaining a product or service to a customer (e.g. product aftercare or insurance).                        |                          |                                  |               |
| Pitching an idea in a workplace (e.g. a new flavour of doughnut for a bakery).                              |                          |                                  |               |
| Suggesting another activity (e.g. a service or perk aimed at people waiting for their cars to be cleaned).  |                          |                                  |               |
| Explaining to a teacher or boss why you did something (e.g. how you handled a task or dealt with a person). |                          |                                  |               |
| Making a presentation to your peers (e.g. as an oral presentation).                                         |                          |                                  |               |
| Showcasing your skills and accomplishments (e.g. as part of a performance appraisal).                       |                          |                                  |               |
| Passing on knowledge (e.g. inducting a new member into a recreational club or group).                       |                          |                                  |               |
| Providing an answer to a query (e.g. customer service, or answering a question in class).                   |                          |                                  |               |
| Explaining to a friend or relative about a process (e.g. how to apply for Centrelink payments).             |                          |                                  |               |

Preview Sample:  
Do not copy

**Part B: Advocate for/against**

1. If you had to stand up right now and give 3 reasons why you should be considered for your preferred course and/or job, what would these be?

Course/job: \_\_\_\_\_

i: \_\_\_\_\_

\_\_\_\_\_

ii: \_\_\_\_\_

\_\_\_\_\_

iii: \_\_\_\_\_

\_\_\_\_\_

2. Now you are required to argue against and refute (professionally) each of your own reasons outlined above!

**Preview Sample:**

ii: **Do not copy**

\_\_\_\_\_

iii: \_\_\_\_\_

\_\_\_\_\_

3. So which 'side' of you won? Are you ready for that course or job, or is there still more you need to do? Who could help you and give you advice?

## 27 Look at Me Now

### Part A: I know better now

Explain 5 things or issues that you previously believed or thought were true, but for which you've changed your mind, primarily as a result of your VM: Literacy studies. For each one, explain why you changed your mind/opinion. At least 2 must be vocational related.

**Preview Sample:**  
**Do not copy**

**Part B: A better me**

Now that you have completed your VM: Literacy 3&4 units, create an **'after'** representation of yourself to illustrate you and your literacy skills. You might create an artwork, a graphic, an image, a song, a profile, a CV or some other representation.



Preview Sample:  
Do not copy

## 28 Review and Reflection

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

Journal of: \_\_\_\_\_ Date: \_\_\_\_\_

⇒ What did I most enjoy during this year as part of my Literacy studies?

⇒ What major Literacy skills and strategies did I develop and apply?

⇒ How did I use and apply what I learned for my personal and social activities?

⇒ How did I use and apply what I learned in my work-related activities?

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

⇒ What other information can I share and/or how would I summarise my experiences?

Preview Sample:  
Do not copy



**VCE: Vocational Major**

| *Note: 3&4 due Nov & Dec '23  | Printed Coursebook | Applied Vocational Booklet | Master license PDFs | e-version Master license PDFs |
|-------------------------------|--------------------|----------------------------|---------------------|-------------------------------|
| *Literacy VM: 3&4             | ___ @ \$49.50      | ___ @ \$27.50              | ___ @ \$385         | or ___ @ \$495                |
| *Numeracy VM: 3&4             | ___ @ \$49.50      | ___ @ \$27.50              | ___ @ \$385         | or ___ @ \$495                |
| *Personal Development VM: 3&4 | ___ @ \$49.50      | ___ @ \$27.50              | ___ @ \$385         | or ___ @ \$495                |
| *Work Related Skills VM: 3&4  | ___ @ \$49.50      | ___ @ \$27.50              | ___ @ \$385         | or ___ @ \$495                |
| Literacy VM: 1&2              | ___ @ \$49.50      | ___ @ \$27.50              | ___ @ \$385         | or ___ @ \$495                |
| Numeracy VM: 1&2              | ___ @ \$49.50      | ___ @ \$27.50              | ___ @ \$385         | or ___ @ \$495                |
| Personal Development VM: 1&2  | ___ @ \$49.50      | ___ @ \$27.50              | ___ @ \$385         | or ___ @ \$495                |
| Work Related Skills VM: 1&2   | ___ @ \$49.50      | ___ @ \$27.50              | ___ @ \$385         | or ___ @ \$495                |

|                                         |                                                   |
|-----------------------------------------|---------------------------------------------------|
| VM 3&4 coursebook masters available now | VM 3&4 printed coursebooks available mid-late Nov |
|-----------------------------------------|---------------------------------------------------|

**Vocational Pathways Certificate**

| * Print Lit/WRS due Dec 23 & Jan 24<br>^ Print Num & PDS due Mar '24 | Printed Coursebook | Applied Vocational Booklet | Master license PDFs | e-version Master license PDFs |
|----------------------------------------------------------------------|--------------------|----------------------------|---------------------|-------------------------------|
| * Literacy VPC: 3&4                                                  | ___ @ \$49.50      | ___ @ \$27.50              | ___ @ \$385         | or ___ @ \$495                |
| ^ Numeracy VPC: 3&4                                                  | ___ @ \$49.50      | ___ @ \$27.50              | ___ @ \$385         | or ___ @ \$495                |
| ^ Personal Development VPC: 3&4                                      | ___ @ \$49.50      | ___ @ \$27.50              | ___ @ \$385         | or ___ @ \$495                |
| * Work Related Skills VPC: 3&4                                       | ___ @ \$49.50      | ___ @ \$27.50              | ___ @ \$385         | or ___ @ \$495                |
| Literacy VPC: 1&2                                                    | ___ @ \$49.50      | ___ @ \$27.50              | ___ @ \$385         | or ___ @ \$495                |
| Numeracy VPC: 1&2                                                    | ___ @ \$49.50      | ___ @ \$27.50              | ___ @ \$385         | or ___ @ \$495                |
| Personal Development VPC: 1&2                                        | ___ @ \$49.50      | ___ @ \$27.50              | ___ @ \$385         | or ___ @ \$495                |
| Work Related Skills VPC: 1&2                                         | ___ @ \$49.50      | ___ @ \$27.50              | ___ @ \$385         | or ___ @ \$495                |

VPC 3&4 Interim masters  
 U3 Available now, U4 Jan '24  
 U3 Available Jan 24, U4 Feb  
 U3 Available now, U4 Jan '24  
 U3 Available now, U4 Jan '24

**Vocational and Work Education Resources**

|                                    | Printed Book | e-version Master license PDFs |
|------------------------------------|--------------|-------------------------------|
| Work Experience Journal            | ___ @ \$22   | or ___ @ \$165                |
| Work Placement Journal             | ___ @ \$33   | or ___ @ \$220                |
| PDS Planner: VPC 1&2               | ___ @ \$33   | or ___ @ \$220                |
| PDS Planner: VPC 1&2 (exp Mar'24)  | ___ @ \$33   | or ___ @ \$220                |
| PDS Planner: VM 1&2                | ___ @ \$33   | or ___ @ \$220                |
| *PDS Planner: VM 3&4 (exp Jan '24) | ___ @ \$33   | or ___ @ \$220                |
| Foundation Numeracy                | ___ @ \$44   | na                            |
| Senior Numeracy                    | ___ @ \$44   | na                            |

**WACE: Career and Enterprise**

|                             | Printed Text Coursebook | e-version Master PDFs |
|-----------------------------|-------------------------|-----------------------|
| Career and Enterprise       |                         |                       |
| CAE: General 11 2ed         | ___ @ \$60              | or ___ @ \$660        |
| CAE: General 12/ATAR 11 2ed | ___ @ \$62              | or ___ @ \$660        |
| CAE: ATAR 12 2ed            | ___ @ \$68              | or ___ @ \$770        |
| CAE: Foundation 11          | ___ @ \$55              | or ___ @ \$595        |
| CAE: Foundation 12          | ___ @ \$55              | or ___ @ \$595        |

**VCE: Industry and Enterprise**

New editions were released in 2022

|                                                       |             |
|-------------------------------------------------------|-------------|
| I&E Unit 1: Workplace Participation 5ed - book        | ___ @ \$38  |
| I&E Unit 1: Workplace Participation - e-master        | ___ @ \$550 |
| I&E 1&2: Towards an Enterprising You 6ed - book       | ___ @ \$55  |
| I&E 3&4: Towards an Enterprising Australia 5ed - book | ___ @ \$68  |

Add Postage:  
 VM & VPC: 1 book = \$14, 2-4 books \$20, 5-8 books \$27. \*9+ Contact me  
 I&E and CAE: 1 book = \$14, 2-3 books \$20, 4-5 books \$27. \*6+ Contact me

**Order Details**

|                                   |           |
|-----------------------------------|-----------|
| Name:                             |           |
| Position:                         |           |
| e-mail:                           |           |
| School:                           |           |
| Address:                          |           |
| State:                            | Postcode: |
| Order No:                         | ABN:      |
| email for invoice (if different): |           |

|                    |                          |                  |
|--------------------|--------------------------|------------------|
| VM Total<br>\$     | VPC Total<br>\$          | VCAL Total<br>\$ |
| Voc Ed Total<br>\$ | CAE Total<br>\$          | I&E Total<br>\$  |
| Postage<br>\$      | Total Amount (approx) \$ |                  |