

LITERACY

// VOCATIONAL & PATHWAYS LEARNING

VPC 3&4

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Module 1 -
Literacy for civic
participation

Module 2 -
Literacy for pathways
and further learning

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Module 1 -
Negotiated
project

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

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

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Advice to Students

Welcome to your unit 3&4 studies of **Literacy** as part of your **Vocational Certificate**. 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 modules: 1. Literacy for civic participation** and **2. Literacy for pathways and further learning**.

This coursebook has three sections for Module 1 and two sections for Module 2. Each section concludes with an assessment task 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 as well as applied and vocational situations.

In **Unit 4** you will complete **one ‘mega’ module: 1. Negotiated project**.

This coursebook has four sections for the module in Unit 4 with graduated assessment tasks leading to your final assessment, which is your presentation about your Negotiated Project. As always, your teacher might use 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 a good way to develop your functional literacy skills and build an 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

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AT4 Giving and Getting Advice120-2

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VCE: Vocational Major

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

VM 3&4 coursebook masters available now	VM 3&4 printed coursebooks available mid-late Nov
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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
^ Numeracy VPC: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
^ Personal Development VPC: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
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VPC 3&4 Interim masters
 U3 Available now, U4 Jan '24
 U3 Available Jan 24, U4 Feb
 U3 Available now, U4 Jan '24
 U3 Available now, U4 Jan '24

Vocational and Work Education Resources

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

WACE: Career and Enterprise

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

VCE: Industry and Enterprise

New editions were released in 2022

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

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Negotiated Project

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6B	Topic - Brainstorming	165	<input type="checkbox"/>	<input type="checkbox"/>	
6C	Unpacking your topic	166	<input type="checkbox"/>	<input type="checkbox"/>	
6D	Negotiated Project - Mix & match	167	<input type="checkbox"/>	<input type="checkbox"/>	
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6H	Advice	175	<input type="checkbox"/>	<input type="checkbox"/>	
6I	Giving advice	176-177	<input type="checkbox"/>	<input type="checkbox"/>	
6J	More advice	179	<input type="checkbox"/>	<input type="checkbox"/>	
6K	Project proposal	180-181	<input type="checkbox"/>	<input type="checkbox"/>	
AT1	Negotiating and Planning Your Topic and Project	182-184	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

6.01 Introduction - Negotiated Project

Unit 4 Module 1: Negotiated project

Unit 4 consists entirely of one module - which is - your Negotiated Project. Your project achievement steps are broken into 4 graduated sections to help you achieve the learning goals for this unit: **6. Negotiated Project**, **7. Planning Your Project**, **8. Getting It Together** and **9. Presentations**.

Section 6: Negotiated Project is the first stage of **Module 1: Negotiated project**. Through this section you will:

- ⇒ establish the scope and requirements of your Negotiated Project
- ⇒ investigate potential focus areas and topics
- ⇒ explore and develop effective negotiation skills
- ⇒ negotiate with your teacher as to the suitability of your focus area and topic
- ⇒ develop a Project Proposal for your Negotiated Project.

At the conclusion of this section you will complete a graduated assessment task (**AT1**) whereby you will apply skills in negotiation and collaboration as needed, to complete a Project Brief; and choose, define, classify and discuss your topic for your Negotiated Project.

LER6 Literary Engagement Record:

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

The main readings I read were:

Date	Text/Reading Title & Author	Text type, source & publication	Summary/ Main point(s)	What I most learned from this is:

Introduction - Negotiated Project 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:

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3. The main podcasts and blogging, an 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:

6.03 Negotiated Project

Negotiated Project

Your Negotiated Project is the culmination of your study of Literacy for VPC. It is an opportunity for you to reflect on your learning throughout the year. You will apply varied skills in **communicating** information about what you have learned to a suitable **audience**.

In this unit you will negotiate with your teacher on an **area of focus** for an **oral presentation**, a **video** presentation, or a **podcast** based on your **learning** in VPC Literacy across the year, or on **areas of interest** to you.

You will be assessed on the outcome of this oral communication.

Content-wise you are also encouraged to make some **applied connections** with work that you have done, or concepts and skills that you have learned, in **Work Related Skills**, and perhaps also in **Personal Development Skills**.

You are encouraged to focus on a theme, topic, issue or area that really interests you. You want to choose an area of focus that you are engaged with and motivated by.

While some focus suggestions are made throughout this section, you are also encouraged to pursue an area of interest that is personal to you. This might be relevant for those of you who have unique **live experience** related to a focus area. This will **motivate** you to use and apply your communication and literacy skills to present a well-organised and properly sequenced oral presentation.

"So we're at the West, going to investigate the role of school uniforms in reducing school formal costs."



Project overview

So let's summarise the main steps required for your Negotiated Project. Discuss these as a class.

1. Negotiate the **topic focus** and **scope** of your project - individually, or in pairs, or in groups.
2. Prepare and plan your **information** using thorough and accurate **research**.
3. Collate, analyse, create and **organise** your **content**.
4. **Transform** this into an **oral presentation**.
5. Consider the role of **visuals** and **non-verbal communication** and apply these to enhance communication.
6. Make your **presentation** to a suitable **audience**.
7. Give and receive peer **feedback**, and feedback from your teacher.

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

The focus for your oral presentation will be negotiated with your teacher. Depending on the structure of your learning program, they might instruct you to work individually, in pairs, or in groups to produce your presentation.

If you are working in pairs or in a group, you will need to undertake further negotiation with your peers, both before and after meeting with your teacher.

Of course (as you have learned in WRS and PDS) ongoing negotiation will be required throughout the entire project process.

Therefore, applied collaborative skills will be essential so that your planning, development and presenting phases are successful.

Possible Forms of Negotiation

1. A discussion with your teacher

- ⇒ Explain your proposed topic.
- ⇒ Give reasons for your choice.
- ⇒ Define the scope and limits of your topic.
- ⇒ Which presentation delivery method would you choose and why?
- ⇒ What difficulties do you anticipate?
- ⇒ Discuss possible refinements to your ideas based on feedback and advice from your teacher.

2. A written proposal

- ⇒ Outline your topic, in a short introductory paragraph.
- ⇒ The following may be in point form:
 - reasons for choice (be prepared to defend your topic)
 - the scope of your topic (at appropriate depth for task)
 - if given a choice, which presentation mode will you use
 - why would this best suit the topic and the audience?

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3. A written proposal followed by a discussion with your teacher

- ⇒ Submit your written proposal as above in '2'.
- ⇒ Follow up with a discussion, where your teacher will ask you some details about your proposal.
- ⇒ They will also suggest some strategies for implementing the presentation.
- ⇒ This is the best form of negotiation for your project.



You don't want these states of conflict that are shown in the images. Instead negotiate for the better of everyone involved.

Image: Palau83/Depositphotos.com

6.05 Negotiated Project

Project topic - Starting the process

So let's spend a little time focusing on how to choose and evaluate a suitable topic for your Negotiated Project.

When it comes to choosing your **topic**, you may start thinking and **brainstorming** about areas that might interest you individually and then find other like-minded students to form a group.

Alternatively, you might be allocated into groups or pairs by your teacher. And of course, some of you will be pursuing topics individually.

At this early stage, it is useful to have group **discussions** to open up some of the possibilities. This applies whether you are working in groups or alone. These discussions will help you to get **feedback** and **suggestions** about your topic from others. So if you are 'flying solo', get together with others in a **Solo Project Feedback** group.

Group discussion assists you to move beyond just a singular way of thinking (i.e. inside your own head). This enables you to think about things in both a **broader** and **deeper** way, as other people will have **insights** and **questions** that help unpack the topic.

Think about how much **time** you will have to make your **presentation**, and think about how much **detail** you will be able to get into. You can start anywhere and see where it leads you.

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Image: Monkey Business Images / Shutterstock.com

6A Starting the process - Topic discussion



Part A: Topic discussion

So now it's time to start thinking about some **potential focus** and **topic areas**. Form into pairs or groups.

Use these **questions** to guide your **discussion**. Make quick **notes** on **ideas** and **suggestions** so you don't forget!

Make a list of the areas that you are most passionate about.

Make a list of issues that you feel strongly about.

Make a list of the top skills you have learned and developed this year.

Make a list of your most enjoyable workplace moments or events.

Make a list of the most useful ways to help your community.

Make a list of the most likely vocational future you will have.

Make a list of why you enjoy your hobbies and interests.

Make a list of how we could all make the world a better place.

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Part B: Ask your teacher



Find out how much time your presentation is expected to run for.

Think carefully about how much detail you will be able to go into. What does your teacher say about this?

6.07 Negotiated Project - Topic

Refining your topic

Now that you have some ideas for a potential topic, you need to drill-down a bit further and define your topic, as well as refine your topic.

At this introductory phase of your Negotiated Project, you can start with a more general or broad topic focus.

But as you progress, your proposed topic will need to be refined as you see, read and consider various texts and information that relate to your proposed project.

Example: Jym and Samia

Jym and Samia have proposed to do their Negotiated Project on the topic of equity and access in sport for teenagers with a disability.

Their initial proposal is:

Access and equity in sport for teenagers with a disability.

Once they start researching, they realise that they need to focus their scope so that their topic is not too broad.

In other words, their project needs to be more general and more specific.

As the project advances, they realise that a better approach would be to analyse one local sporting club for inclusivity.

They also realise that they will need to be limiting their investigation to physical access and equity.

So why did they make these decisions?

1. Focusing on one club allowed Jym and Samia to closely examine all of the activities, texts and documentation related to that club.
2. Limiting the scope to physical accessibility simplified the research.
3. Jym and Samia also decided to interview some teens with a disability so as to find out their experiences with the club. So they are undertaking primary research direct from the 'source'.
4. They also interviewed some other teenage members of the club, to find out how similar or different their perceptions were. Doing this created the opportunity to look for variations in experiences.

Jym and Samia found that by focusing on specific key elements for analysis gave them a clear-cut path for their project. Otherwise, some investigation and research processes can get really out of hand unless clear priorities are made. Or in other words, there is just too much information and complexity to cover.



Image: liscfx/
Depositphotos.com


Skill up - Brainstorming

One of the keys to effective problem-solving is to be able to come up with ways of moving forward. Brainstorming is a creative approach to drive innovation and come up with different solutions to a problem.


Brainstorming is a technique whereby you list whatever thoughts come into your head that you relate to a key concept or idea. Brainstorming allows an individual or group to generate a list of words for that concept. No suggestion is criticised or rejected during the actual brainstorming process.

Brainstorming can help unlock creative potential, as it encourages people to both hear, and see, possible ideas and solutions. Brainstorming is useful for generating ideas, because one word leads to another, and then to another, and so on. This can help people come up with new ideas and ways of dealing with issues and problems.

And when brainstorming in teams, the words of other people can drive you, or someone else, to come up with new solutions. When finished, you or the group then focus in on the 'best' ideas.


Effective brainstorming 

- ⇒ Write the key idea large for everyone to see, perhaps on a whiteboard, or somewhere clearly on your page.
- ⇒ Set a short time limit, between 2-5 minutes depending on group size.
- ⇒ Someone has to lead the group to write the responses.
- ⇒ Use 'hands-up' for ideas.
- ⇒ Write down all ideas for "to see".
- ⇒ Ideas are not criticised or rejected during brainstorming time.
- ⇒ Make sure to encourage everyone to contribute.
- ⇒ Do not allow one, or just a few members, to dominate.



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Topic - Brainstorming 6B

In your **groups**, use the process of **brainstorming** to develop a list of key words or terms related to Jym and Samia's initial topic proposal. 

	'Access and equity in sport for teenagers with a disability.'	

6.09 Negotiated Project - Topic

Unpacking your topic

A **topic** is just that - a broad **general subject**. Your job is to work out what will be the most **interesting** aspects of your bigger topic to research and analyse.

So you need to focus in on the **special details** that will not only make your project more **engaging** for you to do, but also be of more potential interest for your **audience**.

In the digital age we see a lot of people posting text and videos about topics that interest them. But often they are simply stating the **obvious**, **copying** or **plagiarising** someone else, **restating** what we already know, and even focusing on elements of the topic that, although this might interest them, are of **little interest** to a broader and non-engaged **audience**.

Have a think about the elements that make up your topic and which ones you would enjoy pursuing. There may also be areas of your topic that are quite 'dull' that you want to leave alone, as even the most fascinating of topics have dud elements!



Example: Unpacking a topic

Write your larger topic

- ⇒ Are any parts of it vague or too general?
- ⇒ e.g. 'Anime' is too broad a topic

But the topic, 'What role does anime have in developing the literacy skills of teens?' is more focused and gives students to break the topic down further into areas such as:

- ⇒ Define anime with examples
- ⇒ What literacy skills are we looking at exactly?
- ⇒ How do we think that anime helps build these skills?
- ⇒ What texts tell or show us this?
- ⇒ Are there any personal or anecdotal experiences that help us flesh out what we have found?
- ⇒ Is there research or reports that have investigated this?
- ⇒ What conclusions can we draw?

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6C Unpacking your topic

What is your **broader topic**? Experiment with some **potential foci** - what **elements** of your **topic** are **richest for exploration**?

The Project Topic Focus...



Potential focus areas could include: (list some of your own)

- building a career
- youth employment and unemployment
- job insecurity
- the future world of work
- technology and work
- AI and work
- transferable skills for work
- developing a micro business
- creating a social enterprise
- diversity and inclusion
- workplace safety
- anti-discrimination
- getting an apprenticeship
- costs of study and training
- _____
- _____
- _____
- _____
- _____

The Project Outcome...



The Negotiated Project's outcomes could involve one or more of...

- presentation
- social media/web page
- investigative report
- infographic
- advertisement
- information session
- education program
- video production
- music/dance performance
- theatre/dramatic play
- core/graphics level
- network/media
- zine/booklet
- training session
- mentoring program
- recreational event
- fundraising events
- documentary
- oral/video history
- cultural awareness skills
- game
- blog/vlog
- competitions
- _____
- _____
- _____
- _____
- _____

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Negotiated Project - Mix & match 6D

Discuss these 2 lists as a class. Add some other ideas to each of the lists. Try mixing and matching from each of the 2 lists.



Focus...	Outcome(s)...

6.11 Negotiated Project - Topic

6E Refining your topic



1. Use the process of **brainstorming** to develop a list of **key words** or **terms** related to **your own topic focus**.

2. Choose **5** that you think are **most relevant**. Use further brainstorming to create **word chains** for each of these.

3. Now choose **3** that you thought were **least** relevant. Use further brainstorming to create **word chains** for each of these. Are they **more relevant now**?

4. Now that you have completed tasks 1-3, write a **clarified topic focus** for your Negotiated Project.

5. Now list **key words** or **terms** related to your topic focus based on **thinking** about: 'who', 'what' and 'why'.

Who?	What?	Why?

6. Based on what you have done so far, outline what the **topic focus isn't about**.

My/our topic focus for the Negotiated Project isn't about...

x

x

7. Based on what you have done so far, outline what the **topic focus is about**.

My/our topic focus for the Negotiated Project is about...

x

x

x

8. Rewrite your proposed topic focus for your Negotiated Project. Meet with your teacher for **feedback** and **refinement**.



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6.13 Negotiation

Negotiation

Negotiation can be defined as:


- ✓ a process of **discussion** used to reach an **agreement**
- ✓ with each party **taking turns** and **listening** to the others' **proposals** and **advice**, and
- ✓ making **adjustments** (**compromises**) where necessary.

Negotiation is vital in team situations as it helps drive shared goals and objectives.

Negotiation supports the organisation and assignment of team roles and responsibilities. Negotiation enables teams to make sensible and fair group decisions.

You can use effective negotiation skills to improve and refine a proposal. Therefore, you should apply these skills to the development of, and agreement on, the topic focus for your Negotiated Project.

Skills for Negotiation



- Verbalising a clear, concise proposal.
- Active listening.
- Using suitable vocabulary.
- Developing a professional tone.
- Defending your position when appropriate.
- The ability to compromise.
- Reading non-verbal communication.
- Paraphrasing information to check for meaning.
- Asking for and giving clarification.
- Being receptive to suggestions.



Win:Win (Cooperative)

Both parties involved in the negotiation reach an agreement that satisfies their interests and objectives. Collaboration and compromise are key. The outcome maximises value for both parties, fostering a positive and sustainable relationship.

Outcomes of negotiation

Win:Lose (Competitive)

One party's gain is at the expense of the other party's loss. The focus is on achieving individual goals, often through tactics such as competition, assertiveness and sometimes manipulation.

Lose:Lose (Destructive)

Both parties fail to reach a mutually beneficial agreement, resulting in negative consequences for both sides. A lack of collaboration, and communication breakdown, leads to poor outcomes for everyone involved.

The language of negotiation

When meeting with your teacher to discuss your proposal, try to be active and show initiative by asking questions and being proactive in providing information.

This is your project, so lead the discussion as much as you can, and convince your teacher that your vision will work. However, be aware that some topics are not broad enough, some will be too broad, and some topics are not appropriate or suitable for meeting the learning outcomes associated with Unit 4.

Use some of these phrases (if relevant) in your discussion with your teacher.



- ⇒ For our/my project, we/I would like to investigate...
- ⇒ We/I think that it would be best to start by...
- ⇒ We/I see this project being broken down into...parts.
- ⇒ How would you see that as being organised?
- ⇒ We/I understand why you are suggesting that, however, we/I still think...
- ⇒ Would it be possible to compromise on that?
- ⇒ Perhaps we/I could redraft that to make it better.
- ⇒ How would you advise us/me to...
- ⇒ Are you saying "...”?
- ⇒ Can we/I just clarify that point?
- ⇒ Let us/me explain that in a different way...
- ⇒ We/I think that what we really mean is...
- ⇒ Would you be happy if you did...

And remember to thank your teacher for their questions and input!

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Negotiation 6F

Discuss each of these case studies. In your work folios make notes about:



- a. What has gone **well**?
- b. What has **not gone so well**?
- c. What **advice** could you give to the **students** (or perhaps even to the **teacher**)?

Vroom doom
Gianni says, "I am doing my project on motorbikes."
Teacher: "What, anything specifically about them?"
Gianni: "Nope, all about them, I love them, they are my passion."
Teacher: "I'm not sure that will work."

Eat feat
Group says: "Our project is how to end poverty."
Teacher: "Gee that would be interesting but isn't it a little too broad?"
Group: "But that's the only way to stop the suffering."
Teacher: "I think you might be biting off more than you can chew."

Hop hope
Pair: "We are creating a hip-hop routine about youth struggle."
Teacher: "Just a dance performance, no explanation at all?"
Pair: "The language of street movement is our message."
Teacher: "What if the audience doesn't understand that lingo?"

6.15 Negotiation

What is an actionable goal?

When we do things we try to achieve an **actionable goal**. For example, bread, cheese and toaster, when combined together in the right way = actionable goal of a toasted sandwich!

Actionable goals are designed to be **practical** and **result-oriented**. Throughout your VPC you have been working towards achieving actionable goals. In WRS and PDS you often applied a **planning** and **decision-making process** such as the PODR process.

For your Negotiated Project you must achieve an actionable goal. This actionable goal needs to be a **specific**, **concrete** and **achievable** objective (or set of objectives) that you can work towards within a defined timeframe.

Of course this actionable goal will need to be broken down into clear **steps**. This makes it easier to **plan** and **execute**, and enables you to take deliberate **actions** to reach them. So, what are the actionable goals you are aiming for through your project?

- ⇒ Does it seek to **inform**?
- ⇒ Does it seek to **advise**?
- ⇒ Does it seek to **investigate** an issue?
- ⇒ Does it seek to **demonstrate**?
- ⇒ Does it seek to **analyse** a proposition?
- ⇒ Does it seek to **discover**?
- ⇒ Does it seek to **answer** a question?
- ⇒ Does it seek to **respond**?

For example, Desmond's project is aimed at promoting the benefits of eating more fresh fruit and vegetables as part of a family nutrition plan. Desmond believes that their project goals seek to inform, to advise, and to demonstrate.



Image: EmiliaU/iStock/Thinkstock

Your Project Goals should be...

Concrete

Easily defined

Realistic

Have a clear scope

Clear

Relevant

Achievable

Have a clear purpose

Image: VCTStyl/Thinkstock



1. State your **project goal** in one or two short sentences.

2. Explain how '**actionable**' your **project goal** is in relation to these **elements**.

Explain by using specific **examples** related to your proposed project.

e.g. My project goal of raising 1 cent for every 10 steps I take in September, is concrete because it has a measurable outcome and a defined time frame.

The project goal is concrete because:	The project goal is clear because:
The project goal is easily defined because:	The project goal is relevant because:
The project goal is realistic because:	The project goal is achievable because:
The project goal has a clear scope because:	The project goal has a clear purpose because:

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Applied: SMART Goals



You may have investigated the concept of SMART goals and your teacher might be getting you to use this framework to drive your planning and decision-making. So how would these apply to the topic focus of your project?

SMART Goals = Specific / Measurable / Achievable / Realistic / Timely

6.17 Advice

Successful advice

There are many skills involved in working successfully in a team environment, so now is the time to look at and practise some of these.

Negotiation is a vital skill for effective **collaboration**. When negotiating a shared outcome, and/or resolving areas of conflict, you may seek **advice** or **suggestions** from others. Sometimes it might be you offering advice. And your advice might be asked for (**elicited**), or you might offer your advice without being asked (**unsolicited**). Giving advice and suggestions marry well with negotiating. When you give advice or make suggestions, you are trying to **understand** someone else's situation. That requires **empathy**. You also need to weigh-up the relative **merits** of different **courses of action** (i.e. **decisions**) for that person.

But when it comes to advice - proceed with caution. Choosing to offer unsolicited advice is a can of worms that is sometimes best left unopened. People don't always want advice. And at times they don't want the advice that you may give them, even if you are giving them 'good' advice.

We have all experienced how in the digital age, when people ask for advice on an open social media forum, how the flood can very quickly get a bit squirmy!

For example, "Where can I get the best Kumpur in Fawkner?" Suddenly you get bombarded with lots of advice, some of which has nothing to do with your request.

"Choose chicken instead of a burger, it's healthier."

"Eating animals is unethical!"

"Just use Venubv, it's faster."

"What - now you too lazy to cook, is 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?

"Geez Lou-ise! I ask one simple question and get bombarded with all these randos!"



Image:
DusanVulic/
Thinkstock



Image:
AntonioGuillemF/
Depositphotos.com

Advice in different contexts...

Personal

Friends might ask you for casual or serious advice to solve a problem. For example, about a potential venue to hire for that big birthday bash. They might ask you for advice on a personal dilemma. They might even ask you how to break up with your partner! (Advice - don't go there - you will be wrong whatever you say!)

Vocational

You might give advice to someone younger about their career path or study options, based on your VPC 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 strife or staying safe in the workplace.

Community

You might be part of a group giving advice on possible fund-raising 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 be a member of a community enterprise that helps others with skills and advice.

Recreational

You might be part of a sporting club and be asked to advise on what to do to save money on its budget. You might offer advice to a friend on good deals on gym membership. Someone might ask you about good recreational activities for a youth group they are involved in.

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In a project group

You might be part of a project group and be asked for advice on another student's work or a goal they are working toward. Remember that you are a stakeholder in this, so you should make every effort to try to create a problem-solving strategy to help them move forward. It is in the interest of your group that you all put in a strong performance. If in doubt, your group should approach your teacher as a group - rather than sending the advice-seeker to get personalised help. That's not collaborative!

Advice 6H

When was the **last time you gave advice**? How did it 'land'? When was the last time **you asked for advice**? How did that **turn out**?



6.19 Advice

6I 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 team have a clash between a finals match, and a family wedding for which they accepted an invitation, a long while ago.

They would prefer to prioritise the match, 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? Why?

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 can you pinpoint out what the **exact issue** is?

Your project group is a royal pain concerning how to divide up tasks and timelines for completion. Everyone seems to have a different idea and there is frustration and some resentment emerging. It's going to look bad if you can't resolve your problems as a team at this early stage, so you don't want to go straight to your teacher.

11. Formulate some ways of **expressing your concerns** so that they are likely to be well-received.

12. How would you go about giving **advice or suggestions** on how to **move forward**? How would you **include others** in **non-argumentative** advice-giving? Then **role-play** your delivery of your suggestions.



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6.21 Advice

Giving advice versus being an adviser

You might notice some differences in the scenarios on pp.176-7 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.

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 reject it. However, being an adviser entails greater accountability and responsibility for outcomes; and potentially making decisions on behalf of the person or organisation being advised.

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Image: AnSim/
Depositphotos.com



'Nothing to see here.'

Just because someone asks you for advice, it 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."

More advice 6J

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?

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

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

A peer who has just got their 'lic' asks you how to best get their things up.

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

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

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



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6.23 Project Proposal

6K Project proposal

Kim first met with their teacher and suggested that for their **Negotiated Project** they would like to have a topic focus related to their passion for cooking and the relevance of this for their future career.

Kim's teacher agreed that this was a good topic focus area and asked them to develop a more detailed step-by-step proposal of what the project would involve.

Kim developed a 12-step proposal and these are the summary notes from the meeting with the teacher.

1. Identifying areas of personal interest

Kim begins by reflecting on their passion for cooking, food and the culinary arts. They think about specific aspects of the culinary world that interest them the most.

2. Defining the project topic focus

Kim's project focus could be related to developing their culinary skills, exploring different cuisines, or understanding the culinary industry. For example, they could focus on 'Mastering the Art of French Cuisine'.

3. Choosing individual or group project

Kim decides whether they want to work on this project individually or collaborate with fellow culinary enthusiasts. Group projects could involve cooking challenges or learning from each other. Kim will negotiate with their teacher for a solo project as they have specific vocational goals.

4. Determining project goals and objectives

Kim sets clear objectives for their culinary project. These include learning specific cooking techniques, mastering a particular cuisine, or gaining insight into the restaurant industry. A timeline is set to make these actionable goals.

5. Research and information gathering

Kim's research should include:

- ⇒ written resources - exploring cookbooks, culinary websites and articles about the cuisine or culinary topics they're interested in
- ⇒ oral sources - attending workshops, webinars, or interviews with working chefs
- ⇒ multimedia content- watching cooking tutorials, documentaries, and food-related shows.

6. Keeping annotations and summaries

As Kim gathers information, they will create annotations and summary texts for each source, noting cooking techniques, recipes, ingredients, and their reflections on their relevance to the project.

7. Creating a portfolio

Kim will develop a culinary portfolio to showcase their skills, including:

- ⇒ an introduction explaining the project’s focus and goal
- ⇒ photos, descriptions and videos of dishes they’ve prepared, highlighting their culinary skills and progress
- ⇒ a reflection on how the project has shaped their culinary aspirations and skills.

8. Regularly reviewing and reflecting

Kim will continuously assess their cooking skills and reflect on their culinary journey. They will consider how the project is impacting on their desire to become a chef.

Kim will also evaluate how their project is progressing in terms of meeting the VPC Literacy Unit 4 learning outcome.

9. Seeking guidance

Kim will reach out to culinary instructors, chefs and experienced cooks for guidance, advice and cooking tips.

10. Collaborating and seeking help

Kim will collaborate with people in the industry. Kim also proposes to set up a Literacy meet-group where other VPC students will meet regularly to give advice and feedback on their project progress.

11. Presenting and evaluating

When presenting their culinary project to an audience, Kim will have to negotiate whether to present to fellow students, teachers, or other culinary enthusiasts.

12. Future planning

Based on what they’ve learned through the culinary project, Kim will think about how this passion and project might influence their future culinary education or career choices. Kim will apply this to completing work and making career pathways choices for WRS.

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As you can see, Kim’s proposal is pretty good and well thought out. But there are a few matters that need to be addressed before giving final approval. What do you think these might be? Consider the following areas, and suggest what Kim needs to address about these to get the go-ahead to proceed.



Clear topic focus

Actionable goals

Presentation & evaluation

6.25 Graduated Assessment

AT1 Negotiating and Planning Your Topic and Project - Negotiated project



For this assessment task, you are required to complete both **Part A: Project Brief** and **Part B: Choose, define and clarify your topic for your Negotiated Project**.

Part A: Project Brief

For your Project Brief you are required to outline how you plan to achieve tasks 1-7 as outlined below for your Negotiated Project. (Note: You are not expected to do all these tasks right now - this is about what you propose to do and how you propose to do this.)

1. Negotiate the topic focus and scope of your project - individually, or in pairs, or in groups.
2. Prepare and plan your information using thorough and accurate research.
3. Collate, analyse, create and organise your content.
4. Transform this into an oral presentation.
5. Consider the role of visuals and non-verbal communication and apply these to enhance communication.
6. Make your presentation to a suitable audience.
7. Give and receive peer feedback, and feedback from your teacher.

Task information, notes and submission requirements

Part B: Choose, define and clarify your topic for your Negotiated Project.

1. Define topic keywords and phrases.
2. Define the scope of the topic. i.e. Set the boundaries for your research.
3. Negotiate your topic with your teacher.
4. Share suggestions and advice with team members as needed.
5. Take advice from team members and teachers as needed.
6. Create actionable goals.
7. Use your knowledge of learning styles to inform the allocation of tasks and to monitor effective collaboration.
8. Undertake problem-solving as needed.
9. Keep notes and annotations from your research.
10. Reflect on your progress at this first stage of your Negotiated Project.

Task information, dates and submission requirements

Ubuda is investigating how to get an apprenticeship. Her project is divided into 2 main foci.

Firstly, she is researching the texts that are most important to access and understand.

The second part of her project looks at who she can contact for lived experience in her field; both potential mentors and apprentices. Ubuda's actionable goals are to find out from available online and hard-copy texts about her path to an apprenticeship.

She will further define the number of text and human sources that she will seek.

Pheelix is applying some of his key learning from WRS to his job seeking.

He has decided to focus on the PODR process as he tests his job readiness with potential employers.

He plans to prepare 5 full applications for positions of interest to him and to follow up with a series of audio self-reflections as well as seeking feedback from employers.

Pheelix's actionable goals are concrete and specific. He will follow each stage of the PODR process for each application.

He has chosen to do 5 applications as this will allow him to focus closely on the best-fitting jobs for him.

He has a clearly-defined outcome for tasks to be completed after the application process.

Remember that a **timely goal** should be/have:

- ✓ Concrete
- ✓ Clear
- ✓ Easily defined
- ✓ Realistic
- ✓ Relevant
- ✓ A clear scope
- ✓ A clear purpose

Terence, Suzi and Klar project to investigate the career life cycle of a professional AFL/AFLW player.

The project will be divided into three professional phases, drafting career management and progression.

It will also consider the effect of injury and other physical and psychological setbacks on the player throughout their career.

Finally, it will consider what happens to elite athletes such as football players post-career. They will use 3 case studies to draw some general conclusions.

Terence, Suzi and Klar have taken on a larger number of aspects for their project as they are a team.

The scope of their project is realistic because they have the numbers to handle the areas they have proposed.

They are applying the career life cycle to a specified number of athletes to keep the project manageable.

Aoife and Harry's project is about the Marvel Universe and its influence on fans; specifically looking at the superheroes as positive role models.

They will undertake research using two methods.

First they will read texts relating to Marvel's history and rise in popularity. They will also read articles on what a role model is.

Secondly they will survey fellow students about their attitudes toward Marvel heroes as role models.

Aoife and Harry's project is relevant because Marvel is very popular with the target audience.

The focus on role modelling is also relatable for this age group.

The group clearly identifies 2 methods of research - text-based and primary source survey.

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6.27 Graduated Assessment



Name(s)		Key dates:		UNIT 4 MODULE 1
Project:				
Tasks - AT1: Negotiating & Planning Your Topic and Project		Must Do?	Due Date	Done
Level				
Part A: Project Brief				
How I/we propose to:				
1. Negotiate the topic focus and scope of the project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Prepare and plan information and accurate research.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Collate, analyse, create and organise content.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Transform content into an oral presentation.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5. Use visuals and non-verbal communication.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
6. Make a presentation to a suitable audience.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
7. Give and receive peer and teacher feedback.	<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"/>
Part B: Choose, define and clarify your topic for the Negotiated Project.				
1. Define topic keywords and phrases.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Define the scope of the topic/Subject/endeavour for research.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Negotiate the topic with me/our teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Give suggestions and advice as needed.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5. Take advice from team members and teachers as needed.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
6. Create actionable goals.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
7. Apply knowledge of learning styles.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
8. Undertake problem-solving as needed.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
9. Make notes and annotations from research.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
10. Reflect on progress at this first stage of your project.	<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"/>
⇒ Prepare my/our required responses for parts A&B.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Submit my/our required responses to teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Present or report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

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Additional information:

Signed: _____

Date: _____

Planning Your Project

7

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7.03 Communication Process	188	7.27 Applied Project Skills	212
7.05 Learning Styles.....	190	7.31 PODR Project Planner	216
7.17 Collaboration and Teamwork.....	202	7.35 Graduated Assessment.....	220
7.19 Emotional Intelligence	204		

Activities 7: Planning Your Project		p.	Due date	Done	Comment
LER7	My Literary Engagement Record	186-187	<input type="checkbox"/>	<input type="checkbox"/>	
7A	Sign-off	189	<input type="checkbox"/>	<input type="checkbox"/>	
7B	Learning styles	191	<input type="checkbox"/>	<input type="checkbox"/>	
7C	Visual learners	193	<input type="checkbox"/>	<input type="checkbox"/>	
7D	Auditory learners	195	<input type="checkbox"/>	<input type="checkbox"/>	
7E	Kinaesthetic learners	197	<input type="checkbox"/>	<input type="checkbox"/>	
7F	Think, see, say & do	199	<input type="checkbox"/>	<input type="checkbox"/>	
7G	My learning style	200-201	<input type="checkbox"/>	<input type="checkbox"/>	
7H	All for one and...	203	<input type="checkbox"/>	<input type="checkbox"/>	
7I	Emotional intelligence	205	<input type="checkbox"/>	<input type="checkbox"/>	
7J	Applied emotional intelligence	207	<input type="checkbox"/>	<input type="checkbox"/>	
7K	Staying on track	208	<input type="checkbox"/>	<input type="checkbox"/>	
7L	Collaboration	210-211	<input type="checkbox"/>	<input type="checkbox"/>	
7M	Applied project skills	212-213	<input type="checkbox"/>	<input type="checkbox"/>	
7N	Negotiated Project: PODR - Brainstorm	215	<input type="checkbox"/>	<input type="checkbox"/>	
7.31-7.34	PODR Project Planner	216-219	<input type="checkbox"/>	<input type="checkbox"/>	
AT2	Planning Your Negotiated Project	220	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

7.01 Introduction - Planning Your Project

Unit 4 Module 1: Negotiated project

Section 7: Planning Your Project is the next stage of **Module 1: Negotiated project**. Through this section you will continue the development and planning of your Negotiated Project by building applied project skills through:

- ⇒ investigating effective communication skills and techniques
- ⇒ exploring and applying preferred learning styles
- ⇒ understanding the benefits of collaboration and teamwork
- ⇒ identifying the role of emotional intelligence
- ⇒ applying collaboration and effective teamwork as required
- ⇒ applying a planning process (PODR) to fully plan and organise your project.

This section concludes with a graduated assessment task (**AT2**) where you will:

- ✓ use the PODR Planning process, (or similar), to create your plan for each stage of your Negotiated Project, and
- ✓ present your PODR Project Planner and other planning texts for feedback and advice from your teacher.

LER7 Literary Engagement Record for: _____

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

The main readings I received were:				
Date	Text/Reading Title & Author	Text type, source & publication	Summary/ Main point(s)	What I most learned from this is:

Introduction - Planning Your Project 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:

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3. The main podcasts and blogs, an 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:

7.03 Communication Process

Same page, different book?

Now is the time to get into the **planning** phase of your **Negotiated Project**.

But how can you be totally sure that at the end of your discussions and negotiations (i.e. Section 6) that you and your teacher, or you and your group, have all come away with the same matching understanding of your 'agreed' focus and a plan of action for what to do next?

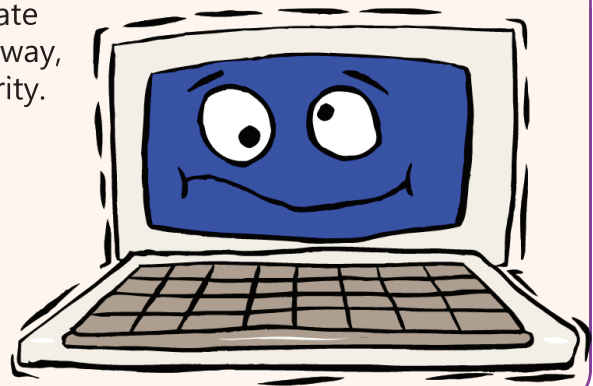
People often interpret information differently and this happens regularly in workplace communication. This can impact on both the effectiveness and the efficiency of goal achievement.

This is human nature and can be influenced by people's preferred individual **learning styles** and **communication preferences**. However, it's your job as an effective communicator to help ensure that you minimise any miscommunications and misunderstandings.



Consider these examples.

1. A manager sends out a meeting invitation for a "brief team meeting" without specifying a time duration.
Some team members expect a quick 15-minute catch-up, while others prepare for a one-hour discussion.
The lack of clarity can lead to scheduling conflicts, and interferes with getting other (more important) tasks done.
2. A team leader assigns a task with a 'high priority' label. However, team members have different interpretations of what 'high priority' means.
Some consider it a task that needs immediate attention, while others see it as important but not urgent.
This can lead to confusion about task urgency and threaten project timelines.
3. A manager assigns a task to two team members and asks each of them to take on an additional responsibility. Both respond with, "I'll work on that."
Lexi uses "I'll work on that" as an immediate commitment to complete the task right away, so she begins working on it as a top priority.
Litza uses "I'll work on that" as an acknowledgment of the task but without a specific timeframe. She plans to incorporate it into her schedule when she has time between her existing assignments.



Communication process

You've heard this before but we need to reinforce this message once more. Effective literacy is really all about effective communication.

To be able to communicate more effectively, it is important to have a clear understanding of the 3 key components of the communication process.

1. The sender
2. The message
3. The recipient.

So you always need to clearly identify from where, or from whom, the message is originating.

You need to clarify to where, or to whom, the message is 'going'.

And of course, you need to identify what would be the best 'form' for the message to take.

The communication process always consists of 3 key components.

1. The sender
2. The message
3. The recipient



Image: justaa/Depositphotos.com

Sign-off

So, when it comes to communicating for your Negotiation Project, if you are not sure about something, you really do need to find your voice and speak up.

The same goes for when you sense that another group member has understood something in a different way from you, or even hasn't understood something.

Sometimes it's really worth while having an official way of checking-off each aspect of the project and having everyone sign up to it, including your teacher. It's a kind of contract that states that everyone has the same understanding as to the focus, scope and expectations of the project and their role within it.

That's why in the planning and organising phases of your project, it's good form to keep tabs on the process with an official document.

DRAFT SAMPLE:
FOR PREVIEW
AND PLANNING
PURPOSES

Sign-off 7A

To help better manage your project, use this simple template, or create your own document. Add 3 **important tasks** that will need to be done **for your project**.

Task	Who	When	Signed
Setting up a shared roster doc.	Priha	Tuesday 25-Sep	<i>Priha</i> 20/9/2024

7.05 Learning Styles

Learning styles

Before you dive into your planning and organising for your Negotiated Project you need to take time to consider how the way that you prefer to learn might affect what you do, how you do these tasks, and how you present your information.

We all have different skills and abilities. A person's skills and abilities develop in line with their preferred learning styles. Learning styles are also closely related to those eight multiple intelligences you have studied before in your VPC.

One common way to classify learning styles is by using three basic categories (based on Neil Fleming's, VAK model).

1. **Visual learners:** They tend to learn best by reading information and instructions (visual-linguistic), and diagrams and plans (visual-spatial).
2. **Auditory learners:** They tend to learn best by hearing, discussing and listening to information, instructions, sounds and rhythm.
3. **Kinaesthetic learners:** They tend to prefer to learn by physically doing, modelling or repeating an action.

All people demonstrate a higher level of proficiency in some learning styles. Consequently, they may be less strong in others. However, we all have some ability in each of these three basic areas, and make use of each of these three basic styles.

But when faced with a new or challenging task (such as your Negotiated Project), a person tends to favour one method over the others.

What is also interesting is that some occupations do naturally suit different learning styles. This occurs due to the very nature of the tasks an employee is expected to perform.

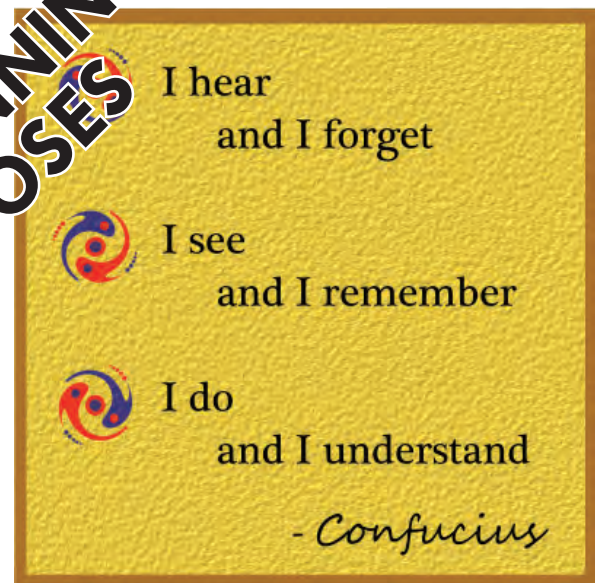


Image: mgs99/
Depositphotos.com



Multiple intelligences

Remember the 8 multiple intelligences? Here's a quick recap.

Interpersonal: Are you good at dealing with other people?

Intrapersonal: Are you good at managing yourself?

Verbal-Linguistic: Are you good at using words and languages?

Musical-Rhythmic: Are you good with music, rhythms and sounds?

Visual-Spatial: Are you good with shapes, patterns and drawing?

Naturalistic: Are you good in outdoor environments in the natural world?

Bodily-Kinaesthetic: Are you good at physically using your body and hands?

Logical-Mathematical: Are you good at problem-solving, maths and using logic?

Part A: I think my style is...

Before you go on to investigate the characteristics of each learning style in detail, suggest **which** of these 3 basic **learning styles** from p.190 **you prefer**.

Describe **examples** from **vocational situations** to support this. Briefly explain which is your **least preferred** style and why.

I think I would say that I'm likely to be more of a _____ learner.
One example to support this is:
Another example to support this is:
A final example to support this is:
And I can say that the _____ learning style really doesn't suit me because....

Part B: What I applied

Think of some specific **examples** of when you have **learned something effectively**. Consider **how you learned these** and whether you were able to use **your preferred learning style**.

- I learned _____ effectively.
- I learned by _____.
- This *did/ did not* align with my preferred learning style.
- I have found it very hard to learn _____.
- I tried to learn by _____.
- This *did/ did not* align with my preferred learning style.

Discuss whether **your examples** of **effective learning match** with the **models** of learning styles as suggested by **Fleming**.



7.07 Learning Styles - Visual

Visual learners

These people tend to have well-developed observational skills and abilities with written information (visual-linguistic) or images (visual-spatial).

Characteristics include:

- ☺ quiet and reflective
- ☺ strong analytical skills
- ☺ able to interpret meaning from images and written words
- ☺ prefer reading instructions and manuals, or memorising concepts as pictures or graphics
- ☺ likely to draw diagrams and plans; or lists and concept maps.

However, they:

- ☹ can become distracted when hearing information
- ☹ might seem distant and non-communicative
- ☹ might not understand how other people can't follow visual or written instructions
- ☹ can have trouble following verbal instructions

More suited for occupations in fields such as:

- ✓ accounting, finance and business (analysing numbers, patterns and information)
- ✓ technical and scientific (researching and learning visual and written information)
- ✓ ICT & multimedia (developing systems and using programming and coding)
- ✓ construction, mining and trades (working with equipment and materials)
- ✓ visual arts and design (being able to draw, create and design) or writing and editing.

Some other possibilities include:

- ✓ emergency services, such as a police officer paying visual attention to people's actions
- ✓ medical, such as a physiotherapist visually assessing a patient's movement
- ✓ agriculture, such as a farmer surveying their land, crops, stock and the weather.

They might often say:

- ⇒ "Just show me!"
- ⇒ "Look here!"
- ⇒ "Let's take a look at this."
- ⇒ "Did you see what happened to so and so?"
- ⇒ "I can't see what's happening!"



Image: Peshkova/
iStock/Thinkstock

Self-growth potential that can enhance a career:

- ⇒ reading and writing for pleasure and information
- ⇒ drawing, art, and design
- ⇒ information management and consulting pathways
- ⇒ personal relationships built on analysing and solving problems
- ⇒ building personal and professional networks through written communication.

Watch out for:

- ☹️ clashes with auditory learners; “Be quiet and read the instructions!”
- ☹️ relying on written communication which eliminates tone, personal and cultural context
- ☹️ autonomy can grow into self-reliance; leading to too much analysing (by them) and not enough face-to-face communicating (with others)!

Visual learners 7C

1. Outline what you believe to be the 3 most important characteristics of people who are predominantly **visual learners**.


DRAFT SAMPLE: FOR PREVIEW AND PLANNING PURPOSES

2. Explain 2 negative traits that might be associated with people who are predominantly **visual learners**.

DRAFT SAMPLE: FOR PREVIEW AND PLANNING PURPOSES

3. Identify and explain how **visual learning** might suit an occupation.

DRAFT SAMPLE: FOR PREVIEW AND PLANNING PURPOSES

4. How closely does the description of **visual learners** match you? Give evidence to support your response. 

DRAFT SAMPLE: FOR PREVIEW AND PLANNING PURPOSES

7.09 Learning Styles - Auditory

Auditory learners

These people tend to have well-developed listening skills as well as strong interpersonal skills.

Characteristics include:

- ☺ talkative and communicative
- ☺ strong interpersonal skills
- ☺ able to interpret meaning from tone
- ☺ prefer step-by-step or sequential instructions
- ☺ talk themselves through a process or problem
- ☺ likely to ask questions.

However, they:

- ☹ can be easily distracted by noise
- ☹ might often think aloud and be noisy themselves
- ☹ might not understand how other people can't follow verbal instructions
- ☹ can have trouble following written instructions

More suited for occupations in fields such as:

- ✓ sales, commerce and marketing (face-to-face communication with customers/clients)
- ✓ education, public relations and media (public speaking and influencing)
- ✓ health and community services (helping clients and being empathetic)
- ✓ personal services (building relationships with customers and clients)
- ✓ performing arts and music (by being confident and able to express themselves).

Some other possibilities include:

- ✓ technical and trades, such as a mechanic listening for patterns in engine sounds
- ✓ business services, such as a call-centre worker dealing with clients on the phone
- ✓ small business owners, who rely on face-to-face contact with customers/clients.

They might often say:

- ⇒ “Just tell me!”
- ⇒ “Pay attention!”
- ⇒ “Let’s talk about this.”
- ⇒ “Did you hear what happened to so and so?”
- ⇒ “It’s too quiet in here!” (which of course it no longer is!)



Image: Subbotina/
Depositphotos.com

Self-growth potential that can enhance a career:

- ⇒ languages and translation
- ⇒ acting, singing and music
- ⇒ personal care, support and counselling (learning empathy)
- ⇒ management and leadership pathways
- ⇒ personal relationships built on talking and listening
- ⇒ building personal and professional networks through interpersonal contact.

Watch out for:

- ☹ clashes with visual learners; “Don’t show me, just tell me!”
- ☹ boredom, making noise and being distracted when not on-task
- ☹ self-confidence can grow into arrogance; leading to too much talking (by them) and not enough listening (to others)!

Auditory learners 7D

1. Outline what you believe to be the 3 most important characteristics of people who are predominantly **auditory learners**.


**DRAFT SAMPLE:
FOR PREVIEW
AND PLANNING
PURPOSES**

2. Explain 2 negative traits that might be associated with people who are predominantly **auditory learners**.

**DRAFT SAMPLE:
FOR PREVIEW
AND PLANNING
PURPOSES**

3. Identify and explain how **auditory learning** might suit an occupation.

**DRAFT SAMPLE:
FOR PREVIEW
AND PLANNING
PURPOSES**

4. How closely does the description of **auditory learners** match you? Give evidence to support your response. 

**DRAFT SAMPLE:
FOR PREVIEW
AND PLANNING
PURPOSES**

7.11 Learning Styles - Kinaesthetic

Kinaesthetic learners

These people tend to have well-developed physical skills and abilities as well as a high level of tactility.

Characteristics include:

- ☺ physically active
- ☺ well-developed hand-eye coordination and/or muscle memory
- ☺ able to interpret meaning from watching, doing and modelling
- ☺ prefer acting out or demonstrating a process
- ☺ memorise concepts through physical repetition and recall
- ☺ likely to handle and manipulate objects.

However, they:

- ☹ can become distracted by having to sit still
- ☹ might often seem overly expressive and demonstrative
- ☹ be physically impatient when dealing with visual or auditory learners
- ☹ can have trouble following written and non-physical verbal instructions.

More suited for occupations in fields such as:

- ✓ sport, recreation and outdoors (using their bodies to complete tasks)
- ✓ sales and marketing (demonstrating features to customers/clients)
- ✓ health and community services (helping clients with physical issues)
- ✓ trades and manual tasks (working physically to solve problems and complete tasks)
- ✓ performing arts and dance (by being physically able to express themselves).

Some other possibilities include:

- ✓ childhood education, such as a child-care worker looking after a class of toddlers
- ✓ medical, such as a doctor or nurse physically assessing a patient's symptoms
- ✓ creative trades and services, such as a hairdresser cutting and styling for a client.

They might often say:

- ⇒ "We need a hands-on approach!"
- ⇒ "Watch me!"
- ⇒ "Look, I'll show you how to do this."
- ⇒ "Can you show me what happened to so and so?"
- ⇒ "I can't feel what's happening!"



Learning Styles- Kinaesthetic 7.12

Self-growth potential that can enhance a career:

- ⇒ recreation, sports participation, outdoor activities and physical fitness
- ⇒ acting, dancing, circus arts and performance
- ⇒ cooking, crafting, sculpting, modelling and other hands-on activities
- ⇒ building, repairing and fixing things
- ⇒ personal relationships built on shared participation in physical activities
- ⇒ building personal and professional networks through active participation.

Watch out for:

- ☹ clashes from other learners and being told; “Why can’t you just sit still!”
- ☹ relying on touch which can cause personal offence and cultural issues
- ☹ physicality can grow into over-expression leading to too much ‘performing’ (by them) and not enough communicating (with others)!

Kinaesthetic learners 7E

1. Outline what you believe to be the 3 most important characteristics of people who are predominantly **kinaesthetic learners**.

Empty response box for question 1.

2. Explain 2 negatives that might be associated with people who are predominantly **kinaesthetic learners**.

Empty response box for question 2.

3. Identify and explain how **kinaesthetic learning** might suit an occupation.

Empty response box for question 3.

4. How closely does the description of **kinaesthetic learners** match you? Give evidence to support your response.

Empty response box for question 4.



7.13 Learning Styles

Your learning style

So what about you? Which of those three basic three learning styles best matches you?

Recognising your preferred style will guide the way that you do the project and how you are likely to apply your **preferred literacies**.

This can also influence how you work as part of a **collaborative** group or team and the ways of **communicating** that you are more likely to prefer.

Do you see yourself more as a **visual learner**?

If so, then perhaps you might be suited to occupations that involve analysing information (visual-linguistic) or using images and creating designs (visual-spatial) skills such as copywriting, financial administration or ICT and multimedia development and design.

Perhaps you sound more like an **auditory learner**?

If this is the case, then you might consider occupations that involve a lot of talking and face-to-face communication such as sales, customer and client support roles or those that focus on sound such as audio engineering.

And if you feel that you might be more of a **kinaesthetic learner** then perhaps you should consider occupations that require you to apply the best use of your physical attributes in sport and recreation, skilled trades, manual work and labouring as well as client care and nursing work.

It is important to make clear that there are some learning style classification sub-types that refer to a preferred mode of learning. These may include solitary learners (good at individual problem-solving and tasks) and social learners (good at group problem-solving and tasks).

Now consider the differences between how visual, auditory, kinaesthetic (and other types of learners) might undertake tasks.

- 🗣️ How do you think these might influence the way that you, and/or your colleagues, approach different tasks, roles and responsibilities as part of your **Negotiated Project**?

Image: marish/
Depositphotos.com



Complementary learning styles

The reality is that we are all able to utilise different learning styles when needed. It's just that we tend to usually rely on a **dominant preferred** style.

For example, your teacher is likely to be strong in both visual and auditory learning and will use both these techniques as part of their teaching style.

However, when communicating a particularly complex topic they might prefer to either write clear notes about it, or provide a clear explanation for it. And of course some types of teaching rely heavily on kinaesthetic learning such as VET and trades teaching.

Image: Photodisc/Photodisc/Thinkstock

An occupation such as a chef has to switch between all three types almost instantaneously.

They might learn and memorise a new recipe from a written card.

They will physically make the dish and then demonstrate the recipe technique to others, usually by giving a walk-through with verbal instructions.

They're likely to assess the food first by smelling, then by tasting. They will also evaluate the finished product for its visual appeal.

When cooking they may watch progress visually (for frying and boiling sounds and touch) to assess heat and whether something is cooked through).

They might give verbal instructions to a sous chef from a written meal ticket, and constantly check food ingredient quality by touching and smelling.

Many other occupations emphasise a different learning style depending on the specific tasks, as well as the skill level and experience of the stakeholders involved.



Cooking requires not only kinaesthetic learning but also auditory and visual learning. But perhaps this guy also needs to check the safety manual.

DRAFT SAMPLE: FOR PREVIEW AND PLANNING PURPOSES

Think, see, say & do 7F

Think of a child-care worker, or a mechanic or a graphic designer. When will they have to **think, see, say** and **do**? What about an **occupation you are interested in**?

7.15 Learning Styles

7G My learning style

Part A: My learning styles

Now that you have investigated these learning styles, **which style(s)** do you think might most **relate** to **you**? And what about **styles you are not**! Outline **examples** from vocational situations to support this.



As a class, discuss if you have changed your mind from activity 7B on p.191.

I would now say that I'm likely to be more of a _____ learner.
One example to support this is:
Another example to support this is:
A final example to support this is:
And I can say that the _____ learning style really doesn't suit me because....

**DRAFT SAMPLE:
FOR PREVIEW
AND PLANNING
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Investigation

There are a lot of online surveys of learning styles. Some are OK and can help give you an insight into your preferred styles. Others are a bit lame and transparent e.g. 'Do you prefer reading about cars, talking about cars or fixing cars'?

Go online and search for VAK learning style surveys. Do 3 different survey(s) and summarise your findings below. Do these findings support how you might describe yourself? Why/Why not?



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Part B: Applied - Learning styles and my Negotiated Project

By now you will have an idea of the ways that you prefer to learn and the ways you are not confident or comfortable with. It has to be emphasised that we don't always have the luxury of doing tasks that suit our preferred style. Many jobs involve a large range of tasks and some may be difficult and irksome.

As an example, a teacher may love working with students and planning and delivering content, but dislike the huge (and growing amounts) of admin and box-ticking. They may also not love yard duty. Bad luck! That's all in the job.

Below are tasks that you might need to deal with for your Negotiated Project. Some you might embrace - and others avoid - depending on the learning styles you prefer.

Discuss these with your group to gain a good understanding of one another. Each member should nominate one or two tasks that really do not fit their ways of learning; yet they would be prepared to give them a red-hot go with some support and encouragement.



Lyra rates herself a visual learner and would rather be left on her own to complete tasks.

1. Which of the following do you think might match Lyra's preferred way of doing things?
2. Which might not?
3. Are any of these tasks that she can gain confidence in, by leveraging her current strengths to develop further?

- Reviewing group work and making suggestions.
- Taking on team leadership for the group.
- Running the ICT for the presentation.
- Negotiating outcomes
- Creating timelines.
- Creating visuals for the presentation.

Huang thinks that he is probably more of an auditory learner. He likes discussion and offering his point of view. He gets bored working independently.

1. Which of the following do you think might match Huang's preferred way of doing things?
2. Which might not?
3. Are any of these tasks that he can gain confidence in, by leveraging his current strengths to develop further?

- Negotiating with the group.
- Decision-making.
- Listening actively to other group members.
- Note and minute-keeping for the group.
- Conducting research.
- Leading the group.

DRAFT SAMPLE:
FOR PREVIEWING
AND PLANNING
PURPOSES

7.17 Collaboration and Teamwork

Collaboration and teamwork

All throughout your VPC you have learned the importance of **collaboration** as a way to improve **outcomes** and goal **achievements** (do you remember the concept of **synergy**?).

But in reality, many people avoid working in groups because it can be hard to achieve agreement, to get a consensus, across a number of people (or even just two)! Think back to some of the issues related to **team dynamics** and the **roles** that people play in team situations.

There may be **issues** related to communication, timeliness, disagreement, personality clashes, absences, disengagement, shirking, unequal allocation of tasks and many, many more.

Collaboration and cooperation

Although cooperation and collaboration do have similar meanings, it is important to realise that when you cooperate you tend to break down tasks and allocate them to individuals within the team. But when you collaborate, you actually work side-by-side on tasks. So this is a bit like the difference between working in a **group (cooperation)** and working in a **team (collaboration)**.

In an applied sense, your approach to your **Negotiated Project** should include both of these approaches. Then when it comes time to piece everything together, your project might be just that - pieces that lack guiding context.

If you work solely on one aspect of the project (to the exclusion of all the others), you will lose sight of the big picture goal. You might lose control of the scope of the project by either overestimating or underestimating how much you might need to contribute in a particular area.



For example, the VPC team were putting together a drama performance about the future world of work for their Negotiated Project. But Manny, the costume designer, became overly fixated on creating elaborate and intricate costumes for the actors. They spent an excessive amount of time and budget on exact details and accessories that the audience was hardly even likely to notice or see.

While the costumes were an essential part of the play, Manny over-emphasised the importance of this aspect. The result was delays in preparing other elements such as the set, working through the script and the rehearsals. Costumes weren't finished until the day of the performance, so the troupe never even had a dress rehearsal.

Needless to say, things went OK, but just OK. This was a real shame because a lot of work went into creating a good idea.



Image: neiron/Depositphotos.com

Over-collaboration

Remember the **leadership** and **management styles** you investigated in PDS Unit 3? Which ones were the hallmarks of a collaborative leader?

Collaboration is good (i.e. ‘many hands make light work’). But if you over-collaborate for the entirety of your project, you might risk being **inefficient**. This might lead to **time-wasting** and falling behind.

You don’t always need teamwork (i.e. ‘all hands on deck’) for every task. Some responsibilities can be given to a single person (i.e. perhaps by using **delegation** for minor tasks, ‘each to their own’).

You certainly might not want everybody voicing their opinions on everything.

You’ve heard the saying, ‘Too many cooks spoil the broth’. But how about this one, ‘A camel is a horse designed by a committee.’ What does that mean?

And then there is of course, that most pertinent of sayings, ‘It’s like herding cats.’

A good way to balance cooperation and collaboration is to clearly and fairly allocate and delegate tasks and **responsibilities** to achieve **synergy**.

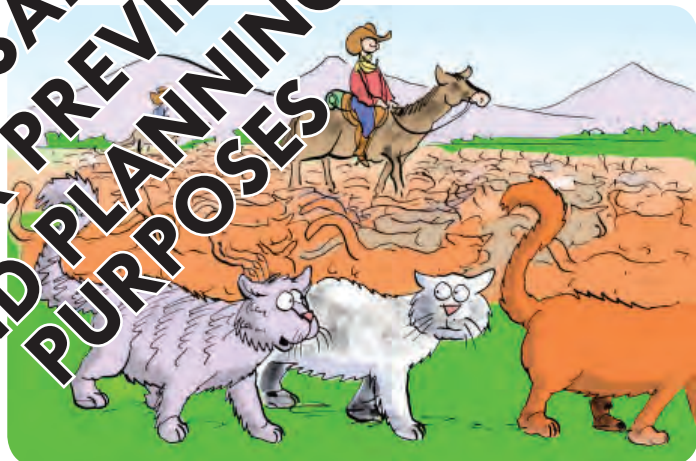
To support this you will need to have regular **meetings** to get everyone up to speed on what you are all doing, to get **feedback**, to **solve** any **problems** and to deal with any roadblocks you are experiencing.

This is about good **communication** through **leadership**.

Again, it is important to stress that group work is hard.

So while (obviously) striving for perfection, forgive yourself moments of imperfection.

Image: andrewgenn/Depositphotos.com



DRAFT SAMPLE: FOR PREVIEW AND PLANNING PURPOSES

All for one and... 7H

In your own words, how do these **sayings** relate to your **Negotiated Project**?

Many hands make light work.	All hands on deck.	Each to their own.
Too many cooks spoil the broth.	It’s like herding cats.	A camel is a horse designed by a committee.

7.19 Emotional Intelligence

Emotional intelligence

As you may already know, emotional intelligence is a type of ‘social intelligence’ that involves the ability to monitor the feelings and emotions of yourself and other people.

Emotional intelligence relates to a person’s ability to recognise and understand their own emotions by being **self-aware**, and then having the skills to effectively **manage emotions** in different situations.

Emotional intelligence originates **internally** from within a person as part of a suite of **intrapersonal skills**. Emotional intelligence then plays out **externally** as a series of positive **interpersonal skills**.

A person with well-developed emotional intelligence is thought to be more **socially competent**, and more able to understand what other people do and say.

Emotionally intelligent people can use this ability to develop **successful relationships** that lead to positive outcomes for all involved. They are more likely to **interact** positively with friends, family, workmates, customers, clients and others whom they may come in contact with.

Modern research is showing that people, as employees in the workplace, must be more than just technically-skilled. They also need to have well-developed emotional intelligence. People who have well-developed emotional intelligence are also more likely to enjoy fulfilling and lasting relationships.

It is important that you build and apply emotional intelligence to help you plan, organise, do and review your **Negotiated Project** because you (and your team) are charged with having the **responsibility** for your own **actions**.



Emotional Intelligence involves...



Image: J.M. Guyon/Depositphotos.com

1. What is **emotional intelligence**?

2. How does **emotional intelligence** originate, **internally**? Give an example.

3. How does **emotional intelligence** play out, **externally**? Give an example.

4. What **positives** are people with **higher levels of emotional intelligence** more likely to experience?

5. Just from what you have learned so far, describe **your** own levels of **emotional intelligence**. Consider the key terms in the diagram. How could you **apply** these skills to succeed in your **Negotiated Project**?



**DRAFT SAMPLE
FOR PREVIEW
AND PLANNING
PURPOSES**

7.21 Emotional Intelligence

Emotional intelligence

Daniel Goleman, a US psychologist and author, is the pioneer of research into emotional intelligence. Goleman emphasised that well-developed **self-management** skills, as well as the ability to **relate to others**, are key aspects of emotional intelligence for effective leadership.

Emotional intelligence, according to Goleman, extends well beyond technical skills and traditional IQ, into five characteristics.

- 1. Self-awareness:** Which involves being in touch with and understanding one's strengths and weaknesses.
- 2. Empathy:** Including the ability to see things from another's perspective.
- 3. Self-regulation:** Shown through exercising emotional control and balance.
- 4. Motivation:** Such as maintaining an inner drive to achieve objectives.
- 5. Social skills:** By communicating effectively with others.

Image: Elnur_/Depositphotos.com



💡 So which of these **characteristics** do you think are most important for your **Negotiated Project** and why?

Characteristics of Emotional Intelligence

Self-awareness

- ✓ Understanding of self-identity
- ✓ Acknowledging feelings
- ✓ Knowing strengths
- ✓ Overcoming weaknesses
- ✓ Questioning responses

Empathy

- ✓ Listening to others
- ✓ Accepting other points of view
- ✓ Embracing diversity
- ✓ Being compassionate
- ✓ Supporting by inclusion

Self-regulation

- ✓ Controlling own emotions
- ✓ Knowing one's limits
- ✓ Behaving positively
- ✓ Limiting negative behaviours
- ✓ Achieving balance

Motivation

- ✓ Setting clear goals
- ✓ Aligning personal values
- ✓ Striving for rewards
- ✓ Avoiding negative consequences
- ✓ Clarifying achievement

Social skills

- ✓ Developing relationships
- ✓ Communicating effectively
- ✓ Actively listening
- ✓ Encouraging inclusiveness
- ✓ Applying diverse communication methods

1. According to Daniel Goleman, what are the **5 main characteristics** of emotional intelligence?

2. Think about how **you feel, respond** and **act** in different team or group **situations**. Describe 2 examples of how you demonstrated **emotional intelligence** in those **situations**, for each of these 5 **characteristics**.

Self-awareness	Empathy	Self-regulation
Motivation	Social skills	

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3. How do you think **you could apply** these 5 **characteristics** of **emotional intelligence** for tasks needed for your **Negotiated Project**?



Self-awareness	Empathy	Self-regulation
Motivation	Social skills	

7.23 Effective Teamwork

Discipline

When you are undertaking a project, either individually or as a group, it is up to you to stay focused and disciplined. It can be really easy to get off track or procrastinate - it's so tempting!

Part of maturing is being able - as far as possible - to get on with a task. This is especially important if you are working as a group or in a pair, because you are not only responsible for your own success, but for the success of other people as well. And a chain is only as strong as its links!

If you have trouble concentrating, schedule short bursts of work time with breaks to reward yourself. But make sure that the breaks are not longer than your work time!

It is also important to understand that when you take a break and, say go online to check your socials, TikTok, Insta, SnapChat or whatever, it is not so easy to refocus your attention.

Studies suggest that it can take 25 minutes to get back into the flow after an interruption. Although you don't want to be too hard on yourself when your concentration isn't good, do try to rein in that wandering mind.

Some tips to keep the creative juices flowing:

1. If your concentration isn't great today, try moving to a new or different task; one that requires a different amount of attention or quality of focus.
2. If you are having trouble with a frequently or monotonous task, try doodling, drawing, or mind-mapping to see if that unblocks you. Sometimes, trying a different way into a task can open a path that leads to get you back on track.
3. If you are having trouble focusing on writing or planning, try speaking your ideas and editing and sorting them later. You might use a talk-to-text app for this.

7K Staying on track

Use these **prompts** to suggest some hacks for **staying on track** or getting **back to concentrating, after an interruption or distraction**. Suggest another.

// Phone notifications. // Change focus or task. // Go for a walk.

// Make a contract with yourself. // Reward yourself // _____

Which of the above are likely to **work for you**? Which are likely **not to**; why not?

Pulling your weight

Many times in group situations there might be one (or more) people who always seem to ‘shirk the work’. They seem to prefer to use the strategy of ‘a free ride’ and let others pick up the load for them. This can be very frustrating when you are working in a ‘team’ and is one of the biggest causes of work-related conflict between colleagues.

Nobody likes a shirker - even shirkers don’t like being shirked on! Embrace your responsibility as part of a group (or even to yourself). This will actually give you a sense of achievement and pride.

1. Maintain **timelines**. Don’t allow them to become ‘a moveable feast’.
2. Meet **deadlines**. Make a contract with yourself to always have something to report and to show at check-ins.
3. **Quality** and **quantity** check what you have done. A detailed list of what you have achieved will help with your reflections on your project.
4. Keep a **folio** of annotated texts and summaries. This is your insurance, especially if your presentation doesn’t go as well as you hope. It will be proof of the work you have done.
5. Give and get **feedback** on your input from your group members. Be prepared to be accurate, not nasty and not lenient in your evaluation of others’ contributions. Be honest about your own input. This is another area where people might see things very differently.
6. Have some agreed strategies for dealing with shirkers. Will you: have a group discussion with your teacher? Have a discussion with the shirker? Allocate something for the shirker to have sole responsibility for, which is essential to the project and presentation. This way they can make a clear contribution with solid boundaries.
7. Being an adult involves having these uncomfortable conversations. Find ways of respectfully calling out shirkers without being nasty. But there might be a good reason why their contribution has dropped off. So when appropriate, give them chances to get back on track.

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“Chillax dude! You’re messing with my chakras. I’ll get on to it soon - promise!”



Image: Garetsworkshop/Depositphotos.com

7.25 Effective Teamwork

Interpersonal relationships

As you have learned throughout your VPC, people tend to take on **team roles**. The role(s) a person plays is influenced by a combination of their:

- ⇒ **personality**
- ⇒ **position** and **responsibility**
- ⇒ **skills** and **experience**
- ⇒ **enthusiasm** and **motivation**.

Successful collaboration relies on the day-to-day management of varied **interpersonal relationships**.

Although assembling like-minded teams

can seem good 'on paper', it is quite often the combination of differences that makes teams successful. This is a driver of **synergy**, so keep this in mind for your Negotiated Project.

And don't forget that when you are working collaboratively you must also **manage yourself** and work towards a **greater goal** - that of your colleagues who are depending on you.

By following the '**8 Tips For Effective Teams**' you will function as a more effective, and therefore valuable, team member. This will also help **minimise conflict**.

And remember you don't need to be best friends with everyone in team-based situations. However, just because someone isn't your friend, it doesn't make them your enemy. In order to minimise interpersonal conflict in team and group situations, you need to be tolerant, cooperative and professional rather than personal. This is what collaboration and teamwork are all about.



Image: Adapted from Boygovideo/iStock/Thinkstock

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7L Collaboration



1. How can you **collaborate effectively** within a team for your **Negotiated Project**?

⇒

⇒

⇒



2. In which **circumstances** might you have to **collaborate** with **external stakeholders** during your project?



3. It is important that whenever you work as part of a team, that you function as a **cohesive** unit. **Match** the '8 tips for effective teams' with the appropriate **examples** below. These will help you to work more effectively with each other.

- | | |
|--|---|
| <input type="checkbox"/> Assign roles and responsibilities. | <input type="checkbox"/> Listen and be fair. |
| <input type="checkbox"/> Build and support synergy. | <input type="checkbox"/> Make group decisions. |
| <input type="checkbox"/> Communicate clearly. | <input type="checkbox"/> Record important information. |
| <input type="checkbox"/> Follow team rules. | <input type="checkbox"/> Set clear objectives. |

8 Tips For Effective Teams

1. _____

- ⇒ Be willing and able to communicate effectively with people; including those from different backgrounds.
- ⇒ Pay careful attention to what people say.

2. _____

- ⇒ Establish a set of rules or agenda for group meetings and stick to this.
- ⇒ Follow team meeting rules/agenda, and get people to report on their progress.

3. _____

- ⇒ Assign roles and responsibilities to team members, including the role of the leader.
- ⇒ Rotate team roles and share responsibilities, including being the leader.

- ⇒ Listen and consider other team members' points of view.
- ⇒ Set aside personality differences and work together. Don't ever yell or get personal.

5. _____

- ⇒ Pair people together to help support and train team members.
- ⇒ Ensure that team members' strengths and weaknesses are complementary.

6. _____

- ⇒ Decide on a decision-making process that everyone agrees to.
- ⇒ You might choose a majority vote or consensus and then stick with that, or some other suitable method.

7. _____

- ⇒ Someone must always take notes (minutes) of meetings. Share this responsibility around so that everyone gets a go.
- ⇒ Record important information, dates and responsibilities.

8. _____

- ⇒ Clearly understand and know the goals/objectives of the team.
- ⇒ Write down goals and objectives, and make sure everybody has a copy.

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7.27 Applied Project Skills

7M Applied project skills



1. In your **project teams**, or in your student support group for solo-project students, discuss the **importance** of these **applied skills** for your **Negotiated Project**.
2. Develop a **mind-map, diagram** or **table** to organise the most **important skills** in a way that you can easily **add** other important **information** and **actions** that you need to do as you **plan, organise, do** and **review** your **Negotiated Project**.

Applied Project Skills

Collaboration

- ⇒ **Effective communication:** Being able to express your ideas clearly and listen actively to others is crucial and includes written and verbal communication, as well as non-verbal cues.
- ⇒ **Teamwork:** Collaborative projects often involve working with others and applying skills such as negotiation, compromise, conflict resolution and the ability to contribute positively to a team dynamic.
- ⇒ **Empathy:** Understanding the perspectives, needs and emotions of others can create better working relationships and help to navigate challenges.
- ⇒ **Flexibility:** Being open to new ideas, adapting to changes and being willing to take on different roles within a team, can enhance collaboration.

Problem-solving

- ⇒ **Critical thinking:** The ability to analyse information, identify patterns and make informed decisions helps in effective problem-solving.
- ⇒ **Creativity:** Thinking outside the box, and generating innovative solutions to challenges, is a key problem-solving skill.
- ⇒ **Researching:** Knowing how to gather and assess relevant information is essential for informed decision-making.
- ⇒ **Adaptability:** Problem-solving often requires adjusting your approach as new information emerges, or circumstances change.

Communication

- ⇒ **Clarity and conciseness:** Being able to convey your ideas in a clear, concise, and easy-to-understand manner is vital for effective communication.
- ⇒ **Non-verbal communication:** Understanding body language, facial expressions, and other non-verbal cues can enhance your ability to convey and interpret messages.
- ⇒ **Active listening:** This involves not only hearing what others say, but also understanding their perspectives and showing that you value their input.
- ⇒ **Feedback and constructive criticism:** Providing and receiving feedback in a constructive and respectful manner is vital for improving communication within a team or project.

Self-Management

- ⇒ **Time management:** Effectively allocating and prioritising your time is essential for meeting project deadlines and goals.
- ⇒ **Self-motivation:** Staying motivated and maintaining a strong work ethic, even when facing challenges or setbacks, is crucial.
- ⇒ **Stress management:** Developing strategies to handle stress and maintain emotional wellbeing is important for self-management.
- ⇒ **Goal-setting:** Being able to set clear, achievable goals and track your progress is key to staying on course and achieving your project objectives.

Planning and organising

- ⇒ **Project management:** Understanding project management skills including defining objectives, setting timelines, allocating resources and tracking progress.
- ⇒ **Prioritising:** Knowing how to prioritise tasks and responsibilities to ensure the most critical aspects are addressed first.
- ⇒ **Documentation:** Keeping records, notes and files organised is important for maintaining clarity and accountability in your project.
- ⇒ **Risk assessment:** Identifying potential challenges, obstacles, and having contingency plans in place, is a part of effective planning and organising.

Initiative

- ⇒ **Being proactive:** Taking the lead in identifying opportunities, challenges or improvements, and acting on them without being prompted.
- ⇒ **Innovative thinking:** Generating new ideas and approaches to solve problems or create opportunities.
- ⇒ **Decision-making:** Having the ability to make informed decisions independently, even in uncertain or ambiguous situations.
- ⇒ **Resourcefulness:** Finding creative solutions, and making the most of available resources to achieve your goals.

Learning

- ⇒ **Curiosity:** Having a strong desire to explore new concepts, ideas and information, and being open to continuous learning.
- ⇒ **Critical thinking:** Analysing information and ideas critically, finding reliable sources and evaluating the validity of information.
- ⇒ **Self-directed learning:** Taking the initiative to seek out knowledge and skills independently through books, courses, mentors or online resources.
- ⇒ **Adaptability:** Being open to change, willing to adjust your beliefs or approaches based on new information, and embracing a growth mindset for ongoing learning and improvement.

7.29 Applied Project Skills - PODR

Achieving project goals

The best way to deal with a significant or long-term goal, such as your **Negotiated Project**, is to break it down into a series of smaller, achievable, bite-sized objectives.

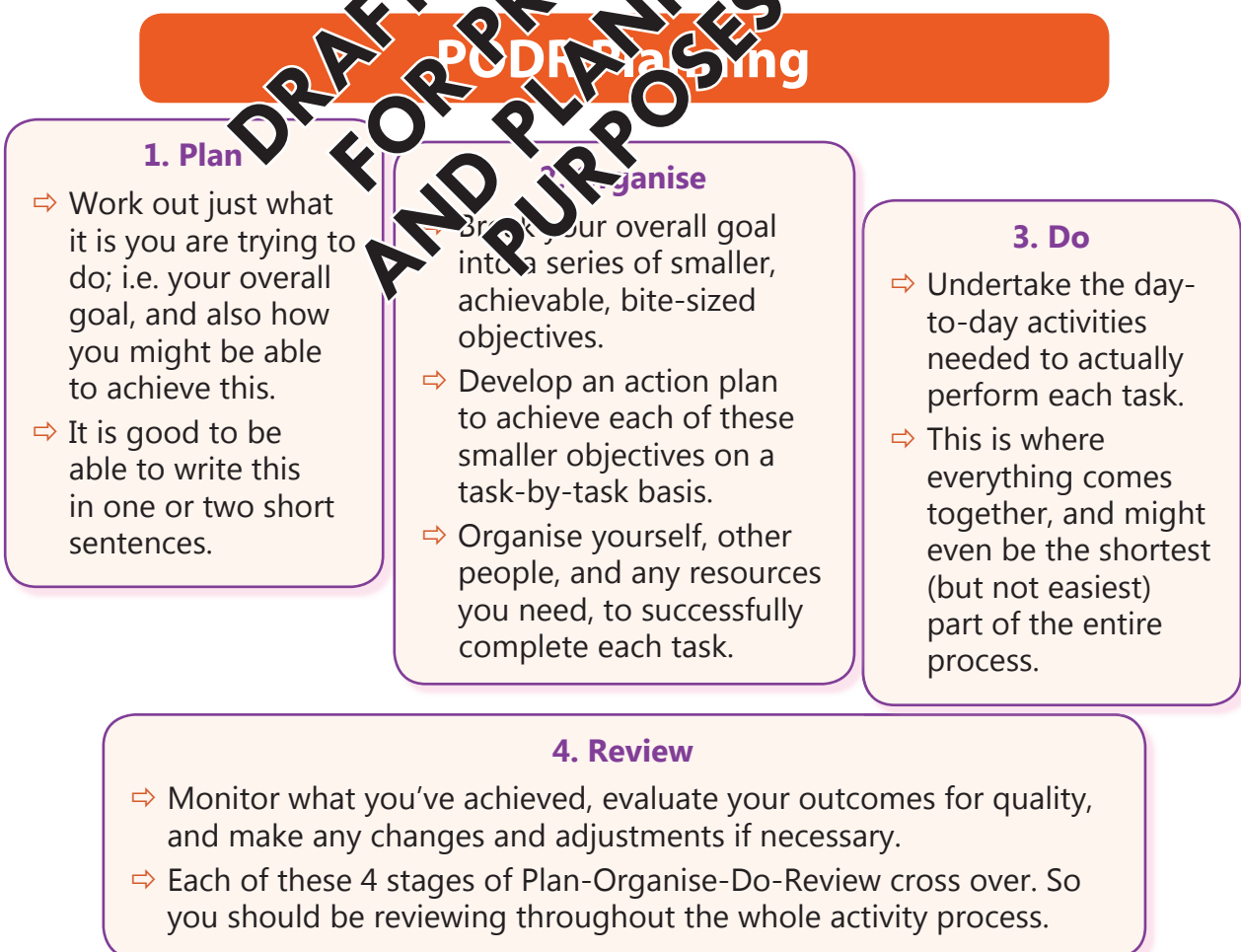
The **Plan-Organise-Do-Review Process** can help you tackle any task or project.

The **PODR Process** is a natural process that comes easily. This is why it's such a simple and useful tool to use when planning and making decisions. **PODR steps** are:

1. Work out and **plan** just what it is you are trying to do (your **goal**) and also how to best get it done.
2. **Organise yourself** and any **resources** you need to successfully complete the task.
3. Complete and **do** the activity and tasks.
4. Monitor and **review** your work output, and make any changes and adjustments if necessary.

The PODR Process is a continuous process. Planning leads to organising, which leads to doing, which leads to reviewing, which leads back to planning and so on. Also, each of the 4 stages of the Plan-Organise-Do-Review process cross over. As part of planning you might be organising - which is doing, and also checking progress - which is part of reviewing.

What you need to remember for your **Negotiated Project**, is that for everything you need to do, just think: Plan-Organise-Do-Review.



1. List the **main tasks** that will most likely be required at each of the 4 **PODR stages** for your **Negotiated Project**. Get feedback from your teacher and group.



Negotiated Project is:

1. Planning Stage

2. Organising Stage

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4. Reviewing Stage

2. Complete a **PODR Project Planner** to outline the tasks you and others will need to do for each of the planning, organising, doing and reviewing stages of your **Negotiated Project**. Present this to your **teacher** for **feedback** and **advice**. Then complete a **final** PODR Project Planner and have it **approved** by your **teacher**.

7.31 PODR Project Planner

PODR Project Planner: Negotiated Project



Use this planning and goal-setting pro-forma to guide your Negotiated Project. Enlarge it to A3. Present this to your teacher for checking and discussion.

Name(s): _____ Date: _____

Negotiated Project: _____

i. Planning stage (For your overall Negotiated Project.)

Write a one sentence description of your project.

List 3 key goals/objectives associated with the project.

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Who else is involved in the project? What skills can they offer?

ii. Organising stage
(For your overall Negotiated Project.)



What is the overall timeline? (By when do key tasks need to be done?)

Which external stakeholders and partners might be involved?

What resources, materials, equipment and technology might be required?

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What are the main roles of each person for this project?

List potential safety hazards, legal requirements and permissions.

7.33 PODR Project Planner



iii. Doing stage (For your specific Negotiated Project activity, outcome or event.)

What is the timeline for doing the specific project activity, outcome or event?

What supervision is needed when doing the specific project activity, outcome or event?

What tasks need to be done for the specific project activity outcome or event, who will do these, and when? What tasks need to be done?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

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iv. Reviewing stage
(For your overall Negotiated Project/ and for the specific outcome or event.)



When will a progress report be prepared and discussed with your teacher?

What criteria will be used to monitor and check your progress?

What back-up plans are in place?

How will risks be managed on an ongoing basis? Who has responsibility for this?

Feedback on PODR planner
Before you move on to the organising stage, you need to present this planner to your teacher for feedback and possible changes.



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7.35 Graduated Assessment

AT2 Planning Your Negotiated Project - Negotiated project



For this assessment task, you are required to use the **PODR Planning process**, or a similar process recommended by your teacher, to create your plan for each stage of your **Negotiated Project**.

Then you will present your **PODR Project Planner** and other **planning texts** for **feedback** and **advice** from your teacher.

Finally, you will make adjustments and refinements as needed and complete and submit your final **PODR Project Planner** and other **planning texts** to guide your undertaking of the **Negotiated Project**.

Add relevant tasks for each PODR stage below, and/or any requirements suggested by your teacher.

Name(s):		Key dates:		UNIT 4 Module 1	
Project:					
Tasks - AT2: Planning Your Negotiated Project		Must Do?	Due Date	Done	Level
Negotiate the task details with my teacher.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Project <u>planning</u> stage: Information and tasks required.					
⇒		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Project <u>organising</u> stage: Information and tasks required.					
⇒		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Project <u>doing</u> stage: Information and tasks required.					
⇒		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Project <u>reviewing</u> stage: Information and tasks required.					
⇒		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Submit initial PODR Project Planner for feedback & advice.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Refine PODR Project Planner/ Submit for final approval.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

Getting It Together

8

8.01 Introduction	222	8.13 Your Presentation	234
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Activities 8: Getting It Together	p.	Due date	Done	Comment
LER8 My Literary Engagement Record	222-223	<input type="checkbox"/>	<input type="checkbox"/>	
8A Online searching	225	<input type="checkbox"/>	<input type="checkbox"/>	
8B Finding resources	226-227	<input type="checkbox"/>	<input type="checkbox"/>	
8C Evaluating resources	229	<input type="checkbox"/>	<input type="checkbox"/>	
8D Note-taking pro-forma	230	<input type="checkbox"/>	<input type="checkbox"/>	
8E Taking oral notes	232	<input type="checkbox"/>	<input type="checkbox"/>	
8F Making visual notes	233	<input type="checkbox"/>	<input type="checkbox"/>	
8G Your presentation	224-237	<input type="checkbox"/>	<input type="checkbox"/>	
8H Paraphrasing	238-239	<input type="checkbox"/>	<input type="checkbox"/>	
8I Quoting others	240	<input type="checkbox"/>	<input type="checkbox"/>	
8J Referencing & bibliographies	243	<input type="checkbox"/>	<input type="checkbox"/>	
8.23 Presentation Planning Pro-forma	244	<input type="checkbox"/>	<input type="checkbox"/>	
8.24 Reflective Journal	245	<input type="checkbox"/>	<input type="checkbox"/>	
AT3 Getting It Together	246	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

Introduction - Getting It Together 8.02

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:

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3. The main podcasts and blogging, an video, media communications were:

Date	Topic or theme/ audience	Type of video/ communication	Summary/ main points	Main skills I developed	What I most learned from this is:

8.03 Researching

1. Researching

Now it's time to collect information to support your project. You will need to undertake research using a variety of platforms and evaluate how relevant and authoritative they are.

Sources of information

Use a variety of sources of information when collecting research, such as:

- ⇒ internet searches
- ⇒ books and ebooks
- ⇒ brochures and factsheets
- ⇒ library catalogues
- ⇒ direct interviews
- ⇒ multimedia
- ⇒ personal lived-experience.

If you do not have an author or organisation in mind, then use **key word searches**.

🧠 For example

Imagine your project topic is about elite cycling and the nutrition and diet needed to maintain optimal health and performance for these types of athletes.

You need to make the **search terms specific** to limit the number of items and get relevant results.

e.g. 'Nutrition' is too **broad** (try searching this now and note how many results you get).

Some of the sources on the first page look pretty good but are very general.

Now try: 'Nutrition for Australian elite cyclists'. You still get a lot of results but way fewer and they are targeted to your project topic.

Some results are from reputable organisations and agencies including:

- ✓ Sports Dieticians Australia
- ✓ Cycling Australia
- ✓ NSW Institute of Sport
- ✓ National Institute of Health.

But there are others that might be selling something - can you find them?

Discuss why this specific combination of words gets better and more targeted results.

Now what do you think might happen if you enter this search into the social media megasites such as TikTok, Instagram and Facebook?



Image: f_sher.photostudio/
Depositphotos.com



1. Search for 'nutrition'. What results did you get?

2. Search for 'Nutrition for Australian elite cyclists'. What results did you get?

3. What promotional or product results came up in your search? Why was that?

4. Now try searching using the same key words on TikTok, Instagram and Facebook. How did you go? Good or bad; and what did you find that?

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Applied: Negotiated Project

a. Work as a group to develop some key words for your topic.

b. Try out your key word search terms. Evaluate the relevance and the quality of the results that turned up in your searches.

c. Refine your search terms until they generate reliable and relevant results you can use. You might have to go beyond page 1 of your searches.

d. Make sure that all your group members have the refined search terms so that anyone can use them to do quality research at any time.



And did you know? **Librarians** are nice people and are there to help you. Why not hit the school or local library for some help locating good research material?

8.05 Researching

2. Finding resources: Information or knowledge?

The whole purpose of undertaking research is to discover and learn more than you currently know. This is important for **self-growth, maturity, personal development, vocational development** and having a better **understanding** of the **complex world** in which you live.

But what does it truly mean to ‘know’ something? Young kids are often proud of **memorising facts** and they often don’t care what those facts mean. This is an early step in accumulating information, but it doesn’t become knowledge until that information can be applied and **analysed**.

People often exclaim “I know!” when someone tells them some **information**. But knowledge is **more than** an individual **fact**. And in the **digital age**, people (especially on TikTok), seem to go out of their way to show others that they know a lot. But sometimes when you unpack and analyse their ‘knowledge’ - in reality - they don’t seem to have much insight and understanding at all.

Knowledge involves pieces of **information** that are **connected** together to form whole areas of **understanding**. This means that we don’t just know something in isolation from its **context**. Knowledge means that we actually understand its **relationship** with other information. This allows us to **analyse** and **make decisions** based on what we know.

Knowledge also involves understanding why something is important, and when something isn’t relevant. It’s not always remembering the

Fact + Context + Why Important = Knowledge

Finding resources: Negotiated Project

When you are researching for your **Negotiated Project**, you will need to find suitable resources. You will have to **verify the authority of the writer or creator**. This involves being able to identify any **biases**.

You need to clearly understand the **purpose**, as well as the **perspectives**, of the texts you use. That’s the **context**. Once you’ve got that under control, you are heading down the **path of knowledge** - and that is your **destination!**

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Image: ronniechua/Depositphotos.com

8B Finding resources



Applied: Negotiated Project

Your teacher will guide you as to how many resources to find, and how many you must use in your final project.

Use the pro-forma on p.227 to record and summarise these as part of your evaluation process.



8.07 Evaluating Resources

3. Evaluating resources

You may have lots of potential resources you might use for your **Negotiated Project**. So now it's a matter of deciding whether these resources are appropriate for your project.

You can do that by reviewing the information you collected (as you detailed in the pro-forma on p.227).

🧠 For each source you listed, make a note of the following information.

- ⇒ Who is the **author** or **organisation**? What gives them **authority** to write or comment on this topic?
- ⇒ **When** was the information **written** or **published**? Is it **timely** or do you think there may be more recent data and information?
- ⇒ Is the information at a **suitable level** for **you** to understand and appropriate for your **audience**?
- ⇒ Is the information **relevant** to the **focus** of your project?
- ⇒ Is the information a **primary** or **secondary source**? Does this matter?
- ⇒ If a secondary source, is the information **properly referenced**?

Image: seb_ra/Depositphotos.com



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You have to analyse your information very closely and also check for bias.

Bias

Remember the concepts of **biased**, **vested interest** and even **conflict of interest**?

You must always evaluate your sources of information to ensure that you are not using information that has been created purely to **promote** someone's, some group's, or some organisation's **agenda**.

These can include **promotion**, **advertising**, **advertorials**, **sponsored content**, **influencer-content**, **spin**, **PR**, **misinformation**, and even **disinformation**

So you need to look carefully at the texts and assess whether they contain any bias or vested interest. Ask these six **analysis** questions as you summarise the information you have found.



1. Who is the **author/creator**?
2. Is the information **one-sided only**?
3. Does this information '**cherry-pick**' facts to suit an **agenda**?
4. Does the information rely on **persuasive** terms and phrases?
5. Do the **facts** and **statistics** seem **credible**? How can you check?
6. Is there anything that the **author** or **organisation stand to gain** from creating or sharing this information?



Look at your **resources** and decide how **credible** they are.

Evaluate the **quality** of the **resource** and summarise the **main content**. Add several more from your own research. Note: 2 examples are provided as a guide.

Author/Creator Title & date	From where?	Potential bias	Academic credibil- ity? (explain)	Summary/ main points
<i>Taylor Swift</i>	<i>Instagram</i>	<i>Yes, to boost sales and profile.</i>	<i>No - It's self promotion.</i>	
<i>Senator Linda Burney "Yes, to the voice" July 2023</i>	<i>Speech to Federal Parliament</i>	<i>Yes, - She's a Labor politician and a First Nations advocate.</i>	<i>Not academic but highly credible with lived experience of indigenous disadvantage.</i>	

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8.09 Taking Notes

Taking notes and annotating resources

Teachers will usually tell you that making notes helps you to really absorb information and make it your own. In these days of lightning-fast information retrieval, it is hard to convince students that this is true because, “I can save it, or look it up again”.

But what you are really doing when you save large volumes of material, is creating a ‘digital hoard’. And you are unlikely to properly check whether all the information is useful to you, or perhaps even only vaguely useful.

To improve your note-taking you can apply this template to make brief notes.

8D Note-taking pro-forma

Title:	Source:	Type:
Author/creator:	Date created:	Date accessed:
1st main point:		
2nd main point:		
3rd main point:		
Other information:		
Questions raised:		
Summary:		

**DRAFT SAMPLE:
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Taking notes from different texts

Notes are not only taken from written sources. They can be based on many types of text including:

- ⇒ audio-visual (film, documentary or movie, recorded interview, lecture-style 'talks')
- ⇒ live interviews
- ⇒ meetings
- ⇒ audio only (podcasts, radio broadcasts, telephone interviews or conversations)
- ⇒ visual only (dance works, mime, art exhibitions, slide shows).

Image: Milkos/Depositphotos.com



Can you think of any others?



Notes from an oral source

Taking notes from an oral source, such as when you are interviewing someone, can be quite complex because you have to multi-task.

It is usual to **record** an interview to ensure that you are accurate in what you heard and that you are not misrepresenting the person/people you are talking to.

You need to have this recording so that you can accurately **quote** or **paraphrase** when necessary. Interviews are complex because you are deploying multiple skills at once - talking, prompting, encouraging, actively listening, note-taking, anticipating responses and more!

You can use a **voice-to-text** app to generate the text of the interview - checking that nothing gets changed by the app though.

You can also **manually transcribe** the interview.

This is especially helpful if you need to be really familiar with the information, e.g. if you are using this material extensively for your project, rather than just referencing it in passing.



Image: Slphotography/Depositphotos.com

Did you know?



Visual interpreters are people who are trained to explain visual arts, dance, theatre and film to blind or visually impaired audiences, or viewers. They accompany the person to the performance or gallery and (often very quietly) explain the important details that the person cannot see, but needs to know.

8.11 Taking Notes

8E Taking oral notes



Part A: Making written notes

1. Generate **5 questions** to ask a **classmate**. They can be on **any topic** - a hobby, an opinion, a belief, an aspiration.

⇒

⇒

⇒

⇒

⇒

2. **Interview** the **classmate** using the questions and make an **audio recording**. The interview should go for only a few minutes.
3. **Manually transcribe** the part of the interview that is **most interesting** to you.
4. Now use a **voice-to-text app** to generate a **written record**.
5. **Compare** your **voice-to-text transcription** with the part of the interview that you **manually transcribed**.
6. Were there any **differences**? Who or what was **most accurate** - you or the app?



Part B: Making oral notes

Instead of writing notes, this time try to make clear spoken notes.

1. Choose a **visual text** such as a recorded dance piece, or slides from an exhibition, or frames from a visual narrative that doesn't include words.
2. As you **watch**, **record yourself speaking** about what you are **seeing** and **noticing**.
3. What **information** would you **include** or **omit**? How would **you choose what is important**?



Applied: Negotiated project

Verbally summarise some small pieces of information for your group or support group, from a text you have read.

After you have finished, share the written text and get feedback on how well your oral notes reflected the content of the original.

What was successful? What can be improved?

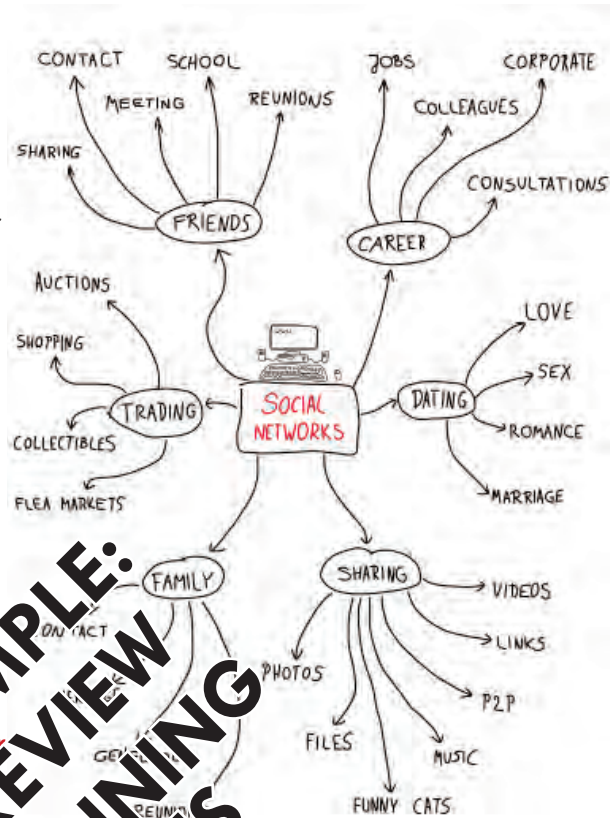
Making visual notes

They say that ‘A picture paints a thousand words’. So is that ‘true’?

Sometimes visual notes work better for recording certain information and can be good for showing emotions and feelings.

You might draw pictures, make a diagram or a set of visual instructions from something you read, hear or see. You could:

- ⇒ make a series of **instructional panels**
- ⇒ draw a **diagram**, a **flowchart** or **infographic**
- ⇒ create a **mind-map**
- ⇒ capture an **emotional reaction** you experience when reading, hearing or seeing.



Mind-maps are a good way to organise your thoughts and resources - they are not rigid and can evolve.

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Making visual notes 8F

1. Make **visual notes** from this very short text. Choose a **visual note-taking format** that suits the information, and your preferred learning styles.

Making an environmentally safe and economically cheap cleaning agent is simple. You can use readily available household products. Vinegar is a hero ingredient that can be used alone or combined with other substances to clean and disinfect tiles, sinks, toilets and many other surfaces.

For general cleaning, combine vinegar with a small amount of warm water in a bowl or jar. Spray on. Leave for 5 minutes and remove with a damp clean cloth. For a toilet basin, pour a cup of vinegar into the bowl and leave overnight. Next day, sprinkle with baking soda and scrub. Voila! (But can you see any practical issues in this plan?)

2. Why did **you choose** this **format**?
3. Share in your **group** for **feedback**. How did **you go**?

Applied: Negotiated project

Choose 2 brief sources that you have researched. Select 1 visual note-taking format for each, and explain why it suits the information.

Apply this to make summary ‘visual’ notes. Get feedback. How did you go?



8.13 Your Presentation

How to turn research into an oral presentation

This might come as a shock, but just because you have done your research doesn't mean that you are ready to make a presentation. So now it's time for you to turn your **research** into usable and **quality content** for your **presentation**; and then turn the best parts of what you have done into a **coherent** and **engaging** piece of **communication**.

Have you heard the saying, "All that glistens is not gold". What does that mean?

The first really important action is for you to **select** the best quality material that you have that is **relevant** for your stated project aims, and for your **audience**. To do this, you and your team members must **evaluate** your research so as to **select** that which is the most suitable to present.

What to include - Quality

- ✓ Thoroughly researched information from reliable sources - so how do you know?
- ✓ Logical conclusions drawn from research.
- ✓ Examples and evidence to support your research and conclusions.
- ✓ Information that you understand clearly and that relates logically to your project topic.
- ✓ Information that is wholly relevant to your topic and for its scope and aims.
- ✓ Information that is relevant and of a suitable level for your audience to understand and appreciate.

What not to include

- ✗ Information that you are not sure about in terms of its original source or reliability (such as social media posts and reports, opinions and anecdotes, potentially biased creator, or lacking a reputable author).
- ✗ Conclusions that you have come to, but which you are not able to logically explain (e.g. assumptions).
- ✗ Information that is only vaguely related to your topic and focus.
- ✗ Information that may be of little relevance to your audience, or that may be difficult to understand.
- ✗ Information that is too technical, or too vague, for your audience.



Image: Feodora52/
Depositphotos.com

The Goldilocks principle - Quantity

Too hot? Too cold? Or just right? You need enough content in your presentation to be thorough in your investigation, but not so much that your audience will be overwhelmed with detail.

- ⇒ Divide your content into ‘clearly-in’, ‘clearly-out’ and ‘undecided’.
- ⇒ Work first with your ‘clearly-in’ information and estimate how much content this represents.
- ⇒ Is there room for more? Or are you already bloated with content?
- ⇒ If there is wiggle room, then re-visit your ‘undecided’ content. Select from this anything that illustrates, supports, strengthens, elaborates on, or clarifies your main points.
- ⇒ If you are adding to your ‘clearly-in’ content, then now is a good time to move it from ‘undecided’ and copy and paste it to your ‘clearly-in’ folder.

One foot in front of the other - Sequencing

Now you have the basis for your presentation content. But for it to be truly effective, you still need to organise it into a logical sequence, **coherence**. To achieve coherence you are aiming to:

- ⇒ have a logical **flow** of information.
- ⇒ **scaffold** your content
- ⇒ organise suitable **examples, evidence**, etc. to be presented just at the **right time**, so as to create audience **understanding** and **reinforce** your point
- ⇒ create **coherence** **within** each section, and **between** each section.

Achieve **coherent sequencing** by:

- ✓ choosing the most **compelling** and **strongest content** for **early** in the presentation
- ✓ **organising** your information so that it is **scaffolded**; that is, if there is content that depends on prior knowledge, then make sure that information which provides the background is clearly given first
- ✓ **linking** of related content
- ✓ use of **signposting** language (e.g. following on from this... // this leads us to... // our first and most important point is... // an additional finding is...)
- ✓ selecting the **strongest** and **clearest** examples and supporting **evidence** - don't overload with detail
- ✓ organising the **order of speakers**; and **handing over** clearly (e.g. “Now Fred will explain how we conducted our survey”).

It's not always easy to get the sequence right or follow a sequence.

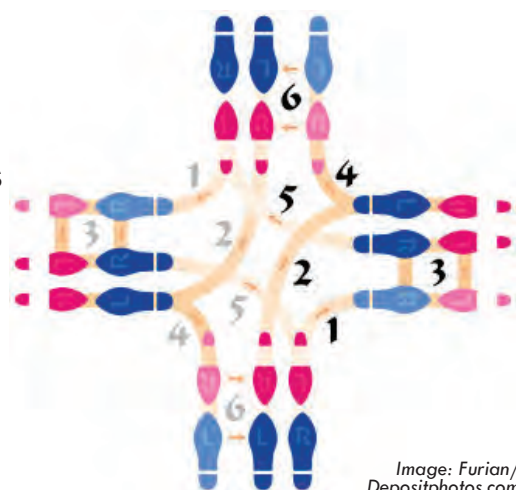


Image: Furian/Depositphotos.com

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8.15 Your Presentation

8G Your presentation



Now you will create **2 texts** to help **you** and your **teacher evaluate** the **content** and **coherence** of your **presentation**.

Text 1: Presentation: Summary overview of content

Write a statement that describes the basics of your presentation. Aim to make it clear to help you and your teacher (and perhaps your audience), get ready to receive the information you are presenting.

This presentation aims to...

We/I will present...

The presentation will be organised into... sections.

Firstly:

Secondly:

Adding to that:

Finally:

In conclusion:

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Text 2: Presentation: Outline planning pro-forma

Name(s):	
Date:	Title:
Background reasons for choosing your topic and focus area.	
Overview of presentation (include methodology, aims, processes, etc.).	
1st main point: - Evidence - Examples - References used in this section.	
2nd main point: - Evidence - Examples - References used in this section.	
3rd main point: - Evidence - Examples - References used in this section.	
Conclusion with any findings that have been made.	
Summary of main points.	
Other	
Thanks to the audience and teacher.	

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8.17 Avoiding Plagiarism

How to avoid plagiarism

As you are aware, using other people's words or ideas without acknowledgement is not okay. It's intellectual theft. Luckily there are ways of avoiding doing this.

1. Paraphrasing

When we use other people's words or ideas, we need to be able to **re-write** them in our own words, or tell the idea our own way. This proves that we **understand** the information. And the very act of **re-wording** or **re-thinking** an idea helps us to understand it more deeply.

This process is called **paraphrasing** and is an important skill when **incorporating research** into our own work.

8H Paraphrasing

Part A: Let's practice paraphrasing.

Here are **3 short texts**, the **original** and **2 paraphrases**. Read each and evaluate the success of the two attempts. Remember, you can change organisation, grammar and language, but don't change the meaning.

What **works**? What **needs work**? What is **incorrect**? Why?

Original text

A controversial new treatment for gut-related biological conditions and diseases is gaining acceptance among medical researchers. A process called faecal microbiota transplantation, commonly referred to as 'poo transplants', is now being trialled in some Australian hospitals. The basic principle is to introduce healthy bacteria into diseased guts.

Paraphrased texts

Doctors are using poo transplants to give healthy bacteria to unhealthy guts. The process is called faecal microbiota transplantation. Although this is disgusting, it apparently works.

Faecal microbiota transplantation (poo transplants) are a controversial new treatment. Medical researchers are starting to except it. Diseased guts have healthy bacteria introduced into them and this can cure the condition.

Write your **own paraphrase** (Note: it doesn't have to be as long as the original).

Part B: Follow-up

Choose a **paragraph** from 2 of **your sources**. Copy and paste them or have them in front of you.

1. Read the 1st paragraph carefully, **highlighting** and **annotating** anything important.
2. **Read** it through **again**.
3. Now **write your own paraphrase**.
4. Add a **reference**.
5. Have your **teacher check** it and **compare** your efforts.



Paraphrase 1

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6. Now apply this process again to paraphrase your 2nd paragraph.

Paraphrase 2

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7. Do you think that **your paraphrasing skills** are **improving** with practice? How so?

8. Paraphrasing is hard work - small steps are good steps. **What** could you **improve next**?

8.19 Avoiding Plagiarism

2. Using direct quotes

Sometimes what the person has said is just so good or exact that you want to retain some of their actual words.

“Come you spirits
That tend on mortal thoughts, unsex me here
And fill me from the crown to the toe, topfull of direst cruelty!” (Lady Macbeth in *Macbeth*, act 1)

Well, there’s no messing with Shakespeare, so get those quotation marks out!

When using **direct quotes** choose to directly quote **words** or **phrases** that you think **stand out** as encapsulating something in a way that you can’t.

Avoid quoting directly when something is just pedestrian, even if the idea is original. Overall, you should always paraphrase a lot more than you quote.

Place the words in **inverted commas**. For example:

When Lady Macbeth says “...unsex me here” she is invoking the notion of gendered psychological traits. She is asking the spirits to shed her female tenderness and take on the “direst cruelty” of a male.

In this example, a **mixture** of both **quoting** and **paraphrasing** is used, as someone is commenting on what is happening in this scene from *Macbeth*.



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“Was't not too late
Spirits that
serve him in thoughts, come
to me. Make me my feminine
particular and fill me completely
with the most intense cruelty,
from head to toe! I Think Not”

81 Quoting others

Try paraphrasing these examples out loud.

Freud is famous for his theory in which he describes dreams as wish fulfilment (Freud, 1900).

Einstein’s theory of special relativity states that $E=mc^2$ (Einstein 1905).

What if you want or need to change some words, or add or subtract some? Easy! Just use ... to leave words out or [] to add them.

e.g. Freud is famous for his [dream] theory in which he describes dreams as a wish fulfilment (Freud, 1900).

e.g. Freud’s...famous...[dream] theory...describes dreams as a wish fulfilment (Freud, 1900).

Now this statement is shorter, clearer and correctly paraphrased.

As for: Einstein’s theory of special relativity states that $E=mc^2$ (Einstein 1905). perhaps we should just leave it as it is. So use direct speech quotes for this one.

“Einstein’s theory of special relativity states that $E=mc^2$ ” (Einstein 1905).

So...what is wish fulfilment; and what does $E=mc^2$ actually mean?

3. Attribution

You have learned about in-text referencing, so once you paraphrase or quote a source, you must be able to quickly show where the original text came from

In the examples on p.240, some in-text references have been added. Generally, family name of the author(s), year of publication and page number (if relevant) are included. References are often added at the start of a sentence or at the end, but can be included anywhere where they do not interrupt the flow of the sentence.

Bibliographies

A bibliography is an academic convention used in universities, media, businesses and in any publication where other people’s ideas are cited.

When you do any work - either written or spoken - that is based on research, you must provide an **alphabetical list** of the sources that you used. This lets people know where you got your information from and allows them to check the sources for themselves.

Being a convention, there are strict rules about how the bibliography should look. Different institutions may have their own version of bibliographic style, so follow their guidelines carefully. Your teacher will give you full advice on **which style** to use and how **exact** you need to be in **meeting an intention**.



Bibliography

Book (& ebook) entry

A bibliographic entry for a book looks like this:

Blodwyn, T. 2023. *A Yowl in the Night*. Brunswick: Tortie Press.

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

The author's surname always comes first followed by the initials. If more than one author, write the first author's name and initials, followed by '&' and then name and initial of the second author.

1. Author's surname & initials.
2. Year of publication.
3. The title of the book, underlined or in italics.
4. The city (not country) of publication.
5. The publisher comes last.

<p style="text-align: center;">Print newspaper</p> <p>A bibliographic entry for a newspaper article looks like this:</p> <p style="text-align: center;">Squareyes, G.J. 2023. "Give me more reality TV." <u>The Viewer</u>. 27/12/23, p6.</p> <p>Again, notice all the punctuation. Sometimes there is no author given for a newspaper article. Then you just give all the information starting with the title and placing the year after the title.</p> <p style="text-align: center;">"Give me more Reality TV." <u>The Viewer</u>. 27/12/23, p6.</p>	<p style="text-align: center;">Newspaper/journal entry</p> <ol style="list-style-type: none"> 1. Author's surname & initials. 2. Year of publication. 3. Article title in inverted commas "....". 4. Newspaper title, <u>underlined</u>. 5. Article date. 6. Article page number.
--	--

8.21 Avoiding Plagiarism

Online newspaper

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

Squareeyes, G.J. "Give me more reality TV". The Viewer. 27/12/23, p6. p8. Accessed April 7, 2024 [http://\(...insert the exact URL of the link\)](http://(...insert the exact URL of the link))

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

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

"Give me more reality TV". The Viewer. 27/12/23, p6. p8. Accessed April 7, 2024. [http://\(...insert the exact URL of the link\)](http://(...insert the exact URL of the link))

Online newspaper/ journal entry

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

Website

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

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

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

Toupe, T. 2023. "Wigs and Wigs". Accessed November 15, 2024. <http://www.wigsutie.org.au/wigorama/wig-die-chops.html>

Web entry

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

Reports

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

Jones, H. (2024). *Trends in Work*. Institute for Work Studies. <https://www.worktrends.org.au/publications/reports/271.html>

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

Institute for Work Studies. (2024). *Trends in Work*. <https://www.worktrends.org.au/publications/reports/271.html>

eBooks and PDFs entry

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

Streamed media such as YouTube

A bibliographic entry for a streamed media looks like this:

Unreal Newz. 2023. "Australia's loudest whingers". YouTube video, posted February 29, 2024. Accessed May 25, 2024 [http://\(...insert the exact URL of the link\)](http://(...insert the exact URL of the link))

Streamed media

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

Referencing & bibliographies 8J

Part A: In-text referencing

1. Add references to these sentences. Use correct punctuation.
 - a. "Avoiding plagiarism requires skill and diligence"
Akram Kahn 2023 page 2
 - b. According to Dilbert, spiders are more afraid of us than we are of them.
Grace Dilbert 2024 page 317
 - c. In Shaw's famous play *Pygmalion*, Professor Higgins forces Eliza Doolittle into repeating the phrase "the rain in Spain stays mainly on the plane" which is belittling and abusive patriarchal behaviour.
George Bernard Shaw 1913

2. Why is the first sentence, (a) in quotation marks and the second (b) not?

1a.	1b.	1c.
2.		

Part B: Bibliographies

Prepare bibliographic entries for:

- an article from a print source you accessed for your project research
- a text sourced online for your project research
- an online tutorial or instructional video you have recently accessed
- a most-excellent piece of advice from this book.



8.25 Graduated Assessment

AT3 Getting it Together - Negotiated project



For this assessment task, you are required to complete a range of tasks to enable you to turn your research and information into usable content for your presentation and any other submission formats associated with your Negotiated Project.

Complete the task outlined below (or similar) as advised by, and negotiated with, your teacher. Add the required details for each section.

Name(s):		Key dates:		UNIT 4 Module 1	
Project:					
Tasks - A3: Getting it Together		Must Do?	Due Date	Done	Level
Negotiate the task details with my/our teacher.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Apply appropriate research skills to source information. Details:		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Evaluate suitable information and evidence. Details:		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Make notes and collate information and evidence. Details:		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Apply skills of paraphrasing and quoting. Details:		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Organise and summarise your information for your presentation. Details:		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Correctly attribute and reference your information. Details:		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Complete and submit a Presentation Planning Pro-forma		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Complete and submit a Reflective Journal		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Discuss with teacher and apply feedback and advice.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

Presentations

9

9.01 Introduction	248	9.21 Evaluation.....	268
9.03 Presentations	250	9.23 Module Assessment.....	270
9.07 Non-Verbal Communication	254	9.27 Unit Review and Reflection	274
9.11 Planning Your Presentation	258		

Activities 9: Presentations		p.	Due date	Done	Comment
LER9	My Literary Engagement Record	248-249	<input type="checkbox"/>	<input type="checkbox"/>	
9A	Finding Your Voice	253	<input type="checkbox"/>	<input type="checkbox"/>	
9B	Non-verbal communication	256-257	<input type="checkbox"/>	<input type="checkbox"/>	
9C	Presentations	259	<input type="checkbox"/>	<input type="checkbox"/>	
9D	Presentation Planner	260-261	<input type="checkbox"/>	<input type="checkbox"/>	
9E	Presentation: Visuals	263	<input type="checkbox"/>	<input type="checkbox"/>	
9F	Presentation: Cue cards	265	<input type="checkbox"/>	<input type="checkbox"/>	
9G	Presentation: Practise	267	<input type="checkbox"/>	<input type="checkbox"/>	
9.22	Presentation Evaluation: Peer Review	269	<input type="checkbox"/>	<input type="checkbox"/>	
AT4	Oral Presentation based on a Negotiated Project	270-273	<input type="checkbox"/>	<input type="checkbox"/>	
9.27	Unit Review and Reflection	274	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

9.01 Introduction - Presentations

Unit 4 Module 1: Negotiated project

Section 9: Presentations is the final stage of **Module 1: Negotiated project**.

Through this section you will apply a range of skills and strategies to prepare, refine and deliver your oral presentation.

You will also undertake timed practise run-throughs of your presentation to develop your presentation skills; and seek and apply feedback to improve your professionalism.

This section and this unit conclude with a module assessment task, **AT4: Oral Presentation based on a Negotiated Project** that requires you to:

- ✓ have negotiated, created and refined a suitable topic
- ✓ have thoroughly planned your project
- ✓ prepare, organise and give a presentation
- ✓ deliver a professional and successful presentation
- ✓ complete self-evaluation and peer evaluations.

LER9 Literary Engagement Record for: _____

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

The main readings I engaged with were:				
Date	Text/Reading Title & Author	Text type, source & publication	Summary/ Main point(s)	What I most learned from this is:

LER9: 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:

**DRAFT SAMPLE:
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3. The main podcasts and blogging, an 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:

9.03 Presentations

Turning your planning into doing

So now you have done the hard work and it's time to test yourself as to how well you can translate all this into an interesting, well-executed and engaging presentation.

For some students, this might be one of the most nerve-racking parts of the whole **Negotiated Project**. However, if you are confident that you:

- ✓ have done enough preparatory work,
- ✓ researched thoroughly and accurately,
- ✓ organised, extracted and summarised well, and
- ✓ are on the same page as your group members,

...then you should be able to overcome any misgivings about your presentation.

Now, at the end of your VPC, you should feel proud of what you have done and be willing and happy to share your knowledge and expertise with your peers and teacher.

Structuring your presentation

For the presentation, you will need to collect all of the most relevant and interesting research and investigation that your project has uncovered and decide how to break this up into a logically organised and coherent communication.

Remember, that this part of your project is really the proof of all the work that you have done. So it is worth putting the effort in getting your ideas out there to your audience, and letting them engage with your topic, appreciate your efforts - and hopefully, learn something.

In the beginning, you should use your planning documents and pro-formas to start to generate a script or notes about the various parts of your presentation. And now that you are in the presentation phase, you might need to make blank copies of these planning documents and pro-formas so that you can add more specific details.

On p.251 there is a sample presentation structure that can help you to organise your thinking. This is a straightforward structure using 3 parts:

1. Introduction
2. Body
3. Conclusion.

If this presentation style suits you and/or your group, you might stick with this for the rest of the process. But you are also likely to add to this structure as you really drill-down and get on top of your information and refine your communication techniques. As always, your teacher might have a different preferred guide or structure for you to use.

Image: Syda_Productions/
Depositphotos.com



Sample Presentation Structure Guide



1. Introduction of presentation

⇒ What (Information)

- ✓ Make some general comments and then narrow down to your main focus.
- ✓ Equip the audience with information, facts, statistics, key vocabulary or anything else they need to know to help 'prime' them to best understand and appreciate what you are communicating.

⇒ Who (Roles)

- ✓ Make sure that everyone knows their roles and when to handover or when their turn is coming up.
- ✓ Speakers should stay alert to all parts of the presentation in case something (tech or human-related) goes wrong and they need to step in.
- ✓ Also, why would your audience bother paying attention, if the group members aren't?

⇒ When (Timing)

- ✓ Keep tabs on the timing and record approximate timings for each part of the presentation. Intro and conclusion should be brief and informative.
- ✓ Most of your time should be in the body of the presentation.

2. Body of presentation Hand over to speaker one:

⇒ Introduce the first main section of information

- ✓ Include details, evidence and examples to support and illustrate your information.
- ✓ Include clear, relevant and easy-to-use materials, slides, video or audio clips to make your points understood; or bring in examples of 'materials' to show.
- ✓ Ensure that all pieces of information are logically linked.
- ✓ Decide whether one person will handle this part of the presentation or different group members will take responsibility for various aspects (think about what will work best for the flow).

⇒ Hand over to speaker two (etc.), if relevant.

3. Conclusion of presentation

⇒ Summarise the main points of your presentation without repeating the details.

- ✓ Make a concluding statement about the topic e.g. "We hope that you can see the reasons why engagement with anime can help improve the literacy of teens in terms of their abilities to create narratives, the expansion of their vocabularies and their ability to sequence information."
- ✓ Make a recommendation or a suggestion for the future.
- ✓ Even consider issuing a call to action.
- ✓ Thank your audience, all contributors, and invite questions.

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9.05 Presentations

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. **breathery** is helpful (and will keep you alive!).

🧠 So how about discussing these tips for finding an authentic and strong voice for your presentation?

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Finding Your Voice

Tone

Keep your tone reasonably formal to create a sense of authority.

Volume

Moderate how loud you are based on the size and proximity of your audience.

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.

Pace

Keep your presentation moving without rushing.

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.

Clarity/intelligibility

Practise saying any difficult words, terms or names. A good tip is to stick to words and 'language' you are confident with.



Image: iqoncept/
Depositphotos.com

1. What **tips** do you have, or can you **find out**, about **finding your voice**?



Tone	Pace	Volume
Pitch	Pauses	Clarity/intelligibility

2. Partner up. Read the following text aloud as you are:



- talking to a child
- talking to someone with limited English
- speaking in a job interview
- speaking in a workplace
- your choice _____

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Being on time is really important when you start working. It shows that you respect other people's time and are serious about your job.

Punctuality is like a building block for being professional at work.

When you're on time, it makes your colleagues and boss trust you more. It also helps the team work well together.

Being punctual shows that you're responsible and can be counted on.

Employers like people who are on time because it tells them you're organised and committed to your work.

It's not just about following a schedule; it's about proving you can handle your responsibilities.

Starting your career with good punctuality habits helps you build a positive image.

It's not just a small thing - it sets the stage for your success in the working world, where being dependable and managing your time well, really matter.

Applied: Presentation



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.

9.07 Non-Verbal Communication

Using non-verbal communication to enhance your presentation

Non-verbal communication is every bit as important as the words that you choose. And although you can **consciously** choose your **words**, non-verbal communication largely happens **unconsciously** and is tied to your personal way of **expressing** yourself.

Sometimes this works fine without you thinking too much about it. But in reality a presentation is a kind of **performance**. It requires some level of deliberate thought and practice around this aspect of communication. So what **body language** will you communicate?

Non-verbal communication comprises a number of elements. Here are the ones that are most relevant to your oral presentation.

Eye contact

Image: IgorVetushko/Depositphotos.com

In Western culture, maintaining eye contact (without staring!) is valued as a way of showing engagement and connection.

The trouble is that this is very culture-bound.

If you come from a culture where respect is shown by not looking directly at your conversational partner, then this might be really comforting.

However, in a presentation context, it is really necessary that you try to overcome your discomfort or self-consciousness.

Eye contact will help you to connect with your audience and keep them engaged.

Tip: You don't necessarily have to look directly into the eyes of the audience members. Your gaze can hover slightly above them while moving your head to give the impression of making eye contact. Just don't look down or read from notes the whole time and you'll be right.



**Not too much now Nigel,
no need to stare!**

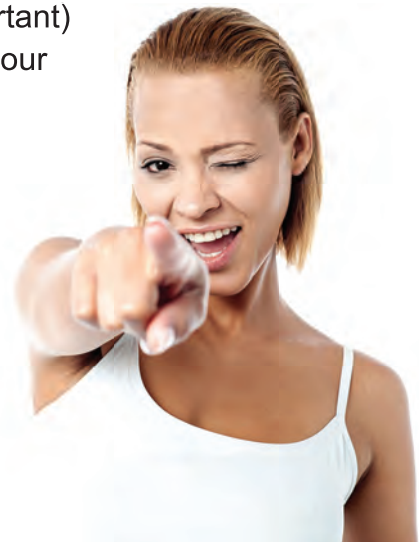
Facial expressions

Eye contact is both separate from (because it's so important) and part of facial communication. Imagine smiling with your eyes but not your mouth, or vice versa!

This registers with audiences as being odd. It's called '**incongruence**' in non-verbal communication (e.g. a bit like nodding your head and saying no at the same time).

In natural communication, your facial features work together to give the same message. e.g. Shock usually engages mouth, eye and eyebrow action - and often words and gestures as well. Unexpected joy does the same, but in different ways.

Image: stockyimages/Depositphotos.com



Non-Verbal Communication 9.08

Tip: Keep it natural, it's hard to control your face! And don't over-emote. The audience will see through that right away. You've applied some of these techniques as part of active listening.

Gesture

Gestures are the way that we use our hands, arms and even our heads to convey meaning. For shock, you might cover your mouth with a hand gesture to hide your open mouth. Some of us use too much gestural communication and end up looking as if we are in a perpetual flap (or conducting an orchestra).

Others use very little - and at times resemble a statue on Rapa Nui. For public speaking, it's best to keep the gestures on the milder side.

Image: HayDmitriy/Depositphotos.com

Tip: Don't fight your personal non-verbal communication style. If you are a minimal user of gestures, that's okay. Just avoid obvious pitfalls such as hands in pockets.

If you are more expansive, try to adopt a reduced repertoire of gestures so that the audience can focus on the other elements of your presentation.



**Some gestures quickly become clichés.
What do you think about the selfie-pose?
Probably not for a presentation!**

Posture

How you hold your body also conveys a lot about you. Posture can give away a lot about how we feel. Let's face it, most of us are not comfortable when giving a presentation.

Posture can convey confidence or nervousness. It's best form to stay neutral when presenting - not too stiff like a soldier, not too slouchy or too laidback. Choose a stance that is comfortable and natural for you.

Tip: Try not to move around too much while presenting - it's not a square dance. Also, don't stay rooted to the spot. You don't have to be a tree!

If working in a group or pair, try to stay relatively still while others are speaking so as not to distract them or the audience.

**Perhaps a bit too performative?
Depends on the topic and focus!**



Image: robertprzybysz/Depositphotos.com

9.09 Non-Verbal Communication

9B Non-verbal communication

Watch some interviews, TED Talks, online tutorials or other presentations and make notes on the non-verbal language that the speakers use.

1. Use the following **words**, as well as some of your own, to characterise the various speakers' **non-verbal language**.

e.g. The speaker in the video... was very animated because she waved her arms around a lot and used a lot of physical energy in her presentation.

- | | | |
|-----------------|----------------|------------|
| ⇒ Calm | ⇒ Expressive | ⇒ Dramatic |
| ⇒ Animated | ⇒ Understated | ⇒ Inviting |
| ⇒ Authoritative | ⇒ Self-assured | ⇒ |
| ⇒ Confident | ⇒ Mischievous | ⇒ |
| ⇒ Reserved | ⇒ Earnest | ⇒ |
| ⇒ Colourful | ⇒ Funny | ⇒ |

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Applied: Which terms do you think would apply to you when you are presenting? Which wouldn't you be? Report back to the group with your reasons.

2. Find some **pictures, photos, animations** or even **gifs** that show the various **non-verbal communication** styles. Explain **what is happening** in these.



Source/example:

Source/example:

Source/example:

Source/example:

3. **Video** a run-through of **part** of your presentation to get an overall impression of your NVC style. Don't over-analyse - we all have our quirks. List the **good**, and the **not-so-good** examples of your non-verbal communication. What strategies for improvement will you take?

Good NVC/ Why?	Not-so-good NVC/ Why?
----------------	-----------------------

Improvement strategies

4. In one sentence, describe **your style of non-verbal communication**. How could this be an **asset** for your **presentation** (and group)?



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9.11 Planning Your Presentation

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

Effective presentations require a range of applied skills. 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 than when making a **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 **support** your **purpose**.
- ⇒ **Organise** and **group** your information according to which content goes together.
- ⇒ Consider, which are your **main points** that you want to get across.
- ⇒ Also consider what **evidence** you have to support these. Is this **convincing** or even **valid**?
- ⇒ Have an overall idea of how your presentation will be **structured**. How many **sections**, how long, **timing**, etc?

2. Plan

Throughout all of your VPC projects, you have learned the importance of planning (and organising). So you need to apply transferable planning skills to 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 in which 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. Cut them loose - you don't need to communicate everything!
- ⇒ Eliminate points that are really just ideas, that over-generalise, or are just plain vague!



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?

Image: file404/Depositphotos.com

2. Plan (continued)

⇒ 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?
- Can I pronounce all the unfamiliar or tricky words and names?

When you are satisfied with how you are progressing with your information content, it's time for you to complete a full **plan outline**. Doing this will help 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. This will help to establish how each point of content fits into your overall topic focus, as well as how each contributes to the logical flow of your presentation.

Presentations 9C

For my **presentation**, what do I need to prepare? Consider the key terms bolded on pp.258-9.

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Applied: What are some actions I need to do at each stage of the PODR process for my presentation?

Plan	Organise
Do (Deliver)	Review

9.13 Planning Your Presentation

9D 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**.

Presentation Planner	
Name:	Format:
Topic/focus:	
Introduction	
Introduce yourself and your topic.	
Clearly and concisely describe your topic area of focus.	
First main point	
Information:	
Include examples to support your point.	
Second main point	
Information:	
Include examples to support your point.	
Third main point	
Information:	
Include examples to support your point.	

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Planning Your Presentation 9.14

Fourth main point

Information:

Include examples to support your point.

Fifth main point

Information:

Include examples to support your point.

Other supporting points (Include examples)

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Conclusion

Summarise your main points, arguments and/or recommendations.

Thank your audience, and acknowledge your project supporters and sources of information.

Invite questions, and if appropriate, discussion.

9.15 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 communication, 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 opposite are the major dos and don'ts that help you to plan and deliver effective ICT presentations. You've seen these before, so how many do you regularly meet?

Preparing multimedia and visuals

So for your presentation, you need to think carefully about the most suitable and effective use of multimedia and visuals.

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

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Image: adapted from fad82/Depositphotos.com

Also consider the role and usefulness of props, 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.

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 brief).
- ✓ Try for no more than 10 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 over duration.
- ☹ Talk to the audience, not the screen. Always face the audience, not the screen.
- ☹ Don't just read out what's on the slide, 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's very unprofessional.

DRAFT SAMPLE FOR PREVIEW AND PLANNING PURPOSES

Presentation: Visuals 9E

1. Go online and see if you can find out any **tips, pointers or templates** for **designing effective slides** or samples. **Share** good sources, examples and 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?

9.17 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 we need to reiterate, that your presentation is an act of communication by you, and not just slides and multimedia accompanied by you.

One way to help you deliver an 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** and 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 style.

*2. Minimises distractions
3. Presenter has what they need right in front of them.
4. You don't need to go back and forth between presenting and the tech.
5. The 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.
- ✓ 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.
- ✓ 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'**.

<p>1. Introduction</p> <p>a. Welcome audience and other guests.</p> <p>b. Introduce myself.</p> <p>c. Introduce my topic.</p> <p style="text-align: right;">10 secs</p>	<p>2.</p> <p>a.</p> <p>b.</p> <p>c.</p> <p style="text-align: right;">10 secs</p>
<p>3.</p> <p>a.</p> <p>b.</p> <p>c.</p> <p style="text-align: right;">10 secs</p>	<p style="text-align: right;">10 secs</p>
<p>5.</p> <p>a.</p> <p>b.</p> <p>c.</p> <p style="text-align: right;">10 secs</p>	<p>6. Conclusion and sign-off</p> <p>a.</p> <p>b.</p> <p>c.</p> <p style="text-align: right;">10 secs</p>

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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?

9.19 Planning Your Presentation

3. Practise

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.

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

The more you practise then the more you are **prepared**. The more you are prepared, then the better you will present.

The better you **present**, then the better your presentation will be.

The better your **presentation**, then the more engaged the audience will be.

And the more you **engage** your audience, then the more your audience will appreciate all your time, effort, expertise and consistency.

And that, as they say, is the...

**"Advice for the brokenhearted
- practise run 5 - and hit record...
now!"**



Image: luismolinerio/
Depositphotos.com



Practise makes better (As nothing is perfect)

- ✓ Run through your presentation a few times and time each of the parts/segments.
- ✓ Make sure you rehearse. 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-taping 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. 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 **practice** 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 1 Quality of evidence	Quality: Content area 2 Quality of evidence
Quality: Content area 3 Quality of evidence	Quality: Content area 4 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 pacing	Quality of multimedia
Quality of voice	Quality: body language	Quality: other

9.21 Evaluation

Incorporating reflection into your presentation

There are many ways of presenting reflections and review within your presentation.

You can devote a section of the presentation to reflection and review. Alternatively you can distribute reflective segments at appropriate points throughout the presentation.

You can talk about your reflections directly, or collect them and show them in point form on slides, or as visual or video-evidence with commentary.

Image: Lembergvector/
Depositphotos.com

Some things to consider:

- ⇒ What reflections can you make on your project in terms of its process, and what you learned?
- ⇒ How do you think that your visuals and non-verbal communication contributed to your presentation?
- ⇒ How did your reflective process affect your project? Did it change how you approached different elements of it?



Reflections and review: Negotiating, creating and reviewing a suitable topic

1. What went well in your negotiation?
2. Did the discussion run smoothly?
3. Give details of your contribution to the discussion and that of your group members.
4. Describe two things that your teacher suggested that you needed to consider.
5. What could have been managed better? Divide this (as appropriate) into:
 - ⇒ preparation
 - ⇒ confidence in your proposal
 - ⇒ ease of discussion, and
 - ⇒ outcome.
6. What steps did you take to tighten up your plan?
7. Any additional observations that you would like to add?

Reflections and review: Planning your Negotiated Project

1. Comment on how your group collaborated. Include quality of communication, agreement and disagreement, when communication worked well, when it could have been improved.
2. Comment on task allocation and fulfilment. Who did what, and how did the group guide participants to complete agreed tasks?
3. Comment on setting timelines and meeting deadlines.
4. Comment on how you went about researching, evaluating and organising information and texts within the project.
5. Comment on how you decided on structural elements of the project.
6. How would you evaluate the role of yourself and others in this planning phase of the project?
7. What have you learned about how you approach planning?

Presentation Evaluation 9.22



Presentation Evaluation: Peer Review						
While watching and listening to your class's presentations, you will be allocated a fellow student to give peer feedback to. Make copies of this pro-forma and take notes for these criteria.						
Presenter(s):				Date:		
Topic:						
Evaluated by (& role):						
Criteria	Comment	Level				
Presentation and Content		VH	H	M	L	NS
Thorough coverage of topic.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suitability of content to audience.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanation of main points.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All information is relevant.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of voice and delivery.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate and confident use of non-verbal communication.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate support with evidence and attributions.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall comments:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation and Organisation		VH	H	M	L	NS
Clear introduction.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Points of information are clearly linked.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suitable advice given or recommendations made.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear conclusion.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective use of images and multimedia.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective audience engagement.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insightful reflections.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall comments:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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PURPOSES

9.23 Module Assessment

AT4 Oral Presentation based on a Negotiated Project - Negotiated project



For this assessment task, you will present your research, skills and knowledge that you investigated as part of your Negotiated Project.

Stage 1: Negotiate, create and refine a suitable topic

You will negotiate with your teacher on an appropriate group or individual project that relates to your particular interests, and builds on the skills and knowledge you have acquired throughout your VPC studies.

- Prepare a proposal as outlined by your teacher.
- Negotiate the details: scope, focus and content with your teacher.
- Demonstrate learning in your project from either WRS or PDS, as well as Literacy.
- Make adjustments to scope, focus and content as necessary based on your teacher's advice or direction.
- Reflect on this part of your project.

or AT1: **Negotiating and Planning Your Topic and Project, p.182.**

Task information, dates and submission requirements

Stage 2: Planning the project

You will develop a detailed plan for your project. This should include:

- Topic content
- Organisation of materials
- Details of tasks and proposed outcomes
- Specific mention of areas where your project crosses over with WRS, and/or other subject areas
- Timelines for completion of each task
- Roles and responsibilities of each student
- Notes on how you plan to use non-verbal communication to convey your information
- Reflection on this part of your project.

or AT2: **Planning Your Negotiated Project, p.220.**

Task information, dates and submission requirements

Stage 3: Prepare and give a presentation

You will select relevant project content to be presented to an audience. Your teacher will guide you on the details of this.

- a. Decide on the sequencing of your information.
- b. Decide on how each part will be linked together.
- c. Decide on the order of speakers (if in a pair or group).
- d. Work out language for handing over between speakers.
- e. Firm up introduction, content sections, conclusion and timing.
- f. Firm up where your reflections will fit and how they will be delivered.
- g. Make cue cards.
- h. Create visuals.
- i. Practise and time your presentation.
- j. Get peer feedback on non-verbal communication - eye contact, gestures, posture, etc..
- k. Get peer feedback on language, fluency, tone, volume, etc..
- l. Make any personal presentation decisions, such as clothing, grooming, etc..
- m. Be confident, present strongly and enjoy!
- n. Reflect on this part of your project and add this to your earlier reflections. Submit to your teacher as required.

Task information, date and submission requirements

a.	b.	c.
d.	e.	f.
g.	h.	i.
j.	k.	l.
m.	n.	

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9.25 Module Assessment



Name(s)		Key dates:		UNIT 4 MODULE 1
Project Focus:				
Tasks - AT4: Oral Presentation based on Negotiated Project	Must Do?	Due Date	Done	Level
Stage 1: Negotiate, create and refine a suitable topic				
a. Prepare a proposal to meet the project requirements.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Negotiate the details, scope, focus and content with your teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Demonstrate learning from WRS, and other applied subjects/areas in your project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Make adjustments to scope, focus and content as necessary based on your teacher's advice or direction.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. Undertake reflection on this part of your project.	<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"/>
or AT1: Negotiating and Planning Your Negotiated Project, p.182.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 2: Planning the project				
a. Topic content.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Organisation of material.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Details of tasks and proposed outcomes.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Areas of crossover (e.g.) WRS.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. Timelines for completion of each task.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f. Roles and responsibilities of each student.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
g. Plan for using non-verbal communication.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
h. Reflection on this part of your project.	<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"/>
or AT2: Planning Your Negotiated Project, p.220.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

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Name(s)	Key dates:	UNIT 4 MODULE 1
Project Focus:		

Tasks - AT4: Oral Presentation based on Negotiated Project	Must Do?	Due Date	Done	Level
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Tasks - AT4: Oral Presentation based on Negotiated Project	Must Do?	Due Date	Done	Level
Stage 3: Prepare and give a presentation				
a. Decide on the sequencing of your information.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
b. Decide on how each part will be linked together.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
c. Decide on the order of speakers (if in a pair or group).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
d. Work out language for handing over between speakers.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
e. Firm up introduction, sections, conclusion and timing.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
f. Identify where reflections will fit and how deliver.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
g. Make cue cards.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
h. Create visuals.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
i. Practise and time your presentation.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
j. Get peer feedback on non-verbal communication.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
k. Get peer feedback on language, fluency, tone, volume.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
l. Make any personal presentation decisions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
m. Be confident, present strongly, and enjoy.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
n. Reflection on this part of your project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Use voice and tone to speak clearly and accurately.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Effectively use non-verbal communication.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Use multimedia effectively.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Engage with audience questions and feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Complete and reflect on self-evaluation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Complete evaluation of peers.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Deliver a professional and successful presentation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>

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Additional information:

Signed: _____ Date: _____

9.27 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 in improving my work-related skills?

→ _____

→ _____

→ _____

My performance in developing my literacy skills this entire unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
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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: _____

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