LITERACY

VM 3&4

AOS1 - Accessing and understanding:
AOS2 - Creating & responding to:
- informational, organisational and procedural texts

AOS1 -
Understanding and engaging with literacy for advocacy

AOS2 -
Speaking to advise or to advocate

VCE: VM Units 1&2: From 2023
⇨ Literacy VM 1&2: Coursebook & Applied Vocational Booklet
⇨ Numeracy VM 1&2: Coursebook & Skills Development Portfolio
⇨ 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 Portfolio
⇨ Personal Development VPC 1&2: Coursebook & Applied Vocational Booklet
⇨ Work Related Skills VPC 1&2: Coursebook & Applied Vocational Booklet

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⇨ Literacy VM 3&4: Coursebook & Applied Vocational Booklet
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⇨ Literacy VPC 3&4: Coursebook & Applied Vocational Booklet
⇨ Numeracy VPC 3&4: Coursebook & Skills Development Portfolio
⇨ Personal Development VPC 3&4: Coursebook & Applied Vocational Booklet
⇨ Work Related Skills VPC 3&4: Coursebook & Applied Vocational Booklet

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Advice to Students

Welcome to your studies of **Literacy** as part of the final stage of your **Vocational Major**. Effective literacy is the uniting skills-set required for vocational and work-related situations as part of WRS, as well as for community participation activities in PDS.

So be sure to apply what you are learning in the classroom when accessing, creating and analysing texts and other content; to your personal experiences, when communicating with others, for community placements, as well as in other applied situations, including work placements - and vice versa! You will also naturally apply your developing **Numeracy**, **Personal Development** and **Work Related** skills-sets when accessing and creating Literacy texts.

In **Unit 3** you will complete **two areas of study**: **1. Accessing and understanding informational, organisational and procedural texts** and **2. Creating and responding to organisational, informational or procedural texts**.

This coursebook has three sections for Unit 3 and each section covers AOS1 and AOS2. Sections conclude with 2 assessment tasks that your teacher might select for your class. Together these might form your overall assessment for the unit.

However, your teacher might modify these tasks, or introduce totally different assessment tasks that better suit your learning program and applied and vocational situations.

In **Unit 4** you will also complete **two areas of study**: **1. Understanding and engaging with literacy for advocacy** and **2. Speaking to advise or to advocate**.

For Unit 4, this coursebook has three sections for AOS1 and two for AOS2. Again, each section concludes with an assessment task. Your teacher might use these, or modify them, or introduce different assessment tasks to better suit your learning program.

Your school might also expect you to undertake volunteer and community placements related to your future career pathway, or VET certificate. This is an ideal way to further develop your functional literacy skills and to build a deeper applied understanding of the world of work.

Use this coursebook by completing the tasks in the spaces and pages provided. You will need to maintain your own work folios to complete some tasks, as well as others given to you by your teacher. You will also need to create a digital portfolio.

You may also need to collect and keep an evidence portfolio with copies of resources, handouts and evidence of you applying transferable literacy and vocational skills.

You should use your Literacy **Applied Vocational Booklet** to help build skills; and to record, identify and apply transferable skills and experiences throughout the year.

You might be directed to complete some or even all of these **assessment tasks**, as well as others supplied by your teacher that are more suited to your learning program.

VCE: Vocational Major

*Note: 3&4 due Nov & Dec '23	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs	*3&4 Interim masters*
*Literacy VM: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	- Available now
*Numeracy VM: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	- Available now
*Personal Development VM: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	- U3 Available now, U4 Oct
*Work Related Skills VM: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	- Available now
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	

Vocational Pathways Certificate

* Print Lit/WRS due Dec 23 & Jan 24 ^ Print Num & PDS due Mar '24	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs	*3&4 Interim masters*
* Literacy VPC: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	U3 Available from Nov, U4 Jan '24
^ Numeracy VPC: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	U3 Available from Dec, U4 Feb '24
^ Personal Development VPC: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	U3 Available from Nov, U4 Jan '24
* Work Related Skills VPC: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	U3 Available from Dec, U4 Jan '24
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	

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

Career and Enterprise	Printed Text Coursebook	e-version Master PDFs
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

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Informational Texts | 1

Activities 1: Informational Texts	p.	Due date	Done	Comment
LER1 **My Literary Engagement Record**	2-3			
1A **Types of texts**	5			
1B **Accessing informational texts**	6-7			
1C **Information**	9			
1D **Recognising bias**	11			
1E **Accessing and understanding surveys**	16-17			
1F **Creating questions**	19			
1G **Reporting results**				
1H **Newspaper sections**				
1I **Unpacking a newspaper**	26-			
1J **Documentaries**	29			
1K **Factsheets and FAQs**	31			
1L **Who wrote what?**				
1M **Comparing information**	35			
1N **Report writing**	36-37			
1O **Avoiding plagiarism**	39			
AT1a **Accessing and Understanding Informational Texts**	42-43			
AT1b **Creating and Responding to Informational Texts**	44-45			
1.45 **Review and Reflection**	46			

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1.01 Introduction - Informational Texts

Unit 3 AOS1: Accessing and understanding informational, organisational and procedural texts <u>and</u> **AOS2: Creating and responding to organisational, informational, and procedural texts**

Section 1: Informational Texts is designed to enable you to access, understand, create and respond to a range of informational texts of varied types and formats.

You should apply your knowledge of these informational types of texts to vocational and community situations, as well as both to, and from, your VET studies.

This section concludes with two assessment tasks.

✓ **AT1a: Accessing and Understanding Informational Texts** - This involves accessing examples of news, survey and documentary informational texts, and completing a series of annotations and summaries (mainly for AOS1 and some AOS2).

✓ **AT1b: Creating and Responding to Informational Texts** - This involves a survey and report research task about the different types of informational texts that Year 12 students use. (Mainly for AOS2 and some AOS1).

LER1 Literary Engagement Record of: _____

Describe the main **texts** and **literacy materials you used** and **created** this **unit**.

		1. The main readings accessed were:		
Date	**Text/Reading: Title & author**	**Text type, source & date published**	**Summary/ main point(s)**	**What I most learned from this is:**

LER1: Literary Engagement Record of: _____

		2. The main writings I created were:			
Date	**Topic or theme/ audience**	**Type of writing/ format**	**Summary/ main points**	**Main skills I developed**	**What I most learned from this is:**

		3. The main oral and listening and visual media communications were:			
Date	**Topic or theme/ audience**	**Type of verbal communication**	**Summary/ main points**	**Main skills I developed**	**What I most learned from this is:**

1.03 Types of Texts

What is a text?

Literacy is one of the most powerful tools that you can harness for your life. Literacy gives you the ability to understand **information** from many sources, form **knowledge** and create your own **content**.

Being highly literate is a significant advantage in personal, community and work settings.

Much of our literacy is accessed or produced via various types of text. A text is a piece of **communication**. A text can be '**written**' in hard copy or created **digitally**. It can also be in visual, **auditory** and many other forms.

Which of the following text types have you accessed in the past seven days?

And as a class, discuss the types of texts that you access most often and why. Also discuss the type of texts that you rarely access and why.

And finally, what about the text types of texts that you never access? Why not?

Uncommon knowledge

A text is a text regardless of its format. So, a digital map and a Melways (look it up!) are both still maps, no matter how you access them.

The Melways (and) other state street directories used to be one of the biggest annual book sellers in Australia, and a common gift, especially on Father's Day and 18th birthdays.

And even now, that Melways is clearer and more informative than digital maps. But alas, it doesn't tell you where to go, you have to work that out for yourself. Everyone used to!

www.melway.com.au

Types of Texts

Reports

Articles

Movies & videos

e-books

Magazines

Labels

Media Releases

Instructions

Timetables

Signs

Advertisements

Warnings

Letters

Bills

Forms

Biographies

Translations

Reviews

Novels

Non-fiction books

Newspapers

Song lyrics

Scripts

Maps

Guides

SMS messages

DMs and PMs

Online posts

Blogs

Websites

Text don't just include those that you 'read' and those that are in hard copy.

Informational texts

No surprises here - informational texts are those that communicate **facts** or other things that you want to know.

Now being informed is one thing, but **understanding** and knowing how to access **reliable** information and process it, is a whole other matter.

Information can be **reliable** or **unreliable**. If you can access, interpret, evaluate and apply quality information, then it follows that you will become more **knowledgeable**. Knowing how to **evaluate** information is a sign of understanding - very important in the digital age!

Types of texts   1A

From the list of the **types** of **texts** on **p.4**, and any **others** you can think of, identify those whose **primary purpose** is to give **information**.

Include types of texts that you might not personally access.

Type of text	Type of information	How is it delivered/ format?	Why is it needed/ important?

1.05 Types of Texts

Part A

1. For each of these **information texts**, list **3** possible ways of **accessing these** texts, i.e. in what **formats** and from which **source**? (Note: Some might be directly from a person). Add 3 more.

Newspaper	Maps	Instructions
Medical information	Government information	Weather reports
Weather warnings	Employee codes of conduct	Course information
Supermarket specials	Community events	TV guide
Careers information	~~Recipes~~	~~Safety~~ warnings
Job advertisement	~~Job description~~	Sports reports

2. How could **you best access** the following **texts** for **information** purposes?

Type of text	How to access these/ which format?	Which device and/or source?	Why?
Job application form			
Comparing course information			
Public transport timetable			
Pay and working conditions guides			
Specific health and medical advice			

Part B

In the last 7 days, note when y**ou have accessed** these **types** of **texts**. List the **text** and the **source/format** and **how often**. For those that you didn't, briefly say why.

print newspaper	print magazine	print fiction text
digital newspaper	e-magazine	digital fiction text
entire news program	segment of news	full weather report
a movie	most of a TV series	episode of a series
movie on broadcast TV	broadcast TV show	broadcast sports event
movie with others	TV show with others	sports event with others
news (not in English)	TV show (not in English)	movie (not in English)
online tutorial for yourself	online tutorial for school	online tutorial for work
full podcast	full radio show	full documentary
printed set of instructions	video instructions	a review
government information	gov't info not in English	gov't or official forms

1.07 Information

Sources of information

Welcome to the information age. It's not always easy finding out what you need to know - let alone sorting out the **fact** from **fiction**, the **knowledge** from **ignorance**, and the **truth** from the **lies**.

There's a lot of so-called **'information'** masquerading as knowledge out there. How can you tell **reality** from **fantasy**? And who can you **trust**? In this era of instant info, it is not always easy to know what is real and reliable!

To trust or not to trust

In these days of **easy access** to information through **smart devices** and **information overload**, how can you find **reliable** information that you can trust?

Well, all reliable sources have **authors**. These might be respected **experts** in a field who are qualified through **unbiased research**. They might also be **trusted government** or **private organisations** or **institutions**. If a source has no author, then beware, (red flag #1).

However, if you have no way of verifying the validity of the author then you could be sucking up **propaganda**, **bias** or **mischief** as though it's the truth!

Appropriate Sources

a. Government departments and agency websites

These end in .gov.vic.au (for Victoria) or .gov.au (for Australia).

⇨ State Emergency Services (SES) **www.emergency.vic.gov.au/respond**

⇨ VicRoads **www.vicroads.vic.gov.au**

⇨ WorkSafe Victoria **www.worksafe.vic.gov.au**

⇨ Austrade **www.austrade.gov.au**

⇨ Fair Work Ombudsman **www.fairwork.gov.au**

⇨ Australian Government - Services Australia (Centrelink)
   https://www.servicesaustralia.gov.au/centrelink?context=1

b. Respected pressure/lobby groups (usually: .org.au some will be: .com.au)

⇨ e.g. Australian Conservation Foundation **www.acf.org.au**

c. Respected aid/welfare organisations (usually: .org.au some will be: .com.au)

⇨ The Salvation Army **www.salvationarmy.org.au**

d. Member organisations (usually: .com.au, smaller ones will be: .org.au)

⇨ RACV **www.racv.com.au**

e. Individuals connected to reputable institutions

⇨ e.g. Dr Cathy Foley, Australia's Chief Scientist

f. Educational institutions

Note that web addresses of Australian educational institutions end in .edu.au

⇨ Kangan Institute **www.kangan.edu.au**

⇨ RMIT University **www.rmit.edu.au**

Informational texts

We access so many informational texts in our day-to-day personal, social, educational and vocational lives. These can include:

⇨ **news and media**
⇨ **reviews**
⇨ **instructions**
⇨ **emails**
⇨ **documentaries**
⇨ **surveys**
⇨ **biographies**
⇨ **reports**.

The structure of these texts might change depending on the:

✓ length
✓ format
✓ media used
✓ audience, and
✓ even the intention!

Sometimes we have to work really hard to sort out the good from the bad in non-fiction informational texts.

Some informational texts, such as **reports**, can be really dense. Others such as verbal **instructions** might be short and sharp (but not very clear!).

But there are common structural elements that usually apply in these non-fiction texts. It's just that sometimes we have to work hard to unpack these.

Informative texts: Structure
⇨ **Title/Headline**
⇨ **Introduction**
⇨ **Paragraph(s)**
　⇨ **evidence & statistics**
⇨ **Topic sentence(s)**
　⇨ **evidence & statistics**
⇨ **Conclusion**
⇨ **Bibliography**

Report: Structure
⇨ **Title & Sub-title**
⇨ **Contents**
⇨ **Sections and/or Chapters**
⇨ **Introduction**
⇨ **Context & history**
⇨ **Information & explanation**
⇨ **Analysis**
⇨ **Conclusion**
⇨ **Index**

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Information 1C

Create **word chains** based on the **information** on these **pages**.

trust	
access	
sources	
informational texts	

1.09 Information

Perspective and bias

It is important that you can interpret and analyse information so as to present an **unbiased** and **balanced** point of view.

One of the main problems surrounding informational content is that people often voice their **perspectives** as 'facts', when they are really just opinion, conjecture, anecdote, advertising, spin, misinformation, or in some cases, downright lies, i.e. disinformation.

Generally, the reason for this comes down to **bias**.

"Of course you would say that, you are biased." You are likely to have heard this before. But what exactly does bias mean?

Bias occurs when a person or group has a **vested interest**, or **preference**, for one particular **point of view** over another. They will then act in accordance with their bias - even if they are presented with information or evidence that contradicts their beliefs.

We see this play in a lot of **online** and **social media** informational content. Essentially, many content creators are making and sharing information to support their own biases and perspectives.

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

When we support our favourite sporting teams, we are biased.

When we want a particular singer to win 'Australian Idol' because they share our gender identity, or our ethnicity, we are biased.

When we criticise a new law introduced by a government we disagree with, it is often because we are biased.

And when we say TikTok is better than Instagram, or Snapchat is better than Facebook, it may well be because we are biased - even if that is what we prefer to use.

Spotting bias

When it comes to accessing and analysing informational texts, it is vital that you can identify and deal with **bias**. A lot of **media** and **online content** carries a bias, as does information communicated by stakeholders who have a vested interest in distorting the facts.

Can you spot bias? How do you see the bias that is driving different **voices**?

When you are accessing issues-based **information**, or **advertising** and **influencing** content, or even someone making a '**point**', always ask yourself these six questions.

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

1. How might **bias influence** the **content** of **informational texts**? Give examples.

2. What are **you biased towards**? What are **you biased against**?

For:	Against:

3. **Choose an issue** that you feel strongly about and at least **3 different sources of information** about this issue from:

   ⇨ a **news report** in 'print', video or radio

   ⇨ a **website** from a **respected stakeholder group**, such as the government, government agencies, or community organisation

   ⇨ **social media** posts or links.

Create and then complete this summary pro-forma to analyse each piece of information about the issue, and make conclusions on its validity and accuracy.

Issue:	
Title:	Source:
Creator:	Date:
Summary of main points made	
Analysis of information and source	
Authority?	Vested interest?
Independence?	Evidence?
Verification?	Media used
Conclusions about information and source	

1.11 Surveys

Surveys

One way of accessing information is via a survey. Reading survey results can inform you of general or specific trends in your **community** or in the **vocational** world.

Creating a survey and collecting results is a form of **primary research** that can provide you and others with **information**. It can be used to make decisions and can be presented in written verbal or other forms.

As an assessed part of this unit of work, you are going to undertake a research task to gather information about the <u>types of texts that other students in your school/learning environment are commonly accessing and using</u>.

You will organise this information based on what subjects or fields the other students are studying. You will venture outside of your VM major and investigate whether there are subtle or significant differences in the way that young people interact with informational texts, based on the disciplines the students are focusing on.

You might also survey different year levels to help you come to these conclusions. So, let's find out some basics of creating a survey as an informational text.

Image: royalty/ Depositphotos.com

Designing a survey

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

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

'Five' Steps to Create Effective Surveys

Step 1: **What am I trying to find out?**	**Step 2:** **Who do I need to ask (i.e. the respondents)?**
Step 3a: **Which closed questions will I need to ask to gather the data?**	**Step 3b:** **Which open questions will I need to ask to gather information?**
Step 4: **Does my survey work as intended?**	**Step 5:** **How should I report the findings of my survey?**

Step 1: What am I trying to find out?

❑ Determine the type of information that you need.

❑ Is the information you are hoping to find quantitative or qualitative in nature?

❑ Are you hoping to find out and collate some statistics that summarise general views?

❑ Are you seeking opinions that show individual viewpoints?

❑ Does the information relate to the frequency of a particular activity, or to degrees of agreement or disagreement?

❑ Will the survey method; face-to-face, hard copy or e-version be suitable for what I am trying to find out?

Image: cigdemhizal/ iStock/Thinkstock

Step 2: Who do I need to ask?

❑ Do you need to survey a representative cross-section of people and get a general viewpoint?

e.g. '75% of all respondents believe in the effect of global warming.'

❑ Should you focus on a particular demographic i.e. a specific viewpoint?

e.g. '88% of young males feel peer pressure to speed when driving.'

❑ What information do you need to garner about the respondents? Consider age, gender, occupation, income or some other category that can help you make general conclusions about respondents.

e.g. '20-24 year-olds, in general, showed little interest in the 2022 election.'

❑ Should you avoid or embrace bias (skewed sample)? If you want a general view you must avoid bias. If you want the view of a specific target group your sample will naturally be skewed.

❑ How can you make sure that the people you ask don't just tell you what you want to know?

e.g. '82% of students in the canteen line agreed that they had to wait too long at lunchtime.'

❑ How many people do you need to ask so that you can get statistically meaningful patterns?

e.g. '100% of hunters think that ducks are a menace.' (But, you only surveyed one!)

1.13 Surveys

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

❑ Closed questions make it easier to quantify and collate (graph) your responses.

❑ They might only allow yes/no responses.

e.g. 'Do you like chips? - <u>yes</u>/<u>no</u>.'

❑ They might have a list of limited options in order to control the responses.

e.g. 'How often do you eat chips? - <u>A lot</u>, <u>sometimes</u>, <u>rarely</u>, <u>never</u>.'

❑ Other closed questions can allow degrees of agreement or disagreement.

e.g. 'Do you think that public transport should be free for school students? - <u>Strongly agree</u>, <u>moderately agree</u>, <u>neutral</u>, <u>moderately disagree</u>, <u>strongly disagree</u>.'

Image: Pei ling Hoo/ iStock/Thinkstock

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

❑ Open questions are hard to quantify but allow you to collect opinions and anecdotes.

❑ Some closed questions lead to open questions.

e.g. 'Do you like Twitter's new name, X? Why?'

❑ Some questions are by their very nature, open.

e.g. 'What is your view on the proposed skate park?'

❑ Open questions are a good way to finish a survey after all the closed questions are answered.

e.g. and finally... 'What piece of advice would you give to the person responsible for the graffiti?'

❑ An open/closed combination is useful when preparing a report. You can use the answer from an open question to illustrate the overall response shown by the data from the closed responses.

e.g. '85% of people aged 15-19 spend more time online than watching TV.

For *example, "TV's old school and full of ads. Online you pick what you want when you want to watch it - and chat at the same time!"*

Step 4: Does my survey work?

❑ Is it well set out? You can only know this by testing the survey. Get half a dozen friends to test run your survey. Make any necessary adjustments.

❑ Does the survey method; face-to-face, hard copy or e-version suit the respondents, and also what you are trying to find out?

❑ Are your questions clear, or are they ambiguous and confusing?

e.g. Ambiguous such as 'Do you feed her dog food,' compared with confusing - which is normally just badly written, e.g. Do you not like, liking Insta posts?"

❑ Do your questions actually elicit the information that you want?

e.g. What do you like about Facebook? Answer = 'nothing'. (Is that going to help you?)

❑ Keep it simple, limit the questions and avoid questions that will elicit similar answers.

❑ Give people the right amount of time and plenty of space to write their responses.

❑ Be sensitive about personal information - some things are better asked verbally, others in writing, and some not at all.

Image: Zoonar RF/ Zoonar/Thinkstock

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

❑ Collate data using a blank survey and note and tally the number of similar responses. e-versions often do the hard work of collation for you!

❑ Look at the responses for each question and report significant patterns.

Only report information that is most relevant and which has a clear pattern.

e.g. You could say that 8 out of 10 people agreed that the Kardashians are overexposed; but you do not need to also report that 1 person had no opinion and 1 person disagreed.

❑ Sometimes it is useful to report degrees...

e.g. 'No respondents agreed strongly with a particular statement, even though the majority (18/20), agreed,'

❑ ...as well as contrasts.

e.g. '45% strongly agreed, yet 43% strongly disagreed.'

❑ When reporting results, use terms to support rounded numbers such as: most, 80%, the majority, 65%, a large percentage, a significant proportion, a minority - and not 64.47%!

1.15 Surveys

Accessing and understanding surveys

Survey results are often communicated via formal written reports. Sometimes this means that the actual survey questions are not incorporated into the report. Instead, the report findings summarise responses in a way that allows you to infer what the questions were.

In order to find examples of survey questions, it is recommended that you search for surveys that are currently open, on topics that interest you. (Once a survey closes, you are no longer able to access the questions.)

Here we will focus on examples of surveys that relate to issues of interest to young people. **Government** and **charitable organisations** often consult with or survey youth on issues that affect or concern them. This happens at national, state and local levels.

Government agencies such as the **Australian Bureau of Statistics** collect information from the Census as well as other surveys.

Data is broken down into national, state and regional information. It covers areas such as age and engagement in education and employment, community engagement, and many more areas.

Charities such as Plan International and Mission Australia also collect information on the needs and opinions of young people, especially those at risk.

Local councils may seek youth opinion to help guide their policy-making and service provision.

> **Uncommon knowledge**
>
> Many local councils and shires have Youth Ambassadors whose role is to represent the views of youth in their area. These roles develop leadership skills; and give young people a real voice in what is going on around them. They are also often paid.
> Local councils and shires also have engagement events that help equip participants with information and action skills in particular areas - for example, climate summits. Check out opportunities by searching your local council website.

1E   Accessing and understanding surveys

Access some information posted on the survey and answer the following questions. **Mission Australia Youth Survey – Annual Youth Survey 2022**
https://www.missionaustralia.com.au and then search for the survey.

a. What is Mission Australia?

b. What year was the last report written? How often is the survey conducted?

c. Who are the respondents? What ages does the survey target?

d. What is the purpose of the survey?

e. According to the CEO's message, what timeframe was the latest survey open for?

f. Work in pairs or small groups to devise possible questions based on the reported information.
e.g. Regarding the finding (p.11) that many young people did not seek professional help for mental health issues, you might devise a multiple choice question such as, "How likely are you to seek professional help when you meet mental health challenges?" Very likely, somewhat likely, unlikely, extremely unlikely.
(You can also check out the 'survey design and changes' section at the beginning of the report for more guidance.)

f. The report uses some open questions. Which areas do these relate to; and why did the surveyors make these questions open?

Local government: Kalamunda Youth Plan

https://www.kalamunda.wa.gov.au/community/community-support/youth/youth-plan

a. Skim and scan this report for areas of interest, e.g. the recreational interests of the respondents, and note down the main findings.

b. Choose the 3 most interesting findings and explain why they attract your interest.

c. Look at pages 40-41 for the survey questions. What do you notice about the way the questions are sequenced and the language that is used? Make a list of content and language features. Compare with another student, and then with the class.

Social media use patterns - Survey

Now look at the following short survey, **Social media use patterns**. Comment on how successful you think it might be.

a. What do you think the writer wants to find out?

b. Comment on the types of questions used, and the sequence of the questions.

c. Do you think that there are any missing questions? If so, what would they be?

d. Explain how the purpose of the survey may be different, depending on the role of the creator. Add two extra questions:

  1. If the survey creator is a student

  2. If the creator is a teacher.

f. Look at questions 1 and 2. 8% of respondents to question 1 admitted to accessing social media hourly, several times an hour or constantly. However, no respondent admitted to accessing social media during class time. Suggest reasons to explain this contradiction.

---

1. How often on average do you check social media in a day?
  ❑ 1-5 times
  ❑ 6-10 times
  ❑ Hourly
  ❑ Several times an hour
  ❑ Constantly

2. What times of day or night are you active on social media?
  ❑ Before and after school
  ❑ During school
  ❑ During class time
  ❑ During meals
  ❑ Overnight

3. What do you mostly use social media for?
  ❑ To keep in touch with friends
  ❑ To broaden my social network
  ❑ For educational purposes
  ❑ For entertainment
  ❑ Other

4. How reliable do you think social media is?
  ❑ Very reliable
  ❑ Quite reliable
  ❑ Unreliable
  ❑ Very unreliable

5. What language do you usually use to communicate on social media?
  ❑ English (my first language)
  ❑ English (my second or other language)
  ❑ My first language (not English)
  ❑ Other

6. List 3 of the best things about social media.

7. List 3 of the worst things about social media.

1.17 Creating and Using Surveys

Planning your survey

Before you start designing your questions, you need to have a clear **purpose** in mind.

In one sentence state what your overall goal is in relation to the following.

- ✓ To find out...
- ✓ To determine...
- ✓ To discover to what extent/ why/ for what reasons...
- ✓ To measure the feelings towards...

You also need to consider:

- ⇨ How you will design your questions to achieve your goal.
- ⇨ How many responses you will need, so that you get meaningful information.
- ⇨ What type of survey you should use; hard-copy or digital?
- ⇨ How many questions will respondents tolerate?
- ⇨ How will you phrase questions so as not to be ambiguous or confusing?

Consider your survey about <u>types of informational texts that other students in your school/ learning environment are commonly accessing and using</u>. Apart from collecting information on the subject areas of respondents and text types accessed, is there any other basic information needed?

Are the gender, year level or age and other **demographic** characteristics of your respondents relevant? Collecting this information can help you to avoid interpreting results from a **skewed** sample.

Avoid pitfalls

If using **multiple choice** questions, make sure that you don't get too many fence-sitters. This is especially relevant in online surveys where respondents might just 'click down the middle'. You can do this by avoiding terms such as 'neutral' as a possible response.

e.g. "How do you feel about the return of Poly waffles?"

'90% of respondents said they felt neutral. Interesting! This could be because...'

In reality, this is not very informative at all as you end up with a lot of unusable information that doesn't tell you anything.

You don't want too many 'neutrals'.

So you could simply eliminate that option.
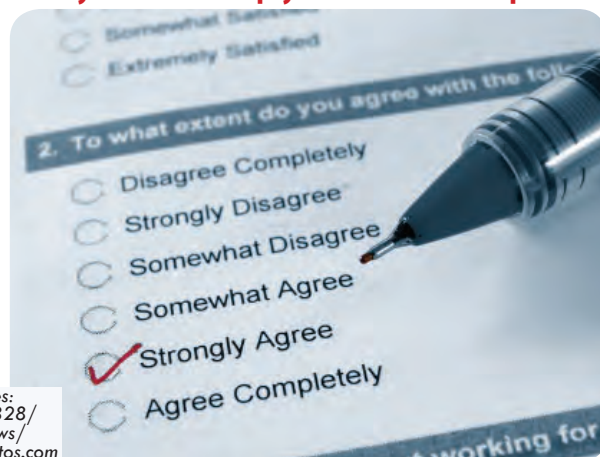
Images: yeexin0328/ zimmytws/ Depositphotos.com

Creating questions   1F

Consider your survey on the type of informational texts that students access.

1. Write one **closed** question.

2. Write one **open** question.

3. Write one **multiple choice** question.

4. Write one question relating to **frequency** of activity.

5. Write one question that uses a **sliding scale** or **continuum**.

6. Predict the likely answers to these questions. Get your teacher to check them over.

7. Start drafting questions here. Note: Do not design questions straight into a survey app. You need to get them right and refine them, before you create your final survey.

Applied

Why not get radical and consider interviewing people face-to-face? What literacy skills do you think you would need to apply to face-to-face surveying? Try it now with your classmates.

1.19 Creating and Using Surveys

How to talk about survey results

The people who fill in your survey are called **respondents**.

You only know the answers that respondents have given to the questions you asked them.

As a result, not all the responses will be interesting (i.e. not all your questions will have been successful in getting meaningful responses). That happens!

So choose to report on only those that:

⇨ back up a proposition or an argument

⇨ refute a proposition or an argument

⇨ are relevant and add something to your field of research.

Taking it further - Analysis

When you create and conduct a survey you need to **analyse** the results so that you can create an **informative** report. This means that you need to **drill-down** into each response and ask yourself, "What else could the responses mean?"

For example, if you asked students when they were on social media, and 50% admitted to being on it during classes, during meal times and overnight, what speculations and/or conclusions could you make?

You might wonder how this use of social media might be impacting their learning and their health. Or, you might conclude that half of all students are fabulous at multi-tasking! These are two widely varying **conclusions**. What you choose to report is influenced by your **stance**, **perspective** and **bias**.

If you want to remain **neutral** you might report both conclusions. But if you want to make or emphasise a point to **support** or **refute** an **argument**, then you might only choose to include the analysis that supports your conclusion.

Of course, you still must report all the results - whether you personally agree or disagree with them. But be careful about only making conclusions in a **biased** way. This is why many surveys, like other informational texts, are inherently biased.

For example, Minnie did a quick survey of her TikTok followers on whether young people should be able to get their driver's licence at 16 as in the US.

Naturally, she got a 97% agreement response. No surprises there!

You should also be aware that if you are presenting your conclusions to an audience, then an audience member might make a totally opposite, and very valid conclusion, than you.

So, you have to be ready for that eventuality to happen as well.
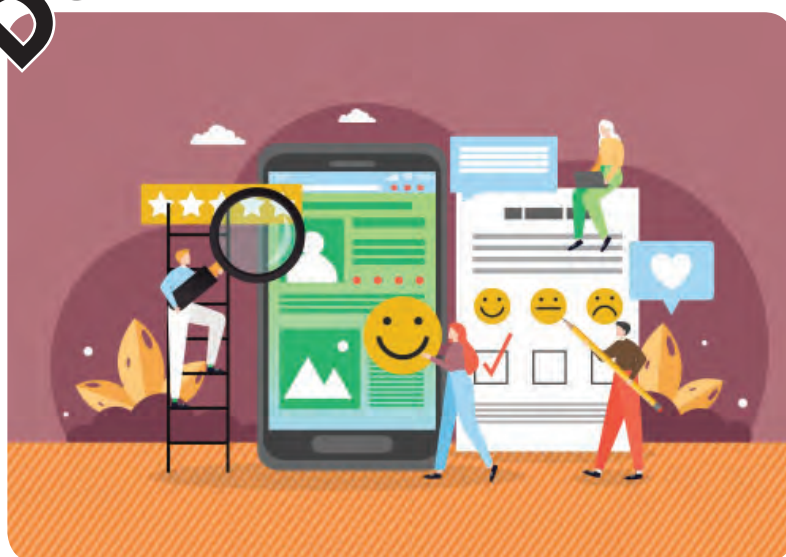
Image: skypistudio/ Depositphotos.com

Taking it further - Exploring

When you are drafting the report from your survey results, you need to create a sentence or two to explain, or back-up, or question, the statistics.

For example, in the scenario about social media use, if only 3% of students admitted to using social media in class, during meal times and overnight, you might wonder about the accuracy of this self-reporting.

This certainly does not reflect what we would expect the results to be, based on our common knowledge about social media use generally.

So, what reasons might the students have to **understate** their social media usage?

Are they **unwilling** to **admit** to being active on social media overnight?

Is your sample **skewed** towards light users of social media - or heavy sleepers?

Now this time, think of some examples of students overstating or understating the kind of texts they have accessed, and possible reasons for doing so.

For example, one respondent who is a STEM student, claimed to read anatomy and physiology texts for leisure!

Really? On the surface that seems unlikely. But maybe that is the case? Anyway, it's a good 'colour' example to brighten up your survey reporting.

So a good tip is to use terms such as may/ could/ might, speculate about what your statistics could mean.

How to say it

Now is the time to make sure you are across the correct terminology and language of surveys so that you can create quality information to communicate your survey findings.

When reporting the results, you should directly or indirectly mention the question they were responding to.

You should also communicate the percentage or proportion of responses. You should strongly consider making a general summary statement to explain the response outcome.

For example: The majority of respondents (83%) agreed with the statement, 'Stress is the single most important factor facing senior students'.

This might be because students have varied ideas about the meaning of the word stress, and because they have experienced different types of stress.

Useful terms and phrases

A...
⇨ large/ small/ significant/ notable
⇨ majority/ minority/ number/ proportion

...agreed/ disagreed/ that/ with/ expressed that

This may...
⇨ indicate
⇨ suggest

This...
⇨ supports
⇨ opposes
⇨ is surprising because...
⇨ is evidence that...

25% of respondents...
⇨ disagree
⇨ agree

...with the statement

In response to the question...
⇨ most respondents replied
⇨ few respondents were in favour

Only 3% of respondents...
⇨ answered 'yes'
⇨ answered 'no'
⇨ were not committed.

1.21 Creating and Using Surveys

Survey continuum/Rating scales

Rating scales are a useful survey tool for assessing levels of agreement, satisfaction levels or even workplace performance.

Rating scales make use of a continuum to indicate levels. You have probably been exposed to rating scales yourself as part of a **quality feedback survey** process. And you yourself might actually have had your performance ranked by someone using rating scales.

1. So how useful do you feel rating scales are?

not at all useful	rarely useful	sometimes useful	quite useful	very useful

2. Or perhaps we should ask you, what level of importance do you think managers place on rating scales?

very low	low	moderate	high	very high
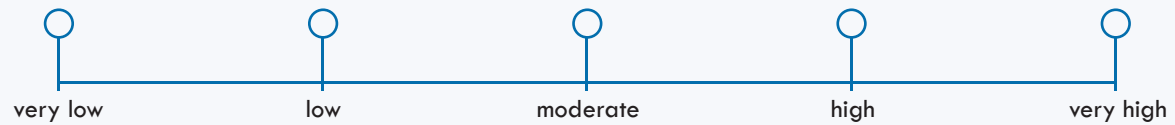
3. Or it might be more appropriate to ask you to reflect on how important it is for you to get timely feedback from your employer.

strongly disagree	disagree	neutral	agree	strongly agree

4. But what about if we asked you to estimate a score out of 5 (highest) that clients or customers would give you based on your service levels?

1 (lowest)	2	3	4	5 (highest)

5. But what if you had to rank rating scales in order of preference?

I most prefer a rating scale that:	Rank 1-6
Uses a number scale from 1 to 5.	
Uses language such as poor through to excellent.	
Uses ratings related to the degree of usefulness.	
Focuses on my level of agreement with the statement.	
Asks me to rank different items in order of preference.	
Requires me to assign a score or level of performance.	

Image: ymgerman/ Depositphotos.com

Assign a score from 1 (lowest) to 10 (highest) based on your importance of rating scales in relation to being able to:	Rating
Complete a survey quickly.	
Complete a survey online.	
Calculate average scores.	
Identify areas of strengths.	
Identify areas needed for improvement.	
Provide honest and timely feedback.	
Being able to add responses as examples.	

In groups, discuss **different ways that** you could **express** the following.

a. 51% of people said they used social media overnight.

b. 90% said they check their social media more than 6 times an hour.

c. People used social media for educational purposes 15% of the time.

d. 26% of people said they were mildly addicted to social media, 20% said they were strongly addicted to social media, the rest said they weren't addicted to social media.

e. 53% of all respondents circled 'agreed' for 'social media putting pressure on young people'. 23% strongly agreed. 10% strongly disagreed, 14% disagreed.

f. When asked about TikTok advice, 39% selected quite useful, and 52% selected very useful.

Applied

The statistics above are all made up. But what might be the responses of your class to these questions? Why not have a class survey and find out?

1.23 Informational Texts

Newspapers

Newspapers report current and breaking events. In the olden days, they were an essential way of knowing what was going on in the world, in your country, in your city or in your town.

These days we tend to access news that has been aggregated by various platforms, or syphoned through social media accounts.

This is convenient, but it skews our view of the world. You already know how social media pushes content that is similar to that which you have seen before, narrowing the world-view being presented. It can lead to an **echo chamber**.

A quality **masthead** will present unbiased news reporting based on research. But there's a catch. As fewer readers access news via newspapers (and this includes digital or hard-copy versions), and as more readers expect to access content free of charge, less investment is made by newspapers into employing, or even paying journalists.

This means that the quality of news reporting decreases. Journalists no longer have time to research stories as thoroughly.

There are fewer opportunities for writers and freelancers to be paid for their work and to obtain employment in news media.

The amount of editorial staff has been reduced. The result is that content and copy are not being checked anywhere near as much.

This can lead to inaccurate reporting, and even more examples of biased, personal reporting.

Although traditional newspapers are in decline, these news sources should not necessarily be dismissed as prehistoric relics.

Sometimes the only way to get accurate information is directly from the source, i.e. the person or news source that wrote the copy in the first place.

The more '**diluted**' that the information gets through **reposting**, then the less 'big picture' **context** readers understand.

And that's how **misinformation** starts to spread.

> **Uncommon knowledge**
>
> The proportion of readers accessing newspapers has decreased significantly as people turn more and more towards getting their news through social media and online portals.
>
> However, this stripped-down 'free news' has to come from somewhere. The online digital content hosts might be happy to (re-)post the news (to attract clicks and therefore ad revenue). But they are rarely writing the copy.
>
> The heavy lifting still falls mainly to traditional news media enterprises including newspapers, broadcast radio and TV, the ABC, and other news outlets that spend millions paying their staff to investigate report, and write the news. Yet they get little back in return when their stories re-presented as free content online.
>
> Is that fair? And what did the Australian government do about this in 2021?

Image: everett225/ Depositphotos.com

There is a lot of information in newspapers. Let's check out some of the sections.

1. **Match** the **section title** with its likely **content**.

	Section	Content	
1	**News**	Advice and responses to readers' employment issues; and job ads.	
2	**Front page**	A bit of fun and light engagement.	
3	**Sport**	Notifications of a person's death and funeral details.	
4	**Health and wellbeing**	Issues of wide interest to society.	
5	**Real estate**	Macro (the state of the country's or global economy); or micro (personal finances); as well as the sharemarket.	
6	**Politics**	The outlook for the next seven days.	
7	**Arts and entertainment**	The key story of the day.	
8	**Death notices**	Places to go, holiday deals, reviews.	
9	**Quizzes/ Comics, etc.**	Details of sporting competitions and events, people, teams and their injuries, achievements and failures.	
10	**Weather**	These pay for the newspaper. No ads = no news.	
11	**Business/ finance**	Written by the editor, giving an opinion on an issue of public interest or debate (not neutral).	
12	**Fashion**	People's responses to stories in the news.	
13	**Social issues**	Stories of global significance.	
14	**Editorial**	What houses, dwellings and land are available for sale?	
15	**Food**	What is happening in politics at the state or national level?	
16	**Opinion**	Movies, music, live theatre, festivals, tours and more.	
17	**World news**	Recipes, reviews and insights.	
18	**Letters**	Articles and advice about lifestyle, exercise, health and medical.	
19	**Advertise- ments**	An article from a writer who holds a strong view on an issue.	
20	**Careers**	What's hot and what's not.	
21	**Classifieds**	Items for sale.	
22	**Travel**	All the current stories and reports about what is happening.	

2. Number or list these **sections** in the **order** you think they might be **sequenced** in most newspapers.

1.25 Informational Texts

1I   Unpacking a newspaper

Part A: Down and dirty

Have you ever seen a hard copy newspaper? Have you ever read a hard copy newspaper? Has your teacher? Take the challenge!

Investigation - Extra, extra, read all about it!

Try reading a hard copy newspaper.

Step 1 - Hold the newspaper and smell it. Touch the print and feel the ink on the paper. Look at the layout. Turn the pages. Yes - it's a tactile experience!

Step 2 - Wash your hands!

1. Read through a whole hardcopy newspaper. You might do this in small groups. You don't have to read the whole thing but look at each page in order.

2. But why? Because it is only by doing this that you get the full **context** of the news. Notice the order of the sections and the length of the articles.

3. Check out the **headlines** and see if any grab your attention.

4. Look at the articles and stories for by-lines, opinion pieces and articles sourced from elsewhere. What about copy that has no author? What does that mean?

5. Look at the **images** and the **sources** of these.

6. Look at where the **ads** are **placed** and if they 'match' the **content** on the pages, or are more random.

7. What about **cartoons**? Are these used to tell a story in a different way?

8. Are there any stories about **vocational** or community **situations** related to you?

Notes

Part B: Newspaper scavenger hunt

Your teacher might set you some specific **questions** about things to **search for** based on **current events**. If so, work in small teams - the first team to finish with all the information is the winner.

If not, search the paper and answer these general questions.

1. What is the main headline? Predict what it is about. What are the other lead stories?

2. Where does the first advertisement come? Can you explain why?

3. List three topics in the 'News' section.

4. Choose a headline from the 'World News' section that sounds intriguing.

5. What aspects of 'business' are covered in the Business section?

6. Briefly say what the editorial is about.

7. What kind of articles are in the arts/entertainment/culture section?

8. What's on free-to-air TV tonight - is *Vera* or *Gordon Ramsay*? Anything interest you?

9. Are there any weather warnings? What should you wear tomorrow?

10. What is the biggest sports story? Is it in the sports section, or somewhere else?

Extension 1

Challenge: Watch an entire **television news program**.

Note down the following.

1. The channel, date & time, duration and newsreader(s) and presenters.

2. The number of news stories and their length.

3. How many feature good and bad news?

4. Do you think that any story is an advertisement in disguise?

5. For commercial TV, are there any commercials that were 'related' to the stories?

6. What proportion of stories are local, national and international?

7. What was the feel-good story of the bulletin?

8. Was there anything in the news that was hard to follow or understand? Explain.

9. How did you feel after watching the entire bulletin?

Extension 2

Listen to a **radio news bulletin** and take notes under these headings. You might need to listen more than once.

Story/topic	Who?	What?	Where?	Key words

1.27 Informational Texts

Film, video and series documentaries

Documentaries are another form of informational text. **Documentaries** often deal with contentious issues, historical events, or present a different perspective from the accepted norm. Documentaries can include **statistical** information as well as expert opinion via 'relaxed' **interviews**. Most quality documentaries give a variety of points of view to build up a nuanced understanding of the topic.

Documentaries might use a range of visual and **story-telling techniques** to get their messages across. They might use **re-enactments**, real **footage**, **animations**, **sound** and **music**. They may also use game-like animations and music, or traditional talking to camera.

Some of the best documentaries are Australian-made and offer a unique local voice to issues and situations - including those made by First Nations filmmakers.

Documentaries

The Australian Wars - Rachel Perkins, an acclaimed Arrernte and Kalkadoon filmmaker, challenges the myth that First Nations Australians did not resist colonisation.

Mirror, Mirror - Featuring the t-shirt wearing panellist on ABC's *Gruen* and former ad-man, Todd Sampson. It offers quite a confronting investigation of some of the darker aspects of social media. It is much better than the US *The Social Dilemma*, which was already dated by the time it was released.

War on Waste - In 2017 & 2018 Craig Reucassel, of *The Chaser* fame, made two series of this highly informative and prescient investigation into how Australians deal with (or don't deal with) waste, consumption and recycling. A new series emerged in 2023.

Palazzo de Cozzo - 2021, directed by Madeleine Martiniello, is a loving look into the rise of the Italian migrant furniture seller and local celebrity, Franco Cozzo.

Lighter information-style programs and series can be considered to be quasi-documentaries, with some making effective use of reality-style formats.

Will Anderson's ongoing TV series *Gruen* (about advertising), *Aussie Inventions that Changed the World*, the series *Love on the Spectrum* and *Employable Me,* the SBS reality-style series *Go Back to Where You Came From*, *Filthy Rich and Homeless* and *Struggle Street*, and *Back in Time* series featuring Annabel Crabb, are some of the more commendable, enjoyable - and at times - challenging programs.

On the world stage, the most famous documentary series created is the English-made *Up* series, starting as *Seven-Up* in 1964, and then revisiting the participants every 7 years to chronicle their life journeys.

Almost anything made by, or for, David Attenborough, the world-renowned and highly respected naturalist and environmentalist, is well recommended. Morgan Spurlock's 2004, *Supersize Me* still holds up today. It's not only celebrated for the filmmaker's novel approach to handling the subject matter of McDonald's, but also for returning more than $US22million on a budget of less than $US100K.

Of course, there are many documentaries, films and series on sport, war, crime, nature and the environment, commercial exploitation, famous people and health.

Note: *MAFS* is not a documentary, nor is *The Block*. And although many viewers overseas might think that *Housos* is a documentary, luckily, it isn't.

Image: dlpn/ Depositphotos.com

Watch some **documentaries** as a class or for homework.

Assess how **successful** they are in conveying their information, using the following **categories**. Add other categories that you can think of, that were relevant to the style or topic of the documentary.

1. Title, maker, year, format.

2. How would you rate the topic for interest or appeal? 1 (dull) - 10 (very interesting). Briefly explain why.

3. Describe some of the ways the information was presented. Comment on:

   a. use of interviews

   b. use, quality and appropriateness of re-enactments

   c. use of statistics

   d. use of digital material, graphics and animations

   e. use and accuracy of stock footage

   f. use of a narrator or presenter.

4. Comment on the overall visual appeal.

5. How were events handled - presented as chronological or non-linear?

6. How were sound and music used to create atmosphere and emotion?

7. How persuasive was the content? Why?

8. Describe the kind of language used.

9. How novel or new was the content?

10. Was the length appropriate for the content, or was there repetition?

11. What did you learn?

12. How did the documentary make you feel?

13. Were there any aspects that could be improved?

Extension

Make a pitch to the class, based on a good doco you have seen. Tell them why they should consider watching it, what they might get out of it, and its strengths as an informational text

1.29 Factsheets and FAQs

Factsheet

A factsheet is a concise **summary** document that presents **key information** about a particular topic, product, or service. Factsheets can also include visual, statistical or image-based information.

A factsheet is an efficient way to communicate information because it can be **hosted** on an organisation's or business's **website**. Information can be presented and printed in a **concise** one or two-page format, or attached to **emails** in the form of a **PDF**. Factsheets save time because they give frequently requested or essential information to people without having to customise information for individual clients.

Hosting factsheets on a website means they are '**self-serve**' and look after themselves, as long as they are **updated** to reflect ongoing changes. Some examples of common types of factsheets include:

⇨ patient information about medical conditions, procedures or after-care instructions

⇨ information on how to maintain or maximise the use of a product

⇨ information on how to choose a product or service

⇨ information on troubleshooting a device

⇨ information about TAFE and training courses

⇨ information on a social or community issue

FAQs

A FAQ (Frequently Asked Questions) is a document or web page that provides answers to common questions or issues about a particular topic, product, or service.

FAQs save time by not having to answer the same questions over and over again.

We can also consider those somewhat frustrating, and not always useful, pop-up **chat-helpers** as a type of digital FAQ.

Image: Dragonimages/ iStock/ Thinkstock

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

Factsheet and FAQs dos

✓ Deal with only one topic, or a series of simple related issues, per factsheet.

✓ Keep information simple, clear and uncluttered.

✓ Don't have too many answers in a FAQ. Otherwise, readers will never get through them all.

✓ For FAQs, move from common general Q and A's, to more specific ones further down.

✓ Clearly title your factsheet so clients can easily find the correct one. Check titles against content to make sure they match.

✓ Consider colour-coding related topics.

✓ Consider cross-referencing your factsheets and FAQs (i.e. If you mention a term in one sheet, or the topics are related, include a 'See also' box or a hotlink.)

✓ Include diagrams and images if they are helpful and simple.

✓ Update regularly to allow for information/ product/service changes. Remove and archive old sheets.

✓ Consider availability in different languages if required.

✓ Have some hard copies available for clients who may not be able to access them digitally.

Factsheet and FAQs don'ts

✓ Don't include too much information in a factsheet. Making your clients confused negates the reason for having factsheets.

✓ Don't try to cover multiple topics or cross over too many topics.

✓ Don't assume that because you think the factsheet is clear, that it will be clear to all people.

✓ Don't forget to cull old or superseded factsheets.

✓ Don't use a format or font that is too hard to decipher, or too small to read, when printed.

✓ Don't have outdated contact information or old weblinks.

Factsheets and FAQs   1K

1. Consider and discuss **this** simple **factsheet** about a very important topic. Then **evaluate** the factsheet by completing the **table** in your **work folios**.

Young Drivers and Risk

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

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

The most common kind of accid~~ents~~ are:

Car accidents

Bingles

Back-enders

   Ways to avoid vehicle accidents

- Don't drive
- Avoid distraction - never use devices while driving
- Avo~~id~~ ~~dist~~raction - avoid eating or ~~smoking~~ while driving
- ~~Avoid~~ distraction - limi~~t~~ ~~pas~~sengers for ~~th~~e first year ~~of~~ driving

See al~~so~~

Ho~~w~~ ~~ge~~t your learners'

C~~osts~~ associated with running a car

~~th~~e Saf~~ety~~

Car Ex~~pense~~

Y~~our~~ road and the law

Logg~~in~~g your hours - template

Who do you th~~ink th~~is factsheet is aimed at?	
Does it suit the target audience? Why/why not? Which audience might it suit?	
What are the good points about this factsheet?	What are the bad points about this factsheet?

2. Consider the advice on pp.30-1 and do some online research to produce a better factsheet on this topic. Address the issues you identified in the table above.

3. Will you use visuals? If so why, and which type? How will you source these?

4. What other things do you need to consider to make your factsheet more effective?

5. Start drafting your factsheet in your work folios.

1.31 Reports

Reports

A report is a clear and concise form of writing for a target audience that is based on research, investigation, analysis and action. Reports can be brief and handle one aspect of an issue, or be comprehensive and complex.

In reports, the information is thoroughly researched. This means that it is based on the experience and observations of the writer, as well as having underlying factual evidence to back up its findings. This evidence is often data-based or statistical in nature, and might be collected from surveys as well as observational data.

There are different kinds of reports depending on the **type of information** being reported, the **purpose** of the report, and the **audience** for whom the report is being created.

Reports are used extensively in vocational situations. Workers have to report to their managers. Managers report to their senior managers, and back down to their workers. Businesses create financial reports to review their performance. Public companies have to create annual reports for their shareholders. Government departments and agencies have to generate many reports about social and economic issues.

Reports are also used to find out, analyse and communicate specific work-related information such as a marketing report, a sales report, a workplace safety report, an environmental sustainability report, and even a social responsibility report.

Then there are other reports that we rely on in life including a news report, a weather report, an incident report, a traffic report, a medical report and even a performance report (such as your school report). Reports generally follow consistent **guidelines**.

- ✓ Reports are written in a **formal tone**.
- ✓ Reports follow a clear **step-by-step structure**.
- ✓ Reports usually combine **text**, **numerical information** (including tables, graphs and charts) and **images**.
- ✓ Reports provide an **overview** of what has happened or what is being investigated.
- ✓ Reports discuss the **detail** of the key information in a **neutral tone**.
- ✓ Reports will offer some type of **evaluation**, **recommendation** or **conclusion**.

Types of Reports

Investigative

Business

Scientific

Medical

Progress

Informational

Government

Performance

Financial

Technical

Environmental

Review

REPORT

Image: photoraidz/Depositphotos.com

Planning a Report: 6-Steps

1. Identify and plan your objectives.

(What am I aiming or trying to do?)

2. Follow a report-writing format and structure.

(Which format should I use?)

3. Undertake appropriate fact-based research.

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

4. Target the information to suit the audience.

(How will I prepare my information?)

5. Prepare the report.

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

6. Make appropriate recommendations.

(What will I conclude and suggest?)

Image: moodboard
moodboard/Thinkstock

Who wrote what?   1L

Match these authors with the most likely reports below.

- Environmental Protection Authority
- Meri-bek City Council
- Melbourne City Council
- National Centre for Vocational Education Research
- National Ice Taskforce
- The Productivity Commission
- School of Public Health, University of Sydney
- Super Cheap Chicken Farming Inc.

Author	Report
	An environmental issue under investigation: 'A report into the effects of land-clearing on indigenous fauna.'
	A scientific issue under investigation: 'A report into the impact of wind farms on peoples' health.'
	A local issue: 'A report into removing car parking from parts of Sydney Road.'
	A structural issue: 'A report into funding cuts for Australian Apprenticeships.'
	A topical issue: 'A report into interventions in the 'ice epidemic.'
	A business report: 'A report into models for merging the IT and the R&D departments.'
	Proposed changes to government policy: 'A report into the expansion of bicycle lanes in Melbourne's CBD.'
	An economic or workplace issue under investigation: 'A report into the effects of removing penalty rates for hospitality workers.'

1.33 Reports

Sections of a report

All reports have specific sections that are marked by **headings** and **subheadings**. This helps the reader to navigate through to the relevant sections. When reading or writing a report, it is important that you understand the main **section formats** that most reports use. Understanding the parts of a basic **report structure** will help you navigate through the information as a reader, or help you construct your own report as a writer.

Formal Report - Sections

1. Title page
⇨ Gives the title of the report, name of author(s), who the report is written for, and the date(s).

2. Table of contents
⇨ Shows section headings.
⇨ May use a numbering system of 1, a, i.

3. (Executive) summary
⇨ A brief summary of all the information and findings made in the report.
⇨ It should be able to be read on its own and cover all of the main points including the recommendations.
⇨ If you are giving an oral or multimedia report, this is what you would concentrate on communicating to your audience.

4. Introduction
⇨ Explains reasons for the report and how the information was collected; or how the activity was done.
⇨ It also includes background information and the aims of the report.
⇨ It also defines key terms or any special language used in the report.

5. Discussion
⇨ The main body and content of the report.
⇨ It describes and explains the information, data and findings of the report.
⇨ Uses headings and subheadings that match section 2.

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

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

8. Appendices/ References/ Bibliography
⇨ Appendices include any tables of data, samples of surveys and other detailed information that is too lengthy to be in the discussion.
⇨ The report should also include any references to research material, and credit images, etc. used in preparing the report.

Comparing information 1M

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

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

Investigation

Your teacher might unpack a report with you that is relevant for people your age, or one that deals with work-related issues, or a report from a local community group.

An example might be the annual impact report of the not-for-profit employment rights legal centre, **JobWatch**. JobWatch, headed by Zana Bytheway, helps people deal with common work-related issues and worker rights.

https://jobwatch.org.au/wp-content/uploads/2022_JobWatch-Impact-Report.pdf

1. Summarise the main information using the skills of annotation.

2. Extract key information, and cite and reference these correctly.

3. Describe some of the achievements using statistical information.

4. Find and summarise any other information that you feel is important.

5. Evaluate the quality of the report in relation to how key information is presented, explained and communicated to readers and viewers.

6. What did you learn?

7. What reporting skills could you apply to a report that you might need to create?

1.35 Reports

1N Report writing

Read the model report <u>A Report into Technology Use and its Effects on Adolescents and Young Adults</u> on p.37 and fill in the missing information.

Table of Contents

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

Executive Summary

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

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

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

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

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

Secondly was the perceived educational effects of persistently high levels of technology use. These included poor concentration and lack of engagement in class work. It was also found that some basic learning skills were not being developed, notably spelling, calculation and critical thinking.

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

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

It is recommended that an education campaign be initiated to inform the target group and their parents of the risks associated with inappropriate and excessive technology use. Communication with the target group will be via a school curriculum pack, television advertising and direct online messages. It is further recommended that males in this age group be particularly targeted since specific online behaviours were linked to them.

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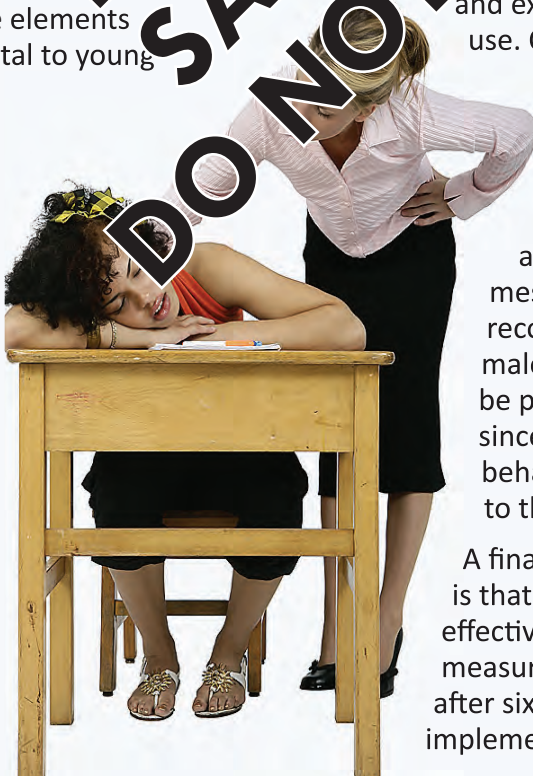
1.37 Applied Literacy Skills

Bibliographies

A bibliography is an academic convention used in universities, media, businesses and in any publication where other people's ideas are cited. When you do any work - either written or spoken - that is based on research, you must provide an alphabetical list of the sources that you used. This lets people know where you got your information from and allows them to check the sources for themselves. Being a convention, there are strict rules about how the bibliography should look. Different institutions may have their own version of bibliographic style, so follow their guidelines carefully.

Book (& ebook)

A bibliographic entry for a book looks like this:

Blodwyn, T. 2022. *A Yowl in the Night*. Brunswick: Tortie Press.

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

Book (& ebook) entry

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

Print newspaper

A bibliographic entry for a newspaper article looks like this:

Squareyes, G.J. 2021. "Give me more reality TV". The Viewer. 27/12, p6.

Again, notice all the punctuation. Sometimes there is no author given for a newspaper article. Then you just give all the information starting with the title and placing the year after the title.

"Give me more Reality TV." The Viewer. 27/12/22, p6.

Newspaper/journal entry

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

Online newspaper

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

Squareeyes, G.J. "Give me more reality TV". The Viewer. 27/12/22, p6. p8. Accessed April 7, 2023 http://(...insert the exact URL of the link)

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

And again, if there is no author then...

"Give me more reality TV". The Viewer. 27/12/22, p6. p8. Accessed April 7, 2023. http://(...insert the exact URL of the link)

Online newspaper/journal entry

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

Website

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

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

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

Toupe, T. 2022. "Wigs and Wigsters". Accessed November 15, 2023. http://www.hirsutie.org.au/wigorama/baldie-chops.html

Web entry

1. Name of individual author or organisation.
2. Date of publication.
3. Title of article, if there is one.
4. Name of publication, underlined (if relevant).
5. Date you accessed the information.
6. Website details, underlined.

Reports

A bibliographic entry for a person(s) as author; and accessed online.

Jones, H. (2023). *Trends in Work*. Institute for Work Studies. https://www.worktrends.org.au/ publications/reports/271.html

* 1b. The entry for an organisation as author;

Institute for Work Studies. (2023). *Trends in Work*. https://www.worktrends. org.au/publications/reports/271.ht...

eBooks and PDFs entry

1. The author's surname is first, then initials. If more than one author, write first author's name & initials, a comma, and then name and initial of the second author.
1b. If the author is an organisation, then name it first. *
2. Year of publication.
3. The title of the report in ita...
4. The publisher/organisation (already done for 1b).
5. If accessed online; website details underlined.

Streamed media such as YouTube

A bibliographic entry for a streamed media looks like this:

Unreal Newz. 2023. "Australia's loudest whingers". YouTube video, posted February 28, 2023. Accessed May 25, 2023 http://(...insert the exact U... o... the link)

Streamed media

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

Avoiding plagiarism   10

Prepare **bibliographic entries** for:

❑ an **article** from **the print newspaper** you accessed in activity 1I.

❑ a piece of information from the employment rights not-for-profit agency, **JobWatch**, from one of their current <u>news</u> articles or <u>media releases</u>. **https://jobwatch.org.au/**

❑ an **online tutorial** or instructional **video** you have recently accessed

❑ a most-excellent piece of advice from this book.

1.39 Applied Literacy Skills

Other people's words

We all have specific points of view on issues. It's one of the things that defines who we are. It is important to be able to articulate your point of view and to accurately understand and report on someone else's. **Quotes** are used when we want to repeat exactly, the words that someone has written or spoken. We do this for a number of reasons including:

⇨ they say something in a special way that we couldn't say better, "Shall I compare thee to a summer's day?", or

⇨ because we want to be completely accurate in reporting what they said. 'Did you say', "There is absolutely no internet connection in this school?"

Quoted speech

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

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

⇨ "We will make contact with species on other planets but will never understand their responses."

If you are **quoting** someone **directly** you must use the **exact words**. You also have to **attribute** the quote by **naming** the person. However, if you **change** anything at all about the words you must do the following:

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

⇨ "We will make contact with other plan…"

Notice that the sentence still makes sense.

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

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

iii. Of course, you must also include the **speaker's name outside** the quotation marks.

⇨ Sara Johnstone said, "We will…"

Image: Image Source White//Thinkstock

"Really… never understand their responses. That's sad!"

Reported speech

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

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

You should use reported speech when you want to repeat someone's idea, but the words they used were not suitable or exceptional; or when you want to pass on a message.

e.g. "My Dad said that dinner's up at 7 and don't be late or you won't get any." (Note: A message is being passed on and 'Dad' might have used more colourful language!")

Practical punctuation

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

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

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

Lists

⇨ Use commas between items in a list but not after 'and' - chips, sauce, dips and crackers.

⇨ However, if the list has multi-terms then a final serial comma (or Oxford comma) will help the list to make better sense. "As for sandwiches make tuna, tofu and cheese and lettuce and pickle." So… "For sandwiches make tuna, tofu, and cheese and lettuce and pickle."

⇨ Introduce the subject of your list followed by a colon - Party food: chips, sauce, dips, crackers and soft drinks.

⇨ If your list is numbered, bulleted or written vertically, omit the commas and the 'and'; the full stop goes at the end of the list.

Image: RobertDowner / iStock/Thinkstock

Party food:

✓ chips

✓ sauce

✓ dips

✓ crackers

✓ soft drinks.

There you go, pretty simple really!

Possessives and plurals

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

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

☺ Lulus' luscious lammington's

☺ Lulu's luscious lammingtons

☺ Lulus luscious lammimgtons'

Which is right?

✓ Well Lulu is one person and she owns the business so she needs an apostrophe; and it has to come after her name and before the 's', therefore Lulu's!

✓ Lulu makes more than one lammington so it's plural; but the lammington doesn't own anything, so it doesn't need an apostrophe, therefore lammingtons!

✓ If Lulu went into business with her best friend, Lulu, then she would have to change her sign to Lulus' luscious lammingtons - because there would be plural Lulus who own the luscious lammingtons! (but this is not likely to happen).

✓ But if Lulu went into business with her dad who had the same family name as Lulu then it would be more likely to happen - Lemmons' luscious lammingtons.

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

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

1.41 Assessment

AT1a Accessing and Understanding Informational Texts - Informational texts (for AOS1)

Overview

For this assessment task, you will access examples of **news reports**, **surveys** and **documentaries**. The texts must be related to either a **vocational** context or a **community** context.

Access one example of each of the three informational texts, and complete the following tasks as part of a series of annotations and summaries.

1. Identify the sources of the texts and provide an accurate reference.

2. Annotate the texts, or a section of a longer text, as directed by your teacher.

3. Identify the key words, terms and phrases used in these texts.

4. Analyse how language is used in this type of informational text.

5. Identify and describe the use of any non-text elements.

6. Identify the intended audience, explaining why.

7. Rate the reliability of each text, citing evidence.

Note: For q.4. What are the key features of the language? Analyse use of vocabulary, active/passive voice, level of formality and tone. How do these contribute to the communication? You might use a table to compare.

Vocabulary	Active/ passive voice	Formality	Tone	Effect/impact

News report Requirements & advice	Survey Requirements & advice	Documentary Requirements & advice

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

Name:		Key dates:			UNIT 3 AOS 1 &2
Tasks - AT1a: Accessing/Understanding Informational Texts	**Must Do?**	**Due Date**	**Done**	**Level**	

News report(s):

	Must Do?	Due Date	Done	Level
1. Identify the sources of the text; and reference this.	✓		○	
2. Annotate the text (or a section of a longer text).	✓		○	
3. Identify key words, terms and phrases used in the text.	✓		○	
4. Analyse use of language in this type of informational text.	✓		○	
5. Identify and describe the use of any non-text elements.	✓		○	
6. Identify and explain the intended audience.	✓		○	
7. Using evidence, rate the reliability of the text.	✓		○	

Survey(s):

	Must Do?	Due Date	Done	Level
1. Identify the sources of the text; and reference this.	✓		○	
2. Annotate the text (or a section of a longer text).	✓		○	
3. Identify key words, terms and phrases used in the text.	✓		○	
4. Analyse use of language in this type of informational text.	✓		○	
5. Identify and describe the use of any non-text elements.	✓		○	
6. Identify and explain the intended audience.	✓		○	
7. Using evidence, rate the reliability of the text.	✓		○	

Documentary(ies):

	Must Do?	Due Date	Done	Level
1. Identify the sources of the text; and reference this.	✓		○	
2. Annotate the text (or a section of a longer text).	✓		○	
3. Identify key words, terms and phrases used in the text.	✓		○	
4. Analyse use of language in this type of informational text.	✓		○	
5. Identify and describe the use of any non-text elements.	✓		○	
6. Identify and explain the intended audience.	✓		○	
7. Using evidence, rate the reliability of the text.	✓		○	

Prepare and submit my analyses and annotations.

	Must Do?	Due Date	Done	Level
⇨ **Prepare my final summaries.**	✓		○	
⇨ **Submit my final summaries to my teacher.**	✓		○	
🗣 **Present or report to the class (if required).**	○		○	

Additional information:

Signed: _____   Date: _____

1.43 Assessment

AT1b Creating and Responding to Informational Texts - Informational texts (for AOS2)

Overview

For this assessment task, you are required to conduct a survey research task to gather information about the types of texts that other students in your school/learning environment, are accessing.

In small groups, you will gather and organise this information based on the types or disciplines of subjects that they are studying. (e.g. Science, commerce, arts, humanities, vocational, health and so on - you work these out based on the Year 12 student profile - and possibly Year 11 and Year 10 - at your school).

You will venture outside of the VM Major, so that you can determine the similarities or differences in the patterns of text-access among different discipline cohorts.

In creating and executing your survey, you are required to demonstrate understanding of the information from previous topics in Section 1.

1. Design and draft your survey and survey questions - including closed and open questions.
2. Decide on how you will gather the information.
3. Test your questions on a small sample of your cohort.
4. Make refinements as necessary to create your final survey.
5. Conduct your survey.
6. Compile and organise your results by 'cohort'.
7. Explain the likely reasons for the responses.
8. Prepare a report to communicate the survey results and your conclusions.
9. Make a presentation to the class, explaining what you found out.
10. Have a class discussion on what the surveys revealed - and any differences between the different surveys.
11. Report the overall findings to the survey respondents; and possibly to teachers.

Issues to consider:

Should you collate and organise your results using demographics such as age (or year level) and gender?

If the cohort is very large, will you need to allocate some subject disciplines to particular survey teams?

How will you conduct the survey, 'face-to-face' or digital?

How will you report back to the survey respondents; and/or to teachers?

Other?

Name:	Key dates:	UNIT 3 AOS 2 &1

Tasks - AT1b: Creating/Responding to Informational Texts	Must Do?	Due Date	Done	Level

Stage 1: Creating and conducting the survey

1. Design and draft your survey and questions. ✓

   Include both closed and open questions. ✓

2. Decide on how you will gather the information. ✓

3. Test your questions on a small sample of your cohort. ✓

4. Make refinements as necessary to create your final survey. ✓

5. Conduct your survey professionally and ethically. ✓

Stage 2: Reporting results

6. Compile and organise your results by 'cohort'. ✓

7. Explain the likely reasons for the responses.

8. Draft our report to communicate results and conclusions.

Prepare and submit our report and conclusions.

⇨ Draft and refine our final report and conclusions. ✓

⇨ **Submit our final report to our teacher.** ✓

9. **Present our report to the class.** 🗣 ✓

10. **As a class discuss what the survey's revealed.** 🗣 ✓

11. **Report back to survey respondents.** 🗣 ✓

⇨

⇨ **Uses key elements of written communication.** ✓

⇨ **Uses key elements of oral communication.** ✓

⇨ **Uses key elements of visual communication.** ✓

⇨ **Uses key elements of non-verbal communication.** ✓

⇨ **Present findings to other audience (if required).** 🗣

1.45 Review and Reflection

Review and Reflection

Which Literacy skills did I develop during this unit?

→ _____

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

How have Literacy skills helped to improve my work-related skills?

→ _____

→ _____

→ _____

My performance in developing my Literacy skills this unit was:

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

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

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

Signed: _____ Date: _____

Procedural Texts

<div style="text-align:right">**2**</div>

Activities 2: Procedural Texts	p.	Due date	Done	Comment
LER2 **My Literary Engagement Record**	48-49			
2A **Procedural Texts**	51			
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2.01 Introduction - Procedural Texts

Unit 3 AOS1: Accessing and understanding informational, organisational and procedural texts and **AOS2: Creating and responding to organisational, informational, and procedural texts**

Section 2: Procedural Texts is designed to enable you to access, understand, create and respond to a range of procedural texts of varied types and formats. You should apply your knowledge of procedural texts to vocational and community situations, as well as both to, and from, your VET studies. This section concludes with two assessment tasks.

✓ **AT2a: Accessing and Understanding Procedural Texts -** This involves accessing varied procedural texts, and completing a series of annotations and summaries (mainly for AOS1 and some AOS2).

✓ **AT2b: Creating and Responding to Procedural Texts -** This involves working in a group to develop procedural instructions in different formats, delivering these instructions to an audience; and then refining these based on preferred learning styles. (Mainly for AOS2 and some AOS1).

LER2 Literary Engagement Record of: _____

Describe the main **texts** and **literacy materials you used** and **created** this **unit**.

		1. The main readings accessed were:		
Date	**Text/Reading: Title & author**	**Text type, source & date published**	**Summary/ main point(s)**	**What I most learned from this is:**

LER2: Literary Engagement Record of: _____

	2. The main writings I created were:				
Date	**Topic or theme/ audience**	**Type of writing/ format**	**Summary/ main points**	**Main skills I developed**	**What I most learned from this is:**

	3. The main oral and listening and viewing media communications were:				
Date	**Topic or theme/ audience**	**Type of verbal communication**	**Summary/ main points**	**Main skills I developed**	**What I most learned from this is:**

2.03 Procedural Texts

Procedural texts

Procedural texts deal with **processes** and describe or define ways of doing things such as performing tasks, following protocols and understanding work or study requirements.

They might be written, visual, audio-visual, or communicated orally. Procedural texts might include work **induction**, **safety**, or any other process or system-based **information**.

You might have accessed procedural texts as part of your vocational experiences, VET training or school education. You may well have had to undertake assessment based on this information.

And the world of work is driven by many procedures that are general in nature and apply universally, as well as those that are industry-specific, occupation-specific or even workplace-specific.

Some procedural texts might be situated or posted for easy reference, such as with **safety signs** and **diagrams** that show you how to deal with hazardous material or dangerous equipment.

Other procedural texts might require you to understand and apply a step-by-step process, such as assembling flat-pack furniture, following a recipe, or even dismantling and reassembling a clutch mechanism on a vehicle.

So let's look at some procedural texts that we might be exposed to. or need to access.

Uncommon knowledge

DRSABCD
7 letters that could save a life.
DRSABCD each stand for one of the steps in providing first-aid.
They can be grouped like this.

DR
S
ABC
D

So do you know what each means?
And do you know what to do?

Procedural Texts

- Orders
- Directives
- Protocols
- Codes
- Sequences
- Specifications
- Guidelines
- Warnings
- Signs
- Flowcharts
- Explanations
- Instructions
- Directions

- Guides
- Manuals
- Handbooks
- Factsheets
- Recipes
- Scripts
- Maps
- Formulae
- 'How-tos'
- Models
- Exemplars

PROCEDURES

Image: Rawpixel/ Depositphotos.com

From the list of the types of **procedural texts** on p.50, and any others you can think of, complete the table to: identify a **procedure**, describe the **type** of **text**, describe the **format** and **delivery method** of the **information**, and explain why this **procedure** and **text** is **important**.

Include types of texts that you might not personally access.

What is the procedure?	Procedural text type?	How is it delivered/ in which format?	Why is it needed/ why important?

Applied

Which types of procedural texts are important in a workplace with which you are familiar, and how did you learn these procedures?

2.05 Procedural Texts

Annotating

As you may have learned last year, annotating various text types is an important skill.

Annotating involves you making **marginal comments** on any kind of written or visual text, without having to write a detailed summary. These notes can be used in conjunction with **highlighting** so that you can quickly revise or re-check information.

Your teacher will discuss the key steps for annotating using an example.

1. Scan the text for main **sections** (such as **headings** or other signposts), so that you can predict what you will be reading about.

2. Read the text in **chunks** - paragraph by paragraph, or section by section.

3. Highlight **key words**/**terms** before annotating.

4. Do not make annotations **until** you have **read** the **whole paragraph** or section. It is important that you don't annotate every sentence! It is equally important that you understand the section before you start annotating, so that you can choose the main points.

5. Use **abbreviations** in your annotations. For instance, you might write **one word** to summarise the section, or jot down **key words**, or a short-hand **symbol** or **prompt**, to remind you of what you want to remember.

6. Of course, **don't** include a lot of **detail**, unless it is an example that prompts your memory.

7. Once you are finished, **check over** your annotations to ensure that they make sense. This way you are using the skills of annotation to summarise a longer text, and then embedding your understanding.

You can apply the steps of annotation to develop your literacy skills to better understand varied print, digital, multimedia, visual, and audiomedia texts. You could say that annotating is like unlocking the key to a text. A good tip is to create a range of **abbreviations** and **symbols** to keep your annotations short and easily decoded.

You should be able to read your annotations in conjunction with your **highlights** to recover the gist of the text.

Summarising

A summary is made by taking the details out of a text while retaining the main meaning. So when summarising you should:

⇨ remove examples and repetitions

⇨ trim descriptions down to key words (unless central to meaning)

⇨ eliminate any lists (instead find a key word or key words that cover the elements in the list).

Image: flipfine/ Depositphotos.com

Summarising can also involve **paraphrasing** (using your own words) to shorten the text. Naturally, a summary should always be shorter than the original text. But you might be surprised that this doesn't always happen. Especially when someone is summarising a videotext. In the digital world, many podcasters spend more time summarising a movie or an episode of a TV show, than the actual running time of the videotext itself!
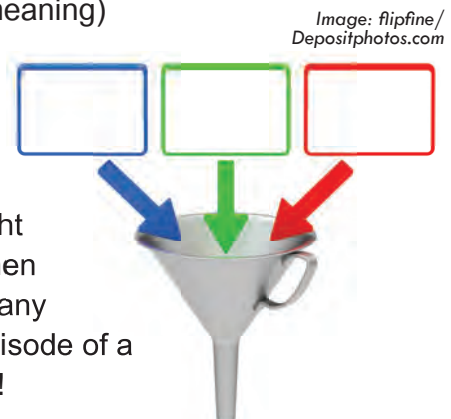
1. Use a combination of this **text**, and **video footage**, to complete this **annotation**.

(Check out Australian Ballet principal Chengwu Guo or Joey Arrigo at Acrobatic Arts).

> ### How to execute a '540'.
>
> In classical ballet, there are many spectacular leaps and turns performed by both female and male dancers. Among them are grande jetes, pirouettes and fouettés.
>
> This jump is performed by male dancers in only a few ballets (notably, *La Corsaire*) and is the province of only the most elite dancer.
>
> The jump is a little bit similar to a barrel turn, often seen in hip-hop and other forms of modern dance. In this, the dancer literally roles in the air.
>
> It is also a more dramatic relative of the 'step-over', seen in tap dancing.
>
> It is called a '540' because the dancer's body rotates 540 degrees. So, you probably won't want to try this at home!
>
> The 540 starts and finishes on the same leg. For example, you take off on the right leg, straighten the left leg as you ride it into the air, and to stop yourself from landing on your left leg, you bend your left leg as you come out of the rotation so that the right leg reaches the ground first. Get that?

2. Your **boss** has left you this **voicemail message**. Use the skills of **annotation** to **identify** the **key information**.

3. Rewrite this **information** as a list of **instructions**

> "G'day Rani. Paulo here. It's 10, no I lie, it's more like 11. There's been a bit of a change to the schedule. Nella shoot is now at 12.15. Quincey Benesco has cancelled. Reschedule for next week. Tuesday arvo? Also, Premiere Preening is delivering soon now. Not tomorrow. They need to be paid. It might be Vince or Kane. Never know which one these days. Oh, and call the council about the damn bins, the yellow one is overflowing!
>
> Put in a new order with Kane or Vince, whoever comes. We need to double the leprechaun green with St Pat's day coming up. Also, six litres of peroxide and some of that sea-salt spray - just a few pump packs. So, about ten of the leprechaun should do it.
>
> Call Pete Khan about the shoot. We need to firm up the date and time. Is Ahn still available to model the balayage? S'pose it depends on the day …Oh, and tell Pete to organise the make-up stuff. Let's not waste our time on that. If you have time can you get more coffee pods? Not the cheap ones, no-one's drinking them. Waste of money! And, Rani, this is urgent, Call Tiffany Innocent to reschedule for next Friday. 0426337124. Er, no 0426357124. That's about it."

2.07 Written Instructions

Effective procedural communication

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

In many practical situations you've got to be able to break down and analyse information, and then develop a procedure, so as to create a set of instructions that are useful, not confusing, and safe.

Written instructions

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

Written instructions are used for all manner of personal and work-related tasks such as:

⇨ OH&S/WHS procedures

⇨ work-related procedures and manuals

⇨ recipes

⇨ using medications safely

⇨ assembling furniture

⇨ setting-up and using devices

⇨ fixing and repairing items and so many, many more tasks.

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

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

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

2C   Instructions

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

Applied

Find a set of instructions about a manual or practical task, or a work-related procedure, and evaluate these for their clarity and effectiveness.

2. Combine the **best 5** of these **steps**, into **one** consistent and clear **set** of **instructions**. Give the instructions a **title**.

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

Title:
1.
2.
3.
4.
5.

3. What was so **hard** about **this task**; where were the weaknesses in the **instructions**?

4. As a class or in **groups**, discuss a better **media** for relating these instructions.

Applied

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

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

2.09 Written Instructions

Instructions and language

One of the features of procedural writing is that it uses **formal** or even **technical language**. When you write procedures and instructions, you shouldn't write these in an informal or personal style.

Procedures and instructions need to be written so that they convey information to help the reader or user in a clear, concise and step-by-step way.

You also need to consider the knowledge level of the user from **beginner** (no idea), through to **novice** (still learning), to **competent** (currently able) to **expert** (highly proficient). You may need to use different language based on the user-level.

Of course, you are not expressing your feelings or opinions throughout procedures and instructions, but you might give people insight into the ease or difficulty of a step.

Active and passive voice

When we talk about our own experiences, we generally use '**active voice**'. We explain our actions, feelings and responses directly:

"I dropped the case of drink and it went everywhere. Then a customer came around the aisle and skidded in it. He landed on his backside - in the drink! I got into a lot of trouble."

In active voice, we say **what we did**. The 'we' is called the **subject**. We use personal pronouns such as: 'I', 'me', 'us', 'we'.

In **passive voice**, we turn this all around.

In passive voice we report what **happened**, not to us, but **to the person** or **thing** that the action was done to (called the **object**).

In the passive voice we use **no personal pronouns** such as 'it' and 'they'. We also change the position of the subject and object.

Active:

"I dropped the case of drink which went everywhere."

Passive:

"The case of drink was dropped and it went everywhere!"

And how about that, now it's not your fault!

At times you will need to use passive voice when documenting procedures and creating instructions.

Image: frenta/ Depositphotos.com

Passive voice is good to use for communicating about the tasks, equipment and actions, including safety guidelines, involved in procedures.

You can achieve this by removing personal pronouns as they only serve to make instructions longer. For example:

"You need to make sure that you have turned the computer off at its powerpoint." becomes...

""The computer should be turned off at the powerpoint."

We built this city on Rock 'n Roll!

The city was built on Rock 'n Roll!
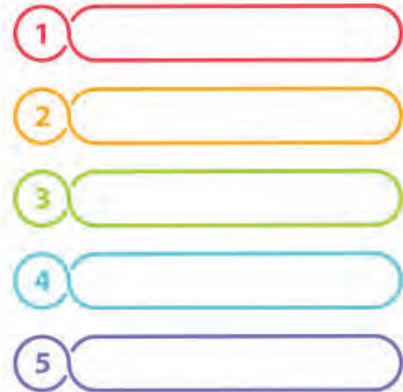
Enumerators

In written instructions and lists, enumerators are used to provide a numbered or bulleted list of items or **steps**.

Enumerators help to break down complex information into a much easier to follow **sequence** or **series** of **step-by-step** instructions.

Some common enumerators in written lists and instructions include:

⇨ **Numerals** (1, 2, 3, etc.): These are the most common enumerators for lists and instructions, and are used to provide a numbered sequence of items or steps.

⇨ **Roman numerals** (i, ii, iii, etc.): Roman numerals are sometimes used as an alternative to Arabic numerals for numbered lists, especially in legal or more formal documents, including some reports.

⇨ **Letters** (a, b, c, etc.): Letters can be used for breakout or secondary lists or instructions. e.g. 1a, 1b, 1c, etc..

Letters can be also used as an alternative to numerals in numbered lists, especially when the items in the list are related to each other in a specific way.

Image: NartakunStudio/ Depositphotos.com

Getting them right   2D

When creating enumerators, there's always three things you need to do. Firstly, come up with an appropriate sequence. 2. Choose the most suitable enumerator and stick with this. 3. Organise your information in a step-by-step manner. And finally, you should always consider applying the 'rule of 3s', especially if you are communicating instructions and information verbally.

1. What is '**wrong**' with the **advice** above about **enumerators**?

2. How could you **better communicate** this advice, in a **verbal** message?

2.11 Written Instructions

2E   Written instructions

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

- ❑   How to plant a tree.
- ❑   How to give CPR.
- ❑   How to use a fitness tracker.
- ❑   How to cook a simple pasta dish.
- ❑   How to treat a snake bite.
- ❑   How to get a Learner Permit.

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

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2. When you have finished, compare what **you** have **written** with your **partner**. What are the **similarities** between the two sets? How do they **vary**? Why?

3. Discuss and debate the **best inclusions/exclusions**, including choice of **language**.

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

5. Swap partners and give the instructions **verbally** to your **new partner**. Test their **knowledge** by asking them to **explain**, repeat or **write down** the **sequence** with minimal prompting.

6. Finally, **evaluate** how **successful** your **instructions** are and **compare** them as a class. What were the pitfalls or **difficulties** in this task? What did **you** naturally do **well**?

2.13 Verbal Instructions

Tell me how

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

There is also a chance that confusion might happen when an instruction is paraphrased, or when the listener asks for clarification.

Of course, the listener must want to be instructed, otherwise they won't concentrate!

Many instructions are given orally over the phone, which provides no chance to read non-verbal communication

And teachers give lots of verbal instructions all the time, but with varying degrees of success! Why is that?

Louder ≠ better!

Image: SIphotography, Deposit photos.com

Good verbal instructions

⇨ If possible, plan how you are going to organise the steps.

⇨ Assess the person's communication needs; age, culture, gender, ability.

⇨ Speak slowly and clearly and check for understanding before moving on.

⇨ If the task is difficult, provide pauses between steps.

⇨ Don't make any assumptions about what your listener does or doesn't know.

⇨ Give notice to the person if they have to follow a lot of instructions, and perhaps choose a better method (such as writing a list!).

2F   Verbal instructions

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

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

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

Applied

1. Think about how **verbal instructions** are given in **work-related situations** you are familiar with. Summarise the use of **3 examples** of verbal instructions. Consider:

❑ For what purpose, task, process, etc. are verbal instructions used?

❑ Who is giving the verbal instructions?

❑ Who is receiving the verbal instructions?

❑ What length are the instructions? Why?

❑ What tone is used and why?

❑ What industry-specific and occupational-specific language and terminology is used?

❑ What can you do to clarify or get help with the instructions?

❑ What is successful about these instructions?

❑ What can be improved?

Work situation:	Work situation:	Work situation:

2. Describe when **you** had to give **verbal instructions** in **work-related situations.** Explain **how you did this** and whether the **instructions** were **effective**.

Work situation:	Work situation:

2.15 Verbal Instructions

Parts of speech

You've heard about parts of speech before. A key element of effective literacy is to know how to correctly use these when communicating information, especially for procedural texts that rely on clear and concise communication. So let's revise and upskill!

Nouns

Nouns are naming words and they come in two varieties; proper and improper. **Proper nouns** are the **names** of people and places. They start with capital letters. e.g. George Papadoulis, Glenroy, Chapel Street. **Improper nouns** are **labels** we:

⇨ give things such as chair, hoodie, hard drive;

⇨ give places such as street, café, storeroom;

⇨ give feelings such as confusion, stress, confidence;

⇨ use for ideas such as human rights, conscience, diversity;

⇨ use for characteristics such as patience, predictability, quality;

⇨ use for activities such as Aikido, table tennis, design.

For instructions and procedural texts, it is **vital** to **name** key **items** correctly.

Pronouns

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

Instructions and procedural texts should avoid pronouns as much as possible and stick with nouns.

Verbs

Verbs in their simplest form are known as 'doing' words. Therefore, verbs tell about action, or what is happening in a sentence, and they can even describe a state of 'being'.

e.g. "Chumley <u>felt</u> sad as he <u>skated</u> down the main street of town. All his friends <u>were</u> at schoolies, <u>playing up</u> and <u>having</u> fun."

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

Verbs tell people **what to do**. In instructions and procedural texts they are a **key** to success.

Adjectives

Adjectives add more information to a noun or pronoun and are usually placed before a noun or pronoun. They add 'colour' to a statement or description. e.g. "The <u>industrious</u> VM student completed all their <u>compulsory</u> homework and then demanded <u>extra</u> work."

Because they describe 'things' in more detail, adjectives can help **clarify** understanding.

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

Adverbs are not usually used all that much in instructions and procedures.

Prepositions

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

Prepositions are really good for **directions** and to help **visual-spatial** recognition.

Applied: Tell me how

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

❑ Fold a piece of paper into an origami crane.

❑ Complete an obstacle course.

❑ Create an animal out of balloons.

❑ Arrange a series, pattern or structure while blindfolded.

❑ _____

1. Develop a **series** of **5-6 steps**, as **instructions**. Think carefully about the **words** you use and be prepared to **paraphrase**.

2. When you have finished, **pair** with **someone** who was **working** on a **different process** and **instruct** them **verbally** to complete your task.

3. How **successfully** did they complete the task?

4. Re-partner with **someone** who had the **same task as you**. Take turns at **giving** your **verbal instructions**.

5. Evaluate the relative **success** of each including the **best inclusions/exclusions**, and use of **language**.

2.17 Physical Instructions

Physical instructions

As you experienced with the great doona cover fiasco, it is often frustrating and not wholly effective to communicate only with words. Very little communication occurs just verbally. In reality, a great deal of our communication is nuanced and conveyed via subtle or more obvious physical signs.

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

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

Good physical instructions

⇨ Plan how you are going to communicate physically.

⇨ Assess the person's communication needs; age, culture, gender, ability.

⇨ Practise in a mirror, or video yourself.

⇨ If the task is difficult, provide pauses between steps.

⇨ Build in routines that can be modelled over and over again until people develop muscle memory.

⇨ Be patient, be fit and be expressive; body, face and eyes!
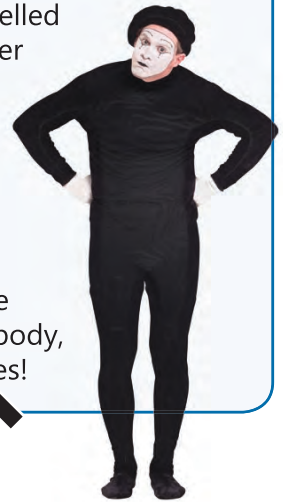
2H   Physical instructions

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

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

3. **Mime** the **components** of the **task** and get your class or group members to **interpret** each instruction, and what you are instructing overall.

Applied

1. Reflect on how **physical instructions** are used in **work-related situations** you are familiar with. Summarise the use of **3 examples** of physical instructions. Consider:

❑ For what purpose, task, process, etc. are physical instructions used?

❑ Who is giving the physical instructions?

❑ Who is receiving the physical instructions?

❑ What duration are the physical instructions? Why?

❑ What gestures are used and why?

❑ What industry-specific and occupational-specific gestures and modelling is used?

❑ What can you do to clarify or get help with the instructions?

❑ What is successful about these instructions?

❑ What can be improved?

Work situation:	Work situation:	Work situation:

2. Describe when **you** had to give **physical instructions** in **work-related situations.** Explain **how you did this** and whether the **instructions** were **effective**.

Work situation:	Work situation:

2.19 Physical Instructions

Non-verbal content

As you are already likely to know, using and reading non-verbal communication is one of the most important elements for effective communicating.

It is estimated that 75-90% of what we communicate is via **non-verbal communication** or **body language**. So when giving physical instructions, how you communicate physically might be even more important than what you say. In other words, the person watching you might pick up more information from you visually, than the words, or images, or other forms of text, that are also being used.

People are increasingly using non-verbal communication when they post videos online. This is how influencers and content creators try to attract your attention. Non-verbal communication is also important as tools and tricks to engage and persuade you.

In reality, many of these types of influencing communicators are straying into over-expressing, over-acting, and over-gesturing. They often take on predictable ways of moving or gesturing.

"No wot i iz layin' down Brov?"

Visual cues, signs, **signals**, **gestures**, **facial expressions** and clusters of these non-verbal actions go a long way toward determining how you will "read" the content. Previously in Literacy and in PDS, you might have explored the primer about non-verbal communication gestures. If not, now would be a good time to revisit (Literacy 1&2, p.180).

And as a creator and/or communicator of instructions or procedures, it's often very easy to **look** at your learner and quickly assess whether they are understanding, or struggling to follow.

Active listening

Active listening is also vital for verbal and physical communication. Active listening requires you to **hear** what the person is saying, as well as to **notice** how they are saying it.

Sometimes **words** and **actions** match. People who do this are seen as honest, trustworthy and reliable. But sometimes words and actions don't match. Those people might be seen as dishonest, untrustworthy and unreliable - even if sometimes they are totally on the level.

1. Use your ears and eyes.

Is the person backing up what they say, with how they act? **Pay attention** to 'see' if what a person is saying orally matches with what their body is saying. **Gestures** support what is said. Look for a 'tell'; a shifting gaze, covering their face and so on.

2. Using your mouth and eyes.

Don't be a silent participant in a conversation. But be careful not to dominate a conversation either. Make it a **two-way exchange**, or more!

Show with your face, body and words that you are taking in what they are saying. If you are unsure, ask **questions** to clarify. In learning and work situations you can even **take notes**. It is a way of remembering and clarifying!

And if you are delivering an instruction or teaching a procedure, just switch the roles around.

Applied: Do the right thing

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

❑ Learn a dance routine or series of moves.

❑ How to kick a football.

❑ How to juggle.

❑ How to crochet.

❑ Or your choice: _____

1. Working independently, develop a **set** of 5-7 **steps** as **instructions** for the **process** or **task**. Draft these in your workbooks.

2. When you have finished, find a **partner** and **compare** what you have developed. What are the **similarities** between the two sets? How do they **vary**? Why?

PREVIEW SAMPLE: DO NOT COPY

3. Discuss and debate the **best inclusions/ exclusions**, including choice of **language**.

4. Agree on a **final set** of **instructions** and a **logical sequence**. Then try **instructing someone**! **Did it work** - why or why not?

2.21 Image-Based Instructions

Image-based instructions

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

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

Image-based instructions are used extensively in some **vocational** situations.

2J   Image-based instructions

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

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

3. Discuss why **IKEA prefers** these types of instructions.

Applied

1. Identify the potential **hazard** that is being **indicated** by each of these **caution** signs.

2. List an **occupation**, or **workplace**, that each might be **relevant** for.

2.23 Image-Based Instructions

Visual communication

Some people respond better to images and visual information. These types of information texts might combine written text, numbers, diagrams, images, pictograms and even video. The increased proliferation of multimedia has meant that many 'readers' are accessing information through visual multi-modal texts, especially online.

One of the most important types of image-based communication are **signs** and **symbols**. Signs and symbols can convey a lot of meaning; and are usually easily, and **universally**, recognised and understood.

Have a think about road traffic signs and how these use a **standardised** set of **symbols**, **colours** and **shapes** to communicate information to drivers, such as speed limits, traffic rules, and directions.

Of course there are numerous **safety signs** that **guide**, **instruct** and **warn** people. Safety signs are used in **workplaces**, public areas, and other environments to communicate information about potential hazards or safety procedures. They may use **symbols**, **text** and **colour** to convey their message.

Icons are simplified graphical representations of objects or concepts and are commonly used in **digital** interfaces, websites, and especially in apps. How could you possibly quickly recognise and access your **apps** on your digital devices, without the use of these much simpler icons?

In the world of commerce, **logos** and **trademarks** are used to represent a brand, product, or organisation. They are designed to be easily recognisable and memorable.

Infographics are a visual representation of data, statistics, or other information that is designed to be easily understandable and visually appealing. They often use **charts**, **graphs**, icons and **pictograms** to convey information in a concise and attractive way.

You are aware of the usefulness of **charts** and **graphs** to communicate or represent complex **data** or **relationships** in a more simple, user friendly form. These can be used to show **trends** and **comparisons**.

Images and **photographs** are used extensively to communicate complex ideas or emotions in a simple, powerful, and therefore **persuasive** way. They can be used to illustrate a point, set a mood, or tell a story.

Videos and **animations** are **dynamic** visual aids that can be used to explain complex concepts, tell a story, or entertain. They can combine **visual** and **audio** elements to create an engaging message.

Presentations are a common form of visual communication used in vocational settings, education, and other situations. They can include **slides**, text, images, and other visual aids to convey information and ideas to an audience.

Image: markrhiggins/ Depositphotos.com

Applied: Show me how

1. Design and develop a set of **visual instructions** for a task negotiated with your teacher. Use photos, drawings, diagrams or symbols.

2. Test these out by getting **other class members** to **follow** the **instructions**; or consider some **other target group**. (e.g. How to use an iPad for elderly citizens.)

Task:

Audience:

2.25 How-To Videos

Video instructions

How-to videos or video **tutorials** have now become one of the most preferred methods for giving or getting instructions about a process. Generally, someone with particular **skills** (or someone who believes they have a better way of doing things) might video themselves showing how to go about doing something.

There are so very many of these videos out there and the quality varies a lot! Some are made by people with real **expertise** who have used **planning**, **pacing** and **editing** to create a quality and informative video how-to.

But at other times, it is very clear, that someone has just pointed a phone at themselves and hit 'record' without too much thought. And many in the growing generation of 'TikTok teachers' are either just repeating or **plagiarising** what someone else has already done, or casting themselves as an expert in areas in which they - **ethically** and morally - have no right in giving **advice** e.g. mental health issues, medical problems and other fields where real professionals need years of learning, training and experience before they are allowed to even start to practise.

Tutorials range from solving tech problems, to making a Dalek cake, to achieving trendy beauty effects, through to activist videos about how to fix things that have in-built obsolescence. (Check out the 'right to repair' movement.) Some people have even reported that they have learned to build their own houses using video tutorials!

So have a look at a range of videos online and determine what factors make for good learning. Also discuss why, with some videos, a viewer or learner (i.e. you), won't even make it past the first few seconds.

How-To Videos

Instructions

Image: Ischukigor/ Depositphotos.com

Recipes	Cooking
Screencasts	Music
Demonstrations	Arts & craft
Presentations	Maths
Behind the scenes	Job-seeking
Product demos	Repairs
Product set-ups	Fitness & sport
Q and As	Health & beauty
Interviews	Computing
Webinars	Video-making
Experiments	Vehicles
Learning guides	Tutorials	Pet care

How-to videos   2L

Yes! We've all accessed these! Choose **3 video tutorials** or '**how-tos**' that you have accessed. Use this pro-forma to **evaluate** their **quality**, how **appropriately** they **address** their **audience**, and what **production values** they do or don't bring to their work!

Topic			
Source/link			
Creator/ credentials			
Length & format			
Style			
Communication & production elements			
Good points			
Areas for improvement			
Other information			
Your overall rating/ reasons			

2.27 How-To Videos

2M Planning a how-to video

Try **making** and **recording** an **improved 'how to' video tutorial** on a skill, topic, process or area that you are expert in.

1. What is the **topic** and why?

2. Who is your **audience**? Why?

3. What key **language** will you use?

4. What **digital media** will you need?

5. What **props** do you need?

6. If your video requires you to **share** a computer **screen**, how will you manage the **switches** from screen to you? What do you want your screen **interface** to look like to your audience?

7. How **long** do you aim for your video to be? Will there be **segments**?

8. Will you prepare a **script**? What do you need to emphasise?

9. Will you do a recorded **practice-run**? Why? Why not?

10. What **editing** will your video need and how will you do this?

Storyboarding

A very good way to **plan**, **break down** and **sequence** a set of **video instructions** is by using a storyboard. **Storyboard** your **video tutorial** or 'how-to' vid.

2.29 Workplace Safety Procedures

Workplace safety investigation

Younger workers and inexperienced workers are at a much higher risk of suffering injury or illness in the workplace. It is vital that you are aware of all of the important **workplace safety processes** and **procedures**, as well as key **stakeholders**, in workplaces in which you are working,

Over the next few topics, you will investigate **OHS/WHS** processes and **procedures generally** through these topics; and then apply that knowledge to find out the **specific** process and **procedures** that apply in **workplaces** in which you are, or will likely be, working.

Hazard control

It is vital that you are able to assess risks and control hazards in work-related environments. A hazard control process, such as the Hierarchy of Control, uses a procedure that has consistent steps that can be followed for all workplace tasks, occupations, and even industries. Some of you might have already used and applied the 5-stage **Hierarchy of Control** in vocational situations and in your VET course.

A **workplace safety audit** is an effective way to identify hazards and **assess risks** as part of hazard control. WorkSafe Victoria suggests a number of guidelines for identifying workplace hazards. These include, but are not limited to, these actions:

- ☺ **Workplace observation** by staff, managers, Health and Safety Representatives (who have had official training from WorkSafe Victoria) and OH&S/WHS reps generally.
- ☺ **Workplace inspections** by the HSR or safety rep, or bringing in an industry expert.
- ☺ **Union** and **industry research** and **advice**, e.g. research into common issues.
- ☹ **Workplace checklists**, some are available from **www.worksafe.vic.gov.au** .
- ☺ **Employee feedback** and **reports**, regular meetings such as by Designated Work Groups (DWGs), and hazard reporting forms.
- ☺ Analysing **incident** and **accident reports** to look at past patterns.
- ☺ **Information** from **suppliers** such as Material Safety Data Sheets that accompany products such as chemicals.

Risk management

All workplaces contain hazards that risk causing harm. Employers, employees and other work-related stakeholders need to work together to manage risks to achieve a safe workplace.

Workplaces usually apply a **Hierarchy of Control** to prevent workplace hazards from causing harm. This process can go a long way to creating a safe workplace and work environments through the development of **safe work procedures**.

The Hierarchy of Control is the 'big picture' approach to dealing with workplace hazards. It then becomes the responsibility of employers, working together with employees, HSRs, safety agencies and safety professionals (when needed), to develop, implement, maintain and monitor safe work procedures.

This means that it becomes the **shared responsibility** of all parties to ensure that they perform their duties in a safe manner - all the time!

Consultation process

Consultation helps create a safe workplace, and employers need to consult with employees, **Health and Safety Representatives** (HSRs), or other workplace safety reps.

Consultation processes such as those that occur through **Designated Work Groups** (DWGs), enable employers and employees (and/or HSRs or safety reps) to work together to:

⇨ resolve health and safety issues,

⇨ identify and assess hazards or risks,

⇨ make decisions on how to control risks,

⇨ propose, develop and apply workplace safety information and training,

⇨ work through changes that may affect workers' health or safety, and

⇨ develop, monitor and report safe work practices and procedures.

So what workplace safety consultation processes are you aware of, in workplaces in which you have worked? 🗣️

Image: Wavebreakmedia/ Depositphotos.com

Hierarchy of Control RESEARCH 🔍

A Hierarchy of Control starts with the controls that are the most effective (e.g. elimination), down to controls that are less effective. You can find different styles of graphical representations online.

Elimination

⇨ First, always try to remove (eliminate) the hazard.
  e.g. Toxic cleaning chemicals.

Substitution

⇨ If the hazard cannot be eliminated, then make a change (substitute) to create a safer, or less hazardous, work practice or work environment.
  e.g. Switch to less toxic cleaning chemicals.

Engineering

⇨ Change the physical work environment to control the hazard more effectively.
  e.g. Create a safe chemical storage area.

Administration

⇨ Develop workplace procedures to improve 'people safety'. This usually involves reporting, training and support.
  e.g. Train workers about the potential dangers that could occur as a result of exposure to the chemicals; as well as safe handling and safe use methods.

Personal Protective Equipment

⇨ Use PPE as a 'protective barrier' to prevent physical harm from contact with the hazard.
  e.g. Use gloves, eye protection and a suitable barrier mask.

2.31 Workplace Safety Procedures

Risk assessment and hazard control

When undertaking risk assessment and hazard control, there are four interrelated concepts that you need to understand and apply.

Hazard: A hazard is a work task, a work procedure, a tool, an item of machinery, equipment, chemicals, or some other work-related element that might cause harm to people, including varied work-related stakeholders.

Risk: The risk is the potential likelihood or chance that a hazard will result in harm to people, including varied work-related stakeholders.

<table>
<tr><td colspan="2">Hazard management: Guidelines</td></tr>
<tr><td>✓</td><td>Involve employees in the process.</td></tr>
<tr><td>✓</td><td>Appoint a safety representative.</td></tr>
<tr><td>✓</td><td>Ensure people have time away from normal working duties to develop the plan.</td></tr>
<tr><td>✓</td><td>Determine priority areas.</td></tr>
<tr><td>✓</td><td>Use WorkSafe guides and codes of practice where available.</td></tr>
<tr><td>✓</td><td>Conduct inspections using checklists.</td></tr>
<tr><td>✓</td><td>Use criteria to assess performance.</td></tr>
<tr><td>✓</td><td>Bring in outside expertise if needed.</td></tr>
<tr><td>✓</td><td>Eliminate and/or reduce risks.</td></tr>
<tr><td>✓</td><td>Provide ongoing training and support.</td></tr>
</table>

Harm: The harm is the outcome that might occur as a result of the risk associated with the hazard. Harm can include injury, illness, psychological harm, disease, or even death.

Control: A control is an action, procedure or item that reduces, or in most cases, eliminates, a workplace safety hazard, items such as PPE.

For example, with welding, one **hazard** is exposure to ultraviolet (UV) radiation from the 'arc'. The **risk** of this occurring is high, this potential **harm** includes 'burns' to the eye leading to temporary or even permanent blindness, and **controls** include appropriate training, use of PPE, and performing the work task in a controlled physical environment.

Image: Jose Manuel Gelpi Diaz/ Photos.com

2N Hazard/Risk/Harm/Control

1. Choose **one** of: fast-food cook, childcare worker, fitness instructor or barista. Explain a potential **hazard**, **risk**, **harm** and **control relationship** associated with performing **job tasks** in this occupation.

Occupation:	
Hazard	Risk
Harm	Control

2. Join together with **other** class **members** who chose this job, and **compare** your **summaries**. How were the summaries the **same**, and/or **different**?

3. Choose **3 occupations** in which **you are interested**, and undertake **similar investigations**.

Common Workplace Hazards

Using hand tools

Manual handling

Exposure to noise

Slips, trips and falls

Lifting of objects

Repetitive work activities

Using machinery and equipment

Dangerous chemicals

Transport/mobile equipment

Electrical hazards

Inadequate lighting

Fatigue and long hours

Working at heights

Exposure to weather

Working with flames and heat

Working with sharp objects

Work-related stress

Bullying and harassment

Image: DigitalVision/ Photodisc/ ThinkStock

Work-Related Risks: Injuries/ Illnesses

Dislocations

Broken bones

Concussion

Musculoskeletal strains/sprains

Cuts and wounds

Internal injury

Eye injuries

Crushing

Piercing by Foreign bodies

Burns

Deafness

Stress/mental disorders

Digestive system illness

Exposure
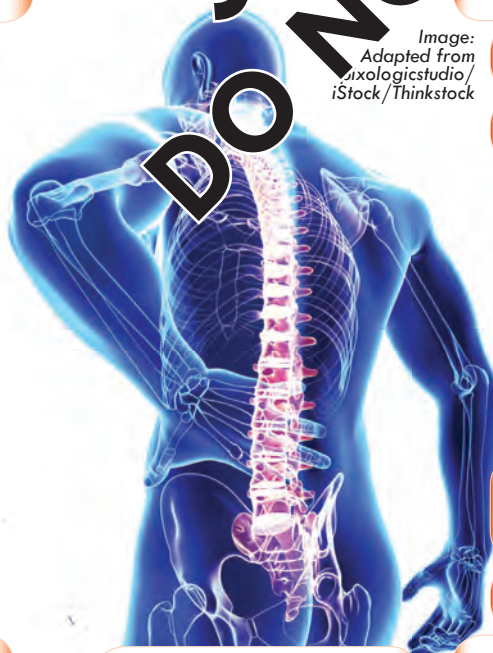
Breathing/ respiratory illness

Skin diseases

Electrical shock

Infections

Cancers

Poisoning

Image: Adapted from auxologicstudio/ iStock/Thinkstock

2.33 Workplace Safety Procedures

Hazard control

Hazard control can involve a number of steps, such as those outlined generally through the **Hierarchy of Control**; or more specifically through the **ITEACM** process.

Alternatively, WorkSafe Victoria suggests a seven-step **risk control plan** (p.81).

Risk identification must commence during the initial stages of process development, such as when starting a business, developing a new product, introducing new equipment, or implementing a new work practice.

Risk and **hazard identification** also continue on an ongoing basis through safety audits and reviews, as well as consultation with workers and other OH&S/WHS stakeholders.

Training is a vital part of risk assessment and hazard control. This should include employee **induction** training, employee corrective re-training, and ongoing training to support the implementation of new work practices.

Appropriate **personal protective equipment** should be identified and sourced prior to workers undertaking any work activity. Employees need to be trained in the correct use of this equipment. PPE has to be checked to ensure that it remains functional. Also, new PPE is being developed all the time to enable better control of hazards.

Risk assessment must happen on an ongoing basis. Risk assessment is aimed at developing an understanding of the potential **harm**, **injury** or **illness** that might occur as a result of a **hazard**. It also involves an analysis of the potential **likelihood** of the hazard occurring.

The **control stage** is where all the elements of effective hazard management come into play.

Questions associated with this stage should include these, and more.

⇨ Has the hazard been identified?

⇨ Have employees been appropriately trained and equipped?

⇨ Has the process been assessed to ensure that the hazard is controlled as effectively as it could be, so as to minimise harm?

Hazard monitoring is required on an ongoing basis. This includes a **review** of existing safety **processes**, as well as an evaluation of the effectiveness of all hazard control and risk assessment **procedures**.

In addition, any issues that are raised must be dealt with, and monitored, to ensure that the changes are eliminating potential harm.

🗣 The hazard control process is likely to involve a range of workplace safety personnel. So do you know who they are in your workplace?

> 🗣 **ITEACM**
>
> **1. Identify:** Undertake an audit or review of work processes and activities; or respond to an OH&S/WHS issue that has been reported.
>
> **2. Train:** Identify training needed as part of the work process; as well as training to enable HSR or safety rep to undertake an audit.
>
> **3. Equip:** Ensure that all workers have appropriate and fully-functioning personal protective equipment to control hazards.
>
> **4. Assess:** Assess and re-assess potential hazards, their likelihood of occurrence, how harmful they might be, and also workers' capacity to do work activities safely.
>
> **5. Control:** Change processes to ensure risks associated with the hazard are controlled through training, PPE, changed work practices, updating machinery and so on.
>
> **6. Monitor:** Check, and keep reviewing, to ensure changes have been made, and that workers are implementing safer work practices.

Risk control plan

A risk control plan sets out how all risks in a workplace will be identified, assessed and controlled. This plan assists organisations to manage their safety responsibilities more effectively.

WorkSafe Victoria recommends a 7-step process as a **risk control plan**.

1. **Establish consultation and communication.**
2. **Allocate responsibilities.**
3. **Decide and develop work plan.**
4. **Identify hazards.**
5. **Assess risks.**
6. **Control risks.**
7. **Review risk control plan.**

Image: Mattz90 /depositphotos.com

At all stages, the risk control plan should include **consultation** with key stakeholders, including the **HSR** (or **safety rep**). It should also detail the allocation of **responsibilities** to appropriate workplace stakeholders. The plan also needs to support the **development** of **effective processes** and procedures needed to **implement** and **monitor** the plan.

The development of a risk control plan is an **ongoing** process with regular **reviews** and adjustments.

Many organisations, especially those that have lots of employees, or those that operate in risky industries, will follow an established risk control (and hazard management) plan.

However, some other organisations, including many small firms, might not have any formal risk control plan; but they could definitely benefit from having such a plan in place.

One of the key components of a risk control plan is a **checklist pro-forma** that can be used to assess and record risks and hazards. Different workplaces might have developed their own specific risk assessment and hazard control pro-formas tailored to their unique circumstances.

See if you can find one from a workplace you are familiar with, or download one from WorkSafe (or relevant site).

Risk assessment and hazard control 2O

1. Describe a **risk assessment and hazard control process** for a **workplace** with which you are familiar. You should source a **pro-forma** used in that specific workplace, or use the risk assessment and hazard control pro-forma on p.82.

2. Outline the **work procedure**, and how the **risk assessment** and **hazard control** process **deals** with **hazards**, **risks**, **harms** and **controls**.

3. Describe how **consultation** and **reporting** are used to **deal with risks** and **hazards** in this workplace.

4. Apply the **Hierarchy of Control** to this work procedure. How **closely** does the **workplace's** risk assessment and hazard control **process** 'follow' the **hierarchy**?

5. What **other hazard control and risk management steps** or **actions** can you **suggest**?

2.35 Workplace Safety Procedures

HAZARD CONTROL AND RISK ASSESSMENT PRO-FORMA

Workplace/organisation:

Specific worksite location:

Description of task/activity/process:

Assessed by (& position):

Date:

Outline the hazard	Identify the risk.	What controls exist?	What is the likelihood of occurrence? (H,M,L)	What is the potential for harm? (H,M,L)	Recommended action for control of hazard	List any training required.	Controlled by whom and by when?	Monitoring by whom and when?
e.g. Boxes of stock in walkways.	Trip, falls hazard.	Warehouse supervisor ...ld monitor.	M	M	Remove boxes to warehouse.	na	PB 7/3/24	HSR 8/3/24

ACCIDENT/INCIDENT REPORT

<u>INJURED/AFFECTED PERSON'S DETAILS</u>

Family Name .... First Name ....

Address ....

Suburb .... Postcode .... State ....

Phone .... Date of Birth ....

<u>DETAILS OF INJURY/INCIDENT</u>

Day/date .... Time ....

Address ....

Exact location ....

Description of accident/incident ....

....

....

....

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

Comments by injured/harmed person ....

....

....

....

<u>FIRST-AID</u>

Name of person giving aid/assistance ....

First-aid given/assistance given ....

....

....

Aid/assistance refused (if applicable)...

Signed (first-aid provider) .... Date: ....

Referred to .... of ....

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

<u>INJURY/INCIDENT WITNESS</u>

Witness name .... (Ph) ....

Name of person completing this form ....

Signed .... Date ....

Please return finished form to OH&S Officer, Jake La Mut, Building 17, (03) 9999 9999

2.37 Workplace Safety Procedures

OH&S/WHS issue resolution

Workplaces will have different processes for dealing with workplace safety issues. However, workplace safety laws mandate that there has to be a **procedure** in place to allow appropriate and timely **resolution** of OH&S/WHS **issues**.

Large and medium-sized organisations, as well as industrial manufacturers and service-providers, are likely to have an existing OH&S/WHS resolution process in place.

This process would have been developed through **consultation** with **workplace stakeholders**, as well as by using **industry best-practice models** and support from **unions** and **WorkSafe Victoria**. Some smaller organisations might have a more 'ad-hoc' process which might not be fully detailed, or effective.

When you are presented with an OH&S/WHS issue, you need to have confidence that the workplace will take appropriate steps to resolve the issue.

Some responses might need to be immediate and urgent, such as an **evacuation** during a chemical spill, or shutting down a faulty machine. Other actions might need to be resolved as soon as possible, such as removing a worker from a work process until appropriate **PPE** has been sourced and the worker has been provided with suitable training.

Less urgent issues might need a longer-term strategy, such as **potential overuse injuries** repetitive work tasks, or a gradual replacement of machinery before it wears out.

Whatever the situation, any OH&S/WHS issues resolution process will need to:

✓ **clarify reporting** options

✓ **identify** the **stakeholders** involved

✓ **outline** key **steps** to be followed and

✓ **detail** a **monitoring** and **review** process.

Therefore, it is vital that you find out the correct process to be used to resolve OH&S/WHS issues for your workplace.

"There's a lot of different workers at our workplace, so who do I approach first?"

Image: Frank Boston/ Depositphotos.com

Workplace Safety Issue Resolution Process

1. Reporting options

What is the process for raising OH&S/WHS issues? Consider the following.

⇨ OH&S/WHS audits.

⇨ Direct feedback with managers.

⇨ Incident and reporting forms.

⇨ Hazard control and risk-assessment procedures.

⇨ Emergency reporting procedures.

2. Key stakeholders

Find out who is involved and their roles. Consider these personnel.

⇨ Health and Safety Representative.

⇨ OH&S/WHS Representative.

⇨ Designated Work Groups.

⇨ Employee consultative teams.

⇨ Supervisors, managers and owners.

⇨ WorkSafe Inspectors.

3. Key steps

Identify the key steps in the process. For example:

⇨ identify the issue

⇨ communicate the issue

⇨ document the issue

⇨ consult over the issue

⇨ implement risk controls

⇨ give feedback to key stakeholders

⇨ monitor the ongoing control of the issue.

4. Evaluate effectiveness

Analyse the effectiveness of the process. Note: This is an ongoing stage.

⇨ Assess whether appropriate changes have been made.

⇨ Control the hazard on an ongoing basis.

⇨ Report to/from key stakeholders.

⇨ Have follow-up review.

⇨ Monitor progress.

⇨ Develop longer-term strategies.

Resolution: How? 2P

Consider these **situations**. Suggest **actions needed** to **deal** with the **issues** for each of the 4 stages in the 'Workplace Safety Issue Resolution Process'. Add one scenario of your own.

The boss tells the new office worker that if she sees any problems to go to her. But the boss is never around. The worker notices that the screens seem small and blurry, it's very noisy in the open-plan office, and the furniture is old and not ergonomic.	An apprentice feels that h_ is being treated unfairly, _ perhaps even being bu___ by two of the olde_ _orkers, when the boss i_ _ot __ound. The 'bullying' in__ud_ calling the apprentice __mb", hidi_ his lunch, __ _utting s__ _ in __ w__ boo__	
1. Reporting options	1. _eporting _ns	1. Reporting options
2. Key stakeholders	2. Key __holders	2. Key stakeholders
3. Key steps	3. Key steps	3. Key steps
4. Evaluate effectiveness	4. Evaluate effectiveness	4. Evaluate effectiveness

2.39 Workplace Safety Procedures

2Q Workplace safety audit

Use the pro-forma to complete an **OH&S/WHS audit** of a **workplace**, and/or **work environment** within a **workplace**, you are familiar with.

Conduct a **generic workplace audit** using the form below; as well as a **specific audit** by adding **your own categories** related to a specific workplace environment.

After your audit, **evaluate** the **effectiveness** of this workplace's **hazard control processes**, including processes used to **report** and **resolve** workplace **safety issues**.

Workplace: _____   Worksite: _____

Inspected by: _____   Date(s): _____   Time(s): _____

➜ **Floors...**	➜ **Aisles...**
❑ Coverings free from holes.	❑ Free from clutter and spillages.
❑ No spills, waste or rubbish.	❑ Proper line-marking and/or traffic signs.
❑ No stock, boxes or materials on floor.	❑ Adequate vision and illumination.
❑ _____	❑ _____

➜ **Noise...**	➜ **Illumination...**
❑ Are normal level conversations possible.	❑ Proper lighting for area.
❑ Noise levels monitored.	❑ Light fittings in good repair.
❑ Appropriate PPE provided.	❑ Adequate natural light required.
❑ _____	❑ _____

➜ **Workspace...**	➜ **Safety equipment...**
❑ Free from clutter.	❑ Proper protective equipment available.
❑ Benches, desks, chairs correct height.	❑ Equipment in good repair.
❑ Adequate lighting.	❑ All employees using PPE.
❑ _____	❑ _____

➜ **Machinery...**	➜ **First-aid...**
❑ Safety cut-offs accessible and working.	❑ Trained first-aid officer available and known.
❑ Proper guards in operation.	❑ Equipment clean, maintained and locatable.
❑ Adequate lighting for work tasks	❑ Emergency procedures known and displayed.
❑ _____	❑ _____

➜ **Electricals...**	➜ **Fire...**
❑ Appliances tagged.	❑ Appropriate extinguishers in place & serviced.
❑ No frayed leads.	❑ Fire exits marked and kept clear.
❑ Appropriate storage of items.	❑ Evacuation procedures known and shown.
❑ _____	❑ _____

➜ **Other relevant OH&S/WHS issues...**	
	❑ _____
❑ _____	❑ _____
❑ _____	❑ _____

Workplace: _____   Worksite: _____

Inspected by: _____   Date(s): _____   Time(s): _____

➜

➜

➜

➜

➜

➜

➜

➜

➜ Other relevant OH&S/WHS information

❑ _____   ❑ _____

❑ _____   ❑ _____

❑ _____   ❑ _____

❑ _____   ❑ _____

2.41 Assessment

AT2a Accessing and Understanding Procedural Texts - Procedural texts (for AOS1)

Overview

For this assessment task, you will access 3 examples of **procedural** texts. The 1st will be a **hard copy** set of **work-related instructions**. The 2nd will be a **video tutorial** or '**how-to**'. The 3rd is an **open choice** of a relevant procedural text.

The texts must be related to either a **vocational** context or a **community** context.

Access one example of each of the 3 procedural texts, and complete the following tasks as part of a series of annotations and summaries.

1. Identify the sources of the texts and provide an accurate reference.

2. Annotate the texts, or a section of a longer text, as directed by your teacher.

3. Identify the key words, terms and phrases used in these texts.

4. Analyse how language is used in this type of procedural text.

5. Identify and describe the use of any non-text elements.

6. Identify the intended audience, explaining why.

7. Rate the effectiveness of each text, citing evidence.

Note: For q.4, what are the key features of the language? Analyse the use of vocabulary, active/passive voice, level of formality and tone. How do these contribute to the communication? You might use a table to compare.

Vocabulary	Active/ passive voice	Formality		Effect/impact

Hard copy instructions	Video tutorial/how-to	Requirements & advice
Requirements & advice	Requirements & advice	

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

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LITERACY VM: 3&4
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Name:			Key dates:			UNIT 3 AOS 1 &2
Tasks - AT2a: Accessing/Understanding Procedural Texts		**Must Do?**	**Due Date**	**Done**	**Level**	

1st: Hard copy work-related instructions. _____

		Must Do?	Due Date	Done	Level
1.	Identify the sources of the text; and reference this.	✓		◯	
2.	Annotate the text (or a section of a very long text).	✓		◯	
3.	Identify key words, terms and phrases used in the text.	✓		◯	
4.	Analyse use of language in this type of procedural text.	✓		◯	
5.	Identify and describe the use of any non-text elements.	✓		◯	
6.	Identify and explain the intended audience.	✓		◯	
7.	Using evidence, rate the reliability of the text.	✓		◯	

2nd: Video tutorial/how-to. _____

		Must Do?	Due Date	Done	Level
1.	Identify the sources of the text; and reference this.	✓		◯	
2.	Annotate the text (or a section of a very long text).	✓		◯	
3.	Identify key words, terms and phrases used in the text.	✓		◯	
4.	Analyse use of language in this type of procedural text.	✓		◯	
5.	Identify and describe the use of any non-text elements.	✓		◯	
6.	Identify and explain the intended audience.	✓		◯	
7.	Using evidence, rate the reliability of the text.	✓		◯	

3rd: _____

		Must Do?	Due Date	Done	Level
1.	Identify the sources of the text; and reference this.	✓		◯	
2.	Annotate the text (or a section of a very long text).	✓		◯	
3.	Identify key words, terms and phrases used in the text.	✓		◯	
4.	Analyse use of language in this type of procedural text.	✓		◯	
5.	Identify and describe the use of any non-text elements.	✓		◯	
6.	Identify and explain the intended audience.	✓		◯	
7.	Using evidence, rate the reliability of the text.	✓		◯	

Prepare and submit my analyses and annotations.

	Must Do?	Due Date	Done	Level
⇨ **Prepare my final text and my summaries.**	✓		◯	
⇨ **Submit my final text and summaries to my teacher.**	✓		◯	
🗣 **Present or report to the class (if required).**	◯		◯	

Additional information:

Signed: _____   Date: _____

2.43 Assessment

AT2b Creating and Responding to Procedural Texts
- Procedural texts (for AOS2)

Overview

For this assessment task, you will work in groups of four to create 4 sets of instructions for the same process or procedure.

One set of instructions should be **verbal**, one set of instructions should be **written**, one set of instructions should be **visual**, and one set of instructions should be **physical**.

The texts must be related to either a **vocational** context or a **community** context.

Suggestions

A dance routine for a community performance, an administrative, sales or technical process for work, a recipe for a menu item, a practical task required in vocational situations, directions for travelling between work and community locations, simple cross-cultural greetings such as Auslan, a local First Nations language or a local community language.

There are so many possibilities, but remember they must be related to **vocational** or **community** contexts.

Process

1. Within your group, decide on one procedure/process to make instructions for.
2. Allocate roles and responsibilities for each of the 4 types of instruction formats.
3. Draft and design your instructions.
4. Test your instructions within your group.
5. Make refinements as necessary to create your final instructions.

6. Deliver your instructions to an audience.
7. Get feedback on the effectiveness of each set of instructions. Identify strengths and weaknesses.
8. Within your group, discuss and determine which learning styles your audience seemed to prefer, and the extent to which each set of instructions catered for those.
9. Have a class discussion on the effectiveness of each set of instructions. Identify strengths and weaknesses.

10. Back in your groups, choose one of your set of instructions to improve; or combine elements of all four to create a mixed-media instructional text.
11. Deliver your improved instructions to an audience.
12. As a class, identify and discuss the most suitable types of instructions based on the procedure/process, and the learning styles of the 'learners'.

Note: The class should develop a consistent evaluation pro-forma to use to assess all the instructions by each group. Your teacher will direct you on this.

Name:			Key dates:			UNIT 3 AOS 2 &1
Tasks - AT2b: Creating/Responding to Procedural Texts		**Must Do?**	**Due Date**	**Done**	**Level**	

Stage 1: Developing the instructions? 🗣

1. Choose a procedure/process to make instructions for.

   - ✓ ◯

2. Allocate roles/responsibilities for the 4 instruction types. ✓ ◯

3. Draft and design your instructions. ✓ ◯

4. Test your instructions within your group. ✓ ◯

5. Make refinements to create your final instructions. ✓ ◯

   ◯ ◯

   ◯ ◯

Stage 2: Delivering your instructions

6. Deliver your instructions to an audience. 🗣 ✓ ◯

7. Get feedback about strengths and weaknesses. ✓ ◯

8. Discuss learning styles and if the instructions suit these. ✓ ◯

9. Class discussion on effectiveness of each set of instructions. ✓ ◯

   ◯ ◯

Stage 3: Improving your instructions

10. Improve, refine and/or combine instructions. ✓ ◯

11. Deliver your improved instructions to an audience. 🗣 ✓ ◯

12. Identify suitability of instruction types for learning styles. ✓ ◯

    ◯ ◯

Task knowledge and skills

⇨ **Uses key elements of written communication.** ✓ ◯

⇨ **Uses key elements of oral communication.** 🗣 ✓ ◯

⇨ **Uses key elements of visual communication.** ✓ ◯

⇨ **Uses key elements of non-verbal communication.** ✓ ◯

⇨ **Worked effectively as a group.** 🗣 ✓ ◯

⇨ **Participated positively in group discussions.** 🗣 ✓ ◯

⇨ ◯ ◯

2.45 Review and Reflection

Unit Review and Reflection

Which Literacy skills did I develop during this unit?

→ _____

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

How have Literacy skills helped to improve my work-related skills?

→ _____

→ _____

→ _____

My performance in developing my Literacy skills this unit was:

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

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

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

Signed: _____ Date: _____

Organisational Texts

3

Activities 3: Organisational Texts	p.	Due date	Done	Comment
LER3 My Literary Engagement Record	94-95			
3A Work organisational texts	97			
3B Workplace information	99			
3C Organisational - Identity texts	101			
3D Applied simulation - Identity texts	103			
3E Behavioural codes of conduct	105			
3F Applied simulation - Behavioural texts	107			
3G Applied simulation - Operational texts	109			
3H Transformation process	11			
3I Transactional texts	13			
3J Applied simulation - Organisational texts	115			
3K Calendars				
3L Timetables	119			
3M Goal-Setting and organising	121			
3N Motivation and goal-setting	22			
3O Starting out	125			
3P How's your form?	127			
3Q Insurance	129			
3R Keeping records and deductions	131			
AT3a Accessing and Understanding Organisational Texts	132-133			
AT3b Creating and Responding to Organisational Texts	134-135			
3.43 Review and Reflection	136			

3.01 Introduction - Organisational Texts

Unit 3 AOS1: Accessing and understanding informational, organisational and procedural texts <u>and</u> **AOS2: Creating and responding to organisational, informational, and procedural texts**

Section 3: Organisational Texts is designed to enable you to access, understand, create and respond to a range of organisational texts of varied types and formats. You should apply your knowledge of organisational texts to vocational and community situations, as well as both to, and from, your VET studies. This section concludes with two assessment tasks.

✓ **AT3a: Accessing and Understanding Organisational Texts -** This involves accessing varied organisational texts, and completing a series of annotations and summaries (mainly for AOS1 and some AOS2).

✓ **AT3b: Creating and Responding to Organisational Texts -** This involves creating personal organisational texts related to vocational settings, and/or to your health and wellbeing in the community; as well as investigating the organisational texts of an enterprise and developing a series of organisational texts for an appropriate setting (mainly for AOS2 and some AOS1).

LER3 Literary Engagement Record of: _____

Describe the main **texts** and **literacy materials you used** and **created** this **unit**.

		1. The main readings accessed were:		
Date	**Text/Reading: Title & author**	**Text type, source & date published**	**Summary/ main point(s)**	**What I most learned from this is:**

LER3: Literary Engagement Record of: _____

	2. The main <u>writings</u> I created were:				
Date	**Topic or theme/ audience**	**Type of writing/ format**	**Summary/ main points**	**Main skills I developed**	**What I most learned from this is:**

	3. The main <u>oral and listening</u> and <u>viewing media</u> communications were:				
Date	**Topic or theme/ audience**	**Type of verbal communication**	**Summary/ main points**	**Main skills I developed**	**What I most learned from this is:**

3.03 Organisational Texts

Organisational texts

Organisational texts might be taken to refer to those created or accessed as part of an organisational work structure, and which drive and support work activities.

These might include HR forms and policies, staff induction manuals, performance appraisals, policies and protocols, exit surveys and various day-to-day documentation.

In vocational situations, this definition also includes texts related to workplace operational information such as forms, purchase orders, customer records, invoices and receipts, databases, financial recording and reporting as well all the varied types of documents needed to organise and run an enterprise in its day-to-day dealing with all work-related stakeholders. We are going to refer to these as **work organisational texts**.

Equally, such texts might be considered to be part of an individual or worker's personal organisation, such as keeping records, calendars and diaries, legal and registration forms, generating filing systems and creating systems to avoid chaos. We are going to refer to these as **personal organisational texts**.

Either way, organisational texts might be defined as being required on a **macro** (big picture) level, or on a **micro** (individual) level. And these levels intersect all the time.

As an example, consider completing an assessment task for your VM. Although this is about what you are doing (i.e. micro) - it's also about how what you are doing fits in on a macro level. Your teacher is devising assessments based on the 'big' macro curriculum, which in turn, is determined by the principles of a 'bigger' governing body (in this case the VCAA).

Work Organisational Texts

Forms	Guides
Policies	Manuals
Protocols	Handbooks
Codes of conduct	Guidelines
Reports	Flowcharts
Public relations	Advertising
Marketing	Human resources
Payroll	Accounting
Induction	Training
Orders	Invoices
Receipts	Results
Instructions	
Databases	

Image: ikostudio/ Depositphotos.com
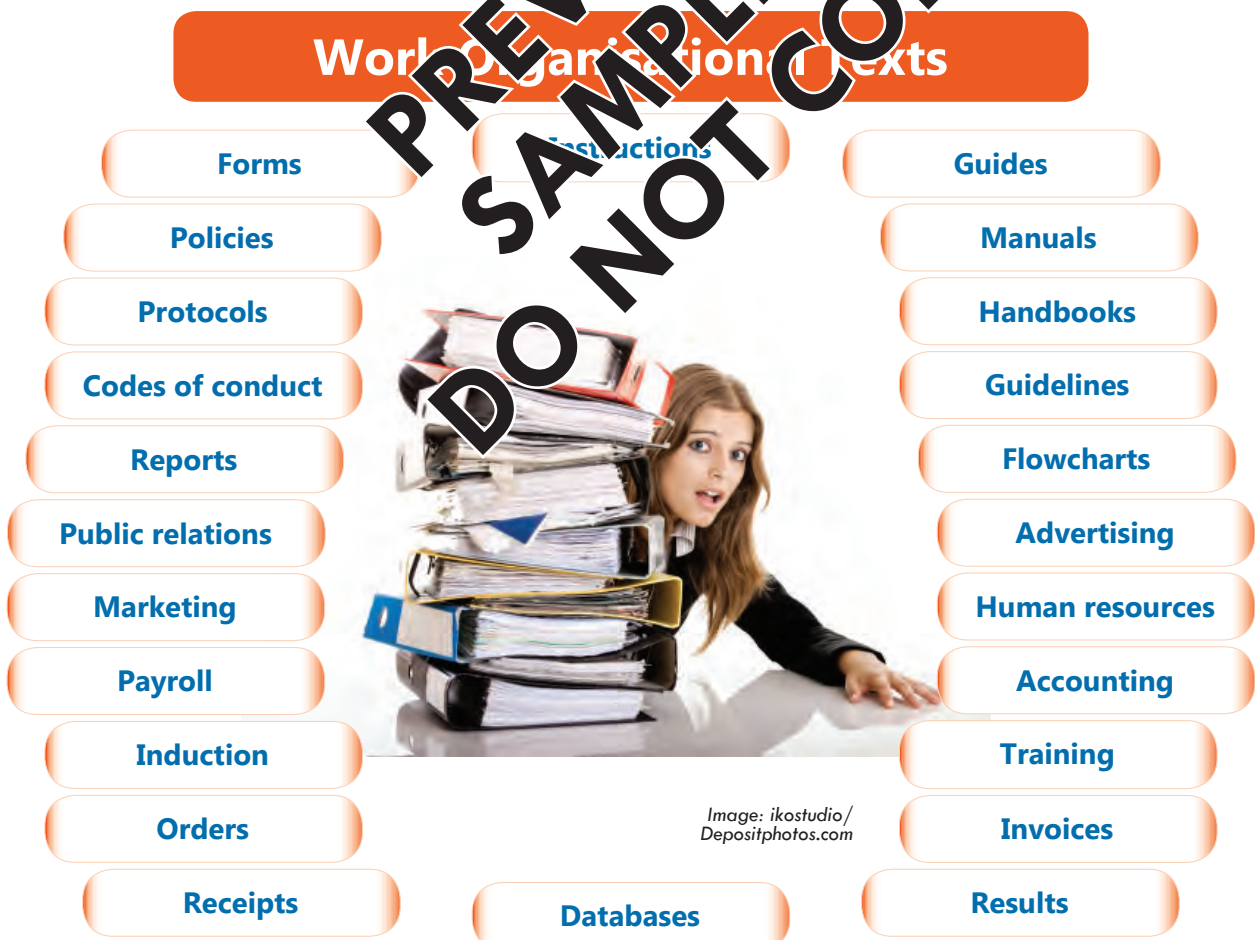
From the list of the types of work **organisational texts** on p.96, and any others you can think of, complete the table to: identify a **work organisational text**, describe the **work task to which it relates**, describe the **format** and **delivery method** of the **information**, and explain why this **organisational text** is **important**.

Include types of texts that you might not personally access.

What is the work organisational text?	What is the work task?	How is it delivered/ in which format?	Why is it needed/ why is it important?

Applied

Which types of organisational texts are important in a workplace with which you are familiar? How did you learn to use and/or create these organisational texts?

3.05 Organisational Texts

Workplace information

As you develop your career pathway and explore broader vocational opportunities, there will be many different categories of **organisational information** and **procedures** that you will be expected to understand, create and communicate in work-related situations.

🗣 Discuss these categories as a class and think about how these might apply in work-related situations in which you might be involved.

Categories of Work Organisational Texts

Task instructions
⇨ Training and supervision
⇨ Manuals and advice
⇨ On-the-job training & mentoring
⇨ Competencies & qualifications

Safety information
⇨ Warning and danger signs
⇨ Policies that must be followed
⇨ Training and correct use
⇨ Personal safety plan

Rosters & timelines
⇨ Hours of work
⇨ Times of opening and operation
⇨ Deadlines and delivery dates
⇨ ETAs on job completion

Roles & responsibilities
⇨ Job description
⇨ To-do lists, duties to perform
⇨ Who to report to
⇨ Organisational structure

Product information
⇨ Specifications and technical
⇨ Price and availability
⇨ Range and features
⇨ Suitability for use & safety

Processes & policies
⇨ How work tasks are done
⇨ Steps and stages to follow
⇨ Guidelines and advice
⇨ How to use equipment, etc.

Customer details
⇨ Personal details in database
⇨ Account information
⇨ Buying preferences
⇨ Terms and conditions

Customer support
⇨ Help lines and e-support
⇨ Ordering and fulfilment
⇨ Product upgrades
⇨ Warranties and returns

Market research
⇨ Demographics
⇨ Focus groups
⇨ Product testing
⇨ Industry trends

Financial information
⇨ Budgeting - revenue & expenses
⇨ Overheads, costing & pricing
⇨ Profit & loss; assets & liabilities
⇨ Taxation, fees and charges

Professional advice
⇨ Legal & licensing
⇨ Accounting, banking & finance
⇨ ICT & engineering
⇨ Marketing & public relations

Legal requirements
⇨ Licensing and regulations
⇨ OH&S/WHS & product safety
⇨ Copyright & intellectual property
⇨ EO laws & employment laws

Workplace information   3B

1. Complete each information **category** with **2 more examples** of workplace **organisational texts**.

2. List 6-8 types of **organisational texts** that could fit into the '**Other**' category.

3. Source **3 hard copy** or **digital examples** of workplace **organisational texts** from a **workplace** you know.

Employee information such as:	**Product/service information such as:**
⇨ Wages and salaries	⇨ Where to find items
⇨ Working conditions	⇨ Price and terms of sale
⇨ Hours of work	⇨ Product specifications
⇨ Leave and entitlements	⇨ Technical explanations
⇨ Superannuation	⇨ Demonstrations
⇨ Roles and duties	⇨ Assistance and advice
⇨ Rights and responsibilities	⇨ Service contracts and warranties
⇨	⇨
⇨	⇨
Worksite information such as:	**Industry information such as:**
⇨ Location and parking	⇨ Customer/client demographics
⇨ Hours of operation and access	⇨ Patterns of consumption
⇨ Type of operations	⇨ Industry trends
⇨ Location of facilities	⇨ Market share
⇨ Location of various staff members	⇨ Competitor information
⇨ Safety and emergency procedures	⇨ Economic data
⇨	⇨
⇨	⇨
Organisational information such as:	**Financial/Operational information such as:**
⇨ Organisation's history	⇨ Quotes
⇨ Management structure	⇨ Orders
⇨ Policies and procedures	⇨ Invoices (tax invoices)
⇨ Product mix and range	⇨ Customer accounts
⇨ Vision, mission, values and goals	⇨ Bills
⇨ Key markets and products	⇨ Budgets
⇨ Customer/client data	⇨ Financial records and statements
⇨	⇨
⇨	⇨
Other:	**Other:**
⇨	⇨
⇨	⇨
⇨	⇨
⇨	⇨

3.07 Work Organisational Texts

1. Work Organisational texts - Identity texts

Identity organisational texts refer to a range of texts in different media formats, that are created by an organisation to communicate about itself.

It is not only interesting, but also very instructive to have a look at **identity texts** produced by an organisation. They tell you a lot about how they see themselves within the industry and in society more broadly. These texts often aim to communicate a corporate **image**, or **brand**, to the broader commercial world. **Public relations** copy and **marketing** spiels can make up a large proportion of the information that is communicated.

Organisations: Digital communication methods

First off, we will look at how organisations do most of their communication in the digital age.

Naturally we start with **web pages**. Website content includes the homepage, 'about us' page, product or service pages, sales and service portals, and other web pages that provide information about the organisation. This can also extend to product sites that give a product or product line its own brand or identity.

It can be argued that now in the digital age, people usually access an organisation's online content through its **social media sites and posts**, rather than through the traditional website format. Social media sites and posts involve establishing corporate or brand presence across social media platforms. Once established they usually involve short messages or posts on social media platforms such as Twitter (X), Facebook, TikTok, Instagram, and LinkedIn, to inform and engage with followers.

Another important type of digital communication used by organisations are **blogs** and **vlogs**. These online articles, posts, and increasingly, videos - provide in-depth information about the organisation, its products, services, or industry-related topics. Sometimes these can be instructional with user-support. But most are advertorial and persuasive.

We can move from vlogs into the general format of **online videos**. Online videos are becoming the most prominent form of contemporary communication used to engage and inform the audience. Common themes include how-to/explainer videos, product demos, brand stories, public relations, recruiting PR, product 'drops', celebrity tie-ins, etc..

email newsletters are still a vital communication text for business operations. They usually involve regular emails sent to existing customers and subscribers on a mailing list and provide updates on the organisation's activities, products or services, and sales and offers. email newsletters are often used in retail, hospitality, arts and cultural providers, by small businesses; and for all industries that manage B2B systems with suppliers, wholesalers and other similar stakeholders.

Text messages or **SMS** have become a prolific and efficient way to communicate brief information, as well as to service customers and clients with push notifications, order confirmations, QR and barcoded ticketing, reminders, tracking and other communication.

Government agencies use SMS to communicate weather alerts, health reminders and disaster warnings. And of course, text messaging enables business operators and workers to be instantly connectable on-the-go, wherever they are - for better or for worse!

Organisational - Identity texts   3C

Described below are different types of **organisational identity content** that you will see online. Find **examples** for each of these from **profit-oriented businesses**; and from **not-for-profit enterprises** and/or **government agencies**. (More space = use work folios).

Note: The 'titles' of this content might vary in different organisations and sectors.

Vision statement	Outlines the organisation's long-term goals and aspirations for the future. It typically includes a description of what the organisation wants to achieve and how it intends to do so.		
Mission statement	Defines the organisation's purpose and reason for being. It usually includes a description of what the organisation does, who it serves, and what makes it unique.		
Values statement(s)	Describes the organisation's core values and beliefs. It usually includes a list of values that the organisation prioritises such as integrity, accountability, innovation, or teamwork.		
Culture statement	Describes the organisation's culture and work environment. It explains the organisation's values, traditions, and practices as well as its expectations for employee behaviour.		
Brand promise	Defines the organisation's unique value proposition or promise to customers. It's often a logo; or a description of the benefits that the products offer, to meet the needs and expectations of customers.		
Diversity, Equity, and Inclusion statement	Outlines the organisation's commitment to promoting diversity, equity, and inclusion, and creating a welcoming and inclusive workplace.		
Sustainability statement/ commitment	This outlines the organisation's commitment to sustainability, including its environmental governance practices.		

3.09 Work Organisational Texts

I'm the best, just ask me

When you access and analyse organisational identity texts, you need to remember that these texts are created by the organisation themselves (or by a PR firm) to talk about themselves. And as you know, the most dangerous form of PR is self-generated PR!

Identity texts might include websites, videos, infographics and virtual tours showing various aspects of the business that the organisation is proud of.

With **private sector**, profit-oriented **businesses**, you will naturally see an element of '**spin**' in their external texts as they create these to represent the stated values, culture and goals of the organisation.

In contrast, **government** departments and agencies have to follow **strict rules** and **guidelines** about how they **communicate** about themselves - and should avoid PR and spin as much as possible.

Organisational - Identity Texts

Corporate identity/branding

This involves establishing a corporate or brand presence across social media platforms.
Once established they usually involve short messages or posts on social media platforms, such as Twitter and Facebook, TikTok, Instagram, and LinkedIn, to inform and engage with followers.

Marketing communications

These promotional materials and texts in varied formats are used to advertise and promote the organisation's goods or services, such as advertisements, brochures, eCatalogues, videos, influencer partnerships, viral marketing, brand sites and content, and social media posts.

Public relations

These internally-generated communication texts are focused on managing and/or protecting the organisation's reputation and image, such as press releases, media interviews, advice and updates, and crisis communication.

Internal communications

These communications are aimed at employees within the organisation and include emails, memos, reports, policy updates, rostering, newsletters, learning materials and intranet sites; as well as a range of workplace-specific operational texts.

Corporate social responsibility

These communications are aimed at promoting the organisation's commitment to social and environmental responsibility, such as sustainability reports, community support programs, and charitable contributions.

Investor relations

These communications are aimed at shareholders and investors and include annual reports, financial statements, and investor presentations.
These are a vital part of being accountable to 'owners'.

Working in pairs, imagine you have been asked to run a **micro enterprise** or **community not-for-profit enterprise** as part of your WRS or PDS studies.

What kind of **enterprise** would you choose? Would you create a **product** or sell an existing product? Would you offer a **service**? If so what kind(s)?

> Ideas?

Think about the kinds of **identity texts** that would be right for your venture. Which **public texts** would you create? What **internal texts** would you need?

What tone or '**brand**' would you adopt? Would you channel a fun, young, vibe? Would you want to sound authoritative? Think about how you would **communicate** your brand via organisational texts using a range of appropriate **media**.

> Ideas?

Consider the range of **types** of **identity texts** on p.101 and the **categories** on p.102. Choose 4 identity texts that would seem appropriate for your venture and create **mock-ups** for each.

You can go 'small' in words, such as a mission statement; or broaden your texts by designing the key words and the look of a website.

Whichever identity texts you choose, they must have the precision to be a **convincing representation** of your business or community venture.

Before you start, you will need to spend time agreeing on the kind of **micro enterprise**, or **community not-for-profit enterprise**, as well as the specific **goods** or **services** offered. Of course, choose a suitable **name** and decide on an appropriate **image** or '**branding**'.

> Ideas?

As you work, complete the following planning document.

Identity text - Type	Public/external or internal?	Media type and format(s)	Communications/ Distribution channel
e.g. Mission statement	Public	Website Social media pages	Electronically as a 'leader/tag' in all digital communication

3.11 Work Organisational Texts

2. Work Organisational texts - Behavioural texts

Another type of internal work organisational text sets out standards of behaviour expected of employees and other work-related stakeholders. These documents are the expectations, rules, guidelines and in some cases, legal requirements that you must adhere to. You are expected to read, understand and apply these.

In some cases, especially in larger organisations and public sector enterprises, you will be introduced to written policies and protocols as part of an **induction** process. You might have to complete **training** and/or e-learning modules related to these. But in many smaller organisations, you might simply be 'told' these by a manager or by the owner.

Workplace protocols

All workplaces have protocols that must be followed by various stakeholders. These protocols relate to the **rights** and **responsibilities** of employees, managers, customers and clients, suppliers, owners, and other relevant stakeholders.

The term **protocol** is a general term that may refer to internal **policies**, **codes of conduct**, **standards of behaviour**, **legislative guidelines** and other formal and informal **expectations** of behaviour.

Protocols manifest in the development of workplace procedures, processes, systems, and other '**rules**' that stakeholders must follow. Therefore, they impact on the nature of work and how work is carried out.

All employees have basic rights, but also in turn are expected to meet certain basic responsibilities. Of course there are legal rights in relation to rates of pay, freedom from discrimination and the right to have a safe and healthy workplace.

Responsibilities balance these rights and include working to fulfil the reasonable demands of an employer, not harassing, bullying or intimidating other work-related stakeholders, and working safely by following established workplace procedures.

The combination of protocols, guidelines and policies balances the rights and responsibilities of work-related stakeholders. This results in the development of codes of conduct and associated standards in a workplace. They combine to influence the nature of work in the workplace.

When an employee signs their employment contract they will be agreeing to **abide** by expected **codes of conduct** and **standards of behaviour**. Some of these will be general and apply to all workplaces; such as anti-discrimination and work health and safety protocols.

Others might be specific to a particular industry or workplace, such as a social media usage policy, private phone usage, an employee uniform/dress standard, or undertaking a criminal record check and gaining working with children certification.

Many workplaces have policies governing social media usage and private phone calls while working.

Image: Madhouses/Depositphotos.com

Codes of conduct and standards

Codes of conduct and standards (of behaviour) are the practical means by which the rights of work-related stakeholders are protected. These are normally communicated as **policies**.

Codes of conduct and standards therefore lead to the development of work-related policies and **protocols** which are then applied to work practices, systems, processes and other **guidelines** that must be followed in work-related situations.

Therefore, these codes of conduct and associated standards of behaviour, both reflect and reinforce, the nature of work as part of the **workplace culture**.

Codes of conduct policies can relate to:

⇨ employee behaviour including appropriate interpersonal communication

⇨ employee use of an organisation's assets such as vehicles, technology and equipment

⇨ social media, internet and email usage policies, including expected standards of behaviour

⇨ employee behaviour in relation to customers and clients, including non-discriminatory practices, non-disclosure of client information, and cross-cultural awareness

⇨ internal policies governing communication between management and employees

⇨ work health and safety policies and procedures including following safe work practices, ensuring that work-related stakeholders are not exposed to danger, and also reporting of safety issues through the relevant OHS/WHS reps and stakeholders

⇨ employee responsibilities when carrying out their duties to the best of their abilities in line with the expectations and goals of the employer, and

⇨ many other specific work practices, systems and processes that relate to industry-specific settings; including mandatory reporting, licensing and certification, professional or occupational accreditation, gambling, alcohol consumption and many others.

"What do you mean I can't bet on myself to make a 100?"

Behavioural codes of conduct   3E

List all the areas of **workplace behaviour** that might be **governed** by a **code of conduct**. In what **form** might these 'texts' be **communicated**?

3.13 Work Organisational Texts

Equal opportunity and anti-discrimination behaviours

People have the right to not be discriminated against. Equal opportunity legislation makes it illegal to discriminate against people and aims to protect people's rights.

Workplaces need to develop appropriate policies, protocols and standards of behaviour to ensure that equal opportunity is promoted, and that discrimination does not occur.

In essence, these protocols aim to stamp out the following negative behaviours, as part of the everyday nature of work and the work culture.

✖ Overt discrimination and unfair treatment such as racism, gender bias, sexual harassment and other forms of discriminatory behaviour.

✖ Unexpected or unintended discrimination such as inappropriate language, outdated workplace culture, and an unwillingness to deal with changing societal values.

One of the most important steps in developing and applying behavioural policies and protocols is an awareness of the legislative framework within which an organisation must operate. This might include:

⇨ issues surrounding employment and advertising for employment

⇨ standards of behaviour expected in work-related situations so that all stakeholders are free from bullying and harassment, or other discriminatory practices

⇨ development of an inclusive and cohesive work environment that recognises cultural diversity

⇨ building synergy through people with diverse skills and experiences, and

⇨ many other specific protocols that might relate to particular work settings.

Workplace health and safety protocols and behaviours

Some workplace health and safety protocols are set down as law, whereas others are developed by WorkSafe as regulations or guidelines.

Some protocols reflect state-based or Australian standards, while other protocols are suggested as codes of conduct for particular industry settings.

Specific workplaces develop protocols that apply for the type of work tasks and work practices undertaken in their own work environments such as:

⇨ induction and training

⇨ use of personal protective equipment

⇨ risk assessment and hazard control

⇨ safe work practices

⇨ issue and incident reporting guidelines

⇨ anti-harassment and anti-bullying;

...as well as many others that are law, and/or prescribed as regulations and guidelines for particular industries and work settings.

These protocols, of course, lead to expected standards of behaviour.

These standards of behaviour balance the rights of all workplace stakeholders, with the responsibilities that are expected, so as to deliver safe work outcomes as part of the nature of work in relevant workplaces.

Visual texts are effective at reinforcing workplace safety protocols.

Image: Depositphotos.com

So, how would your simulated **micro enterprise** or **community not-for-profit enterprise** go about dealing with equal opportunity and anti-discrimination texts, and OHS/WHS texts? Are there any templates that you could use?

You will now **research** and explore how a range of **organisations** handle these issues. Think about how the **organisation communicates** its policies or expectations to both **internal** and **external stakeholders.**

1. Based on what you already know about organisational **behavioural** texts, list some **texts** that are likely to include **statements** or **policies** regarding **discrimination** and **OH&S/WHS**. What **formats** might you find these texts presented in, and using what **media**?

2. Are these texts likely to be **easily found** and prominent, or buried in **internal documents**, or both? Why would this be the case?

3. Find **examples** of any such behavioural texts (e.g. policies and codes of conduct) for an organisation you are familiar with. Don't forget to check out WorkSafe as well. Annotate and summarise these documents. Some key words to focus on include these, but add others that you encounter being used.

   - ❑ diversity
   - ❑ equality
   - ❑ equity
   - ❑ fairness
   - ❑ inclusion
   - ❑ lawful
   - ❑ protection
   - ❑ respect
   - ❑ rights
   - ❑ safety
   - ❑ security
   - ❑ age anti-discrimination
   - ❑ disability anti-discrimination
   - ❑ gender anti-discrimination
   - ❑ racial anti-discrimination
   - ❑ religious anti-discrimination
   - ❑
   - ❑
   - ❑
   - ❑

4. So, what **type** of **behavioural texts** would **you need** for your **micro** or **community enterprise**; and how would you get people to access and 'read' these?
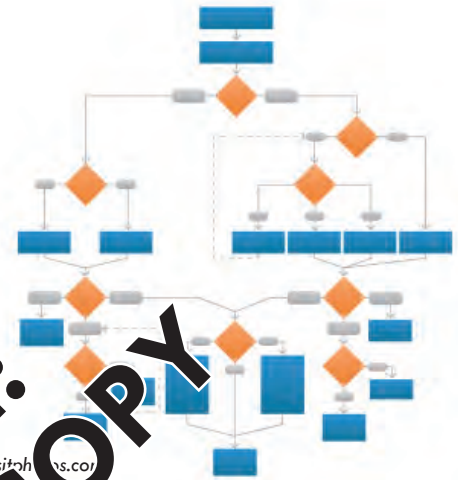
3.15 Work Organisational Texts

3. Work Organisational texts - Operational texts

Another broad type of organisational text is those that relate to what an organisation and its workers do. Or in other words, its **operations**.

Operations involve all the **systems**, **processes**, **procedures**, **instructions**, **guidelines**, learning, **training**, fulfilment, reporting, recording, **safety** and other activities of the organisation. You would have accessed some operational texts as **procedural** texts. You might already have accessed some of these as **informational** texts.

The scope and range of operational texts are very broad. These texts reflect the type of activities that an organisation undertakes, including the **production** of **goods** and/or **provision** of **services**. The specific nature of these texts will also vary from industry to industry and workplace to workplace, depending on the **industry-specific** and **occupational-specific** nature of the job roles and requirements expected of employees.

However, you will also find some similarities from workplace to workplace and industry to industry. For example, although McDonald's might stipulate in its operational manual that their famous Big Mac has to be made to an exact **recipe** and **process**, your local burger joint might also have its own similar (but in some ways different) **method** for making its own special deluxe burger. As a result, any skilled burger-maker should be able to apply each process as needed.

Image abraded DepositPhotos.com

Organisational Operational Texts

Systems	Processes	Procedures
Instructions	Guidelines	Training
Reporting	Policies	Manuals
Rules	Regulations	Standards
Methods	Communications	Authorisations
Documents	Recording	Databases
Recipes	Ratios	Measures
Orders	Directives	Flowcharts
Blueprints	Schematics	Maps
Trials	Tests	Sequences
Scripts	Advisories	Warnings

In terms of operational texts, which will you need in order to plan, develop and organise your simulated enterprise?

1. Choose 4 from the list on p.108. Discuss the **requirements** for each. Many operational texts can be long and complex. Think about the 'big picture' **content** needed, and the **look** of the text; as well as the best **medium** to use for each.

Operational texts for:

Type	Content	Design elements	Media/formats
	- - - -		
	- - - -		
	- - - -		
	- - - -		

2. Now choose 2 from these: **processes**, **rules**, **regulations**, **training**, and **communications**. Plan, **draft**, **design** and/or 'sketch' these out. Decide on the **visual look** and **design** elements, the consistent **vocabulary**, and suitable **formats**, for these 2 texts.

Operational texts for:

Type	Visual look/design	Key vocabulary	Media/formats

3.17 Work Organisational Texts

Operational Texts - Transformation process

A very instructive way to understand operational texts is to develop an applied understanding of the transformation process that drives the operations of all organisations - but in varied applied ways.

All organisations produce goods, services, or a combination of goods and services. The production of goods and services involves the **transformation process**. And the transformation process is driven and co-ordinated by many operational texts.

The transformation process turns **inputs** into **outputs**, and can be described as an organisation's **production process**. Organisations must ensure that they manage their resources efficiently so as to generate the highest return on each of their **materials**, human (**labour**), financial (**capital**) and **technological** investments.

Digital processes are 'transforming' the transformation process!

Image: JohanH/ Depositphotos.com

Production processes (and texts) vary significantly from industry to industry. But in essence, all organisations are involved in production. They all 'make' something using various processes, whether this be a **good**, or a **service**.

As you work through this section, think about how inputs, processing and outputs - and associated operational texts, apply to vocational situations that you have experienced, as well as those in which you might be interested in future.

Inputs

Inputs are the resources that are used by organisations as part of their production process, or as part of their service-provision process. Inputs include materials and stock as well as labour, tools, equipment, machinery, technology, capital investment, time and information.

> For example, a chef in the Accommodation and Food Services industry will use ingredients such as meat, vegetables, fruit, processed grains, oil and other materials, including stocks of small consumables such as condiments and spices.

> They will use implements and tools, digital scales, cooking equipment, kitchen equipment and fittings, all of which are bought by capital investment from the business owner.

> Of course, they will use their time and expertise, as well as other knowledge and information needed, to perform their work tasks.

> A lot of their work tasks will be driven by written operational texts, as well as extensive use of verbal communication.

Inputs
⇨ materials
⇨ ingredients
⇨ consumables
⇨ inventory (stock)
⇨ time
⇨ capital
⇨ manual labour
⇨ service labour
⇨ technological labour
⇨ information labour
⇨ investment

Processing

Processing involves combining varied resources so as to produce a good or service. Processing can involve **manufacturing**, **refining**, **cooking**, and combining raw materials to make other goods (finished products).

> For example, a miller processing wheat into flour; and then an industrial baker processing flour into bread; followed by a café using bread to make sandwiches.

Processing also occurs in thousands of different **services** that are provided throughout the commercial world including transport, retail, ICT, business services, media, personal services, education, health and medical, community services, as well as many more.

Processing
⇨ manufacturing processes
⇨ service-provision processes
⇨ equipment & machinery processes
⇨ customer/client processes
⇨ financial processes
⇨ technological processes
⇨ ICT and data processes
⇨ online/digital processes
⇨ environmental processes
⇨ workplace safety processes
⇨ work practices

The processing stage uses various processes (naturally), systems, work practices and other methods to create and produce goods or services. Most organisations invest heavily in processing, as this is the stage where varied inputs are combined to create a product (an output), as efficiently and safely as possible. Given this they must develop effective, efficient and safe **operational texts** that drive and coordinate varied processes.

Outputs

Outputs are generated at the final stage of the transformation process after all the varied inputs have been turned into goods or services. Outputs can take the form of **consumer goods** and **consumer services** which are sold to consumers.

Outputs
⇨ goods or services
⇨ consumer goods
⇨ consumer services
⇨ producer goods
⇨ producer services

> Examples of consumer goods include thousands of grocery items, clothing, cars, books, computers - the list is virtually endless. Consumer services include a café that produces coffees for customers, a hairdresser that provides a cut and style for clients, and a school that provides educational services for students. This list is also almost endless!

However, many organisations produce goods and services that are sold to other organisations that form part of a new production process. These **producer goods** and **producer services** happen as **B2B** transactions and may take the form of processed materials, stock (or **inventory**), direct services and indirect (or support) services.

> For example, an industrial baker might sell stocks of bread rolls to cafés that make lunches. A carpenter might work as a service contractor on a housing estate building house frames for a property developer and builder. An ICT firm might be hired to assist a school to develop a new student database. And a car parts manufacturer might make headlights and other parts that are exported to overseas car makers.

Transformation process 3H

Investigate a workplace that you are familiar with and document the **transformation process**, including the **operational texts** that drive this process.

Compare and contrast this with a **different workplace** that interests you.

3.19 Work Organisational Texts

4. Work Organisational texts - Transactional texts

When you are working, either in goods-producing, or in service-provision enterprises, you will need to access, understand and create transactional organisational texts.

Transactional texts document and record **sales** and services, **bookings** and **orders**, and **bills** and **payments**. Transactional texts are vital to record an organisation's sales and service provision, as well as the ordering of stock, materials and other inputs, and to process invoices, bills and payments.

*Image: TAlexey
Depositphotos.com*

Some of these are generated from an **external** interaction, for example when a customer orders a retail item online; or when a client makes an online booking, such as in the hotel industry.

But all of these transactional texts originate **internally** and create a **paper** or **digital document trail** to process, document and fulfil an **order**, sale or request.

So how do each of these apply in work-related situations you are familiar with?

Each stage of a transaction, from initial enquiry through to final fulfilment, will generate a hard copy or digital transactional text

Sales receipts

Sales receipts are used to collate and record customer transactions and to process payment. By law they must include certain information.

This sample sales receipt is used by a restaurant to keep track of customer ordering and dining experiences.

When the wait staff take the order, it is entered into the point-of-sale system either manually, or digitally through an app (i.e. the server might use a phone or tablet to take the order).

The POS system will use a database that stores menu items and prices.

This sales receipt makes it easy for staff to take payment. The customer also gets an itemised receipt that meets the legal requirements as a tax invoice.

Grub Bros
18 Main Road Brunsvale 3056
03 9919 21...56
www.grubbros.com...

Table	Diners	Server	Time	Time ...
16	2	Jini	6:20pm	7:... pm

Menu Item	Qty	Price	Total
Parma deluxe	1	$17.50	$17.50
Vego supreme	1	$19.50	$19.50
Garlic bread	2	$4.00	$8.00
Beverage soft	2	$4.50	$9.00
Coffee - Macchiato	1	$5.00	$5.00
Coffee - Espresso	1	$6.00	$6.00
Corkage	0		

Total w/GST			**$65.00**
GST		$5.91	
Paid by:	Visa	**** 3412	$65.00

13/09/2024
Note: All prices are GST Inclusive.
This receipt acts as a tax invoice.

Purchase orders and invoices

A purchase order is a request to buy. These are used a lot for B2B transactions. Many businesses cannot process orders unless an official purchase order is generated. This authorises someone to order or buy goods or services.

A purchase order will include information such as name, address, products, quantities, expected prices, GST, etc. from the buyer's (purchaser) point of view.

The seller will generate an invoice to go 'out' with the order. The invoice includes purchaser account details, product information, price, GST, etc. and payment terms from the seller's (supplier) point of view.

Most B2B purchase orders and invoices are generated and sent digitally, but someone still has to enter the information, check the order and fulfil the order. In online sales and fulfilment systems, including B2C, orders are generated via a digital customer request, and their order confirmation might often be set up as the tax invoice.

Here is a purchase order from a bakery and the corresponding invoice from the wholesale supplier.

Finnegan's Bakery
For your daily bread - and more
24a Station Avenue Yirra Junction 3194

M: 0411 0912 89256   **ABN: 21 2121 21 236**

Purchase order: **PO705**   Date: 12 Oct 2024

Qty	Item	Price	Total
3	x 20 kg flour - White		
1	x 20 kg flour - Wholemeal		
10	x 1 doz free range eggs		
10	x 2 litre milk		
5	x 10 kg sugar - white		
5	x 2 kg butter - salted		
Total		approx. $	400
	Includes GST of: $		0

Ordered by : Sam Finnegan (Manager)

Delivery instructions:
To: Shainia Joyce (Kitchen manager)
After 5am. Call kitchen using buzzer at back.

www.finnegansbakery.com.au

Supply to: Tax Invoice
Finnegan's Bakery
24a Station Avenue Yirra Junction 3194
ABN: 21 2121 21 236
per: Sam Finnegan   del: Shainia Joyce

Invoice: 2   6   Date: 13 Oct 2024

Qty	Product	Tax	Price	Total
3	FW20k	GST-Free	60	180
1	FL B20k	GST	80	80
10	EG F	GST-Free	4	40
10	2l	GST-Free	2	20
5	SG W10k	GST-Free	10	50
5	UT S2	GST-Free	2	10
1	Free delivery	na		0
			Total $	380
		Includes GST of: $		0

Ulysses Wholesale
1/17 Kent Way Dovetown 3172
www.ulysseswholesale.com.au
orders@ulysseswholesale.com.au
p: 03 9523 25416   f: 03 9523 25417

Salesperson: Ronnie Marker	Terms: 30 days
ABN: 41 4141 41 436	

Transactional texts   3l

1. Examine the sample **sales receipts**, **purchase orders** and **invoices** on **these pages**. In pairs, **list** the important **information** that **must** be **included** in these documents.

2. Use your **own vocational experiences** to produce a simulated **sales receipt**, **purchase orde**r and **invoice**, that include the appropriate **information**, and that **reflect** potential **transactions** that might occur in this **industry/workplace**.

3.21 Work Organisational Texts

Quotes

Many businesses have to prepare quotes, especially those that do practical tasks; i.e. tradies, car repairers, builders, gardeners, designers and freelancers, and other similar services.

Quotes are used to estimate what a job might cost, the materials needed and the time it might take to complete the job (labour time).

This gives the potential customer a guide to the estimated, or even actual price.

Becoming good at quoting takes experience.

If a person over-quotes they might not get the 'job'.

And if they under-quote they may not be able to do the job for the amount they promised!

Sometimes quotes might include a % allowance for variation from the original price; due to price changes or other problems occurring.

Many digital quotes are now prepared as 'order' invoices, which become an invoice when the job is accepted and completed.

Hammer Smiths Cabinets
We nail it - first time!

24a Enterprise Street Road Upper Yirra 3195
0412 0413 04145

Request for Quotation: **172**

Date:	Sep 18 2024
By:	Johnny Smith
For:	Julie Hoemyowna
Address:	16 Pinkshears Place , Lower Yirra

Remove old kitchen cabinetry	$200
Make 8 new cabinets	$1400
Supply cabinet furniture	$200
Fit new cabinets	
Labour, callout and remove waste = 8 hours	$480

Note: This quote is valid for 30 days.
Price is correct subject to no unreasonable occurrences.
Ask us about our winter discount.
A 25% deposit is required on acceptance of this quotation and to be paid by direct debit.

Total	$2280

Note: All quoted prices include GST.
www.hammersmithscabinets.com

Organisational - Transactional Texts
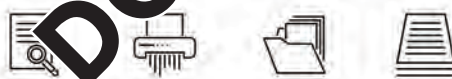
Customer order		**Packing slip**
Purchase order		**Address label**
Sales receipt		**Shipping notice**
Tax invoice		**Credit note**
Quote		**Remittance**
Bill		**Statement**

Don't always believe the digital hype. At times, physical paper trails make operations run more smoothly.

Now that you have planned and created a number of texts for your imaginary micro or community enterprise, it is time to make them look slick in terms of their formatting. So, how will you present them, and does the media you identified earlier fit well with the required content of your text, as well as your brand?

1. Consider some of the following **formats** and match them to the types of **texts** they might **suit**. Add other examples that might suit your enterprise.

- ❑ quote
- ❑ set of rules
- ❑ guidelines
- ❑ training material
- ❑ identity & branding texts
- ❑ marketing material
- ❑ internal communications
- ❑ sales/service orders
- ❑ codes of conduct
- ❑ instructional
- ❑ product launch info
- ❑ price or service lists
- ❑ equity statement
- ❑ mission statements
- ❑ financial reports

Organisational texts for:

website		**video**	
TikTok		email	
eNewsletter		spreadsheet	
written hard-copy		intranet	
Twitter		YouTube channel	
press release		e-marketing	
eCatalogue		brochure	
Facebook page		**Instagram**	
PowerPoint		**report**	
Logo		**investor presentation**	
Canva		**slide presentation**	

2. Now you are ready to choose the **final formats** for your texts. You must use **different formats** across your texts to fully reflect both the **context,** and the **content,** of your organisational texts. You will also need to develop and apply a **design consistency** throughout all your organisational work texts.

3.23 Personal Organisational Texts

Organisational texts and me

Keeping yourself organised usually involves the use of texts. Let's take a look at some common examples such as **calendars**, **timetables** and **rosters**.

Calendars

Calendars are a basic, but vital, tool for work and study.

In the digital age, people mostly use and keep **digital calendars**! But hard-copy diaries can be a very direct, and an even more efficient way, of recording and checking for deadlines, events and appointments into the future.

Hopefully you use a calendar to keep you on-task for school and work, as well as to make sure you don't have time and location **clashes** so as to better manage your life.

Many people have a '**just in time**' attitude to their own organisation - hoping that someone (teachers, parents, partners, employers) will remind them of what to do. However, part of adult life is to independently use organisational texts, such as calendars.

Calendars allow us to **track** our commitments. We can combine all our commitments into one interface, or separate our commitments into work, personal, social and others.

Workplaces will generally mandate the use of a particular type of digital calendar and will often automatically save some of your prominent meetings or other obligations in there.

Work might also send you a **work roster** calendar via email, SMS or using a social media group. When working, there will be a lot of individual **commitments** that you will need to manage yourself, especially if you work white-site, on-the-road, irregular casual hours, or in service roles dealing with client appointments.

Some people choose to keep and use both digital and **paper calendars** or diaries. This helps with double-checking. It also assists memory and recall by entering manual, written appointments. By doing this you better remember what you have to do by writing it down. And then you set a digital reminder for the appropriate time.

With **e-calendars**, decide on **setting alerts** that work for you. However, many people do not give themselves enough **lead time**; i.e. setting an alert for just 15 minutes before a work shift might not give you enough time to get there.

3K   Calendars

1. Access **your calendar** or select a suitable digital, hard-copy (or both) format. Look carefully at the past couple of weeks.

   What **information** is recorded? How much **detail** have you included? Is it **enough**, or **too much**? Can **you understand** it?

2. Discuss with other students how you **use**, **don't use**, or **mis-use calendars**.

3. Brainstorm ways in which **using** a **calendar**, or being **able** to **access someone else's** calendar, might be **beneficial** (e.g. seeing your teachers' timetables so you know when they are free to be ambushed).

4. Think of some **arguments** for **not using a calendar** (e.g. "It's all up here, in my head.").

5. Do you think that these are convincing? Discuss these with classmates.

6. Tidy up Drako's calendar for him. He has a number of missing or confusing entries. (Note: Create a similar calendar in your work folios.)

From Tess: 3/4 Friday night Fortnite battle. Ted and Serena. 6 at mine.

Werribee Family Health. This is a friendly reminder that you are due for your annual influenza vaccine on April 17. Go to our website to make an appointment

Fusbal tournament, now on Saturday 11, instead of 18th, same time, same place!

Mofone Pty Ltd An automatic payment will be made on 10/4, please ensure you have sufficient funds available

8/4 Hi Drakes, It's Dad, call me to chat about Mum's birthday present. Your sister thinks tix to The Bold and the Beautiful, the musical? Any ideas?

29/4 1.32pm Hello, It's Vincente De Stanko calling from Invigorating Enterprises. Regarding your application, I am calling to offer you an interview for the role of Office Manager. Please get back to me on 988423326 to arrange a time.

6/4 PDS assessment due, Monday class

Shifts for 30/3 - 5-4th: Monday, 4-8, Wed, 5-10, Fri, 5-10

Shifts for week 6th - 12th: Tues 4-9, Thurs, 5-10, Sunday 8.30 - 5.30

Shifts for 13th - 19th: Tues 4-9, Fri 6-11, Sat, 12-6

Shifts for 20 -26th: Monday 7-10, Wed, 5-10, Sat 9-6

Check roster

Slipped on soup spill - 8.43 pm, 16/4 - Karbunkle's Kash 'n Karry

April	Wednesday	Thursday	Friday	Saturday	Sunday
	Prank sister **1**	**2**	Te... ...pm **3**	**4**	**5**
Monday PDF times? **6**	**Tuesday** Work **7**	**Wednesday** **8**	**Thursday** 5-... ...day! **9**	**Friday** ...ins 8... **10**	**Saturday** **11**	**Sunday** Early 8.30-5.30 work **12**
Monday **13**	**Tuesday** 4-9 **14**	**Wednesday** **15**	**Thursday** ...litto **16**	**Friday** hang-out? **17**	**Saturday** Fusbal 2pm **18**	**Sunday** **19**
Monday working 7-10 **20**	**Tuesday** **21**	**Wednesday** work **22**	**Thursday** pay-yay! **23**	**Friday** Good Friday **24**	**Saturday** Is this a holiday? **25**	**Sunday** work 9-6 **26**
Monday check roster **27**	**Tuesday** **28**	**Wednesday** **29**	**Thursday** mum's b/day **30**	**Friday** hang out & chillax! **May 1**	**Saturday** **May 2**	**Sunday** **May 3**

3.25 Personal Organisational Texts

Timetables (and rosters)

A **timetable** is a plan or schedule that sets out various times and durations for a particular activity. As you already know from your own personal, educational, social, VET and work commitments, timetables are vital to plan, organise and meet your time commitments.

We all consult timetables to find out information. They might be for public transport, movie times, school classes, or **rosters** for work shifts. When working, one person's timetable or roster is designed to fit in with all the other timetables or rosters that are part of the same organisation, activity, network or system. This means that timetables must be designed to meet very rigid time schedules. Common timetables include:

⇨ your school subject timetable and your VET timetable

⇨ public transport timetables

⇨ work timetables (rosters)

⇨ services appointment timetables such as for a doctor, hairdresser, and many others

⇨ government services timetables such as 'Centrelink'; and

⇨ any other activity that uses set times and time durations.

Timetables might be presented in a number of **formats** including hard copy 'tables', digital e-calendars, interactive digital apps, integrated spreadsheets and PDFs.

Timetables and rosters vary in **complexity** depending on the amount of **information**, the number of **variables**, the **interface** being used, the **urgency** of the information needed, and the preferred literacy and numeracy styles of the user.

Given this, what might be easy to use for one person (i.e. the creator), might be quite confusing for the user (e.g. a digital interface for an elderly bus user, compared to a large PDF for a teen viewing on a phone).

So, which different timetable formats do you find user-friendly and reliable? Some things to look out for are whether they are relatively stable or open to change at short notice. Is your school timetable stable? Or does it change from week to week? How does this affect you?

What about rostered work shifts for casual employees? Are these rigid and the same from week to week, or are workers expected to be 'on-call' at short notice?

You generally don't have control over how information in a timetable or roster is presented to you. But you will need to analyse and determine which type and format of timetables are more suited for you.

Consider those huge timetables that show a lot of things happening at the same time, and how a cluttered timetable might affect the user.

Make a list of factors that determine the ease of access and usefulness of a timetable or roster for you. Brainstorm some ways of simplifying difficult, but important, timetables.

Then extract the key information to record and create your own specific timetable. And strongly consider using at least one digital format and one visually-easy hard copy format; especially for flexible work rosters.

Image: PhaiApirom/Depositphotos.com

At times timetables might be adjusted on the fly to cover for staff shortages in busy settings such as cafes and restaurants.

1. What **types** of **timetables** do you **regularly** have to **access** and **follow**?

2. What level of **control** do **you** have over **those timetables**? **Why** is that?

3. How do you **manage timetable** and work **roster clashes** in your **personal**, **school**, **social** and **work** life?

Applied

Create a master timetable for your life for the coming week. Include everything that you have scheduled on for you. Decide whether it will be digital, a large poster, or in another format.

How detailed should it be? What external information and notifications and commitments will drive your own timetable?

Will you differentiate parts of your life and/or mark for priority or time sensitivity? How will you do this? Will you colour-code, bold, set notifications?

Start to draft your ideas below then create your master in a format best suited to you.

3.27 Goal-Setting and Organising

Organising for action

You have investigated goal-setting, planning and organising in each of your VM subjects. On these pages are four tools that you can use to create action plans to help drive and steer your personal organisation. Creating an action plan usually means sitting down and creating some type of text to guide you - even a simple **to-do list**. As you can see below, you might need to create organisational strategies and texts for many areas of personal organisation; and some will naturally cross over at the same time in your life.

Personal Organisational Areas

VET	School	TAFE
Work experiences		Work placement
Paid employment	**The digital age offers many tools to manage your personal organisation. So there's no real excuse to not be organised.**	Career planning
Health & wellbeing		Family & care
Friendships		Relationships
Socialisation		Community
Sports		Recreation
Travelling		Saving
Hobbies		Achievements
Training	Skills development	Qualifications

Image: Rawpixel/DepositPhotos.com

SMART Goals

One tool to help guide you in your organising and decision-making is the SMART goals technique.

SMART goals should: be specific, be measurable, be achievable, be realistic and be time-based or (timely).

The SMART goal technique can assist you to move to the next stage of goal achievement - the doing stage!

Specific: You must identify a clear and concise goal that is not vague. It should focus on what, how and who, if relevant.

Measurable: You must be able to measure the achievement of the goal(s) in some way. This could be a simple yes/no or pass/fail, or by using key performance indicators.

Achievable: You must aim for goals that can be achieved based on your skills and abilities; usually through personal and professional growth via step-by-step progression.

Realistic: You must identify goals that can be achieved, and that also reflect your willingness and ability to achieve them. Whether a goal is realistic will depend on your motivation.

Time-based (timely): You must set a timeframe or deadline for achievement. This creates focus and discipline. The timeframe might also be reviewed and modified if necessary.

Goal-Setting Process

1. Break longer-term goals down into a series of smaller achievable objectives.

2. Visualise your goals and yourself in these roles; (but don't daydream).

3. Aim high but still keep your goals realistic.

4. Find out as much information as possible about what you need to do to achieve your goal.

5. Make short-term sacrifices to achieve a longer-term investment in yourself.

6. Plan and use your time efficiently.

7. Ask for help and get advice, support and feedback when needed.

PODR Planning

By now you are well aware of the PODR planning process. You can apply the 4 PODR stages to help plan and organise your own commitments and responsibilities.

1. Plan: Work out exactly what it is you are trying to do; i.e. your overall goal and how to do this. Write this in one or two short sentences.

2. Organise: Break your goal into smaller, achievable, objectives. Develop an action

plan to achieve each of these on a task-by-task basis.

3. Do: Undertake day-to-day activities to actually perform each task. This is where everything comes together - successfully or not.

4. Review: Check your progress, evaluate your achievements, and make changes if needed on an ongoing basis.

Effective time management

Time is the only resource that is limited in the same way to every person in the workplace.

Effective time management is a key planning and organising skill because the pressures and demands placed on workers require them to be able to effectively allocate their time to different tasks.

Everything is important but is everything urgent? Just because your boss has asked you to do something, does it really have to be done straight away?

As part of effective planning and organising it is important to categorise tasks according

to their completion timeframe: immediate, short-term, mid-term or long-term.

A useful tool is the 'ABC Task Analysis' whereby tasks are classified as:

A = important and urgent (do right away)

B = important but not urgent (do next)

C = not important nor urgent (do when able).

Tasks are organised according to their urgency and completed in the order needed; also some tasks are prerequisites for others later on. Naturally, over time, those less urgent tasks that don't get done move up in order, and become urgent.

Goal-Setting and organising 3M

1. Feeling motivated? After completing the 2 **surveys** on pp.122-3, create specific **action statements** about what **you** want to **achieve** over the next **2-6 weeks**.

2. Keep a **record** and **reflect** and **review** at the end of the process on what you have or haven't **achieved**, and the reasons.

3.29 Goal-Setting and Organising

3N Motivation and goal-setting

1. Motivation and goal-setting - Education

There are no right or wrong answers to this quiz! It is designed to get you thinking about how you plan and study.

1. Which of the following statements do you most agree with?

❑ I feel motivated when I am praised for my work.

❑ I feel satisfied when I know I have done a good job.

❑ It is my teachers' job to make sure that I finish my work.

2. Which statement best describes you?

❑ I know what time of day or night that I work best.

❑ I don't care what time I do my work, I fit it in when I can.

❑ I don't care what time I work, it's always hard to concentrate.

3. How do you usually handle your study?

❑ I often delay starting my homework/assessment tasks.

❑ I feel motivated to work when I don't have much time left.

❑ I am usually up-to-date with my tasks and am clear about what to finish next.

4. How do you usually approach tasks?

❑ I divide my work into small, achievable chunks.

❑ I just think about the next thing I have to do.

❑ I often remind myself about my bigger goals.

5. What is your motivation style?

❑ I find it hard to motivate myself.

❑ I can make myself start and complete my work.

❑ I sometimes have trouble starting my work, but once I start, I'm okay.

6. Which of the following best describes you?

❑ I sometimes get bored and distracted while trying to study.

❑ I often get bored or distracted while trying to study.

❑ I usually concentrate on my work well.

7. Which best describes you?

❑ I have goals, but I don't often think about them.

❑ I keep reminding myself of why I am doing this subject/course.

❑ I am only doing this subject/course because I have to.

Analysis and reflection

a. What do your answers tend to indicate about how you go about completing tasks? Why do think this is the case?

b. What do your answers tend to indicate about your level of motivation? Why do think this is the case?

c. What do your answers tend to indicate about your level of autonomy or accepting responsibility for your own actions? Why do think this is the case?

d. What are your positive skills and attitudes as indicated by your answers?

e. What areas of improvement do you need to work on for the future?

f. What help or assistance could you get to help you make improvements?

2. Motivation and goal-setting

Now take a similar survey but this time about working (paid employment). Again, there are no right or wrong answers to this quiz!

1. Which of the following statements do you most agree with?

- ❏ I feel motivated when I am praised for my work.
- ❏ I feel satisfied when I have done a good job.
- ❏ It is my boss's job to make sure I finish my work.

2. Which statement best describes you?

- ❏ I know what time of day or night that I work best.
- ❏ I don't care what time I do my work, I fit it in when I can.
- ❏ I don't care what time I work, it's always hard to concentrate.

3. How do you usually approach getting ready for work?

- ❏ I often delay getting ready for work until I finally have to.
- ❏ I swing into action when it's time
- ❏ I am usually pre-organised, kee~ ready to go.

4. How do you usually handle your work tasks?

- ❏ I organise my work tasks into small, achievable chunks and prioritise them.

- ❏ I just think about the next thing I have to do.
- ❏ I often remind myself about the big picture.

4. What is your work motivation style?

- ❏ I find it hard to motivate myself.
- ❏ I can make myself complete all my work tasks.
- ❏ I sometimes have trouble starting my work tasks, but once I start, I am okay.

5. Which of the following best describes you?

- ❏ Sometimes I get bored and distracted while I'm at work.
- ❏ I oft~ ~et bored or distracted when I ~ ~ ~ork.
- ❏ ~sually ~on~entrate w~ at ~ork.

~. ~hich best ~escribes ~?

- ❏ I h~ ~ g~ ~s relat~ t~ my work, but I do~ ~ often t~nk a~out them.
- ❏ ~k~p remin~ ~self of why I am ~oing ~ ~ job.
- ❏ I am~ly ~ing this job because I need ~he mo~ey.

Analysis and reflection

a. Do you notice any differences in y~ ~ answers for work and for study? What are they? Identify the specific areas of difference and explain the reasons.

b. Who do you hold more accountable for your school achievement - yourself? Your teacher? Your parents? Other factors?

c. Do you have a similar or different expectation of yourself in the workplace? What do you rely on your employer or boss for?

d. Do you rely on your parents for anything related to your work life and employment? Are there any other things or people that you rely on for your work life?

e. Thinking about your work for school and your employment. Which personal skills, 'habits', attitudes and qualities will be sustainable and required for your career into the future? Which might you need to change or reconsider?

3.31 Forms and Documents

Starting work - Forms and documents

When you first start working, or when you start a new job there are many organisational documents and **forms** you will need to read, understand and complete.

Many of these employment-related forms act as **legal documents** - so it is essential that you get these right. So let's take a look at some of the main forms. Then your teacher will guide you as to where to access these forms, how to fill these forms out correctly, and in some cases, lodge these forms.

Tax file number

All employees within Australia need to have a tax file number (**TFN**) to register with the **Australian Taxation Office** (**ATO**) and become part of the Australian taxation system. Your tax file number stays with you for life. This 9-digit identifier moves with you when you change jobs, move interstate or even go overseas.

You need a tax file number in order to register to pay tax. Not having a tax file number will generally mean that you are taxed at a much higher rate. Without a tax file number you are also prohibited from accessing any government benefits or allowances.

There are different ways to apply for a tax file number depending on whether you have an Australian passport or not. You will fill in a separate form if you are an international student or resident migrant. As a First Nations Australian you may choose to apply with a different form again.

When you start working, or start in a new job, your employer will ask for your tax file number. They need to include this on the Tax File Number Declaration form. Therefore, it is essential that you have your TFN before you complete your Tax File Number Declaration form.

You need to allow at least 28 days for the TFN process to be completed. So don't wait until you have your first job - you can apply at any time - whether working or not!

Tax file number declaration form

When you sign your 'employment contract' will also be asked to complete a **Tax File Number Declaration form** for the ATO.

In most cases, your employer will supply you with an e-file to complete this. However, hard copies are available and can be sent via the post.

After you have filled this out, it is sent to the **Australian Tax Office** (usually by the employer, using that e-file).

Not lodging a Tax File Number Declaration form doesn't mean you can sneak out of paying tax.

Instead it means that your employer will tax you at what is usually, a much **higher marginal tax rate** than what you will normally pay.

So you'll be losing more in tax until you get your form sorted out. (Note: You might then get that back when you do your tax return).

*Image: Masterlevsha/
Depositphotos.com*

Starting out

When you commence employment, either in a full-time, part-time or casual capacity, your employer must give you a copy of an **employment contract/agreement** that includes your TFN and the terms of your employment. This is the major document you sign to enter into a binding work relationship with your employer.

The employer also needs to provide the **Fair Work Information Statement**. This statement has easy to follow information about Australia's Fair Work system, **the National Employment Standards,** the general entitlements of workers including minimum pay (for adults), and other very helpful information.

You will also be asked to provide, or complete forms, relating to:

⇨ contact details and emergency contact details

⇨ bank account information for payment of wages or salary

⇨ Tax File Number Declaration form

⇨ superannuation fund standard choice form.

If you are commencing an **Australia Apprenticeship** you will also need to read, understand and sign a **Training Contract** with your employer and prepare and submit a **Training Plan Proposal** with your Registered Training Organisation.

Starting out   3O

Discovery

When it comes to understanding the documents and forms you need to complete when starting employment or a new job, it is important that you know your legal obligations, as well as where to source relevant documents, forms and advice if needed. Links might change, the laws might be altered and other information might become relevant based on the type of employment arrangement under which you are employed.

But once you master the process of starting work, you will be able to do this independently for the rest of your life. So now it's time to find out what to do.

Complete this table, and add 3 more actions that might be relevant to your situation. You will need to expand this table in your work folios.

Applying for a TFN.	Filling in a Tax File Number Declaration form.	Signing an employment contract.
What personal contact details to supply?	When to give out bank account information?	Starting an Australian Apprenticeship.
Working under a registered (enterprise) agreement.	Completing a superannuation fund standard choice form.	Understanding the Fair Work Information Statement.

3.33 Forms and Documents

Workplace injury and illness

When working you will be exposed to a range of potential risks and hazards. Although workplace safety processes and procedures aim to reduce harm, people still suffer from workplace injuries and illnesses, especially in dangerous, stressful and harmful industries.

And it is an unfortunate fact that young workers are more likely to experience a workplace injury or illness than many other age groups. According to the Australian Bureau of Statistics, in Australia in 2021/22, 31,900 workers aged 15-19, and 52,000 workers aged 20-24, experienced a work-related injury or illness. This represents 6.4% and 10.5% of all workers in each age group respectively.[1] [1]Source: ABS, 6324.0 Work-Related Injuries, 2021-22

The most dangerous work environments for young people include:

- ☹ retail (especially fish shops and takeaway food)[2]
- ☹ cafes and restaurants[2]
- ☹ manufacturing (especially meat products, metal fabrication and wood and joinery sectors)[2]
- ☹ construction (especially plumbing, electrical and carpentry work)[2], and
- ☹ health care and social assistance.

[2]Source: www.workfsafe.vic.gov.au PDF download: Young_worker_safety_Tips_for_educators.pdf

Worker's Injury Claim form

If you have an accident at work that results in an injury (physical or mental), you must fill in a **Worker's Injury Claim** form. This form is available at: **www.worksafe.gov.vic**

You as the employee and claimant need to fill in Part A, sections 1-6. Whereas your employer needs to fill out Part A, section 7 and Part B, section 8.

Completing a Worker's Injury Claim form allows for the possibility that you might be paid compensation for your injury to help cover medical costs or loss of income.

It is important to create and keep copies of all documents related to an accident or incident that might lead to an injury or illness at a later date.

Also, get into the habit of documenting any potentially hazardous or unsafe events you experience or witness. This will be invaluable later on.

Images: chuntise/Thinkstock

Worker's Injury Claim form

The Worker's Injury Claim is quite lengthy and complex and includes these sections. WorkSafe has contact details for help with this form and availability in other languages.

Part A (1-6 completed by you)

1. Worker's personal details
2. Incident & worker's injury details
3. Worker's employment details
4. Worker's primary earning details

5. Treatment & return to work details
6. Authority to release medical information and worker's declaration
7. Employer details (completed by employer)

Part B (completed by employer)

8. Additional employer details

Choose a work setting and apply your knowledge of organisational texts to the following activities

1. Identify a suitable **injury reporting form** to use for the following scenario.

   Your colleague has just twisted their knee after tripping over a co-worker's backpack. They fell and are in obvious pain. They needed assistance to stand and are now sitting and holding the injured knee. They are wearing long pants and so the injury cannot be seen.

   a. First off, what will you do to assist your colleague?

   b. Brainstorm all the steps you will need to take prior to filling out the form.

   c. Assess whether your chosen form is adequate for the information you need to report.

   d. Add any additional fields that the form might need for this situation.

   e. Delete any redundant fields or questions.

   f. Complete the revised form.

   g. Share your completed forms with other students, pairs or groups, and discuss areas that might still be imperfect.

   h. Ask your teacher for feedback and advice.

2. Identify a suitable **incident reporting form** for the following scenario.

   Macca and Makkothena are in a dispute regarding the wording of a direction given by one of them. The offended party (Makkothena), claims that the direction was said in a condescending way, and furthermore is racist and sexist, given the other party's race and gender. Makkothena is demanding an apology and to move to a different office in the building. The alleged offender (Macca) is denying their intention to offend and claims that Makkothena is being overly sensitive. You and 2 other colleagues arrive at the scene after the direction was given, but are party to the dispute that is now going on.

   a. First off, what will you do to assist your colleagues?

   b. Brainstorm all the steps you will need to take prior to filling out the form.

   c. Assess whether your chosen form is adequate for the information you need to report.

   d. Add any additional fields that the form might need for this situation.

   e. Delete any redundant fields or questions.

   f. Complete the revised form.

   g. Share your completed forms with other students, and discuss areas that might still need to be improved.

   h. Ask your teacher for feedback and advice.

3.35 Forms and Documents

Insurances

As you embark on your independent adult life, you will start to own more '**big ticket**' items for which you will need to take out insurance policies. You will also become increasingly responsible for your own health and wellbeing. The costs associated with these big-ticket items may make you consider how to manage these sometimes necessary expenses as part of your overall personal budgeting.

Car insurance is a big one to consider. But how about **health** insurance, **house** and **contents** insurance and many others? If you are living independently or in a share house, would you be willing to pay to insure your belongings? Your decisions might depend on their value, and the cost of the insurance.

Insurance isn't fun nor is it 'sexy'. There are so many products out there. It isn't easy to work out what is the most cost effective type of insurance for your needs. And don't just listen to the meerkats.

Every year, you pay a premium to your insurer. Each year the premium rises (yes - every year!). And you will probably find that the company that you choose to insure with, won't remain the most cost-effective one to stay with.

"Not always so simples!"

This is because insurers often try to attract new customers with competitive (i.e. lower) premiums to start off with.

And on the basis that most insurance customers in Australia do not shop around, the insurance firms then raise the premiums significantly, after the first year. Any suggestions on how to combat this?

To insure or not

Discuss these scenarios and suggest which insurances you would be willing to pay for. You will need to consult some insurance products in order to make your decisions.

i. You are an 18 year-old with your first used car that you bought for $10,000. Your insurance will be high because you are an inexperienced driver, aged under 25. Will you take out comprehensive car insurance, or only a third-party property and theft policy? Why?

ii. You are an 18 year-old with your first new car valued at $23,000. Your insurance will be high because you are an inexperienced driver, aged under 25. Will you take out comprehensive car insurance or only a third-party property and theft policy? Why?

iii. You are young and healthy. But you might have some existing medical conditions. Will you take out health insurance to cover both hospital and extras? Do you know what health services

are covered free of charge via Medicare and what medical services are not?

iv. Find out how having health cover for a hospital stay can alter the charges you pay in hospital. (Hint: Having hospital cover can increase your out-of-pocket expenses.) So what are the advantages, in terms of services and costs, that such health insurance might provide?

v. You are young and healthy and wear glasses or contact lenses. You go to the dentist every year for a check-up and occasionally have physiotherapy to support your sporting/dance or other physical activity. Does this change your decision about health insurance and/or extras cover?

Investigation

Access some **information** from **insurance companies** about **products** that **you** might consider or **need** in your **future**. What is the **meaning** of these **insurance terms**? You are probably going to need more space!

assessor	cooling-off period	excess	agreed value
market value	benefit	claim	coverage
duty of disclosure	gap	indemnity	loss
liability	Insurance Council of Australia	negligence	new for old
no claim bonus	rating	pay out	write-off
policyholder	premium	product disclosure statement	sum insured
comprehensive	third party	public liability	waiting period
renewal	risk	prior condition	Act of God

Analysis and discussion

Check out some **product disclosure statements**. Choose a section that you think is important. In pairs make annotations. Try explaining the obligations of the insurer and the policyholder to another pair. Clear as crystal or clear as mud?

Insurance companies are supposed to provide 'plain language' documents for consumers. How would you rate the document you just annotated for clarity?

Think of some noteworthy examples from recent times, where there have been issues about claiming from insurers. You might consider fire and flood, or particular community members such as farmers, home-owners, parents, workers or others.

3.37 Keeping Records

Keeping records

As part of your personal organisation, and especially for **tax purposes**, you need to keep **records** of any **expenditure** you make that is for **work-related purposes**. Some workers in certain occupations and jobs can claim a range of work-related expenses against their income. These are called **tax deductions**.

The amount spent on **work-related expenses** is deducted from your **assessable income** (i.e. your wages, allowances, bonuses and interest). The result is a lower level of **taxable income**.

> e.g. Earned $50,000 with $500 of legitimate deductions. The result is: $49,500 taxable income instead of $50,000. We can say you now have $500 tax-free income and $49,500 taxable income.

Documenting tools of your trade

Every job requires specific 'tools' to a greater or lesser extent. Some are basic or minimal and might be provided by your employer.

For example, if you work for a large retailer, you might be provided with a **uniform** - perhaps only a logo'd t-shirt or a protective jacket. In other jobs, you might need a **phone** and **computer**.

At the more technical, practical and manual end of the scale, you might need a full set of **trade** or **professional tools** and **equipment**, and specialist **protective gear** - or even your own vehicle such as a **ute** or **van**.

The level of 'tooling' you require to perform your job might vary from being relatively simple to keep tabs on, right through to complex and ongoing.

In response, you need to **document** your financial outlay on any allowable **tax deductible** item. But don't depend on snapping images in a receipt app or saving your invoices/sales receipts to the 'cloud'.

To achieve proper documenting and tracking, you should become competent in keeping an up-to-date **spreadsheet** to record all of your work-related expenditure. You might also need to keep a **log book** especially for vehicle expenses.

If you update your spreadsheet every month it becomes an easy and quick job, helps you keep track of everything, and really takes the stress out of tax time!

You have dealt with spreadsheets before in Numeracy. To document your tools of the trade and/or work-related expenditure, you need to (at the very least) include suitable spreadsheet fields for the item, the date purchased, the supplier, the amount and the GST amount. e.g.

Stanley hex screwdrivers	May 7 2024	Brunnings	$39.99	$3.63
Le Sun sunscreen 500ml	May 12 2024	ChemHouse	$16.50	$1.50
Tradyees steel cap boots	May 26 2024	Boots Online	$82.50	$7.50

Image: WavebreakmediaDepositphotos.com

Allowable tax deductions

You need to check out the **ATO** for allowable tax deductions. and whether you have to claim a proportion of the cost over a specified number of years, or whether you can claim an immediate deduction (usually for amounts under $300).

There are specific rules for apprentices, and for specialised protective wear that is compulsory to wear and that your employer has not paid for.

Check whether dry-cleaning and other costs can be claimed. Again, this normally applies only to specialised work clothing and not ordinary clothing, even if that is something that you are required to wear for work (e.g. Wait staff will generally be required to purchase their own black and white clothing for work, while chefs usually have allowable deductions for knives and protective uniforms, and footwear).

If you work outdoors, you can claim sunscreen but only if you use it - so slap it on liberally!

It is important to realise that you can only claim allowable deductions for work-related use and not for personal use. So if you are an apprentice plumber and need a ute to drive and carry your tools from site to site, but you also use your ute, and your tools on the weekend, then you can only claim the proportion of work-related use (at its simplest 5 out of 7 days, but in reality the vehicle proportion will be based on kms travelled).

You also cannot claim deductions for any items for which your employer has paid you an **allowance** - such as dry cleaning a work-related uniform.

And in all **cases**, you can only claim for **protective** items and **occupational-specific** items. The best example of this is to compare those black pants and white shirt for hospitality (not deductible as these are classed as 'conventional' clothing). Whereas a chef's chequered pants and white jacket are occupational-specific and are claimable.

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keeping records and deductions   3R

1. Set up a **spreadsheet** to record your potential **work-related expenses**. If you are not working, create some possible expenses that you might encounter in your preferred career pathways occupation. or in a part-time/casual role.

2. Ask **3 different people** for **advice** about what you might be able to **claim** as **work-related expenses** for your tax return. Do **you agree** with their advice?

3. Visit the **ATO website** and find out what you are **legally entitled** to **claim** as **deductions** for your current work role, or for a future career occupation. Download the occupation and **industry guides** to get full and accurate advice.

https://www.ato.gov.au/individuals/income-and-deductions/occupation-and-industry-specific-guides/

4. What are your **record-keeping obligations** in relation to **claiming work-related deductions**? And what are the requirements related to **log books**?

5. Visit the **Australian Apprenticeship** website and find out about **Trade Support Loans**. What is **involved** in **applying** for these and repaying the loan?

6. Encourage your teacher (or check with your classmates and your network) to arrange for a **tax agent** or **accountant** to talk to the **class** about **work-related expenses** and **record-keeping**.

3.39 Assessment

AT3a Accessing and Understanding Organisational Texts
- Procedural texts (for AOS1)

Overview

For this assessment task, you will access at least 4 examples of **organisational** texts.

1. An example of an **organisational - identity text**.
2. An example of an **organisational - behavioural text**.
3. An example of either an **organisational - operational text** <u>or</u> an **organisational - transactional text**.
4. An example of a **personal organisational text** for **vocational purposes** such as a work e-calendar, a roster, etc..

The texts must be related to either a **vocational** context or a **community** context.

The texts should involve at least 2 **different media formats**.

You might choose texts from a **single organisation** <u>or</u> choose texts from **varied organisations**.

Complete the following tasks as part of a series of annotations and summaries.

1. Identify the sources of the texts and provide accurate references.
2. Explain the nature, or the purpose of the texts.
3. Annotate the texts, as directed by your teacher.
4. Identify the key words, terms and phrases used in the texts.
5. Analyse how language is used in this type of organisational text.
6. Identify and describe the use of any text elements.
7. Identify the intended audience, explaining why.
8. Rate the effectiveness of each text, citing evidence.

<table>
<tr><td>Organisational - Identity text
Requirements & Advice</td><td>Organisational - Behavioural text
Requirements & Advice</td></tr>
<tr><td>Organisational - Operational or transactional text
Requirements & Advice</td><td>Personal organisational text
Requirements & Advice</td></tr>
</table>

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

PREVIEW: SAMPLE: DO NOT COPY

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2

Name:		Key dates:			UNIT 3 AOS 1 &2
Tasks - AT3a: Accessing/Understanding Organisational Texts	**Must Do?**	**Due Date**	**Done**		**Level**
1st: Identity text -					
1. Identify the sources of the text; and reference this.	✓		○		
2. Explain the nature/ purpose of the text.	✓		○		
3. Annotate the text.	✓		○		
4. Identify key words, terms and phrases used in the text.	✓		○		
5. Analyse use of language in this type of organisational text.	✓		○		
6. Identify and describe the use of any non-text elements.	✓		○		
7. Identify and explain the intended audience.	✓		○		
8. Using evidence, rate the effectiveness of the text.	✓		○		
2nd: Behavioural text -					
1. Identify the sources of the text; and reference this.	✓		○		
2. Explain the nature/ purpose of the text.	✓		○		
3. Annotate the text.	✓		○		
4. Identify key words, terms and phrases used in the text.	✓		○		
5. Analyse use of language in this type of organisational text.	✓		○		
6. Identify and describe the use of any non-text elements.	✓		○		
7. Identify and explain the intended audience.	✓		○		
8. Using evidence, rate the effectiveness of the text.	✓		○		
3rd: Operational or transactional text -					
1. Identify the sources of the text; and reference this.	✓		○		
2. Explain the nature/ purpose of the text.	✓		○		
3. Annotate the text.	✓		○		
4. Identify key words, terms and phrases used in the text.	✓		○		
5. Analyse use of language in this type of organisational text.	✓		○		
6. Identify and describe the use of any non-text elements.	✓		○		
7. Identify and explain the intended audience.	✓		○		
8. Using evidence, rate the effectiveness of the text.	✓		○		
4th: Personal organisational text -					
1. Identify the sources of the text; and reference this.	✓		○		
2. Explain the nature/ purpose of the text.	✓		○		
3. Annotate the text.	✓		○		
4. Identify key words, terms and phrases used in the text.	✓		○		
5. Analyse use of language in this type of organisational text.	✓		○		
6. Identify and describe the use of any non-text elements.	✓		○		
7. Identify and explain the intended audience.	✓		○		
8. Using evidence, rate the effectiveness of the text.	✓		○		
Prepare and submit my analyses and annotations.					
⇨ **Submit my final texts and summaries to my teacher.**	✓		○		
📢 **Present or report to the class (if required).**	✓		○		

LITERACY VM: 3&4

3.41 Assessment

AT3b Creating and Responding to Organisational Texts - Organisational texts (for AOS2)

Part A: Personal organisational texts

You are required to create at least 2 **personal organisational texts** related to vocational settings, and/or to your health and wellbeing in the community.

❑ You must apply for a tax file number (if you haven't already done so).

❑ You could create and sync a digital eCalendar to record all your commitments.

❑ You could also create a hard copy monthly calendar to display in a prominent position.

❑ Other relevant personal organisational text(s) as suggested by your teacher.

_____

Part B: Work organisational texts

Investigate the organisational texts of an organisation that you are interested in as part of your career pathway, or that you are currently working in, or a part of (e.g. community).

1. Choose at least 5 texts. At least 2 of these should be Organisational - Identity texts.

2. Annotate and summarise these to evaluate the purpose, clarity and effectiveness of each text.

3. If you find the texts unclear, confusing or not quite appropriate, suggest improvements to rewrite the texts.

4. Develop a series of organisational texts for either:

   ❑ an organisation that you are working for or engaged with, or

   ❑ a smaller local organisation, club or community group that could do with the development and /or improvement of their organisational texts, or

   ❑ a simulated enterprise/club/group, or

   ❑ a real enterprise/club/group that you are operating, or involved with.

Start to list ideas, links and other information below.

Organisation:		Organisation:	
Its identity text(s)	**Its behavioural text(s)**	**Its identity text(s)**	**Its behavioural text(s)**
Its operational text(s)	**Its transactional text(s)**	**Its operational text(s)**	**Its transactional text(s)**

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

Name:		Key dates:			UNIT 3 AOS 2 &1
Tasks - AT2b: Creating/Responding to Organisational Texts	**Must Do?**	**Due Date**	**Done**		**Level**
Part A: Personal organisational texts					
Create text 1:	✓	☐	○		☐
Create text 2:	✓	☐	○		☐
Create text 3:	○	☐	○		☐
Create text 4:	○	☐	○		☐
Part B: Work organisational texts - From an organisation					
Organisation:					
1&2 Annotate and summarise:					
Text 1:	✓	☐	○		☐
Text 2:	✓	☐	○		☐
Text 3:	✓	☐	○		☐
Text 4:	✓	☐	○		☐
Text 5:	✓	☐	○		☐
Other texts:					
3 Suggest improvements and do rewrites.		☐	○		☐
⇨ Submit drafts for feedback and review.	✓	☐	○		☐
Part B: Work organisational texts - From an organisation					
Organisation/club/group:					
4 Create text 1:	✓	☐	○		☐
Create text 2:	✓	☐	○		☐
Create text 3:	✓	☐	○		☐
Create text 4:	○	☐	○		☐
Create other texts:	○	☐	○		☐
⇨ Suggest improvements and do rewrites.	✓	☐	○		☐
⇨ Submit drafts for feedback and review.	🗣 ✓	☐	○		☐
Task knowledge and skills					
⇨ **Uses key elements of written communication.**	✓	☐	○		☐
⇨ **Uses key elements of oral communication.**	🗣 ✓	☐	○		☐
⇨ **Uses key elements of visual communication.**	✓	☐	○		☐
⇨ **Uses key elements of other communications.**	✓	☐	○		☐
⇨ **Worked effectively with others (if required).**	🗣 ✓	☐	○		☐
⇨ **Submit and/or present final report and texts.**	🗣 ✓	☐	○		☐

PREVIEW SAMPLE: DO NOT COPY

3.43 Review and Reflection

Unit Review and Reflection

Which Literacy skills did I develop during this unit?

→ _____

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

How have Literacy skills helped to improve my work-related skills?

→ _____

→ _____

→ _____

My performance in developing my Literacy skills this unit was:

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

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

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

Signed: _____ Date: _____