

LITERACY

VM
3&4

Unit 3	
1. Informational Texts	1
2. Procedural Texts	47
3. Organisational Texts	93

Unit 4	
4. Personal Advocacy	137
5. Product Advocacy & Promotion	169
6. Community Advocacy	199
7. Advice and Advising	223
8. Oral Presentation	243

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

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

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michael@deliverededucation.com.au

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Contact: www.deliverededucation.com.au michael@deliverededucation.com.au (03) 9939 1229

Bendall, Susan and Carolan, Michael

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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.

Assessment tasks

Unit 3

AT1a Accessing & Understanding Informational Texts.....	42-3
AT1b Creating & Responding to Informational Texts	44-5
AT2a Accessing & Understanding Procedural Texts	88-9
AT2b Creating & Responding to Procedural Texts.....	90-1
AT3a Accessing & Understanding Organisational Texts....	132-3
AT3b Creating & Responding to Organisational Texts	134-5

Unit 4

AT1 Advocating for a Person/Self	166-7
AT2 Advocating for a Product.....	196-7
AT3 Advocating for a Cause.....	220-1
AT4 Giving advice	242
AT5 Oral Presentation	272-5

VCE: Vocational Major

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

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
* Literacy VPC: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
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3&4 Interim masters

- U3 Available from Nov, U4 Jan '24
- U3 Available from Dec, U4 Feb '24
- U3 Available from Nov, U4 Jan '24
- U3 Available from Dec, U4 Jan '24

Vocational and Work Education Resources

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

WACE: Career and Enterprise

	Printed Text Coursebook	e-version Master PDFs
Career and Enterprise	___ @ \$60	or ___ @ \$660
CAE: General 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
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Personal Advocacy

4

4.01 Introduction	138	4.19 Values and Identity.....	156
4.03 Advocacy	140	4.25 Shakespeare's Intern	162
4.05 Crafting an Image.....	142	4.27 Don't Believe the Hype	164
4.11 Talking The Talk.....	148	4.29 Assessment Task	166
4.15 Your Identity	152	4.31 Review and Reflection	168

Activities 4: Personal Advocacy		p.	Due date	Done	Comment
LER4	My Literary Engagement Record	138-139		<input type="checkbox"/>	
4A	Advocacy	141		<input type="checkbox"/>	
4B	Personal branding	143		<input type="checkbox"/>	
4C	Personal image	144		<input type="checkbox"/>	
4D	Public image	145		<input type="checkbox"/>	
4E	Different strokes	146-147		<input type="checkbox"/>	
4F	Word power	148-149		<input type="checkbox"/>	
4G	Quoting others	150-151		<input type="checkbox"/>	
4H	My identity	153		<input type="checkbox"/>	
4I	Identity	154		<input type="checkbox"/>	
4J	Who are they?	155		<input type="checkbox"/>	
4K	Individual or group	156-157		<input type="checkbox"/>	
4L	What do I stand for?	158		<input type="checkbox"/>	
4M	Ethical dilemmas	159		<input type="checkbox"/>	
4N	Crossing boundaries	160-161		<input type="checkbox"/>	
4O	Shakespeare's intern	162-163		<input type="checkbox"/>	
4P	Don't believe the hype	164		<input type="checkbox"/>	
AT1	Advocating for a Person/Self	166-167		<input type="checkbox"/>	
4.31	Review and Reflection	168		<input type="checkbox"/>	

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4.01 Introduction - Personal Advocacy

Unit 4 AOS1: Understanding and engaging with literacy for advocacy

Section 4: Personal Advocacy

In this section, you will investigate the language, texts and methods used in personal advocacy by researching and evaluating the importance of positive advocacy.

You will take an applied approach to identify and examine the importance of self-identity, image, personal values and other influencing factors, including digital content, as part of the advocacy process. You will also challenge the growing expectation of the need for personal branding as part of contemporary self-image and self-branding.

You will apply skills to advocate for others, which in effect, is the most positive and affirming way to develop this skills-set for your own self-advocacy.

This section concludes with an assessment task:

- ✓ **AT1: Advocating for a Person/Self** - This involves advocating for self by working in pairs to advocate on behalf of one another in a specific vocational or recreational situation. (AOS1: For 'Self' which is the first of the 3 advocacy focus areas).

LER4 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:

Introduction - Personal Advocacy 4.02

LER4: 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 live and video 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:

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4.03 Advocacy

Advocacy

When an individual or a group publicly speaks in favour of a person or cause, they are said to be **advocating** for them. This is usually quite deliberate and generally has some level of formality about it.

Advocating is more than just agreeing; instead it is more about **supporting**. Usually, an advocate is trying to achieve an **action** or **outcome** as a result of their words. Equally, a person can advocate for themselves. This is generally done so that a person can **assert** their **rights** in a particular situation or setting.

Advocacy is different from simply self-promotion, as advocacy might occur when a person feels disenfranchised in some way, or perhaps feels that they are being overlooked.

Advocacy also needs to be distinguished from **promotion**. **Advocacy** usually involves **speaking out** for a cause, or about an issue, or an affected group. Whereas, **promotion** is often related to **raising awareness** of a person or 'product' through branding, public relations, or advertising campaigns.

Advocacy can involve promotion, and some promotion is in essence advocacy. But we use the term advocacy for causes for which we are seeking some action or **change**.

Actions v outcomes

Publicity and **promotion** involve activities undertaken to make a cause, product or person known. These might include the creation of printed ads, promo videos, social media campaigns, advertisements, viral marketing and other techniques.

The results of (successful) publicity and promotional efforts are **exposure** and **influence**.

Branding is the notion of linking a cause, product or person to a set of values, or associations. Think prestige, fun, lifestyle, authority, power, money, safety, kindness, compassion, success, popularity, aspirations and many, many, more.

Language of Advocacy

Image: iqoncept/
Depositphotos.com

To advocate

To be an advocate

Support

Speaking up

Campaign

Promote

Causes

Uphold

Justify

Defend

Lobby

Advance

Values

Principles

Language of Promotion

- Persuade
- Spin
- Target
- Engage with
- Appeal to
- Attract
- Advertise



- Branding
- Image
- Product placement
- Visibility
- Brand proposition
- Attention
- Exposure

Image: iqoncept/
Depositphotos.com

Advocacy 4A

1. In your own words, explain the **meaning** of **advocacy**.

2. How does **advocacy** differ from **promotion**?

3. Identify some **people** who are **advocates** for **issues** or **causes** that you are **interested** in.

4. What do **you**, or have you, **advocated** for? **Why**?

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4.05 Crafting an Image

Branding yourself

Welcome to the digital age, where everybody is a 'brand' That's right kids! Thought you were a person? A human? Yeah-nuh.

Increasingly there is pressure for people to have a brand identity that can be articulated, or more importantly, seen. Now, while celebs obviously have carefully crafted and curated public identities, how about you? Is this something you need or want? What would be the advantage to you in creating a personal brand?



Image: kegfire/
Depositphotos.com

And what do you think about being asked to consider **self-branding** as part of your VCE Vocational Major Literacy studies? Do VCE English students need to do this? Or are they too busy reading novels, reciting poetry and performing feats of critical thinking?

As you can tell, the text above is a bit of a rant. So let's attempt to unpack some of the issues. You might want to discuss different aspects in small groups and then report back to the class.

1. Personal brand - Usefulness

What are some of the practical uses of self-branding? Do you think there is a danger of creating a kind of alternative, or 'avatar you', that you could never live up to?

Or do you think that consciously crafting an image can be a positive, aspirational act, reminding you of who your ideal self is?

2. Personal brand - Ethics

Is it okay to turn yourself into a 'product' or 'community', especially at a young age? Is it appropriate for school curriculum to ask you to do this?

What possible negative effects might there be on a young person curating an identity; especially an online identity, before their personality is fully formed?

3. Personal brand - Exploitation

We are all aware that branding can happen at a very early age. How about those **kidfluencers** with millions of followers? Or what about parents posting in-utero images of their unborn babies; or images of their children living an idyllic life for millions to envy?

But generally the issue related to exploitation, is with children being featured by parents on TikTok or YouTube channels. This can be fraught for a number of reasons.

The first is about **consent**. Can a three-year-old really consent to appearing on parent-created platforms? Also, if these children are successful and earn money from endorsement, whose money is it? How many toddlers run their own finances?

Child actors are covered by Coogan's Law, so-named for Jackie Coogan, a famous and heavily-merchandised child actor from the 1920s (and later Uncle Fester in The Addams Family TV series), who upon coming of age at 21, discovered that his fortune had been squandered by his mother and stepfather.

Children who make money online are not covered in this way because this type of online activity is not classified as work, since the child isn't actually employed and has no contract.

4. Personal brand - Identity

How can you brand yourself while you are still trying to establish what your identity is? You are a work in progress, not a finished work of art!

So, what's the hurry to set your brand in concrete - it is limiting and self-defeating!

What kind of harms do you think might result from being hyper-conscious of your image?

And can you think of any other issues not mentioned above?

And, instead of branding yourself, why not just think about you as a human who has private and public dimensions to your identity? On the next few topics we will focus on how to verbalise or communicate these dimensions as positive acts of expressing yourself - without the need to see yourself as a 'brand'.

Personal branding 4B

1. In small groups, **discuss** some of the key **issues** related to 'branding' yourself. Note **key words** and report back to the class.

2. Read the following, and discuss the **point of view** and **persuasive** aspects of the text. Discuss the **claim** made by the writer and the **points** used to **defend** the claim.

3. Formulate a **written response** to your own

The term 'branding', when applied to an individual, is often criticised for being an act of commodification. But in reality, it is a way of understanding what we stand for and who we are. Until we have the language for something, it is impossible to articulate it. So without consciously creating a brand for yourself, how can you truly advocate for your own needs and rights? How do you even begin to communicate with others about who you are, your feelings, ambitions and goals?

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4.07 Crafting an Image

Language, literacy and who you are

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

This can also be seen as an act of self-advocacy because when you communicate about yourself, you are choosing how you want to be represented.

Personal image

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

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



4C Personal image



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

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2. Tell your story to **another student** 'straight'.

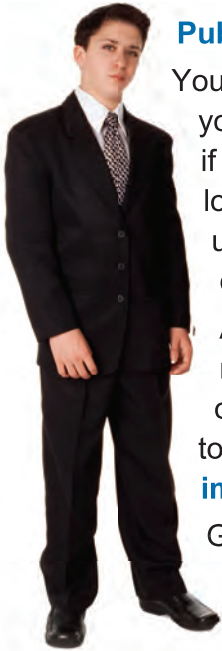
Then with a **different partner** try a combination of **verbal** and **non-verbal** techniques to **change the way it sounds**. For example, you could make it sound funny, sad, suspenseful, or dramatic.

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

How did these **adjustments change your story**? Consider: When you told the story, did it feel like the 'real' you? Why/why not?

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



Public image

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

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

Given this, the way you balance your **public** and **private personas** will also influence the different types of texts you access and create. And again, this feeds into the very real act of advocating for yourself.

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

Image: Creates/Creates/Thinkstock

Public image 4D

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

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

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4.09 Crafting an Image

Choosing wisely

Did you know that according to folklore a vampire can only enter if you invite them in?

The same goes for words. You have to deliberately invite them into your language consciousness or else, they stay outside it.

You decide what words to apply to yourself before someone else does!



Image: Tull Suwannakit

4E Different strokes



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

Words I use about myself privately.	Words I can use about myself publicly.
e.g. Chilled-out, zero care-factor, easy-going	e.g. Calm, level-headed, clear-sighted.

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

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

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

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

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

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



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

4.11 Talking The Talk

Language

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

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

 So how's your word power?

Word families

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

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

family, families	
familiar	unfamiliar
familiarity	unfamiliarity
familiarise (z)	de-familiarise (z)
social	antisocial
society, societies, society's	
socialise, socialises	socially
socially	socialisation, socialise, unsociability
socialist, socialist	
sociology, sociological	sociopathic
human	inhuman
inhumanitarian	
humane	inhumane
humanism	
advocacy	
(to) advocate	
(an) advocate	

4F Word power



1. **Divide** the following **words** up amongst your class. Find as many **related words** as possible.



2. Find out the **meanings** of all your words, and the **parts of speech** they belong to (noun, verb, adjective, adverb, etc.).

3. Compile a booklet or series of posters of all the words in a form that can be added to. This can become a **living class dictionary**.

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

Word	Meaning	Part of speech

4. Choose **2 words** from **4 different word families**. Communicate these **orally** to your class by clearly and **concisely** explaining the meaning of each word.

Investigation

Research a community group, a government department or agency, or a person advocating on behalf of a cause, an issue or a marginalised group.

- a. Summarise what the advocate is saying.
- b. Identify key language they are using.
- c. Evaluate the effectiveness of their communication.



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4.13 Talking The Talk

Other people's words

As you know, we all have specific points of view on issues. These views help to define who we are. So if you are being an advocate, you need to be able to articulate your point of view, as well as accurately understand and report on someone else's.



We use **quotes** 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, "To be or not to be, that is the question"
- ⇒ because we want to be completely accurate in reporting what they said, did you say, "Driverless cars will see the end of car accidents for ever"?

Now let's recap how to quote **direct speech**. When quoting someone directly you have to use the exact words. Place those words in **inverted commas** to show we are quoting directly from that person. You also have to **attribute** the quote by naming the person. Susan Bendall said that, "Teachers will never be obsolete because AI is at best useful and efficient, but at worst, inaccurate and ineffective."

If you leave out a word or words you must replace them with three dots (an **ellipsis**). "Teachers will never be obsolete because AI is inaccurate and ineffective." 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. "Teachers will never be obsolete because [Artificial intelligence] is at best useful and efficient, but at worst, inaccurate and ineffective." Also, don't forget to attribute!

4G Quoting others



1. Choose **2** of these **topics**. You are going to **collect opinions** about each topic from **3 other students**, by **asking them** to explain why they **agree** or **disagree** with the statements.

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

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

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

3. Explain why **you agree** or **disagree** with each of these statements.

a. Humans will make contact with life on another planet within the next 50 years.	b. Soon human beings will be able to live underwater.	c. Technology will one day make traditional schools obsolete.
d. Overuse of life-saving medications will lead to new diseases in the future.	e. Australia's population will become too large to be sustainable within 50 years.	f. Drone technology will allow others to control our cars, computers and lives within 20 years.

4. Pair up with **students** who **share your view** on 2 topics. **Combine** your **responses** to q.3, **using direct quotes** from each other to create more **powerful arguments**.



4.15 Your Identity

Defining self

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

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

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

It is interesting for us to determine the **roles** we play, and the **self-images** we have, that contribute most to our identity. Because you can't truly advocate for yourself until you begin to have some clarity as to your **identity**.

It is also important to clarify that not making yourself a brand, doesn't mean that you don't have an identity. In fact, rejecting the notion of personal branding might instead make a person's identity even **stronger** and **more authentic**.

"Our band is called The Diz Orient Teds."



4H My identity

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

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

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

Applied

a. In your work folios, create a short text (2-3 paragraphs) about the most important factors contributing to your sense of identity at this point in your life. Are there any aspects of your personal identity that you feel would benefit from advocacy, e.g. understanding your culture, etc.?

Keep in mind that there are ways of expressing yourself privately that are sometimes different from your public image.

Skills refresher: Writing a paragraph

- ⇒ Introduce your paragraph with a summary of its contents - this is called a topic sentence.
'My sense of identity has changed subtly over the past 18 months.'
- ⇒ Use signpost words to show relationships between sentences.
'The first alteration has been in the way I identify culturally.'
- ⇒ Build in an elaboration or example for each idea.
'I used to feel that I was defined by my maiden background, but now I am beginning to feel that although this is an incredibly important part of me, it is just one of many.'
- ⇒ Introduce the next supporting point.
'Another evolution in my identity is in my increasing confidence.'
- ⇒ And elaborate ...
'To illustrate, I am no longer as hesitant about speaking up and voicing my opinion. In fact, my classmates were really surprised last week when I argued my opinion so strongly about the role of Afro hip-hop in popular culture.'
- ⇒ Signpost that you are wrapping up.
'Therefore, although there have been no changes that have been dramatically noticeable to others, I feel that the way I identify myself has undergone some shifts.'

b. Now write a short piece (2-3 paragraphs) about what seems to be most important about your sense of identity related to your vocational life.

This piece of writing is more likely to be used for public communication. So you need to consider how best to advocate for yourself to people within industry settings such as potential employers and colleagues.



4.17 Your Identity

Values and identity

Unless you have some idea about who you are, it's very difficult to work out how to relate to other people. So it is important to **'position' yourself** in relation to others in your personal, school and work life.

Developmentally, many people grapple with notions of identity throughout their early adolescence, until well into early adulthood (and sometimes way longer!)

One way to define who we are, is to consider the **values** and **beliefs** that we have and how these determine how we want to be in our world.

Values and beliefs are the **principles** that are important to us that we live by and what we hold true. So you need to be able to articulate your **identity** to yourself, as well as to others in your personal, social and work interactions.



Image: Ridofranz/
iStock/Thinkstock

4I Identity

1. Check a range of online and hard copy dictionary websites and develop a **definition** of 'identity'.

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

3. Write your **own definition** that is more helpful and/or relevant for you.

The right to an identity

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

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

According to a **UNICEF** report released in 2022, there were an estimated 164 million children in the world aged under 5 whose birth has never been registered, with 91m of these in Africa.¹ And this doesn't include data from China, whose population was 1.4 billion! These children will grow up lacking access to basic services and rights.

As a global advocate, **PLAN International** has been co-ordinating a campaign for universal birth registration to help make all members of a population visible. So, PLAN has been actively advocating for this cause.



¹<https://data.unicef.org/resources/a-statistical-update-on-birth-registration-in-africa/>

Who are they? 4J

1. How might **not having a birth certificate** impact on an individual's identity?

2. Find out **activities in society** that require you to produce a **birth certificate**.

3. List some **consequences** for a **region** or a **nation** of having a large proportion of their **population** who are 'invisible'. Consider economic, social, legal, cultural and other potential consequences. How would **you feel**?

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4.19 Values and Identity

Individual or group?

Anthropologists have identified cultures as being either **individualistic** or **collectivist**. This generally relates to how self or group-focused they are. What would you guess Australia to be?

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

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

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

Image: Albert Primer/
Hemera/Thinkstock



4K Individual or group

Part A

1. What is the **difference** between **individualistic** and **collectivist** cultures?

2. Do **you** more readily **identify** with **individualism** or **collectivism**? **Why** so?

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

Part B

Suggest **ways** in which **people** from **individualistic** and **collectivist cultures** might **approach** the following **tasks** or **problems**. What would **you do**?



1. Learning how to fix a printer.

2. Proposing an idea at work or school.

3. Celebrating a public holiday.

4. Taking advice on solving a medical problem.

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

6. Making a decision about their future career.

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Investigation

Go online and find out other ways that being from an individualistic, or from a collectivist culture, might impact on self and group identity.



4.21 Values and Identity

4L What do I stand for?




1. Use the following questions and statements to **survey your class** on their **values** and **beliefs**.
 - a. What is more important - family or friends?
 - b. What is better - living a good life or living a long life?
 - c. What is more important - money or time?
 - d. What means more - doing a good job or being seen to do a good job?
 - e. What is more important - the individual or the group?
 - f. What is more valuable to our society - brains or beauty?
 - g. What is needed more - logic or compassion?
 - h. What is more important - the ability to lead or the ability to be led?
2. Which statement best describes **your attitude**?
 - a. Work hard and play hard.
 - b. Work to live.
 - c. Live to work.
3. True or False?
 - a. Who goes to heaven with the most money wins.
 - b. You have to put yourself first.
 - c. Charity begins at home.
 - d. It takes a village to raise a child.
 - e. Empathy is wasted on those who can't help themselves.
 - f. It's not what you do but the way that you do it.
 - g. The end justifies the means.
 - h. It's our duty to make the world a better place for all.
4. As a class, **tally** up the **results**. Do any **results surprise you**, or are they what **you** would **expect**? Why/why not? What generalisations, if any, can you make about what makes **your group** **coherent** or **diverse**?
5. Organise yourselves into groups or pairs of classmates with whom you have **similar matches** to q's 1-3. Together, write a paragraph that summarises 'What you stand for'. e.g. "We stand for family and believe that brawn and logic are needed in society..."
6. Organise yourselves into groups or pairs of classmates with whom you have **dissimilar matches** to q's 1-3. Now try to write a paragraph together that summarises 'What you stand for'!
7. Write a **reflective text** in your work folios on how it **felt to do q4 & q5**; and how working with people with similar or different values and beliefs made the task easier, better, harder, more or less worthwhile and so on.

What about ethics?

Ethics are a set of moral principles that guide how people make decisions and lead their lives. We live by personal ethics as individuals and also by societal ethics as part of a community. Ethics are framed by our values, beliefs, attitudes and behaviour.

So have a think about this statement about ethics.

“My feelings tell me what is right or wrong - and this drives how I respond and what I do.” 

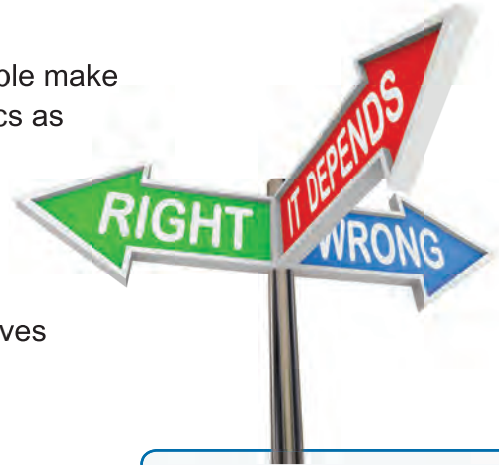



Image: iqconcept/Depositphotos.com

Ethical dilemmas 4M

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

<p>a. You seem to have a bit more money in your bank account this pay day. When you check, you realise that you have been overpaid by \$126.53. What do you do?</p>	<p>b. You are driving/cycling along the road when you have to swerve to avoid hitting a large tree branch. Phew! Do you stop to move or keep going?</p>	<p>c. Your Aunty Babs tells you never to pay for any movie tickets because she can get them free from her work at the Groovie Moovie Palace. Plus endless snacks laid on for you and your pals! What do you think of her offer?</p>
<p>d. Your sibling bad-mouthed a friend of yours and some stories got back to your friend. Do you let your friend know where the chat came from?</p>	<p>e. You find a dog watching down the side of a road at your work. You've been thinking that you should try to get one later. Is this a sign that you should?</p>	<p>f. You tell your teacher that you're leaving personal problems to get out of an assignment. Your teacher takes your welfare seriously and continues trying to 'help' you. What do you do?</p>
<p>g. Hugo keeps calling Bruce a 'big girl'. He thinks he is being funny. Bruce is getting sick of it but doesn't want to make a fuss. What would you do?</p>	<p>h. Jane doesn't drink alcohol but likes to join her friends at the pub after work on Fridays. Her workmates keep encouraging her to have a drink and sometimes even buy her one. How could she handle this?</p>	
<p>i. You are working for Drongo's Juices, a beverage booth in your local area. The manager asks you to recommend someone on the team for promotion. Your best mate, Stevo is working in a junior position and would like a promotion which would mean more money. He is quite competent but has the odd sickie after a big weekend and rushes the cleaning leaving you to finish his job. Blossom and Trevor are two other workers who are keen for promotion and are good at their jobs. What would you say to your manager?</p>		

2. Which of these scenarios refer to **honesty, responsibility, justice** (a fair go), **protecting the weak** or some other aspect of ethical behaviour? (Some might cross over). Consider the role of **advocacy** in each case.


3. In pairs or groups, develop a **scenario** for each of those four **aspects** of **ethical behaviour** in **question 2**. Write these in your work folios. **Role-play** one of your scenarios for the class. 

4.23 Values and Identity

Crossing boundaries

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

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

 them? If you put yourself out there are you fair game?

And while we're on it, how does MAFS keep justifying itself as a social experiment? Yes, it is a ratings juggernaut. Yes, there's thousands of people who want to feature on the program. And yes, viewers delight in shaming the bad public behaviour they see on the show, even though the whole 'experiment' is carefully staged and curated!

4N Crossing boundaries

-  1. Think of some other examples of when your **private** self crosses over from being **private** into the **public** sphere in a negative or embarrassing way. Why do you think this happens?

2. Give examples of how personal **attitudes**, **personality traits**, or **skills** can be used **positively** in public, or when working. e.g. Mohammed is very empathic and is often able to anticipate when a co-worker needs help and speaks up for them.

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

Part B: This I believe

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



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

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

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

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

e. What you see is what you get.

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

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

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4.25 Shakespeare's Intern

#therealWillSnotbacon

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

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

Image: Tull Suwannakit



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



40 Shakespeare's intern



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

Responses to question 1a-e.

Continuous prose

**PREVIEW
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Short poem or simile

Discussion

Some critics have argued that Lady Macbeth was responsible for her husband's downfall. But she reckons she was just advocating for her hubby. What do you think?



4.27 Don't Believe the Hype

How good am I!

OK. So you have unpacked some major influences on your **identity** and how your values and other traits can influence both your **private** and **public** identities. So this puts you in a stronger place to be able to advocate positively for yourself.

Of course, you know yourself better than anyone else does. Now, some people can talk about and promote themselves until the cows come home. Others are more reticent and self-effacing. But in this age of **self-generated PR**, digital **identity-promotion** and **personal branding**, people can get a distorted view of themselves, and start to believe the **hype**. And the problem with this is that it is usually hype that they themselves have **created, curated** and **communicated** to the (digital) world.

And many young people are finding that **employers** are not as easily swayed about the awesomeness, excellence, conscientiousness and sheer brilliance that some people might self-believe or self-communicate, or have reinforced by a legion of followers. In other words, they ask the person to consider, "If you truly are so skilled, experienced, team-oriented, enterprising and loyal then why do you even need us to employ you?"

Advocate for another person

Advocating for another person goes more to the spirit of advocacy by promoting someone else's **strengths** and qualities, or by fighting for their **rights**.

Think of Britney Spears' conservatorship and her fan advocacy group (of fans) made noise to have her rights heard, as she was unable to 'speak for herself' due to coercive control. You might want to follow that case and watch the documentary, *From Me to You: Britney Spears*, to get more insight. Hopefully, you won't need to advocate quite so strongly in your assessment task.

Image:
shovonkhan945883
@gmail.com/
Depositphotos.com



4P Don't believe the hype

Being able to advocate for someone or someone you care about, is a really empowering skill and can make a real difference. However, not everything is worth advocating for.

Making demands that elevate you or someone else's rights over those of others, or for insubstantial or self-serving reasons, can become **entitlement**.

Some people conflate **assertiveness, advocacy** and **entitlement**. So be careful not to waste your energy on making a **cause** out of the 'wrong' things.

e.g. "But Miss, - it's not fair - I'm better than Yuiko at Numeracy - I should get top marks."

1. Discuss some **examples** of **entitlement vs advocacy**.
2. In small groups, **research** other examples of **public advocacy** for a person, group, **cause** or **issue**, such as an advocate for the environment; e.g. Greta Thunberg or Sir David Attenborough.



Don't Believe the Hype

Hyperbole

Hyperbole is a figure of speech in which exaggeration is used for emphasis or dramatic effect.

Throughout history, hyperbole has been used in literature, poetry, advertising, and in everyday conversation to add emphasis or evoke strong emotions.

In these situations, hyperbole involves the use of exaggeration or overstatement to make a point, or create humour, or emphasise a particular quality or characteristic of something. e.g. "I'm so hungry I could eat a horse!"

In contemporary times, we are seeing the excessive use of hyperbole in product advertising, in promotion, and in personal branding and identity-profile curation by individuals and influencers.

Inflated, exaggerated or verbose hyperbole could make something mundane seem desirable and exciting - that is if you don't know how to read it.

This type of language is rife in marketing and promotion. So, avoid using this when advocating for others, otherwise you are just writing an advertisement for a brand, and not truly showcasing a real person!

Hyperbole applied to products

- ☺ This is the world's best ever 5 in 1 exercise program! No effort, 3 minutes a week! And it's backed by science!
- ☺ Dust Begone will change your life! Forever!
- ☺ Be the best version of yourself with KrizdulKlear Rejuvenating Kream
- ☺ Chew our new Beauty Gummies for beauty from the inside out!
- ☺ You will never need another vacuum cleaner after Wizard Wanderer, the world's first intelligent robot vac!
- ☺ Say goodbye to sensitive gums with Tooth-a-Way!

- ☺ Zupa-Boss Gadgeto - This is the only Kitchen appliance you will ever need!
- ☺ Take your driving to the next level with Chauffeur Deluxe. Performs better than a human in test conditions.
- ☺ Shed weight effortlessly, while indulging in your favourite foods with Tasty Air Meals, from Feed Me Now!



Image: MikeOrlov/Depositphotos.com

Hyperbole applied to people

- ☺ I'm the most sensitive, empathic and caring human you will ever meet! And I'm far too humble to go into details.
 - ☺ Meet the most ridiculously talented and charismatic talent agent ever!
 - ☺ Her smile makes the angels weep!
 - ☺ Hotter than the Hemsworths and nicer than Sandra, meet Salvatore Sweetmeats! Try not to melt!
 - ☺ My work ethic is second to none. I slog all day just for you and happily take work home just to make you happy. Because I care.
 - ☺ Hearbreakingly self-effacing and selfless, trust in the power of In-Vissible Inc.
 - ☺ She puts 110 % into her work and takes coffee making to sublime heights.
- Hyperbole can also be used to give a sense of glamour to a person's life:
 "I found myself on a mountain in Tibet" sounds more glamorous than "I found myself cleaning bed-pans in an aged-care home".
 But what is 'finding yourself' anyway? And were you ever really lost?

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4.29 Assessment

AT1 Advocating for a Person/Self - Understanding and engaging with literacy for advocacy



Before you can truly learn how to best advocate for yourself, you really should develop the ability to advocate for another person. Having 2 people working together and advocating for each other is a very positive and emotionally mature way to approach self-advocacy.

1. For this assessment task, you will work with a **partner** to demonstrate an ability to **advocate on their behalf** in a specific situation.
2. You will produce a **text(s)** and/or make a multimedia **presentation**, using the language of advocacy to give voice to your support for your classmate. You will focus on advocating in a **vocational** or in a **recreational setting**.
3. Then you will **apply** what your **partner** has **developed for you**, as well as **your own skills of self-advocacy**, and use these to **advocate for yourself**.
4. Finally, each of you will make a succinct **presentation to advocate for yourself for your own specific situation**.

This activity can be done in **pairs** of students who are not well known to one another; or conversely, students who are very close. In the first situation, you will have to dig a little to find out about the person. In the second, you will have to bring your knowledge of the other person and advocate for their strongest and most compelling qualities.

You may wish to bring attention to aspects of their 'self' that the subject undervalues, or is unlikely to promote about themselves, or is not sure how to articulate.



Here are some possible scenarios, but you might negotiate another with your teacher.

i. Recommending someone for a job

Your boss asks you to recommend somebody reliable for a job opportunity at your workplace. After talking to your partner, decide on key areas that you could focus on, so as to promote them to your boss.

ii. Nominating someone for an award

You want your partner to be recognised for their contribution in a particular field. This could be a sports or recreational context, or a focus on an award for community service, leadership in a vocational or academic context.

iii. Supporting your partner as they apply for a leadership position.

You want to recommend your partner for a leadership position. This might be in the form of a written or video reference, or by agreeing to be a referee to speak in support of the candidate.

Cover these aspects, as well as any others that might be relevant.





- ⇒ Maturity, values, reliability, personal qualities, ethics.
- ⇒ Examples of demonstrated leadership.
- ⇒ Experience, skills, values, personal attributes and initiative.
- ⇒ Commitment, talent or potential for improvement.

iv. Helping someone to express a specific need that might not be visibly apparent.

You want to advocate on behalf of someone who needs assistance in some way but is unable or uncertain about how to advocate on their own behalf.

This might be because they lack confidence in spoken or written English, or are uncomfortable in a particular situation or environment because of cultural, linguistic, religious or gender-based barriers. Cover these aspects, as well as any others that might be relevant.

- ⇒ The specific area of need.
- ⇒ Justification for assistance, equity and inclusion.
- ⇒ Suggested ways of meeting their need(s).
- ⇒ Benefits for your partner and to others.

Name(s):		Key dates:		UNIT 4 AOS 1	
Tasks - AT1: Advocating for a Person/Self		Must Do?	Due Date	Done	Level
Advocating for <u>someone</u> for a vocational or recreational role or achievement					
Setting focus: 					
a. Choose a partner.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Establish an advocacy situation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Interview the person and take notes.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Determine strengths generally.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Determine areas for improvement/ areas of understatement.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Advocate for the person based on:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Maturity, values, reliability, personal qualities, ethics.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Examples of demonstrated leadership.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Experience, skills, values, personal attributes and initiative.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Commitment, talent or potential for improvement.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- The specific area of need.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Justification for assistance, equity and inclusion.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Suggested ways of meeting their need(s).	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Benefits to your partner and to others.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Prepare a draft of advocacy text and/or video.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Seek and use feedback to refine advocacy text and/or video.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Prepare and submit final text and/or video.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Make presentation to a suitable audience (if required). 	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocating for <u>self</u> for a vocational or recreational role or achievement					
Setting focus: 					
a. Summarise your key strengths provided by your partner.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Combine your own self-reflection with those of your partner.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Create applied examples to illustrate your strengths.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Summarise suggested areas for improvement/understatement.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Create applied examples to communicate an improvement plan.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Prepare key self-advocacy statements for the specific situation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Prepare a draft of self-advocacy text and/or video.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Seek and use feedback to refine self-advocacy text/video.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Prepare and submit final text and/or video.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Make presentation to a suitable audience (if required). 	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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4.31 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 not shown	1 low	2 satisfactory	3 good	4 very good	5 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: _____

Product Advocacy & Promotion

5

5.01 Introduction170	5.21 Creating a Product.....190
5.03 Commercial Advocacy.....172	5.27 Assessment Task.....196
5.11 Influencing180	5.29 Pitch Evaluation Pro-forma198
5.17 Innovation186	

Activities 5: Product Advocacy & Promotion		p.	Due date	Done	Comment
LER5	My Literary Engagement Record	170-171	<input type="checkbox"/>	<input type="radio"/>	
5A	Product branding	173	<input type="checkbox"/>	<input type="radio"/>	
5B	Product promotion	175	<input type="checkbox"/>	<input type="radio"/>	
5C	Brand Icons	177	<input type="checkbox"/>	<input type="radio"/>	
5D	Branding a specific product	178-179	<input type="checkbox"/>	<input type="radio"/>	
5E	Which to pitch?	181	<input type="checkbox"/>	<input type="radio"/>	
5F	Swimming with sharks	183	<input type="checkbox"/>	<input type="radio"/>	
5G	The Gruen Transfer	185	<input type="checkbox"/>	<input type="radio"/>	
5H	Innovation	189	<input type="checkbox"/>	<input type="radio"/>	
5I	Creating a product	190-195	<input type="checkbox"/>	<input type="radio"/>	
AT2	Advocating for a Product	196-197	<input type="checkbox"/>	<input type="radio"/>	
5.29	Pitch Evaluation Pro-forma	198	<input type="checkbox"/>	<input type="radio"/>	

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Comments:

5.01 Introduction - Product Advocacy & Promotion

Unit 4 AOS1: Understanding and engaging with literacy for advocacy

Section 5: Product Advocacy & Promotion

In this section, you will continue to investigate the advocacy process by researching and evaluating the role of advocacy and influence in commercial situations.

You will take an applied approach to identify and examine examples of positive advocacy, as well as the growing prevalence of persuasive influence, particularly through online and social media content; and varied examples of advertising and promotion.

You will apply your growing skills of advocacy to develop a product in preparation for making a pitch to an audience.

This section concludes with an assessment task:

- ✓ **AT2: Advocating for a Product** - This involves making a presentation pitch to an audience to advocate for a new product that you have proposed/developed.
(AOS1: For 'Product' which is the second of the 3 advocacy focus areas).

LER5 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:

Introduction - Product Advocacy & Promotion 5.02

LER5: 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 live and video 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:

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5.03 Commercial Advocacy

Product branding

As you explored in Section 4, **branding** is the act of associating a cause, product or person with a set of values.

Product branding is possibly the most obvious form of this and often plays on appealing to the potential consumer's aspirations or self-image.

Good branding can create new language that becomes a shortcut term for a range of products. Consider these examples.

- ☺ Do you search online or do you _____?
- ☺ Do you have a smartphone or do you have a(n) _____?
- ☺ When you cut your finger, do you put on a _____?
- ☺ When you go to the football do you keep your tea hot in a _____?
- ☺ Or on a picnic you can keep the drinks cold with ice in an _____?
- ☺ When you want to stick two things together really tight, will you need to use _____?
- ☺ If you have a cold do you put _____ on your chest?
- ☺ A pointed texta used for making permanent marks is a _____?
- ☺ If your feet are always cold, you could wear a pair of sheepskin _____?

💡 See if your class can come up with more. (But it does seem to be more of a US-thing!)

You should also be aware that while a product is an individual 'entity' that might have its own set of values and a distinct personality, it will usually belong to a table of other products that make up a brand. This is often called a **brand family**.



Here is a list of some key terms used in product and commercial branding and promotion.



- | | | |
|---|--|--|
| <input type="checkbox"/> product line | <input type="checkbox"/> tag line | <input type="checkbox"/> unique buying proposition |
| <input type="checkbox"/> brand identity | <input type="checkbox"/> logo | <input type="checkbox"/> brand ambassador |
| <input type="checkbox"/> line extension | <input type="checkbox"/> typography | <input type="checkbox"/> brand influencer |
| <input type="checkbox"/> market segment | <input type="checkbox"/> tone | <input type="checkbox"/> brand awareness |
| <input type="checkbox"/> brand language | <input type="checkbox"/> brand personality | <input type="checkbox"/> target market |
| <input type="checkbox"/> image | <input type="checkbox"/> positioning | <input type="checkbox"/> value proposition |
| <input type="checkbox"/> appeal | <input type="checkbox"/> strategy | <input type="checkbox"/> demographic |
| <input type="checkbox"/> brand promise | <input type="checkbox"/> differentiation | <input type="checkbox"/> icon brand |
| <input type="checkbox"/> customer value | <input type="checkbox"/> touchpoint | |

1. Choose at least **2 terms** and **research** their meaning. (All terms must be allocated across the class, and preferably twice.)
2. Analyse the **definitions** to make sure that you **understand** these **clearly** and can communicate and explain them properly if presented.
3. Find an **example** of each term in use. Describe how this is used in the promotion/branding example.



4. Meet with your **other classmates** to **communicate** your **definitions** by clearly **explaining** them with an applied **example**.
5. Make **notes** of key **definitions** and **examples**. Now you have a whole lot of new **promotional vocabulary** to use and apply when you are advocating for a product.

Applied: What’s your favourite product?

Select your favourite product and think about why and how it appeals to you. Use 5 of the terms to create a short text about your favourite product and its appeal.

5.05 Commercial Advocacy

Advocating and influencing

Not all promotion is born equal. Brands often use influential spokes-people to represent their products and to get their promotional dollar to 'cut through'.

One type of spokesperson is a **brand advocate**. A brand advocate will usually be someone who believes in a product and is a well-known member of a community; or they may be a celebrity or prominent person with standing in society. They have clout because of their position.

You often find brand advocates for **social causes** or **awareness campaigns**. For example, vaccinating the mob - whereby high-profile First Nations Australians are featured talking about the importance of protection against COVID, or influenza. Other examples include sportspeople talking about mental health support for males, or equal access and recognition for females.

These people may or may not be paid. Some well-regarded or influential people donate their celebrity to one or two special causes, enabling the causes to leverage their profiles to build awareness as part of an advocacy program. Think of all the people across various fields of endeavour who willingly join in the Fight MND campaign, headed by Neale Daniher alongside his daughter Bec.

Brand influencing

In contrast, a **brand influencer** is usually someone with a different kind of clout - a huge fan following on **social media platforms** and a strong propensity for **self-promotion** through talking themselves up,

Sometimes, this person may only be famous for being famous. Others might be the partner of a high-profile celebrity or sports person. Some have become online 'experts' in fields such as fashion, fitness, culture and the arts, or health and wellbeing. Others have particular skills or a suite of experiences, that they have leveraged in building a **self-product**. Most are not trained professionals nor specialists in their fields. Instead, they are highly-prolific social or product commentators.

Influencers are always **compensated** in some way or another, either through product gifting, upfront payments, or a pay-per-click or pay-per-referral or affiliate system - or a combination of these or other remuneration methods. That's why they promote products and have their online presence in the first place.

It is common knowledge that **brands** seek out **influencers** in their **market segment** to feature certain products and reap the **exposure** and sales value of aligning their brand with an already famous person. This is really much cheaper (and faster) for brands than making expensive ads, or running advertising campaigns that will probably be skipped by most viewers.

The issue is that the influencer might not really care about the brand or product, but just about the cash. They might also be unscrupulous about what products they promote to their unquestioning, and very large, following.

Image: Krakenimages.com/
Depositphotos.com



Commercial Advocacy 5.06

In 2021, Kim Kardashian (already a billionaire) promoted a particular crypto product without disclosing that she was paid. As a result, she had to pay a larger penalty to the US Securities and Exchange Commission. And how about Kimbo's 'waist-trainers' and shapewear? Pu-lease! And have you ever wondered why you keep seeing, or hearing, the same selection of Aussie celebrities spruiking a new product, in what seems like a new cycle of products every 3 months?

The real issue is that if you pay an influencer \$5,000 to say that this new Ginseng Glitza is the best drink they have ever tasted and made their skin glow and their colon flow, then what happens if someone else offers 10K? Well, the new Tumeric Tonic cleanser made their skin glow twice as much, and their colon flow twice as fast (although whether that's necessarily a good thing is debatable).

All this just goes to show that true advocacy is not really about 'things', but about values and standing up for something you believe in.

Product promotion 5B

1. Access and share some examples of both **brand advocacy** and **brand influencing**.
2. Your teacher might ask each student to come prepared with an **example** from a particular sector or type of product, and explain to the class:
 - a. the **product** or cause/awareness being promoted
 - b. strategies used to communicate and get the 'message' across, and
 - c. how **you rate** the **success** of the promotion:

Identify the specific brand or promotion.

Identify the market segment/target market.

Name the platform(s) - traditional media, new media or both?

Strategies used.

Your rating of the promotion's success and why.

Identify the specific brand or promotion.

Identify the market segment/target market.

Name the platform(s) - traditional media, new media or both?

Strategies used.

Your rating of the promotion's success and why.

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5.07 Commercial Advocacy

Brand Icons - 5 of the Biggest

There are numerous iconic brands across various product categories, and different companies employ various marketing techniques to advocate for their brands.

Here is a summary of five iconic brands and just some, of the very many, marketing techniques they have used to promote their brands.

Interestingly these are all US-brands that have established global dominance.

As you read through this, reflect on the extent to which each appeal to you.

Apple

⇒ **Product differentiation:** Apple focuses on creating sleek and innovative products that stand out in the market positioning itself as a leader in design and technology.

⇒ **Emotional branding:** Apple emphasises the emotional connection customers have with its products, often using storytelling and evocative imagery in its marketing campaigns.

⇒ **Experiential marketing:** Apple stores offer a unique customer experience, allowing people to interact with its products and receive personalised assistance.

Coca-Cola

⇒ **Brand consistency:** Coca-Cola has maintained a consistent brand identity and messaging over the years, creating a sense of familiarity and nostalgia.

⇒ **Emotional appeal:** Coca-Cola often uses heartwarming and uplifting storytelling in its advertisements, focusing on the joy, happiness, and togetherness associated with its brand.

⇒ **Sponsorship and event marketing:** Coca-Cola sponsors major events and sports, associating its brand with positive experiences and creating memorable moments for consumers.

Nike

⇒ **Brand ambassadors:** Nike has successfully collaborated with numerous high-profile athletes and celebrities, leveraging their influence and credibility to promote the brand.

⇒ **Inspirational marketing:** Nike's campaigns often revolve around inspiring messages of perseverance, determination, and empowerment, resonating with its target audience.

⇒ **User-generated content:** Nike encourages customers to share their stories and experiences with the brand, showcasing its products in action and fostering a sense of community.

McDonald's

⇒ **Consistent branding:** McDonald's maintains a consistent visual identity and messaging worldwide, making it instantly recognisable and memorable.

⇒ **Localisation:** While the brand remains consistent, McDonald's adapts its menu and marketing strategies to suit local tastes and preferences in different regions, such as McCafe.

⇒ **Happy Meal and family appeal:** McDonald's targets families with its Happy Meal offerings and often includes toys and promotions that appeal to children, making it a popular choice for family dining.

Disney

- ⇒ **Emotional connection:** Disney evokes emotions and nostalgia, often emphasising the magic, joy, and dreams associated with its brand.
- ⇒ **Cross-promotion:** Disney effectively cross-promotes its various entertainment properties, capitalising on the popularity of characters and

franchises across movies, theme parks, merchandise, and media platforms.

- ⇒ **Brand loyalty and fan engagement:** Disney fosters a dedicated fan base through events, fan clubs, and exclusive experiences, creating a sense of community and loyalty among its followers.

Brand icons 5C

1. List the **key terms** featured in the article: 'Brand Icons - 5 of the Biggest'.



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2. Choose **another icon brand** that **appeals** to you. Explain **3 examples** of how it uses various **marketing techniques** to **promote** for its **brand(s)**. Collect images!

Empty box for notes or images.

Empty box for notes or images.

Empty box for notes or images.

5.09 Commercial Advocacy

5D Branding a specific product

1. **Case study:** Here is an example of a brand that is a little bit different.

Bank Australia: “Australia’s first customer-owned bank”

“We started life in 1957 as the CSIRO Co-operative Credit Society. From there we joined with 71 other credit unions and co-operatives to become Australia’s first customer-owned bank in 2011. In 2015 we changed our name to Bank Australia.”

Source: <https://bankaust.com.au/about-us>

As a customer-owned bank, Bank Australia operates under the mutual banking model, which means it is owned by its customers or members, rather than external shareholders.

Bank Australia prides itself on its commitment to ethical and responsible banking practices.

Bank Australia’s brand

Bank Australia seeks to align itself with particular values - green, humane, inclusive and advocates strongly for these values.

Bank Australia avows support for environmental protection. The bank does not invest in fossil fuels, live animal export, tobacco and other inhumane or environmentally and personally destructive practices. It also uses investors’ money to purchase land to be protected.

Bank Australia actively supports community initiatives and projects. They allocate a portion of their profits to their impact fund which provides grants to organisations working towards a more just and sustainable society.

Bank Australia is owned by its customers who are also known as members. Each member has an equal say in the bank’s decision and is entitled to vote at annual general meetings.

In this case, the brand is backed up with a title that doesn’t mean that what they do is not also good business. Ethical investment can be as profitable as traditional investment.

Investigation: Find out more about Bank Australia’s values, ethics and ‘brand’.



2. Research one of the following **organisations** to discover the **key elements** of their **brand**. Make notes for each one including:

- ⇒ the types of products within the brand,
- ⇒ the broad audience of the brand,
- ⇒ the types of media used for promotion (and whether they are traditional or new media), and
- ⇒ the values you think the brand wants to align itself with.

- | | |
|---|---|
| <input type="checkbox"/> The Smith Family | <input type="checkbox"/> Tesla |
| <input type="checkbox"/> Mercy Ships | <input type="checkbox"/> Nike |
| <input type="checkbox"/> Westpac Bank | <input type="checkbox"/> An online-only e-tailer of your choice |
| <input type="checkbox"/> Mecca Cosmetics | <input type="checkbox"/> A streaming service of your choice |
| <input type="checkbox"/> Edgar’s Mission | <input type="checkbox"/> A fashion brand of your choice |
| <input type="checkbox"/> AGL | <input type="checkbox"/> A tech brand of your choice |
| <input type="checkbox"/> AFL | |

3. Find out **information** to answer these prompts:

- a. How do they want to be seen?
- b. What visual, aural, tactile or other sensory trigger can you think of?
- c. What types of texts and media are used to convey the message?
- d. Is their target audience clear?
- e. How successfully do you think their brand communicates with its target audience?

Research notes and ideas

4. Is it a brand that **your demographic** is likely to be **aware of**? Why or why not?

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5.11 Influencing

How to be a good influencer

To be an **advocate** is to be an **influencer** for **good**.

It means that you do not speak in favour of brands or products that you don't believe in. Instead, you **endorse goods** and **services** that you believe have **value** to the potential customer and meet their needs, and that will **not harm** them or others, including the **environment**.

For example, would you advocate for the most expensive vet clinic to a devoted pet owner who you know has limited cash, or direct someone to a pharmacy owned by your uncle when you know that it charges more than other 'no frills' businesses? And while we're on pharmacies, they position themselves as valuable community members who provide an important and trusted service to the public by providing medical advice and tested therapeutic health solutions and medications. But what about all those, ahem, 'dodgy' weight loss and wellness products they offer for sale? How far should the trust extend? And how about up-selling? Are you comfortable with doing that? It's often a key sales requirement for many young workers that they upsell or suggestive sell.

This might seem simple, but think about some factors that might interfere with your advocacy behaviour at times. For example, what if you work for a company that produces a product that you don't believe in? You might be okay with the wider brand, but this particular product? Nup. How would you go selling that, or promoting it? After all, you are paid to advocate for your employer.

Most work **contracts**, **policies** and **codes of conduct** have clauses that make it clear that speaking against your employer (including on social media) is not consistent with being their employee. You might be accused of being **disloyal** (and that means they have a right to sack).

Another example of promoting a product in **bad faith** is when a **conflict of interest** exists. Are you telling people that something is good because you have something to gain? Or perhaps someone you know has something to gain? This could be financial, or some other kind of gain. So where brand or product advocacy is concerned, it's important to position yourself in terms of your **ethics**. What lines do you draw?

Good Influence

Image: 3d_generator/
Depositphotos.com



Which to pitch? 5E



Now it's time for you to be a **good influencer!**

Choose one of the following products or actions, or think of something you believe would do good. **Brainstorm** a list of arguments to advocate for it.

You will **role-play** a **mini-pitch** to convince your class or group to adopt your suggestion, or support your call to create a product for the greater good.

Make sure you have investigated 'Pitching a product' on pp.182-3.

Spend some time planning, and then go straight into the mini-pitch. For this you do not need any multimedia. Focus on your **arguments, communication** and **eye contact**. You may use **notes** to keep you on track.

Content

For content, focus on '**what**', by **describing** the **product** or **action**.

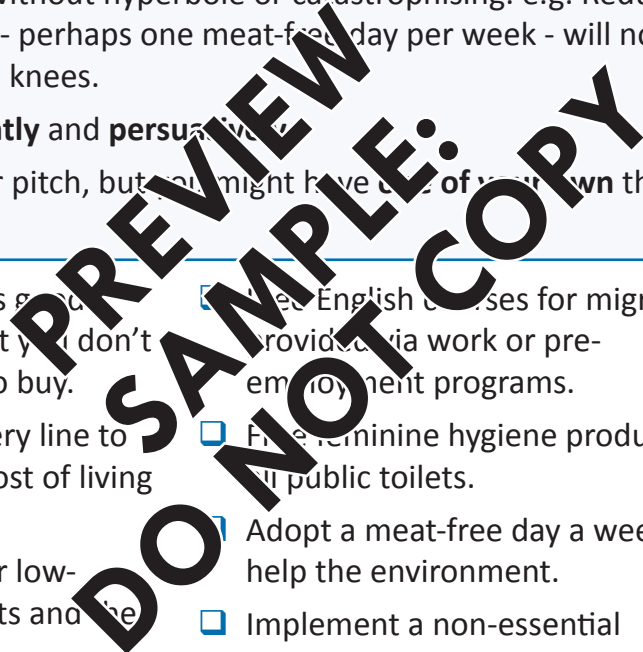
Explain the **need**. **Who** would **benefit**?

Acknowledge **fears of harm** without hyperbole or catastrophising. e.g. Reducing meat consumption modestly - perhaps one meat-free day per week - will not bring herd or chicken farming to its knees.

List your **arguments confidently** and **persuasively**.

Consider **these ideas** for your pitch, but you might have **ideas of your own** that is **more suitable**.

- A line of sneakers that is good quality, durable and that you don't have to pay \$250 plus to buy.
- A cheaper, quality grocery line to help families with the cost of living crisis.
- Free public transport for low-income earners, students and the unemployed.
- Alternative, affordable tertiary studies for capable but low-income individuals.
- More child-care places for families.
- An annual low-cost ute/van lease scheme for trade apprentices.
- Accessible communications technology for the elderly.
- Reduce your use of all packaging.
- Free English courses for migrants provided via work or pre-employment programs.
- Free feminine hygiene products in all public toilets.
- Adopt a meat-free day a week to help the environment.
- Implement a non-essential purchase-free month into your calendar.
- Sourcing products via opp shops and recycling/reusing, and buying new only when absolutely necessary.
- Equal rights for ugly vegetables - stopping retailers rejecting non-aesthetically pleasing produce.
-



5.13 Influencing

Pitching a product

A pitch is a persuasive argument that involves asking for support and backing.

Pitches are often made by:

- ☺ advertising agencies to tout for business
- ☺ media creatives seeking a producer to finance their work or ideas,
- ☺ entrepreneurs and start-ups looking to find a financier
- ☺ writers seeking to secure publishing contracts (but in this case, they will usually need a finished manuscript), and even
- ☺ inventors looking to get their product to market.



Image: iqoncept/Depositphotos.com

In some ways a pitch is a bit like a quote for business, but much more elaborate and showy. In a pitch, you have to communicate the commercial, creative, financial or other benefits so as to **persuade** someone else to get behind your ideas (and hopefully, pay for them!).

Effective pitches

A promotional pitch for a product usually involves highlighting the unique features, advantages, and benefits of the product. Its goal is to capture the attention of the target audience, generate interest, and ultimately persuade them to make a purchase.

Of course, you are constantly exposed to promotional pitches through advertising and marketing across all media, and increasingly via social media.

The TV series, *Shark Tank*, is a good example of pitching for investment. Budding entrepreneurs, product developers and small established business owners put together a pitch to try and convince one or more of the wealthy Sharks to come on board and support them with financial backing, marketing savvy and other expertise in return for an equity stake (share of the business), profit cut and/or royalty payment.

A good pitch isn't just about enthusiasm - although this helps.

A good pitch isn't just about potential for profit - as this is usually over-forecasted.

And a good pitch is definitely not just about who deserves help more, or who is more hungry, or who wants it more! The tactics are more about wishful thinking, and even in some cases, emotional blackmail.

Image: tonodiaz/Depositphotos.com

An effective pitch requires significant **planning** and **organising**, an understanding of how to **communicate** ideas **clearly** and **succinctly**, demonstrable knowledge of **legal**, **financial** and **ethical** issues - and perhaps most importantly the ability to **listen**, to accept **feedback** and **advice**, and to be prepared to invite and accept **criticism**.



Swimming with sharks 5F

View: Watch some episodes of *Shark Tank* as a class.



The US version is very enlightening (because they are definitely more confident and brash than Australian ‘pitchers’).

1. Discuss some of the specific pitches and how well they were executed in terms of product, presentation, and person.
2. How well did the speaker ‘sell’ their idea?
3. What multimedia, displays, demonstrations, models or other ‘props’ and methods did they use to support their claim for investment?
4. And on a side note, what do you make of how these people ‘value’ their ‘businesses’? After all, if they are raking in a motza already, why do they need the sharks?

Product/ Business	Aspects of Presentation	Use of NVC, manner, eye contact, voice, confidence.	Use of multimedia, demonstrations and props.	What they want, for what % of their business.	Outcome, feedback & ‘attitude’.

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Discussion: What lessons can you apply from this for your own pitch?



5.15 Influencing

The Gruen Transfer

Did you know that large shopping complexes are deliberately designed to have shoppers pass the maximum number of retail stores on their way to highly frequented destinations?

The same concept can be applied to planning a supermarket layout - that's why the milk (a staple) is usually way down the back - to get the shopper to pass by many other products before they reach their cow (or almond, or soy, or rice, etc.) milk.

The term used for this is **The Gruen Transfer**. It can be defined as the sense of **disorientation** that people might sometimes feel when they enter a shopping centre or department store. This can lead to them becoming distracted from their original purpose; and result in **impulse buying**. It is named after Victor Gruen, an Austrian-born architect who is often credited with designing the first modern shopping mall in the United States.

An oldie but a goodie, ABC's *The Gruen Transfer*, or now just *Gruen*, a panel show that examines advertising. The panellists are advertising execs or industry experts (or former execs in Todd Sampson's case) who analyse various ads and campaigns in all formats. And far from agreeing with each other, the panellists are often vehemently at odds over what makes successful advertising, and what is crap-worthy (they represent different schools of thinking in advertising).

Through their insight and experience, they also reveal how the appeal of **advertising** can be very personal, and how one person's favourite ad can make another scream with frustration and block their ears in panicked annoyance. So we can 'guess' that's why **social media portals** work so hard to 'personalise' your own ad 'experience'! *Gruen* also features lots of clips of ads that have become iconic, as well as new viral entries into the limitless world of selling people stuff.

In the contemporary digital age, you're a posting product. That's why the social media sites give you a free service. They know who you are, your age, gender, location, likes, dislikes, hopes, dreams, fears, anxieties, who you follow, who you dislike, fashion choices, music choices, media choices, your favourite chocolate bar, and so on and on and on.


 Your class might watch some episodes of *Gruen* and work together to unpack the unpacking of the experts. And you will learn a lot very quickly and in a very entertaining way!

Image: Syda_Productions/
Depositphotos.com



Image: pwoellinga/
Depositphotos.com

Some contemporary shopping complexes are dazzlingly complex - almost like mini cities.

If the product is free then you're the product!



Choose three or four episodes of *Gruen (The Gruen Transfer)* - perhaps from different years - and allocate these to groups in the class.



Groups will watch a particular episode and discuss and summarise the main content.

1. Start with the **panel**. Find out something about each of **the panellists** and find out where their **gig** on *Gruen* has **led them**. (This is pretty instructive in terms of transferable skills, and job opportunities).
2. Find out what **they** seem to **stand for** in their professional and personal lives. Are these **values consistent** or do they seem to **clash**?
3. What **ads** are being **discussed**?
4. List some points of **analysis** or **contention** (e.g. the ethics of, or possible offence that an ad or ad campaign might have caused - there are many other issues).
5. Summarise the **views** of the **panellists towards** the featured **ads**. **Link** these with **information** you discovered in **Q2**. Are their **views** what **you would expect**?
6. Try to **generalise** about the kinds of things that the **panellists** (and by extension, the **advertising industry**) value about the **content** and the **execution** of the ad. List anything they tend to dislike in ads or ad campaigns.
7. What **insights** did you glean about the **advertising industry** from watching this episode?
8. How would you **describe** the **derogatory** which product of the panel?

Applied investigation

Collect examples of advertising that appeals to you and that you see in your feeds.

- a. Identify the product (good or service) and the brand/organisation.
- b. Describe the look/feel/sound of the ad.
- c. Identify key language that is used.
- d. Identify key images/visuals/sound and all other communicative elements of the ad.
- e. How does the ad make you feel? Why?
- f. Describe your likelihood of using this product. Why is that?

Now go back and unpack your responses to questions b to f.

- g. What persuasive techniques are used in the ad?
- h. What persuasive language is used in the ad?
- i. Are there any claims made in the ad that seem to promise more than the product can deliver? Explain.
- j. Why do you think you see this ad - are you in the target market/audience?
- k. Now, how does the ad make you feel? Why?
- l. And finally, now are you likely to use this product? Why/why not?



5.17 Innovation

Innovation

A lot of promotion or commercial advocacy that we are exposed to is in relation to **new products, services or systems**. Many of these are born from a process of **innovation**.

Some people wrongly believe that innovation only refers to something that is new or some type of new technology. This isn't necessarily true. New isn't always better. In order to be innovative, something must be **better**; usually significantly better. Sometimes innovation comes from using some existing technology in a new or better way.

One key aspect of innovation is ensuring that enterprises adapt to new **technological change**, that they improve operational or **work practices**, and that they also develop ways to use their people (**workers**) more effectively.

Product and technological **invention** is a key part of innovation; but so too is **managerial improvement**. Australia as an enterprising nation needs to be more innovative and invest in **research and development** to strive for a better future. And this might be just a key part of your vocational future.

According to the Australian Bureau of Statistics innovation is:

“The process of introducing new or significantly improved goods or services and/or implementing new or significantly improved processes.”

Source: ABS, Innovation in Australian Business, (8158/0)

According to the Oslo Manual, a world-recommended authority on innovation:

“Innovation is the implementation of a new or significantly improved product (good or service), process, new marketing method or a new organisational method in business practices, workplace organisation or external relations.”

New goods or services or new processes may involve the development of new technology (e.g. 'Smart' watches), an adaptation of existing technology to a new use (e.g. smart phone apps), or may be non-technological in nature (e.g. change in work practices or managerial change, as well as some changes in marketing).

Innovation can be classified into two categories:

1. A new good or service.
2. A new process.



Customer-focused innovation

Customer-focused innovation is driven by an emphasis on improved outcomes for both internal and external customers. Enterprising, customer-focused organisations might ask these (and other) questions.

1. How can our good, service, process or work practice improve the lives of our customers?
2. How can we make the customer experience better for them?
3. How can we better serve the needs of our customers?

These questions drive customer-focused innovation; rather than questions such as how do we make more money, or cut costs.

The answers usually result in a win-win situation with improved processes and outcomes for customers and clients, as well as for other stakeholders such as employees of all levels, owners/shareholders, suppliers and society in general.

However, many digital innovations in the 'new economy' have automated the customer process, making it almost impossible to get direct customer support. So although these might be seen as more efficient, are they really all that innovative? We can apply the same test to e-Learning platforms. These do offer flexibility and access but can reduce or entirely remove the presence of a 'teacher' - which is the most important resource in any learning process!



What do you reckon? Are self-checkout systems really a customer-focused innovation or just a cost-saver?



Some Customer-Focused Innovations

etailing

Digital wallets

Digital and Personalised apps

Self-checkouts

Loyalty programs

Online payments

Ride/car sharing

Accommodation and travel sharing

App-driven delivery services

Personal protective equipment

Smart devices

Fitness trackers

Digital assistants & AI solutions

Biomedical apps & equipment

Mobility aids

Self-serve kiosks and ordering

Laser eye and cosmetic surgery

Family day-care centres

Community outreach programs

e-learning portals/programs

Image: bloomua/Depositphotos.com

5.19 Innovation

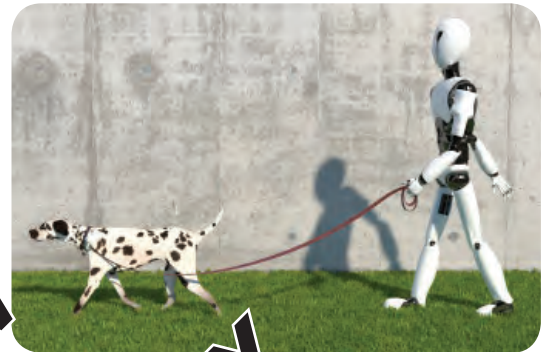
Innovation process

People often become champions and act as **advocates** for **new products**, including both goods and services, that arrive in the commercial world through **innovation**. But innovation does not just happen by accident. Innovation is usually a result of a deliberate process of **research and development** that may have taken years to complete.

If you do a search online you will see dozens of different diagrams showing 'The Innovation Process'. However, there is no one correct process. What you really should know is that the innovation process used by different enterprises will be very similar. It's just that different enterprises might name the stages differently (using tech-speak); and might sometimes include more or fewer steps. A reason for this is so that a company, employee or even an innovation management consultant, can 'own' the process, and thereby be an 'innovation expert'.

Essentially, an innovation process really is just like a **problem-solving** process, a **goal-setting** process, a **decision-making** process, and a **change management** process, all rolled into one!

Image: Jud_g/
Depositphotos.com



- So what recent innovations would you advocate for, and what new innovations might be needed to make the world a better place?

The Innovation Process: RDCIM

R

1. Research/Idea generation
⇒ Eureka, an idea is born (but may be after 10+ years of research!).

D

2. Development and design
⇒ Turn the idea into a reality.
⇒ Calibrate, calculate, design and create.
⇒ Consider financials, legals, safety!

P

3. Testing/Prototyping
⇒ Make a sample/dummy/working model and have a trial run.
⇒ Is it working as expected?

C

4. Commercialisation
⇒ Bring in the financial and marketing experts.
⇒ Determine whether a market exists, or if it is just a good 'idea'.

I

5. Implementation
⇒ Plan implementation and/or launch strategy.
⇒ Allocate and organise resources to support implementation.
⇒ Set KPIs for review.

M

6. Monitor/Adjust
⇒ Check and review whether implementation of the innovation is meeting objectives, and make adjustments as necessary.



Innovation 5H

Respond to these questions in your work folios.



1. What is **innovation**?
2. Describe **2 innovative goods** and **2 services** that **you** make regular **use** of. How have these **made your life better**?
3. Describe a **recent innovation** that has **reduced quality, functionality or service**, yet seems to be widely used and accepted. **Why** is that?
4. What are the **6 steps** in the **Innovation process**?
5. How could **you apply these steps** as part of making a **pitch** about a new **product, system or service**?

5.21 Creating a Product

51 Creating a product

You will invent a product and pitch it to the rest of the class as a pair or small group. This can be done live or as a video pitch. The pitch itself might then evolve into a potential assessment task.

In your pitch you will use whatever media seems appropriate. Include visuals of the product. You might even make a prototype.

Use these five questions to guide your pitch, But think about using both new media and legacy media, depending on the reach you want for your product.

- How do you want your product to be perceived in the marketplace - what is your image, values, brand proposition, etc.?
- What is the target market/audience for your product, and why them?
- What visual, aural, tactile or other sensory triggers will you use to brand and promote your product?
- What media text types will you use to convey your messages about your product?
- What other techniques will you have to use so that your product communicates and resonates with your target audience?

Once you have given your pitch, your audience will give you feedback on the various aspects of your presentation. As part of your pitch, explain 3 promotional strategies that you plan to use in marketing your product.

Choose from the following products

- A new fragrance.
- A new breakfast cereal.
- A new snack product.
- A new plant-based food product.
- A new footwear or clothing item.
- A new health and wellbeing product.
- A new gadget or device.
- A new app.
- Some other new product: _____

Ideas and tips and guidelines from your teacher

1. Decide on the product.

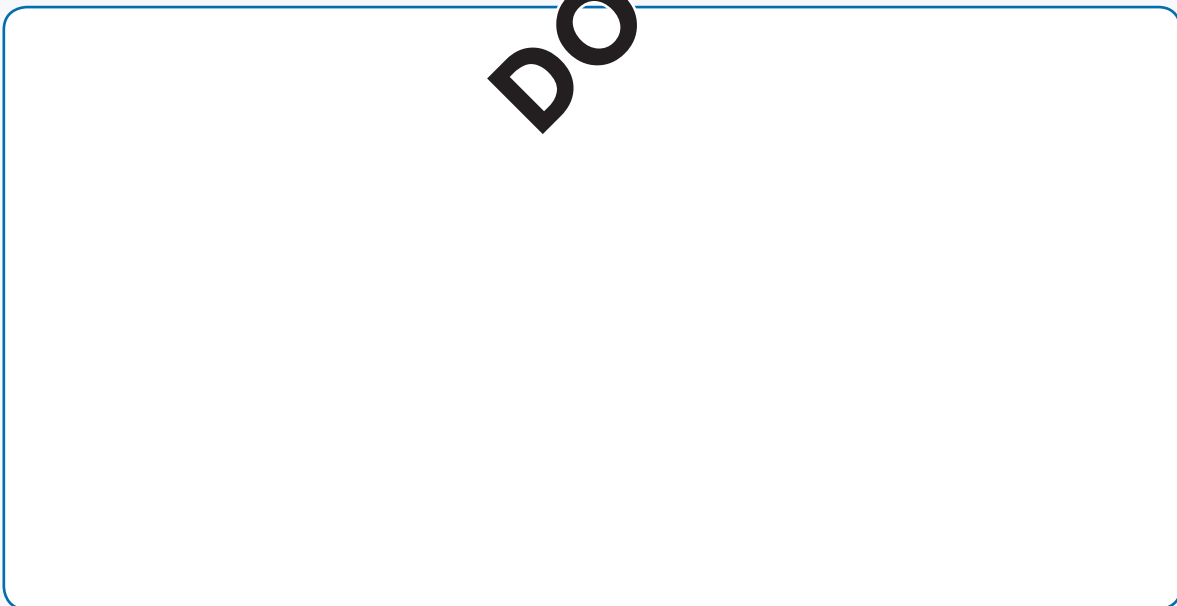
- Which of the products do you feel most affinity with?
- Which market segment do you think has the most space for a new product?
- Check out ads for existing products in your market.
- Do you want yours to be similar or different? Be mindful not to plagiarise.
- What type of product would you be happy, and proud, to advocate for?



2. Decide on your target market/audience.

This will determine the tone and feel of the product.

- Think about age, gender (if relevant), price point, usage, values and a range of other variables.
- Do you want to appeal to a very specific market segment such as: busy mums or brand-conscious kids, or sports or health and fitness types, or those wanting to give themselves a treat?
- Or do you want your product to be pitched at a more general audience?
- Why them - why might they want or need the product?



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5.23 Creating a Product

3. Include details of your product's properties and qualities.

- a. Consider ingredients, manufacturing, smell, texture and shape.
- b. Research details of the kind of product you are designing (you might be surprised by how some of these are made and their ingredients).
- c. What are you willing or not willing to include in the production process?
- d. Are there any brand or personal values clashes with the making of your product? (e.g. animal products if you are vege, ethical manufacturing, locally-made, etc.).

- e. Do an analysis of three products in your market segment.
 - i. What similarities do they have?
 - ii. What are the key differences in terms of raw materials and production inputs?
 - iii. What lessons can you take from these?

Product 1

Product 2

Product 3

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4. Costings/pricing

Think about the cost of manufacture, production and distribution; as well as wholesale and/or retail mark-up margins and the potential sales price.

- a. Does this match your audience’s ability to pay? Set a price point.

Research the price range of some products in your category.

- b. What factors affect the price point including volume, scarcity, perceived quality, prestige, location of manufacture etc.?
- c. In your view, is the difference in price justified in terms of quality, or is it a matter of product positioning and marketing?
- d. Think about the life-span of your product - are you aiming to create an enduring product, or a seasonal or even a slightly gimmicky product? (Hot-cross bun flavoured brekky cereal anyone?) How will this affect pricing?

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5. Where do you see your product being sold?

- a. Consider online, bricks and mortar shops, bars, or other, including direct distribution by you? (e.g. A bespoke Hot-cross bun snack might be sold in specific, exclusive stores).
- b. Justify your choices of sales channels

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5.25 Creating a Product

6. Decide on brand language for your product.

Develop your own vocabulary that represents your product and creates a strong impression.

These are the key words or phrases, or the key associations you want to make.

e.g. A scented room fragrance might use words such as 'fresh, natural, organic and soothing' rather than 'chemical, synthetic, overpowering or fake' (which might be more accurate).

- a. Use language that is age-appropriate for your target consumers.
- b. Use language that targets particular demographic groups.
- c. Appeal to your chosen market with language that speaks to them. This can work on a literal or ironic level (i.e. 'cool' language targeting an 'uncool' demographic, antiquated language targeting a young audience for comic effect).

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Consider: Language mismatches

There's something weird going on here, how would you better target the audience for the following products?

- ⇒ "Hey peeps – it's time to think about life insurance!"
- ⇒ "Skate into your closest aged care facility."
- ⇒ "Because we care about your feet - choose from our new range of funky platforms from Rat-Out Club Clobs this Autumn!"

7. Decide on a tagline, slogan and/or logo.

Now you have some brand language, think about how you might fashion it into a tagline. Taglines are things like “Stop hungry-thirsty now.” and “Because you’re worth it”. Test your knowledge! Which products use these taglines? Some you will definitely know, and some you might need to check. List some others.

- | | |
|----------------------------|--------------------------------|
| ⇒ Just do it. | ⇒ Oh, what a feeling! |
| ⇒ Diamonds are forever. | ⇒ The spirit of Australia. |
| ⇒ Have a break - have a... | ⇒ The burgers are better at... |
| ⇒ We’re happy little... | ⇒ |
| ⇒ Taste the rainbow. | ⇒ |

8. Decide on design and packaging.

Again, tie this closely to the image or aspiration you are seeking to portray.

- What materials will be used? What will determine this (e.g. environmental or aesthetic qualities or cost)?
- What do you want the product to look like? What size will it be? Soft or hard packaging?
- What colours will you use? Are they a unique combination or do they resemble something else?
- What typography will you use?

Create a ‘mood board’ to help experiment with how you want your product to look and feel. Collect samples that approximate what you are after. Try different colours - subtle differences as well as contrasts. Experiment with textures, materials and sizes that suit your product.

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5.27 Assessment

AT2 Advocating for a Product - Understanding and engaging with literacy for advocacy





For this assessment task, you will advocate for a product by making a pitch to your class in pairs and groups based on the new product you 'created' in the steps on pages 190-195. Your audience will then evaluate your pitch (p.199).

- You should already have formed groups or pairs and:
1. Chosen your product
 2. Identified your market/audience
 3. Identified the components or ingredients needed to create your product
 4. Costed your product and set a price-point
 5. Identified sales outlets, platforms and others for distribution of your product
 6. Created unique brand language
 7. Developed a tagline
 8. Decided and designed packaging.



Guidelines for the pitch

- Your teacher will decide whether the pitch will be live or videoed, or allow you a choice.
- Your pitch should be between 7-10 minutes, depending on the number of group members.
- You should divide and arrange your pitch into segments. After the introduction start with the most compelling information, or what ever connects most strongly with the audience on an emotional level.
- Details of your product should be woven into the pitch at the time you judge the audience will be most receptive. (e.g. high price point might not be the first quality mentioned - try instead to get emotional buy in first.)
- Your pitch should feature a brief description of the product and how it is different from other products currently in the market.
- Your pitch should emphasise the benefits, attractiveness, need, or convenience of your product for its target market/audience.
- Your pitch should explain the advantages of your product in terms of its inputs (based on quality or price).
- Your pitch should include details of cost, wholesale and retail price.
- Your pitch should give a strong sense of the product's personality and where or how it will be best sold.
- Your pitch should feature your unique brand language and style to differentiate it, and create a clear product identity. This should include a tagline.
- Your pitch should describe or present the proposed packaging, and explain how the design aligns with the product's personality and appeal to the consumer.
- All members of the group must actively contribute to the pitch by presenting part of it.
- The pitch must include multimedia elements as appropriate. The pitch may include a prototype, mock-ups, demonstration or other realia.
- As part of your pitch, you need to describe three promotional strategies that you plan to use in marketing your product.

Name(s):		Key dates:	UNIT 4 AOS 1		
Tasks - AT2: Advocating for a Product		Must Do?	Due Date	Done	Level
Product development and planning					
Product:					
1. Chosen your product, with justified reasons.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
2. Identified your market/audience.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
3. Identified components/ingredients needed.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
4. Costed your product and set a price-point.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
5. Identified sales outlets, platforms and distribution.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
6. Created unique brand language.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
7. Developed a tagline.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
8. Designed packaging.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Making your pitch					
Presentation method: 					
a. Establish the scope and aim of the pitch presentation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. Determine roles and responsibilities.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
c. Organise the pitch into timed segments.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
d. Prepare an introduction.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
e. Create the pitch to feature:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
- Your product with justified reasons.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
- Your market/audience.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
- Components/ingredients needed.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
- Costings and price-point.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
- Potential sales outlets, platforms and distribution.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
- The unique brand language.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
- The tagline.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
- The packaging.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Select and use appropriate physical elements.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Select and use appropriate multimedia elements.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Stage timed, practice run-throughs.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
 Use feedback and reflection to refine the pitch.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
 Deliver final pitch to appropriate audience.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
 Invite evaluation, and self-evaluate.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	

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5.29 Pitch Evaluation Pro-forma



Pitch Evaluation Pro-forma

While watching your classmate(s) giving their pitch, rate them by ticking the appropriate box. Be fair, not nasty and not lenient. (Copies of this pro-forma may need to be made.) All the class will be subject to this peer assessment.

Product pitch: _____

Presenter(s): _____

Assessed by: _____ Date: _____

	<u>excellent</u>	<u>very good</u>	<u>good</u>	<u>reasonable</u>	<u>basic</u>	<u>na</u>
Establishment of context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pitch covers mandated areas ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identified audience/market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of benefits/need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persuasiveness of pitch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commercial understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design, identity and branding .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of materials.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Product potential.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotional plan.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of digital media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team effectiveness.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness of advocacy.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What were the most successful aspects of their pitch?

How might their pitch have been improved?

Anything else? _____

Signed: _____ Date: _____

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SAMPLE

Community Advocacy

6

6.01 Introduction200	6.15 Advocacy and Activism214
6.03 Community Advocacy202	6.21 Assessment220
6.09 Language of Advocacy208	6.23 Review and Reflection222
6.11 Pressure and Lobby Groups210	

Activities 6: Community Advocacy		p.	Due date	Done	Comment
LER6	My Literary Engagement Record	200-201	<input type="checkbox"/>	<input type="checkbox"/>	
6A	Community advocacy	203	<input type="checkbox"/>	<input type="checkbox"/>	
6B	Young advocates	204-205	<input type="checkbox"/>	<input type="checkbox"/>	
6C	Great expressions of advocacy	206-207	<input type="checkbox"/>	<input type="checkbox"/>	
6D	Language of advocacy	209	<input type="checkbox"/>	<input type="checkbox"/>	
6E	Pressure and lobby groups	211	<input type="checkbox"/>	<input type="checkbox"/>	
6F	Language of pressure and lobby groups	212-216	<input type="checkbox"/>	<input type="checkbox"/>	
6G	Advocacy and activism in action	215-217	<input type="checkbox"/>	<input type="checkbox"/>	
6H	Appvocacy	218-219	<input type="checkbox"/>	<input type="checkbox"/>	
AT3	Advocating for a Cause	220-221	<input type="checkbox"/>	<input type="checkbox"/>	
6.23	Review and Reflection	222	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

6.01 Introduction - Community Advocacy

Unit 4 AOS1: Understanding and engaging with literacy for advocacy

Section 6: Community Advocacy

In this section, you will continue to investigate the advocacy process by researching and evaluating the role of advocacy and influence in community situations.

You will take an applied approach to identify and examine examples of positive advocacy, as well as the role of pressure and lobby groups in advocating for community (or societal) causes and issues. You will explore the relationship between advocacy and activities and explore case studies of advocates and activists. You will use examples of advocacy in action to develop a language of advocacy that you can apply when advocating for a community cause or issue.

This section concludes with an assessment task:

- ✓ **Advocating for a Cause AT3** - This involves working with others to create an online advocacy group for a vocational or recreational or community cause of your choice.

(AOS1: For 'Community' which is the third of the 3 advocacy focus areas).

LER6 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:

Introduction - Community Advocacy 6.02

LER6: 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 live and video 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:

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6.03 Community Advocacy

Advocating for a community group or cause

One of the best ways to use your advocacy skills is in support of your community. Your **community** might be **local**, **regional** or even **global**!

Perhaps your local footy club needs new clubrooms or subsidies to help support participation. Maybe your local aged-care home needs more volunteers to visit. Maybe your local neighbourhood house needs more financial support to run English literacy classes or to employ people to provide child-care.

On a bigger scale, perhaps your passion is to raise awareness of a global crisis such as climate change, poverty, natural disaster relief, education and access for girls, digital safety - the list goes on.

Your path to advocacy might be relatively easy or really quite tough, depending on the complexity of the cause and the location of the affected community.

But when you are advocating for a community group or cause, how would you know who to take your case to? Who are the key **stakeholders** involved and what are their roles? Who are the **agents of change** and the **decision-makers**? What avenues of influence are available to you? Should you add your voice to an **existing group** and unite behind a worthy broader cause? Or should you **initiate** something new and become an advocate for positive change on an issue affecting your local community? And is it better to stay local and see out a whole process of advocacy, or are you better off joining a global voice?

So many questions! But one thing is for sure: if no-one speaks up to advocate on behalf of those who have less opportunity to speak for themselves, nothing will change. And this naturally extends to causes involving the environment and animal welfare whereby change cannot happen without a **'human' voice**.

For local issues, you might be able to put your case to your **council** or **shire**. Council meetings are generally open to the public. If you contact your local representative, you might be successful in having your issue put on the agenda for consideration and discussion.

Otherwise, on a larger scale, support for a particular group or cause might happen as an **organised march** (think same-sex marriage pride marches, climate change protests, First Nations restitution, 'Invasion Day' rallies, and many more worthy causes).

(Some) Community Causes and Issues

- family and relationships
- substance addiction
- poverty and homelessness
- personal safety
- gender identity
- sexual orientation
- human rights
- cost of living
- equity and access
- access to health-care
- Indigenous health
- crime and punishment
- social welfare
- diversity and inclusion
- youth alienation
- youth mental health
- fitness and lifestyle
- public transport
- isolation and exclusion
- elder abuse
- public safety & security
- lack of facilities
- employment opportunities
- unemployment (& youth)
- online bullying
- aggression and violence
- invasion and war
- inappropriate development
- global warming
- natural disasters
- animal welfare
- access to education
- personal rights & freedoms
- online safety
- graffiti and vandalism
- refugees
- work/life balance
- equity and wealth
- and many more.

Where are you at?

So now it's time to reflect. Where are you at right now in regard to community issues and causes? To what extent do you understand the main issues at play, as well as the nuances of the viewpoint of different stakeholders involved? And where, and how, can you make a real (even if small) difference?

It is important to do your research before you jump into supporting a cause (or jump onto a trending bandwagon, i.e. **virtue signalling**). You want to make sure that a pressure/lobby/community group is the real deal, before you align yourself with its values.

How often do you see **Change.org petitions** and similar online cause-recruitment? Some of the causes are really significant and aim to challenge injustice. Some are actually trite, self-serving, or catastrophising. And are petitions, especially **digital petitions**, really a meaningful method of advocacy?



Community advocacy 6A

1. Why is it **important** that we have **community advocates**?

2. List some **community advocates** that you are aware of and the **causes/issues** they advocate on behalf of.

3. Have **you** ever **advocated** for a **community cause** or **issue**? Explain how and why.

Investigation



- a. Check out some online petitions from the past and see whether they translated into action. If they did, what other advocacy was running alongside them?
- b. Have you ever signed a petition? If so, for what, and did change occur?

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6.05 Community Advocacy

6B Young advocates

Case study

Ashley Beeby is a young diesel mechanic working with heavy trucks. She is also a writer and advocate for women in trades and VET pathways. Look up this remarkable young woman. She is making waves in these spaces.

<https://www.womeninautomotive.com.au/ashley-beeby-member-feature-article>

<https://www.vic.gov.au/ashley-beeby-mechanic>



Have a small group discussion and respond to these questions. Feed back to the class



a. Describe Ashley's background and how she came to be a diesel mechanic.

b. In light of her story, what strikes you about her career choice?

c. What reasons started Ashley's career pathway advocacy?

d. What specific forms does Ashley's advocacy take?

e. Where does Ashley get her 'voice'?

f. What other information would you include about Ashley's success?

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Research **another example** of a **young advocate**. Summarise your research using these questions.

1. Who is the young advocate and what is their story?

[Empty text box for answer 1]

2. What are they an advocate for?

[Empty text box for answer 2]

3. What reasons started them on their advocacy journey?

[Empty text box for answer 3]

4. What specific forms does their advocacy take?

[Empty text box for answer 4]

5. Where do they get their 'voice'?

[Empty text box for answer 5]

6. What other information would you like to know about their success?

[Empty text box for answer 6]

What if?



If you were asked right now to become an advocate for a cause/ issue, what would it be and why? What understanding or lived experience can you bring to this role?

[Empty text box for 'What if?' question]

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6.07 Community Advocacy

Great expressions of advocacy

Throughout history, and right as we sit here today, individuals have made statements as advocates for important causes. These people are not **catastrophising**, they are **galvanising**. They are rallying their 'troops', appealing to like-minded people and leading a call to action.

It is instructive to visit some of these to consider how language is used to promote the cause.

👂 Listen to (and/or watch) each of these acts of advocacy. Then analyse the texts in detail to discover more about the language features used and how it makes you feel.

- ⇒ **Yothu Yindi** - *Treaty* (This is not just a song, but is also an act of advocacy).
- ⇒ **Julia Gillard** - "Not now - not ever!" misogyny speech.
- ⇒ **Greta Thunberg** - "How dare you!" address to the United Nations.
- ⇒ **Martin Luther King** - "I had a dream" speech (from 1963).
- ⇒ **Winston Churchill** - "We shall fight on the beaches" speech from June 1940.
- ⇒ **Kevin Rudd** - Apology to Indigenous Peoples speech from 2008.



Image: e.a.alexeyenko/
Depositphotos.com

6C Great expressions of advocacy

Complete each table with your responses to 2 of the 6 advocacy texts listed above (or others supplied by your teacher)



Details		
Advocating for what or who?	Who is the audience?	How would you describe the tone?
List the most powerful words or phrases.	Describe the delivery (voice, volume, expressivity).	Did non-verbal communication add to the message?
What is the overall effect?		How did the speech make you feel?

Details		
Advocating for what or who?	Who is the audience?	How would you describe the tone?
List the most powerful words or phrases.	Describe the delivery (voice, volume, expressivity).	Did non-verbal communication add to the message?
What is the overall effect?		How did the speech make you feel?

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Details		
Advocating for what or who?	Who is the audience?	How would you describe the tone?
List the most powerful words or phrases.	Describe the delivery (voice, volume, expressivity).	Did non-verbal communication add to the message?
What is the overall effect?		How did the speech make you feel?

6.09 Language of Advocacy

Communicating effectively

When you are advocating for a community cause or issue, you must carefully choose your language. You must also consider and analyse the importance of other communicative factors that combine to influence the register of your advocacy message.

Language must always be communicated to suit the **audience** for which it is used. Appropriate choice of language also depends on the **media** used. And language always aims to communicate **content**. But at the same time, choices of language, as well as other features of communication, also combine to establish **context**.

Register refers to how **formal** or **informal** language is. As you know, a lot of online communication is often less formal and more conversational, when compared to offline or professional communication. This means that different registers might be applied depending on the method of communication being used, as well as the intended audience - and of course, the content and context of the 'post'.

When advocating, you might also find you need to adjust your register depending on the age of the audience, the level of understanding of the audience, the **socio-demographic** nature of the audience, as well as other factors including **knowledge**, **understanding** and **engagement** of the audience. So it is always important to match the formality level of your language with the purpose and values of your communication.

When you can achieve all of this, you will become a much more powerful advocate who might just get **listened** to!

Image: Rawpixel/
Depositphotos.com



In the digital age, there are not so many people talking, but there are a lot more really saying anything. How can you get heard over the noisy crowd?

When Advocating, Consider...

Language

Content

Register

Formality

Media

Demographics

Understanding

Audience

Context

Tone

Informality

Reach

Knowledge

Engagement

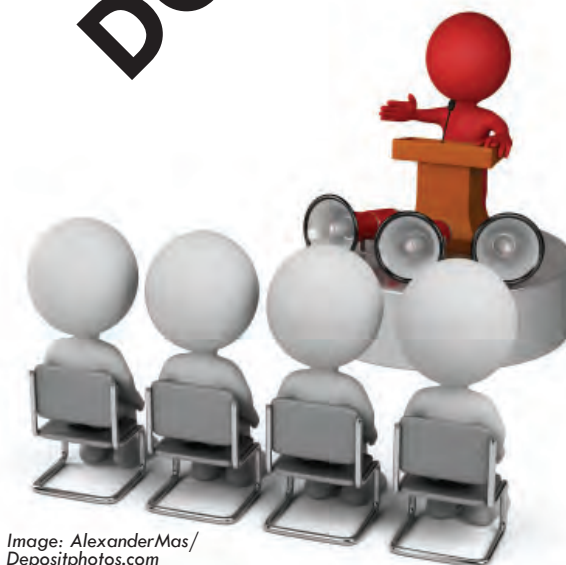


Image: AlexanderMas/
Depositphotos.com

1. Read the following **advocacy texts** and comment on the **register use** and **probable audience** in terms of age or other factors, and their **effectiveness**.
2. Create a short **text of your own** to act as a **call to action** for a community **cause** or **issue** that you **feel strongly** about.

'Be a force for good. Stand up for what you know is right.
Join us for a community meeting in support of our asylum-seeking brothers and sisters whose human rights are being flouted.'

'March in solidarity with LGBTQI+ youth! Meet at Parliament House. Speeches start at 2, march route available at #walkwithpride.'

'Help the kids this year by donating your time to the Yarree Ranges Youth Festival. Be the role model they deserve by leading one of over 10 fun activities aimed at kids aged 5-12. Bring your skills and get on down to our planning meeting at the village hall on Tuesday, 2nd at 7 pm. Tea, coffee and scones provided.'

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3. List some **key words** or **phrases** that get your **attention** as part of a **call to action**

6.11 Pressure and Lobby Groups

Pressure and lobby groups

As you know from your work in Personal Development Skills, **pressure groups** and **lobby groups** operate locally, nationally and globally as important community advocates.

Pressure and lobby groups work to give people with different **social values** voice and power. They often advocate for **marginalised** groups and help them to get 'heard'.

Pressure and lobby groups might also try to advocate for **social values** and behaviours that they believe the government, and/or commercial and industry organisations, are not promoting or supporting.

There are thousands of pressure and lobby groups working to service their local stakeholders and to bring about **change** in local community areas. These include local environmental groups, regional arts organisations, targeted welfare agencies, animal rescue and welfare service providers, sporting and recreation clubs, youth support agencies and more.

These community advocates try to bring about change by **lobbying** key local influential stakeholders, and by using their community knowledge to **network** key decision-makers.

A lot of change in society originates from enterprising **grassroots** action by community groups; as well as from many of the major pressure and lobby groups. However, different pressure and lobby groups often come into **conflict** with one another about:


- ⇒ whether a community issue truly exists
- ⇒ different perspectives and varied opinions on how to deal with a community issue, and/or
- ⇒ whether a community issue is even worth doing something about at all!

These factors can make it hard to people the role of **advocacy activism, support** and **action**.

It also needs to be emphasised that in the contemporary age of digital communication it is becoming harder for smaller, or less prominent community advocacy groups to get noticed or 'heard'.

Another impediment to achieving long-term advocacy is that some causes 'come and go' very quickly, as people register a click-like and then move on to other interests in their social media feeds.

And finally, we need to introduce the notion of **slacktivism**, whereby people think that signing an online petition, clicking a few likes in support, changing their profile pic to reflect a cause, making a share or two, tagging-in someone else, issuing a comment of support, and giving a small donation (for a reward of course) to a crowdfunding campaign, is enough to be an active community and social advocate. It's not that doing these things is bad, it's that only doing these things isn't really

 good. What do you think?

Uncommon Knowledge

Lobbying is the process of trying to influence powerful institutions, such as the government, to make decisions that the lobbyist wants to see happen.

Some lobbying is positive such as the Australia Medical Association using its standing, expertise and the united voice of its members to achieve better health outcomes for the community.

But some lobbying can be insidious, especially when it is carried out by wealthy people or corporations who try to influence outcomes mainly for their own benefit.

Those powerful lobby groups throw big \$\$\$ into PR and advertising campaigns. They often engage lobbyists (many of whom are former politicians) who have established network connections with key decision-makers.

Pressure and Lobby Groups 6.12

Pressure/lobby groups

- ⇒ Unions including the ACTU, VTHC and others.
- ⇒ Industry associations such as the National Farmers' Federation.
- ⇒ Australian Conservation Foundation
- ⇒ The Wilderness Society
- ⇒ RSPCA
- ⇒ Friends of the Earth
- ⇒ Gun Control Australia
- ⇒ Amnesty International
- ⇒ Human Rights Council of Australia
- ⇒ GetUp!
- ⇒ Public Transport User's Group
- ⇒ Sea Shepherd
- ⇒ Planet Ark

Welfare/charitable agencies

These provide support, advice or services to clients with special needs.

- ⇒ Red Cross Australia
- ⇒ The Smith Family
- ⇒ Oxfam Australia
- ⇒ World Vision Australia
- ⇒ Ozchild
- ⇒ The McGrath Foundation
- ⇒ Make a Wish Foundation
- ⇒ The Salvation Army
- ⇒ St Vincent De Paul Society
- ⇒ Care Australia
- ⇒ Youth off the Streets
- ⇒ Rotary Australia
- ⇒ Lions Club Australia

Pressure and lobby groups 6E

1. What is the role of **pressure** and **lobby** groups in advocacy?

2. List any **pressure** or **lobby** groups that you support, either **directly**, or **indirectly**. **Why** is that?

3. Choose **1**, and research and **summarise** how it is **advocating** for **communities**. How **could you get involved** in this?



6.13 Pressure and Lobby Groups

6F Language of pressure and lobby groups

- List 24 words related to **advocacy**, each starting with a different letter of the alphabet.

A	B	C	D
E	F	G	H
I	J	K KNOWLEDGE	L
M	N	O	P
Q	R	S	T
U	V	W	X/Y/Z

- Go online and **research** the **values, operations** and **actions** of 4 different **pressure** or **lobby groups**. (Don't forget about government agencies).
- Extract **key statements, terms** and **words** which uses to **describe**, explain and justify its **values, operations** and **actions**.



Organisation is:

Organisation is:

What they do is:

What they do is:

Key language used:

Key language used:

How does this make you feel? Why?

How does this make you feel? Why?

Organisation is:

What they do is:

Key language used:

How does this make you feel? Why?

Organisation is:

What they do is:

Key language used:

How does this make you feel? Why?

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4. List **key language** that **you could use** when you are acting as an **advocate** for a cause or issue. **Apply** this language to create **advocacy statements** about **causes** and **issues** that **you feel strongly** about.

5. Try out **your statements** on your **classmates**. Did you **achieve a call to action**? Why/why not?



6.15 Advocacy and Activism

Advocacy and activism

While advocacy can be defined as a **voice** in support of a cause, activism is an **action** in support of, or against, a cause (the 'noise-making element'). They are not synonymous. You can be an advocate without being an activist.

Advocacy generally refers to **supporting** or **promoting** a particular **cause, idea, or policy**. Advocates typically operate within established systems and structures to **influence decision-makers**, raise **awareness**, and bring about **change**.

Advocacy can take various forms, such as lobbying, public speaking, writing letters, organising campaigns, and engaging with policy makers such as governments and societal institutions. Advocates often work on behalf of individuals or groups that may not have a voice, or face systemic challenges. They aim to bring attention to issues, educate the public, and push for policy reforms or changes within existing frameworks. And naturally, advocates often emerge from within those groups to become key spokespersons on behalf of others with whom they share lived experiences.

Activism, on the other hand, often involves more **direct** and sometimes **disruptive actions** aimed at **challenging** or **transforming** the status quo. Activists are passionate individuals or groups who actively **resist, challenge, or confront societal norms, policies, or power structures** that they perceive as unjust or oppressive.

Activists may engage in protests, civil disobedience, direct action, or grassroots organising to draw attention to specific issues or advocate for radical changes. They often strive to raise awareness, mobilise communities, and create social movements to challenge established systems and bring about transformative change.

Advocacy and activism in action

True advocacy is not just about realising the need for social change. It also involves listening to diverse stakeholders so as to be able to present their cases accurately and strongly. Do you remember from PDS the distinction between being an **agent for change** or an **agent of change**?

When advocating, it is almost an act of **diplomacy** to best convey the needs of the group or person being represented - especially for those causes whereby the advocate may not have the **lived experience** of those they are advocating for.

Activism may result in change, such as when a community protests an action taken by government, and government responds by amending that action, in order to maintain community support. But activism doesn't change people's fundamental position. Gun control protests in the US (usually in response to school shootings or other horrific firearm deaths) end up being a heated clash between those in favour of gun control and those vehemently against it (who scarily tend to turn up fully-armed). No one's mind is changed.

As a class, discuss some instances of activism and its results. Analyse whether examples of activism have succeeded in creating change without advocacy being conducted alongside. After you have studied the cases on pp.215-217, have a think about whether the advocates profiled would have succeeded using only activism.

Image: S1photography/
Depositphotos.com



1. Discuss this case study of Greta Thunberg and note down **key information** that illustrates both **what**, and **how**, she is **advocating** for what **she believes**.



Greta Thunberg is a high-profile, young advocate and activist who has spoken and written about climate destruction.

Thunberg began her advocacy and activism at the age of 15 with the simple act of standing outside the Swedish parliament holding a placard declaring “School Strike for Climate” written on it.

She did this every Friday.

Her stance was that policy-making adults were doing nothing to protect children - the inheritors of climate catastrophe - from climate change.

Her action, as well as her often-quoted speeches influenced other school children to gather to implore politicians to act on climate change.

She was a child advocating for the rights of other children to escape the inevitable destruction of the environment. Soon a worldwide ‘Fridays for Future’ movement was born, seeing millions of school students striking for their cause.

Her parents did not necessarily support Greta’s actions in the early days but she persuaded them of the urgency of the climate cause and the need to make changes both large and small.

But talk is cheap. Thunberg also took a number of actions to lighten her own footprint on the earth.

For example, in 2019, she chose to join a yacht that was travelling to the US rather than fly, in order to be able to travel ethically to speak at the United Nations Climate Change Conference. The yacht was fitted with solar panels.

As you would expect, Thunberg is also vegan, a more environment-saving lifestyle. In addition, profits from sales of her books are returned to her charitable foundation and she does not profit from them personally.

Thunberg has been elevated to a position where she can be heard and has been able to express her views about climate emergency globally.

She has taken on multinationals in areas as diverse as mining and fashion and questioned various world leaders regarding what she sees as a real lack of action on the climate emergency.

Over her journey of advocacy Thunberg has annoyed some powerful people, made enemies of others, but has also galvanised significant global numbers (of all ages) in support of the causes she advocates for.

Greta Thunberg graduated from high school in June 2023. With that, she is stepping away from the school strike movement and leaving that for schoolchildren. She will continue her advocacy and activism in an adult space.

DON'T SAMPLE: COPY PREVIEW

Research: Look up more about Greta Thunberg online and find out what compelled this young woman to speak out as she did for the planet.



6.17 Advocacy and Activism



2. Discuss this case study of Malala Yousafzai and note down **key information** that illustrates both **what**, and **how**, she is **advocating** for what **she believes**.

Malala Yousafzai is a Pakistani, Nobel Peace Prize-winning (youngest ever at age 17) advocate and activist for education for girls.

Her act of defying the Taliban by attending school and speaking up in support of girls' rights to education, was met with extreme and almost unbelievable violence.

In 2012, 15-year-old Yousafzai was shot in the head by the Taliban while travelling on a school bus on her way back from sitting exams.

The bullet that almost killed Malala hit her eye socket, skull and brain. Part of her skull had to be removed to allow for swelling of the brain. Her ear drum was shattered and she suffered facial paralysis. She has undergone multiple surgeries over the years. Two other girls were injured in the shooting.

She was targeted for her activism and the Taliban wanted her dead. Although the government of Pakistan denounced the act, this did not lessen the desire of Taliban assassins to continue to hunt her and they threatened to continue to silence her.

Malala's father was a teacher and ran a girls' school in her village. Malala's family were also politically aware and as a young girl, she was asked to anonymously blog for a newspaper about life as a girl in a province that was coming increasingly under the influence of the Taliban.

As time went on, her identity was revealed, and she started to talk

openly about the restrictions on girls' education in the Swat region of Pakistan.

Fear of retribution against girls who attended schools increased, as extremist clerics voiced opposition to girls' education. This led to fewer girls attending school and for a period in 2009, girls' schools were closed.

Malala and her father started the Malala Fund, in 2013, to support girls' education and to call for change.

Malala's focus has widened from her early days, to issues of girls' and women's education in other places where girls are not empowered. She is especially vocal about the resurgence of the Taliban in Afghanistan and the banning of secondary education for girls in that country.

Malala quotes a phenomenal 130 million girls worldwide who have no access to education.

Malala has now graduated from Oxford University, lives in England and continues her advocacy journey.

And, as an aside, research tells us that when you educate a girl, you educate a community. Women are the sisters, mothers and teachers of a community. Educated girls are also far less likely to be married off as children.

Find out more at:

<https://malala.org/malalas-story>



Research: Look up more about Malala Yousafzai online. Find out how she had the strength, belief and bravery to stand up against brutality and repression.





3. Discuss this case study of Dylan Alcott and note down **key information** that illustrates both **what**, and **how**, he is **advocating** for what **he believes**.

Dylan Alcott is an Australian athlete, motivational speaker, and disability advocate.

Alcott has won multiple Paralympic gold medals in wheelchair tennis in both singles and doubles. He won 23 Grand Slam titles, including the singles Grand Slam and Golden Slam in 2021.

Before focusing on wheelchair tennis, Alcott was a successful wheelchair basketball player and won a gold medal at the 2008 Beijing Paralympics.

In 2009, he received the Order of Australia Medal for his services to sport as a gold medal-winning Paralympian. And then in 2021, Dylan Alcott was named the Australian of the Year - a universally popular choice.

Alcott regularly engages in public speaking engagements where he shares his personal experiences and promotes awareness about disability issues. He uses his lived experience to inspire others and challenge societal perceptions of disability.

Alcott has a strong media presence and uses various media platforms, including social media, interviews, and television appearances, to raise awareness about disability rights and to champion inclusion.

He often shares stories that highlight the achievements of people with disabilities. He has also co-hosted and appeared in TV shows and broadcasts on sport and music, and in other media roles as an advocate for diversity and inclusion.

As a successful athlete, Alcott actively promotes the inclusion of people with disabilities in sports.

He advocates for equal opportunities and supports initiatives that encourage participation and accessibility in sports for individuals with disabilities.

He established the Dylan Alcott Foundation, which aims to help young Australians with disabilities fulfil their potential and overcome barriers.

The foundation provides support, resources, and opportunities for disabled individuals to engage in sport, education, and employment.

Alcott is able to leverage his public profile to work closely with government agencies and other organisations, so as to influence policy changes that benefit people with disabilities. He actively leads discussions and campaigns for improved accessibility, employment opportunities, and inclusive practices.

Through his advocacy work, Dylan Alcott challenges stereotypes and misconceptions about disability. He promotes a more inclusive society where people with disabilities are valued for their abilities and provided with equal opportunities.

His work has had a profound impact in raising awareness, changing attitudes, and improving the lives of people with disabilities, and all people.

Find out more at:
<https://dylanalcottfoundation.com.au>

Research: Look up more about Dylan Alcott online. Find out how he built the drive, passion and commitment to create a better and more inclusive society.



6.19 Advocacy and Activism

6H Advocacy

You have probably been inspired to take on the world after reading about these inspiring community advocates. But not so fast! Let's start smaller in our journey of advocacy.

You will propose an idea for an app that supports a vocational, recreational or community cause. You are not required to build the app, just conceptualise it and be clear about the cause/issue, and how you want the app to work.

Some suggestions

- A citizen-scientist app such as counting species or flora, logging rubbish hotspots or air quality hotspots, environmental audits, and so on.
- Sharing details of grocery sales, cheap outlets for necessities and other shopping tips to help people deal with the cost of living.
- Locate reliable reasonable tradies that don't exploit elderly or other disadvantaged people.
- An app for locating wheelchair-accessible beaches.

Research

Before making a decision about what you want to design, go online and find out if the potential apps mentioned above already exist in some form. If so, what are their features and how can you use them to guide your own app proposal?



Form into pairs or small groups and develop responses to these prompts.

- a. Research what apps exist and what they do, or do what they promise.
- b. Specific design elements of the app.
- c. What makes this kind of app user-friendly?
- d. What makes the app hard to use?
- e. Other important information.

Development

Now in your app-proposal pairs or groups develop responses to these prompts.

1. What is your cause?
2. Why have you put your support behind this cause?
3. What do you want the app to do?
4. Who will it support?
5. How will you make the app accessible?
6. How will you finance the app?
7. How will you publicise your app?
8. Other important information.

Community Advocacy & Activism: Some Foci...

Vocational

- Employment opportunities
- Youth wages
- Apprenticeship wages
- Access to TAFE and training
- Young worker exploitation
- Volunteering
- OHS/WHS
- Work/life balance

Health and medical

- Aged-care services
- Child-care services
- Disability care & support
- Community medical programs
- Mental health programs
- Physical health activities
- Lifestyle & nutrition
- Drug and alcohol support

Welfare and support

- Charity programs
- Food relief services & food banks
- Disaster relief & support
- Home care and visiting programs
- Clothing banks
- Youth mentoring & support
- Crisis counselling & support
- Refugee support programs

Arts and culture

- Fetes, festivals and fairs
- Indigenous cultural programs
- Multi-cultural events
- Performing arts activities
- Visual arts events
- Local history preservation
- Oral and video histories
- Concessions, balls & games

Sport and recreation

- Team sports
- Recreation clubs
- Athletics & swim carnivals
- Skills & coaching clinics
- Outdoor recreation
- Sponsorship support
- Equal access sports
- Major recreational events

Environment

- Global warming & emissions
- Use of renewables
- Recycling and upcycling
- Single use plastics
- Food waste
- Natural disaster mitigation
- Landcare and waterway care
- Flora and fauna protection

Volunteer community services

- Life-saving
- Emergency services e.g. CFA, SES
- Landcare & water management
- Native animal rescue & care
- Pet animal welfare & care
- Environmental protection
- Local media e.g. News & radio
- Free transport services

Young people

- Community voice
- Diversity & inclusion
- Community facilities
- Youth festivals and events
- Life skills coaching
- Employment support
- Drug & alcohol awareness
- Support & counselling

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6.21 Assessment

AT3 Advocating for a Cause - Understanding and engaging with literacy for advocacy



For this assessment task, you will set up an online advocacy group for a **vocational** or **recreational** or **community** cause of your choice. You will work in groups or as a whole class. Your teacher will direct you as to your requirements.

There are as many possibilities for your 'cause' as there are people with particular passions! But consider these to get some ideas.

- | | |
|---|--|
| <input type="checkbox"/> environmental protection | <input type="checkbox"/> sporting and/or recreation inclusivity |
| <input type="checkbox"/> natural disaster prevention | <input type="checkbox"/> Pride campaigns |
| <input type="checkbox"/> animal welfare | <input type="checkbox"/> employment access programs |
| <input type="checkbox"/> anti-racism | <input type="checkbox"/> women in trades |
| <input type="checkbox"/> First Nations' issues | <input type="checkbox"/> mental health measures for a particular demographic |
| <input type="checkbox"/> First Nations' cultural learning and understanding | <input type="checkbox"/> health and medical issues awareness |
| <input type="checkbox"/> migrant and/or refugee support | <input type="checkbox"/> providing aid and support for a particular cause |
| <input type="checkbox"/> youth rights | <input type="checkbox"/> gaining sponsorship to promote and invest in the target group |
| <input type="checkbox"/> issues facing younger people, or elders, or a specific demographic | <input type="checkbox"/> 'anti' campaigns against harmful products and actions, e.g. gambling, vaping, alcohol and drug awareness. |
| <input type="checkbox"/> disability rights | |
| <input type="checkbox"/> gender inclusivity | |
| <input type="checkbox"/> generalised/open inclusivity | |

Steps in setting up the group

Your teacher will negotiate aspects of this assessment task with your group or class.

Ethos

1. Who or what will the group advocate for?
2. Why have you put support behind this cause?
3. What do you aim to achieve for your target group? (e.g. Change, awareness, support, financial assistance, etc.?)
4. How will you gain members or raise awareness?
5. What information texts, images, multimedia etc. will you need to create?
6. Will you seek funding or local grants to support your group? How will you go about this and how can you find out what financial support is available?
7. How will the group be organised and moderated?
8. As representatives of your school, what legal, ethical and moral obligations must you meet? What school community values will need to be protected and met in everything you do, say and/or post?

Practicalities

1. What media will you use? Why?
2. What form will the online group take? A forum, a social media group, an online community only within the school? (And if so, open or closed?).
3. What roles will your team take in setting up, maintaining and moderating the group/forum?
4. If your online group is successful, will you choose to go live and see this thing through - and garner broader support?
5. What other practicalities and realities might you have to deal with?

Name(s):		Key dates:		UNIT 4 AOS 1	
Tasks - AT3: Advocating for a Cause		Must Do?	Due Date	Done	Level
Cause/issue:					
Ethos					
1. Describe who or what are you advocating for.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
2. Justify why you are supporting this cause.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
3. Explain what you aim to achieve for the target group.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
4. Explain how you will gain members or raise awareness.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
5. Create information texts, images, multimedia etc..	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
6. Will funding be needed /and how will you gain this?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
7. How will the group be organised and moderated?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
8. - What legal obligations will you need to meet?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
- What ethical obligations will you need to meet?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
- What moral obligations will you need to meet?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Submit plans to teacher for feedback and advice.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Practicalities					
1. Describe the media you will use, and why these.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
2. Justify the form that the online group will take, and why.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
3. - Team roles in setting up the group.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
- Team roles in maintaining the group.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
- Team roles in moderating the group.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
4. Will you go live/outside the school - and for what reasons?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
5. Other practicalities/realities you might have to deal with.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Submit plans to teacher for feedback and advice.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Set up and launch the online advocacy group.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Communicate with interested viewers/members.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Invite feedback & commentary from viewers/members.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Safely and ethically supervise and moderate the group.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Go live/outside the school (if suitable).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Present or report to an audience (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	

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6.23 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 not shown	1 low	2 satisfactory	3 good	4 very good	5 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: _____

Advice and Advising

7

7.01 Introduction	224	7.11 Words of Advice	234
7.03 Oral Presentation Requirements .	226	7.15 Bad Advice.....	238
7.05 Advice.....	228	7.19 Assessment.....	242
7.09 Being an Adviser.....	232		

Activities 7: Advice and Advising		p.	Due date	Done	Comment
LER7	My Literary Engagement Record	224-225	<input type="checkbox"/>	<input type="checkbox"/>	
7A	Oral presentation requirements	227	<input type="checkbox"/>	<input type="checkbox"/>	
7B	Your advice	229	<input type="checkbox"/>	<input type="checkbox"/>	
7C	Giving advice	230-231	<input type="checkbox"/>	<input type="checkbox"/>	
7D	Trust in you	232	<input type="checkbox"/>	<input type="checkbox"/>	
7E	Giving advice	236-237	<input type="checkbox"/>	<input type="checkbox"/>	
7F	So, why did they ask?	239	<input type="checkbox"/>	<input type="checkbox"/>	
7G	Take the good with the bad	240-241	<input type="checkbox"/>	<input type="checkbox"/>	
AT4	Giving advice	242	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

7.01 Introduction - Advice and Advising

Unit 4 AOS2: Speaking to advise or to advocate

Section 7: Advice and Advising

In this section, you will be introduced to the focus and requirements for your major oral presentation (Section 8).

You will investigate the role of advice in different contexts and the main distinctions between giving advice, compared to being an adviser.

You will explore effective use of language and tone for giving advice and analyse the difference between 'good' advice and 'bad' advice.

You will also unpack why some people both give, and accept, bad advice. You will also be invited to find and then 'correct' some bad online advice.

This section concludes with an assessment task:

- ✓ **Giving advice AT4** - This involves preparing helpful, accurate and safe advice for another class member (or another person) related to a vocational, recreational or personal focus.

LER7 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:

Introduction - Advice and Advising 7.02

LER7: 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 live and video 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:

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7.03 Oral Presentation Requirements

Speaking to advise or to advocate

Welcome to your final stage of Literacy as part of your Vocational Major. Now is the time to put into action all the skills, knowledge, tools and techniques that you have developed in this subject, as well as through your other Vocational Major subjects. And let's not forget about what you have learned in your VET studies, while working, through work placements and as part of your community participation activities.

 In this unit you will **consult** with your teacher on an area of focus for:

- ⇒ **an oral presentation**, or
- ⇒ **a video presentation**, or
- ⇒ **a podcast**.

Throughout sections 8-9, we will refer to your presentation as an **oral presentation**, even if you are using a **video** or **podcast** presentation **format**. The presentation you make will be based on your learning in VM Literacy across the year. You are expected to focus on an area of direct interest to you such as an issue, or a topic of concern. You might also focus on a **vocational objective**, a **recreational pursuit**, or an aspect of **personal engagement** or **interest**.

For Unit 4 - AOS2, you will be assessed on the outcome of this oral communication. So when it comes to the content focus, there is an expectation that many of you might apply your literacy skills to make connections with applied situations in either Work Related Skills or Personal Development Skills.

For your presentation you are encouraged to focus on an issue, topic or area of interest that really resonates with you and that you are motivated to present. This unit is a culmination of your VM study in all subjects, and you are asked to **advocate** or **advise** your **audience** on some aspect that has meaning for you.

While suggestions are made in this unit, you are also encouraged to pursue an area of interest that is personal to you, and to use your skills of advocacy and persuasion to **engage** your audience.

Perhaps, this teacher can be gently advised to get out of the way and join the audience.



Image: monkeybusiness/Depositphotos.com

Negotiating a topic for an oral presentation, or video, or podcast

Your focus for your oral presentation will be determined in consultation with your teacher, who might instruct you to work individually, in pairs, or in groups to produce your presentation. If you are working in pairs or groups, then further consultation will be required within your pair or group, both before and after meeting with your teacher.

Consultation is always a **reciprocal** process involving **negotiation**. You are negotiating with your teacher, who in turn is advising you on a task about advocating or advising another group, as well as defining the scope of your topic.

Possible forms of negotiation



1. A discussion with your teacher

- a. Explain proposed topic.
- b. Give reasons for your choice.
- c. Define the limits of your topic.
- d. Which delivery method would you choose and why?
- e. What difficulties do you anticipate?
- f. Discuss possible amendments to your ideas with advice from your teacher.

2. A written proposal

- a. Outline the topic, in a short introductory paragraph.
The following might be in point form.
- b. Give reasons for choice (advocate for your topic).
- c. Define the scope and limits of your topic (appropriate depth for task).
- d. If given a choice, which presentation mode will you use?
- e. Why would this mode best suit the topic and the audience?

3. A written proposal followed by a discussion with your teacher (or vice versa).

- a. Submit your written proposal as above.
- b. Follow up with a discussion whereby your teacher will ask you some details about your proposal and then suggest some strategies for implementing the presentation.

Oral Presentation Requirements 7A

1. Your teacher will **discuss** the oral presentation with the class, make **notes** of the **key requirements** that you will need to fulfil.

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2. List possible **ideas** for your **theme** related to a **vocational** focus, a **personal** focus or a **recreational** focus. Note **these might cross over** one another.

Vocational

Personal

Recreational

7.05 Advice

Advising in different settings

In various personal, recreational, community, educational or vocational situations you might experience that people or groups may seek **advice** from you.

At other times you might offer advice, sometimes without being asked. But as you know, people don't always like the advice they are given, especially if the advice causes them to have to think differently about something, or act in a different way from what they were expecting.

In sections 4-6 you investigated the role of advocacy in different contexts. But advice is different from **advocacy**.

While advocacy usually involves speaking up for a person or group and even acting on their behalf, advice involves understanding someone's situation and needs, and then **weighing up** the relative merits of different **courses of action**.

We can also see how **empathy** and **emotional intelligence** help drive both advocacy and advice processes. But with advice, the person is relying on you to steer them in the right direction. They are **trusting** you to **guide** them and **listen** to them. And trust is a **special commodity** that is thrown away far too cheaply in the digital age.



"Trust me!" "No, trust me!"
"No. You need to trust me."
"No don't trust them, trust me!"

Image: AlexBrylov/Depositphotos.com

Unsolicited advice

The question of whether to offer **unsolicited advice** is a can of worms that might perhaps best be left unopened. We have all experienced this in the digital age, when people ask for advice on an open social media forum that the world can very quickly get a bit squirmy! For example, "Where can I get the best buy on FairCote?" Suddenly you get bombarded with lots of advice, some of which has nothing to do with your request.

"Choose chicken instead, it's healthier."

"Eating animals is unethical"

"Just use VenuBlog it's faster."

"What - now you too lazy to cook as well?"


"Well lucky you, must have loads of spare cash hey."

"Thanks a lot for triggering me, I've eaten 2-minute noodles for the last 5 days."

"We do a great Vindaloo panini."

"Didn't you tell me you were going on a diet?"

"Try Bombastico's, I've never been there but it has a cool logo."

 What do you reckon? Have you ever been offered advice that you didn't ask for, and how did it land?

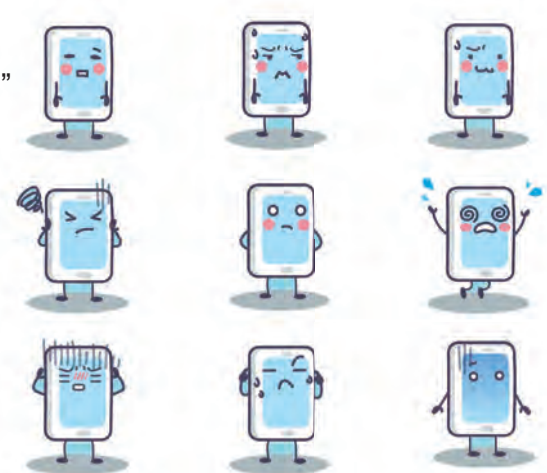


Image: etoileark/Depositphotos.com

Advice in different contexts and settings

Personal

Friends might ask you for casual or serious advice. For example, advice about a potential venue to hire for that big birthday bash. They might ask you for advice on a personal dilemma. They could request advice about what to wear to the school formal. They might ask advice about a new hair colour to choose. They might even ask you for advice on how to break up with a partner! (Here's some advice - don't go there - you'll probably be wrong whatever you say!)

Recreational

You might be part of a sporting club and be asked to advise on what items to prioritise in its budget. You might offer advice to a friend on good deals on a gym membership. Someone might ask you about good recreational activities for a youth group they are involved in. You might be a coach, trainer or mentor to others.

Educational

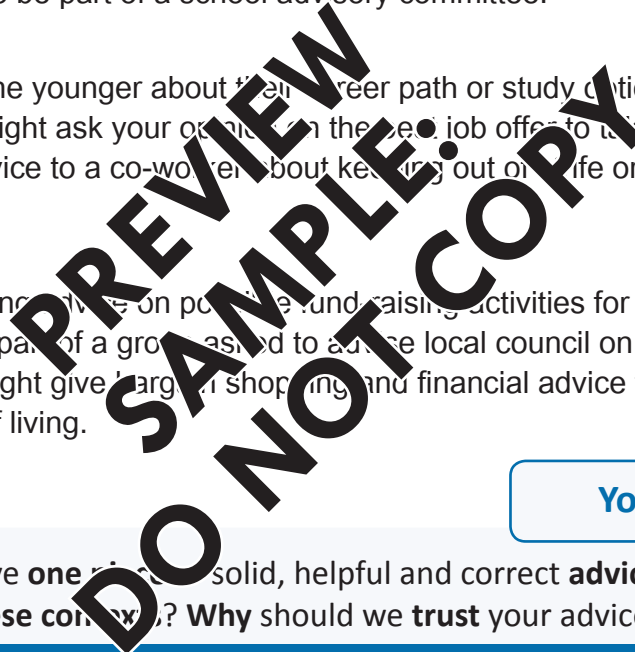
A classmate might ask how to do a tricky task. You might be asked about how to use a particular software application. Your peers might ask you for advice on which course to choose next year. You might also be part of a school advisory committee.

Vocational

You might give advice to someone younger about their career path or study options, based on your experience. Someone might ask your opinion on the best job offer to take. You might even give some gentle advice to a co-worker about keeping out of office life or staying safe in the workplace.

Community

You might be part of a group giving advice on possible fundraising activities for a community group. You might be part of a group asked to advise local council on the needs of your age group. You might give targeted shopping and financial advice to people struggling to deal with the cost of living.



Your advice **7B**

If you were called upon to give **one** piece of solid, helpful and correct **advice**, what would that be for **each** of these contexts? **Why** should we **trust** your advice?



Personal	Recreational	Educational	Vocational	Community

7.07 Advice

7C Giving advice

1. Practise **asking** for and **giving advice** in the following situation.

Your friend is dissatisfied with their current work roster for their part-time job and also wants more shifts.

Their idea is to go hard and tell their boss that their current roster is unfair and that others get more and better shifts.

How would you advise them to proceed?

2. Formulate ways of **expressing your advice** so that it is likely to be well-received.



3. Now **role-play** the scenario. How did the **situation play out**? Was that **what you expected**? Why/why not?

4. Apply your **advice skills** in this situation.

Your teammate has a clash between a finals match, and a family wedding for which they accepted an invitation for, a long while ago.

They would prefer to play in the final, but are seeking advice as to what is the right thing to do.

How do you advise fairly, given that you are invested in your team?

5. Formulate ways of **expressing your advice** so that it is likely to be well-received.



6. Now **role-play** the scenario. How did the **situation play out**? Was that **what you expected**? Why/why not?

7. Decide on **whether to offer or ask for advice** on this or just **'let it ride'**. Why?

You belong to an online forum that advocates for an issue of community interest, based on lived experience.

After casually mentioning this to an acquaintance, you suddenly notice that not only have they joined the group, but they are following all threads very closely and joining conversations they are not equipped to comment on.

8. If you decide to offer advice or seek advice, **who would you go to?** The acquaintance? The moderator of the forum? A neutral friend? Someone else?

9. Formulate ways of **expressing your advice or asking for advice** so that it is likely to be **well-received**. Then **role-play** the scenario.



10. For this scenario decide the **concerns/needs** that you would put forward.

You are part of a 'youth voice' initiative launched by your local council. Your group has been asked to advise council on the top five concerns of youth today.

Then in consultation with you, council has pledged to implement a funded program based on at least one of the key concerns/needs identified.

11. What would these **concerns/needs** be based on? Do you have a **particular insight** that you could bring to this discussion?

12. Formulate some ways of **expressing your concerns** so that they are likely to be **well received**. Then **role-play** your delivery of your suggestions.



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7.09 Being an Adviser

Giving advice versus being an adviser

You might notice some differences in the scenarios on pp.230-1 and the functions of the types of advice given. They range from **casual personal advice** to acting in a **formal advisory role** that might result in real change. Look at the scenarios again and decide on which category - **advice** or **advisory** - they belong to.

As you know, when you are an advocate, you need to listen and understand the concerns of others before you are able to verbalise them.

But in reality, an advocate is likely to be briefed by an adviser who has done considerable research on behalf of the individual or group that needs advocating for. In other words, the process of advising and advocating might be quite complex and involve a hierarchy of information-sharing and decision-making.

But there is a significant difference between giving advice and being an adviser. And this goes well beyond swapping out the letter 'c' for 's'. Consider these three main distinctions.

- 1. Role and relationship:** Giving advice is usually an informal and temporary act of giving help, while being an adviser implies a more formal, and perhaps even an ongoing, relationship.
- 2. Expertise and knowledge:** Giving advice may not require expertise or qualifications and often arises from personal opinions or experiences. Whereas, being an adviser often involves specialised knowledge and professional qualifications in a specific field.
- 3. Scope and responsibility:** Giving advice carries less responsibility as the person receiving the advice has the discretion to take it or not. However, being an adviser entails greater accountability and responsibility for outcomes, and potentially making decisions on behalf of the person or organisation being advised.



Just because someone asks you for advice, doesn't mean you have to give it. You might need some diplomatic ways of avoiding giving advice.

If you feel confident, be direct in telling the advice-seeker that you are unable to help.

- ⇒ "I don't think I'm the right person to be giving advice on that."
- ⇒ "I've never had that experience, so I don't feel equipped to help."
- ⇒ "You know, X might be a better person to talk to about that."
- ⇒ "That's a tough one, I'd really need to think about that."
- ⇒ "I can't advise you on that, it is beyond my authority."

But not giving advice doesn't mean that you are unable to help the person. You can try to 'turn it back to them', and help them to unpack the problem at issue.

- ⇒ "What are you hoping to get out of (...the) situation?"
- ⇒ "That's a tricky one. Why not leave it until you're feeling a bit clearer?"
- ⇒ "Do you know of anyone else who has been in this situation before?"
- ⇒ "If it was me I might consider (...) but your circumstances are different."
- ⇒ "Why don't you talk to (...), they might be better able to help you."

Trust in you 7D

1. How could **you respond** to each of these **situations**?

A friend asks your advice about what dinner to cook for their partner's birthday.

A friend asks your advice about how to improve their physical fitness.

A younger family member asks about what type of career they should consider in their future.

2. **Why did you** respond in those ways?

[Empty response box]

[Empty response box]

[Empty response box]

3. How could **you respond** to each of these **situations**?

An elderly person asks you advice on which smart phone they should get.

A neighbour who has just got their 'L's' asks you how to best get their car insured.

A year 7 kid at school asks you how to deal with bullies in their class.

4. **Why did you** respond in those ways?

[Empty response box]

[Empty response box]

[Empty response box]

5. How about **role-playing**, these, and other similar or common **situations**?




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7.11 Words of Advice

Words of advice

When giving or taking advice, we use **language** based on the **context** of that advice. If the context is official or **formal**, there may be a **formula** for language to be used. If **informal**, it's really up to you to **read the situation** and respond appropriately.

Advice is advice - not a demand! Think carefully about your **tone** should you choose to give advice or be required or invited into an **advisory role**.

 So a class, discuss these three areas of advice about giving advice.

1. Use diplomacy

- ✓ Be respectful and courteous - treat the advice, or your role as an adviser, seriously.
- ✓ Judge the situation and the person - what are you and they 'open' to hearing?
- ✓ Use caution - think about the consequences of someone following your advice.

2. Show sincerity

- ✓ Only offer advice if you feel it is appropriate.
- ✓ Only offer advice on areas in which you have experience, knowledge or credentials.
- ✓ Take into account the advice seeker's (advisee) lived experience.

3. Be transparent

- ✓ If you pass on advice from another source, be transparent about its origins.
- ✓ Acknowledge these sources of advice accurately using referencing and attributions.
- ✓ Reveal any biases or vested interests you might have in the matter/issue/area.

Words of Advice		
Informal		Formal
My advice is...	It is (you are) advised to...	Based on the best advice available...
You should...		
If you want some advice, then...	Please be advised that...	According to best practise advice...
Well, I reckon that you...	The (committee) advises as follows...	As a result of new advice related to...
If you ask me, I would say that...	We have received advice that...	The general advisory is to...
If I was in your shoes I would...	We have taken the advice that...	The advisory guidelines stipulate...
One thing I'd recommend is...	Acting under the advice from...	I have been advised that I cannot...

Remove the blame

If you are called upon and/or willing to give advice, then diplomacy and sensitivity are essential. Remove any hints of authoritarian directives or imperatives such as:

- ☹️ “You have to do X!”.
- ☹️ “Don’t do it!”
- ☹️ “You should already know that! But one last time...”

Offer the **advisee** a range of reasonable approaches to take. Above all, be **sympathetic** and **avoid blaming** the person for the situation they are in. This will only harm both of you and risk damaging your friendship/professional trust.

Instead, **modify** or **soften** your **language**. Think of advice-giving as **teaching, training** or coaching, and not simply telling people what they should do.

One of the best ways to truly help another person with advice is by **inviting** them to help **solve** the **problem**. This way, you are assisting in **upskilling** the person to be able to better **handle** the **situation** themselves next time.

Also remember that the person is putting their **faith** and **trust** in you, especially in **vocational** situations. So you need to bring the person along with you and help them to deal with the problem or issue.

You also need to understand your **limits** and when the advice you are being asked, or expected to give, is **beyond** your **level** of **expertise**, and in work situations, **beyond** your level of **responsibility** and **authority**.

Instead, modify or soften your language:

- ☺️ “Have you thought about/considered...”
- ☺️ “Another approach you could try is...”
- ☺️ “An important first step is to always...”
- ☺️ “Do you think that would give you the result you are after?”
- ☺️ “Would you be comfortable approaching them (the person) yourself?”
- ☺️ “What do you think might happen if ...”
- ☺️ “How would you feel if that happened?”
- ☺️ “What would you suggest if it was me in that situation?”



Matters for advice



- | | | |
|-------------------------|----------------------|---------------------------|
| ☹️ personal advice | ☹️ pet advice | ☹️ cooking advice |
| ☹️ relationship advice | ☹️ medical advice | ☹️ gardening advice |
| ☹️ health advice | ☹️ financial advice | ☹️ relaxation advice |
| ☹️ fitness advice | ☹️ taxation advice | ☹️ car advice |
| ☹️ family advice | ☹️ legal advice | ☹️ holiday advice |
| ☹️ recreation advice | ☹️ ICT advice | ☹️ personal safety advice |
| ☹️ performance advice | ☹️ renting advice | ☹️ OH&S/WH&S advice |
| ☹️ hair & beauty advice | ☹️ building advice | ☹️ career advice |
| ☹️ clothing advice | ☹️ renovating advice | ☹️ advice for learning! |

7.13 Words of Advice

7E Giving advice



1. Brainstorm some ways of **framing advice** so as to be **diplomatic** and **respectful**. Consider the **language** you could use.



2. Take **turns asking for** and **giving advice** in the following situations.

⇒ **What would you say?**

⇒ **How would you phrase it?**

A teacher advising their student how best to approach a potential employer.

A member of a student council giving advice to a panel of teachers and parents on changes to uniform requirements.

VM students advising the school on ways to broaden their work placement program.

Advising a friend on the purchase of an expensive item and how to avoid being ripped off.

An adult advising a learner driver who is just starting out.

A sports coach advising a star player that their fitness needs to be improved.

A manager advising a new worker on how to correctly speak to customers.

An apprentice advising their supervisor that a work practice is unsafe.

A restaurant owner advising their chef that the ingredients cost is too high for the price of the meals.

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Part B

In **vocational** situations, you will be called upon time and time again to give **advice** to **customers** and **clients, colleagues**, new **workers**; even **managers** and supervisors might ask for your input and advice.

1. Describe **situations** when each of these **workers** might be expected to **give advice**. If needed choose a speciality area for the worker to provide more context. Add 3 more occupational situations of your own.

Retail worker	Waiter	Hairdresser
Tradie (domestic)	Pharmacy assistant	Bar worker

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2. Think of **you** just **starting employment** in your future career. What **3 things** could a **customer** or **client** rely on **you** to **give advice** about; and why so?

--	--	--

7.15 Bad Advice

What is bad advice?

Advice can be bad because of its questionable quality, its derivation, its timing or its appropriateness for the person or situation. Bad advice can take the form of:

- ☹ advice based on **incorrect facts** or **ignorance**
- ☹ advice based on **assumptions** or **presumptions**
- ☹ advice based on **bias**
- ☹ advice based on **persuasion** and **manipulation**
- ☹ advice based on **gossip, rumour** and **hearsay**
- ☹ advice based on a **conflict of interest**
- ☹ advice based on needing to **validate** the adviser's own **choices** and **actions**, and
- ☹ advice given by those people, who really just seem to **'know it all'**, and cannot stop themselves from telling others what to do.

Image: alen44/
Depositphotos.com



🗣 Do any of these situations resonate with you?

Why people give and follow bad advice

You have to ask why people are willing to speak and advocate or advise in favour of an action or product that does not seem to be in the best interest of the person being advised.

There might be many reasons, but most will fall into two particular categories. The adviser believes that what they are saying is true and sound advice. Or alternatively, they have some stake in having you take a particular action.

In the first instance, a person may have a particular bias that leads to their unsound advice.

"Do X course at X institution if you want to be successful in gaining a satisfying and prestigious career". "Only buy a Prezza if you want it to be able to tow a trailer".

"Don't ever give anything away about your private life if you want career progression in X company". Yes, life is scary and you can't put it all wrong lest catastrophe comes calling!

Of course, the person giving or taking bad advice just might not be able to see reason.

"If it's good enough for Tay Tay, it's good enough for me!" "Did you see the before and after photos? Wow! I'm getting me some of that stuff."

And beware taking life and product advice from TikTok. Seriously.

In the second case, the adviser may have self-interest in mind. "The gym I go to is the best, no need to shop around" (and what they don't say is that they will get a free month for signing you up).

"I can get you a good deal on driving lessons, my friend" (yeah, my sis just qualified as an instructor and needs the biz.).

"Come to Comic-Con with me - you'll love it!" (and no-one else wants to be seen with an H.R. Pufnstuf cosplayer).

Image: Rawpixel/Depositphotos.com




"In just six weeks I went from flab to fab and zero to hero on the Big Boy Booster Blast shake!"

People don't always want advice

Just because someone asks for advice, it doesn't always mean that will follow it or that they even really want it.

It's really tempting to give unsolicited advice when someone seems to be in difficulty. It could be to a friend, a family member, in a workplace or for a community or recreational environment. As a rule of thumb, try not to go there. You see a problem and try to fix it. Then nothing. The problem seems to disappear without any action being taken. You end up realising that you are way more invested than the advice seeker! And you might have even been in deep and ongoing discussions over a long period of time, but with no result.

So, why did they ask? 7F

Discuss these cases in pairs. Make notes to **respond** to these **questions**; then **report back** to the class. 

1. What's **going on** in this situation? **Why** is that?
2. Describe **experiences similar** to this that **you have had**.
3. What was the **outcome of those**? How did that make **you feel**?

1. Your boss asks for advice on improved rostering methods. You and your team spend a while tossing up ways of improving the system so that it will benefit workers without negatively impacting the flexibility needs of staff in the business. You report it back to your boss.

After this process, the issue seems to evaporate. Your advice is never referenced or actioned and no reason is given. Did you imagine it a bit? Was your boss just 'thinking out loud' and trying to be inclusive?

Perhaps the desire for improved rostering might be premature, but suggesting out the crew for solutions may be premature or hypothetical. Maybe there isn't a budget to fund the rostering upgrade. Or is someone shirking their duty?

Maybe your boss was just eliciting ideas so that they could be better informed (and claim it was their own idea) when the time comes for them to advise up the hierarchy.

2. Your friend (not a VM student) is looking for their first full-time job and is complaining that they can't find anything suitable in their area in an organisation they are interested in. It really seems to be getting them down. They ask you if you can keep an eye out for suitable jobs, and for some advice on how to approach their employer of choice.

You have quite a few chats about cold-canvassing, work placements and informing them how best to research both the preferred employer, as well as how to broaden their knowledge of other possible organisations or opportunities that they might not have thought of. After all - you are almost a VM graduate! If you don't know, who does?

You happen to be checking out an employment site for yourself and do a quick search for your friend, out of curiosity for what might be out there. Sure enough, the organisation for which your friend wants to work is advertising positions at entry-level! You flick the ad to your friend who thanks you but you never hear another thing about it. What the? Was your friend for real? Is what they say they want, really the same as what they are willing to go after? Are they waiting for someone to knock on their door? You decide that these VCE non-vocational students are in la-la land and resolve to never get sucked in again.

7.17 Bad Advice

People only want the advice that they want

Sometimes, you might be asked for advice, only to find that the parameters of that advice keep changing, or that the person keeps asking different people for the same advice until they get the answer they want.

You might wonder why they bother since they have already decided. But many people will keep asking until they find someone who will **confirm** that their **decisions**, **actions** and **biases** are good ones - even if these decisions and actions are not! You might have seen this play out on social media.

Although asking for other people's opinions does help in clarifying how we really feel, fishing for someone to confirm our already **pre-conceived expectations** is an act of **self-manipulation**. At best it is somewhat ignorant, it is always self-centred, and at worst it can be just downright lying to yourself to justify poor decisions and actions.

It can be quite frustrating if you are asked to give advice and the other person just keeps disagreeing with your suggestions! If you find yourself in this type of situation, let them know that you can see that they have already made up their mind.

Try also to interrogate your own **motives** when asking for advice. Do you really want it, or are you just looking for an okay to vent to friends, as long as your friends don't think that you want a solution to your problems. Sometimes it's just a matter of saying "I'm just wanting to let them know that you just need an ear. And don't think I'm just young people who do this - adults can get dragged into other people's false dilemmas and dramas all the time."



Rexi

Hey peeps, what's the best way to lose weight?

Pi

Balanced diet

Sy

Exercise daily

Ty

Minimise treats

My

Cut out snacks

Ve

More incidental exercise

We

Eat more grains, veggies & fruit

Di

Flabaway sea-kelp supplement

Rexi

Thanks **Di** Sounds like a plan!

7G Take the good with the bad

Part A: Bad advice

1. Why do some **people give bad advice**? What about **you** - and **why**?



2. Why do some **people seek 'bad advice'**? Have **you** ever **done this** - and **why**?

3. What is some **bad**, or **spurious** advice **you have sought online**? **Who** was the '**expert**'? **Did you act** on this? Why/why not?

4. What about now, have you **changed your mind about** the quality of **that advice** - and if so - **why** did you change your mind?

5. Advice is about **knowledge**, **expertise**, **support**, **communication** and most of all **trust**. How can **online** and **digital communication** undermine each of these things?

Part B: Good advice - it's up to you

Find an online influencer (not a qualified professional) who gives a lot of advice. Make notes of a recent video or post by carefully analysing what they are saying.

- a. What are they advising?
- b. Identify any claims, or statements of 'fact', made.
- c. Identify any evidence or justifications they are providing.
- d. Identify justifications of personal expertise to support their advice.
- e. Explain the use of any props, products, gimmicks, media, etc..
- f. Describe the delivery style of the influencer.
- g. How convinced are you? Why/why not?
- h. Now go online and research to find out whether the claims they are making are valid, true, helpful, potentially harmful - or even just 'paid promotion'.
- i. What advice would you give? Report back to the class.



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7.19 Assessment Task

AT4 Giving advice - Speaking to advise or to advocate



For this assessment task, you are required to give helpful, accurate and safe **advice** to another class member (or other person in consultation with your teacher).

The advice should be related to a **vocational, recreational** or **personal** focus.

You must ensure that you don't give advice to someone who already understands or is proficient in your focus topic.

Required

1. Select your focus area of advice expertise. What credentials do you have?
2. What level of proficiency in the advisee are you aiming for? (e.g. beginner, novice, some idea, etc.)
3. Prepare a summary of what you think your advisee needs to know.
4. Organise your advice into an introduction, key points or steps (such as instructions), and a conclusion (consider recommendations).
5. Make sure you include accurate evidence/support material with attributions.
6. Develop appropriate images and multimedia as required.
7. Determine how you will assess your advisee's understanding of the content.
8. Get feedback and self-assess to evaluate the quality of your advice-giving.
9. In the future, how could you improve your advice content?
10. In the future, how could you improve your advice delivery?

Name(s):

Key
Dates:

UNIT 4
AOS 2

Tasks - AT4: Giving advice

Must
Do?

Due Date

Done

Level

Advice

topic/focus:

1. Your advice focus and your credentials.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
2. Establish level of proficiency of the advisee.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
3. Summary of what your advisee needs to know.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
4. Organisation of your advice into:				
- Introduction	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
- Key points	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
- Conclusion	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
5. Accurate evidence/support material with attributions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
6. Appropriate images and multimedia.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
7. How to assess your advisee's understanding of the content.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
8. Feedback and self-assessment of quality of your advice.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
9. How could you improve your advice content?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
10. How could you improve your advice delivery?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>

Oral Presentations

8

8.01 Introduction244	8.25 Video/Podcast Presentations268
8.03 Your Oral Presentation.....246	8.27 Getting It Right.....270
8.07 Planning Your Presentation250	8.29 Assessment.....272
8.17 Communicating Effectively260	8.33 Unit Review and Reflection276
8.21 Effective Presentations264	

Activities 8: Oral Presentations		p.	Due date	Done	Comment
LER8	My Literary Engagement Record	244-245	<input type="checkbox"/>	<input type="checkbox"/>	
8A	Where am I at?	246-247	<input type="checkbox"/>	<input type="checkbox"/>	
8B	Presentation requirements	249	<input type="checkbox"/>	<input type="checkbox"/>	
8C	Presentation: Prepare	250	<input type="checkbox"/>	<input type="checkbox"/>	
8D	Presentation: PODR	251	<input type="checkbox"/>	<input type="checkbox"/>	
8E	Oral Presentation Planner	252-253	<input type="checkbox"/>	<input type="checkbox"/>	
8F	Presentation: Visuals	255	<input type="checkbox"/>	<input type="checkbox"/>	
8G	Presentation: Cue cards	256	<input type="checkbox"/>	<input type="checkbox"/>	
8H	Presentation: Practise		<input type="checkbox"/>	<input type="checkbox"/>	
8I	Finding my voice	260	<input type="checkbox"/>	<input type="checkbox"/>	
8J	Non-verbal communication	261	<input type="checkbox"/>	<input type="checkbox"/>	
8K	Presentation: Do's and don'ts	263	<input type="checkbox"/>	<input type="checkbox"/>	
8L	Effective presentations	267	<input type="checkbox"/>	<input type="checkbox"/>	
8M	Video/Podcasts	268	<input type="checkbox"/>	<input type="checkbox"/>	
8N	Refining my content	270-271	<input type="checkbox"/>	<input type="checkbox"/>	
AT5	Oral Presentation	272-275	<input type="checkbox"/>	<input type="checkbox"/>	
8.33	Unit Review and Reflection	276	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

LER8: 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 live and video 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:

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8.03 Your Oral Presentation

Mastering oral presentations

Throughout the year, you have been required to get up and speak in front of your peers, and at times, other groups. As you know, this can be a bit daunting and even downright scary!

If you look up lists of peoples' greatest fears - you guessed it - **public speaking** is right up there. (Go online and look some up.)

But it might surprise you, that some of history's greatest orators, speakers, performers and actors started with a deep fear of speaking in public.

But to counter this, they undertook **training**, **skills-development** and careful **planning** to turn their weakness into a strength. So, let's get stuck in!

There's no shame in being nervous about public speaking. The strategy is to change any anxiety from a pressure into an opportunity by proactively developing presentation skills.



Image:
lioputrahard@gmail.com/
Depositphotos.com



8A Where am I at?



1. How would you assess **your skills** in making oral presentations and **public speaking**? **Complete these sentences** to self-assess. Add **more** of your own choosing.

a. I feel confident when...

b. I am quite good at...

c. My 'voice' is clear when I...

d. My non-verbal communication is strong in terms of...

e. I need to build more confidence at...

f. I could do further work on my 'voice' in terms of...

g. I could do further work on my 'non-verbal communication' by...

h.

2. Go **online** and find out some **tips** and **techniques** for effective **public speaking** and **oral presentations**. **Report back** to the class and make a **master list**.





Applied: Break the ice with some random chats

a. Mingle around the classroom reflecting on what you have experienced and achieved in your studies this year. What have been the highlights and lowlights?

b. Talk to a classmate you don't know particularly well. Ask them about their learning and vocational journey over the year. What has been an important moment for them?

c. Spend one minute advocating for your favourite TikTok app with reasons.

d. Spend one minute advising another student about a cost-effective digital device with supporting reasons.

e. Give and receive one important piece of advice for giving a successful oral presentation.

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8.05 Your Oral Presentation

Presentation requirements

There is a range of literacy and applied skills that you need to develop and demonstrate to plan, organise, deliver and review a strong presentation.

🧠 So let's take a look at your main requirements. As you go along, your teacher will give you pointers. Make summary notes so that you can discuss these requirements further.

1. Choose your advocacy or advice topic focus

You are required to **advocate** or present **advice** about a chosen topic, issue or cause to an audience. The topic should be related to either a **vocational** or **personal** focus. (Note: These might cross over).

You should also strongly consider **linking** your advocacy or advice focus to **Work Related Skills** or **Personal Development Skills**. Depending on the subjects you are undertaking you might instead choose a focus related to civic participation.

Your teacher will give you clear instructions on your requirements for the selection of an appropriate focus.

Note: You cannot use the same assessment task to demonstrate achievement in more than one VCE unit (or VPC or VET unit). Therefore, your oral presentation for Literacy cannot simply be your presentation of your job-seeking portfolio for WRS Unit 4; or a PDS presentation related to your community project for Unit 4 (unless this is a 'new' presentation created for Literacy).



2. Sequence and structure your content

You must plan, organise and review your content to ensure that it is logically, clearly and appropriately **sequenced** and **structured** for the purpose of an oral presentation.

It is vital that you focus on how best to **communicate** to your **audience** and use this **audience-focus** to drive your sequencing and structural elements. So don't forget about the use of **storyboarding**, **enumerators** and other applied literacy techniques to help create your appropriate presentation structural elements and sequencing.

For your presentation, you are permitted to either give an **oral** presentation, make and present a **video**, or **create** a podcast. Each of these varied delivery formats will require slightly different sequencing and structural elements so as to best engage with the audience.

🧠 Your teacher will give you clear instructions on your presentation format requirements, and will be there to guide you and offer feedback as you draft and refine your development work.

3. Appropriate use and referencing of evidence

As always you must ensure that you follow appropriate principles of **attribution** and that you do not breach any **copyright** conventions. This is particularly important in an advocacy or advice role, as you might be using the **expert** recommendation of **agencies**, **professionals** and other **trusted creators** and **sources of information**.

So you need to properly **quote** information from other sources and use a **referencing** system to attribute that content to the sources. You should also create an appropriate **bibliography** that meets the conventions that your teacher has selected. You must actively work towards ensuring that you **avoid plagiarism** at all times.

You need to be particularly **careful** with any advice relating to **physical** or **mental health** and wellbeing including nutritional advice; **financial** advice, **life skills** and coaching, **educational** advice, **safety** guidelines or any area of advocacy or advice; whereby it would be expected that this would normally come from a qualified **professional**, a **reputable institution** and/or a **government** agency or department. By all means, use the advice of trusted experts, but **credit** them with appropriate attribution.

And just a word of advice, stick to Australian sources as much as possible, and leave the unqualified TikTok experts where they belong - in their own ego.

4. Effective use of language, verbal communication and non-verbal communication

Given that you are advocating or advising an audience, you must communicate effectively so that the content is **understood** by that audience. Your content and **information** must **engage** the **audience**. And when giving a presentation, the success of the engagement often comes down to the efforts of you, the presenter.

So you need to ensure that you find a way to communicate effectively. This involves your choice of words and language (i.e. clear text), your tone and pitch (i.e. your delivery), the use of visuals and multimedia elements; as well as effective non-verbal communication such as facial expressions, gestures, posture and other examples of body language.

A presentation is a two-way communication process. You want to bring the audience along and have them **listening actively**. So don't just focus on 'what to say', focus on 'how to say it'. Ask your teacher how this works in practice as they do this every day!



Presentation requirements 8B

Word chains. One last time. But choose carefully as these **key terms** will **guide** what **you do** for the rest of this unit.

advocacy & advice	
sequence & structure	
referencing & attributions	
language & communication	

8.07 Planning Your Presentation

PPP: 1. Prepare - 2. Plan - 3. Practise

Presentations are complex beasts. Most people cannot just get up and ‘make it up as they go along’. Here are a few little tips that can make public speaking a bit less stressful.

In a presentation you need to be in control of your:

- ✓ **content** material and **information**
- ✓ **visual aids** and **media**
- ✓ **voice** and **body language**.

1. Prepare

Preparation is always the key to **effective communication**. And this is never more important as when making an **oral presentation** to an **audience**.

- ⇒ Once you have **negotiated** your **topic** and **refined** the **focus**, you are ready to start **organising** your material, i.e. the **content**.
- ⇒ Get all your material together and decide which **information** is most **relevant**, **interesting**, **persuasive**, and best **supports** your **purpose**.
- ⇒ **Organise** and **group** your information according to which content goes together.
- ⇒ Consider, which are your **main points** of **advocacy** or **advocacy** that you want to get across.
- ⇒ Also consider what **evidence** you have to support your case. Is this **convincing** or even **valid**?
- ⇒ Have an overall idea of how your presentation will be **structured**. How many **sections**, how **long**, **timing** etc.?



Don't underestimate the usefulness of simple mind-maps to help organise your content and information. How about just 'throwing' your ideas out there, and seeing where they stick?

8C Presentation: Prepare

Image: file_247/Depositphotos.com



For my **oral presentation**, what do I **need to prepare**? Consider the **key terms bolded** above.

2. Plan

Throughout all of your VM subjects you have learned the importance of planning (and organising). So you need to apply transferable planning skills for your oral presentation.

- ⇒ When you have decided what material to use, write up the structure of the content as an organised plan showing the sequence that the information will be presented.
- ⇒ Start with the information you think is the strongest.
- ⇒ Do not use any points of information that do not fit in, or seem weak, or that are inadequately persuasive. Instead, cut them loose - you don't need to communicate everything!
- ⇒ Eliminate points that are really just opinions, that over-generalise, or are just plain vague!
- ⇒ Ask yourself:
 - Is the sequence of ideas logical?
 - Is the information and content clear?
 - Are the ideas linked together adequately?
 - What language will I use to signpost the different parts of the presentation?
 - What is my key vocabulary for advice or advocacy?
 - Can I pronounce all the unfamiliar or tricky words and names?



When you are satisfied with how you are going with respect to the clarity of your information content, it's time for you to complete a full **plan outline**. Doing this will help you to ensure that you are absolutely clear about your **aim** for each **stage** of your oral presentation.

In your plan, you need to show the relevance of each individual point of information. Doing this will help to establish how each point of information fits into your overall advice or advocacy purpose, as well as how each contributes to the logical flow of your presentation.

Presentation: PODR 8D

Remember the **PODR** planning process? Well, you can apply this to **planning organising, doing** (we can change this to **delivering** in this case) and **reviewing** your oral **presentation**. What are some **actions** you need to **do** at each **stage** of the **PODR process** for **your presentation**?

Plan	Organise
Do (Deliver)	Review

8.09 Planning Your Presentation

8E Oral Presentation Planner



Complete this planner to start to **organise** your **content information** and **structure** for your **presentation**. Then submit to your teacher for **feedback** and **advice**.

Oral Presentation Planner	
Name:	Format:
Topic/focus:	
Introduction	
Introduce yourself and your topic.	
Clearly and concisely describe your advice/advocacy purpose.	
First main point	
Use convincing supporting information to strengthen your advice or advocacy.	
Elaborate, explaining the importance of your vocational or community or recreational cause.	
Include examples to support your points.	
Second main point	
Use convincing supporting information to strengthen your advice or advocacy.	
Elaborate, explaining the importance of your vocational or community or recreational cause.	
Include examples to support your points.	

Planning Your Presentation 8.10

Third main point
Use convincing supporting information to strengthen your advice or advocacy.
Elaborate, explaining the importance of your vocational or community or recreational cause.
Include examples to support your points.
Other supporting points
Use convincing supporting information to strengthen your advice or advocacy.
Elaborate, explaining the importance of your vocational or community or recreational cause.
Include examples to support your points.
Conclusion
Restate your commitment to your advice or advocacy as a final persuasive 'sell'.
Summarise your main points or arguments.
Thank your audience, and acknowledge supporters and sources of information.
Invite questions, and if appropriate, discussion.

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8.11 Planning Your Presentation

2. Plan - Preparing visuals

Presentations are a vital tool for communicating information and enable you to present compelling advice or advocacy to an audience.

Creating and delivering effective presentations requires the development and application of a complex range of literacy, numeracy, personal development and work-related skills.

Two of the most preferred presentation tools that can assist you are the old reliable **PowerPoint**, and the newer online digital design tool, **Canva**. These ICT applications are designed to enable you to create professional-looking presentations that help **engage** the **audience**. However, like all ICT applications, they won't do the work for you. Technology is only a support tool.

Presentations are always about people **communicating** with other people. Misuse or overuse of these tools can make a presentation less engaging or more confusing. And effective advice and advocacy, in particular, comes from the **skills** and **sincerity** of the **presenter**, and not really from the slickness (i.e. gimmicks) of the presentation media.

Listed below are the major do's and don'ts to help you to plan and deliver effective ICT presentations. You've seen these before - so how many do you regularly meet?



Tips for Effective ICT Presentations

ICT presentations - Do!

- ✓ Use a big font.
- ✓ Include only 3-4 main points on each slide (unless these are very short).
- ✓ Try for no more than 7 words for each point.
- ✓ Limit the total slides, 10-15 is plenty, unless you are really breaking down the information into small bites.
- ✓ Use appropriate visuals with suitable resolution.
- ✓ Time each slide, and the overall presentation, to suit the audience.
- ✓ Make the audience focus on you, not on the slides.
- ✓ Always have a timed run-through before your real presentation.

ICT presentations - Don't!

- ✗ Don't use fancy transitions or distracting animations.
- ✗ Don't choose a template that doesn't suit the tone of the information.
- ✗ Don't use fancy fonts.
- ✗ Don't use text that is too small or crowded.
- ✗ Don't talk to the screen.
- ✗ Don't just read out what is on the slides.
- ✗ Don't jump from slide to slide too quickly or too slowly.
- ✗ Don't let your slides cause the presentation to drag on for too long.

ICT presentations - Remember...

- ☹ Too many slides make a dull presentation even duller!
- ☹ Talk to the audience, not the screen. Again: Face the audience, not the screen.
- ☹ Don't just read out what's on the slides on the screen, or from your notes.
- ☹ Complex graphics and cute pictures won't make a presentation better. You will!
- ☹ Don't read notes from your phone - it looks very unprofessional.

Preparing multimedia and visuals

So now that you have had your final recap of presentation skills think carefully about your own appropriate use of:

- ⇒ font
- ⇒ size
- ⇒ colour
- ⇒ theme
- ⇒ animations
- ⇒ transitions
- ⇒ audio
- ⇒ video.



Image: adapted from fad82/Depositphotos.com

Also consider the role and usefulness of props, realia, and even demonstrations, as options to engage your audience.

Make sure your visuals and multimedia tell your story and don't fight against it. Avoid adding images and multimedia that are not compatible with your information.

Do not 'over-illustrate' with too many slides. Your presentation is an act of communication by you, and not a set of slides accompanied by you. Let's say that again. Your presentation is an act of communication by you, and not a set of slides accompanied by you.

Resolution: Visuals 8F

1. Go online and see if you can find **any tips, content or templates for designing effective slides** or **sources**. (Good luck with that by the way!) **Share** good sources, examples or tips with each other in your class.



2. Design **1 slide** or **panel** for your presentation. Keep the design **consistent**, the **font** size large enough to see, the **colours** easy to read, any **graphics** clear and legible, and avoid **clutter**. Simpler will be more effective.
3. Share and **critique** your **design** with **another student**. Note the feedback and advice. How will you get the **design** to **work** across a **series** of slides?



8.13 Planning Your Presentation

2. Plan - Prepare cue cards

In the digital age, we often see presenters relying entirely on their digital tools to communicate their information. However, all-digital is not necessarily an effective method of communicating in presentations. And as you have been made aware, your presentation is an act of communication by you, and not a set of slides and multimedia accompanied by you.

One tried and true method that can help you to deliver a more effective presentation is to use **hand-written**, yes that is hand-written, **hard copy**, old-style **cue cards**.

Cue cards can be a better presentation tool than digital notes because they provide a more **personal** and focused approach to presentations. They build better **audience connection**, minimise 'digital' **distractions**, offer **flexibility**. Cue cards are **reliable** and create a certain **simplicity** in delivery.

If you need more convincing, consider these five main advantages of using cue cards for your presentation.

1. Cue cards allow better eye contact and engagement with the audience.
2. Cue cards reduce distractions and keep the focus on your main points.
3. Cue cards offer flexibility for easy rearrangement during the presentation.
4. Cue cards are reliable and not dependent on technology.
5. Cue cards support simplicity and a conversational tone.

2. Minimises distractions

a. Presenter has what they need right in front of them.

b. Don't need to go back and forth between presenting and the tech.

c. Focus is on the content and engagement, not on a device.

45-60 secs



Cue cards - Tips & techniques

- ✓ Avoid memorising - it can make you seem robotic.
- ✓ Do not just read a script - it will compromise your non-verbal communication and you may be tempted to just 'copy and read'.
- ✓ Write down prompts and main points in large text.
- ✓ Use key words and phrases as prompts - not whole sentences.
- ✓ Number these points so you can keep track.
- ✓ List the estimated time you will devote to each topic 'card'.
- ✓ Use small paper cue cards - A5 size or smaller. Never use a tablet, phone or laptop for notes as devices are intrusive and look unprofessional - like you are just talking to a screen.
- ✓ Number your cue cards so you can also keep track; and consider sub-numbering your points e.g. 1: a, b, c, then 2: a, b, c, and so on.
- ✓ A tip is to shuffle all your cue cards and then be able to put them back together in order in less than 10 seconds.

Your teacher has just informed the class that you each have to give a **1-minute presentation** on a **safe work process** related to **your experiences working** in an occupational role.



1. Complete a set of **cue cards** for your **presentation**. Remember to apply the **'rule of 3s'**.

1. Introduction

a. Welcome audience and other guests.

b. Introduce myself.

c. Introduce my topic.

10 secs

2.

a.

b.

c.

10 secs

3.

a.

b.

c.

10 secs

4.

a.

b.

c.

10 secs

5.

a.

b.

c.

10 secs

6. Conclusion and sign-off

a.

b.

c.

10 secs

2. So what do you think, would **you be ready** to go, right now and **give your mini-presentation**? Why not give it a go!

3. How did you go? Was **6 cards enough** or **too many**? Did you **include** the most **useful prompts** on your cue cards? Was your **timing** accurate? What would you **refine** and **improve** for next time?

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8.15 Planning Your Presentation

3. Practise

“All the world’s a stage, And all the men and women merely players”, someone once wrote. (Shakespeare of course in *As You Like It*).

Some people, especially those who are of the noisier and more talkative variety, think that all they need to do to deliver a good presentation is to get up, and engage their mouth. Although winging it and relying on a natural **gift of the gab** can help a little, effective presentations are about communicating **information** and **content** to an **audience** in the most appropriate way. And this requires clear **thought, research, planning, distillation** and **execution**.

Just as with job interviews, the only way to get good at presentations is to do presentations. And that means practise, practise and more practise.

If you think of actors playing Shakespearean characters on stage, do you think they just get up and wing it first go (reading the words from their phone)?

And what about those players in that town of tragedy, Summer Bay. They have to learn, practise, rehearse and re-rehearse so as to convey the emotional anguish that their character is experiencing; such as when the café turns their toastie and triggers a pyro-fuelled meltdown. *That’s why Alf is always calling everyone a flaming*

Those who don’t practise enough, crash and burn. It’s embarrassing for everyone. For the presenter, the audience and anyone else involved. But it doesn’t have to be.

**“Advice for the brokenhearted
- practise run 5 - and hit record...
now.”**



Practise makes perfect (Anything is perfect)

- ✓ Run through your presentation a few times and time each of the parts/segments.
- ✓ Make sure you rehearse it. Doing this in front of a friend or classmate is great - if you can survive that, you can survive any audience!
- ✓ Consider video or audio recording your practice. Review with a sympathetic but rigorous eye.
- ✓ Ask your teacher about any words you are not confident about pronouncing or saying clearly.
- ✓ Time your presentation - aim for about 7-10 minutes but your teacher will advise you on the appropriate length.
- ✓ Anticipate potential problems and issues and plan for these.
- ✓ Anticipate potential questions from your audience/panel and develop possible responses.
- ✓ You can’t expect a good outcome without putting in the planning and preparation first. Do not make your presentation without practising it a number of times.
- ✓ Good news! You can really reduce stress and anxiety by being prepared. So be prepared!

Based on your **practise** run-throughs, honestly review the **quality** of your **content** and the **effectiveness** of how you **communicated this** for your potential **audience**.



1. Content (Feel free to also get feedback from peers and your teacher.)

Quality of introduction	Quality: content area 2 Quality of evidence	Quality: content area 3 Quality of evidence
Quality: content area 4 Quality of evidence	Quality: content area 5 Quality of evidence	Quality of conclusion

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2. Delivery (Feel free to also get feedback from peers and your teacher.)

Quality of structure	Quality of presentation	Quality of multimedia
Quality of voice	Quality: body language	Quality: other

8.17 Communicating Effectively

Communicating effectively - Voice

Your personal 'voice' is an important element of your communication effectiveness and goes well beyond just 'what you say'. Voice also includes, 'how you say it'.

When you address an audience your viewers and listeners will infer extra meaning from **tone**, **pitch**, **pauses** and breaks, non-verbal **expressions** and any acceptable cultural shortcuts, **colloquialisms** (slang) and cultural **abbreviations** and cues used. These are examples of **active listening** in action.

You have all probably experienced a talker or a speaker put on another, more **formal** voice, when addressing an audience. Sometimes this is OK, especially if they are used to addressing different types of audiences as part of their vocation (such as your teacher dealing with different year levels). But at other times, it all comes across as a bit **forced** and **unnatural**. Again this is active listening at play.

You have to find your own true, **authentic** voice. But you are giving a formal presentation. So you need to find some **middle ground** as balance. Try to keep your voice **natural**. This is hard if you are nervous. **Breathing** is helpful (and will keep you alive).

So how about discussing the tips for finding an authentic and strong voice to support your advice or advocacy.

Finding your voice

- ✓ **Tone:** Keep your tone reasonably formal to create a sense of authority.
- ✓ **Pace:** Keep your presentation moving without rushing.
- ✓ **Volume:** Moderate how loud you are based on the size and proximity of your audience.
- ✓ **Pitch:** Some of us have high voices and some have deep ones. You can't always change this but be aware of how you are coming across.
- ✓ **Pauses:** Take a breath before or after delivering important information for emphasis. Allow time for your audience to process your points and refer to visuals.
- ✓ **Clarity/intelligibility:** Practise saying any difficult words or terms, or better yet stick to words you are confident with.

81 Finding my voice

What **tips** do you have, or can you **find out**, about **finding your voice**?

Tone	Pace	Volume
Pitch	Pauses	Clarity/intelligibility

Applied: Mark your notes up for words to stress, pauses, changes in pace, etc.. Just remember to return your focus to your audience. Use this as a practise tool until it comes naturally.

Communicating effectively - Non-verbal communication

Often, it's not what you say, it's the way that you say it. As you learned previously throughout Literacy and in Personal Development Skills, much of the meaning of what we communicate comes via **non-verbal communication (body language)**.

In the digital age, we are witness to online content creators acting as video presenters who are increasingly using non-verbal communication when they post videos online. And an increasing portion of this non-verbal communication is either over-emphasised for effect, or takes the form of cultural or sub-cultural gestures, mannerisms and affectations

Visual cues, signs, signals, gestures, facial expressions and clusters of these non-verbal actions go a long way toward determining how people will 'read' and interpret content.

So when you are giving your presentation, you have to be conscious of your own styles of non-verbal communication that you naturally use.

Yeh, nah!

You also need to understand the types of non-verbal communication your audience is expecting and can interpret. So as always, you need to tailor your message to your audience. And to do this successfully, you might have to adopt more of a professional manner and tone.

So always keep the following in mind. Look for these in your practise run-throughs and evaluate whether your non-verbal communication is adding to, or detracting from, the advice and advocacy you are aiming to deliver.

- ⇒ **Stance and positioning**
- ⇒ **Eye contact**
- ⇒ **Facial expressions**
- ⇒ **Gestures**
- ⇒ **Posture**



Non-verbal communication 8J

1. What **tips** do you have, or can you **find out**, about **effective non-verbal communication**?

Stance and positioning	Eye contact	Facial expressions
Gestures	Posture	Other

2. Tell a **classmate** about your presentation, concentrating on your **non-verbal communication** rather than the information. Exchange information about how it felt to focus on this aspect of communication.
3. Choose some random **slides** or **visuals** to describe to a partner (the more obscure, the better). Focus on **maintaining eye contact** with them rather than talking to your slides.



8.19 Communicating Effectively

Communicating effectively

All throughout your Vocational Major program, it has been constantly reinforced that the communication process always consists of three components.

1. The sender.
2. The message
3. The recipient.

This doesn't alter regardless of the 'sender' communicating (you as a **presenter**), the format of the message (such as your oral **presentation**) and the people receiving the message (your presentation **audience**).

It's just that with your oral presentation (or video or podcast) you are delivering a sustained message of advice and/or advocacy. So this means that you really need to take into consideration the **content**, the **context** and the **purpose** of your presentation message.

Sometimes when people are developing and delivering a presentation, they forget who the presentation is really for. Sure, the process is about you and the message of sustained advice or advocacy that you are delivering.

But a presentation is for an **audience** of viewers and/or listeners. If it wasn't meant for them, then you might as well just talk to yourself.

So how do you feel that this **audience-focus** influences what you need to present and how you need to present this?

Going back to basics

Now that you are almost ready to deliver your presentation we need to revise some of the basics of effective communication.

So let's start with the 4 steps for effective communication. You can apply these to refine the content, structure and delivery of your advice or advocacy information in your presentation.



Image: AndreyPopov/Depositphotos.com

4 Steps: Effective Communication

1. What am I going to 'say'?

2. How am I going to 'say' it?

3. How will I ensure that the way I 'say' it will be suitable and effective?

4. How will I check that what I've 'said' has been received, and understood?



There's no need to shout. Effective communication is not about getting heard, it's about being heard.

Image: Slphotography/Depositphotos.com



Steps for effective communication

When you are planning and organising your presentation, and after having assessed some drafts and run-throughs, here are eight questions to focus on when reviewing the effectiveness of your advice and advocacy information.

1. Am I **clear** in my **objective**?
2. Have I **planned** my **communication**?
3. Have I chosen the most appropriate **method**, **media** and **style**?
4. Have I chosen appropriate **timing** and a suitable **location**?
5. Am I tailoring the message to **suit** the **audience**?
6. How can I **eliminate** 'noise' and **distractions**, including **over-communicating**?
7. How can I best **follow up** to ensure the message has been **received** and **understood**?
8. How could I invite **questioning** and **review** if required?

Avoiding communication mistakes

Another strategy to help you improve your presentation is to avoid common communication mistakes that people regularly make. So think about how you could avoid and eliminate these mistakes in your presentation.

Common communication mistakes

- ⊖ Poor planning, i.e. making it up as you go along.
- ⊖ Inappropriate choice of language and register.
- ⊖ Rushing or confusing the message.
- ⊖ Not engaging the audience.
- ⊖ Over-relying on ICT to do the communicating for you.
- ⊖ Using language and concepts the audience can't understand.

Presentation: Do's and don'ts 8K

Create a **list** of **do's** and **don'ts** to guide your oral **presentation**. Share ideas and create **master lists** for **different** presentation types or **formats**.

8.21 Effective Presentations

Effective presentations

Last year you were introduced to a wide range of presentation tips and advice. Once again you need to apply these to make your oral presentation as effective and professional as possible.

Some of these tips relate to all presentations, whereas others are questions to be considered in pair/group situations. So you need to determine how these might apply to a presentation delivered by a single person (i.e. you), or for a pair or a group presentation.

Now is the time to revisit these, and to hone and apply your full suite of Literacy and transferable skills to make your presentation shine.

Image: gstockstudio/
Depositphotos.com



Effective Presentations

Dealing with over-confidence

- Being outgoing and 'extraverted' doesn't automatically translate into a good presentation.
- 'Big talkers' need to know their script and work with others.
- They can help others build skills and confidence.

Dealing with under-confidence

- Being shy and 'introverted' doesn't mean that someone can't present well.
- Small talkers can focus on their role and work with others.
- They can be helped by others to build skills and confidence.

Voice

- Find a natural but professional voice.
- Use tone and pitch for emphasis.
- Pace yourself - don't speed through words.

Non-verbal communication

- Use appropriate gestures.
- Make eye contact with the audience.
- Carry yourself confidently.

Team roles

- What skills do team members bring to the presentation?
- Who will take on each role, why?
- Are responsibilities allocated fairly; or is someone 'dominating' or 'avoiding'.

Running the ICT

- Who is best for this role?
- Who takes over the ICT, when that person is presenting?
- Who will support the ICT person to deal with any issues? Always have 2 people fully trained.

Natural leader

- Is there a natural leader in the group who can lead and coordinate the presentation?
- This person might emerge through your planning and practise runs.

Back-up and contingencies

- What if a team member is absent? Who will step-in?
- As a back-up, each person needs to know the roles and duties of another team member.
- Who will troubleshoot on the day?



Effective Presentations

Images and multimedia

- Who will pre-prepare, share and bring these formatted and ready to go?
- Do you need permission to use images of people, organisations, etc.?
- How close to the presentation will you need to do a test run?

Handouts, gifts, refreshments

- Will you need notes and printouts for the audience?
- Are you giving out any samples, products, or thankyou gifts to important people and dignitaries?
- Are you providing refreshments; if so who will organise and manage these manual processes?

Dressing appropriately

- What dress code is required - or is it school uniform?
- It's a work-related activity so dress semi-professionally, or as for a job interview.
- For sports-related activities, come in good quality sports gear.

Catering for diversity

- Will you need to slow or moderate your speaking and information to suit all audience members?
- Will you need an Auslan interpreter; or other guide?
- Can all people access your slides and visuals?

Structuring the presentation

- Consider how long for sections.
- Choose who is best to present each section.
- If in doubt use: welcome, introduction, up to 5 information sections, conclusion, questions, acknowledgements and thanks.

Timing the presentation

- Always do a pre-run-through to work out your timeline.
- For how long should you display slides and other visual elements for the audience?
- On the day, who will monitor and prompt speakers about time?

Welcoming the audience

- What do you 'call' the audience? (Ladies and gentleman doesn't really cut it these days).
- Do important people or dignitaries need to be welcomed?
- Will you have a Welcome to Country (or acknowledge)? Who does this for cultural appropriacy?

Introducing the presentation

- How will you introduce yourself, and/or team members?
- Concisely explain your focus area being presented.
- Introduce the structure of the presentation, and/or team roles and responsibilities in the presentation.

The rule of '3s'

- Try to break complex information into 3 'bites'.
- Use no more than 3 points of information on a slide.
- Include no more than 3 points, 3 facts, or 3 numbers in a sentence.

Presenting information

- Don't just read from your notes, the slides, or from your phone.
- Make summary notes in point form, with key words bolded.
- Pre-organise your notes in a large font on paper or cue cards.

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8.23 Effective Presentations



Effective Presentations

Presenting numbers

- ❑ Numbers can confound so don't use more than 3 in any one sentence.
- ❑ Sometimes numbers might be better explained using tables, graphs or charts.

Presentation transitions

- ❑ How will you pause to let speakers change positions and adjust microphones, etc.?
- ❑ Consider using one person to introduce each new speaker.
- ❑ Otherwise, speakers can introduce the person following them.

Staying professional

- ❑ Make sure your tone suits the people in the audience.
- ❑ Stay on track and stick closely to timelines.
- ❑ Pre-plan with your teacher techniques to handle audiences who might act 'disrespectfully'.

Inviting questions and feedback

- ❑ Will you leave questions to the end? If so, someone should write these down.
- ❑ If you don't hear a question, ask the person to repeat it.
- ❑ Always consider having 2 team members handle each question; this doubles the skills!

Thanking people and audience

- ❑ At the conclusion thank the audience and also important attendees.
- ❑ Acknowledge others who helped you out in your Work-Related Activity and supported your team.
- ❑ If relevant, present any gifts.

Using multimedia

- ❑ Always signpost a switch from talking to multimedia.
- ❑ Don't talk to the 'image' on the screen, talk to the audience.
- ❑ If needed, use a pointer to illustrate important elements.

Supporting the speaker

- ❑ Speakers can get confused, lose their place or things can go wrong.
- ❑ Make sure that each team member is able to step-in and back-up one other team member.
- ❑ This might be a role for a team leader.

Using humour

- ❑ A little humour can go a long way.
- ❑ If you use humour, it has to come at the appropriate time.
- ❑ Humour can be an effective way to explain any challenges or things that went wrong (as long as no harm occurred).

Handling difficult questions

- ❑ If you don't understand the question, ask for clarification.
- ❑ Again, consider having 2 team members handle each question.
- ❑ If you don't have an answer: "Well, that's something we will have to consider in future activities! What do you recommend?"

Closing the presentation

- ❑ Have one person bid goodbye on behalf of your team.
- ❑ If relevant, invite people to any refreshments
- ❑ If time permits, you can mingle with the audience and talk more informally! Then bump-out!

So much to consider! Which of these **tips** and **strategies** will you **apply**, **why** and **how**? Make **planning notes** to guide you. (More space? = use work folios!)



Introducing the presentation	Images and multimedia
Running the ICT	Structuring the presentation
Presenting information	The rule of '3s'
Presentation transitions	Staying professional
Inviting questions and feedback	Closing the presentation

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8.25 Video/Podcast Presentations

Video/podcast presentation formats

Are you doing a video presentation or a podcast as your presentation format? You know, in the digital age, many people think these are easier options because essentially they can just open their mouth to do the work without letting their brain in on the action.

But these creative formats are harder because you have to plan, create and then edit, edit and edit. And if you go with a live, and not pre-recorded, podcast, can you pull that off?

If you are creating an example of video advocacy or advice, consider a style such as a current affairs **story**, a community service **advertisement**, or a type of instructional **tutorial**.

If you are creating an example of podcast advocacy or advice, strongly consider having more than one voice, including an edited **interview** of an expert and other opinions and viewpoints, and some **multimedia** elements such as audio.

8M Video/Podcasts

1. Create a **list of do's and don'ts** to guide your video or podcast **presentation**.

--	--

2. You really need to **storyboard** the structure of your **video** or **podcast**. **Draft** the basic structure here and then elaborate on this as you create your **content**.

How to create effective video



- Determine who the audience is.
- Have a clear intention and concept. Create a 1-2 sentence statement of intention. Write this down and refine it!
- Create and follow a storyboard that breaks down each scene.
- Add filming directions on your storyboard to give the video a particular look and feel.
- Create a script, and edit, and re-edit it!
- Choose and secure location(s), including permissions.
- Choose times to film: Consider natural light, people and traffic, and external noise.
- Organise camera angles, do test-shots.
- Design and test the lighting.
- Design and test the sound.
- Undertake casting.
- Schedule rehearsals, especially if you are doing a one-take video.
- Schedule a technical run-through.
- Finalise camera angles, lighting and script according to what has worked best.
- Schedule a final shoot.
- Break the scenes into manageable and coherent 'takes'.
- Add post-production elements.
- Create credits and organise copyright attributions.
- Edit, edit and edit.

How to create effective podcasts



Do

Don't

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Determine who the audience is. <input type="checkbox"/> Decide on the specific topic and duration of your podcast. <input type="checkbox"/> Decide whether it is part of a series or a stand-alone. <input type="checkbox"/> Decide whether you will be to-camera, or a purely audio file? What factors will determine this? <input type="checkbox"/> Decide what equipment you will need - a mic, headphones (to avoid feedback loop) a desk cam. <input type="checkbox"/> Choose a suitable setting, considering background noise and echo. <input type="checkbox"/> Ensure that you have reliable enough connectivity to sustain the podcast. <input type="checkbox"/> Decide whether you will have guests that you interview, or a panel of commentators. <input type="checkbox"/> Prepare a list of sub-topics to cover. <input type="checkbox"/> If interviewing, carefully plot your questions. <input type="checkbox"/> Will you include audio, video, images and other elements? And if so, consider any copyright issues. <input type="checkbox"/> Will you have an intro and an outro, credits and acknowledgements? | <ul style="list-style-type: none"> <input type="checkbox"/> Don't leave things to chance <input type="checkbox"/> Many amateur podcasts are undisciplined in their time-keeping and drag on. <input type="checkbox"/> Don't let guests waffle on. <input type="checkbox"/> Have ways of managing the flow of discussion or to fill gaps in discussion. <input type="checkbox"/> Don't underestimate the skill of keeping a production going. <input type="checkbox"/> Prepare a list of ways of drawing out information from others, asking for clarification and asking guests to tell stories that you know are interesting. <input type="checkbox"/> Don't go in cold. <input type="checkbox"/> Give your guests or fellow panellists notice of the 'shape' of the podcast, including start and finish. <input type="checkbox"/> Don't forget potential visuals. <input type="checkbox"/> Talking heads or pure audio can get uninteresting over a long duration. If you are doing a videocast, you can punctuate the sections or segments with a visual or title. <input type="checkbox"/> Don't forget to give appropriate attribution and referencing to other elements used including audio, multimedia, quotes, etc.. |
|---|--|

8.27 Getting It Right

Getting it right

Over the past few topics, you have focused on the **delivery** of your oral presentation. But sometimes people get so caught up in making sure that their presentation is 'perfect', that they forget that - in the end - it's really all about the **content**!

So now is the time for you to **revisit** your **advocacy** or **advice** content and make sure that you have it all ready to go. This includes the **key points** of information that you will present, **key words**, appropriate **evidence**, correct **attribution** and **referencing**, and anything else that you might still need to complete.

8N Refining my content

As you get ready to **finalise** your **presentation**, you need to **assess** and **refine** your **content** to ensure you are ready to **communicate** your **advocacy** or **advice** in the most **effective** way, and in a manner that is most **suitable** for your **audience**.

Review your content carefully, and complete this table based on your specific examples of content and information. **Feedback** from your teacher would help!



Content/Information	Key words to emphasise	Evidence/attributions	What else is needed?
Introduction			
Content/Information 1			
Content/Information 2			
Content/Information 3			

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Content/Information	Key words to emphasise	Evidence/ attributions	What else is needed?
Content/Information 4			
Content/Information 5			
Content/Information 6			
Content/Information 7			
Content/Information 8			
Other			
Recommendations			
Conclusions			

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8.29 Assessment

AT5 Oral Presentation - Speaking to advise or to advocate



For this assessment task, you are required to prepare and deliver an oral presentation, or video, or a podcast that ‘showcases your learning’. You are required to showcase your learning by **advocating** or **presenting advice** to an **audience**.

You will develop your topic focus in consultation with your teacher as well as negotiating the format, length, intended audience and other elements of the presentation, including whether it is to be a group or an individual presentation.

The topic focus should be related to a **vocational focus** or a **personal focus**. So you might choose to focus on an interest that crosses over with Work Related Skills or Personal Development Skills.

Depending on your study program you might focus on literacy for civic participation or literacy in everyday personal contexts.

Note: You cannot use the same assessment task to demonstrate achievement in more than one VCE unit (or VPC or VET unit). Therefore, your oral presentation for Literacy cannot simply be your presentation of your job-seeking portfolio for WRS Unit 4; or a PDS presentation related to your community project for Unit 4 (unless this is a ‘new’ presentation created for Literacy).

Your teacher will suggest some possible topic focus. Note these below.

-
-
-
-
-

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Possible focus: Career Advice and Insights Seminar

As a VM student, you are really well-placed to pull your knowledge together to give applied insights and advice to others, especially those who have not focused on vocational pathways in their school curricula.

For this assessment task, you will run a **Career Advice and Insights Seminar**.

As speakers you will address non-VM groups on a variety of topics related to vocational pathways, community issues or recreational settings, as negotiated with your teacher.

Sessions could be run concurrently in streams with participants selecting an advice session on a particular topic area (e.g. Interview skills, cold-canvassing, and so on).




Alternatively, the seminar can be organised like a conference that features a structured series of advice and advocacy sessions that flow in a logical order.

You will likely split into **work teams** and be responsible for 1 or 2 topic areas per team.

You might address younger students, Year 10 students, or even the broader VCE Year 12 cohort who might not have the vocational insights and experience that you have.

So what do you think? Could your class pull this off?



Name(s):		Key dates:		UNIT 4 AOS 2	
Tasks - AT5: Oral Presentation		Must Do?	Due Date	Done	Level
Focus/issue:					
Content and development 					
a. Negotiate appropriate focus/issue.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Evaluate appropriate research sources.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Select suitable evidence to support focus.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Select/create multimedia elements.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Attribute and reference evidence.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Organise draft(s) of content.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Apply feedback to refine content.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Practise content delivery.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Apply feedback to refine content delivery.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Clarify use of language and persuasive technique.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Develop appropriate recommendations.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Link into WRS or PDS (if appropriate).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation 					
a. Make appropriate introductions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Follow an effective presentation structure.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Sequence information in a logical way.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Effectively communicate advocacy/advice.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Provide appropriate evidence (with attribution).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Use voice and tone to speak clearly and accurately.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Demonstrate effective use of non-verbal communication.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Use multimedia effectively.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Provide persuasive advocacy/advice recommendations.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Make appropriate conclusions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Engage with audience questions and feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Work effectively in a team.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Complete and reflect on self-evaluation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Complete evaluation of peers.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Deliver a professional and successful presentation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PREVIEW
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8.31 Presentation Evaluation

Presenter(s):		Date:				
Topic:						
Assessed by (& role):						
Criteria		Comment		Level		
Presentation Content						
Thorough coverage of topic.		VH	H	M	L	NS
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of advice or advocacy.		VH	H	M	L	NS
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persuasiveness of advice or advocacy.		VH	H	M	L	NS
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanation of main points.		VH	H	M	L	NS
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate support with evidence and attributions.		VH	H	M	L	NS
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective use of images and multimedia.		VH	H	M	L	NS
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All information is relevant.		VH	H	M	L	NS
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		VH	H	M	L	NS
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		VH	H	M	L	NS
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall comments:						
Presentation Organisation						
Clear introduction.		VH	H	M	L	NS
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logical structure and sequence of points.		VH	H	M	L	NS
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Points of information are clearly linked.		VH	H	M	L	NS
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suitable recommendations made.		VH	H	M	L	NS
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear conclusion.		VH	H	M	L	NS
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective use of images and multimedia.		VH	H	M	L	NS
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		VH	H	M	L	NS
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall comments:						

PREVIEW
SAMPLE:
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Presentation Evaluation 8.32

Presenter(s):	Date:											
Topic:												
Assessed by (& role):												
Criteria	Comment	Level										
Presentation Language												
Appropriate choice of vocabulary.		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">VH</td> <td style="text-align: center;">H</td> <td style="text-align: center;">M</td> <td style="text-align: center;">L</td> <td style="text-align: center;">NS</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	VH	H	M	L	NS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VH	H	M	L	NS								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Suitable register for topic and audience.		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">VH</td> <td style="text-align: center;">H</td> <td style="text-align: center;">M</td> <td style="text-align: center;">L</td> <td style="text-align: center;">NS</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	VH	H	M	L	NS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VH	H	M	L	NS								
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Signposting of presentation sections to indicate shifts.		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">VH</td> <td style="text-align: center;">H</td> <td style="text-align: center;">M</td> <td style="text-align: center;">L</td> <td style="text-align: center;">NS</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	VH	H	M	L	NS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VH	H	M	L	NS								
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Suitable range of sentence structures demonstrated.		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">VH</td> <td style="text-align: center;">H</td> <td style="text-align: center;">M</td> <td style="text-align: center;">L</td> <td style="text-align: center;">NS</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	VH	H	M	L	NS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VH	H	M	L	NS								
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Accurate language use on slides.		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">VH</td> <td style="text-align: center;">H</td> <td style="text-align: center;">M</td> <td style="text-align: center;">L</td> <td style="text-align: center;">NS</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	VH	H	M	L	NS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VH	H	M	L	NS								
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Effective use of the language of advice and advocacy.		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">VH</td> <td style="text-align: center;">H</td> <td style="text-align: center;">M</td> <td style="text-align: center;">L</td> <td style="text-align: center;">NS</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	VH	H	M	L	NS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VH	H	M	L	NS								
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Effective use of images and multimedia.		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">VH</td> <td style="text-align: center;">H</td> <td style="text-align: center;">M</td> <td style="text-align: center;">L</td> <td style="text-align: center;">NS</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	VH	H	M	L	NS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VH	H	M	L	NS								
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		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">VH</td> <td style="text-align: center;">H</td> <td style="text-align: center;">M</td> <td style="text-align: center;">L</td> <td style="text-align: center;">NS</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	VH	H	M	L	NS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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VH	H	M	L	NS								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Overall comments:												
Presentation Delivery												
Clarity and intelligibility.		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">VH</td> <td style="text-align: center;">H</td> <td style="text-align: center;">M</td> <td style="text-align: center;">L</td> <td style="text-align: center;">NS</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	VH	H	M	L	NS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VH	H	M	L	NS								
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Use of voice and tone to engage audience.		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">VH</td> <td style="text-align: center;">H</td> <td style="text-align: center;">M</td> <td style="text-align: center;">L</td> <td style="text-align: center;">NS</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	VH	H	M	L	NS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VH	H	M	L	NS								
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Appropriate use of non-verbal communication.		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">VH</td> <td style="text-align: center;">H</td> <td style="text-align: center;">M</td> <td style="text-align: center;">L</td> <td style="text-align: center;">NS</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	VH	H	M	L	NS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VH	H	M	L	NS								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Accurate pronunciation of key vocabulary.		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">VH</td> <td style="text-align: center;">H</td> <td style="text-align: center;">M</td> <td style="text-align: center;">L</td> <td style="text-align: center;">NS</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	VH	H	M	L	NS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VH	H	M	L	NS								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Effective use of images and multimedia.		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">VH</td> <td style="text-align: center;">H</td> <td style="text-align: center;">M</td> <td style="text-align: center;">L</td> <td style="text-align: center;">NS</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	VH	H	M	L	NS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VH	H	M	L	NS								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Inclusion of audience.		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">VH</td> <td style="text-align: center;">H</td> <td style="text-align: center;">M</td> <td style="text-align: center;">L</td> <td style="text-align: center;">NS</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	VH	H	M	L	NS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VH	H	M	L	NS								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">VH</td> <td style="text-align: center;">H</td> <td style="text-align: center;">M</td> <td style="text-align: center;">L</td> <td style="text-align: center;">NS</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	VH	H	M	L	NS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VH	H	M	L	NS								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Overall comments:												

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SAMPLE:
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8.33 Unit Review and Reflection

Unit Review and Reflection

Which Literacy skills did I develop during this entire 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 not shown	1 low	2 satisfactory	3 good	4 very good	5 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: _____

accident/incident report 83
 active listening
 active voice 56
 activism 214-7, 219
 advertising 184-5
 advice - bad 238-241
 advice - matters 235
 advice - words 234
Advice 228-31
Advice and Advising 223-242
Advocacy 140-1
Advocacy and Activism 214-9
 Alcott, Dylan 217
 annotating 52-53
Applied Literacy Skills 38-41
Bad Advice 238-41
Being an Adviser 232-3
 bibliographies 38-39
 brand icons 176-7
 calendars 116-17
 codes of conduct 104-7
 collectivist cultures 156-7
Commercial Advocacy 172-9
Communicating Effectively 260-3
Community Advocacy 199-222
Community Advocacy 202-7
 community causes 202-3, 219
Crafting an Image 142-7
Creating a Product 190-5
Creating and Using Surveys 18-23
 cue cards 256-7
 documentaries 28-29
Don't Believe the Hype 164-5
Effective Presentations 264-7
 enumerators 57
 equal opportunity & anti-discrimination behaviours 106
 ethics 159-61
Factsheets and FAQs 30-31
 Fair Work Information Statement 125
Forms and Documents 124-9
Getting It Right 270-1
 goal-setting 120-3
Goal-Setting and Organising 120-3
 Gruen Transfer 184-5
 hazard control 76-83
 Hierarchy of Control 77
How-To Videos 72-73
 hyperbole 165
 icons 70
 ICT Presentations 254-5
Image-Based Instructions 68-71
 individualistic cultures 156-7
 influencing 174-5, 180
Influencing 180-5
Information 8-11
Informational Texts 1-46
Informational Texts 24-29
Innovation 186-9
 instructions 54-75
 insurance 128-9
 invoices 112
 ITEACM 80
Keeping Records 130-1
 language 148
Language of Advocacy 208-9
 motivation 122-3
 NES 125
 newspapers 24-27
 non-verbal communication 66, 261
 non-verbal content 66
 OH&S/WHS issue resolution 84-85
Oral Presentation 243-276
Oral Presentation Requirements 226-7
Organisational Texts 93-136
Organisational Texts 96-99
 organising 120-121
 parts of speech 62
 passive voice 56
Personal Advocacy 37-58
 personal branding 17-33
 personal images 143-7
 personal organisational texts 16
Personal Organisation 116-9
 perspective and bias 10-11
Physical Instructions 67
Pitch Evaluation Performance 18
 pitching 181-3
Planning Your Presentation 10-9
 plurals 41
 PODR planning 121
Pressure and Learning Groups 210-3
Procedural Texts 47-821
Procedural Texts 50-53
Product Advocacy & Promotion 169-198
 product branding 172-3
 promotion 141
 protocols 104-5
 public image 144
 punctuation 41
 purchase orders
 quoted speech 40, 112, 114, 150
 report - planning 33
 report - sections 34
 reported speech 40
Reports 32-37
 risk management 76-83
 sales receipts 112
 self 152-3
Shakespeare's Intern 162-3
 SMART goals 120
 sources of information 8-9
 summarising 52
 survey - planning 18-19
 survey results 20-23
Surveys 12-17
Talking The Talk 148-51
 tax deductions 131
 tax file number 124
 Tax file number declaration form 124
 text structure - informational 9
 Thunberg, Greta 215
 time management 121
 timetables and rosters 118-19
 tools of your trade 130
 transformation process 110-11
Types of Texts 4-7
 unsolicited advice 228
 values 154-6
Values and Identity 156-61
Verbal Instructions 60-63
Video/Podcast Presentations 268-9
 videos 70-7
 visual communication 70
 voice 60
 word families 148
Words of Advice 234-7
 work organisational texts - behavioural texts 104-
 work organisational texts - identity texts 100-3
 work organisational texts - operational texts 108-11
 work organisational texts - transactional texts 112-15
Work Organisational Texts 100-115
 work organisational texts 96-115
 Worker's Injury Claim form 126
 workplace health & safety protocols and behaviours 106
 workplace safety audit 86-87
 workplace safety investigation 76-87
Workplace Safety Procedures 76-85
Written Instructions 54-59
Your Identity 152-55
Your Oral Presentation 246-9
 Yousafzai, Malala 216