LITERACY

VM 1&2

**AOS1 -
Literacy for
personal use**

**AOS2 -
Understanding and
creating digital texts**

**AOS1 -
Understanding issues
and voices**

**AOS2 -
Responding to
opinions**

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  & Skills Development Portfolio
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VPC Units 3&4: From 2024
⇨ Literacy VPC 3&4: Coursebook
  & Applied Vocational Booklet
⇨ Work Related Skills VPC 3&4: Coursebook &
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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	3&4 Interim masters
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Literacy VPC: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	
Numeracy VPC: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	
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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: VM 1&2	___ @ $33	or ___ @ $220
*PDS Planner: VM 3&4 (exp Jan '24)	___ @ $33	or ___ @ $220
Foundation Numeracy	___ @ $44	na
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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
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VCE: Industry and Enterprise

New editions were released in 2022

I&E Unit 1: Workplace Participation 5ed - book	___ @ $38
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Understanding Texts | 1

Activities 1: Understanding Texts	p.	Due date	Done	Comment
LER1 **My Literary Engagement Record**	2-3			
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Comments:

1.01 Introduction - Understanding Texts

Unit 1 AOS1: Literacy for personal use

Section 1: Understanding Texts is the first stage to investigate **AOS1: Literacy for personal use**. In this section, you will establish the broader concepts of 'what is a text', and start to investigate the structure of varied written, aural and multimedia texts.

Your teacher will introduce a range of varied texts and text formats, and may also start to work through a long-form written or videomedia text to analyse.

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

This section concludes with an assessment task that requires you to:

✓ access and read a variety of written texts and materials,

✓ use the skills of annotation to prepare summaries of each of these written texts, and

✓ create a written text of your own using a similar format.

LER1 Literary Engagement Record of: _____

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

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

LER1: Literary Engagement Record of: _____

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

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

1.03 Types of Texts

What is a text?

There is a range of different types of texts that we encounter in our day-to-day lives. From taking in the daily news, to keeping up on social media posts, reading print and e-magazine articles, reading and sending emails, dealing with official media releases, through to enjoying song lyrics, watching a film or reading a book or graphic novel.

At work we will encounter instructions, guides, and product information. And often lots and lots of emails. At home we deal with labels, packaging and personal messages. And there's your school and VET learning - such a range of different, and sometimes complex, texts to read, understand and write.

For many of you, SMS's might be the type of text that you most often read and write. You create these by typing, or by asking your Smart Phone to do the 'writing' for you.

So what types of texts do you most often read? Which types of texts do you most often write? What types of texts do you most often enjoy? And what type of texts do you struggle to make sense of?

So how do to define a text for **Literacy** purposes? Let's start with what your teacher says.

Image: Tawng/ Depositphotos.com

Types of Text

Fiction stories

Magazines	Comics
Articles	Graphic novels
emails	Journals
Reports	Poems
Advertisements	Films & videos
Labels	Songs lyrics
Media Releases	Scripts
Instructions	Reviews
Guides	SMS messages
Signs	DMs and PMs
Biographies	Online posts
Letters	Blogs
Bills	Websites
Newspapers	

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

1. Complete this sentence.

> For the purposes of Literacy, a text is...

2. For each of these **types of texts**, describe how **likely you are** to 'read' them. If you have 'read' these, give an **example**. Add 3 more of your own choosing.

3. Are you more likely to **access** these **digitally**, or in **hard copy** (analogue)?

Fiction stories	Magazines	Articles
Reports	Advertisements	emails
Instructions	Guides	Signs
Biographies	Journals	Letters
Bills	Comics/ Graphic novels	Poems
Films & videos	Song lyrics	Reviews
SMS messages	DMs and PMs	Online posts
Blogs	Websites	Newspapers

4. Have you **written** any of these **types of texts**? Give examples.

1.05 Types of Texts

Purpose of texts

The purpose of a text is defined by context. **Context** is a product of the text's **message**, the text's intended **audience** and the **type** of text. Or in other words - what, who and how.

The outcome of this process is the creation of **content**.

We have to be careful when creating and interpreting texts, because sometimes content, can be taken **out of context**, if the audience gets mixed up.

🗣 Your teacher will give you some examples.

The purpose of communication and the message of texts can often get mixed up.
Image: sangoiri/ Depositphotos.com

Context

Context can change depending on who delivers the message, who receives the message and even on how the message is communicated.

We create and access texts for a variety of purposes. Our use of texts drives our **interpersonal interactions** with others. Our use of texts also influences how we feel about ourselves and are a key part of our **intrapersonal lives**.

We might create texts to **describe information**, such as writing down an old family recipe.

We might create texts to **report** on what has happened, such as a video summary of how our sports team performed in their latest game.

We might create texts to **engage** and **socialise**, such as a group social media post on a Saturday night to see what our friends are up to.

We might also create text to **entertain** and **narrate**, such as a quick story about a funny event that happened at school.

Of course, we **access**, read, watch and listen to a variety of **texts** created by **others** as part of relaxation, enjoyment, learning, training, or just going about our day-to-day personal, social, educational and work lives.

Purpose of Texts

Image: Rawpixel/ Depositphotos.com

- Communicating
- Socialising
- Sharing
- Helping
- Advising
- Instructing
- Describing
- Informing
- Learning
- Reporting
- Narrating
- Promoting
- Persuading
- Entertaining

1. What is the **difference** between **content** and **context**?

Content is...	Context is...

2. Read these 4 short texts. For each one:

   a. identify the **type** of text it is

   c. describe the intended **audience**

   b. summarise the key **message**

   d. explain the **purpose** of the text.

---

i. **Dear Ms Petal,**

I wish to express interest in the position of apprentice florist advertised in YouthEmployer on 21st June.

I am currently undertaking my VCE (Vocational Major) at year 11 and looking to establish a career in an industry where I can develop my creative and business skills.

I have seen examples of your bouquets on your shop website and enjoy the way that you combine flowers and foliage with other natural elements such as feathers and driftwood.

I have undertaken two structured work placements; the first at Happy's Hampers and the second at Jungle Baby.

These work placements opened up my interest in the floristry industry.

I also learned some skills in visual merchandising and customer service whilst on these placements.

Please see my resume and references attached.

---

ii. **Scene 3 - A suburban kitchen**

Cyrano: Who has the prettiest nose of all?

Pinocchio: Is that a nose?

Cyrano: Indeed I do - a very, very fine nose!

Pinocchio: That's not a nose - this is a nose!

Mother: Now children, stop bickering! You are both mighty handsome fellas with magnificent honkers.

(Mother smiles with devotion and the children lower their noses and blush with pride).

---

iii. **Just in...**

A woman was apprehended driving a stolen vehicle at 1:25pm EST. Police were alerted after a report of a late model Audi being driven erratically near the intersection of Hoddle and Johnston Streets. The driver was intercepted and is cooperating with police. There was an earlier sighting of the vehicle on Acland Street in St Kilda.

If you know anything, contact Crimestoppers

---

iv. **Method**

You will need two broilers, cooked and cooled.

Take your pre-prepared roasted quails. Open up their tiny beaks and insert a teaspoon full of seasoned giblets. Close the beaks to prevent the giblets drying out.

Open up the cavities of the chickens and insert the roasted quails.

Cook in a medium oven until the flesh can be pierced with a skewer with little resistance.

Serve with fresh blood pudding (recipe below).

1.07 Written Texts

Writing

Writing is a fundamental literacy skill that enables people to communicate more effectively. Writing moves from the **immediacy** of **speaking** and oral communication to the **permanence** of a **written** message. Indeed, we can call a written text - of any form - an **artefact**.

People have been using written communication for centuries by putting their words down on various types of '**paper**'. Paper is usually made from fibrous plant materials. One of the earliest forms of paper was **papyrus**, originating in Ancient Egypt and the Mediterranean.

In more recent times people have been using **keyboards** much more than **handwriting** as part of the evolution of **print media**, and now, **digital media**.

This change has been driven by **inventions** such as the **printing press**, **typewriters**, **word processors**, **personal computers** and **smart devices**.

Written communication is normally more **formal** than verbal communication. It is used for **self-expression**, as well as **information** for business, official and other important communication.

However, people are increasingly using written communication for self-expression via **digital devices**, and posting this content on digital platforms. These examples of written communication are usually **less formal**.

But a problem with this change in communication is that the **lack of formality** is also crossing over to other forms of written communication.

Many people are actually losing the skill to write in a more formal way.

And **formality** is still expected in many situations - and not 'childish use of emojis, LOL and OMG' when applying for a **job**!

So, although people have switched back to **writing** as a major form of communication for **self-expression** (but mainly using **digital devices**) we have to wonder if they have the **literacy skills** to support this?

> 🗣 **There are many situations where you will have to write at work. So do you still have good handwriting skills?**

1C   Writing

The text above is written as an **informative piece** that presents a brief summary history. Did you read it, or did your teacher read it to you; or both?

1. Did you find the text **informative**? Why/why not?

_____

_____

_____

_____

2. What **new things** did you **learn**?

    _____

    _____

    _____

    _____

3. Did you find the text **interesting**? Why/why not?

    _____

    _____

    _____

    _____

4. What **words** or **phrases** in the text were **new to you**? How did you **find out** the **meaning** of these?

    _____

    _____

    _____

5. When you write using **digital devices**, does your writing tend to be more **informal**, or more **formal**? Give examples.

    _____

    _____

    _____

6. 'Writing' on p.8 includes a lot of **bolded** key terms. It can be hard to make clear sense of information when there are a lot of key points. A good strategy is to make **word chains** that feature key words or terms.

    Based on 'Writing', complete word chains for these key words. Some key words will feature more than once. Develop one final summary word chain.

written	permanence artefact paper
paper	
keyboards	
inventions	
formal	

1.09 Written Texts

Types of written texts

There are so many different forms of **written texts** in our lives that it is important to reflect on how we access and use these.

You might access or **use** many of these types of written texts without even thinking about them, such as product packaging, instructions and advertisements.

Others you might **access deliberately** such as books, comics and recipes.

Buying a used car? better read the contract! 🗣

Some you will **create yourself** - social media posts, DMs, diaries and SMS messages.

Then there are those you are '**forced**' to **acknowledge**. Timetables, instructions and warnings. Others may come as a **pleasant surprise**, such as a card or an invitation.

Below are 45 common types of written texts that you might access now, or will be expected to access in the future. And this list doesn't include all the **vocational** work, business and **commerce**-related written texts such as invoices, rosters, job applications, résumés and so on. Nor do these 45 include many formal **education** and **work-related learning** and **training** types of texts.

🗣 So quickly now, how many of these 45 do you normally access in any given day? Tick those that you do. Discuss this as a class.

Image: Creatas/ Thinkstock

Types of Written Texts

- ☐ books
- ☐ websites
- ☐ SMS messages
- ☐ emails
- ☐ magazines
- ☐ online posts
- ☐ DMs and PMs
- ☐ advertisements
- ☐ newspapers
- ☐ blogs
- ☐ letters
- ☐ journals
- ☐ comics
- ☐ graphic novels
- ☐ announcements

- ☐ notes
- ☐ signs
- ☐ labels
- ☐ packaging
- ☐ encyclopedias
- ☐ diaries
- ☐ guidelines
- ☐ scripts
- ☐ biographies
- ☐ timetables
- ☐ rules
- ☐ poems
- ☐ reports
- ☐ journals
- ☐ warnings

- ☐ lyrics
- ☐ instructions
- ☐ recipes
- ☐ reviews
- ☐ codes of conduct
- ☐ histories
- ☐ handbooks
- ☐ cards
- ☐ contracts
- ☐ bills
- ☐ recipes
- ☐ terms & conditions
- ☐ invitations
- ☐ rules
- ☐ legislation

1. From types of **written texts** listed on p.10 rank the **top 10** in their **order** of **importance** for **you**.

1.	2.	3.	5.	5.
5.	6.	7.	8.	10.

2. Rank **your top 10** based on the **amount of time** you spend using this type of text.

1.	2.	3.	5.	5.
5.	6.	7.	8.	10.

3. Do your 10 **rankings match each other** closely? Why are there differences?

4. What type of **texts** do **you** mostly ~~~~ accessing? Why?

5. What types of **texts** do **you avoid** as much as possible? Why?

Investigation: Me and texts

How many of these 45 types of written texts do you access or create in any given day? From now, until this time tomorrow, you are going to pay attention to all the written texts you access or create for one entire 24-hour period. You might have to add types of texts that are not featured on the list, especially if you are working.

1. Record each of these interactions, noting the type of text.

2. Why did you access this text? i.e. What was its purpose?

3. In what format did you access this text? e.g. Print, digital, signs, etc..

4. Did you enjoy/were you informed through your interaction with this text?

1.11 Written Texts - Annotating

Annotation

Annotation is a special skill that allows you to keep tabs on a written or visual text without taking detailed notes. Annotating involves you making **marginal comments**, explaining **important points** that you have **highlighted**, and **summarising** the main points of a written or videomedia text as you go.

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

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

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

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

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

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

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

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

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

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

Summarising

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

⇨ remove examples and repetitions

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

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

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

Image: flipfine/ Depositphotos.com
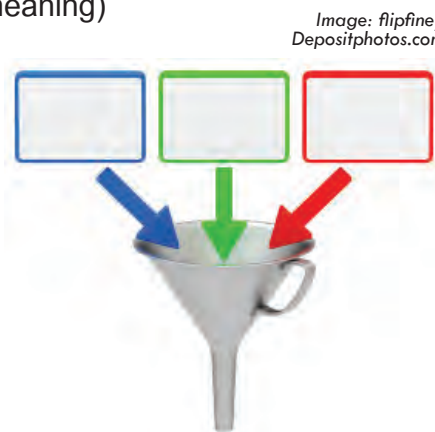
1. Read through this **annotated text** to identify the key **elements** of the text. Identify the annotation techniques used. Then in 1 sentence, summarise the text.

just a belief!

There is a ==perceived rise== in the instances of ==food allergies== in the ==west==. However, research suggests that the number of food allergies in the community may ==not have really increased==. Instead, they claim that people are more likely to ==identify themselves== as suffering from allergic reactions to food, when, in fact, they may actually be suffering from an ==intolerance== rather than an actual allergy. In some cases, people report ==negative reactions== to food that they simply do ==not enjoy==. This could simply be a response to a certain texture or taste that they dislike.

↑ in food allergies not real

not = allergy / but an intolerance

dislike: so they _self-identify_ as allergic

COMPLETE PREVIEW SAMPLE

2. **Annotate** this **text** by applying the skills you have learned. In your workbooks, identify the **key elements** of the text. Then in 1-2 sentences, summarise the text.

Food allergies are different from food intolerances. A food allergy can be so serious as to be life-threatening.

This is because a true allergy can cause anaphylaxis.

This occurs when a food allergen causes a shock reaction in the body.

Often it manifests as swelling in different regions of the body.

Most dangerous is when the swelling is in the throat or oesophagus which can lead to the inability to breathe.

In contrast, a food intolerance, while being very unpleasant, is not going to kill you. An intolerance occurs when the body lacks the relevant enzymes to process certain food.

Milk is an example of a food that is not always tolerated well. If the body does not produce enough lactase, the result is likely to be a very upset stomach indeed.

1.13 Speaking Of...

Communication

We use the general term **communication** to describe the **process** of the **exchange** of **information** with one another, through various forms of communication methods.

Effectively that's what humans do by using **language**, **gestures**, **facial expressions**, **written texts**, **visual images**, and many other communication methods. Animals also communicate, but they don't have well-developed and complex language facilities.

Communication may be:

⇨ **one-to-one**, such as you chatting with a friend, or sending them a text message

⇨ **one-to-several**, such as your boss giving instructions at work, or your teacher showing the entire class how to paraphrase

⇨ **one-to-many**, such as in social media posts, media broadcasts and government announcements.

We even communicate with ourselves, both internally and out loud. We do this by having an **internal monologue** in our heads. We might do this **externally** by talking ourselves through the steps in a difficult process. A lot of sportspeople command themselves to perform. "C'mon, you can do it!" And we often chat with ourselves out loud when no-one else is around. Do you?

We naturally create and consume a lot of information in the form of 'written' texts. But as people we rely on **verbal language** to **interact** with **other people** in our families, in our personal relationships, with friends, in groups, at school, at work, at play, and in social generally (and even to talk to our **smart devices**).

...IO-Agentur/
...tos.com

1F	Communication

Think carefully about communication and then complete the table.

Describe 2 ways that: A baby communicates with its parents.		
Describe 2 ways that: A parent communicates with a teenage child.		
Describe 2 ways that: A pet cat or dog communicates with its owner.		
Describe 2 ways that: You communicate with your friends.		
Describe 2 ways that: A clown communicates with an audience.		

Oral communication

The primary form of communication used by humans happens verbally through **face-to-face** interaction with people. We communicate orally with family, friends, acquaintances, partners, colleagues, managers, customers, teachers and other people that we come into contact with on a day-to-day basis.

This oral (or verbal) communication is supported by **non-verbal communication** such as **body language**, facial expressions and other physical cues.

We **speak** (and **listen**) differently depending on whether we are conversing for personal, social, educational or work-related situations. And given this, our **vocabulary** (the words we use) will also change to suit the situation.

We also use oral communication through phone calls, audio and video recordings, podcasts and a range of online video-conference platforms such as Zoom and Facetime.

Some people sing, or act, or recite poetry; then there's public speaking and hosting and recording audio instructions.

We change our style and delivery of oral communication depending on our audience. Different for grandparents? Check! Different for babies! Check! Different for pets! Check! And different for Siri? "Hey Siri, what's the weather like?"

So, do you like talking up a storm - not everyone does you know!

> **Talking the talk**
>
> We don't usually write the same way that we speak.
>
> We often say many more words than needed.
>
> Then we write too few!
>
> So take a moment to reflect on whether you are a 'big' or 'long' talker; or a 'small' or 'short' talker.
>
> What do you reckon?

Speaking of families   1G

One very good skills-development technique to help you make sense of the meaning and correct use of words, is the understanding of word families. Your teacher will explain word families for you a bit more - orally!

Briefly explain the meaning of these words in their 'families'.

write	writer	written	writing
speak	spoken	speech	speaker
communicate	communication	communicated	communicator
verbal	verbally	verbalise	verbose
oral	oracy	orate	orator

1.15 Speaking Of...

Talking and listening

When we hear oral communication we often have to **summarise** quite quickly to get to the main point. Especially when someone asks, "What did they say?" This summarising skill is about effective **listening**. And listening is not the same as simply **hearing**.

Your teacher will work through an example to show you how to summarise oral/audio texts.

Active listening

Another key part of communication is active listening. Active listening involves not only hearing the words, but also interpreting non-verbal communication.

Active listening requires you to **hear** what the person is saying, as well as to also **notice** how they are saying it. Sometimes **words** and **actions** match. People who do this are seen as honest, trustworthy and reliable. But sometimes words and actions don't match. Those people might be seen as dishonest, untrustworthy and unreliable - even if sometimes they are totally on the level.

There are two strategies to improve your active listening skills.

1. Use your ears and eyes.

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

2. Using your mouth and eyes.

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

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

Types of Oral/Verbal Communication

	Conversation	
Discussion		Song
Announcement		Poem
Presentation		Speech
Demonstration		Podcast
Narration		Soundtrack
Instruction		Advertisement
Debate		Performance
Warning		Script
Advertorial	Phone call	Oral History

Active listening, as well as the ability to summarise, are key literacy skills for group situations.

Image: Monkey Business;/ Depositphotos.com

1. Hey You? **Preference** - **speaking** or **writing**? When? Add 4 more situations.

Speak: With friends?	Speak: With family?	Speak: At school?	Speak: At work?
⇨	⇨	⇨	⇨
⇨	⇨	⇨	⇨
Write: To friends?	Write: To family?	Write: At school?	Write: At work?
⇨	⇨	⇨	⇨
⇨	⇨	⇨	⇨
Speak:	Speak:	Write:	Write:

2. Read **question 1 aloud**. How would you describe the tone of that question?

_____

_____

_____

3. Answer the following questions honestly. When/in **which situations do**...

I speak too much?	I not say enough?	They speak too much?	They don't say enough?
⇨	⇨	⇨	⇨
⇨	⇨	⇨	⇨
⇨	⇨	⇨	⇨

4. Your teacher will read or play an **audio** of a text. Listen carefully and **take notes** of the **key points**. Prepare a short **summary** of the text. Share your result in small groups. Are your summaries the same or different? Why would that be the case?

1.17 Multimedia

Multimedia

Multimedia refers to using a combination of two or more types of information to communicate a message. Commonly, multimedia texts might involve combinations of words, images, video, audio, animations and other forms of media.

The growth in online communication, coupled with the evolving sophistication of portable smart devices, has meant that many of us now take in a lot of information through multimedia formats.

Some multimedia texts are **static**, such as a photo-essay. Others are **dynamic** and use **animations**, for example, e-learning tools.

A lot of contemporary online digital multimedia, including many apps, is **interactive**, and invites the user to manipulate the information. A widely used example is e-maps.

These days, people can't cope without multimedia.

🗣 So how dependent on multimedia are you?

Image: denphumi/ Thinkstock

Media and Multimedia Formats

websites	broadcasts	apps
e-magazines	podcasts	portals
e-newspapers	performances	infographics
e-books	digital assistants	media streaming
e-comics	simulations	music videos
blurbs	games	film & video
social media	team games	e-reports
blogs	virtual reality	e-maps
vlogs	presentations	animations
wikis	photo essays	music
bio-pages	live streams	chatrooms

1. What is **multimedia**?

    _____

    _____

    _____

2. List the most common **types** and **formats** of **multimedia** that you **access**. For what **purpose** do you access these?

    e.g. Consider entertainment, hobbies, sport, gaming, relaxation, work, education, learning, information, news, and of course socialising! You can add any other purposes that might better match your own life.

Multimedia and me			

3. Describe the **types** and formats of multimedia that you **create**. For what **purpose** do you create these?

Multimedia I create		

4. Your teacher will show you a **selection** of **multimedia** texts and materials. Pay close attention to **which elements** of these you **most respond** to and **understand** better. What might this say indicate **your preferred literacies**?

1.19 Multimedia

Presentations

People like to use multimedia when making presentations. There are many programs and apps that can be used such as PowerPoint, Canva and more.

Presentations usually involve speaking, text, numbers, pictures or graphics, and perhaps some animation, video or music.

Presentations make use of **slides** or **panels**. The presenter arranges the slides in a suitable **order**, and changes slides periodically to suit the **message**, the **audience** and the **context**. Some people are successful at doing presentations. Usually they are:

- ✓ **well-researched** and **knowledgeable**
- ✓ **clear** and **concise** in their **communication** techniques
- ✓ able to **select** and **create** the appropriate **types** and **amount** of **multimedia elements**
- ✓ willing to **plan**, **organise**, **rehearse** and **adjust** to get their **timing** right
- ✓ able to **engage** their **audience** positively.

And what about those who are not so good? Well, they usually fail to achieve one or more of the success factors above. They often think that multimedia will do the job for them. In fact, nothing could be further from the truth. Just because something is digital, it doesn't make it good, nor effective!

As an example, think of one of those types of politicians that bangs on and on for ages about how much good their party is doing for the nation. Do you think a series of presentation panels with a snappy font and an image or two will make their speech more bearable?

Probably not. Lucky all politicians are not like that, though!

🗣 So where do you stand on this?

Infographics

An infographic is a **pictorial** way of representing **information** using a **combination** of:

- ⇨ **words** (describing **data** and **information**)
- ⇨ **numbers** and **percentages** (presenting **statistics** or data), and
- ⇨ **images** (**pictures**, **symbols** and **pictograms** presenting the information, the data or a combination of both).

Infographics are usually prepared using digital design software and specialised apps.

Infographics draw heavily on the use of **pictograms**, which have been around since pre-historic times.

Essentially pictograms are just common **symbols** that we can easily and readily associate with an object or concept.

Examples include human forms, such as male and female gendered figures, representations of common objects or themes, and other signs and symbols.

🗣 What infographics can you remember seeing?
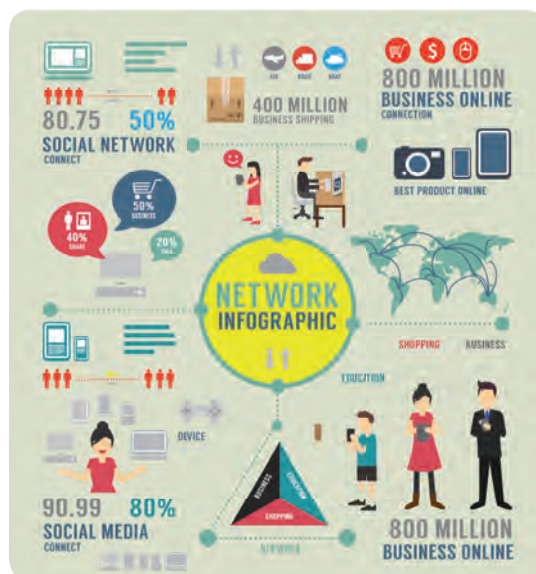
1. List all the **key words** that are **bolded** in the topic, '**Presentations**'.

Making presentations				

Your teacher says: "Right students, you have to give a one-minute presentation to the class on a hobby or a personal interest. You have 20 minutes to plan this, and then you will begin presenting."

2. Describe **your emotional state** after hearing the directive from your teacher. **Why** do you **feel** like this?

_____

_____

_____

3. Outline **3 techniques** that you could apply to help you plan and **deliver** a **presentation**.

_____

_____

_____

Any volunteers for a presentation right now? If not - that's not a problem.

4. List all the **key words** that are **bolded** in the topic, '**Infographics**'.

Features of infographics				

5. Do **you like** the way that **information** is **communicated** in **infographics**? Explain why or why not. **Find** an **infographic** online to use as an **example**.

_____

_____

_____

1.21 Journals

Journals

Journals are a very important tool for **self-expression**. Keeping a journal can help you gain better control over the direction of your life, as well as to assist you to be better organised, and to plan better.

Keeping a journal also strengthens the quality of your experiences and your relationships, because you become more **reflective** and in tune with your own and other peoples' actions and emotions.

Many writers, performers and other creative and successful people have developed their expressive skills through the use of personal journals and posting online blogs or journals on WordPress, Blogspot or Facebook.

Image: Rawpixel Ltd/iStock/Thinkstock

Some people make video and photo-journals or vlogs and share these on Instagram, TikTok, YouTube, Vimeo and more.

However, **social media** is changing the way that many people now keep 'journals'. A lot of information that might best be left **private** is now **shared**. We see couples having fights and breaking up online - why don't they just PM each other? Or better still - TALK to each other! And the over-sharing of personal uninformed opinions. Why? Consider this proverb, "Better to remain silent and be thought a fool than to speak and remove all doubt."

But online journals are good for connecting. Instagram (of which almost 70% of all users are female and 75% are teens) works well as a photo-journal, but pity about all the selfies, influencers and shots of lunch!

Facebook, well and good for varied media. But perhaps a bit too revealing of one's life and thoughts on there. Twitter is good for quick quips and updates.

YouTube, TikTok and other video sites can be entertaining and enlightening. But how many times do you want to see someone open their new box of Funko Pop figures, or mime to a popular song, or do a K-Pop inspired dance routine?

So how about keeping your journal offline?

Can you see any benefit in that... #doesthewholeworldhavetoknow?

Types of journals

- diaries
- weblogs (blogs)
- Facebook pages
- Instagram profiles
- tweets
- scrapbooks
- photo-diaries
- fit trackers
- videologs
- notebooks
- wishlists
- online forums
- logs (ship's captain)
- travel logs
- attendance roles
- tour diaries
- dream diaries
- newspapers
- magazines
- planning notes
- ledgers (business)
- asset registers (business)
- case notes (medical)
- case notes (legal)
- case notes (professional)
- patient histories (medical)
- minutes (meetings)
- records of proceedings
- Hansard (Parliament)
- self-assessment
- patient charts
- workout & training charts and diaries
- food diaries
- allergy diaries
- personal histories
- family histories
- repair logs
- poetry
- song lyrics
- arts and crafts
- indigenous arts
- even skin art!

Keeping a Journal

Improves self-expression and confidence.

Allows you to remember important occasions.

Reduces stress by helping you 'vocalise' emotions.

Enables you to 'visualise' goals and objectives.

Assists you to develop better relationships with improved understanding.

Helps you to share fun and precious moments.

Enables you to better recall what has happened in the past.

Diary features help you become organised and keep appointments.

Keeping a journal 1K

1. As a class discuss how keeping a journal can **benefit you personally, socially** and for the development of your future **career**.

2. How has **social media changed** the way people '**journalise**'.

3. Do you **like this**? Do **you do** this?

Applied

a. You are required to keep a **weekly journal**.

b. Set up a **pro-forma** using some of the focus questions opposite.

c. Or use a format that your teacher suggests will suit better, such as a personal reflection, a **videolog**, or a hybrid or open format

d. Perhaps you can start or participate in an **online journal** for you or for your class, using social media sites, or sharing platforms, that best suit your experiences.

Journal of: _____ Entry no. ___ Date: ___

⇨ What is an experience in my life this week?

⇨ What goal did I achieve this week?

⇨ What did I most enjoy doing this week?

⇨ What did I experience this week as part of my school studies?

⇨ How did I apply what I learned to personal and social activities?

⇨ Which people did I most influence in a positive way this week, and how so?

⇨ Which people had the greatest positive influence on me this week, and how so?

⇨ What major skills and/or competencies did I develop and how?

⇨ How have I developed my transferable skills?

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

⇨ What other information can I share? e.g. Images, video.

⇨ How would I summarise my experiences, or what's my motto for the week?

1.23 Structures of Texts

Structural elements

Different types of texts use common **structural elements**. When **writing** and **reading** these different types of texts it is important to understand these structural elements. This helps you to better communicate and understand **meaning**.

Your teacher will explain some of these right now using examples of texts and other materials. Of course, you do not need to be aware of all of these structural elements straight away.

However, over the course of this year, this is a topic that you will come back to as you develop your literacy skills even further.

Image: levente/ Depositphotos.com

Fiction
- ⇨ **Title**
- ⇨ **Chapters (& Parts)**
- ⇨ **Plot**
- ⇨ **Scenes**
- ⇨ **Narrative**
- ⇨ **Setting**
- ⇨ **Description**
- ⇨ **Dialogue**
- ⇨ **Resolution**

Non-Fiction
- ⇨ **Title & Sub-title**
- ⇨ **Contents**
- ⇨ **Sections and/or Chapters**
- ⇨ **Introduction**
- ⇨ **Context & history**
- ⇨ **Information & Explanation**
- ⇨ **Analysis**
- ⇨ **Conclusion**
- ⇨ **Index**

Film & Theatre
- ⇨ **Title**
- ⇨ **Prologue**
- ⇨ **Act 1 - Beginning**
- ⇨ **Act 2 - Middle**
- ⇨ **Act 3 (or more) - End**
- ⇨ **Plot**
- ⇨ **Scene**
- ⇨ **Resolution**
- ⇨ **Epilogue**

Television & video
- ⇨ **Series**
- ⇨ **Episode**
- ⇨ **Title**
- ⇨ **Prologue**
- ⇨ **Acts**
- ⇨ **Scenes**
- ⇨ **Plot**
- ⇨ **Resolution**
- ⇨ **Epilogue**

Music & Songs
- ⇨ **Title**
- ⇨ **Verse**
- ⇨ **Chorus**
- ⇨ **Lyrics**
- ⇨ **Bridge**
- ⇨ **Refrain**

Poems
- ⇨ **Title**
- ⇨ **Stanza**
- ⇨ **Line**
- ⇨ **Rhyme (or not)**
- ⇨ **Repetition**
- ⇨ **Meter**

Websites
- ⇨ **Headers & footers**
- ⇨ **Menu**
- ⇨ **Content**
- ⇨ **Images**
- ⇨ **Multimedia**
- ⇨ **Links**

COMPLETE PREVIEW SAMPLE

Part A: Written texts

Access 3 different **written texts** and **print** them out.

Annotate the hard copies to identify the main **structural elements** of the text.
(Note: Don't print out a whole book!)

Part B: Videomedia text

You are going to explore the structural elements of a videomedia text. In doing so, you will see how all the components work together to create the whole.

1. Discuss these broader possible structural elements for **television** productions of **videomedia** texts.

> ⇨ **Series**   ⇨ **Title**   ⇨ **Acts**   ⇨ **Plot**   ⇨ **Epilogue**
> ⇨ **Episode**   ⇨ **Prologue**   ⇨ **Scenes**   ⇨ **Resolution**

Within the broad structure, there are many features (see below) that are used within an episode, and across an entire series. These bring a videomedia work alive and make it unique.

2. Work in groups. Each group will analyse a different **feature** of episode 1, series 1 of *Stranger Things*.

3. Once your group has completed your analysis, join **new groups** with students who looked at **different features** and discuss how these **features** work together.

❑ **Character hierarchy** - usual as lead(s), supporting, featured, cameo, extras.

❑ **Scenes** - a section of the episode.

❑ **Act** - the various structured parts of the episode, comprising a number of scenes.

❑ **Set** - interior, exterior, lighting, darkness - consider the use of contrasts.

❑ **Narrative arc** - including prologue and epilogue.

❑ **Secondary narrative**(s) - not the main action but concurrent storylines (these may travel at the same pace as the main story, or span across more than one episode).

❑ **Chronology** - does the narrative use a linear time frame (moving forward) or does it start from a flashback, or in the future, or in a different dimension?

❑ **Music** - as part of the structural purpose, what role does it play? e.g. To create atmosphere, to punctuate scenes, or does it have lyrics or associations that are significant to the story?

> Is Stranger Things still an ongoing series? If not, what's the new cult show?
>
> What type of show would you like to see produced? Got any ideas?

1.25 Assessment

AT1   Working With Texts
- Literacy for Personal Use

Outline

1. For this assessment task, you are required to **access** and **read** a variety of written texts and materials.

2. Then you will use the skills of **annotation** to prepare **summaries** of each of these written texts. Focus on purpose, audience and context.

3. Finally, you will **create** a written **text** of your own using a similar format to one of those you have summarised.

1. Texts

Your teacher will either:

⇨ provide you with 2 to 3 written texts of different styles, or

⇨ encourage you to select 2 to 3 of these written texts of different styles yourself.

> The 2 to 3 written texts will be chosen from this list.
>
> Your teacher might add other types of written text. If so, list these below
>
> ❑ a book chapter   ❑ a magazine article   ❑ a review
> ❑ a short story   ❑ a biography   ❑ a recipe
> ❑ a song lyric   ❑ a journal   ❑ an infographic
> ❑ a poem   ❑ a letter   ❑
> ❑ a newspaper article   ❑ a media release   ❑

2. Summaries

You should use the summary pro-forma on p.28. However, your teacher may provide you with a different guide or pro-forma.

You need to complete 2 or 3 different summaries - one for each written text.

3. Your writing

❑ After you have completed your summaries, you will then produce **your own written text** in a **format similar** to one of the texts you summarised.

❑ You **might** need to include **images**, **graphics** and other **non-text elements**.

❑ Your teacher will inform you of the **word length** and other **requirements**.

❑ You will need to produce at least one **draft**. Your teacher will give you **feedback** and **advice** to help you improve your draft(s).

❑ You are strongly encouraged to **share** your written work by **reading** or **presenting** it to the class. If your writing is of a very personal nature, then it might not be appropriate to share this. Your teacher will give you the best advice on this.

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

Name:		Key dates:			UNIT 1 AOS1
Tasks – AT1: Working With Texts	**Must Do?**	**Due Date**	**Done**		**Level**

Stage 1: Choosing and reading texts

🗣 Negotiate the task details with my teacher. ✓

i. Text 1: ✓

ii. Text 2: ✓

iii. Text 3: ○

Stage 2: Preparing annotations and summaries of the texts 🗣

i. Read and annotate (with guidance), Text 1. ✓

Summarise Text 1, using teacher feedback. ✓

ii. Read and annotate (with guidance), Text 2. ✓

Summarise Text 2, using teacher feedback. ✓

iii. Read and annotate (with guidance), Text 3. ○

Summarise Text 3, using teacher feedback. ○

Stage 3: Completing a written text

a. Choose a suitable format and ... Get feedback. ○

b. Write a draft text. ✓

c. Include images and other elements if required. ✓

d. Check and revise my draft text. ✓

e. Edit a hard copy to find other errors and issues. ✓

f. Get my teacher to check my edited draft. 🗣 ✓

g. Correct my draft based on feedback. ✓

○

Prepare and submit my final text and summaries

⇨ **Prepare my final text and my summaries.** ✓

⇨ **Submit my final text and summaries to my teacher.** ✓

🗣 **Present or report to the class (if required).** ○

Additional information:

Signed: _____   Date: _____

Written Text Summary

Title:		My name:
Writer/creator:	Format:	Date of origin:
		Date of access:
Type of text:	Source:	Ease of reading:

Summary/outline of the text.

Purpose	Audience	Context

Good points of the text.

Not so good points of the text.

New vocabulary in the text.

Description of images, graphics, numbers and other information in the text.

Things I didn't understand in the text.

What did I learn from the text?

How did the text make me feel?

Other information.

COMPLETE PREVIEW SAMPLE

Developing Literacy Skills | 2

Activities 2: Developing Literacy Skills	p.	Due date	Done	Comment
LER2 **My Literary Engagement Record**	30-31			
2A **Me communicating**	33			
2B **Effective communication**	35			
2C **My paragraph**	38-39			
2D **My words**	41			
2E **Describing**	43			
2F **Avoiding plagiarism**				
2G **Poetry**	47			
2H **Formal vs informal**	49			
2I **Content - What?**	51			
2J **Content - How?**	53			
AT2 **Write a Letter**	54-55			
2.27 **Review and Reflection**	56			

Comments:

2.01 Introduction - Developing Literacy Skills

Unit 1 AOS1: Literacy for personal use

Section 2: Developing Literacy Skills is the next stage in investigating **AOS1: Literacy for personal use**.

In this section, you will explore and develop literacy and communication skills to create more effective written, aural and multimedia texts. You will also start to understand the difference between content and context, the importance of 'audience', and introductory techniques that can help you to avoid plagiarism.

Your teacher will present and unpack a range of varied texts and text formats, and may continue to work through a long-form written or videomedia text for analysis.

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

This section concludes with an assessment task that requires you to plan, prepare, handwrite, edit, correctly address and send a personal letter.

LER2 Literary Engagement Record of: _____

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

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

LER2: Literary Engagement Record of: _____

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

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

2.03 Understanding Communication

Communication process

Effective literacy is really all about effective communication.

In order to be able to communicate more effectively, it is important to have a clear understanding of the communication process.

The communication process always consists of 3 key components.

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

Effective communication

To be an effective communicator you need to imagine how the message will be received. This will help you better structure your written, spoken or multimedia text.

You have to tailor the message to the **audience**, to the **situation**, and also to the **format** in which it will best be received. Focusing on the structure of the message will help you to do this better. As a result, your text will include the most appropriate **content**. Your text will also be more likely to better suit the **context** of the communication.

It is vital that you choose the most appropriate forms of communication for the message. This is another key part of getting the context right. This might involve using more than one form of communication at the same time.

So, consider the suitability and effectiveness of using these main forms of communication:

⇨ **Verbal** communication messages.
⇨ **Non-verbal** communication messages.
⇨ **Written** communication messages.
⇨ **Visual** communication messages.
⇨ **Digital** communication messages.
⇨ **Physical** communication messages.

And in most cases, effective communication crosses over many of these methods at the same time.

🗣 Discuss this as a class and come up with some examples.

Getting it Write - Right!

Reading improves vocabulary and so does writing.

The most commonly used words are very simple such as: the, be, to, of, and, a, in, that, have, I, it, for, not, on, with, he/she/they, as, you, do, at; (but these don't mean much by themselves!).

When we talk, we use far more colloquialisms (slang) than when writing. This makes it harder to work out the true meaning of what we are saying.

Me communicating   2A

1. Match these **communications** to their most likely **form**.

2. Describe examples of when you either have (or could) use or experience each of these **forms** of **communication** in your **personal life**.

3. Is/was the **communication effective**? Why/why not?

1. Communication	2. Personal Situation	3. Effective?
instruction (verbal)		
sign		
email		
facial expression		
recording		
SMS		
your choice		

4. Match these **communications** to their most likely **form**.

5. Describe examples of when you either have (or could) use or experience each of these **forms** of **communication** in **work related situations**.

6. Is/was the **communication effective**? Why/why not?

4. Communication	5. Workplace Situation	6. Effective?
directive		
symbol		
email		
facial expression		
signal		
gesture		
your choice		

33

Forms of Communication

Verbal

Much of our day-to-day communication is verbal, despite the growth in digital messaging.

Good listening relies on active two-way feedback as part of a conversation.

Image: giraffearte/iStock/Thinkstock

Non-verbal

Some people communicate better using physical gestures and other non-verbal cues such as facial expressions and body language.

Non-verbal communication supports us when we are speaking and listening.

Image: orelphoto/iStock

Written

A lot of written communication is more formal and complex than speaking, and is very important for professional and work communication.

However, people are increasingly using less-formal types of communication when writing digitally, which can be 'OMG', and many others like 'IDC'!
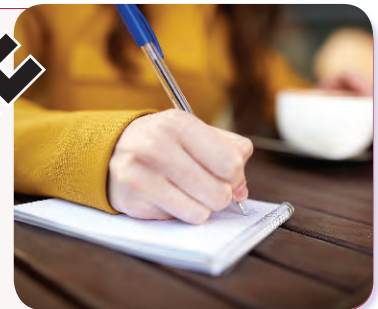
Image: Syda_Productions/Depositphotos.com

Visual

Some people respond better to images and visual information. These might combine text, numbers, diagrams, images and even video.

Signs and symbols can convey a lot of meaning; and are usually easily, and universally, recognised and understood.

Image: Alexynder/Depositphotos.com

Digital

People are increasingly communicating using ICT devices, and modern digital platforms are changing how we 'talk' with each other.

But people are increasingly using less formal digital language and getting into online fights with others due to miscommunication!
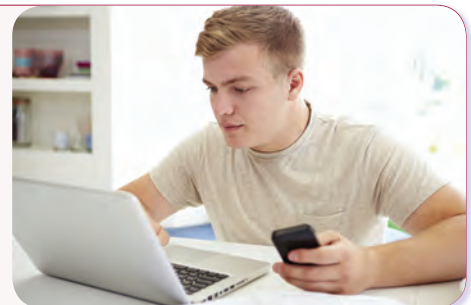
Image: moneybusinessimages/iStock/Thinkstock

Effective communication   2B

Complete this table by describing what **you do well** in each of these **forms** of **communication**.

Communication	What I do well	
Verbal	e.g. I have a clear voice.	i.
	ii.	iii.
Non-verbal	e.g. I make good eye contact.	i.
	ii.	iii.
Written	e.g. I check my spelling	i.
	ii.	iii.
Visual	e.g. I design clear visual aids for my presentations	i.
	ii.	iii.
Digital	e.g. I use social media safely.	i.
	ii.	iii.

2.07 Understanding Paragraphing

Paragraphing 101

It's quite unusual to launch into saying or writing anything without first introducing your general topic.

In writing, you generally begin a paragraph with a **topic sentence** that says what the whole paragraph will be about.

Then all the other sentences that are written relate to that topic sentence.

> Bruce is both industrious and lazy. He works hard at those things he is interested in such as football and playing video games. When it comes to activities that bore him, however, Bruce can be reluctant to make an effort. These tasks include organising his music downloads and remembering to buy presents for his friends' birthdays. Therefore, it is clear that Bruce has a tendency to be industrious when it suits him and lazy when it does not.

Topic sentence

Reading the first sentence of this paragraph tells us that the **subject** of the paragraph is Bruce and that it will be about Bruce's characteristics.

So the topic sentence reads as...

> Bruce is both industrious and lazy.

"I am Bruce, hear me roar!"

From this **introduction** you can guess what type of information will follow in the rest of the paragraph.

This **prediction** helps us to follow the organisation of the paragraph. It provides a kind of map or **outline** of where the paragraph is going.

If you take away that first sentence of the paragraph then you have to **deduce** (work out) what its main point is by carefully reading each sentence and then coming to a conclusion.

This creates work for the reader. A good writer tries to remove as much effort as possible for the reader by being very direct and clear.

Paragraphing tip 1:
You should start with a good summary topic sentence.

Paragraph structure

A good topic sentence will provide a structure and a sequence for the sentences that follow. In our example, the writer will first talk about Bruce's industriousness because that is the first characteristic mentioned.

The writer will next list points relating to Bruce's laziness. These happen to be **contrary** or **opposite** points. A strong **balance** occurs.

Paragraphing tip 2:
Sentences should be in the same order as points mentioned in the topic sentence.

Paragraph structure (cont.)

> ...He works hard at those things he is interested in such as football and playing video games...

> ...When it comes to activities that bore him, however, Bruce can be reluctant to make an effort. These tasks include organising his music files and remembering to buy presents for his friends' birthdays...

Summary sentence

Finally, a good paragraphing technique is to **link** all the ideas together by using a **summary sentence** so as to let the reader know that this is the end of the information. This summary sentence should also remind the reader of the main points of information.

The summary sentence usually follows some evidence or proof that supports the topic sentence.

> ...Therefore, it is clear that Bruce has a tendency to be industrious when it suits him and lazy when it does not.

"I forgot Martin's birthday...again!"

> **Paragraphing tip 3:**
> A summary sentence links all of your ideas together at the end of the paragraph.

"Lazy. Moi?!"

Let's talk about tone

It is interesting to reflect on the types of **word choice** a writer makes. These can influence the **tone** of the text, and may also then act to alter the **context**.

For example, Bruce is called both 'lazy' and 'industrious'. He is also described as 'reluctant'. There are also other passages that seem to suggest that Bruce is self-centred. These might be thought to be judgemental terms (although industrious is a positive term).

If Bruce, (or the reader) focuses more on these words, especially the word 'lazy', they might feel criticised.

However, we can't ignore two (or more) sides of any 'story' just to avoid hurting someone's feelings. In life, we all need to face up to our weaknesses. But perhaps the writer could have used other words to convey their message more sensitively. Do you agree?

2.09 Understanding Paragraphing

2C My paragraph

1. Write a **paragraph** that has a **similar structure** to the one about Bruce. Choose one of these **topics**, or make up your own topic. Check with your teacher first.

Consider some of these (and fill in the gaps).

i. "Having a job and studying is both frustrating and necessary."

ii. "The Melbourne Grand Prix is both exciting and noisy."

iii. "_____ is both rich and famous."

iv. "Home-delivered food is both tasty and _____."

v. "My smartphone is both important and _____."

vi. "The newest Apple Watch is both _____ and _____. "

vii. "Being young is both _____ and _____."

Start drafting your ideas here

COMPLETE PREVIEW SAMPLE

Sequencing

- ☺ Ideas need to be organised in a logical sequence.
- ☺ You can use signposting to achieve this.

- ☺ Sequencing words or expressions indicate the order of ideas such as; first, firstly, initially, to begin with, the first step, and so on.

- ☺ Say firstly, secondly and thirdly, but after thirdly say other things such as; next, in addition, as well as this, besides this.

2. Construct your **final paragraph** (Tip: Need more space? Use your workbooks).

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

3. Number these **points** in a **sequence**. Suggest and discuss suitable **sequencing words** (enumerators).

☐ Toby put on the TV.

☐ Toby arrived home.

☐ Toby fed the dog.

☐ Toby made a cup of tea.

☐ Toby called the dog.

☐ Tony put the body of his last victim into the fridge.

☐ Toby changed into his trackies.

☐ Toby texted his wife.

☐ Tony put the million dollars he had just stolen in his sock drawer.

☐ Toby turned off the TV, he didn't like gangster shows.

4. Who is **Tony**? Explain whether this **changes** the **sequence**?

_____

_____

_____

_____

_____

2.11 Finding Your Voice

Words and meaning 101

One of the main ways that we communicate as people is by using words. The words you choose create meaning. This allows people to understand what you are communicating.

There are different words that have similar meanings and the correct use of these can describe very different situations. This is very important when communicating with people from different cultures. They might not be aware of slang (colloquial) or localised meaning of a word.

For example, consider if you are heading to the beach with your cousin from England who is visiting Australia. You ask them;

"Have you seen my other thong, I can't find it?"

They are likely to become a tad embarrassed, not to mention confused. Why would that be?

It is extremely important to choose the most appropriate words. Especially when giving instructions or when dealing with people, their behaviours, and their emotions.

You can't just say... "you know what I mean." Because they probably don't.

Tone

When you speak to someone the listener is able to infer extra meaning from **tone**, **pitch**, **pauses** and breaks, non-verbal **expressions** and any accepted cultural shortcuts, **colloquialisms** (slang) and cultural **abbreviations** and cues used.

However, when you write, the reader can only read the words on the page. When you write, the style of language must be suitable for a wide-ranging audience. Therefore, when **writing**, you should be more **formal** than when you talk.

But in the contemporary digital world, people tend to send many unstructured messages using informal language, non-spelling and emojis!

Others just rely on predictive text to create meaning in their messages, and hit send without reading the message.

Now this might be acceptable if you are communicating with family, friends or peers who know you well.

However, you can't let this creep into work messages and emails, or in important and formal communication.

Would you like to receive a message like this?

"Soz, U R Sacked" ☹

"But peace out!" ✌

Mind your language

Would you talk to your grandparents the same way you talk to your peers?

It is important that you are able to modify the way you speak to varied people to take into account different cultural norms. Consider:

⇨ choice of words
⇨ use of slang and buzzwords
⇨ tone and pitch
⇨ cultural appropriateness
⇨ unintentional offensiveness.

So, stop and 'think' before you speak, and read facial cues for reaction.

Image: VLADGRIN iStock/Thinkstock

Finding your voice

Your personal communication style is all about balance. Saying enough without saying too much.

Image: PoloVinKin/Thinkstock

This can involve speaking in a common language and **idiom** to those around you, while still sounding like you.

We all have a kind of language signature or '**voice**'. It shows something about who we are or who we want to be - a bit like the clothes we wear - but even more personal and more permanent. So it's worth being conscious of how our speaking (and writing) style stands for who we are.

There are a number of theories about how language evolved. Interestingly, one of the reasons that different cultures have developed such varied language systems and rules is to define themselves as a group.

We use language to invite some people in, and to keep others out. What do you think about that?

"Sweet!" "Cool!" "Sick!" "OMG!" "Totes!"
"IMHO!" "FWIW!" "ROFL!" "FYI!" "RTM!"
"Yep!" "Nah!" "Mebbe!" "Coz!" "Dunno!"
"Ri...!" "...!" "Yum!" "Rad!" "Smick!"

My words   2D

1. Brainstorm a list of 'your' words and phrases that you **commonly use** such as 'dude' or 'cool' that are part of your **conversational language**.

1.	2.		4.
5.	6.	7.	8.
9.	10.	11.	12.

2. **Compare** your words with **other students**. Identify **when** you first **started using these** words and phrases, and what **influenced you** to adopt them into your permanent vocabulary. What **words** have **you ditched**, and why?

3. Use some of your words to write a **paragraph** that describes **your personality**. Would you write (or talk) that way for a job application or interview?

2.13 Finding Your Voice

Synonyms and antonyms

A **synonym** is a word that has the **same** or **similar** meaning. e.g. Good/pleasant. Big/large. Angry/irritated.

An **antonym** is a word that has the **opposite** meaning. Good/bad. Happy/sad. Delighted/disgusted!

Your choice of words adds to your language signature or personal voice.

When communicating it's not always easy to find the right word. Sometimes you might have to choose your words carefully until you find the most suitable word that communicates your intent.

But some people tend to overuse certain words. How can everything a person likes be awesome, or everything they dislike be boring?

You should also keep in mind that you can't just substitute one word for another. Sometimes the meaning of a word is quite similar but doesn't suit the situation. Choosing the wrong word can change the whole intent of your communication.

"I love my partner and I love pizza!" How would the partner feel? And do you prefer your partner - with or without - pineapple? So you have to consider the audience and the context.

How about "I admire my partner and I love pizza!" I'm not quite there. The word admire has a different meaning from love.

Or. "I love my partner and I admire pizza!" At least the partner is happy now - but is the pizza a work of art?

That's why you have to choose words carefully. Especially when you are speaking, and when you are posting online. And of course, you can't simply choose the first word from a thesaurus and hope for a GREAT, PROFICIENT, AWESOME result!

Homographs

If you get loose with your word choices, you might find that you lose something in translation.

A **homograph** is a word that may be **spelt** and **said** the **same way** but its **meaning** will be **changed** by the other words that are used with it. For example, "I couldn't find my glasses." Drinking or reading?

Sometimes the **meaning** of homographs is inferred from the topic of the conversation. **Context** drives the meaning.

For example, 'light' may mean small. "The meal was light."

Or it could mean that the meal was lean and low in fat. "The meal was light."

Marketers may even change the spelling of words to make a new word that describes what they are trying to sell. For example: "Buy new Cheezefluff Lite - 25% less fat".

And some words that have a literal meaning, take on their own colloquial or slang meaning such as 'sick', 'wicked' and 'cool'. But they can date quite quickly as well! Lolz to that!

"I meant drinking glasses, funny-guy!"

It is very important that we choose the most suitable words to better convey our true meaning. This is especially relevant when we are describing feelings, experiences, people or objects; and if we are in work-related situations.

We might also change our use of words depending on whether we are describing something in a positive way, or in a negative way.

1. Choose a suitable **synonym** and use it to create a **descriptive sentence**.

2. Find out a **synonym** that might be **unsuitable**, and use this in a **sentence**.

3. Give an **antonym** and also use that in a **sentence**.

word	suitable synonym	unsuitable synonym	antonym
big	large The meal we were served was so big.	colossal After eating it all, my stomach was colossal.	small The fine dining portion size was small.

4. Homographs can cause confusion, especially if we are new to a language, or if the context isn't clear. Research some **common homographs**. Briefly explain the **different meanings**. Also find out about **homonyms** and **homophones**!

2.15 Finding Your Voice

Avoiding plagiarism

It is expected that when you write, the work will be your own. You must reference or cite any ideas, words or information you use that you may have read, seen or come across, that isn't common knowledge or in the public domain,

Just as you write a bibliography at the end of a report or other piece of research, you must also cite the source of your information in the body of your writing.

If you copy words directly, you must place them in quotation marks and make sure they are accurate in every detail.

But a piece of writing that is chock-full of other people's words is a problem in itself.

There is no point just cutting and pasting heaps of other peoples' words even if they are referenced. This is because your job as a student is to show you understand your topic material, by explaining it your way. A way of doing this is to paraphrase.

Paraphrasing

Paraphrasing for writing is restating an idea in your own words. This is difficult and involves a number of skills.

1. An **understanding** of the **meaning** of the original text.
2. A **wide vocabulary** so that you can easily re-express ideas in your own words.
3. Good use of **sign-posting** so you can introduce paraphrases appropriately.
4. An **ability** to **make changes** to the order of ideas, the vocabulary and the grammar without altering the meaning.

But what if you think you can't say it as well as the original author did! This is a common problem. You need to decide whether to use a paraphrased idea or a direct quotation.

We never said it was easy, but this is a basic expectation of students. And failure to abide by these rules can have dire implications! What might these be?

Referencing

You need to reference whenever you use a **direct quotation** or when you use a **fact** or **opinion** that you got from reading or accessing **someone else's work**.

Even if you thought of the same idea by yourself, and then you came across it in a book or online, you must still **acknowledge** the published source of the information.

On the other hand, if something is considered to be common knowledge or in the public domain, you don't have to reference it. For example; train timetables, the year of someone's birth, or an indisputable and commonly known fact such as the size of the Earth!

Ideas used in fact-based writing must be supported with **evidence**. This evidence must be supported by **reliable sources**. There are three main reasons why you need to reference.

1. To provide **acknowledgement** to the appropriate **author**.
2. To avoid **misuse** and **misquoting**.
3. To avoid **plagiarism**.

"Well, I had to go to the effort and put in the time to take the photo!"

Image: SLphotography/ Depositphotos.com

Bibliographies

A bibliography is an academic convention used in education, 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 a 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 be set out.

Book

A bibliographic entry for a book looks like this:

Chops, S. 2023. *A Beast on My Plate.* Melbourne. Butchers' Press.

For a single author there are 5 elements. What are these?

Notice the punctuation; it's important to get it right. There's a comma and 5 full stops.

Your teacher will show you what to do for multiple authors.

Newspaper/Magazine

A bibliographic entry for a newspaper article looks like this:

Squareyes, C.J. 2023. "Give Me More Reality TV." The Viewer. 27/3/23, p.6.

Again, notice that there's 6 elements and all the punctuation.

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

"Twittering twits". 2023. The Viewer. 27/12/23, p.6.

Avoiding plagiarism   2F

Test your understanding with the following questions. State **which sentence** is **paraphrased**, and which is plagiarism, and why.

Original sentence:

As stated by Lee (2023, p.20) narratives that focus on a zombie apocalypse appeal to the basest of human instincts; greed, selfishness and a voracious hunger for power.

i. Stories about zombies appeal to human instincts such as selfishness, greed and power. These are base instincts (Lee 2023, p.20).

ii. The human drives that are satisfied by zombie-themed fiction and film are primal, base and self-serving according to Lee (2023, p.20).

iii. Zombie narratives are about greed, selfishness and a hunger for power which are the basest of human instincts. (Lee 2023, p.20).

COMPLETE PREVIEW SAMPLE

2.17 Finding Your Voice

Poetry

People seem to have a bit of a love/hate relationship with poetry. One of the reasons is that sometimes people find that poetry is hard to read and therefore they avoid it.

Another reason is that they believe that poetry must conform to certain rules and clichés. And when confronted with a poem that doesn't conform to these **conventions**; well, this causes unease.

However, people do enjoy poetry through **song lyrics**.

A poem **challenges** the reader both to think and to feel. And not everyone wants to do this! As a reader you have to work hard to **unravel** the **meaning** of a good poem.

'Easy' poetry uses cliches such as obvious words, rhymes, simple (or mixed metaphors) and so on. You see this type of poetry on hokey TV marriage proposals, advertisements, greeting cards (what are they?).

Or perhaps you might encounter this type of plain paper poetry on over-shared inspirational Instagram posts.

Good poetry is less obvious.

It might draw on imaginative or unexpected use of words, **off-rhymes** (which catch the reader by surprise), **free verse**, powerful punctuation, emotive **rhythm**, strong use of **metaphor** and more.

Good poetry is much harder to write because it needs very disciplined use of words.

It's easy to say a lot. And compared to say... poorly. In fact, never in history have people been over communicated so much. It's also easy to say what people are experiencing.

It is much, much harder to say something with fewer words, that resonate much more powerfully.

My Wife-to-be

You are the sun to my moon
The sight to my swoon
The notes to my tune
And my wife to be soon.

Swoon

Your song is my light.
Last moon.
First sun.
My wife.

Words of Poetry

stanza

meter

rhyme

off-rhyme

narrative

symbolism

metaphor

Many people access and create poetry through song lyrics.

rhythm

blank verse

free verse

lyric

ballad

simile

1. Analyse the **2 poems** on p.46. Identify the **different approaches** the writer uses to deal with the same subject matter.

2. So, which of the two poems do **you think** is **better**? Why so?

3. Discuss how would you **feel** if either of these poems was **written for you** (you don't actually have to be a wife, but 'husband or partner' doesn't scan well)!

4. Create a **4-line poem** or **lyric** using one of these words in each line. You add the 4th word. Suggest a better set of words for your poem, and rewrite it.

   bright

   light

   night

   _____

5. Ask Siri or Alexa or Google or whatever the digital assistant is called this week to **read you a poem**. **What** did they choose, and what did **you think** of their choice?

6. Your teacher will work through a poem or lyric with you. In your workbooks take notes to identify the use of the 'Words of Poetry'.

2.19 Understanding Audience

Formality

When we communicate, we don't usually speak or write the same way - or say the same things - to our close friends, our acquaintances, our parents, our grandparents, our teachers, our bosses, and other different types of 'audiences'.

This is because the level of **formality** or **informality** in our messages is influenced by our intended **audience**.

✓ We need to **edit** and **self-edit**.

✓ We **think** before we **speak**.

✓ We **think** before we **write**.

✓ We consider how our **message** will be **received** by others.

You take time and care to make sure that you look your best for the school formal. The same goes for formal writing - without the fancy clothes though!

Image: londondeposit/ Depositphotos.com

Different **language** and varied **tone** suit different audiences. This might be due to age, level of literacy, the topic or situation, and the expectations on you as a communicator.

Some **content** is not suitable for all audiences. This might be due to simplicity, complexity, relevance or even appropriateness.

We need to consider that some people might take offence, even if we didn't mean to offend.

We also need to take into account that some **language choices**, such as slang, colloquialisms, abbreviations and even idioms are not necessarily known or used by all people. It's a bit like having a secret language. We need to modify how we say and write things for people who are new to our language. Otherwise, we might, unintentionally (or even intentionally) exclude them.

Digital formality

In the digital age, the most common form of communication that many people are using (besides speaking) is digital written texts. There are some people who we are connected with online, who we've never spoken to.

And there are now many work-related situations whereby businesses and workers never speak to their clients or customers, let alone meet with them. And what about the growth in work-from-home job roles? More tap, tap, tapping!

The **digital age** is blurring the distinction between formal and informal communication. This can get workers in trouble if they are too informal or sloppy with their work communication.

With our personal communication interactions, some people are either forgetting, or ignoring, or simply not considering, the **needs**, **values** and **feelings** of the audience.

They make online posts and comments that are at best, **insensitive** or **inconsiderate**; at worst **bullying** and **abusive**; and most often, **alienating** and **aggressive**.

So have a think about when you change your words and tone to suit different audiences. It's pretty simple to do - and comes naturally to many people. Even a little bit of **positive communication training** can help you to get it right

🗣 So then, why does it seem that so many people now are just downright rude to others - and aggro all the time?

1. What are the main **differences** between **formal** and **informal** communication?

    _____

    _____

    _____

    _____

2. When should you **always** use **formal** content? Do **you**?

    _____

    _____

    _____

    _____

3. When is it **acceptable** to use **informal** content? Do **you**?

    _____

    _____

    _____

    _____

4. When do **you** use any 'secret messages'? How do you do this?

    _____

    _____

    _____

5. Consider these examples of **workplace communication**. In each situation, the communicator has been a bit too **informal**.

    Rewrite the message to make the content and tone more **formal** and acceptable.

| To: Barrington@ Barringtonbrothers.com.au

Hey Bazza - can you do me a solid? I've got a client coming in at 2 but I forgot that I have to go get a vax.

Do you reckon you could see them, bro?

I owe you big time.

Lolz. Jocko. | "Hi mate, you looking for a new shirt?

These are new in.

The latest trend from the states

You'd be a…what…XX petite No?

Sorry mate - you are very fit looking." | Just before we finish, I'd appreciate an ETA for the PD that we are delivering to the NT office on the 4th.

When do you think you will have the PP ready and the HP5 sorted?

I need them ASAP so that I can sign off with the CEO.

His EA has been in touch with my PA about it again. |

2.21 Understanding Purpose and Content

What?

When it comes to communication, the **audience** for the **message** is the **who**. Therefore, the **content** of the **message** is the **what**.

We have to construct content to suit the audience and to deliver an effective message. That's why we create varied types of written messages, and also why we say oral messages differently.

From personal greetings. "Top of the morning to you." To replies, "And the rest of the day to you."

To questions about performance. "Have you mown the lawns yet? And then reporting back. "Not yet, patches are still too wet from last night's rain."

To questions to help you. "Do you know how to change a doona cover?" To questions to help them. "Do you want me to show you how to bake a souffle?"

Then there's information. "An investigation into young people and clothes recycling."

Effective communication is vital in the workplace.

"This is the holiday weekend roster." "Here are the emergency exits." "And make sure you vacuum before we open."

Or in sport. "Last night's game highlighted the strengths of our team." or "This is a list of what you need to improve over the next four weeks."

A review. "Fast and the Furious 20, Agents are Carmageddon."

Or a caution. "Watch out at roundabouts - not all cars indicators can easily be seen."

And then there's school and educational communication. "My term goals." or "A presentation about my work placement at Colesworths."

Or perhaps "A review of the film, *The Hunt for the Wildebeest People* or "An investigation into the causes of student lateness at school."

And then what about private personal communication with friends, family and loved ones? That can be really tricky getting the content just right!

> **Uncommon knowledge**
>
> There are about 2,000,000 words in the English language.
>
> Many of these words are related to specific occupations or topics. You are unlikely to come into contact with most of these.
>
> The average adult vocabulary is an understanding of 10,000 to 20,000 spoken words.
>
> We use fewer words when speaking than we do with writing. Why is that; and do you?

Communication: Purpose and Content

1. What am I going to 'say'?

2. How am I going to 'say' it?

3. How will I make sure that the way I 'say' it, will be suitable and effective?

4. How will I check that what I've 'said' has been received, understood and acted upon?

There's no need to shout. Effective communication is not about getting heard, it's about being heard.

Image: Slphotography/ Depositphotos.com

Content - What?   2I

The content of communication changes depending on the audience. And vice versa.

1. Briefly explain the **type** of **audience** that you think might **suit** this **content**.

A video on how to separate the egg yolk from the white.	An infographic on how to wash hands thoroughly.	A webpage on how to use a mobile phone.

2. Briefly explain the **type** of **content** that might **suit** these **audiences**.

A 12-year-old who has just got their first skateboard.	A grade five class studying local Indigenous history.	A hearing-impaired person who loves dancing.

Review

When was the last time you ate out? Or perhaps you're eating out soon. Prepare a **review** of your **meal** and your **dining experience**.

Start by drafting ideas, and then work through the process of drafting, editing and re-drafting

What are you reviewing?

Who is the audience? Why?

What format will the review be in? Why so?

How long should the review be? Why?

Does the review need to include visual elements? What type?

Will the review be shared online? Why/why not?

What will you focus on in the review?

What shouldn't you say? Why not?

2.23 Understanding Purpose and Content

How?

Sometimes, when we create and communicate messages it is even more important to think about how we are going to deliver that message.

The '**how**' of message communication involves a number of key factors. Essentially this involves:

⇨ choice of **media**

⇨ **timing** of the message

⇨ the likely **situation** of the **audience** when they **receive** the message, and

⇨ whether we need to use a **combination** of **communication** methods.

Choice

Choice of media will always depend on the context, the content and most importantly, the recipient of the communication.

Make sure that if you are using digital media, that you choose a relatively universally accessible platform. Don't assume that what you use will suit everybody. Check first!

Also, If the communication is in an educational or professional setting, be very careful about your use of appropriate level of formality.

If using a video-conferencing platform such as Zoom or Teams, make sure that you are in suitable light, with an appropriate real or digital background.

Remember that sometimes direct verbal communication can be the strongest and most appropriate way to communicate. This is especially relevant if the message is personal or sensitive in nature, or you are wanting to develop rapport, or to convince the recipient(s) of something.

Timing and audience situation

Time your communication so that the recipient(s) are most receptive to receiving the message. What if managers send emails to employees on a Sunday evening? That is not a good time to be heard!

Send emails, and post important social media content, at a time when people are able to respond, or at the very least, think about your message. Try to avoid the high traffic times when your email or post might get lost.

Using social media effectively for a purpose requires careful consideration. It is almost like a mini-campaign that has a clear communication objective and well thought through strategy behind it. Don't expect one single post to generate a response (but don't use false drama to get it).

If your communication is about asking for assistance, consider who might be the person likely to be willing and able to help, and then schedule a mutually convenient time.

Ask the person how they would like to communicate - in person, via video-conference or in writing. Try to avoid seeking help, or taking up the time of someone, at short notice. It can be stressful to feel hijacked. Good timing will assist you to get what you need without causing problems for the other person.

Maybe not the best choice these days. However, there was a time! Find out about carrier pigeons and the Dickin Medal.

Image: Leks/ Depositphotos.com

Think about the time of day or time of the week that you communicate. Towards the close of business on a Friday is likely to be accidentally 'on purpose' not seen. Lunchtime could be good (downtime for the recipient) or bad (downtime for the recipient)!

If the message is education or work-related, avoid after-hours messaging. People have a right to a life. You can always schedule a digital message to be set for release first thing the next morning.

Combinations

Some communications require a mix of media. For example:

⇨ a short enquiry email, followed by some more detailed information, then followed by a face-to-face meeting

⇨ a pitch or proposal, followed by a draft or plan, then followed by a digital or face-to-face briefing session

⇨ a group post, or memo, or bulletin, then followed up by individual one-on-ones.

Content - How?   2J

For the following scenarios, suggest the most suitable and appropriate **media** and **timing** for the **communication** to take place. Note any potential '**blocks**' to communication.

You need to find exactly who is, and who isn't, coming to your party, for catering purposes.	You need to organise some referees/references ASAP for a job application.
You need to quickly skill-up in a digital platform so as to apply for a part-time job.	You need to promote your part-time 'side hustle' to potential clients, advertisers, and followers (you choose what that 'side hustle' might be!).

2.25 Assessment

AT2 Write a Letter
- Literacy for Personal Use

Outline

For this assessment task, you a required to **handwrite** a **personal letter.**

Letter writing is a lost art. Letter writing used to be the most important communication method for people to connect with each other over long distances. People would fret and worry if they had not received a personal letter they were expecting - especially during times of adversity, such as war and family migration.

Some people are delighted to receive an **unexpected letter**. Letters are an **artefact** and are much more personal than a text or an email. They say more than a greeting card or a postcard. And most letters will get read more than once, shared, and kept.

So who might treasure a personal letter from you? A grandparent? A distant relative? Family overseas? Even a thank you to a parent, carer or loved one?

Required

Stage 1: Planning your letter

a.   Choose the recipient of your letter. Explain why who?

b.   Find out the recipient's correct address.

c.   Research how to properly format and set out a personal letter.

d.   Determine an appropriate length for the letter.

e.   Choose the most suitable pen and paper for the letter. Why is this important?

f.   Read and discuss some famous letters from the past.

Stage 2: Writing your letter

a.   Handwrite a draft letter.

b.   Include images and photos if required.

c.   Submit a draft of your letter to your teacher for feedback

d.   Check and revise your draft letter.

e.   Edit your hard copy to find any issues.

f.   Get your teacher to check over your 'final' letter.

g.   If needed, correct/redo your 'final' based on feedback.

h.   Correctly address the envelope, and send the letter.

i.   Report on the feedback you got from the recipient.

> Record important information, due dates, etc..

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

Name:			Dates:		UNIT 1 AOS1
Tasks - AT2: Write a Letter	**Must Do?**	**Due Date**	**Done**	**Level**	
Negotiate the task details with my teacher.	✓		◯		

Stage 1: Planning your letter

	Must Do?	Due Date	Done	Level
a. Choose the recipient. Why them?	✓		◯	
b. Find out the recipient's correct address.	✓		◯	
c. Research how to set out a personal letter.	✓		◯	
d. Determine appropriate length for the letter.	✓		◯	
e. Choose the most suitable pen and paper for the letter.	✓		◯	
f. Read and discuss some famous letters from the past.	✓		◯	
	◯		◯	

Stage 2: Writing your letter

	Must Do?	Due Date	Done	Level
a. Handwrite a draft letter.	✓		◯	
b. Include images and photos if required.	✓		◯	
c. Submit a draft to my teacher for feedback.	✓		◯	
d. Check and revise my draft letter.	✓		◯	
e. Edit my hard copy to find any issues.	✓		◯	
f. Get my teacher to check over my final letter.	✓		◯	
g. If needed, correct/redo my 'final' based on feedback.	◯		◯	
h. Correctly address the envelope, and send the letter.	✓		◯	
	◯		◯	
	◯		◯	
i. Report on the feedback you got from the recipient.	✓		◯	

Prepare and submit my final letter

	Must Do?	Due Date	Done	Level
⇨ **Prepare my final letter and envelope.**	✓		◯	
⇨ **Present my work, and my report, to my teacher.**	✓		◯	
🗣 **Present or report to the class (if required).**	◯		◯	

Additional information:

Signed: _____ Date: _____

COMPLETE PREVIEW SAMPLE

2.27 Review and Reflection

Review and Reflection

Which Literacy skills did I develop during this unit?

➜ _____

➜ _____

➜ _____

➜ _____

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

➜ _____

➜ _____

➜ _____

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

➜ _____

➜ _____

➜ _____

My performance in developing my Literacy skills this unit was:

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

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

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

Signed: _____ Date: _____

Working With Texts 3

Activities 3: Working With Texts	p.	Due date	Done	Comment
LER3 **My Literary Engagement Record**	58-59			
3A **Reading an expressive text**	61			
3B **Genre**	63			
3C **Reading fiction**	65			
3D **Fiction with images**	67			
3E **Analysing videomedia**	69			
3F **Fiction**	71			
3.15 **Expressive Text Summary**	72			
3G **Narrative text**	73			
3H **Fact-based texts - Log**	75			
3I **Fact-based texts**	77			
3J **Persuasive texts**	79			
3K **Paraphrasing**	81			
3L **Work-related texts**	83			
AT3A **Fiction: Character**	84-85			
AT3B **Information and Me**	86-87			
3.31 **Videomedia Text Summary**	88			

Comments:

3.01 Introduction - Working With Texts

Unit 1 AOS1: Literacy for personal use

Section 3: Working With Texts is the final section to complete **AOS1: Literacy for personal use**. Throughout this section you will investigate the purpose, characteristics and main elements of fiction, factual, persuasive and work-related texts.

Your teacher will guide you through a range of varied texts and may also work through a long-form written or videomedia text to analyse.

You should also actively apply your growing knowledge of different types of texts to vocational and community situations, as well as both to, and from, your VET studies.

This section concludes with two assessment tasks that require you to access and summarise a range of:

1. literacy texts, and analyse of the role of character in these texts,

2. information texts, and analyse of the type of information in these texts.

LER3 Literary Engagement Record of: _____

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

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

LER3: Literary Engagement Record of: _____

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

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

3.03 Personal Expression

Texts

As humans we all have an underlying need to **express ourselves**. Doing so helps our **emotional** wellbeing. Personal expression also enables us to **connect** and **communicate** with others.

A good way to support your literacy skills development is by reading a range of **personal** or **expressive texts**. These types of texts usually explore humanity - in all of its successes and failures. That's why so many people like to read novels, see films and watch TV series.

Of course, many people also like to create their own **personal expressive texts**. And, we are not just talking about professional authors or amateur writers.

Nearly everyone creates their own personal expressive texts as part of their **conversational communication** with other people.

And now in the **digital age**, people are writing about themselves for their all-important **social media posts**. Some have even turned this into a **vocation**, and call themselves **content creators**.

Your teacher might have arranged your Literacy program to enable you to investigate various types of personal or expressive texts.

So what type of personal or expressive texts do you read? And what type of personal expressive texts do you write (and that doesn't have to be a big novel)?

A useful way to summarise and analyse the content in written texts is to look for and note examples of information related to these five categories. **Bio-information. Feelings. Actions. Hopes and Dreams. Struggles and Challenges.**

Personal and Expressive Texts

- letters
- short stories
- song lyrics
- graphic novels
- comics
- zines
- biographies
- online posts
- novels
- poetry
- films and video
- cartoons
- interviews
- autobiographies

Image: mladensky/ iStock/Thinkstock

Your teacher will work through **reading** a **personal** or **expressive text** with you, and help you identify when **examples** of these **5 categories** are present in the text.

Record this in your workbooks or using the pro-forma on p.72.

Bio-information

This includes things such as:
⇨ age
⇨ gender
⇨ physical characteristics
⇨ family situation
⇨ work/education situation.

Feelings

These can be shown through:
⇨ thoughts
⇨ self-reflection
⇨ memories
⇨ dialogue
⇨ interactions with others.

Actions

This are demonstrated through:
⇨ patterns of everyday life
⇨ dealing with others
⇨ responding to situations
⇨ making changes
⇨ learning to learn.

Hopes and dreams

This includes things such as:
⇨ motivation and ambition
⇨ self-improvement
⇨ striving for more
⇨ hoping to make things better
⇨ reality vs wishing.

Struggles and challenges

This includes things such as:
⇨ life experiences
⇨ conflicting values
⇨ dealing with setbacks
⇨ difficult people
⇨ building resilience.

Images: adpated from Jeremy/ Depositphotos.com

3.05 Personal Expression

Expressive texts

One of the tasks you will have to undertake this year is reading, writing and creating different texts and materials.

Your teacher will have arranged your Literacy program so that you investigate a range of **personal** or **expressive texts**.

A **text** simply refers to a written piece of work such as a short story, article, book, poem, biography or even a song. A text may also include images such as a graphic novel or a zine.

Your teacher will already have explored different elements of texts that suit the types of content you are exploring at this stage of your learning program.

Creators of expressive texts don't simply share their stories, they can also create shared feelings and emotions.

Throughout the year, you will investigate digital texts that communicate **instructional** information and those that communicate **knowledge-based** information.

You will also read and discuss texts that analyse and present **issues** and **debate**.

Genre (and context)

When you read and write about expressive texts such as fiction, poetry, films and biographies, you will need to develop tools to assist you to understand, investigate and discuss those texts you are reading. One of the key tools is to have an understanding of genre.

Genre refers to the main style, form or content of the expressive text. For example, genre could refer to settings and themes such as fantasy, biography, historical, mystery, thriller, sci-fi, romance, post-apocalyptic and many more.

Genre creates context.

Context can be said to refer to the 'setting' of the work. An understanding of context enables you to better understand the work.

For example, compare the context of a poem written by an unemployed 17-year old male now, as compared to a 17-year old unemployed male in 1915. How might the context be different?

Different genres draw on varied features that are used commonly in these styles of texts.

Really successful texts either play the genre well (*e.g. Harry Potter* or *The Fast and the Furious* franchise).

Other successful texts subvert the genre to move it to a new level (e.g. *The Handmaid's Tale* or *The Walking Dead*).

What about you? What genres do you enjoy?

Different setting, same struggles

Now, not everyone likes all genres. Some people love science fiction and hate romance. Some people enjoy superheroes but can't stomach horror. Other people go mad for mysteries but can't stand musicals.

We tend to seek out, read, watch and enjoy genres that **resonate** with us. Sometimes we might even **identify** with a key **character**. We might feel **empathy** with them. Or perhaps feel that they **reflect** some of the personal strengths, weaknesses and struggles that we ourselves are dealing with - but not on a far-flung planet of course.

But sometimes the **themes** expressed in a genre can resonate across different audiences. A whole new **audience** jumps in to enjoy the 'drama', even though it may be set in a genre that they are not normally interested in. Think of what might happen if they dumped those very important people on MAFS into the jungle - Survivor style!

This broader resonance happens because most expressive texts are dealing with **universal themes** and **struggles** that we can relate to, such as 'good vs evil', 'love vs hate' or 'success vs failure'.

And we can also see that the interest in genre often fades as the masses shift to a new trend! Yet the themes remain!

Same struggle - different clothes!

*FlexDec/
photos*

Genre 3B

1. What is **genre**? Give 3 examples.

   _____

   _____

   _____

2. What genres do **you enjoy** reading, watching or experiencing? Why so?

   _____

   _____

   _____

   _____

3. If **you** were to be a **character**, what **genre** would you like to feature in? What would be your **struggle**?

   _____

   _____

   _____

4. Discuss the **genres** that are **big** at the **moment**. What about those that were big, but have **faded away**? What **causes** these changes?

3.07 Fiction Texts

Novels

Novels are the main form of literary expression and are written in a range of styles, genres and themes. The main elements of a novel are:

Theme: The subject - i.e. What is it all about? Coming of age?

Plot: This is what happens in the story - i.e. A hunter looks into the eyes of a deer, and realises that this isn't a fair fight. As a result...

Setting: This involves where and when - i.e. place and time.

Characters: Including main and support characters.

Point of view: Who is telling the sorry and how? The narrator(s)?

Style: The words, tone, structure and other elements of the text, including the voice of the narrator.

The most famous living novelist is probably J.K. Rowling. The best-selling novel of all time is J.R.R. Tolkien's fantasy epic, 'The Lord of the Rings' with sales estimates of 150 million copies. And of course, there's millions of unfinished - and indeed, never-started - novels, hidden away in the desk drawers and minds of wannabe novelists. So what was the last novel you read?

Short Stories

A short story needs to be pacier than a novel as it must reach a resolution far more quickly. Many authors report that a good short story can be harder to write than a novel.

Short stories are a good way to enjoy reading. Characters and plot develop quickly and there are usually only one or two themes being explored.

Many science fiction films that you might have seen started life as published short stories in anthologies, or even by writers using a different name **(pseudonym)**.

Image: SergeyNivens/
Depositphotos.com

Elements of Fiction

plot

theme

style

point of view

narrative

description

dialogue

rhythm

motif/mood

setting

protagonist

antagonist

hero/anti-hero

passage of time

set-up

tension

conflict

climax

1. Do you **read novels**? Why/why not? What about **audiobooks**?

_____

_____

_____

_____

_____

2. Do you **read short stories**? Why/why not?

_____

_____

_____

_____

3. Are there any **films** or **television** series that have seen, and **also** have **read** as books and stories? Which did you enjoy more and why?

_____

_____

_____

_____

4. If **you** were to feature as the **main character** in a short story, what do you think each of these elements would involve for your story?

Theme	Plot	Setting
Characters	Point of view	Style

Your teacher might work through a **short story** or a **novel** with you this unit. As part of this you should write a review of the story, and/or each chapter, using the pro-forma on p.72.

3.09 Fiction Texts

Comics

Comics use a combination of text and images to create a story. Some comics are image-heavy, some are text-heavy; and some don't use any text at all.

Most comics apply a **storyboard** type of structure, with **text narration** to drive the plot, **dialogue** and **thought bubbles** to capture character, and the inclusion of **sound effects**. Biff! Bam! Pow!

Comics were originally aimed at children and teenagers, but are enjoyed by people of all ages. Originally comics were looked down upon as cheap throwaways.

Many comics were born from serialised comic strips in newspapers and magazines. A comic may introduce and resolve an entire story in one issue. Other comics are episodic, with the plot unfolding over many editions, but interspersed with stand-alone stories (sub-plots) acting to drive an ongoing narrative.

Comic characters exist in many different languages with localised settings, characters, and themes. The most famous comics are probably DC's *Action Comics 1*, from 1938, which introduced Superman; DC's *Detective Comics 1*, from 1939, which introduced Batman; and Marvel Comic's *Amazing Fantasy 15*, the first time Spiderman appeared. Australia's favourite comic character, The Phantom, was created as a newspaper comic strip in the US by Lee Falk. Frew Publication's *The Phantom* is the world's longest continuous comic title in print - running since 1948.

What's with all these superhereos anyway - surely the world isn't in that much danger?

Image: Malchev/ Depositphotos.com

Graphic novels

Graphic novels emerged in the West in the mid-to-late 1970s and were aimed at a more mature market than the 'juvenile' comic book readers. Graphic novels often feature complex plots, adult themes, higher-level production values, and include ambitious artwork and storytelling techniques.

Europe, especially France, has a rich history of high-quality graphic novels. And Japanese readers have long enjoyed their Manga stories.

Image: Angela_Harburn/ Depositphotos.com

The most celebrated graphic novel is Art Spiegleman's, *Maus*, which in 1986 first published Spiegleman's ongoing series of 'comic' strips.

There has also been a long history of picture novels, which is a hybrid form of a novel/comic; and of course, illustrated stories, such as in children's literature.

Futuristic science-fantasy features regularly in graphic novels.

1. Do you **read comics**? Why/why not? Give relevant examples.

   _____

   _____

   _____

   _____

2. How do comics make it **easier** to follow a **story**? Does this appeal to you?

   _____

   _____

   _____

   _____

3. What makes **graphic novels different** from **comics**? Have you ever **read** any **graphic novels**?

   _____

   _____

   _____

   _____

4. Would you be more likely to read a **text based novel**, if it has been **turned** into a **graphic novel**? Explain.

   _____

   _____

   _____

   _____

5. If you were a **superhero** - what would be **your powers**? Why so?

   _____

   _____

   _____

   In Western societies, **comics** normally use a layout structure from left-to-right, moving down the page. Panels might include a narrative text block, a scene, dialogue and other visual cues. Sometimes images might break out of the panels and take over a larger part of the page.

   Find an example from a comic, and **annotate** the different parts of a **comic page**.

3.11 Fiction Texts

Film

Film, including short and feature-length productions, is one of the most popular mediums for people to enjoy fiction stories. From *E.T. The Extraterrestrial* (1982) to *Star Wars (1977)*, *Gone With the Wind (1939)* to *Rocky (1975)*, and *Mad Max (1979)* to *The Castle (1996)*, people have been enjoying the rich visuals and deep sound of cinematic experiences for over a hundred years.

Films, especially Western-studio films coming out of Hollywood, tend to follow a **3-act structure**. Many 'foreign' films use a different **narrative structure** that reflects their own local storytelling methods and styles.

Most films use a combination of **visual** scenes, **lighting**, **dialogue**, and **sound** to create a vivid story. Films are made across all **genres** from comedy through to horror, war through to romance, and action through to drama. Sometimes the combination of genres acts to make a film more successful.

The production of films usually involves a story, a script, a director, a producer, a cinematographer, a film editor, sound producers and foley artists, costume designers, set designers, lighting, set and technical workers, product and support staff; and of course actors.

The world's first **full-length** feature film is *The Story of the Kelly Gang*. Thought to be directed by Charles Tait, it was made in 1906 in Victoria, Australia. The first '**talking**' feature is the US 1926 production, *The Jazz Singer*. The first surviving early **technicolour** film was 1939's *The Wizard of Oz*. Walt Disney's *Snow White* is celebrated as one of the earliest **animated** features but was predated by others from the 1910s and 1920s.

Television

When first fully introduced (US 1948, Australia 1956), television was thought to be 'radio with pictures', and only a poor cousin to film and theatre. But even today, there is still no fictional videomedia more consumed than television.

Common tele-series narrative structures can include **episodic**, **serials**, **mini-series**, **maxi-series**, and **serialisations** of existing fictional works. Some of the most popular television fiction **genres** are soap operas, crime and mystery dramas, police, medical and legal dramas, comedies including animation, period and historical dramas, action and adventure, and science fiction, horror and fantasy.

"Back in my day it was me doing all the action, there was no CGI!"

The way that we consume television has changed. In the past, watching our favourite **broadcast** shows was an **event**, with the family sitting down to enjoy their viewing together. **Pay-TV** and **streaming** services have altered those **consumption patterns** forever.

Now many viewers consume their favourite stories alone, on tiny screens, and in heavily-**binged** quantities. This alters the viewer's **engagement** with the production and the story - as it can reduce viewing **quality**, removes time for **reflection**, and replaces the shared and more **emphatic** enjoyment of a production, with solitary and singular consumption.

So what do you enjoy watching, and why? And how do you access these?

Image Smileus/ Depositphotos.com

1. Films and TV productions will include some or all of these **film-making devices** as part of their **storytelling** process. In small groups, **discuss** the meaning of these.

protagonist/ hero or heroine	antagonist/ villain	confidante	stereotype	archetype
motivation	quest	conflict	struggle	failure
narrator/ voiceover	love interest	timeshift	flashback	power shift
symbol	plant	alibi	red herring	rant
cliffhanger	false ending	epilogue	teaser	redemption

2. List **examples** from **videomedia** you have seen. Add 5 of your own choosing.

protagonist	antagonist	quest	flashback	rant

COMPLETE PREVIEW SAMPLE

3. Certain **genres** tend to rely on common **storytelling devices**. For these genres, list the **devices** they commonly use. In small groups, discuss why this is the case.

drama	action	mystery	science fiction

4. List your **5 favourite films** of all time, and your **5 favourite TV series/fictions**.

films	TV fictions shows

You are required to **review** the next **videomedia** work of **fiction** you watch. Use the pro-forma on p.88.
Details:

3.13 Fiction Texts

3F Fiction

1. Read this passage from a **short story**. Then your teacher will read it aloud. then read it once more to yourself.

   a. What is the **story about**?

   b. How does the story make **you feel**? Why is that?

   c. How does the story make **you think**? Why is that?

   d. What do you think **happens next**? Write the next 2 lines of the story.

   e. As a class share your story extensions. Which were better, and why so?

In the lights

My spot had found its mark. He turned his huge shoulders towards me. Staying still he stared through my focus, and looked right into me. His brown eyes pierced deep beyond my heart. And he found something else. Something I had lost a long time ago. Something I had forgotten.

Above my line of sight I saw the majestic crown above. He had let go of me. The big buck trotted easily away, his haunches leaving for the forest.

I lowered the barrel, tasting the unwanted tears of guilty tears. I felt diminished in his environment - not just an intruder, but a fraud. What right had I ever had to be there, holding him to account?

_____

_____

_____

_____

_____

_____

_____

_____

_____

In the lights (continued)

2. Storyboarding

a. Go online and do some quick research on storyboarding. List the most important information and tips to follow.

Storyboarding

Your teacher will show you an **episode** of a dramatic videotext from an Australian TV series. (The following tasks could be completed in a digital, or larger format).

b. Work with another student to **analyse**, from **memory**, the **structure** of the videotext using some of the techniques of **storyboarding**.

COMPLETE PREVIEW SAMPLE

c. Use a storyboard to plot **4 scenes** for the **next episode.**

3.15 Fiction Texts

Expressive Text Summary

Title:

Writer/creator:	Format:	Date of origin:

Type of text:	Genre:	Ease of reading:

Summary/outline of the text.

Examples of: Bio-information

Examples of: Feelings

Examples of: Actions

Examples of: Hopes and dreams

Examples of: Struggles and challenges

What did I learn from the text?	How did the text make me feel?

Other information.

You are required to write a short narrative text.

1. Choose your **theme**.

2. Write your text, 'as is', as it comes out of your head. Take some time to do this.

3. Will you handwrite, type, device type, dictate this? Why is that?

Now leave your text for a couple of days.

4. Read some expressive texts. Your teacher will direct you on suitable examples and lead the class through some of these.

5. Come back to your own text.

6. Re-read it carefully and make notes and edits to improve it. You should do this in printed form.

7. Rewrite your text (this usually means making it shorter!).

8. Read it to the class. Expressive texts often sound better when read aloud.

9. Rewrite your text one last time.

10. Would your final text make an interesting poem or song lyric by changing the structure? If so, team up with others in the class and make it into a rap, song or other similar musical form. (This could be a fun activity!)

3.17 Factual Texts

Factual texts

Fact-based texts come in many forms. And as the name suggests these present factual information rather than made-up fiction stories.

People access factual texts to learn, to get information, to navigate the demands of their life, and to undertake work-related tasks and activities.

Some people love to find out about **histories**, and/or the lives of other people through **biographies** and **documentaries**. Others enjoy books of **information** and **statistics** on their favourite sport or hobby.

Newspapers and **magazine articles** deal in reporting fact-based news and stories.

Sometimes we have to use fact-based texts to make sense of **rules**, **regulations**, **laws** and government **policies**.

Organisations of all sizes create **websites** and create **media releases** to talk about their operations.

Government departments and agencies create and release **reports**, including reports on the state of the **economy**, the **environment** and social **progress**. Businesses might report on their **financial success**, their social engagement and their environmental sustainability. Pressure and lobby groups produce reports on issues that they feel need addressing - or they report on their progress in dealing with issues.

Service providers might produce **FAQs**, guides and other support information.

Goods makers might produce **instructions**, product **specifications** and **warnings**.

Marketers and advertisers create packaging and labels as well as **advertisements** - some truthful - and some quite dodgy.

Then there are educational **textbooks** that you develop skills, learn, grow and achieve.

Of course, there's **self-help books** to make you a better person. **Cookbooks** to make you a better chef. **Do-it-yourself** books to make you a better maker. **Parenting** books to make you a better caregiver. Even **de-cluttering** books to make you a better life.

And there's **encyclopedias**, **wikis**, **blogs**, **reviews**, social media **posts** and more, many more, types of fact-based texts.

And can we not forget the billions of keystrokes created every day by people writing about themselves. In the past, we might have experienced this type of writing as a **diary**, a **journal** or even a **memoir**. Now, it just seems that there is more and more noise to deal with!

Factual Texts

⇨ **histories**	⇨ **regulations**	⇨ **instructions**	⇨ **encyclopedias**
⇨ **biographies**	⇨ **laws**	⇨ **specifications**	⇨ **wikis**
⇨ **documentaries**	⇨ **policies**	⇨ **warnings**	⇨ **blogs**
⇨ **information**	⇨ **websites**	⇨ **packaging**	⇨ **reviews**
⇨ **statistics**	⇨ **media releases**	⇨ **labels**	⇨ **posts**
⇨ **newspapers**	⇨ **reports**	⇨ **advertisements**	⇨ **diaries**
⇨ **magazines**	⇨ **FAQs**	⇨ **textbooks**	⇨ **journals**
⇨ **rules**	⇨ **guides**	⇨ **'help' books**	⇨ **memoirs**

You are required to **record** different types of **fact-based texts** that you come into contact with over the next 24 hours. Use the table to **summarise** your engagement. Make copies or expand if needed. Add other categories if needed.

Type: Film review Creator: Duane Diesel Format: Online blog Topic/title: *Fast and The Furious 27: Golf-Kart Au-Gogo* I learned: This 147 min film has the most golf kart stunts ever made for film - 932 - and all were done without CGI effects. Enjoyment: (high) some little Difficulty: easy (moderate) hard	Type: Creator: Format: Topic/title: I learned: Enjoyment: high some little Difficulty: easy moderate hard	Type: Creator: Format: Topic/title: I learned: Enjoyment: high some little Difficulty: easy moderate hard
Type: Creator: Format: Topic/title: I learned: Enjoyment: high some little Difficulty: easy moderate hard	Type: Creator: Format: Topic/title: I learned: Enjoyment: high some little Difficulty: easy moderate hard	Type: Creator: Format: Topic/title: I learned: Enjoyment: high some little Difficulty: easy moderate hard
Type: Creator: Format: Topic/title: I learned: Enjoyment: high some little Difficulty: easy moderate hard	Type: Creator: Format: Topic/title: I learned: Enjoyment: high some little Difficulty: easy moderate hard	Type: Creator: Format: Topic/title: I learned: Enjoyment: high some little Difficulty: easy moderate hard
Type: Creator: Format: Topic/title: I learned: Enjoyment: high some little Difficulty: easy moderate hard	Type: Creator: Format: Topic/title: I learned: Enjoyment: high some little Difficulty: easy moderate hard	Type: Creator: Format: Topic/title: I learned: Enjoyment: high some little Difficulty: easy moderate hard

3.19 Factual Texts

Navigating life

Never in human history have people had to deal with so much information. Compounding this is the **digital noise**, **misinformation**, **disinformation** and downright **lies** being 'dressed-up' as factual material. So not all sources of text are created equal. And some are downright **unreliable** and **not credible**, and should be avoided at all times!

Whether we like it or not, factual texts are the most important area of literacy engagement that we have to deal with. Although we might enjoy reading or watching fiction for pleasure and escapism, we have to understand, interpret and apply a range of diverse factual texts for our personal, social, educational, and vocational lives.

So here are some key points to look out for when accessing and analysing factual texts. But your teacher may add more.

Authority: Is the author/creator a valid source with sufficient expertise in the topic?

Bias: Is the author, creator or publisher biased, and do they have a conflict of interest?

Content: Is the information easy to access and understand, including all of the non-text information and numbers?

Date: Is the material current and relevant, or is it out-of-date?

Educational: Am I truly learning facts from the text; or is it just advertising, spin, or even propaganda?

Factual: Is the material accurate, truthful, or even original?

And one final important point. Writing factual texts is difficult to do well. Word choice, spelling and punctuation all combine to help the reader deal with, what might be, quite difficult material.

Image: drizzd/ Depositphotos.com

Punctuation 101 (or tips for Grammar!)

Some of the key punctuation marks are described below. Discuss the use of these as a class, and then apply your knowledge to your own writing.

Full stop = . — Shows that an idea is finished and complete. Used at the end of a sentence.

Comma = , — Helps break a sentence up into manageable chunks to assist the reader understand the meaning.

Semi-colon = ; — Connects two whole sentences together that relate to one another.

Colon = : — Stronger than a semi-colon, it connects 2 ideas together and gives emphasis to what comes after it.

Question mark = ? — Easy! It's only used to show that the sentence is asking something. Got it?

Exclamation mark = ! — Used to show surprise, shock or excitement. Helps the reader to understand the tone of what they are reading.

Apostrophe = ' — Is used (and misused) to stand in place of missing letters in a contraction. e.g. _is not_ becomes _isn't_. An apostrophe also shows possession. _Emily's phone._ This can be a tricky one!

1. What are the **6 key point**s to keep in your mind when you are accessing **factual** texts? Briefly **explain** each in your own words.

2. What **sources** do **you use** for your fact-based **information**? Why is that?

the daily news	world news and events	sport/hobby information
entertainment information	facts and figures	understanding history
regulations and laws	product information	work and career advice

3. Many **occupations** have job roles that are heavily dependent on **factual information**. We also **trust** some occupations to be **responsible** and to always deal in facts, and not mistruths. Explain how this might apply for these jobs.

Medical doctor	Teacher	News journalist
Facts:	Facts:	Facts:
Trust:	Trust:	Trust:
Lawyer	Tradesperson	Retail salesperson
Facts:	Facts:	Facts:
Trust:	Trust:	Trust:

Your teacher will work through a written and a videomedia **informative** text with the class.

Complete **summaries** of these using the pro-formas on p.28 and p.88.

3.21 Persuasive Texts

Persuasion

Some writers, speakers and creators of texts use **emotive language** to try and **convince** their audience. Essentially, they are trying to persuade the reader, listener or viewer to accept a **point of view**.

Persuasion often relies on using colourful expressions and opinions, rather than rigorous debate. Persuasion can also involve distorting facts, using misleading evidence and even leaving out the most important, and often truthful, bits of information.

Unfortunately, in the digital age, persuasion has become the tool most preferred by content creators trying to persuade others - rightly or wrongly. Double unfortunately; it's usually a tool for 'bad' intentions, rather than good intentions. But it doesn't have to be so. It's up to you to use your brains!

Image: iqoncept/ Depositphotos.com

Advertising and Public Relations

Advertising is the most common form of persuasion that you will be exposed to. Most advertising is created by **businesses** who are trying to **sell** you **products**. "Reverse the ageing process." "Lose 10kg without the hard work." "Be the envy of your friends."

Some advertising is used by **government** or other social and community **agencies** trying to **inform** or **educate** the public, such as public health messages. "Smoking will kill you."

Free **social media** platforms are funded by advertising. Essentially, they are '**selling**' **your use** of the platform, and your **behaviour** to create revenue.

Public relations is the use of carefully selected **communications** that are used to convey a **positive image** to the public. One of the key tools of public relations is the use of media releases. **Media releases** are announcements that are carefully worded to communicate positive messages. Unless the organisation is apologising - which rarely happens nowadays. The **websites** of many products and businesses are now mainly just PR.

For work purposes your **résumé** is a PR tool. A **LinkedIn** profile is a blend of PR and advertising. In your personal life, **Facebook** is like a **PR tool**. My life is so good - tell me so!

Whereas, **Instagram** has evolved into more of an **advertising platform** to sell product. What about TikTok? And what is Twitter for? Maybe read on.

Opinions

Opinions are just that, opinions. Opinions can be **informed**; i.e. based on **knowledge** and **experience**. Or they might be **uninformed**; based purely on personal **beliefs** and **attitudes**.

"I believe that..." "I reckon the problem with..." "I hate..." "I love..." "The best football side is..." "The worst holiday destination is..." The problem with Pisceans is..." "I am right!" You are wrong." "And so is everyone else who doesn't agree with me."

Train your brain

You know, not everything that people communicate is always 'true' or 'factual'. Some people get things wrong, or try to be tricky, or are just plain manipulative! So ask yourself...

⇨ Is that truly a fact?
⇨ Are they an authority/expert?
⇨ Do the numbers 'stack-up'?
⇨ How can I check this for myself?
⇨ Why might they be 'loose' with facts?

You don't have to doubt everything; but don't just believe because you want to!

Misinformation

Misinformation is **false** or **incorrect** information. Usually, misinformation is **not deliberate**. The creator or poster makes a **mistake**, or only accesses **part** of an original text or **message**, thereby using the information **out of context**. Misinformation often occurs because people **copy**, **plagiarise** and **don't check sources**.

Disinformation

Disinformation is the **deliberate** creation and spreading of **false information**.

Disinformation is a **sinister** tool of persuasion. It can also be known as **propaganda**.

Disinformation is **lying**. Lies about **facts**. Lies about **people**. Lies about **events**.

The internet and social media platforms make the spreading of disinformation easier, faster and wider. Much contemporary disinformation is simply made up, to 'recruit' believers and followers to a fringe cause. But the use of disinformation is no longer fringe - it's widespread!

Persuasive texts   3J

1. There's so much to learn about the fascinating world **of persuasion**. And you will investigate this in more detail in Unit 2. For now, how about making sense of the issues surrounding persuasion, by creating some word **chains**.

Persuasion	
Advertising	
Public Relations	
Opinions	
Misinformation	
Disinformation	

2. Identify 3 examples of **persuasive texts** you have been exposed to recently. Do you **believe** the **message**? Why/why not? Discuss as a class.

Your teacher will work through a written and a videomedia **persuasive** text with the class.
Complete **summaries** of these using the pro-formas on p.28 and p.88.

3.23 Paraphrasing

Paraphrasing

Paraphrasing is a fancy word for something we do every day.

When you say, "When's dinner gonna' be?" and your mum says, "Can you please speak properly?", she's really asking you to paraphrase.

She wants you to say it in a way she understands, or in a way she thinks is suitable for you to talk to her.

She wants you to give the same message, but instead using different words.

Paraphrasing is necessary when communicating because people understand differently.

"Like, do you get what I'm, like...saying, do you like him or like like him? Like!"

Image: Feverpitched/ iStock/Thinkstock

Let's face it, if someone doesn't understand what you're saying, there's no point shouting the same words at them. But to paraphrase, you need some skills.

Paraphrasing in action

⇒ You need a **flexible vocabulary**; you need to be able to substitute different **nouns** and **verbs** until you get a **combination** that your listener understands.

"Attach the dongle to the tablet" may need to be, "connect the cable to the iPad."

⇒ You may need to be able to **reorder** the parts of your **instruction** so they make sense to the receiver.

"Find the port on the iPad and insert the connector into it".

⇒ You may need to make it even **more specific** by adding more **details**.

"Find the port on the side of the iPad and insert the smaller end of the connector into it".

⇒ You may need to **summarise information** to **eliminate confusion**.

"If mirroring, you do not need a connector, but if making a physical connection find the port on the side of the iPad and insert the smaller end of the connector into it".

⇒ Other ways to paraphrase might involve changing from **passive** to **active voice** (because instructions should be as **direct** as possible and instruct how to do).

"The red plug should be connected to the red hole" - **passive**.

"Connect the red plug to the red hole" - **active**.

1. Have a go at **paraphrasing** these **instructions**. Explain what **changes** you have made and **why**. Note: These instructions are not linked to each other.

   a. Unfurl the canvas tarpaulin and spread it onto the floor (a flat surface is required for this step).

   _____

   _____

   _____

   _____

   b. Place the basted chicken on greased tray in a preheated oven at a high temp.

   _____

   _____

   _____

   _____

   c. Clean the area, sanitise, remove additional dressing when you have completed the steps.

   _____

   _____

   _____

   _____

2. Find and '**translate**' a set of **difficult technical instructions**, into **plain English**.

3.25 Work-Related Texts

Work-related emails

You might not create **personal emails** too much, outside of **education** and learning, even though you probably get sent lots of them

Although there are many faster ways to send and receive messages, **email** remains the backbone of **e-communication** in **business** and **professional** situations.

You will be expected to use this media effectively and appropriately if you work in an office or business environment, or if you contact **clients** with quotes or confirmations. Your **manager** could send you emails about all sorts of things including rosters, work roles, policies, training, client queries, pay slips and codes of conduct.

emails are still preferred in work situations because they provide an **electronic record** of communication that can be saved and traced in a **format common** to all enterprises. emails also tend to be much **more formal** than SMs, DMs and PMs. So use these tips to help make your emails work better for you.

From :	michael@delivereducation.com.au (L)
To :	student@vialvms.edu.au
Cc :	
Subject:	Tips to make email more effectively

1. Different communication rules apply for professional emails than for emails to friends.
2. For a professional email the same standards of spelling and grammar apply as if writing a letter.
3. Internal emails received at work must not be sent outside the 'organisation'.
4. It is often hard to explain detailed issues in one email. Use point form and use short sentences. Small messages work better.
5. Words that are written, last FOREVER; so don't be rude or nasty.
6. Follow email etiquette such as not using CAPs, nor emojis, and so on.
7. Many people check emails on their devices, so keep the message clear, but concise.
8. Be careful when replying to, and forwarding messages; and with BC and CC. You might include previous messages and addresses that you don't want the current receiver to know.
9. Let the sender know you have received a message with a short acknowledgement.
10. When needed, use a professional email address (not antisocial@pmail.com).

Workplace reports

A report is a clear and concise form of writing for a target audience that is based on research.

When you access a formal report, you might encounter a section near the beginning called an **executive summary**. An executive summary provides an overview of the key issues, discussion and recommendations in a report.
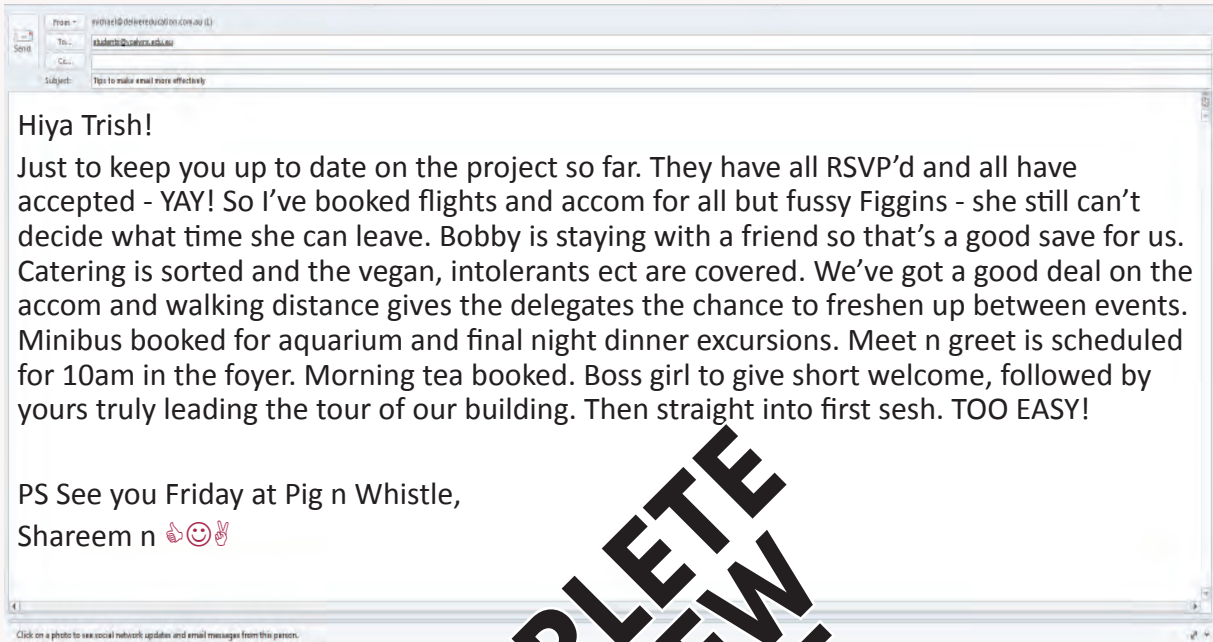
There are different kinds of reports including these.

⇨ An informational report.

⇨ A business report.

⇨ A scientific report.

⇨ A legal report.

⇨ An economic report.

⇨ A work-related report.

⇨ An independent report that suggests changes to government policy.

Image: photoraidz/ Depositphotos.com

The following email **fails** to meet the workplace **standards** as outlined on p.82. Identify the **issues**, and **rewrite** it so that it so that is **fit for purpose**.

	From ▾	michael@delivereducation.com.au (L)
	To...	student@yahoo.edu.au
	Cc...	
	Subject:	Tips to make email work effectively

Hiya Trish!

Just to keep you up to date on the project so far. They have all RSVP'd and all have accepted - YAY! So I've booked flights and accom for all but fussy Figgins - she still can't decide what time she can leave. Bobby is staying with a friend so that's a good save for us. Catering is sorted and the vegan, intolerants ect are covered. We've got a good deal on the accom and walking distance gives the delegates the chance to freshen up between events. Minibus booked for aquarium and final night dinner excursions. Meet n greet is scheduled for 10am in the foyer. Morning tea booked. Boss girl to give short welcome, followed by yours truly leading the tour of our building. Then straight into first sesh. TOO EASY!

PS See you Friday at Pig n Whistle,
Shareem n 👌☺✌

Click on a photo to see social network updates and email messages from this person.

Identify the issues and post a rewrite here. Then type up your email.

COMPLETE PREVIEW SAMPLE

Applied

Interview 2 different workers. One from an office/professional occupation and another in a manual/practical occupation. Report back to the class

a. Ask them about the importance of emails in their day-to-day work roles.

b. Find out how much time they spend reading, answering and writing emails.

c. Finally, find out how they 'feel' about work-related emails.

3.27 Assessment Task

AT3A Fiction: Character - Literacy for Personal Use

Outline - Fiction: Character

For this assessment task, you are required to access a range of literacy texts, summarise the texts, and analyse the role of **character** in the texts. Your teacher will inform you of how many texts summaries/analyses you are required to complete for submission. However, you must do at least 3 summaries/analyses.

Your texts must include at least:

❑ **1** work of **written fiction**

❑ **1** work of **videomedia fiction**

❑ 1 work of **hybrid fiction**; i.e. combinations of text, images, graphics, digital media.

Tasks

1. Read, watch, listen to (i.e. access) a variety of suitable texts.

2. Complete appropriate text summaries. Refer to p.8 & p.86.

3. Choose a character, or characters, from each of these texts, and complete the following analysis. Recreate this table with more space.

Character analysis from:	
Name & Biodata:	
Description:	
Motivations:	
Actions:	
Struggles:	
Similarities to you:	
Differences from you:	

4. Create an expressive fictional text based on yourself as a potential character in one of these texts. (Note: You might only need to be a support character.)

   Consider your role, actions, feelings, responses and dialogue. You might even source or create images. Your teacher will give you a guide on word length and the drafting requirements.

Literacy personal expression guidelines

❑ Be suitable for a general audience.

❑ Apply correct sentence structures.

❑ Use suitable paragraph structures.

❑ Use linking words and phrases.

❑ Show a range of vocabulary.

❑ Use accurate spelling.

❑ Punctuate appropriately.

❑

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

Name:		Key Dates:		**UNIT 1 AOS1**
Tasks - AT3A: Fiction: Character	**Must Do?**	**Due Date**	**Done**	**Level**

Planning

🗣 Negotiate the task details with my teacher about:

⇨ How many and which texts to summarise. ✓ ◯

⇨ Which characters (s) to analyse. ✓ ◯

⇨ My personal expressive text written as a character. ✓ ◯

Completing

1. Read, watch and/or listen to a variety of fiction texts. ✓ ◯

2. Complete appropriate text summaries. ✓ ◯

3. Complete a character analysis. ✓ ◯

4. Draft an expressive text with me as a character. ✓ ◯

🗣 Submit draft(s) to my teacher for feedback. ✓ ◯

Use feedback to refine final summaries/analyses. ✓ ◯

Use feedback to refine final expressive text. ✓ ◯

Stage 3: Feedback log

⇨ Suitable for a general audience. ✓ ◯

⇨ Applies correct sentence structures. ✓ ◯

⇨ Uses suitable paragraph structures. ✓ ◯

⇨ Uses linking words and phrases. ✓ ◯

⇨ Shows a range of vocabulary. ✓ ◯

⇨ Use accurate spelling. ✓ ◯

⇨ Punctuate appropriately. ✓ ◯

⇨ Include suitable image/images. ✓ ◯

⇨ ◯ ◯

⇨ ◯ ◯

⇨ **Prepare and submit summaries and analyses.** ✓ ◯

⇨ **Prepare and submit my expressive character text.** ✓ ◯

🗣 **Present or report to the class (if required).** ◯ ◯

Additional information:

Signed: _____ Date: _____

3.29 Assessment Task

AT3B Information and Me
- Literacy for Personal Use

Outline - Information and Me

For this assessment task, you are required to access a range of **information texts**, **summarise** the texts, and **analyse** the type of information in the texts. Your teacher will inform you of how many texts summaries/analyses you are required to complete for submission. However, you must do **at least 3 summaries/analyses**.

Your texts must include at least:

❑ **1** work of **written information**

❑ **1** work of **videomedia information**

❑ 1 work of **hybrid information**; i.e. combinations of text, images, graphics, digital media.

Tasks

1. Read, watch, listen to (i.e. access) a variety of suitable texts.

2. Complete appropriate text summaries. Refer to p.28, p.88. and/or below.

3. Summarise the text to report on the main information. Recreate this table with more space.

Information analysis from:	
Type of text:	
Topic:	
Audience:	
Summary:	
Key information:	
Key statistics/evidence:	
What you learned:	
Relevance for you:	

4. Create an **informative text** based on **your interest** in a potential **occupation** or **career**. Consider your reasons, roles, responsibilities, duties, actions, feelings and methods of communication. You might even source or create **images**. Your teacher will give you a guide on word length and the drafting requirements.

Literacy personal expression guidelines

❑ Be suitable for a general audience.

❑ Apply correct sentence structures.

❑ Use suitable paragraph structures.

❑ Use linking words and phrases.

❑ Show a range of vocabulary.

❑ Use accurate spelling.

❑ Punctuate appropriately.

❑

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

Name:		Key Dates:		UNIT 1 AOS1

Tasks - AT3B: Information and Me	Must Do?	Due Date	Done	Level
Planning				
🗣 Negotiate the task details with my teacher about:				
⇨ How many and which texts to summarise.	✓		◯	
⇨ Which type of summary pro-formas to use.	✓		◯	
⇨ What type of information text to create.	✓		◯	
Informative text: Summarising, analysing and creating a text.				
1. Read, watch and/or listen to a variety of texts	✓		◯	
2. Complete appropriate text summaries.	✓		◯	
3. Complete an information analysis for each text.	✓		◯	
4. Create an informative text.	✓		◯	
🗣 Submit draft(s) to my teacher for feedback.	✓		◯	
⇨ Use feedback to refine final summaries/analyses	✓		◯	
⇨ Use feedback to refine final informative text	✓		◯	
Feedback log				
⇨ Suitable for a general audience.	✓		◯	
⇨ Applies correct sentence structures	✓		◯	
⇨ Uses suitable paragraph structures.	✓		◯	
⇨ Uses linking words and phrases.	✓		◯	
⇨ Shows a range of vocabulary.	✓		◯	
⇨ Use accurate spelling.	✓		◯	
⇨ Punctuate appropriately.	✓		◯	
⇨ Include suitable image/images.	◯		◯	
⇨	◯		◯	
⇨ **Prepare and submit summaries and analyses.**	✓		◯	
⇨ **Prepare and submit my informative text.**	✓		◯	
🗣 **Present or report to the class (if required).**	◯		◯	

Additional information:

Signed: _____ Date: _____

Videomedia Text Summary

Title:			My name:
Creator:		Format:	Date of origin:
			Date of viewing:
Type of videotext:		Purpose:	Ease of viewing:

Summary/outline of the videotext.

Genre/Style	Theme	Main Plot

Good points of the text.

Not so good points of the text.

New vocabulary in the text.

Description of images, graphics, numbers and other information in the text.

Things I didn't understand in the text.

What did I learn from the text?

How did the text make me feel?

Other information.

COMPLETE PREVIEW SAMPLE

The Digital World

<table>
<tr><td colspan="2">4.01 Introduction ....90</td><td>4.17 Social Media ....106</td></tr>
</table>

Activities 4: The Digital World	p.	Due date	Done	Comment
LER4 **My Literary Engagement Record**	90-91			
4A **The digital world**	93			
4B **Digital access**	95			
4C **Web page structure**	97			
4D **Government and institutions**	99			
4E **Business and corporate**				
4F **Product and brand**				
4G **News**	10			
4H **Educational**	03			
4I **Vocational**	105			
4J **Social media usage**	108-109			
4K **Confusion and conflict**	111			
4L **15 minutes**	113			
4M **Digital fun 3.0**	115			
AT4 **Go Straight to the Source**	116-118			

Comments:

4.01 Introduction - The Digital World

Unit 1 AOS2: Understanding and creating digital texts

Section 4: The Digital World is the first stage of **AOS2: Understanding and creating digital texts**.

In this section, you will investigate and analyse the purpose, structure and content of different types of digital texts including web sites, social media and varied digital media formats.

Your teacher will lead you through an applied investigation into a range of varied digital texts and digital text formats. You might also start to work through a range of complex digital texts. So you should apply your growing understanding of digital texts to vocational and community situations, as well as both to, and from, your VET studies.

This section concludes with an assessment task that requires you to use a variety of digital texts and digital content to find out information, analyse the accuracy of that information, and summarise the key points of that information.

LER4 Literary Engagement Record of: _____

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

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

LER4: Literary Engagement Record of: _____

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

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

4.03 The Digital World

The digital world

It almost goes without saying that we live in a digital world.

Digital platforms and devices **mediate** many of our lived experiences.

If people live cut off from the digital world, it limits their capacity to belong and function in contemporary daily life.

You are a generation of '**digital natives**', who take this scenario as a 'natural' part of life. It is a given.

So, take a moment to think of all the things that you couldn't do now, without digital technology. Wait a minute! You will need to spend quite a bit of time to come up with a comprehensive list!

The way that the digital world mediates our lives is that it is a tool to facilitate our interactions with the external world.

In other words, it stands between us and the rest of the world.

We use a **device** or **platform** to connect us to people, places, entertainment, services, employment, education, shopping, selling and much more.

But these digital wonders are only tools and we need to use them to their best advantage for us.
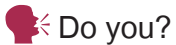
Do you?

Uncommon knowledge

Top web portals: Australia

1. Google
2. YouTube
3. Facebook
4. Wikipedia
5. Twitter
6. LinkedIn
7. Instagram
8. Reddit
9. Netflix
10. Yahoo

Top web sites: Australia

1. ebay.com.au
2. abc.com.au
3. news.com.au
4. realestate.com.au
5. amazon.com.au
6. bom.gov.au
7. gumtree.com.au
8. commbank.com.au
9. woolworths.com.au
10. nine.com.au

Source: Aggregation of various sources, April 2022

Image: RedPixel/ Depositphotos.com

The Digital World

- internet
- websites
- social media
- videos
- streaming
- information
- learning
- multimedia
- world wide web
- web portals
- apps
- music
- podcasts
- shopping
- gaming
- devices

1. When you hear the term, 'the **digital world**', what does this **mean** to you?

_____

_____

_____

_____

2. Use **examples** to explain the **difference** between these **digital terms**.

internet	world wide web
websites	web portals
social media	news media
information sites	commercial sites
platform	content
hardware	software
.com (.com.au)	.gov (.gov.au)	.org (.org.au)	.edu (.edu.au)

3. Describe your level of engagement with each of these types of digital content.

	Importance	Frequency	Enjoyment/Usefulness	Main example(s)
social media	VH H M L VL	5 4 3 2 1 0	lots some little none	
news media	VH H M L VL	5 4 3 2 1 0	lots some little none	
broadcast media	VH H M L VL	5 4 3 2 1 0	lots some little none	
video streaming	VH H M L VL	5 4 3 2 1 0	lots some little none	
music streaming	VH H M L VL	5 4 3 2 1 0	lots some little none	
shopping	VH H M L VL	5 4 3 2 1 0	lots some little none	
banking	VH H M L VL	5 4 3 2 1 0	lots some little none	
health & medical	VH H M L VL	5 4 3 2 1 0	lots some little none	
government	VH H M L VL	5 4 3 2 1 0	lots some little none	
sport & recreation	VH H M L VL	5 4 3 2 1 0	lots some little none	
gaming	VH H M L VL	5 4 3 2 1 0	lots some little none	
employment	VH H M L VL	5 4 3 2 1 0	lots some little none	

4.05 The Digital World

Digital access

Most of us take digital access for granted. We have **smart devices** and **connectivity** which give us the opportunity to be switched-in and switched-on.

But not everyone has equal access to the digital world.

What about **older** people who have never used a digital device?

What about **low-income** families who can't afford to pay for a lot of connectivity?

What about people with **disabilities** who can't access all the online world has to offer?

And with a country as vast as Australia, how about those people living in **regional**, **rural** and **remote** areas who don't get '**coverage**'. This gives a new meaning to the term **remote learning**, especially if you are experiencing frequent drop-outs and poor signals!

So how would you get your schoolwork done and access your social and leisure activities without **digital access**, or without the **digital literacy** to use devices to find and enjoy the content you want?

And what if you no longer had the means to **pay** for all those **digital subscriptions** that eat up so much of the household budget?

🗣️So, how much do you think your household spends on all the phone plans, digital subs and other costs such as media downloads and even in-app game purchases?

Digital access

Image: Anatoliy Babiy/ Depositphotos.com

Most of us take the communication and the digital world for granted. But how might your life change if you no longer had access or connectivity? 🗣️

Information
Digital access allows people to find out about news, current events and the important information for life through digital content of all types.

Communication
Digital access allows people to stay connected and 'talk' with other people; by phone, by SMS, by video and other devices, and online through social media.

Entertainment
Digital access allows people to enjoy fun and entertainment through music and video streaming, social media and sports, arts and culture.

Self-expression
Digital access allows people to express their personality, ideas and interests through social media, content creation, video and podcasting.

Commerce
Digital access allows people to shop and manage their money through online shopping and service purchases, and safe online banking.

Learning
Digital access allows people to learn new skills and to find out about the world; through browsing, e-learning, following experts, and online tutorials.

1. Describe how **regularly** you access, or even **create**, varied **digital content**, by giving **examples**, and the **reasons** why. Add and describe 1 more reason.

I connect digitally for:	Daily by using... because...	Weekly by using... because...	Only when needed by using... because...
Information			
Communication			
Entertainment			
Self-expression			
Commerce			
Learning			

2. In pairs, identify the **digital issues** in this case study.

Santa Claus was gearing up for a special task. The couple had done it particularly tough over recent times. First there were bushfires, storms and other natural disasters. And then COVID-19 loomed into the powers of us. So Santa to the rescue!

Now that the Elves had embraced the digital age and working from home they were no longer making any toys. It was much easier to leave that hard physical labour to someone else far away. But thinking ahead, Santa started them gift sourcing early when all the stores were having their big mid-year toy sales.

So the Elves went online to buy the toys. But because they only had 3G up north the connection was so slow; and they could barely open any store accounts due to a lack of digital credentials. The interface didn't translate into Elvish either or recognise their postcode. And when they followed QR links, well they landed directly on some shonky sites that demanded payment in Crypto and scammed them out of their toys.

So they switched to the global platform Rainforest.com and placed their orders, hoping for a miracle that would see them delivered on time and intact. They did lose a lot of items to well co-ordinated gangs of porch pirates though.

The reindeer had been phased out due to animal welfare concerns and the need to re-populate wild herds, so Santa had to put his route into the SatNav. After crashing 6 times, it reluctantly spat out a journey that would take until Easter to complete. And that Bunny was not one to mess with - Santa had seen what the rodent had posted online about the Tooth Fairy.

After fighting all the delivery traffic on the roads, Santa finally arrived at the 1st house. But there was a facial recognition camera at the gate. So no go there. At the 2nd, he couldn't enter because the digital assistant didn't understand his accent. The 3rd house looked promising - but the internet was down and the remote chimney flap wouldn't open. Giving up, Santa mused. "Give me the good old days... but at least this year I didn't have to drink all that watery soy milk and eat those hard gluten-free cookies!

4.07 Web Pages

Structure of web pages

Most (but certainly not all) web pages are built according to a common and **consistent structure**. But these structural elements may change depending on the **purpose** of the website.

Many 'big' **information** websites such as those of **government** departments, government agencies, **corporations**, institutions, large community enterprises and other similar organisations will use an **information-rich** structure guided by a **smart search** function, **menu** choices, and **links** to relevant sections (categories and sub-categories).

Shopping, **product** and **booking** sites try to make the **user-experience** as seamless as possible. They prefer **short information** and **clear graphics**, especially when users are likely to be accessing the website on a **smart device**. These sites want you to start your **buying experience** as quickly and as easily as possible - before you go somewhere else.

Entertainment websites are likely to be big on **design**, with **images** and **videos** accompanied by short descriptive text. These sites want users to **click** through to **content** as quickly as possible - and stay on the site.

Digital content and **gaming** sites are likely not to look much like a website at all. They will feature bold colours and **big** images or **video** links. Essentially, the 'screen-based' **landing page** is just a **portal** to where you need to go.

Image: G. Rudy/ Dreamstimephotos.com

Structural elements of a Web page

Home page	Menu	Header
This is the first link into a website.	Enables users to navigate around the main pages or sections of the website.	Usually holds the name, and/or logo and is applied to the top of all pages of a website.
The hosting URL of the home page should be a simple web address.	Commonly placed on the left, or at the top; either in, below or above the footer, using easy-to-click buttons and drop-down lists.	Some headers include the search bar; as well as very important short information updates.
From here users should be able to access all content and sub-content.		

Primary content	Sidebar	Footer
The main information or function (such as shopping) on a page.	Sits at the left or right of the page.	Usually holds 'support' and 'legal' content at the bottom of all pages.
Might include headings, text, images, videos and other digital components.	Can include information that users access regularly, or updates, or even ads.	Might include 'About us', contact details, privacy, copyright, key links and other secondary information.
Big sites will organise content into categories and sub-categories (sections).	Becoming less common on contemporary sites as it is not really suited to the smaller interfaces of mobile devices.	Might also include direct links to the 'socials'.

1. In your own words, explain the **importance** of each of the **structural elements** of a **web page**.

2. Make a **sketch** to show a **basic layout** of a webpage using the **main structural elements** from p.96. Go online and **compare** your sketch **to sites you** commonly **access**. Look for **similarities** and **differences**.

COMPLETE PREVIEW SAMPLE

Discussion: Website **design** is always **evolving**. From your experiences, explain if there are any **new structural elements** in websites that are important now.

Applied: The ADF

One of the boldest, and most successful vocational recruiting websites in Australia, is that of the Australian Defence Forces.

www.defencejobs.gov.au

Go to the ADF site and navigate around.

How would you describe the 'look' and the 'personality' of the site?

How easy is it to search?

How is information presented to the viewer?

How informative is the site? Why so?

How does the content of the site make you feel? Why is that?

4.09 Investigating Web Pages

Government, government agencies and institutions

Government **departments**, government **agencies** and other important **institutions** are the source of the important information that people need to know and access in their daily lives.

In Australia the **URL** for these will have **.gov.au** for Commonwealth sites and **.vic.gov.au** (or nsw.gov.au etc. for other state government sites). Some government agencies will use their own 'business' name such as **www.csiro.au** .

Government, agency and institutional websites can be treated as the most **trusted source** for official content. Whether a person agrees with the government or not - government information is about communicating what is happening, and in many cases is the law. And most government agencies operate independently of the government. They do their job no matter which political party is in power.

Commonwealth and state government websites communicate about **policies** and **programs** to deal with the economy, health and medical initiatives, taxation, employment, social security and welfare, workplace safety, trade and commerce, environmental programs and law and order; as well as many other areas of operation. Local governments offer many services and create local by-laws and regulations.

However, many governmental departmental sites are very **information-heavy**. This makes them hard to navigate and understand, especially for users who know very little about the area they are trying to research.

Institutional sites usually have key topic translation for people from diverse cultural-linguistic backgrounds, as well as accessibility features for differently-abled people. These sites often summarise key topics as themic data like FAQs or PDF factsheets.

People know they can trust the originator of official and important information, not some self-serving social media post by a low-life, nor some stripped-down information summarised on the site of a profit-making business, and certainly not some biased advice from a social media influencer.

Other trusted institutional sites are:

- ✓ universities and TAFEs
- ✓ public museums, galleries, zoos, parks and arts bodies
- ✓ health and medical operators such as public hospitals and public health programs
- ✓ public transport operators,
- ✓ as well as many .org.au institutions including **unions**, **industry associations** and **community service** and **welfare** providers.

Government departments and agency websites are the source of origin for information about their area of responsibility.
In a democratic society, these must be treated as the most trusted and reliable source of relevant information.
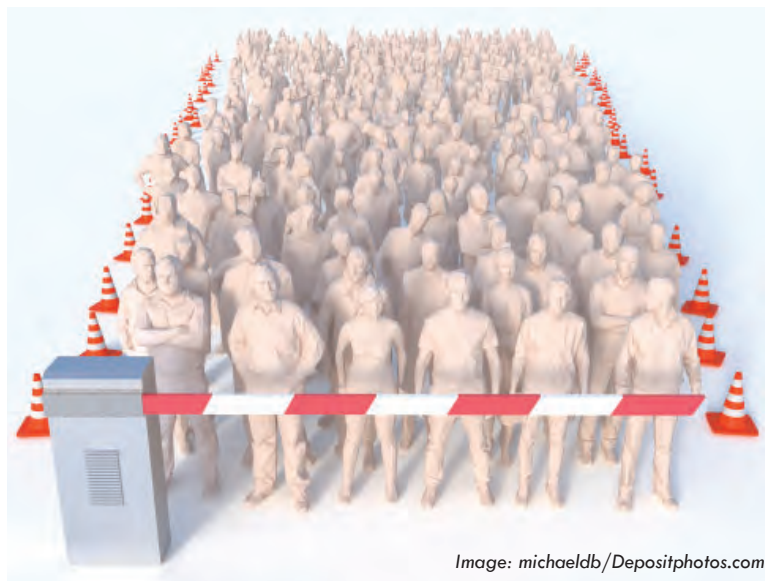

Image: michaeldb/Depositphotos.com

1. Access these important **websites.** Choose 1 more of your own.

2. How would you describe the general **look** and **feel** of the **homepage**? Why so? Is it suitable for **mobile devices** and **desktop** access?

3. Use the **search** functions to **find information** you are interested in. How **useful** was the search function (did it require only exact spelling and phrases)?

4. Use the **menus** to find out important **information**. Were these **easy** and **logical** to **navigate**?

5. Are there any **tools**, **FAQs** or **factsheets** available through the site that can help you **access information** better? What about **apps**?

6. What did you most **learn** from the site? Report back to the class.

www.fairwork.gov.au

www.vicroads.vic.gov.au

www.worksafe.vic.gov.au

Uncommon Knowledge

Commonwealth agencies
⇨ CSIRO
⇨ Bureau of Meteorology
⇨ Australian Bureau of Statistics
⇨ Reserve Bank of Australia
⇨ Fair Work Commission
⇨ Fair Work Ombudsman
⇨ Australian Taxation Office
⇨ Austrade
⇨ Centrelink - Services Australia
⇨ ABC and SBS
⇨ Australian Electoral Commission
⇨ Australian Human Rights Commission
⇨ Indigenous Land and Sea Corporation
⇨ Clean Energy Regulator
⇨ Safe Work Australia
⇨ Tourism Australia

Some state agencies
⇨ WorkSafe Victoria
⇨ VicRoads
⇨ Transport Accident Commission
⇨ Consumer Affairs Victoria
⇨ Business Victoria
⇨ Victoria Police
⇨ Family Safety Victoria
⇨ VicHealth
⇨ Cancer Council Victoria
⇨ Ambulance Victoria
⇨ Fire Rescue Victoria
⇨ Country Fire Authority
⇨ State Emergency Services

4.11 Investigating Web Pages

Business and corporate

In the digital age we are all heavily dependent on business websites in our daily life. Business websites are normally identified by a **.com.au** or **.com** suffix.

Some businesses set up their sites to service their **customers** and **clients** directly. They might operate online **shops** for goods (e.g. retailers), or **online bookings** and **reservations** for **services** (e.g. arts and recreation), or online **service portals** (e.g. banking).

Some corporate sites might also have client-only access areas for business-to-business (**B2B**) clients.

Large business (corporate) websites normally include:

⇨ business **details** including **contact information**

⇨ summary of key **operations** and key **people,** as well as recent **media releases (PR)**

⇨ the **values** and **aims** of the business

⇨ customer and client **access** portals and **interfaces** for selling goods or providing services

⇨ a **corporate section** that includes more detail about the company's operations, **financial** reports, **PR** about **sustainability** initiatives and **community** involvement, jobs/ **career links** and access to other relevant corporate information.

Small business websites need to provide as much information and functionality on the **home** or **landing page**. So these webpages are likely to immediately emphasise:

⇨ key **contacts** details including 'About Us'

⇨ **updates** and important **information**

⇨ **product** and **service** information, including **opening** and **operating hours**

⇨ one-click entry into **online shops** or **service quotes**

⇨ easy links to their **social** (as many people use social media to find out information about small local businesses).

4E   Business and corporate

Applied: Business and corporate

The two biggest supermarket retailers in Australia are Coles and Woolworths. Together they account for about 56% of market share. These retailers are also two of the biggest employers of young people in Australia.

www.coles.com.au   or   **www.woolworths.com.au**

Go to the websites and navigate around.

How would you describe the 'look' and the 'personality' of each site?

How easy is each to search?

How is information presented to the viewer?

How easy is it to shop through the sites?

Can you easily locate products on sale or on special?

Are there any links to career opportunities? Are these easy to get to?

Repeat these steps for a **different business website** of your choice, such as a **local** small business. Compare and contrast the sites.

Product and brands

For many product-based businesses, it is not so much their corporate or main website that is important. Instead they rely on product or brand websites to engage with people.

People don't really care about The Smith's Snackfood Company Pty. Ltd., or even the parent company PepsiCo. What they care about is Doritos! So Doritos has its own page in Australia, and in many other countries as well. The same goes for many other **brands**.

Essentially brand websites promote a **product**, **product range** and **product features** to consumers.

The sites are usually light on text and heavy on images, videos, music and even games. They will use the colours and words of the brand to reinforce a message.

The sites are primarily designed for viewing on **smart phones** and portable devices. Unless it is a brand for oldies. In that case, they might skew towards a desktop-friendly layout.

The sites rely heavily on **social media** pages and **app** integrations to drive **brand awareness** and **brand engagement.** The websites and other online elements, will also tie in with current advertising and promotional campaigns.

Brand and promotional sites might also run regular or seasonal competitions, special subscriber-only offers, and other exclusive content to build **brand loyalty**.

Many products or brands have a **PR** or **communication** person who engages with the public as the voice of the brand. These PR and marketing specialists drive the web, app and social media identity of the product.

Product and brand sites are very carefully created to only communicate good things about themselves. Therefore, it is important that you realise that brands are not people. Brands are a commercial marketing tool to give identity to a product - a product they want you to buy! Some brand content is even created by **bots**.

It is also important that you remember that brands use digital media to make you feel special if you 'use' the product. They want you as part of the family. As long as you pay for the privilege that is!

> **Product and brand   4F**

Applied: Product and promotional

One of the most popular range of treats in Australia is Arnott's chocolate biscuits, and their biggest seller by far, is Tim Tams.

www.arnotts.com/products

Go to the **Arnott's** website and navigate around.

How would you describe the 'look' and the 'personality' of the site?

How easy is it to search?

How is information presented to the viewer?

How informative is the site? Why so?

How does the content of the site make you feel? Why is that?

Who do you think this site is aimed at? Young people, older people?

Are there any links to career opportunities?

Does the Tim Tam product have a different life on social media?

Repeat these steps for a **different product website** of your choice.

4.13 Investigating Web Pages

News

It is important that we keep up with news and current events because this is the main way we can find out for ourselves what is happening in the wider world.

The digital age has changed the way that people are accessing news. In the past people read the 'paper' every day, watched the nightly bulletin on TV and listened to regular hourly updates on the radio.

Although the traditional news media broadcasters still exist, many people are accessing local and global news online through **digital subscriptions**.

Many people, especially younger people, are relying on **Google**, **Facebook** and **Twitter** to give them news updates. Although this is convenient, people are only getting short **grabs** and video updates. They don't get the full **context** of what is really happening. In fact, most of the news headlines you will see in your feed are tailored to your online **browsing habits**. That's how the search engine and social media **algorithms** work.

And those tech-giants don't actually put in the work to investigate and report on news and current events. The hard work is still done by news media companies, but they are getting an increasingly smaller reward for their time and investment.

If you want to independently access all of the main news and current events, then the best website to use is that of the Australian Broadcasting Commission. The **ABC** has an ongoing commitment to **accurate** and **unbiased news** gathering and reporting. That aim is part of its charter and why the **government** funds an Australian news broadcaster that is not owned by a self-serving media giant.

You also need to beware of the many information sites that are set up to mimic reputable news outlets. These sites often have an **agenda** to spread **disinformation.** But how can you tell them from the real thing?

4G   News

Why is it **important** that people access not just the **news** they **want** to 'know', but more importantly the **news** they 'need' to 'know'.

Applied: News portals and sites

🔍

The most trusted news web portal in Australia is:

www.abc.net.au

Navigate around the site using the menu. How easy is it to use?

What sections are used by the web portal to organise information?

How easy is it to find local news stories, videos and audios?

Navigate to the 'Just-in' section. Read the headlines. Do you know anything about these news stories?

Are the news stories on this site easy to understand? How about the app?

Is there another trusted Australian news site you could use?

Educational

Educational web portals and course pages are created to allow you to see what **courses** and training are on offer, and whether this training, and even the institution, is **accredited** or non-accredited.

These sites and pages will tell you the **name** of the institution or RTO, the **duration** of the training program, and the **qualification**. These will include details of **application processes**, **entry requirements**, **pre-requisites** and **fees**.

These sites and pages will also tell you **commencement dates** and details of **fee-waivers** or **concessions**.

In contemporary times, many courses are now delivered partly, or entirely as **e-learning** programs. So you need to find out if you have to do your course **on campus**, **online** or via a hybrid **blend** of these two.

What you need to know

Many courses at TAFE level are offered by different **TAFE** institutions, **private providers** and **RTOs**.

This means that is worthwhile shopping around for the location, dates, duration and price that you can afford.

There can be a huge difference between TAFE and private provider courses, especially in price, as most TAFE courses are **subsided** by **government** programs. it pays to compare and assess around all the qualifications, programs, the experience of teachers and trainers, the types of teaching and course delivery methods and the ease of accessing online materials.

> **Uncommon Knowledge**
>
> **The 12 Victorian TAFEs**
> ⇨ Bendigo Kangan Institute
> ⇨ Box Hill Institute
> ⇨ Chisholm Institute
> ⇨ Gippsland Institute of TAFE
> ⇨ Gordon Institute of Technical and Further Education (The Gordon)
> ⇨ Goulburn Ovens Institute of Technical and Further Education (GOTAFE)
> ⇨ Holmesglen Institute
> ⇨ Melbourne Polytechnic
> ⇨ South West Institute of Technical and Further Education (South West TAFE)
> ⇨ Sunraysia Institute of Technical and Further Education (SuniTAFE)
> ⇨ William Angliss Institute of Technical and Further Education (William Angliss Institute)
> ⇨ Wodonga Institute of Technical and Further Education (Wodonga TAFE)

Educational   4H

What is the **difference** between a **TAFE** and a **private provider**?

_____

Applied: Educational web portals

Access the web portal of your local **TAFE**, or a TAFE of your choice. Address?

Navigate around using the menu. How easy is it to use?

Use the search function to find a course that you might be interested in. How accurate and useful was the search function?

Print out the information for the course you have chosen. Use this information to create a shorter summary of the course. Use the bolded terms above to focus your summary. (These terms could be sub-headings or key points.)

Why is it better to print this detailed information?

4.15 Investigating Web Pages

Vocational

There are three main ways to classify vocational websites.

1. Sites about **career pathways advice**, learning and investigation. Many of these are trusted government or major institutional sites.

2. Sites that offer j**ob opportunities**. These are **job-seeking sites** and are usually commercial sites. But they are the main portals that people need to use to find out about, and apply for, jobs.

3. Sites that are important for workers, employers and businesses with information, rules, regulations and **laws**, such as **pay** and **conditions**, **worker rights**, **workplace safety** and so on.

A world of information

Vocational websites (and apps) will feature different information depending on the aims and motives of the organisation providing the information.

Government vocational sites provide trusted information about:

⇨ government job programs, including job-seeking and career advice

⇨ Australian Apprenticeships programs

⇨ employment laws, including OHS and WHS

⇨ rates of pay and other conditions

⇨ employment opportunities available through Workforce Australia

⇨ information, trends and other information about the labour market.

Job-seeking sites are mainly operated or businesses. These sites and apps will provide important content about:

⇨ advertisements for job vacancies and employment opportunities

⇨ job-seeking skills, tips and advice

⇨ job application methods, and site job registration procedures.

Many so-called 'career advice' sites are often just business sites 'dressed-up' to provide advice that the site wants you to know, like signing up for an expensive course they offer. So be careful with what you get on an early Google search!

The one site you can always trust for career advice is **MyFuture**. It is a non-commercial site designed to help young people. A similar site is **Labour Market Insights** (which by now might have switched to **www.jobsandskills.gov.au**). This is a trusted Commonwealth Government site and links into the government's own job-seeking portal through **Workforce Australia**.

Some of the main vocational sites you might need to access are:

⇨ **www.worksafe.vic.gov.au** (or relevant state agency) for OHS/WHS rules and laws.

⇨ **www.fairwork.gov.au** Commonwealth Government portal about pay and conditions. Note if you just search for pay through Google you will usually get wrong information from sites that just aggregate information from job ads. These are not accurate!

⇨ **www.actu.org.au (**Australian unions) and **www.weareunion.org.au** (Victorian Trades Hall Council) are the portals that link to union sites.

⇨ **www.australianapprenticeships.gov.au** which is step one for finding out about Australian Apprenticeships.

Vocational	4I

Have you ever **used** any of the 3 main **types** of **vocational** web **portals**? Why?

Applied: Vocational advice portals

Access the most current of these government web portals.

https://labourmarketinsights.gov.au or **www.jobsandskills.gov.au**

Navigate around using the menu. How easy is it to use?

Use the search function to find an industry or occupation that you might be interested in. How useful was the information you found out?

What are some of the key links available?

Can you use this site to find and apply for jobs?

Applied: job-seeking portals

Access a job-seeking web portal such as:

www.seek.com.au

Navigate around using the menu. How easy is it to use? What modifiers do you need to use to make the search best suited to your needs?

Use the search function to find a job that you might be interested in. Did you get any possibilities in the search results?

What is a Seek 'Profile'? Should you do this? Why/why not?

How useful is the career advice for young job-seekers?

Applied: Pay and conditions

Access a job-seeking web portal such as:

https://calculate.fairwork.gov.au/FindYourAward

Navigate around using the menu. How easy is it to use?

What is the PACT tool?

Use the PACT tool to find out the right pay for a job that might suit you. What did you find out? How easy was it to use?

Are there other methods you can use to get help and support from Fair Work Australia?

Applied: Other vocational portal or site

Access another vocational site or portal:

Navigate around using the menu. How easy is it to use?

What important information did you find out?

4.17 Social Media

Social Media

What can we tell you about social media that you don't already know?

Social media covers a range of **platforms** whose main aim is to **connect** users.

In the 21st century, social media has evolved to become the most prominent way that people connect with one another digitally. For many people, social media has also become the main way to access **news**, **entertainment**, **culture** and other **information**.

Over the last 20 years we have seen the rise (Facebook, Instagram and TikTok), and the fall (MySpace, Snapchat and Pinterest) of varied global social media platforms.

Social media **networks** include family, friends, acquaintances, colleagues, people who share interests and hobbies, people who love Nicki Grande, and people who despise Ariana Minaj. And of course, social media enables instant and global connections. No more pen pals!

We can stay connected via social media by **viewing**, **liking** or **sharing** content.

Most social media platforms are 'free'. Have you heard the old saying: "There's no such thing as a free lunch"?

It basically means that for everything that is 'free', pay one way or another. There's a more recent saying: "If it is free, then you're the product".

With social media, we pay by being targets of 'curated' advertising.

We also pay by having our **data** collected and used (this is not always nefarious, but it pays to know the platforms' privacy policies).

And how about so-called 'influencers'? They sell, sell, sell and we buy, buy, buy.

So what about you? How important is social media in your life?

Social Media

Facebook
Instagram
WhatsApp
Twitch
WeChat
SnapChat
LinkedIn

TikTok
Twitter
Redditt
YouTube
Weibo
Quora
Messenger

Image: Slphotography/ Depositphotos.com

Connection

The most significant benefit of social media is that it enables connection between individuals and groups. Generally, it is used for information, entertainment and keeping in touch.

Social media interaction can be used to

⇨ strengthen existing relationships

⇨ make new friends and contacts

⇨ unite people with similar interests and values

⇨ enable community engagement

⇨ connect lonely or isolated individuals

⇨ bridge geographical barriers

⇨ facilitate cross-cultural connection

⇨ provide information and support.

Social media can amplify communication - and some people are really big communicators!

Image: Slphotography/Depositphotos.com

Social media is also changing how people are creating texts, as well as the **type** of **texts** they prefer to use and access. Many people are 'writing' more than they ever have before. But often this takes the form of a string of **small messages**. And increasingly, people are 'speaking' their texts - and using a **vocabulary** much different from writing

People are also showing a preference for **rich texts**, **photos**, **images** and **animations**. These **multimedia** texts encourage a whole new level of **engagement**.

Engagement

Social media is inherently engaging. It's designed to keep you looking, checking, posting and liking. People are biologically programmed to respond to colour and light, sound and motion.

Some parents give babies mobiles to occupy them, and then, when they are about two, they stick phones and tablets in front of them to keep them entertained.

Social media is bottomless. You will never run out of posts or sites to swipe through.

Research tells us that the average user scrolls through hundreds of posts every day, with video content reaching as high as 80%. It has even been suggested by researchers that social media algorithms are designed to trigger addiction through feel-good hormones.

But peoples' reliance, and even over-use, of social media, is not just fun and good times. Here are some negative 'facts' we often hear about social media.

Fact-check these for validity. Where will you go to check?

Not social media - why not?

☹ Social media programs us to become addicted.

☹ Social media's one motive is money.

☹ Social media sells our data to companies.

☹ Social media profiles us to sell us products.

☹ Social media makes us dumber.

☹ Social media users can no longer communicate face-to-face.

☹ Social media turns people into narcissists.

Image: jesadaphorn/ Depositphotos.com

4.19 Social Media

4J Social media usage

1. How do **you engage** with **social media**? What **types** of social media **platforms** do you use and which types of **texts** do **you create** and **access**? Why is that?

2. **Applied: Rate your risk of addiction**

Answer the following questions. We think that you can work out which behaviours might be risks for addiction.

1. How long are you able to ignore social media before you become uncomfortable?

   4 hours   3 hours   2 hours   1 hour   30 min   15 min   5 min   other

2. How soon after waking up do you check social media?

   straight away   15 minutes   30+ minutes   on the toilet!

3. How closely before going to bed to sleep do you check social media?

   just before   15 minutes   30-60 minutes   hours

4. If the devices you use to connect to social media are out of charge, broken or lost, how do you feel?

   Fine   Inconvenienced   Distracted   Agitated   Panicked

5. Has your social media use ever led to any negative effects (lack of concentration, missing a deadline, being late, getting into trouble or other problems)?

   Yes, a lot   Sometimes   Not much   Not at all

6. If you answered yes, did you change your social media use patterns?

   Yes, a lot   Sometimes   Not much   Not at all   I tried but failed

7. Do you experience craving if you are cut off from social media contact?

   Yes, a lot   Sometimes   Not much   Not at all

8. When you are stopped from using social media due do you experience FOMO?

   Yes, a lot   Sometimes   Not much   Not at all

Now do some **research** on **social media addiction**. Where will you search for this? What do the experts say?

Investigation: Part A

Next time you are in a **public** place, take **note** of some **behaviours**. But you will have to put away your own smart device to do this properly.

Notice the behaviour of **people** and **how they** are **using** their **smart phone**. (Note: They may not all be using social media, but a fair proportion will be clicking between apps and social media sites). Look for whether the person is **screen-scrolling**, or doing the '**like-point**'; these usually indicates social media use.

Record your observations and then create **statistics** to report on the following.

a. How **many** were on **devices** in the following situations?

- ❑ In a queue.
- ❑ Waiting for public transport.
- ❑ On public transport.
- ❑ In cars.
- ❑ Sitting outside.
- ❑ Eating/drinking alone.
- ❑ In take-aways, cafes, etc. alone.
- ❑ In take-aways, cafes, etc. with oth...
- ❑ In shops.
- ❑ In social groups.
- ❑ Walking about.
- ❑ Walking dogs.
- ❑ Walking children.

b. Make some **general** statements about the percentages and **proportions** of **social media use** in these situations (since you can't know for sure what people are using their phones for).

e.g. A significant number of people appear to be using social media...

I observed approximately 60% of people scrolling through their phones at...and can assume that most were on social media...

Around eight out of 10 passengers were on their phones, however, only half of them appeared to be on social media from their behaviour.
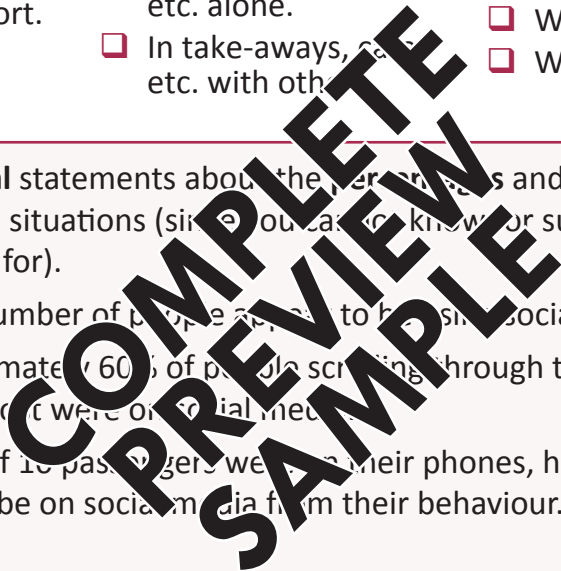
Investigation: Part B

Form into pairs and research usage patterns of different social media platforms. How will you make sure the resources you access are valid and legitimate?

Find out information about demographics, extent and patterns of use, number of interactions, etc..

Compare your research findings to your own patterns of use.

Report back to the class.

> **Resources we will use for our research**

4.21 Social Media

Confusion

Information is everywhere - but what to believe? People are increasingly using social media to connect with the wider world of **news** and **events**, **current affairs** and **social issues**.

The problem with this behaviour is that anyone can '**curate**' a narrow range of information, and make it look like a **singular truth**.

People believe what they want to believe so they will choose to follow sites that accord with their belief systems. It's called **confirmation bias**.

Confirmation bias plays out when we want to hear things that comfort us, or information that confirms our view of the world (even if it's bad). And online, especially on social media platforms, we can easily find '**networks**' that share or even create **information** (or **misinformation** or even **disinformation**) to confirm our already established **biases**. That is not a good thing. And saying this is certainly not fake news!

Conflict

If social media creates communities, it can just as easily disrupt those communities. Social media communities can be a powerful way to connect, but equally they can be a source of **division** and conflict.

In the past few years, we have seen people fracture and form into online **tribes**. Then they start the **bullying**, the aggression, the **attacking** and even the **hate speech** on one another.

And this doesn't just happen on what is referred to as the 'right-wing' side of opinions. It happens all over the platforms on all sides of opinion. We even experience online community networks, which were created to help and unite real people, turn into rampaging battles of name calling, bullying and downright nastiness.

One of the causes of conflict is the **same pace** with which people are creating texts. They tap, tap, tap, and then bang - posted online for hundreds, thousands or even potentially more to see. And written words are powerful, because as an **artefact**, they hold weight and can be **permanent** and last forever.

🗣 Can you think of a time that someone has posted online and caused a stir?

Have you witnessed anyone being cancelled? What happened? In your view, was it justified?

How about the cancellation of celebrities? Try to think of some cases you know about.

People sometimes report feeling 'ghosted' if they don't get immediate feedback from a post or a DM. Have you had that experience?

Have you ever offended someone online without knowing, and later found out about it? How did/didn't you resolve the conflict?

Are there things that you can't say on some platforms but can say freely on others? What are they?

And have you lost friends because of their online behaviour, or perhaps even due to your online behaviour - even if your behaviour wasn't actually 'bad'?

Image: DanielVilleneuv/Thinkstock

With social media, the angry mob, is even angrier, and bigger!

Confusion and conflict   4K

Although social media is for everyone, this activity is just for you.

1. Reflect on each of these **terms**. Describe how each might **relate** to **social media**.

2. Have **you** ever experienced the **negative** consequences associated with any of these **terms**? Give examples. How **do you feel** after completing this table?

confusion	singular truth	confirmation bias
misinformation	disinformation	bias
division	tribes	bullying
hate speech	immediacy	permanent

3. Now **change** each of those words, into a more **positive** word or **phrase**. Better?

confusion	singular truth	confirmation bias	misinformation
disinformation	bias	division	tribes
bullying	hate speech	immediacy	permanent

4. Forget about the Tim Tams. How would you use **3 wishes** to make **social media** a more **positive**, **enjoyable** and **safer** experience?

4.23 Digital Media

Podcasts

You might have heard the famous quote attributed to the 20th-century artist, Andy Warhol. "In the future, everyone will be world-famous for 15 minutes."

Well, we certainly have an unlimited number of ways to spend our precious 15 minutes - so don't waste it! And in the digital age, people love to create and access podcasts.

Podcasts were originally **audio-only**, and were like an on-demand radio segment. But many now also feature video. Podcasts have grown in popularity over time. And with easily available technology - a device, maybe a few camera or mic enhancements, and a talking head - you are set to go. You may already podcast regularly?

A few years ago, **COVID-19 lockdowns** certainly brought many budding bedroom-based media presenters to the surface! But now every other celebrity is also a podcaster!

Podcasting is the domain of the comedian, the culture vulture, the geek freak, the media watcher or even the expert model train enthusiast.

But there are also many high-quality podcasts produced, funded and/or hosted by **established media** outlets, especially the ABC, that are made by journalists and professional broadcasters. These often land in the realm of true crime, sport, health and medical, science, and of course, arts and entertainment.

Generally, this genre of social media is about **sharing** information and **expertise**.

It might involve one person talking, or a panel of people sharing their **knowledge** via a **discussion**. Podcasts can include the person live to camera, or not.

And do not limit your imagination when it comes to what content you can follow on podcasts - you just wouldn't believe! Often the areas of interest are super-obscure such as customised wrestling figures. Go figure!

Image: AndrewLozovyi/ Depositphotos.com

Channels

Most commonly hosted through YouTube, channels enable content creators to **showcase** their talent to interested viewers. Channels enable **independent creators** to take control of their own creative destinies, free from the shackles of global media corporations.

The use of channels is how some performers, creatives, comedians, magicians and content creators actually got their start before they moved to the broader or mainstream world.

But now many online content creators are staying as **online-only** casters, and can make a good living from their channels via **advertising**, product **endorsement** or through **subscriber**-supported funding such as Patreon.

Some mega-creators have become huge local or even global stars, with their own range of **merchandise** and the ability to command huge **appearance fees**. This is especially prevalent in some highly digitally-connected Asian countries such as South Korea, India and Japan.

The 20th-century artist Andy Warhol is credited with the saying:

"In the future, everyone will be world-famous for 15 minutes."

Well one day, it could be your turn! So, how would you spend your 15 minutes of fame?

You are required to make a **3-5 minute**, impromptu **presentation**, to your class or to a small group **about your '15 minutes of fame'**.

1. Select the social media type or specific platform you would use.

2. Choose a year for your 15 minutes of fame.

3. Choose a focus or theme.

4. Will it be about you, or feature you as the creator?

5. How will it look and sound?

6. Will it be interactive?

Your teacher may ask you to do further design on your social media moment as a project or longer presentation, after you have shared your initial ideas. If so, make sure you gather feedback from the class to help you move forward.

Research

So, did Andy Warhol actually say this? Research online. What sites will you use, or will you just let Professor Google do the thinking for you?

Find out about other **misattributions** that have made people famous.

As a class, discuss your findings.

4.25 Digital Media

Recreation

There is a range of different websites and content that people access as part of their **hobbies** and recreational pursuits.

Some of the most popular areas include sports, food and product reviews, arts and crafts, cooking, singing, dancing, comedy, home improvements, vehicle enthusiasts, collecting, gaming, animals and pets, and so many more.

Some of the more unlikely **recreation** pursuits that have become popular include watching people unboxing, or watching people (mainly women) carefully wrap items, or even watching people (again usually women) eating.

These types of websites offer the opportunity to **learn**, **connect** and **share** with like-minded people. And the staggering growth of TikTok has meant that recreational content is evolving; or is that devolving?

Streaming

What's to say about streaming that users don't already know! Streaming is here to stay, although some of the **platforms** might disappear or get swallowed up by major players.

Streaming has led to the ability to access huge volumes of content for very little cost, the creation of new high-quality content for digital platforms, and the ability to access and enjoy content **anywhere** at any time.

Streaming has also led to the **exploitation** of performing artists through minuscule **fee-for-play** amounts, the near extinction of DVD stores, huge pressure on free-to-air broadcasters, the **over-consumption** of content, and the shift towards **singular consumption** of media rather than viewing and listening being a shared experience.

Gaming

Gaming is one of the most widely-enjoyed digital user content experiences. Games vary from huge online multi-user platforms, high-quality movie-like experiences, down to simple apps and brain-engagers.

Online gaming platforms connect people **globally** and provide hours, months or even years of entertainment potential for users. Many people enjoy **chatting** with others while they are playing, or **live-streaming** their play. Gaming gives many users the enjoyment of experiencing another world, through role-play.

Image: georgejmcittle/Depositphotos.com

Gamers often have excellent **visual-spatial skills**, quick **reflexes**, very good **eye-hand coordination** and the ability to **solve** abstract **problems**.

But gamers can often suffer from a lack of sleep, they spend too much time sitting, high-level users experience physical problems and **RSI**, and some **highly-addicted** gamers can disconnect from the mundane reality of their own world.

Mega games, such as Call of Duty, are credited as being the greatest recruitment tool for the military, and not just in the US!

Reflect on your patterns of digital content use for **recreation**, **gaming** and **streaming**. Answer these questions.

What sites do you use for fun? Why? Who creates the content? Who provides the content? Do you access this content alone, or do you get the opportunity to connect with others? Are there any costs associated with this digital content? What type of content would you like to get more access to?

Me and digital recreation

Me and digital streaming

Me and digital gaming

4.27 Assessment

AT4 Go Straight To The Source
- Understanding and creating digital texts

Outline

For this assessment task, you are required to use a variety of **digital texts** and **content** to find out **information**, **analyse** the accuracy of that information, and **summarise** the key points of that information.

The Information Age

In the digital age, most people have instant access to almost all of the knowledge that has ever existed in human history. But for some 'strange' reason, people seem to be less able to find out straightforward information about health issues, work issues, education issues and other important learnings for life.

In many cases these conversations play out as conversations on social media. A person asks a straightforward question, but what happens?

Some people try to be helpful. Some people think they know the facts. And others, well, they are just plainly not helpful at all. Then the person is left even more confused than when they started!

In most cases it is much better just to: Go straight to the source!

1. Asking for help

Analyse the **4 message chains** on p.1

a. What is the question? Is this a reasonable question to ask online?

b. How helpful were the responses? Explain.

c. What other information would you need to know to help the original poster?

d. Create reply posts.

2. Helping out

a. It's your turn to post - what would you ask?

b. It's your time to find out - where would you go?

c. It's your time to analyse - what would you do?

d. It's your time to summarise - what would you include and leave out?

e. Create reply posts.

3. Moving forward

a. Compare your research to other people in the class. Did you all use the same websites and arrive at the same conclusions? Explain.

b. Create a similar message chain based on a question you have seen play out online. Can you answer that question to help the person? Explain?

c. Create a list of websites (and in some cases, apps) that you can always rely upon to find out the important things in life.

d. Explain how these sites help you, and how you know they are reliable and trustworthy.

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

Kirsty
Hiya peeps, I just got a job at macca's How much will I get paid?

Derry
I'd say $13.50 an hour.

Rego
I'd reckon $15 is more like it

Lamba
It should be like $25 to be fair.

Eric
The minimum wage is about $21 ish

Dellie
LOL! I get paid more than that

Hanso
You're a girl so you get 15% less remember

Torv
Why do you to want work with them.

Alain
Don't waste our time ask Siri

Dan
They reckon Woolworths is ~~more expensive~~ than Coles, I need to save

Dity
The prices have gone mad lately

Nu
They charge whatever they want!

Yok
Stuff cost different in different 'burbs.

Cyti
Yep, that's why they want your postcode

Ten
Aldi is much better.

Hup
You could compare

Ghit
Hup, you might have the time to do that!

Doun
Use GooFoodz, right to your door.

Noc
I just got told that to do hairdressing I have to pay about $15k - help me plz

Nik
What a rip-off!

Mal
Is that for course?

Maj
Apprenticeship is 4 years- so more like 60K!

Oli
The scissors and chairs are expensive.

Poh
What about a GoFundme?

~~Bel~~
~~Wh~~evs, cut my own hair anywayz

~~Tom~~
~~Tha~~t's ~~ri~~ght. Who told you that?

~~Yo~~u a ~~bi~~dy, ~~the~~n how r u an xpert?

Li~~~~
~~I'm wo~~rried the mole on my back seems to ~~be ge~~tting bigger?

Bil
Oh you poor thing! xxOOxx

Sil
I think my cousin had the same problem

Wil
Oz is the skin cancer epidemic

Phil
I heard don't scratch them, that is worse

Jyl
How do you know?

Til
Can you post a pic

Dil
Isn't there an app?

Jon
You shouldn't go in the sun!

4.29 Assessment

Name:			Key dates:		**UNIT 1 AOS2**
Tasks - AT4: Go Straight To The Source		**Must Do?**	**Due Date**	**Done**	**Level**
Stage 1: Accessing digital texts					
🗣 Negotiate the task details with my teacher.		✓		◯	
1. Asking for help					
a.	What are the questions; and are they reasonable?	✓		◯	
b.	How helpful were the responses?	✓		◯	
c.	What other information do I need to know?	✓		◯	
d.	Create my reply posts.	✓		◯	
		◯		◯	
2. Helping out					
a.	What would I ask?	✓		◯	
b.	Where would I go?	✓		◯	
c.	What would I do?	✓		◯	
d.	What would I include/leave out?	✓		◯	
e.	Create reply posts.	✓		◯	
3. Moving forward					
a.	Comparison, sources and conclusions. 🗣	✓		◯	
b.	Create my message chain.	✓		◯	
c.	Reliable websites.	✓		◯	
d.	Why these sites are helpful, reliable and trustworthy.	✓		◯	
		◯		◯	
🗣 **Draft my analysis in digital form for feedback**		✓		◯	
⇨ **Prepare and submit my analysis in digital form**		✓		◯	
⇨ **List and cite appropriate websites and content.**		✓		◯	
🗣 **Present or report to the class (if required).**		◯		◯	

Additional information:

Signed: _____ Date: _____

Let's Go Digital

5

Activities 5: Let's Go Digital	p.	Due date	Done	Comment
LER5 My Literary Engagement Record	120-121			
5A Now and then	122			
5B Suitability of digital texts	123			
5C Creating video	125			
5D Creating infographics	127			
5E Creating podcasts	129			
5F Copyright	131			
5G Digital issues	135			
5H Digital safety and security	137			
5I Digital interactions	138			
5J Disrespect	139			
5K Communicating respectfully	141			
AT5 Follow the Leader	142-145			
R5 Unit Review and Reflection	146			

Comments:

5.01 Introduction - Let's Go Digital

Unit 1 AOS2: Understanding and creating digital texts

Section 5: Let's Go Digital is the final stage of **AOS2: Understanding and creating digital texts**. In this section, you will use and apply your understanding of the purpose, structure and content of different digital texts to create effective digital content to communicate to varied audiences.

Your teacher will lead you through an applied investigation into the development of a range of digital texts and digital text formats. You will also develop skills to access and create digital content in a safe and respectful manner, including copyright and appropriate attribution. You will work through and analyse a range of complex digital texts.

You should continue to apply your understanding of digital texts to vocational and community situations, as well as both to, and from, your VET studies.

This section concludes with an assessment task that requires you to create your own integrated or linked digital texts.

LER5 Literary Engagement Record of: _____

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

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

LER5: Literary Engagement Record of: _____

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

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

5.03 Digital Texts

Fit for purpose

There is an astounding array of digital texts at your disposal. In fact, many **digital natives** born in the 21st century barely interact with any analogue forms of 'texts' (unless 'forced' to).

In the digital age, it seems that everyone is a digital **content creator**. But not all digital content is created equal! And just because something is digital it doesn't make it better. In many cases, going digital has made the content worse!

Some digital content is really just the same type of 'text' as before digital devices took over and started to fully mediate our consumption of information and entertainment.

The difference now is that this content is primarily communicated and made **available online**, such as a **report** in **PDF** format rather than in a printed hard copy booklet, or a **FAQ** on a website instead of a printed brochure, and even **e-catalogues** which have almost made printed catalogues redundant.

Back then going viral meant a totally different (and bad) thing!

We can also consider **streaming media** in the same way. Movies, TV shows and music are still made just like they were before. The difference is that these are available **on-demand** through **subscription**, rather than as broadcast-only, or as analogue physical purchase options.

And podcasts are really just like a type of radio show - except that they too are on-demand. People have gone back to '**listening**' in a big way. However, they are listening alone, unlike the family sitting around the family radio in the 1940s.

So, let's look at a few of the most prevalent forms of digital content and see if we can figure out their best uses and what it takes to create them.

Image: everett225/ Depositphotos.com

5A   Now and then

List the most common types of **digital content you access**. Project back **30 years**. Would **you have** been **able** to **access** this content? And **how**?

So, would **your content consumption** be described as: 'same' content but in a new way, or 'new' content and in a new way?

Have you ever seen the ABC series *Back in Time for Dinner?* Try it as a class.

Consider the suitability of different types of digital texts for your content. Add 2.

Describe potential **advantages** of this type of content i.e. **pros**. But also think carefully about potential **disadvantages** and **pitfalls** of this type of content i.e. **cons**.

Then ask your **teacher** about the **suitability** of each **type** of **content** for your class and you, and whether there are other **issues** that you need to **consider** (especially with posting or sharing to the public).

Digital text	Pros	Cons	My teacher says...
website			
social media			
video			
podcast			
infographic			
factsheet/FAQ			
comic			
zine			

COMPLETE PREVIEW SAMPLE

5.05 Creating Digital Texts

Videos

Videos would be among the most **popular** digital texts to access and create. They seem to have it all. Press 'play' and stare. But what does it take to create a video?

If it's for TikTok, maybe you don't put too much thought into it. Mime a song, do a little dance or sing along with your dog? Easy as!

But how about creating a **quality** product that **informs**, **educates** or **entertains**? Video as digital communication takes **time** and **effort**.

How to create effective video

- ✓ Determine who the target audience is.
- ✓ Have a clear intention and concept. Create a 1-2 sentence statement of intention. Write this down and refine it!
- ✓ Create and follow a storyboard that breaks down each scene, including directions to give the video a particular look and feel. Doing a storyboard will enable the creative and technical teams to have a shared understanding of the intention.
- ✓ Create a script, and edit, and re-edit it!
- ✓ Choose and secure location(s), including permissions.
- ✓ Choose times to film: Consider natural light, people and other traffic, and external noise.
- ✓ Organise camera angles, do test-shots.
- ✓ Design and test the lighting.
- ✓ Design and test the sound.
- ✓ Undertake casting.
- ✓ Schedule rehearsals, especially if you are producing a one-take video.
- ✓ Schedule a technical run-through.
- ✓ Finalise camera angles, lighting and script according to what has worked best.
- ✓ Schedule a final shoot.
- ✓ Break the scenes into manageable and coherent 'takes'.
- ✓ Add post-production elements.
- ✓ Create credits and organise copyright attributions.
- ✓ Edit, edit and edit.

And of course, you also would need to be completely across the 'look' of the video, in terms of 'atmos', costuming, make-up and more!

So, as you can see, making decent video content requires a bit more effort than it does to watch it.

And what if you are the sole content creator? Well, that's quite a big job!

Do consider all the elements that contribute to a quality video.

Don't think of this as an easy option!

Image: eakgrungenerd/ Depositphotos.com

A one-take selfie-video or a multi-scene production video? You choose!

Image: philipimage /Thinkstock

1. For what **purposes** do **you access** online **videos**? (Note: Not feature-length film and TV series, but other videos.)

2. What features do **you** look for in a **good** online video? Use an example to illustrate these.

3. What features do **you dislike** or avoid in online videos? Use an example to illustrate these.

4. If **you** were **making** a video, what do you think your **audience** would **like**, and **dislike**? Why is that?

5. What are the **top tips** for **you** to follow when **making** a **video**?

5.07 Creating Digital Texts

Infographics

An infographic is a **visual representation** of information and a commonly-used form of contemporary **multimedia** communication.

An infographic is a good tool for breaking down an idea, or a set of instructions, or for conveying information to an audience that prefers to take in information **visually**.

It's also a good way to **summarise** knowledge that you have first researched and presented in another format.

However, an infographic needs to be well-**designed** and executed in order to be successful.

You might choose to create an infographic when the content can be communicated better in a condensed form. Infographics also work well when they express a limited number of points or steps. You could also create an infographic to enhance or support another text, especially if you are summarising **statistics**.

How to create effective infographics

- ✓ Determine who the target audience is. Start with the information, to make sure that it is suited to this form of communication.
- ✓ Spend time designing and planning the order and sequence of the content in your infographic.
- ✓ Experiment with formatting and flow of points including direction or pattern of words and visuals.
- ✓ Try different colour combinations, ensuring that you limit the palette, fonts and styles to avoid 'busy-ness'.
- ✓ Experiment with size - ensure that the infographic can be easily read and understood.
- ✓ Ensure that the whole message can be seen on the screen (this means thinking about how it will be accessed).
- ✓ Get feedback on your choice of colours, fonts, pictograms, etc. for readability.
- ✓ Test it across a few devices to see how it might look different.
- ✓ Will you use animations - are they needed or just a gimmick?

Don't

- ✗ Lose your message by cluttering the infographic.
- ✗ Make it too small.
- ✗ Include too much or too little.
- ✗ Create a good infographic with bad information; and vice versa.
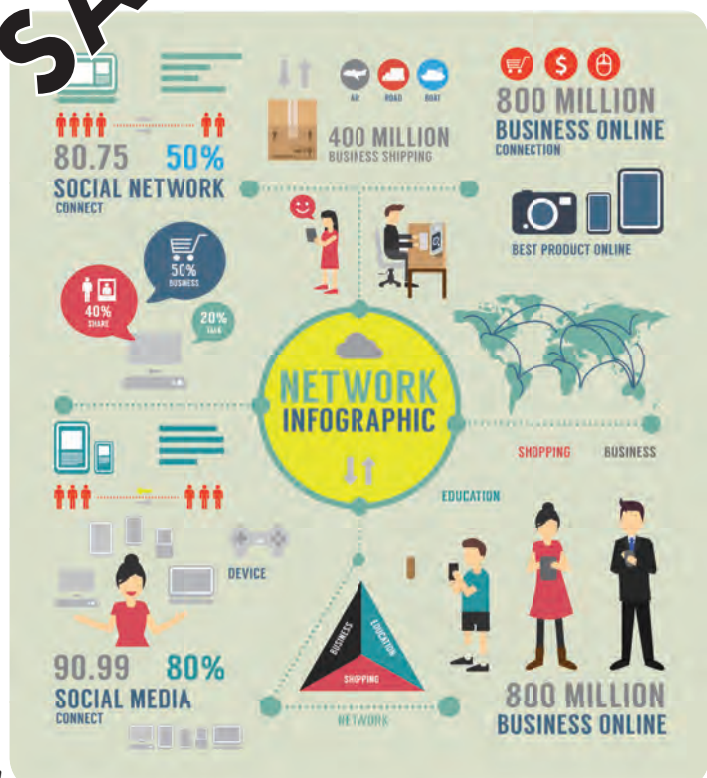
Image: Photos.com

1. For what **purposes** do **you access** and use **infographics**?

2. What features do **you** look for in a **good** infographic? Use an example to illustrate these.

3. What features do **you dislike** or avoid in infographic? Use an example to show these.

4. If **you** were **creating** an infographic, what do you think your **audience** would **like**, and **dislike**? Why is that?

5. What are the **top tips** for **you** to follow when **creating infographics**?

5.09 Creating Digital Texts

Podcasts

A podcast is a **digital audio** or **audiovisual file** that can be live-streamed or downloaded. Podcasts can be varied in nature but are often made as a series.

Podcasts often explore different aspects of a topic, or involve a niche **interest** that is discussed by an **individual** or **panel**.

Podcasts are especially suited to **enthusiasts** and aficionados who can share their **expertise** with others.

There are not as many elements to manipulate as a video. However, be aware that the quality of podcasts can vary greatly. Some are very slick and professional and others are, well...not!

How to create effective podcasts

✓ Determine who the potential audience is.

✓ Decide on the specific topic and duration of your podcast.

✓ Decide whether it is part of a series or a stand-alone.

✓ Decide whether you will be to-camera, or produce a purely audio file. What factors will determine this?

✓ Decide what equipment you will need - a mic or headphones (to avoid feedback loop) a desk cam.

✓ Choose a suitable setting, considering background noise and echo.

✓ Ensure that you have reliable internet connectivity to sustain the podcast.

✓ Decide whether you will have guests that you interview, or a panel of commentators.

✓ Prepare a list of micro-topics to cover. If interviewing, carefully plot your questions.

✓ Will you include audio, video, images and other elements, and any copyright issues?

✓ Will you have an intro and an outro, credits and acknowledgements?

Don't

✗ Leave timing to chance. Many amateur podcasts are undisciplined in their time-keeping and drag on.

✗ Let guests waffle on. Have ways of managing the flow of discussion, or to fill gaps in discussion.

✗ Underestimate the skill of keeping discussion going. Make a list of ways of drawing out information from others, asking for clarification, asking guests to recount stories that you know are interesting.

✗ Go in cold. Give your guests or fellow panellists notice of the 'shape' of the podcast. Where will it start and finish? A planning meeting will help with this.

✗ Forget potential visuals. Talking heads or pure audio can get uninteresting over a long duration. You can punctuate the sections with a visual or title.

✗ Forget who your audience is. If it's just about you talking, then talk to yourself!

Image: iqoncept/ Depositphotos.com

1. For what **purposes** do **you access** podcasts?

2. What features do **you** look for in a **good** podcast? Use an example to illustrate these.

3. What features do **you dislike** or avoid in podcasts? Use an example to show these.

4. If **you** were **creating** a podcast, what do you think your **audience** would **like**, and **dislike**? Why is that?

5. What are the **top tips** for **you** to follow when **creating** a **podcast**?

5.11 Copyright and Attribution

Copyright

This primer has been created to help you manage some of the issues surrounding copyright and attribution. It will help you immediately, and also give you pointers for potential vocational copyright issues that you might have to meet in your future life.

Your teacher will read through this section by section. Then as a class you will discuss and start to master the complex, but important world of content copyright!

The digital age has given us so much **access** to information. It's now so quick to **share** and **copy content** that it's easy to forget that somewhere down the track, someone must have created that content.

You might access thousands of digital texts in any given week. These may be visual, app-based, written, or in so many other forms.

But when it comes to creating your own digital texts, if you want to include other people's work as part of something new, you have to stop and think.

Although many people think that digital (and any) information is open-access and free for all, there are **laws** that seek to protect **intellectual property**.

Copyright laws are complex and **vary** across national **jurisdictions**. What you hear about the rules and laws in the US does not apply to Australian copyright law.

Copyright gives a creator the '**moral right**' to the intellectual property. That means that it generally cannot be reproduced without permission of the creator.

This means that digital content creators, platforms and hosts cannot just take the work of other people and use it for their own purposes.

> 🗣 **How about starting by researching Australian Government vs Facebook (on news content) from early 2021.** 🔍

Credit

When we create content, we can't just help ourselves to other people's work without giving **credit** to the original author or creator. This is because someone has put in their time, skills, effort and other investment to create their work.

So that's why people credit songs, music videos, or images when they are making presentations. But what if the presenter is a paid speaker doing a corporate gig and using a song to rev the crowd up? Do they just need to credit the content, or will they need to seek 🗣 permission?

Obtaining **permissions** can be a long and tricky process, especially if you are dealing with corporations and large institutions.

This is especially relevant if you are **reproducing** content, or **posting** content, or presenting content to an **audience**.

As an example, schools need to get permission if they are including someone else's work in a PDF file of notes. It doesn't matter if the school or use is not-for-profit, a 'product' is still being created.

Image: Pixland/Thinkstock

Commercial credit

In commercial situations, we need to **pay** to use other people's work. Some big global corporations and performing artists are very strict about preventing anyone from using their content and intellectual property. They will send **cease and desist** letters around the world. On the other side, many small creators and designers report that they see their work being used by global companies - without permission or payment of any kind!

So, content creators have to consider whether their 'new' use is for **commercial** or **non-commercial purposes**. Then there is the extended set of '**fair use**' rules related to **educational** use, which in most cases will apply to you!

INSERT BRAND HERE

> 🗣 **Research Kayne West vs Dropout Burgers (re: intellectual property) from mid-2022.** 🔍

Context

You also have to ensure that you don't use other people's work **out of context** or in a **derogatory** way.

> For example, Jimbo is going to run a dog wash at a school market day. Some friend of a friend posts an image on Facebook of a similar rescue dog that is still showing physical signs of trauma from being mistreated. Jimbo downloads the photo and creates what they think is a funny ad and posts this to the local community forum.
>
> "If you don't want your dog to look like this, bring to Jimbo's Dog Wash."
>
> Needless to say, the online witch hunt begins and even the school is shamed.

There are also strict rules on using audio, images etc. in **political** campaigns, or as representations in material and content about contentious **issues** or situations.

However, sometimes the original creator have to wage long and expensive legal battles to assert their right and say "We're not gonna take it!"

> 🗣 **Research Twisted Sister and an Australian Political party (best not to name it directly). Start your research around April 2021.** 🔍

Also be aware that you can't just use online images as you see fit. If you swipe an image of an angry-looking teenager from a Google search and then use this as the photo illustration in your online blog about youth crime, then you are **demeaning** that person.

If you are using images or videos of **real people**, such as from your workplace or your community, you must seek their **permission** first, even if it is for a school project. You need to allow them to view the content and you must explain and/or show them the context in which it is being used.

> For example, Mollee is researching the effects of changing digital technology on workers. She takes a video of her boss all frustrated and swearing while struggling to use a smart phone, before Mollee steps in to help her boss. Mollee posts the content online as part of a digital showreel she is developing to illustrate her work skills.
>
> Even though Mollee bleeped out the swearing, word gets back to her boss - and to say he is not happy - would be a severe understatement!

5.13 Copyright and Attribution

Attribution

If you are using other people's work for your internal school work and assignments then normally most sites, authors and creators will not have a problem with that.

But you still need to ensure that you give proper attribution to the original author or creator of the content, otherwise you might get into issues such as plagiarism.

If you are creating content that is then going to be hosted online and/or shared, then you should obtain permission from the original creator. This is important because you don't want to be accused of passing-off someone else's work as your own.

And you also have to be careful about derivative works. A derivative work is where you add to, or take away from, an original work to create new content.

> For example, a new tattoo artist finds a cool drawing of a tiger online. They download the drawings and create a stencil and add a colour scheme. They then offer their 'design' as a potential tattoo in their studio. That is a breach of copyright.
>
> This is an area of copyright and attribution that sometimes affects students in online art, design and creative competitions.

Regardless of how you access the material you want to use, you still need to give attribution to the originator.

We usually do this via in-text references and reference lists or bibliographies. This is where you cite the owner or originator of a text source.

Over time, referencing has become increasingly complicated as new forms of digital media have been added to traditional text.

So generally, you might be better to use truly 'open access' material, or that which is made available under Creative Commons licensing that gives free access to republish.

Better still, tap into your own inner artist and create your own digital content from scratch!

5F   Copyright

Copyright is a complex but fascinating area. So **discuss** all the **issues** raised in this **topic**. They might come in very handy later in life. If you can find a legal copyright expert to talk to the class - get them in!

Your teacher will discuss your **education requirements** about **copyright**, **fair use**, **respectful use**, and **attribution**. Your school is **already likely to have a policy on this, especially in relation to using, sharing and posting online** content.

Find out about **Creative Commons** licenses and how they work.

Create a list of **dos** and **don'ts** to guide you in the development of your digital content.

> **Checkout: The Backpack Kid vs Fortnite // Shephard Fairey re: Obama Hope image // DynaStudy v Houston School District // Free the Aboriginal Flag**
> **How did these 3 US cases and 1 Australian case, play out?**

Referencing digital work

Your teacher may want you to follow a particular style of referencing when creating your digital text - for example, the Harvard, APA or Chicago style. All of these have specific and exact conventions for referencing digital content.

Here we will cover the **general** basics of what is important in digital referencing and why.

Referencing digital writing (generally)

If you are referring to somebody's work in writing, these are the three most important pieces of information that you need to record.

1. The family **name** of the author/content creator, if given.
2. The **year** (and date) of publication, if known.
3. The general **source** of the content.

> e.g. Smiffy, 2023, www.sm___bl__blog.com

If the author is an organisation, rather than an individual, do this

> e.g. McRonald's Australia, 202_, 202_ __ Annual Report

If the text is a website or specific w___ng, als_ give the date you accessed the text (as digital changes happen c_ns_ntly), an_ th_ URL.

> e.g. WorkSafe Victoria, acc____ _/3/20_3, ___w___ksa_e.vic.gov.au/About Us

Web addresses, YouTube ___s ___ther hyperlin_ may expire, be broken, or change, so sometimes y__ ar_ _bet_er _f _ting __ _t_e of a section, for a website or web content.

> e.g. Bunning_ Work W____, accessed 4/2/2023

Referencing visuals (generally)

If you have reproduced an image, or a still from a video, you can place a reference immediately beneath it. Try to include descriptive information of the **original** creator/owner (if known).

Sunrise over Sunshine, PR Johnson, viewed 9/5/2023, www.thereinimage.com.au

(Still from) Cats in Hats, Series 2 trailer, viewed 7/5/2023, Cats in Hats YouTube Channel.

If you are following a particular referencing style you must match that referencing style exactly. But those styles have been created for academic purposes, and a lot of online content is far from being - academic!

So, for your educational purposes, it might be more suitable for you to use the information shown above for '**(generally)**'.

This means you are showing the most important key information, and enables the reader/viewer to know which content is yours, and which content has come from someone else. Doing this will help you to avoid unintentional **plagiarism**.

Your teacher will inform you of your requirements.

5.15 Digital Issues

Digital content issues

Digital content has created a whole range of different issues, which may or may not be applicable, depending on the content you are accessing, and creating.

For example, people make **numerous** social media posts, sometimes hundreds a day, without **editing** them, or even without thinking about what they are saying and why they are saying these things. Added to this is the problem that people receive content **immediately**. Not only does this create **information overload**, it also encourages a communication culture of '**over-talking**' and '**under-listening**'.

This also creates **appropriateness** issues. Not all content is suitable for all people. People are also failing to understand the very real distinction between private and public information, including the suitability for vocational settings.

People cannot possibly check each and every piece of content they access. How do they know the content is **truthful**, **accurate** or if it has been shared or accessed **out of context**? As a result, people are using **confirmation bias** to judge whether the content is suitable and accurate for them. And search tools and digital assistants will turn up the most popular information - read 'most promoted'!

One of the greatest benefits of digital content is the ease with which it can be **shared**. Unfortunately, that universality is also one of the biggest challenges. Once something is shared, over and over, there is the chance that the true **meaning**, **intention** or **context** gets **diluted** or even **changed**. This happens commonly with images and **photographs** that were created for a different purpose years ago, that then get used as **disinformation** or **propaganda** pieces. Digital copy also creates issues related to plagiarism, copyright, privacy and digital theft.

There is an even greater blurring of the distinction between content that is '**real**' and content that is purely created as advertising, public relations, marketing and other **promotional** material. This form of viral marketing isn't new, it's just that now it is so pervasive that people are unable to distinguish between product and purpose.

And then there's the **algorithms**. How do they work, and create an **echo chamber**?

Digital Content Issues

Immediate

Universal

Accessible

Unverified

Shareable

Not moderated

Out of Context

Accuracy

Promoted

Appropriateness

Image: ViewApart/Depositphotos.com

1. Explain how each of these **digital content issues** can **impact** on **information you source** and **create**.

2. What should **you do** to make sure that you **don't have** this **issue** when **creating digital content**?

Immediate
Potential issue?

What should I do?

Universal
Potential issue?

What should I do?

Accessible
Potential issue?

What should I do?

Unverified
Potential issue?

What should I do?

Shareable
Potential issue?

What should I do?

Not moderated
Potential issue?

What should I do?

Out of Context
Potential issue?

What should I do?

Accuracy
Potential issue?

What should I do?

Promoted
Potential issue?

What should I do?

Promoted
Potential issue?

What should I do?

5.17 Digital Issues

Social networking privacy and safety

One of the most enjoyable aspects of the digital world is social networking. It's fun and easy to connect with people locally and around the world. But be careful. There are a growing number of examples of people being caught out by their online presence or **digital footprint**.

Over the years, Facebook has come under attack a number of times for changes to its default privacy settings, and ended up ditching some of these changes. Facebook has also been caught up in investigations into how it was collecting and 'using' **user-data**.

The Chinese-owned TikTok is criticised for how it collects data, and there have been questions raised about its **links** within China.

'Free' social media sites earn most of their revenue using **targeted advertising** based on your usage patterns. The **algorithms** not only 'watch' what you do, they **steer** you towards certain content based on what you search for, look at, share and talk about.

Online safety

You must also protect your online safety. The information you enter into social networking sites can be seen by anyone capable of accessing it.

If copied or captured in a **screenshot** it can also remain as a **digital imprint** on the internet **forever**.

Consider your **privacy settings** very carefully and do not disclose **personal information** such as your age, address or phone number.

Be wary of people asking for personal information. Would you give your personal details to any stranger you meet out in public? Many people online are often not what they pretend or appear to be.

There are shocking cases of people creating false social networking **identities** to lure and **groom** unsuspecting people into personal meetings, **scams**, **catfishing**, **extortion**, and other nefarious activities.

Image: Aleutie/Depositphotos.com

Uncommon knowledge

Digital disasters - Don't do these!

- × Embarrassing or critical emails forwarded to the 'wrong' people.
- × People sending personal messages to the wrong people - and then being caught in a lie.
- × Potential employers rejecting someone as a result of their online profiles and activities.
- × Tagged photos/videos showing people in embarrassing and out-of-context situations.
- × People posting selfies in public or living it up, when they are having a sickie.

- × Nasty comments that can be retrieved from online forums (many years later).
- × Employees being sacked for criticising their employers on social media sites.
- × People being dismissed from their jobs for racist, sexist, homophobic and other discriminatory personal posts.
- × People lifting 'other' photos to pretend they are someone else (catfishing) or somewhere else (fakacations).

Search examples and discuss in class. 🗣️ 🔍

COMPLETE PREVIEW SAMPLE

Digital safety and security   5H

The Federal government has a special agency, the **eSafety Commissioner** to help people experience more positive interactions online. It has lots of advice, videos and practical tips to help you to: avoid harmful online behaviour, deal with negative online situations, and develop more positive and assertive behaviours when engaging with others in the digital world.   **www.esafety.gov.au**

The section aimed at young people covers topics in 4 broad areas.

    1. Dating and relationships.   **2. Navigating difficult situations**
    3. Protecting yourself online.   **4. Self-identify and community.**

These can be accessed through: **www.esafety.gov.au/young-people**

Pair up. Your teacher will allocate topics so that a broad investigation is undertaken. Note: Some topics might be considered sensitive and not suitable for general discussion in your school. That's why your teacher will choose these for your class.

Investigate the advice and make **summary notes** in your workbooks. **Report** back to the **class** on **tips** and **strategies**. Then, record the **main piece** of **advice** below.

Cyberbullying	**Be an upstander**	**Online dating**
Online gaming	**Being pressured about intimate content***	**Receiving unwanted intimate content**
Online hate	**Digital footprint**	**Fake news**
Catfishing	**Being out, trans or gender diverse online**	**Someone is creating drama online**
Disturbing content	**Consent for sharing photos and videos**	**Protecting your identity online**
Pressures from social media	**Spending too much time online**	**Keeping your online accounts secure**

5.19 Digital Respect

Respectful digital interactions

One of the greatest benefits of digital communication is its **immediacy** and speed at which communication can happen.

However, because we can **create** and access **posts** and other content so **quickly**, it is very easy to forget that we are interacting with humans.

And just like with the interaction that happens in all **human relationships**, our **digital interaction** needs to be **respectful** and **considered**.

We all know how awful it is to be **shamed** on digital platforms. This can sometimes come in the way of direct, **deliberate abuse**. You would have seen people being attacked online when they ask a simple question that some other online users judge as a bit naive or dumb.

But equally, this shaming could be **unthinking** or **ignorant**, rather than a direct attack. This can happen when we don't really consider the **feelings** of the person to whom we are communicating, or talking about. This occurs because really, let's face it, digital devices enable us to **act before we think**.

People tap, tap, tap a message, or talk a message or have predictive text choose the words, and then hit send. They rarely stop and **reread** what they 'wrote' or 'spoke' before sending. Essentially, in the digital world, people are **not self-editing**.

And **written words** have a lot of **weight** and power and hang there in the digital realm so heavily. Seeing a criticism, a put-down or an outright attack can cause lots of emotional distress and **anguish** for the viewer.

Image: mentalmind/ Depositphotos.com

5I Digital interactions

1. List the **key terms** that are **bolded** in the passage above.

2. In small groups, describe **examples** when **you** have **experienced** this type of **disrespect online**, or have witnessed **other people** being disrespected.

Disrespect

Shaming and other similar '**attacks**' are most likely to occur in the context of social media posts or SMS texting. In reality, this is just another form of **bullying** that has evolved with the digital world.

But digital shaming is quick, can be broad, and is extremely **hurtful**. And sometimes we can experience other people, who we don't even know, joining in!

Those people are **trolls**. Do not ever respond to them. That is how they get their kicks. They don't care about you. They will troll anyone about anything to get their jollies. They move from feed to feed hoping for a bite. Leave them alone to stew in their own misery. **Block** them. And if they are abusive - **report** them.

As you have learned in PDS with **emotional intelligence** and **empathy**, it is important to understand situations from other people's points of view. Just as you don't like being shamed online, always consider how your digital interactions might **affect others**.

Image: mentalmind/Depositphotos.com

We sometimes act without fully considering how our actions might impact on others. Even moreso in the immediate digital world. So the old rule applies, it just needs to be updated. "**Think before you post!**"

Also consider that it can sometimes be the failure to post or respond that leads to offence. The idea of '**ghosting**' didn't really exist before social media and smart phones. Although avoiding people did!

Disrespect   5J

1. What would **you consider** to be **online disrespect to you**? Give examples.

2. What would **you consider** to be **online disrespect** to **others**? Give examples.

5.21 Digital Respect

Communicating respectfully

Sometimes we get so caught up in the immediacy and ease of messaging, posting, and sharing content, that we can easily neglect to consider whether we are communicating respectfully. Following these three rules will help you to be a respectful digital communicator.

1. Pause before you post.

Most digital communication gaffs happen because we don't **think** them through. Ask yourself:

- ☺ "Do I have to post this right now?"
- ☺ "Do I really have something to say, or am I just bored?"
- ☺ "Will this brighten someone's day, or potentially cause offence?"

2. Humour is not universal

At times we can think that we are being **funny**. But if the fun comes at someone else's expense you really need to pause before going live with your comment, image, meme or whatever content you share.

- ☺ Think about the whole audience or cohort that you are posting to.
- ☺ Consider having different accounts or groups for different audiences.
- ☺ Think about how you would feel if someone else posted this.
- ☺ Let people know how your post is intended. You can use emojis to indicate the tone of your post.

3. Understand the content or data and sharing and re-posting

Digital communication makes it so **easy**, and **fast** to share or re-post other content. But sometimes we have to be careful that what we are sharing doesn't cause **offence** to our 'friends', family members, friends of friends, colleagues, bosses, and other viewers who might experience the content in a totally different way than us.

- ☺ Only ever re-post things that you understand.
- ☺ Read carefully to see if someone is using an unfamiliar word or term to describe an individual or a group of people. Check it out to make sure it will be acceptable to those in your online cohort.
- ☺ Always remember that your communication in the digital sphere is not 100% private. So, you should assume a 'voice' that is not likely to be misunderstood.

Sometimes our friends can encourage us to push the boundaries a little bit too far in the name of 'fun'!

Image: Milkos/Depositphotos.com

Work and education

It is also important to emphasise, that for work and educational digital content creation, when you are posting and sharing you will need to moderate and modify every single communication you make.

This requires a much stricter standard of **digital etiquette**. People have been sacked for posts they have made that go against the values of their employer - they should have read the organisation's social media **code of conduct**!

Communicating respectfully   5K

1. Why do people need to **pause before** they **post**? Do **you**?

2. Why is it important to realise that humour is not universal? Have **you** been caught out by this?

3. Why is it **important** to **understand** the **context before posting**, re-posting and sharing? How could you do this?

Applied

In small groups, develop a list of **Top Tips** for **digital etiquette**. Report back to the class, and then develop a final list that everyone in the class should apply.

Find out how digital etiquette becomes even **more important** in **work-related situations**. How would **you** have to **modify** your **actions** even more for **work communication**?

5.23 Assessment Task

AT5 Follow the Leader
- Understanding and creating digital texts

Overview: Follow the Leader

It's 10 years in the future. Congratulations. You have just won an Emerging Leader Award in Vocational and/or Community Excellence.

Your former school is very proud and has invited you back to give a presentation to the mandatory Vocational Major class that all students must do.

Because you are in your 20s, you haven't got the VRAP chip implant (Virtual Reality Augmented Presence) that all students now get when they start high school. So the school is ditching the online Avatar class and has called a special pupil-present day for your presentation. But that means you are going to have to go 'old-school' in your choice of digital communication methods for Gen VR.

Required: Follow the Leader

For this assessment task, you are going to create your own digital text(s) under the theme of '**Follow the Leader**'. Choose 1 of the award categories below.

You will create either 1 integrated text, or several individual but linked texts.

Your final text(s) must comprise 3 different modes of digital communication. Your choices should be made based on the purpose of your text.

Digital forms: choose from a range of:

- ❏ video
- ❏ podcast/voiceover/narration
- ❏ image set
- ❏ animation
- ❏ digital poster/infographic
- ❏ computer generated art and text
- ❏ advertising/promotional video
- ❏ sound files/soundscape
- ❏ poem/song
- ❏ dance/performance

Vocational Excellence	**Community Leader**	**Emerging Entrepreneur**
Consider (among others):	Consider (among others):	Consider (among others):
What is your vocation?	What is your community role?	What do you do?
How did you get your start?	How did you get your start?	How did you get to where you are now?
What steps did you take in your career?	What actions did you take in the community?	What have been your achievements?
What achievements have you made?	What community achievements have you made?	What have been your risks and setbacks?
How did you deal with setbacks?	How did you deal with setbacks?	Who helped you?
Who helped you?	Who helped you?	How did you help others?
How did you help others?	How did you help others?	Where are you headed next?
What's next?	What advice can you offer?	What advice can you offer?
What advice can you offer?		

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

1. Preliminary brainstorming: Follow the Leader

Think about the context. This includes the 'why', 'what', 'when', 'where' and 'who' of the text.

⇨ When will it be set in time?

⇨ Where will it be set - a specific, real or imagined place, or an unspecified location?

⇨ Will you feature yourself? An avatar of yourself? Other actors/characters?

⇨ Will it be realistic or fanciful?

⇨ Will you use humour, tragedy, romance, drama or horror themes, or will you play it straight?

Share some of your ideas with other students to get some early feedback.

2. Now you need to consider the specifics: Follow the Leader

Purpose: What is the purpose of your texts? To inform, entertain, showcase yourself?

Audience: Who is the direct audience, and the potential broader audience? How will this influence the tone; and what will you put in / leave out?

Media: What 3 digital communication media will you use? How do these suit your purpose?

Integration: How will you connect the different communication media as a whole?

Effectiveness: How will you self-assess the success of your text? List 3 potential things that you could do to ensure when your communication has landed the way you wanted it to.

Start planning here.

What is the purpose of my digital text(s)?	
Who is the audience?	
Which 3 media will I use?	
How do these media link with my purpose?	
How will I integrate/ connect my media?	
How will I make the communication effective?	
Other:	

5.25 Assessment Task

3. Peer feedback: Follow the Leader

Once you have completed tasks 1&2, pair up with someone else and provide feedback on each other's digital texts.

Make sure that you maintain standards of respect and appreciation when you look at each other's work.

	Strength(s)	Area for improvement	Comment
Choice of media			
Suitability for audience			
Integration of digital media			
Structure of finished text			
Other:			

4. Reflection on your performance in this task: Follow the Leader

Write a short reflection on the process you used to create your digital text. Include information on:

a. How you generated your ideas.

b. How you chose your media.

c. How your communication responded to your audience.

d. How you chose to structure the communication.

e. How your audience received your text.

f. How successful your digital communication was; how did you evaluate this?

Remember to write in clear, complete sentences.

Check for coherence, use of signposting and linking words and phrases.

Check your paragraphs for spelling, punctuation and sequencing.

Have fun!

Draft some ideas here

Name:		Key dates:		UNIT 1 AOS2

Tasks - AT5: Follow the Leader	Must Do?	Due Date	Done	Level
Planning my digital texts				
🗣 Negotiate the task details with my teacher.	✓		○	
i. Digital text 1:	✓		○	
ii. Digital text 2:	✓		○	
iii. Digital text 3:	✓		○	
1. Preparing my digital texts				
i. Complete preliminary brainstorming	✓		○	
ii. Identify suitable texts and digital media.	✓		○	
iii. Establish the context.	✓		○	
🗣 Use feedback to refine and improve ideas.	✓		○	
	○		○	
2. Preparing my digital texts				
i. Establish the purpose of my digital text.	✓		○	
ii. Establish my audience(s).	✓		○	
iii. Decide on suitable media to use.	✓		○	
iv. Explain how these media link with my purpose.	✓		○	
v. Explain how to integrate/connect my media.	✓		○	
vi. Describe how I will make my communication effective.	✓		○	
	○		○	
3. Peer feedback				
🗣 Give feedback to support a peer.	✓		○	
🗣 Receive and use feedback to edit and refine.	✓		○	
🗣	○		○	
Prepare and submit my final digital text and summaries				
🗣 **Seek and apply teacher feedback on my drafts.**	✓		○	
⇨ **Link my digital texts.**	✓		○	
⇨ **Prepare my final digital texts.**	✓		○	
4. Evaluate my process and performance.	✓		○	
⇨ **Submit my final digital texts.**	✓		○	
🗣 **Present or report to an audience (if required).**	○		○	

COMPLETE PREVIEW SAMPLE

5.27 Review and Reflection

Unit Review and Reflection

Which Literacy skills did I develop during this entire unit?

➡ _____

➡ _____

➡ _____

➡ _____

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

➡ _____

➡ _____

➡ _____

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

➡ _____

➡ _____

➡ _____

My performance in developing my Literacy skills this unit was:

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

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

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

Signed: _____ Date: _____

Information and Content | 6

Activities 6: Information and Content	p.	Due date	Done	Comment
LER6 **My Literary Engagement Record**	148	☐	○	
6A **So what do you know?**	150-151	☐	○	
6B **Content**	153	☐	○	
6C **What is a 'voice'**	155	☐	○	
6D **Finding a voice**	157	☐	○	
6E **Khandee's chocolate dilemma**	158-159	☐	○	
6F **Internet research 101**		☐	○	
6G **How did they find out?**		☐	○	
6H **Smart is what smart does**		☐	○	
6I **Trusting sources**	69	☐	○	
6J **Issues: Pair discussions**		☐	○	
6K **Categorising issues**	173	☐	○	
6L **Workplace issues**	175	☐	○	
6M **Visual content**	177	☐	○	
6N **Aural content**	179	☐	○	
6O **Non-verbal content**	181	☐	○	
AT1 **Analysing an Issue**	182-183	☐	○	
6.37 **Issues Summary Pro-Forma**	184	☐	○	

Comments:

6.01 Introduction - Information and Content

Unit 2 AOS1: Understanding issues and voices

Section 6: Information and Content is the first stage in completing **AOS1: Understanding issues and voices**. In this section, you will investigate a range of different types of information content, establish an understanding of different voices, and start to investigate how issues might be presented in different ways through content choice.

Your teacher will lead you through a range of informative and other texts in varied formats. You will analyse how to source and assess the validity of content, including digital content.

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

This section concludes with an assessment task that requires you to analyse an issue related to the world of work or to the community, research and unpack the factors that make this an issue, analyse the roles of the key stakeholders involved, and then present your findings and conclusions in a format negotiated with your teacher.

LER6 Literary Engagement Record of: _____

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

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

LER6: Literary Engagement Record of: _____

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

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

6.03 Information and Knowledge

Knowledge

Everybody knows some information. You need basic knowledge in order to function in the world. Much of what we know is considered to be 'fact', that is, information that a majority of people would consider true. This might also be known as common knowledge.

But beyond this, in order to thrive, we need to extend and deepen our knowledge base to include analysing and questioning.

Those who have a greater breadth and depth of knowledge and understanding are more likely to gain better jobs, to earn more income and to have more of a say in decision-making.

Knowledge creates power, that's why we learn. Having knowledge allows us to analyse, to make decisions and to solve problems. This makes us much more literate and able to deal more successfully with life's issues.

Asking "why?" and "how?" helps us to dig deeper and to know more than just surface information. It is only then that we can consider ourselves knowledgeable. This helps us to dig deeper into **issues**.

Common knowledge

'Common knowledge' is information that most people would be expected to know. It is not specialist information and doesn't need to be researched.

What is included as common knowledge might vary depending on factors such as culture, place and time. So what is common knowledge to you might be baffling to someone outside your group!

Sadly, we now see people on social media even challenging common knowledge. Humankind didn't land on the moon. The earth is flat.

However, just remember that knowing one thing, knowing why is another and knowing how to use this knowledge is another thing again.

Smart people know how to turn knowledge into skills. They have know-how!

Image: dulya/ Depositphotos.com
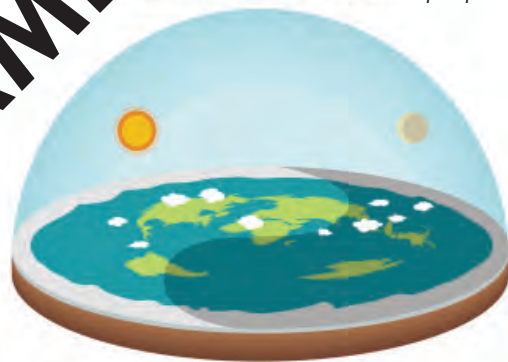
6A   So what do you know?

1. Have a go at this **quiz**. 8 out of 8 will show that you have a lot of **knowledge**.

i. For how long did the Hundred Years War last?	ii. After which animal is the Canary Islands named?
iii. From which country do Chinese Gooseberries originate?	iv. What is the usual colour of a black box in an aeroplane?
v. Who owns Dan Murphy's liquor?	vi. From what colour material is a greenhouse most commonly made?
vii. From which animal is a camel hair brush's fibres usually sourced?	viii. What colour garments did Saint Patrick of Ireland wear?

2. So **how did you go**? Form pairs and look up the **answers online**. 🔍

2. Now that **you** are a bit **wiser** have a go at this **quiz**. You should do better this time! Let's make it short and also easier by using **multiple choice**.

i. For how long did the Thirty Years War last?	a. 28	b. 30
ii. Who is thought to be the real writer of Shakespeare's Macbeth?	a. Shakespeare	b. Sir Francis Bacon
iii. If you have 9 apples and you take away five how many do you have?	a. 4	b. 5
iv. Vulcanology is the study of what?	a. Star Trek	b. volcanoes
v. The offspring of a kangaroo is a joey, but what name is used for the offspring of a koala?	a. cub	b. joey
vi. What is the true colour of an egg yolk really closest to just before it is cracked?	a. white	b. yellow

3. So **did you do better** on this quiz? In pairs look up the answers online.

4. Consider each of these questions. Do you have the knowledge to provide the answers? **Research** the body of **knowledge online** to find out the key principles. In your workbooks concisely **explain** the answer to the question.

I don't know how I will ever be able to afford to buy a car.	What was the actual name of the ship that sank in the film 'Titanic'?
I don't know how to lose weight.	Where does the sun go at night?
How does a Thermos know how to keep coffee hot, yet keep cordial cold?	How does a GPS know where you are?

Discussion

Some of those questions above might sound stupid. But consider who might be asking these - a child, a person with an intellectual disability, a young person in financial distress?

When you provide knowledge to someone you have to take into account the capacity of the person to understand. You also need to take into account the capacity of a person to learn for themselves. And unfortunately, you also need to consider whether the person really wants to know the answer.

Sometimes a little knowledge - steering someone in the right direction - can set them on the path to finding out more themselves. Showing someone how to learn to learn is a very powerful tool. That's what your teachers try and do.

Discuss how you might modify your answers, depending on who asks the question.

Ideas

6.05 Information and Knowledge

Content

Welcome to the digital age, where content is king, and information has had the jack! There is so much content now available to people that it has got to the point where understanding which content to choose and trust, is often harder than understanding the content itself.

When you are accessing content - of any type - it is important that you question **what** the content is communicating, as well as the **intention** of the content to **influence** and **persuade**. This will help you to better understand an issue.

To do this you have to know **who created** the content, what their **background** is, and for what **purpose** they created the content.

Once you master these steps, you will be well on the way to clarifying the difference between **information**; **knowledge** and **understanding**.

And in the end, true understanding really comes down to **context**!

*Image: MartaShershen/
Depositphotos.com*

Information and Knowledge Influences

Values Personal beliefs that influence what we will accept	**Connotation** Influential words, images, etc. to convey 'extra' meaning.
Background Personal histories that influence who we are.	**Authority** The influence of a person with knowledge or standing.
Perspective Our perception of an event that influences what we think.	**Importance** Judging the potential impact and influence on us.
Bias A personal viewpoint that influences our thinking.	**Knowledge** Information that has influenced our understanding.
Opinions Conclusions we make with or without the influence of facts.	**Discussion** Considering other points of view that may have influence.
Persuasion Ways to influence others to accept a point of view.	**Debate** A structured form of influential argument and opposition.

Content 6B

Match each **statement** with the most appropriate type of **information** and **knowledge influences** from p.152.

bias	There is no better place in the world, that's why Australia has the best surf beaches - without exception.

COMPLETE PREVIEW SAMPLE

Applied

If you were researching online to find out about the 'best' jobs for young people, what type of information and knowledge influences would you need to take into consideration?

In pairs, search online to find 'answers' to that question.

Analyse the results you get to establish the 'context' of the content you find based on the influences from p.152 such as authority, bias, opinions, persuasion and perspective. Report back to the class. Did your results vary - and if so - why?

6.07 Voice

A lot of voices

Issues are never really simple and always have two, or more sides to them. There are a lot of 'voices' that can take a stance on different issues.

You might have been introduced to the term **stakeholder** in Work Related Skills and in Personal Development Skills. We say that when people are **affected** by an issue, either positively or negatively, then they are a stakeholder in an issue.

And naturally, a stakeholder affected by an issue wants to get their voice heard.

A **voice** comes about via the **perspectives** and **points of view** that are held and **communicated** by people or groups.

In a mature, democratic society such as Australia, it is vital that people are permitted and encouraged to express their views on different issues. We can say this is about "having a voice" so that they can **speak up** and be **heard**.

You may have heard the sayings, "to voice an opinion", to "give someone a voice", "the voice of the people", and even "a voice for reason".

Finding a voice

The **digital age** has made it easier for people to "find their voice" (there's another one!). And people should be able to speak, be heard and be listened to.

The good thing about different voices is that they offer or present varied **perspectives** on an issue. That's why **diversity** and **inclusion** are so important.

Some voices are 'for', some are 'against'. Some don't care. Some care too much. And some voices are simply looking for a fight!

But a person's right to always have a voice, does not mean that their voice is always right! But again, in the digital age, we will hear lots of different voices expressing their views on an issue.

The bad thing about different voices is that they often tend to try and '**shout down**' other points of view. That is not what diversity and inclusion are about!

This '**noise**' can make it hard to sort out what is **factual** or what the **truth** really is; from what is simply just **opinion**, **ignorance** and even **misinformation**.

It is important that you can analyse information so that you can present an **unbiased** and **balanced** point of view. This means you will have to understand the role of voice, perspective and **bias** in issues.

1. When it comes to issues, what is a **voice**? Include the term **stakeholder** in your response.

2. Why is it **important** that **people have** a '**voice**' about issues? Describe an **example**.

3. How has the **digital age** given people more opportunities to have a **voice**? Give examples.

4. Consider these 2 issues. What might be the **different voices** of **stakeholders affected** by the issue? What might **they say**?

Raising wage rates for workers under 21 by 10%.	A referendum to include an Indigenous Voice to Parliament in the constitution.

6.09 Voice

Expressing yourself

When it comes to expressing yourself in relation to issues, well sometimes you might have to find your own voice.

You might want to communicate your **ideas** or **opinions** on an **issue** affecting you, or about a broader issue that is impacting on society more generally.

To do this more effectively, you have to consider your **tone** (how you say something), **word choice**, your own **bias**, the use and validity of **images** and **video**, and other **persuasive** communication strategies, including **non-verbal cues** for person-to-person and video expression.

In the digital age, many individuals are using their voice to engage in discussion and debate **online.** However, as you already know, this is not necessarily a good way to voice your opinions. As soon as you post something you feel strongly about, it is quite possible that you will be treated to a range of comments such as "but what about?", "how would you know?", and even "you're wrong, I'm unfriending you".

This problem can be caused by the contemporary communication trend of 'posting before you think'. It is also compounded by the use of digital assistants to immediately transcribe what you say.

In the old days, people had to **edit** and re-edit before they 'published' something, and this included a lot of **self-editing**. Now we can make our feelings and opinions known in an instant.

This is convenient. This also enables us to express ourselves more often. But in reality, if a person has an opinion about anything and everything, then basically they can't really 'know' much at all. Having a voice is different from having a mouth.

And as the Greek philosopher, Epictetus said, "We have two ears and one mouth so that we can listen twice as much as we speak." Just don't tell the Twitterati that, Big E!

Image: ChrisTefme/ Depositphotos.com

Your voice	
Tone	Non-verbal cues
Word use	Use of imagery
Bias	Persuasion

Other voices	
Perspective	Point of view
Bias	Experience
Authority	Persuasion

One issue that many younger people seem to be passionate about is in regard to environmental sustainability. So now it's time to find your voice on this issue.

1. Outline **3 points of information** that concern you about this **issue**. e.g. "Use of renewable energy sources."

2. Turn each of these points into an **action statement**. Thinks about the **words** you will use. Be careful **not** to **show bias**. e.g. "There needs to be more investment into the development of renewables as a source for power generation."

3. Plan how you would communicate your statements verbally as part of a discussion. What **tone** would you use and what words will you **emphasise**?

4. Consider your **non-verbal communication**. How will you get your message across and reinforce your point of view this way?

5. Present your **views to the class** using your 'voice'. Now, some of you will be making similar points. So **make notes** on each person's performance. Give **feedback** on who was more **persuasive** and the **techniques** they used.

6. Repeat this process for a **work-related issue**, such as the need for young people to be given more opportunities to get a start in the workforce.

6.11 Researching Information

Not all information is created equal!

When collecting information about issues there are many **sources** that can be useful. You can research using existing content in books, reports and from selected online sites.

You might look at **statistical information** from a range of sources. This is called **quantitative** information, i.e. quantity = numerical. You could also use **survey** results based on your own collection of information.

But how can you know when to **trust** a source of information? It is true that all source material is not equally good. So, how can you distinguish the sound and the solid, from the fake and the phoney? That's an issue in itself!

6E   Khandee's chocolate dilemma

Khandee is writing a report about chocolate. There are a lot of misconceptions about chocolate and she wants to get to the truth once and for all. Khandee has already found out quite a bit of information from a range of different sources, but what is she to believe?

1. As a class, **discuss** each of the '**facts**' that Khandee has already discovered.

2. Discuss the **sources of information** about chocolate listed in the **table**. **Evaluate** how **reliable** and **useful** they may be. Explain any biases that these sources might have.

3. Form **pairs** and try to **find out** the accuracy of each of these **statements**.

I read in 'Galpal' magazine that it has properties that mimic the effects of being in love.

...found out that chocolate is the most energy dense food available.

My mum told me that the caffeine in chocolate can hype you up.

Miss Grimm, the history teacher said that slaves are used to harvest cocoa crops.

A naturopath told me that chocolate has lots of anti-oxidants.

I read online on 'Tru Nuz'. about a guy who was lost in the snow for months and survived on nothing but chocolate.

I've heard on TV that eating chocolate gives more pleasure than kissing.

I read in the paper that too much chocolate can give you headaches.

Image: Albina Tiplyashina/ iStockThinkstock

My friend Doorein said that chocolate gives you acne.

I read on Wikipedia that chocolate, eaten in moderation, can lower blood pressure.

4. Complete the table about **types of information** from different **sources**. Identify any **possible bias** in relation to researching about chocolate.

Source of information	What kind of information would you expect?	What kind of biases might there be?
The Age newspaper		
The Project		
cadbury.com.au		
The Australian Medical Journal		
An advertisement for Nestle		
Fairtrade.org.au		
The Project		
A TikTok video from a popular online content creator.		

6.13 Researching Information

Internet research 101

In the 'good' old days if you wanted to find out about something you had to ask a trusted **expert**. This meant either visiting a **library**, or contacting someone with the **know-how**. Some people even used to ring up 'the university', or wait for an expert to make a weekly radio appearance and hope that their call gets through!

But of course, nowadays we usually use a tiny hand-held **smart device** to look stuff up online; or even easier, we can just ask the **artificial intelligence** helper.

We trust that **Google** will babysit our ignorance and put the truest, valid and most trusted source at number one. And also make it short and easy enough to read.

So if we want to know the safest SUV to buy, then easy, peasy - Google **search**!

We also trust that whoever wrote that **Wikipedia** page on car safety had all the technical knowledge, expertise and experience to be a trusted advisor.

And that online '**blogger**' who writes on the best and safest cars to buy. We trust that they are independent of course! They must be, it says so on their page.

Of course, we can view feeds of **celebrities** or **social media influencers** driving the car and posting about how much it is changed their life for the better, and how this is the only SUV they would trust to keep their family safe. Naturally, these 'real' people would only ever tell us the truth.

Perhaps we need to sort out an everyday and practical digital literacy problem, such as how to turn a Word document into a form for a resumé upload.

A google search might turn up a lot of the best PDF writer **products** for sale. All of them are the best? How can that be?

We can go to an **online tutorial** and follow the steps shown to us by some computer guru. But generally, they spend 3 and 1/2 minutes talking about rubbish and how to subscribe to their channel. Then they do all the real stuff you need to know in 30 seconds which is too quick to follow. And so you then have to go back, pause, do the step, go back a bit, pause, do the next step and so on. And it is way hard to do on your tiny device.

Instead we could go on a **forum** and ask some kind soul to help us. But in the meantime we'd get 87 posts saying, "You are stupid if you can't do that," or "Word is rubbish," or "why don't you get a Mac," or "you don't need PDFs anymore, what you need is..."

Or should we just ask for **advice** on **social media** from our friends and hope that someone has the impartial knowledge we need, or that our 'friends' don't hijack the conversation and turn it into something else?
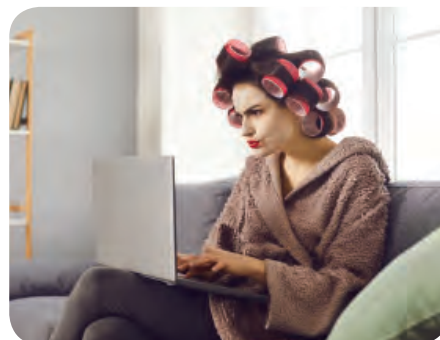
Image: lackeev/ Depositphotos.com

6F   Internet research 101

1. What **sources of information** are given in the **passage** 'Internet research 101'?

2. When do **you use** these **sources** of **information**? Why?

3. What **issues** are described in the passage? Do **you agree**?

4. How would you describe the **tone** of the **passage**? How did it make you **feel**?

5. Who or **what** is the **passage criticis**~~ing? Think car~~fully

6. In one sentence, exp~~lain why we rely so heav~~ily on **digital information** for getting **knowledge**.

Applied: Listed below are some major information sources that you might use to build your knowledge. For each one give 3 different types of information that you use this source for. Add 2 more information sources of your own.

Source	Types of Information	Source	Types of Information
Google		social media	
friends		family	
TV		radio	
print news		online news	
radio		magazines	

6.15 Researching Information

Trust or bust

When accessing online information, it is really important to verify your sources to avoid being taken for a ride. Mistakes can even happen to well-educated and informed professionals, including journalists and news reporters. So always carefully consider your information sources, especially about issues; because people aren't always - you know - 'telling' the truth!

Image: georgejmclittle/ Depositphotos.com

Verifying Sources 101

Ease of retrieval, popularity and high number of followers does not = accuracy!

Neutral information sites may actually be sponsored by multinational corporations, or be PR and marketing 'dressed up' as information.

Serious research must be authored by a recognisable and independent person or organisation.

In the digital world people can claim to be anyone, anything, or any type of expert they want be.

Forums can be full of misinformation with posts based on opinion and not fact, and often done arrogantly and aggressively.

If 'anyone' can edit an online wiki or encyclopedia, then think about who would write these entries and why?

Asking on social media is only good if all your friends are 'smarter' than you, are bias-free, and are independently accredited experts in the field!

Quick is easy, but truth is harder

It is true that the **convenience** of the internet and smart devices make web-based research the easiest option. But it's not necessarily the best option.

It is important to make the online world work for you so that you can find the most suitable and **reliable** information you need. This means using **trusted** sources.

So this requires **analytical** work from you to be able to **verify** the source. You worked with your teacher on improving these types of skills in Unit 1.

It is also important to recognise when that painful, but oh so necessary, trip to the **library** must be made. Also remember, that librarians are nice people and can help you **navigate** the web to help you find 'real' information.

Image: yurizap/ Depositphotos.com

A LIE CAN TRAVEL HALF WAY AROUND THE WORLD WHILE THE TRUTH IS PUTTING ON ITS SHOES.

MARK TWAIN
(But, did he really say this?)
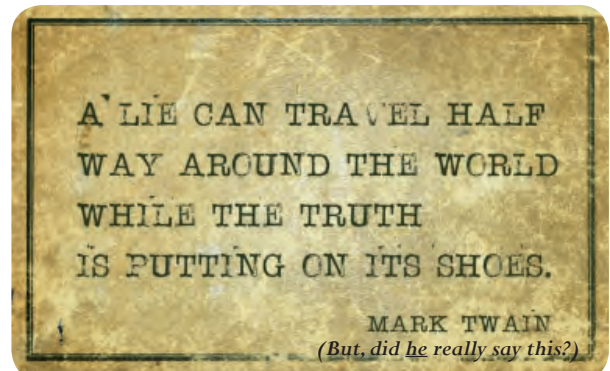
How did they find out?   6G

Interview someone who is about the **age of your parents**, and **another person** who is about the **age of your grandparents**. Ask them these questions and make notes of their answers. Then report back to the class.

Questions	Person 1: Age:	Person 2: Age:
When you were my age, what **methods** did you use to **find out** about **things you didn't know**?		
When you were my age, what **methods** did you use to **keep up** with **news** and **current events**?		
What are some things that you think **people your age know much more about** than people my age?		
What are some things that you think **people your age know much less about** than people my age?		
What **advice** about **finding** out **information** would **you give me**?		

6.17 Researching Information

Be careful

These days you are likely to get bombarded with information. Many young people source nearly all of their information, including news and 'facts', directly from social media feeds. So be wary of information that comes from these sources.

Social media

⇨ Nearly all posts by 'ordinary' people are usually just opinions - and not facts.

⇨ Watch for reposts and retweets, that's how misinformation becomes viral.

⇨ Popular people (e.g. Instagram and TikTok influencers or 'content creators') are paid to 'use' or promote products.

⇨ Be cautious of posts suggested by your feed. This is the **echo chamber** effect. The **algorithm** dictates what you see - leaving out most everything else!

⇨ Some local community forums are quite good for connecting people and giving local information about services, issues and events.

⇨ With all social media, be very wary of legal, financial, health, psychological and medical advice provided by 'people' posting on there - they will be rarely qualified to give this and can cause harm to others. Doctor Google and Nurse TikTok - I think not!

Advertorials

⇨ These are advertisements disguised as articles. Sometimes you can look out for the words 'advertising feature' or similar in a header or footer.

⇨ Sometimes these are created to look like news reports. At times they even feature on the news and other social media sites. That's paid PR in action there!

⇨ Advertisers proliferate online and often gain very high rankings on Google searches.

Viral marketing and 'Factual' information

⇨ This is targeted 'copy' written to masquerade as fact. This is often very hard to tell from the truth. Always check back to the source - if possible.

⇨ Usually, this is created and paid for by businesses trying to sell a product.

⇨ These often involve spurious medical or health benefit claims.

⇨ Many of these find their way either directly or indirectly into the posts and feeds of social media influencers.

Image: IgorVetushko/ Depositphotos.com

When you experience a person 'promoting' a product online you need to ask, "what's in it for them"?

COMPLETE PREVIEW SAMPLE

Pop-up 'news' bulletins.

⇨ These are often based on topical issues in the news - but with a twist!

⇨ They will include sensational, facetious and plain untrue information designed to generate clicks, i.e. **clickbait**!

⇨ Some of this content is now generated by bots with the topics and people targeted based on what you regularly look at in your feed.

⇨ So be careful with what is passed-off as news these days online. Often it might just be garbled rubbish cobbled together from other 'real' articles written by people - a bit like a **digital scrapbook**.

**Celebrities, actors and other famous people spruiking products**.

⇨ These people are paid to do this, and paid to say what they say.

⇨ Celebrities can spread misinformation very quickly due to their enormous following and reach, as seen in the COVID-19 epidemic.

⇨ However, many celebrities do support a cause, charity or community groups as part of giving back to the community.

Digital assistants

⇨ Siri, Alexa, Hey Google, Cortana or whatever the name of the new digital helper is this month, will only tell you what someone already knows (correctly or incorrectly), or what the algorithm thinks you should know based on your patterns of use; or what advertisers have paid for you to know.

⇨ AI maps are pretty good though - but they don't really know about local traffic issues. Watch out for the school drop-off times or getting stuck behind a tram in peak hour!

Image: yavi/ Depositphotos.com

"You want to find out where to buy a Wagon Wheel. Sure you wouldn't prefer a Tim Tam?"
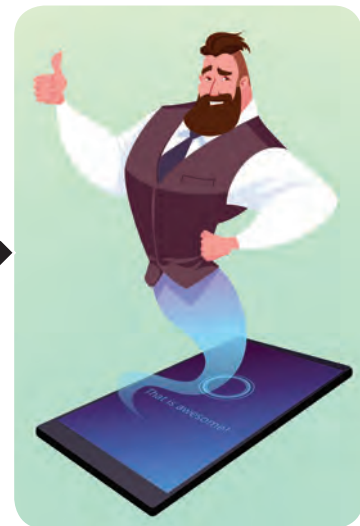
Wikipedia - Naughty or nice?

The early days of Wikipedia were a free-for-all.

With anyone able to edit, it was a lucky dip as to whether the information was reliable or not. And this depended entirely on the original contributor and subsequent editors.

However, it can be said that some topic areas have gained respectability over time, with greater vigilance over entries in the knowledge community.

While science subjects tend to have a level of reliability, more debatable topics including current issues will often be biased.

The maths is often very hard to unpack as it is written at a high level.

The health, medical and psychological advice can be a bit hit and miss. Use this as step one only.

What is still true, is that you should always verify what you read on Wikipedia against another source to see how it matches up.

A good strategy is to follow the links given as sources and see where the information originates from.

6.19 Researching Information

Find the information you want - don't let the information find you

Why does it matter? It might seem really fuddy-duddy, but it is actually easier to learn a few **research skills** than be forever the servant of a poor information search or a second-rate tool or app.

As mentioned earlier, always use **valid search sites** such as government, education and other respected sources that are accountable to a higher entity.

Beyond that, do you realise that the results you get will vary depending on the device you use? Indeed!

A lot of us live our entire lives through the smart phone. This can be great because it's so convenient - it lives with us!

But searches performed on different kinds of devices can give different results. That's right! And the 'smarter' the device, then the less 'smart' the results might be.

In terms of powerful and sophisticated devices, smart phones are actually at the bottom of the food-chain.

They do less and they do it worse than just about any other digital device. This is especially true when using voice-activated **digital assistants** (which really are just another **app**) to do the searching for you.

Why is this? Well, they are not 'really' computers. Smart phone searching, including the assistants and the apps that we use, is designed to perform a limited range of functions. They operate in a **linear** way. They might appear to offer more, but that is usually only when compared with other phones, and not when compared to other research methods.

Not only that, but the way that searches conducted through your smart phone conform to your needs and habits via **algorithms** - the very things that make them indispensable - are the same things that give us biased and limited information.

That's because they spit out what they are programmed to 'think' we want to know, as opposed to what we really need to know.

Comforting, maybe, but enlightening? Unlikely.

They can also tend to favour information that is **popular** rather than important. And they also have a little, shall we say, **bias**, towards advertising and paid promotion.

If we want to get information that will inform us of something bigger and beyond ourselves, we need to use a digital tool that does not contain a preconceived notion of what we want.

Enter the **computer** - big, clumsy, heavy to carry around, inconvenient - but willing to do the heavy work for us.

"I might know a lot, but I understand little!"

Smart is what smart does   6H

1. Use **3 different online sources** to find out the same information. Consider using **Wikipedia**, **social media** and **news** sites.

   How about searching for a **biography** of a famous person, a '**superfood**' and the **standard of living** in **Australia**?

   > Information I am searching for and the sites and devices I will use

2. Summarise your results and **report back** to the class. What **similarities** and **differences** did you experience in the **information**? Why is that?

Source 1:	Source 2:	Source 3:

   COMPLETE PREVIEW SAMPLE

3. Form into **pairs** and use **digital assistant**s to ask for **information** on the same 'topic'. What **results** did you get? What **similarities** and **differences** did you experience in the information? **Why** is that?

DA 1:	DA 2:

6.21 Researching Information

Online Research and Information

Online research

Try to source information from:

- ✓ federal, state and local government webpages and apps
- ✓ government department and government agencies: e.g. ATO, Medicare
- ✓ known and respected organisations: e.g. Australian Bureau of Statistics
- ✓ respected lobby groups: e.g. Australian Conservation Foundation.
- ✓ prominent aid or welfare organisation: e.g. RSPCA
- ✓ individuals affiliated with reputable organisations
- ✓ research connected with or conducted by educational institutions
- ✓ reputable encyclopedia or dictionaries: e.g. Collins, Britannica, Macquarie
- ✓ independent news sources such as the ABC
- ✓ quality YouTube channels where the host or presenter has real expertise, experience and know-how.

Be wary of online information and sources from...

- ✗ Any 'facts' posted and shared on social media.
- ✗ Advertising that is written as 'copy' to resemble information.
- ✗ Viral online marketing and videos that pretend to be facts.
- ✗ Online wikis, encyclopedias or dictionaries that are freely edited by anyone.
- ✗ TikTok videos by 'people' giving advice about health, nutrition, medical, financial, mental health, personal relationships and other important life issues.
- ✗ Seemingly 'independent' information sites (actually set up or 'sponsored' or funded by commercial organisations).
- ✗ Important-sounding research 'institutions' that are in fact funded by companies or groups of organisations.
- ✗ Posts, articles, videos and other content that pop up in your feeds when you are researching particular topics and issues.
- ✗ High Google listings (which are achieved using online marketing techniques called 'SEO' - look it up!)
- ✗ Websites from non-verified sources, anyone could have set them up.
- ✗ Social media shares and reposts (which often only present part of the story and may be out of context.
- ✗ Images that don't include the creator/sources of the original image/
- ✗ Personal websites, blogs, forums, tweets, Instagram and other opinion-based 'writing'.
- ✗ References drawn from newspapers and news reports, especially local newspapers.
- ✗ Statistics used without a source.
- ✗ Any information that conveniently 'finds you', rather than you 'finding it'.

Research the role of each of these **trusted agencies** and **organisations**. Add 2 more trusted organisations relevant to you.

What is the role of the **SES**? When might you have to access its website? Is there an app that you can use?	What is the role of **VicRoads**? When might you have to access its website? Is there an app that you can use?
What is the role of **WorkSafe Victoria**? When might you have to access its website? Is there an app that you can use?	What is the role of **Services Australia**? When might you have to access its website? Is there an app that you can use?
What is the role of the **Salvation Army**? When might you have to access its website? Is there an app that you can use?	What is the role of the **RSPCA**? When might you have to access its website? Is there an app that you can use?
What is the role of the **Australian Conservation Foundation**? When might you have to access its website? Is there an app that you can use?	What is the role of the **Fair Work Ombudsman**? When might you have to access its website? Is there an app that you can use?

6.23 What is an Issue?

Differences

There are millions of different issues that could affect people depending on their age, gender, personal situation, emotional state, lifestyle, and other factors.

But people and groups often come into conflict with one another over different issues. Disagreements are often the result of:

⇨ different **values**

⇨ different **beliefs**

⇨ different **attitudes**

⇨ different **behaviours**

⇨ different **understandings**

⇨ different **expectations**

⇨ different **motivations**

⇨ different **priorities**

⇨ different **actions**

⇨ different **power**.

🗣 There's a lot of differences there that influence a person's **perspective**. That's the issue!

"Students should repay their parents for the cost of their education."

"Childhood obesity is caused by bad parenting."

"14 should be the legal age for leaving school."

"The government should not waste money on unemployed people."

'Smoking should be illegal because it causes death and disease."

"Meat is murder; if you eat meat you are a murderer."

"People who are poor must have done something to deserve it."

"Children should look after their parents when they are old."

"All war is wrong."

"It's okay to copy music and vids because you are only stealing from rich multinationals."

"The age for getting a driver's licence should be lowered."

"Beauty is valued more highly than brains."

Image: MrAdvertising/ iStock/Thinkstock

"The age for drinking alcohol should be raised to 21."

Instructions: Pair Work

This task can be used as an introduction to issues, argument and debate or be used at any stage throughout the unit where an interactive activity is needed. Let's try it now to get you thinking in the correct way for this unit.

1. Students, you need to sit opposite each other in pairs, forming two rows. You students will be arguing either for, or against, a topic. You have the choice to either agree or disagree with the statement that is printed on a card that you will be given.

2. Each of you will be allocated one topic by your teacher. (Tip: Some of you may have questions about your topics or want to swap them for something you have a stronger opinion on. Your teacher will advise you on that.)

3. You will be given one or two minutes to prepare your arguments.

4. You must speak continuously for one minute without interruption from your partner sitting opposite. Your teacher will determine which row of students will speak first.

5. After the minute is up. the listening student will tell the main points of their partner's arguments for verification. Repeat the process with the other row of students speaking, and the original speaker listening.

6. Once both rows of students have finished, students will pass their topic to the person on their right, and they will move one place to their left. This will give each student a new topic and a new partner. You can repeat the process two or three times, depending on available time.

Follow-up

7. Choose some of the topics of most interest to your class and write them on pieces of butcher's or A3 paper.

8. Have 'For' and 'Against' columns, and get students to move around adding one argument to either side.

9. When this process is complete you can use the points for a discussion and evaluation of what makes a good argument; or use them as the basis for a later debate or piece of group writing.

10. Discuss what went well with this task and what areas needed improvement.

Notes:

6.25 What is an Issue?

What makes an issue?

Thanks to the **digital age** we are, more than ever, full of **opinions**. But to back up opinions people need knowledge. They also need the skill to think clearly, and at times, critically. Otherwise, an opinion is just that - an opinion.

When we are **well-informed** about something, we get into a position where we can take a **stance** on an issue and argue it in a logical and sustained way.

But what is an issue? It goes way beyond just being a fact or a belief or something we support or are concerned about.

An **issue** has to be something that is **debatable**; something that has a number of stances that can be backed up with evidence.

Most issues can be grouped under certain headings relating to gender, economic, social, commercial, political, workplace, financial, environmental, relationship, health, lifestyle, education, family, personal wellbeing and so on.

It is important to clarify that an issue is only an issue if it suggests a position or a stance. e.g. "War" is not an issue.

However, "All war is wrong," is an issue because it's a statement that takes a position.

Many issues are also centred around questions. e.g. "Should the driving age be lowered to 17?"

An issue must be about a subject that can be argued. An issue cannot be a fact - it has to be debatable.

Income tax is not an issue - it's a fact. However, issues related to income tax include: should rates be raised, lowered or made more equitable?

🗣 So which issues are important to you right now and for your future?

Issues

Image: iStock/Thinkstock

Personal Issues		Social Issues
Environmental Issues		Community Issues
Political Issues		Economic Issues
Work-Related Issues		Cultural Issues
Digital Issues		Ethical Issues

For the following issues, **categorise** them according to the **type** of **issue** they are. They may fall into **more** than **one category**. Add 2 issues of your own choosing.

Discuss these issues as a **class**. Do you have **common ground** on these?

Issue	Personal	Social	Environmental	Community	Political	Economic	Ethical
The legal drinking age should be raised to 21.							
Medical marijuana should be legal for all for pain relief.							
Are jail sentences the best punishment for criminals?							
Gendered pronouns should be extended to be more inclusive.							
Should anti-abortion campaigners have the right to picket abortion clinics?							
Child immunisation should be mandated by law.							
Should all single-use plastic be banned in Australia?							
It is everyone's responsibility to live ethically.							
Should the GST be increased?							
Smokers should be denied health insurance.							
Big businesses should be forced to pay a fair tax rate in Australia.							
Parents should be obliged to financially support their children until they have secure employment.							
People should reduce their meat consumption.							

COMPLETE PREVIEW SAMPLE

6.27 Workplace Issues

Workplace issues

The world of work is a complex one. Just as there is a huge range of life issues, so too does the workplace bring grounds for debate.

You would think that having a job and going to work should be a matter of simply fulfilling your position description or job role. But besides that (and that itself is far from simple and straightforward), there are also issues and debates that surround the way that work and organisations conduct their business.

It doesn't matter whether you are a sole trader or a huge multinational, a contractor or a salaried worker - the workplace terrain can be less than stable ground.

As young people entering your first full-time job, or a part-timer navigating study and work, the world of work, workplace culture and workplace law can take a mighty powerful GPS to find your way around.

You have to juggle an understanding of pay and conditions, rights and responsibilities, workplace safety, ethics, legality, standards of behaviour and expectations of your work performance, sometimes all within the first 30 minutes of a normal shift!

And also remember, that as a worker, if it's an issue for your customers or clients, or your managers and colleagues, or your supervisors or contractors - then it's an issue for your job!

Interpersonal conflict and power abuses can impact on all workers in any job at any age.

Image: georgerudy/ Depositphotos.com

Work Related Issues

Pay and income levels		Work conditions
OHS & Workplace Health & Safety	**Workplace safety is a key issue for all workers, but young workers are particularly at risk.**	Privacy and Confidentiality
Rights and Responsibilities		Standards of Behaviour
Quality and Service		Codes of Conduct
Communication and Leadership		Power and Exploitation
Use of Technologies	*Image: monkeybusiness/ Depositphotos.com*	Corporate Responsibility
	Environmental Sustainability	Ethics and Accountability

Workplace issues   6L

Look at the work-related issues listed on p.174.

⇨ Choose one that you think **you understand** the meaning of.

⇨ Choose one that **you have never heard of** before.

⇨ Choose one that you think you might have a **good chance of guessing** or **working out** the meaning of.

1. Split into groups and share your understandings, guesses and ignorance!

2. Your teacher will then clarify the terms.

3. Now, discuss how these might be 'issues' in the workplace generally. Also suggest who they might be issues for. (i.e. which stakeholders are involved and affected?).

4. Explain how each might present as an issue for you in your vocational experiences.

5. What will you have to do to deal with those issues?

6.29 Multi-Modal Content

Visual content

Words are one thing. But the strength of persuasive imagery is an altogether different beast! And never has this been of much concern as in the digital age when we are all accessing so much image-based and videomedia content. When you are viewing images used in advertising and promotion, or posted online, it is important to understand these five points.

☺ Images are carefully **staged** to represent a **visual narrative**.

☺ Images are created to appeal to you **emotionally**.

☺ Images are used to catch your attention **quickly**.

☺ **Text** can **reinforce** the message of an image. Even if the image has nothing to do with the text. This creates a new visual narrative.

☺ Many online images have been **lifted** from somewhere else. The original image may have nothing whatsoever to do with the **context** in which the image is now being posted. However, how would the viewer know this?

And also remember, if one single silent image can be powerful, then **video** content is like an image on steroids!

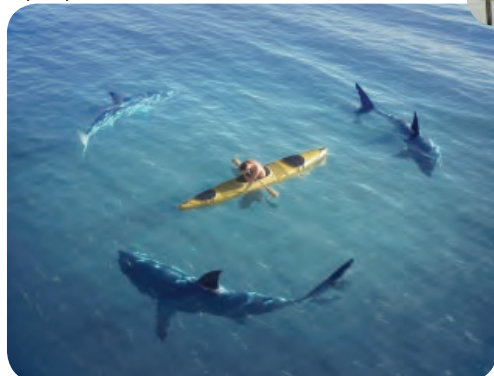*Image: motortion/ Depositphotos.com*

Image: elenathewise/ Depositphotos.com

Image: graphicphoto/ Depositphotos.com

Image: maximsamos/ Depositphotos.com

Image: Tinnakorn/ Depositphotos.com

Look closely at the 5 **images** on p.176. **Take your time** and really **unpack** the use of people or animals, setting, visual space, colour, focus and other visual elements. Find one more image of your own.

a. What is being depicted by the image?

b. What are the key visual elements used in the image?

c. How does the image make you feel? Why is that?

d. Is the image 'real-life', or staged using models or digital techniques?

e. Develop a 'positive' caption for the image.

f. Develop a 'negative' caption for the image.

1.	**2.**
3.	**4.**
5.	**6.**

COMPLETE PREVIEW SAMPLE

Investigation

There are many images online that get 'lifted' and used out of context. These include authentic high-quality images taken by photo-journalists, the misuse of the images of celebrities in scams, photos from 'ordinary' people popping up unexpectedly and other examples of misappropriation and miscaptioning.

Go online and research examples of these. Start with 'Nigerian Debt Collectors', 'Indian Chief Raoni crying' and 'Exact moment a bullfighter became an opponent of bullfights'. **www.snopes.com** is the most reputable debunking site.

6.31 Multi-Modal Content

Aural content

Language is never neutral. What you say and how you say it has a big impact on the listener. And given that younger people access more than 80% of their content through **video**, well, it is important to **listen**, as it is to **watch**.

We all have our own unique **voice**. It's like a fingerprint that combines elements of the way we anatomically make sound to communicate, with how we choose to sound and use our voice. Voices often change based on who we are with or what situation we are in. Calm and quiet at work; excited and a bit shrieky at a sporting event or a party.

Your signature voice is part of how you choose to represent yourself. It may also bear the characteristics of your heritage; perhaps an **accent**, or way of expressing something in your first language.

Here are some ways that people might choose to use their voices to achieve a particular effect.

Performing 'funny' without saying anything funny.

Some people project 'funny' while not being funny. They are signalling that they mean to be entertaining, but the content is pretty straight or even dull. Some comedians, media commentators and podcasters do this. Can you think of any? (Listen to Peter Hellier formerly of The Project and James Brayshaw - and yes, these are 'old blokes'). Many 'hip' people use this 'style' on their YouTube channels or TikTok vids. Many advertisements for 'fun' products employ this style as well.

Surprisingly this can often be a successful strategy in getting people to engage, because the cues are saying that 'it' is funny even if it really isn't. We are invited to 'laugh' along!

Knowledgeable

Want to sound clever? This is or might be achieved (or not) by delivering your communication using a serious, or straight, or even nonchalant tone, so as to convince others that you know what you are talking about.

Throw in a little **jargon** for good effect! "Well, of course the Dunbar Krugar Effect accounts for most instances of over-estimation of one's potential and intellectual capacity". So there!

There is a whole contemporary trend of TikTok content-creators who use jargon to communicate surprising facts, knowledge tidbits, and 'did you knows' that really are the stuff of primary school learning. But they make it sound complex - a bit like thinking and breathing at the same time!

Cool

Everyone is so cool now - especially online! But what even is cool?

Well, it's different things to different people. At one time in history the coolest 'person' going around was The Fonz! But that was a very, very long time ago (ask your grandparents about him!). And cool ages very, very quickly!

So how to be cool? Pick a group you want to fit into. Adopt its speaking patterns and vocabulary. Dress right, to back up your pitch for inclusion. Doesn't matter if you are an old wrinkly middle-aged type, 'drop' in a few Lolz and OMGs and you're now flying cool. Not!

Street

This speaks for itself, don't it bro?

Cheeky

Some communicators are the master of cheeky. They use a voice, tone and manner that lets them push the boundaries, just a little bit. This is especially used by comedians on 'straight-style' shows. They are naturally cheeky and people warm to them. Hamish Blake is the master of this. On his shows he always does something a little bit naughty - like smashing the bricks. Cheeky is often used by people who are playing it a bit 'geeky'. They're not trying to be cool - so they can be a bit more playful!

Vocal fry

You might all have heard about vocal fry by now. It's that 'back of the throat' and kind of crackly voice that is much loved by reality celebrities and US (and Aussie) TV actors. It is often accompanied by a staccato delivery that places the emphasis on strange words, or uses bursts followed by pauses in places you wouldn't expect them. The words trail way at the end like a WW1 biplane putt-putting off into the distance. Especially when the 2nd part of the sentence involves something a bit more serious (or an 'untruth').

Vocal fry is caused by insufficient airflow and is considered to be a speech problem by speech pathologists. In other words, "I'm going to keep talking even if I have no air left to breathe". Which is quite apt because the 'queens' of vocal fry are said to be the Kardashians. And given how much oxygen they suck out of the planet, it's no wonder they have to squeeze out fried content.

Vocal fry is sometimes affected as an accent, especially amongst young 'switched-on' young women and teenage girls. Can you spot this new vocal effect?

Aural content 6N

1. Sort the following **words** or phrases into **groups** that go together. Some might be common or cross over. Some might be very specific to a sub-culture.

2. What are the **words** or phrases trying to **achieve**?

3. Do **you use** any of **these**? In what **context**?

4. Are there any that **you** would **never use**? Why?

5. How does it make **you feel**, when '**older**' people use '**young**' **language**?

6. What **new language** is in 'town'? Will this be universal, or local?

⇨ **Bro'**	⇨ **It just dropped**	⇨ **Chillax**
⇨ **Sister**	⇨ **I think you'll find that's factually incorrect**	⇨ **To the max**
⇨ **Hectic**	⇨ **Like, OMG!**	⇨ **TBH**
⇨ **It is what it is**	⇨ **Dude!**	⇨ **Yeah, nah**
⇨ **According to best practise**	⇨ **FWIW**	⇨ **BEA**
⇨ **Keeping it real**	⇨ **FYI**	⇨ **side hustle**
⇨ **I feel blessed**	⇨ **D'crew**	⇨ **It's the GOAT**
⇨ **Peace out!**	⇨ **Sus**	⇨ **'evs**
⇨ **Hit me up**	⇨ **defo**	⇨ **ETA**
		⇨ **exactly!**

6.33 Multi-Modal Content

Non-verbal content

As you learned when exploring emotional intelligence in PDS, it is estimated that 90% or more of what we communicate, is through **non-verbal communication** or **body language**. This means that you also need to be able to 'read' how non-verbal communication is used in the content you access.

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

Visual cues, signs, **signals**, **gestures**, **facial expressions** and clusters of these non-verbal actions go a long way toward determining how you will 'read' the content, Let's revisit common simple non-verbal gestures that you might come across in your communication with others, or in digital content, especially image and video-based content. And remember that it is important to look for groupings or 'clusters' of gestures that are used together.

Non-verbal gestures

No. Headshake. A baby shakes its head to stop being fed. People shake heads when they disagree. Most people do it unconsciously.

Yes. Head nod. A baby suckling. Do you agree? Nod your head and say no. It's very hard to do.

Keep out. Crossed arms and/or legs. People create a barrier to protect or close themselves off or keep someone out. 'You can't get me!'

I'm ready for action. Hand on hip, chest out. I dare you, have a go!

I'm smarter or bigger than you. Hands on head with elbows up. (This also thrusts the chest out.) A manager might try this when sitting at their desk.

I don't believe you (what I'm seeing). Rubbing an eye (or gently touching it). See no evil!

I don't believe myself. Hand to mouth (or gently touching it). Speak no evil!

Rubbish! Hand over mouth, just like a child. What have you, or I, said? Oh no, close this hole before it gets me into big trouble.

I'm not sure I believe you. Hand to ear (or gently touching it). Hear no evil!

I don't believe... you, me or it! Touching one's nose. e.g. If I was Pinocchio my nose would be growing, I'd better check mine!

I am deciding. Stroking one's chin. Stroke

your... What sound would you make? 'Hmmm. See!'

It's time. Rubbing hands together in anticipation... at the prospect of a sale, money, nice dinner, a present, etc.. Like a... a salesperson.

I feel insecure. How's my hair? I better check again it's still there. A good comb-over (Substitute lipstick...or mobile phone. Like friends, I'll check to see if they have txt me.)

What a pain. Scratching one's neck or lightly touching it. What a pain in the neck!

Contempt. Head flick, usually with crossed arms and one leg pointing at the contemptible one. "Who does she think she is?" Hummph! Try it!

Honest. Open palms. Look, see, nothing here. "I swear Miss, the bus driver ate my homework!"

Don't. Beating finger - subtle; beating hand - forceful; beating fist - aggressive. "I told you so." Bang, bang, bang, one syll-a-ble at a time. Do not do this a-gain or I will I smack you.

Down boy. Palms down. Down you go, be submissive.

Up you get. Palms up. Come on wake up and get out of bed, time for school.

Surprise. My jaw dropped in amazement. "I was like...O-M-G!"

Salee is big online in the geek-sheik community and has a very communicative and expressive manner. That's why she probably has over 200K followers who tune in to her weekly reviews on TikTok.

1. Match these **statements** Salee is saying to the most **appropriate image** of her.

2. Add 2 more of **your own** statements to **match** the **other images** of Salee.

3. Feedback to small groups and then to the class about what **non-verbal cues you used** to match the statements.

Image: Artur Marciniec,
Thi̶n̶k̶s̶t̶o̶c̶k̶

"You are joking!"	"C̶ ̶y̶e̶ ̶… love ̶…is."	"Wait a minute…"
"You poor thing. Hugs & kisses."	"R̶eal̶'̶ ̶I don̶ ̶t think so!"	"Please, please, pretty please."

Applied

Work with another student to develop 10 images of each other using non-verbal communication to 'express' different emotions.

Are each of you using the same types of gestures? Why or why not?

Join another pair and try to decipher each other's images. What similarities and what differences do you notice? How could you use this understanding to better interpret image-based content of people?

6.35 Assessment

AT1 Analysing an Issue
- Understanding issues and voices

Overview

For this assessment task, you will analyse an issue that is current in the **world of work** or in **the community**.

You will research and unpack the factors that make this an issue.

You will analyse who the key stakeholders are and what they stand to gain or lose in relation to this issue. You also need to clearly outline your sources of information.

Be aware that your issue may not have clear-cut 'for and against' sides, but may be more complex.

For example, you might choose a community issue such as the recycling of soft plastics. In 2022, soft plastic collections by REDcycle, suddenly ceased. It was admitted that these materials had not been sent for recycling for some time, and instead were warehoused because there was no longer anywhere to send them.

In this case, you would find out why and when this became an issue. You would investigate the reasons for this apparently sudden change in the handling of soft plastics. You would then identify all of the stakeholders and the various impacts on them. You would then investigate what is happening.

Required

Part A: Why is this an issue?

1. Explain the factors that have created this issue.
2. Identify the roles of the stakeholders involved.
3. What exactly do these stakeholders stand to gain or lose? (e.g. Money? Reputation? Votes? Credibility? Social or environmental improvement?)

Part B: Outline the arguments

1. Fully and fairly, explain the arguments of the stakeholders involved.
2. Evaluate the strength and credibility of each point of view.
3. Is there a position that presents more convincingly than others? Give reasons for your evaluation. (You might investigate voice and authority as factors).
4. Is there a position that appears weak, short-sighted or self-serving? Explain how this comes across.

Part C: Present your findings to the class or to your teacher as:

❑ A digital presentation

❑ An infographic

❑ An investigative report

❑ An oral presentation

❑ Other: _____

Name:		Key dates:			UNIT 2 AOS1
Tasks - AT1: Analysing an Issue	**Must Do?**	**Due Date**	**Done**		**Level**
My issue is:					
Part A: Why is this an issue?					
1. Explain factors that have created this issue.	✓	☐	○		☐
2. Identify the roles of the stakeholders.	✓	☐	○		☐
3. What these stakeholders stand to gain.	✓	☐	○		☐
What these stakeholders stand to lose.	✓	☐	○		☐
	○	☐	○		☐
⇨ Appropriate use of evidence.	✓	☐	○		☐
Part B: Outline the arguments					
a. Explain the arguments of the stakeholders.	✓	☐	○		☐
b. Evaluate each point of view.	✓	☐	○		☐
c. Describe convincing positions.	✓	☐	○		☐
Describe less convincing or 'weaker' positions.	✓	☐	○		☐
	○	☐	○		☐
⇨ Appropriate use of evidence.	✓	☐	○		☐
Part C: Present my findings					
⇨ Choose suitable format to present my findings.	✓	☐	○		☐
🗣 Create a draft/ apply feedback to make improvements.	✓	☐	○		☐
⇨ Prepare suitable visual elements.	✓	☐	○		☐
⇨ Prepare suitable other elements.	○	☐	○		☐
⇨ Appropriate use of evidence.	○	☐	○		☐
Prepare and submit my final report					
⇨ **Prepare my findings and evidence.**	✓	☐	○		☐
⇨ **Submit my findings and evidence to my teacher.**	✓	☐	○		☐
🗣 **Present or report to the class (if required).**	○	☐	○		☐

Additional information:

Signed: _____ Date: _____

6.37 Issues Summary Pro-Forma

Issues Summary

Title: _____

Source: _____ **Type:** _____ **Date:_____**

Author/creator: _____

Main points/stakeholders?

Issues Summary

Title: _____

Source: _____ **Type:** _____ **Date:_____**

Author/creator: _____

Main points/stakeholders?

Issues Summary

Title: _____

Source: _____ **Type:** _____ **Date:_____**

Author/creator: _____

Main points/stakeholders?

Issues Summary

Title: _____

Source: _____ **Type:** _____ **Date:_____**

Author/creator: _____

Main points/stakeholders?

Understanding Issues | 7

Activities 7: Understanding Issues	p.	Due date	Done	Comment
LER7 My Literary Engagement Record	186-187	☐	○	
7A Perspective and bias	189	☐	○	
7B Clarifying bias	191	☐	○	
7C Problems with bias	192-193	☐	○	
7D Emotive language	195	☐	○	
7E Convince them	196	☐	○	
7F Skewed sample		☐	○	
7G Over-generalisation		☐	○	
7H Selective use of information		☐	○	
7I Misusing authority		☐	○	
7J Mixing up cause and effect		○		
7K Wanting to believe	204	☐	○	
7L Persuasion in action	205	☐	○	
7M How I feel about...	206-207	☐	○	
7N Analysing an issue	209	☐	○	
7O Documenting an issue	210-211	☐	○	
AT2 Profiling a Big Voice	212-213	☐	○	
7.29 Review and Reflection	214	☐	○	

Comments:

7.01 Introduction - Understanding Issues

Unit 2 AOS1: Understanding issues and voices

Section 7: Understanding Issues is the final stage in completing **AOS1: Understanding issues and voices**. In this section, you will extend your investigation of varied types of content to establish the influence of perspective and Bias on content creation and reception.

You will investigate the role of persuasion in content creation and develop analytical skills to recognise various forms of persuasive techniques. You will apply your growing knowledge when analysing issues to identify the role of voice, perspective, bias and persuasion.

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

This section concludes with a case study assessment task whereby you will research a 'famous' or important person and unpack and investigate the issues they 'stand for'.

You will conclude by analysing how the stance of your subject influences what you also value.

LER7 Literary Engagement Record of: _____

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

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

COMPLETE PREVIEW SAMPLE (watermark)

LER7: Literary Engagement Record of: _____

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

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

7.03 Perspective and Bias

What's the issue?

Issues are never really simple and always have two, or more sides to them. Therefore, it is important that you can analyse information so that you can present an **unbiased** and **balanced** point of view.

One of the main problems surrounding issues is that claims are presented as 'facts' when they are really just advertising, spin, opinion, conjecture, anecdote, hyperbole, misinformation, or in some cases, downright lies, i.e. disinformation.

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

"It's the best pizza in the west (but if I don't say that I'll get the sack)!"

Bias

"Of course you would say that, you are biased."

You are likely to have heard this before. But what exactly does bias mean?

Bias occurs when a person or group has a **vested interest** or **preference**, for one particular **point of view** over another. They will then act in accordance with their bias.

When we support our favourite sporting team, we are biased. When we want a particular singer to win the Voice because they share our gender identity or ethnicity, we are biased. When we criticise a policy introduced by a political party we disagree with, it is often because we are biased. And when we say Coke is better than Pepsi, or Pepsi Max is better than Coke Zero, it may well be because we are biased - even if that is what we prefer.

Our bias is influenced by our **values**, **beliefs**, and **attitudes**. Having a bias is important because it enables us to form **opinions**. These stances can then drive our **decision-making**, our **actions** and our **behaviours**.

Sometimes our bias causes us to act in positive ways. We can really see this in action by swapping words such as; believe/belief, agree, aim, feel, prefer/preference and support with, 'I have a bias for' or 'My bias is'.

> "I have a bias for equal representation of females in Parliament and I will work toward achieving that - the men can sort themselves out, they're already in there anyway."

> "My bias is for reducing greenhouse gas and carbon emissions. I will only buy an electric car. By doing this, I will help the planet - even if it is just a small step in the right direction."

But what gives with one hand, takes away with the other.

> "I do not believe in equal representation of females in Parliament. Our representatives should only get elected based on merit - regardless of gender."

> "I am not against reducing greenhouse gas and carbon emissions. But I will not buy an electric car because I do not want to be inconvenienced by a lack of recharging stations, and these vehicles are too expensive - I can't afford one."

These two refuting statements are quite reasonable and use clear arguments. But they are still biased.

1. What is **bias**? Do **you hold** any **biases**? **Why is that**?

_____

_____

_____

_____

_____

_____

Investigation

It has been claimed that your generation will be the first ever to be poorer than their parents due to the high cost of living. This claim however may not be substantiated by clear research.

1. Go online and find this claim in use. Find three examples. (e.g. speeches, reports, articles, advertising, etc.) where it is used. List these sources below.

2. Find out any hard evidence that backs up this claim. Where did it originate from? What is the proof to support the claim?

3. Try to find content refuting this claim. What arguments do they use?

4. What's **your perspective** on this claim? Is it accurate? Discuss this as a class.

Discussion: 10-15 years ago, it was claimed that that generation would be the first to die younger than their parents due to a lack of physical activity. Notice a pattern here!

7.05 Perspective and Bias

What's the problem?

You have seen how having a bias is a natural part of life. After all we all have values, hold beliefs and form attitudes that guide and influence how we act in life.

The problem is that people **take advantage** of bias to justify their actions. And these actions impact on others.

Bias distorts truth. Bias ignores facts. And bias **excludes** and **rejects** other points of view.

Bias can lead to **power imbalances** that lead to **prejudice**.

In contemporary times, most of what we read, see and hear has been created, communicated, shared and reinforced based on undisclosed and/or **hidden bias**.

And when we fail to recognise our own biases, or the biases of others, the result can be a world of frustrated and unhappy people at war with each other.

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

Influence

Content creators of all types use bias to influence others. Sometimes this can be a **positive**, such as the government creating public **health messages** to slow the spread of COVID-19 during the pandemic. Their bias was a desire to protect the health of people.

But at times, content creators take advantage of bias to cause **civil unease** and **distress**. This was very clearly seen in the 2020 US Presidential election and the unwillingness of the former president to accept the democratic process that saw voters elect a new leader.

On a more **interpersonal** level, people seek out others and use biased information to recruit them to their 'side'. They use the influence to attract **like-minded followers**. This **validates** their own stances and brings power to their own **beliefs**.

Biased people only communicate one side of an **argument** or **issue**. They often resort to **name-calling** and **bullying** of people who dare to disagree - especially online. "You would say that - you're a woke snowflake." "Well that's what I'd expect from you - you're a redneck fascist!" It happens on both sides of the argument - conservative and progressive. That's **tribalism** at work!

Image: tiagoz/ Depositphotos.com

Manipulation

Manipulation is the end result of the bias process.

Businesses try to manipulate consumers into **buying** products they don't want or need through clever marketing and advertising.

Corporations try to manipulate the public into believing they are good corporate citizens by developing **public relations** communications that only focus on the good that they do.

Political parties try to manipulate people into **voting** for them; or at the very least, not voting for the other 'guy'.

And unfortunately, people manipulate others by using **emotional** blackmail, power games, threats of exclusion, bullying, and even intimidation and harassment.

1. Form into **pairs** and clarify the **meaning** of these **terms**. Find/give **examples**.

advertising	spin	opinion
conjecture	anecdote	hyperbole
misinformation	lies	disinformation

2. Describe 3 **beliefs** or **issues** that **you** truly **support** or **feel strongly** about, and the **reason** why. e.g. "I truly support not eating meat, because it is unethical to slaughter animals for human consumption."

3. We can substitute the word 'bias' (or phrases with 'bias' in them to get the grammar right) for a range of other opinion and feelings-based terms. With your partner, take their responses to Q2 and change the appropriate words to 'bias', or to phrases using 'bias'. Read these aloud to each other. How do they sound now? Share your results with the class

7.07 Perspective and Bias

7C   Problems with bias

1. What's the **problem** with **bias**?

   _____

   _____

   _____

   _____

   _____

2. How can bias lead to **prejudice**? Give an example.

   _____

   _____

   _____

   _____

   _____

3. Why do **content creators**, including the media, digital platforms, writers, videomakers, speakers, etc. use bias to influence people? Describe a positive influence example and a negative influence example.

   _____

4. Have you ever been **manipulated** into **doing** or **buying** something **you didn't** really **want** to, or **need** to? What tools of manipulation did 'they' use?

   _____

5. Read the following text, then answer the questions in your workbooks.

> Australia is haemorrhaging compassion!
>
> Never, in history has there been such a woeful shortage of community care workers.
>
> In every sector! Our elders! Our disabled! Our children! All abandoned by a heartless system that puts profit before people.
>
> It is obvious to any clown that the only way to rectify this is to raise the wages and salaries of care workers in our communities.
>
> By making this gesture, the government will go some way to placing the appropriate value on this crucial public resource.
>
> Fair wages will raise the dignity of these under-valued workers and at the same time, provide much-needed and deserved services to vulnerable communities, whose dignity has also been relentlessly undermined.
>
> Better wages lead to better outcomes.
>
> Financial recognition will attract more people to these professions and will add to the diversity of the workforce by attracting more males and higher-skilled workers.
>
> Care in the community cannot go on being provided by a group of marginalised workers who are only a whisper away from needing care themselves!

a. How would you describe the tone of the text?

b. Who do you think this text is aimed at?

c. Find the emotive language in the text. Describe how this emotive language is being used.

d. Would you consider the bias in this text as being 'good' or 'bad' bias? Why is that?

e. How would you re-express the ideas in this text, so that the argument is more convincing?

f. Re-write the text in your own words

> Draft some ideas here

7.09 Persuasion

Emotive language

When you create arguments, you seek to persuade your reader, listener or viewer that your position is strong. You can achieve this using evidence, examples and explanation.

Some content creators use emotive language to convince their audience. This often relies on colourful expressions and opinions, rather than rigorous debate.

Although such writing might be humorous and used in comedy debates, or sounds good for fictional American legal dramas, its weaknesses are easily detected.

Emotive Language to Avoid

- × it's obvious/obviously
- × everyone knows
- × any decent person
- × hardworking people
- × you should know
- × any good parent (etc.)
- × superior (without proof)
- × lacking intelligence
- × the silent majority
- × in this day and age
- × can only be good (or bad)

Image: lineartestpilot/ Depositphotos.com

Emoti-con

One of the most effective techniques of persuasion is to appeal to people's emotions. This is the favoured tool of advertisers, whether they are creating print, display, radio, TV or digital content. And content creators of all types use these methods. Some of the most effective emotional responses that these persuaders try to trigger are:

- ☺ fear
- ☺ guilt
- ☺ shame
- ☺ power
- ☺ pride
- ☺ anger
- ☺ love
- ☺ trust
- ☺ belonging
- ☺ acceptance
- ☺ happiness/sadness.

"With all the pressures they have to face these days, don't you owe to it your teenager to put their best smile forward?"

Image: monkeybusiness/ Depositphotos.com

1. Below is an example of an emotive argument. Highlight/circle the **language** that seeks to **persuade**. **Who** would **create this** type of text, and for what **audience/purpose**?

It is obvious that technology has had a positive influence on society.

Firstly, access to information has been made as simple as child's play, allowing everyone who cares to, benefit from this vast array of new knowledge.

Secondly, information is instantaneous. This is far superior to waiting for news bulletins or that quaint, redundant item, the newspaper.

Third, we can stream great music and video whenever and wherever we want.

Next, new media allows us to connect globally with others of like mind and extend our community. This can only be good for personal, professional and even international relationships.

Furthermore, the amount of time squandered on trivial tasks in the past is too painful to calculate.

Pity the unfortunate individual who is not connected 24/7 to some form of technological device. They do not know the poverty that they are enduring. Indeed, in this day and age, such a situation is not to be tolerated!

Those technophobes and neo-luddites will tell you that your techno-savvy brethren have lost their way and that good, decent and necessary skills are being cast aside in favour of self-obsessed, idle, slack-jawed and passive consumption of 'entertainment'.

This could not be further from the truth. Just compare those who are in full control of technology; their capabilities and achievements with those bereft of such knowledge.

Do we really rely on such yokels to lead us into a bright new future? I think not!

2. Rewrite this argument by **replacing the emotive language** with more suitable words and phrases. Start drafting below.

I can replace...   with...

7.11 Persuasion

Effective persuasion

When dealing with other people, either in writing, verbally and even using images or multimedia, you are more likely to succeed if you follow some guidelines for effective persuasion. These guidelines will help you to communicate a well-researched and well-articulated point of view.

You should avoid manipulative persuasive terms such as, "If you were a true Australian you'd agree with...," or "Any sane person would be stupid to think that..."

These are manipulative phrases designed to attack the person; as opposed to advancing an argument. For example, "If I disagree with you not only am I un-Australian but I'm also insane and stupid!" You've lost the person on three counts there!

Effective persuasion is really about:

⇨ encouraging someone to see another point of view (**understanding** and **empathy**),

⇨ opening up to new ideas (**adaptability** and **learning**),

⇨ considering arguments for and against (**analysis** and **critical thinking**), and

⇨ making a more informed decision (**decision-making** and **problem-solving**).

So in essence this is all about effective **communication**.

You also need to remember that you cannot persuade someone who does not want to be persuaded. Be mindful that in some situations you might be dealing with bigotry, chauvinism, xenophobia, arrogance and however. Best to avoid arguments on social media!

If you are truly able to persuade someone to change their mind, then what you need to understand is that it's not you who has persuaded them to change their mind. It is they who have decided to change their own mind. And now you will be united together.

Any insightful Literacy student would recognise that!

Image: Michael Blann/ Digital Vision/Thinkstock

7E   Convince them

🗣 1. You have **10 minutes** to develop a **short presentation** to **persuade the class** on one of the following. Plan what you are going to say, and how you are going to say it. (Keep it under a minute).

> ❑ We all need to eat an orange every day.
> ❑ Vaping should be banned.
> ❑ The driving age should be lowered to 17.
>
> ❑ All school uniforms should be gender-neutral.
> ❑ Businesses should be fined for any packaging that ends up as litter.
> ❑ Cats make better pets than dogs.

2. So, **who did best**? Take a vote. **Why** were they **successful** at **persuading** the class?

Effective Persuasion

Use repetition

⇨ Make the same point but make it a different way.

⇨ The rules of 3's is an effective method.

Use reasoning

⇨ Be able to explain 'why' with well-articulated explanations, examples, evidence and proof.

Be inclusive

⇨ Invite the other party into your idea and avoid an 'us and them' or 'me vs you' scenario.

⇨ Empathy can help.

Recognise stubbornness

⇨ If someone has taken a position it's going to be difficult to shift their stance.

⇨ Look for tells such as negative language and dismissive phrases such as 'whatever'.

Recognise stupidity

⇨ Some people will continue to believe what they want to believe no matter the evidence, or what you say or how you say it.

⇨ In fact, they will likely be hostile to you for trying to 'teach' them otherwise!

Be consistent

⇨ Stick to your point and be consistent with that point.

⇨ If you get more than one, "But, what about..." to a clearly communicated point, then you are experiencing someone trying to shift the discussion.

Offer a solution

⇨ At times the 'answer' can be the clincher in convincing someone.

Recognise ignorance

⇨ If someone isn't following then you might need to explain more clearly.

⇨ They may not be as knowledgeable as you on the topic.

Recognise arrogance

⇨ Some people just have to be right no matter what you say.

⇨ Don't waste your time, effort and stress on them!

Agree to disagree

⇨ If your cat doesn't want to jump through a hoop then give it a pat anyway.

⇨ It's a cat and you can't make it do what you want it to do.

Persuasive Words

☺ achieve	☺ choose	☺ exciting	☺ life	☺ protect	☺ treat
☺ act	☺ claim	☺ feel	☺ limited	☺ recommend	☺ truth
☺ agree	☺ clear	☺ fun	☺ listen	☺ relax	☺ understand
☺ all	☺ clever	☺ gain	☺ live	☺ rest	☺ urge
☺ always	☺ consider	☺ go	☺ look	☺ savvy	☺ value
☺ be	☺ create	☺ glow	☺ lose	☺ see	☺ want
☺ beat	☺ decide	☺ grow	☺ love	☺ should	☺ we
☺ beautiful	☺ dedicate	☺ guarantee	☺ manage	☺ simple	☺ wealth
☺ best	☺ deserve	☺ happiness	☺ master	☺ smart	☺ well
☺ better	☺ determine	☺ help	☺ most	☺ special	☺ win
☺ boss	☺ difference	☺ implore	☺ must	☺ start	☺ worth
☺ care	☺ do	☺ important	☺ need	☺ stop	☺ you
☺ celebrate	☺ duty	☺ improve	☺ new	☺ support	☺ your
☺ challenge	☺ easy	☺ inspire	☺ now	☺ take	☺ young
☺ change	☺ enjoy	☺ join	☺ plain	☺ think	☺ yourself
☺ choice	☺ exceed	☺ know	☺ popular	☺ thrive	☺ youthful

7.13 Recognising Persuasion

Tools of persuasion

When we access content we have to deal with creators using, and misusing, the tools of persuasion. This is a particular problem with advertising, marketing and online argument and debate, whereby content creators are trying to use persuasion to influence your decision-making.

So as you work through the seven examples over the next pages, think carefully and critically about how you can be on the lookout for this **manipulative content,** including images and multimedia**,** in your personal, social and vocational experiences.

1. Skewed sample

A skewed sample has the power to distort the extent of opinion-based statistics. You can get anyone to agree, or disagree, to a proposition if you ask the right question to the right group of people.

When you ask people for an opinion, you are conducting a survey. Most surveys use a cross-section, or representative sample, of the general population.

This means that people from different backgrounds, ages, geographical areas, education, income levels and other demographic characteristics are surveyed, in proportion, to give a general view of society's opinions.

However, a skewed sample does not represent everyone's views equally.

If you were at a metal concert and surveyed the people as to whether they liked R&B, then you might get a 100% negative response. Someone who wants to misuse this information would say 100% of people hate R&B music. This is a misuse of statistics based on a skewed sample.

Current affairs programs, news, magazines and online polls are usually skewed. They might ask an outrageous question based on a story they have just aired or posted. Their sample is skewed because:

⇨ first of all their audience is not representative of the whole general public;

⇨ secondly, people who hold an extreme view are more likely to respond to the survey; and

⇨ finally, people have been manipulated by what they have just seen or read.

Unfortunately, many well-meaning campaigns on Change.org are skewed. As too are social media posts asking for people to join in on comments. Social media skews to a particular audience of followers. That's how the algorithm works to sell advertisements. Have you ever heard the saying, "preaching to the converted?"

So when a current affairs program or site airs a story on teenage hoon-drivers, and then poses the question, "Should teens be banned from night-time driving?" then nearly all respondents to the survey will answer in the affirmative because they are outraged.

But why do so few teens respond? Well, they're not watching or viewing it anyway - but that doesn't mean they are out hooning around either!

Skewed sample   7F

1. What is a **skewed sample**?

2. How can **surveys** be **manipulated** to **skew** the **results**? Give a recent example from online.

3. Why would someone **want to skew a sample**?

4. Have you ever been caught out, either positively or negatively, by a **skewed sample**? Give examples.

COMPLETE PREVIEW SAMPLE

Applied: Creating surveys

Whether you are creating analogue or digital surveys, the quality of the survey comes down to the questions asked, and the people you survey.

Create a 6-8 question survey to find out the most popular foods of students in your school.

Who will you ask? And which open and closed questions?

Getting it right	
Asking closed questions	**Asking open questions**
Closed questions are usually more formal and basic types of questions.	Open questions are good for finding out opinions and more detailed information.
These normally require a yes/no type of answer.	They normally require an extended response.
Closed questions are good for finding out facts and information.	Open questions are useful for finding out 'what'/'why' and 'how' about a person or an issue.
They work well to find and collate data for surveys.	
e.g. "Do you like pasta?"	e.g. "What is it that you like about pasta?"

7.15 Recognising Persuasion

2. Over-generalisation

Want to make a slippery point? Then make a generalisation based on little or nothing. Want to make a lot of slippery points - then over-generalise!

A generalisation is when a person applies a singular, or very few examples, to validate a sweeping statement. "My grandfather lived to the age of 86. And he smoked. And he didn't get lung cancer. So therefore smoking does not give you lung cancer."

So in this example, the fact is true, but the conclusion is misapplied.

Making generalisations is an important part of growing and learning. A child is taught that fire is hot. So each time they see a flame they avoid touching a flame. That's a positive learning generalisation.

However, there comes a point in our emotional and intellectual development when we should avoid making generalisations. This includes, not stereotyping people (which leads to a whole range of discriminatory isms). "Overweight people are lazy!"

People should also not predict potential outcomes - especially outcomes they want to happen - without using evidence (that's why gamblers always lose over time). "There's no way that Tonald Drump could lose, he's what our country needs."

And we all should resist the urge to apply a singular opinion, or circumstances, or experience, to make a broader coverall statement (the world is not just about one person).

"I was talking to this bloke on the train who said he was a scientist and he said that aliens are real and that it is a cover-up by the government." Enough said.

7G   Over-generalisation

Complete these tasks in your workbooks.

1. What is a **generalisation**? Give an **example**.

2. When do **you generalise**? Give examples.

3. Do **you over-generalise**? **Why** might this be a **problem**?

4. What do **you think** about these common **vocational generalisations**? What might be **motivating** each **speaker**?

"All lawyers are rich."	"Politicians are liars."
"Higher pay motivates workers."	"Tradies work harder than office workers."
"My uncle went to university and he is unemployed. So therefore going to university doesn't help you get a job."	"The youth unemployment rate is twice the overall unemployment rate. There's no way for young people to get jobs."

Discussion

People often make generalisations about people from generations. What are some of the common ones? Do you think this is fair?

3. Selective use of information

Sometimes It's what you don't say that might be more important information. This way information can be manipulated by ignoring any of the information that is not in support of your viewpoint.

For example, there are thousands of reputable scientific studies being done worldwide each year into the effects of global warming on climate change. Most will find a connection; just ignore those ones. However, statistically, some will find no clear connection between a particular activity, and the increased incidence of global warming.

So, ignore all the surveys that show an unfavourable result and only use those that support your contention. "According to a 2023 Swedish scientific study into the relationship between logging of old-growth forests and global warming, there was no direct link shown!"

You can apply the same principle to the findings of reports and studies that only extract information that you need to prove one particular point of view.

Selective use of information is a common tool of marketers and advertisers. They don't talk about any negatives, they only talk about the few positives.

This technique is prevalent in the weight-loss, beauty products and social esteem and wellness industries! You need to read the fine print to find out a truer picture.

In the digital age, selective information is clearly the domain, and the bread and butter, of many social media influencers. And they don't come with any fine print, nor T&Cs. TikTok that!

It's very easy (and convenient) for us to block out the information we don't want to know or find out!

Image: MarioLisovski/
iStock/Thinkstock

Selective use of information   7H

Complete these tasks in your workbooks.

1. What is **selective use of information**? Give an **example**.

2. When do **you selectively use information**? We all do! Give examples.

3. What do **you think** about these common **examples** of selective use of information? What might be **motivating** each **communicator**?

"Kristah lost 12 kilos in just 6 weeks with our new healthy eating app."	"Drinking cow's milk makes children grow up big and strong."
"White cars are safer than cars that are red."	"An Australian apprenticeship isn't worth it because apprentices are paid less."

Discussion

Digital media devices are the ideal communications tool to enable the use of selective information - EVER! But why is that - it's not the fault of the device!

7.17 Recognising Persuasion

4. Misusing authority

If you don't have much evidence then quote an authoritative spokesperson or quote an expert, and bluff your way through!

For example, 9 out of 10 nutritionists say that if you eat "Rice Gringoes for breakfast then...", well you've heard it before. You need to be careful who a professional is 'working' for and make sure that information, PR and advertising doesn't make itself out to be true and unbiased information. And in the digital age - everyone is an expert!

Sometimes information and statistics are quoted as research done by scientists. Which type of scientists are they talking about? Many companies employ or fund their own 'scientists'. Many manufacturers of food, pharmaceuticals and 'health' products naturally employ scientists in their research and development, testing, and quality control departments.

You need to be sure that the research comes from independent agencies. Universities are usually independent researchers.

But of course, one of the fastest and 'best' ways to attribute authority is by getting a big-name celebrity to endorse your product - as long as you pay them enough!

And of course, authority is used to make you sound authoritative and someone else sound stupid - the shock-jock tactic. e.g. "Anyone with half a brain...", "all educated people know...", "...only a fool would disagree".

These sorts of statements make it hard to disagree with an authoritative-sounding statement, i.e. "you'd be a fool to disagree."

But of course, you already agree because, naturally often smart students would already know this.

"Any reasonable person would agree with me."

7I   Misusing authority

Complete these tasks in your workbooks.

1. What is **misusing authority**? Give an **example**.

2. What **authority figures** or **institutions** do **you trust**? **Why**?

3. What do **you think** about **these examples** of misusing authority? What might be **motivating** each **communicator**?

Yike Air Jumpies are the best BB shoes because Sh'Bron himself said so on TikTok.	"All decent people would agree that society has become too permissive of teenagers."

4. Describe an example of when **you believed something because** it was **said** by an **authority figure** you **respected**. Was this a good or bad thing?

Discussion

If you see a celebrity promoting, endorsing or advertising a product - then don't believe the hype. They are being paid big $ to read a script. But what about social media influencers? Do you believe their claims? Why/why not?

5. Mixing up cause and effect

Information can be used to mix up cause and effect, especially when many factors might operate individually, or together, to affect an outcome.

e.g. Jake was dangerously overweight so he saw his doctor who devised a kilojoule-controlled eating plan, cutting out junk food and removing alcohol and fizzy drinks. He also engaged a personal trainer who devised and supervised a sensible lifestyle and exercise program.

Jake also went to the pharmacy and saw an ad for the 'Flabaway' seaweed dietary aid and bought a 90-day course for $850. Jake lost 12 kilos in the first 12 weeks. Jake put his success down to 'Flabaway'. When Flabaway heard this, they even paid Jake to appear in an online ad. Of course, sales grew and...well, you know the rest of the story!

Sometimes the true cause and effects are not clear. So you can manipulate your information and use statistics based on this lack of clarity. "8 out of 10 people who used 'Flabaway' lost weight." But what was the real reason they lost weight?

During the COVID-19 pandemic, mixing up cause and effect was one of the most sinister tools used by anti-vaxxers and government haters.

"Muriel was vaccinated, but died with COVID. Therefore vaccines don't work." How do you think that Muriel's family would feel hearing their loved one talked about in that way?

Mixing up cause and effect   7J

Complete these tasks in your workbooks.

1. What is **mixing up cause and effect**? Give an **example**.

2. When might **you unintentionally mix up cause and effect**? Give **examples**.

3. What do you think about **these** common **examples** of mixing up cause and effect? What might be **motivating** each **communicator**?

"Regio started taking seaweed supplements. Just 4-week's later he was down 7 kg!"	"Children grow by eating red meat and drinking cow's milk."
"In a rush I put my undies on inside out and I kicked 6 goals. I'm going to wear them that way from now on when we're playing."	"I went on a 7-day cleansing regime using SupaFibre Greenwash. My skin is positively glowing."

Discussion

As humans, at times we try to make sense of the world by seeing patterns that don't really exist. Research the terms coincidence, false conclusion, cognitive bias, blissful ignorance and logical fallacy. Report back to the class with examples.

7.19 Recognising Persuasion

6. People want to believe

An important thing to remember is that some people want to believe. And many people will seek out, accept and believe only the information that supports their values and reinforces their attitudes. That's how advertisers use the concept of **cognitive bias** to sell products that promise the following.

✓ "Reverse the ageing process."

✓ "Help you earn big money, fast, with no risk and no effort on your behalf."

✓ "Make you lose weight fast without the need for painful exercise!"

✓ "Be more attractive and desirable to find a partner."

The only ways to catch a lie is to either know the truth, or be able to analyse a statement that seems untrue to work out why it would be unlikely. But the sheer volume of information on social media makes that hard to do.

People would rather believe one stupid 'wellness' intsa-blogger, or current affairs host, or a rumour or 'fact' that someone's girlfriend's cousin's brother heard about from a dude on the tram that saw it on TikTok, rather than accept something that has real evidence supporting it! And in the digital world, people are increasingly only served up the information that they 'want' to see. There's the algorithm again. It creates an **echo chamber**.

Don't believe me? As a society, we are becoming more educated and have almost the entire history of knowledge and information literally in the palm of our hand. Yet we aren't getting any less wrinkly. People haven't stopped losing money to internet scammers. And our Western society definitely isn't getting slimmer! As for attractiveness well you can decide that one for yourself.

And what about 'fake news?' Well, that is now become any information that someone doesn't want to believe!

"And it's fat-free, how good is that!"

7K   Wanting to believe

Complete these tasks in your workbooks.

1. What is the concept of '**wanting to believe**'? Give an example.

2. Why do you think **people** are **drawn** to **information** that they '**want to believe**'?

3. Describe an **example** when you believed something, mainly because **you wanted to believe it**. Did it turn out to be true?

Discussion

Sometimes we want to believe because it reaffirms our personal values and attitudes. Sometimes we do it to refute correct or factual information that challenges our beliefs or behaviours. And at other times, it simply makes life a bit more interesting! How about these examples? Do you want to believe them?

Alien cover-up by the US government!	Tasmanian tigers still exist in the wilderness.
All people have a guardian angel.	Bigfoot, Sasquatch, Yeti and Yowie.
COVID-19 vaccinations were administered to control the population.	

You are required to create and make a persuasive 'pitch' to the class.

Choose any of the tools of persuasion to convince the class of 'something'. This might be one side of argument about an issue, or a point of contention that regularly causes people to disagree in society, or the 'claims' made by a product, or even something not commonly accepted or proven to be true but in which you are interested (e.g. UFOs).

Discuss possible topics as a class.

Your teacher might allocate you one (or more) persuasive techniques such as:

❑ Use of emotive language
❑ Skewed sample
❑ Over-generalisation
❑ Selective use of information
❑ Misusing authority
❑ Mixing up cause and effect
❑ People want to believe

So get planning, drafting, editing and practising then give your pitch.

After all the pitches have been made, form into main groups, evaluate the effectiveness of each pitch and report back to the class.

1. Which tools of persuasion were the most effective? Why was that?

2. Which tools of persuasion worked best for you in your pitch?

3. How do these tools of persuasion work and more importantly, why?

4. Which tools of persuasion were the least effective? Why was that?

5. Which tools of persuasion worked least effectively for you in your pitch?

6. Why didn't these tools of persuasion work as effectively?

7. Which tools of persuasion were the most difficult to use and apply? Why was that?

8. Did any of the presenters use humour to cut through or 'hide' the inaccuracies? Did this work?

9. Did any of the presenters use statistics and evidence to support their argument? Did this work?

10. Did any of the presenters use visual aids and media to support their argument? Did this work?

11. Did you change your mind about anything? Why was that?

12. From the entire class, what were the top 3 pitches? What techniques did they use? But was what they were saying actually truthful and accurate? How do you know?

7.21 Analysing Issues

Issues

The world is full of issues. As people, we agree and disagree over different issues because we have different values, beliefs and attitudes.

Remember in Personal Development Skills when you learned about values, attitudes and beliefs? A value is something that you feel is important and which influences your decision-making. An attitude refers to a person's belief or the view they hold about another person, a situation or a proposition.

At times, people align and unite behind a common cause. At other times people argue vehemently over a difference of opinion. When a particular value is held by a group in society it is called a **social value**. Lively **public debate** is welcome in a modern, tolerant society. But there are certain techniques and rules that need to be applied to ensure that issues are discussed in an open, and respectful manner.

Active listening

Remember active listening back in Section 1? You have been applying the skills of active listening throughout many of your tasks this year as well as across your entire learning program.

You should also apply active listening skills to improve your understanding and analysis of issues. One of the problems with digital content is that people access, 'read' and reply very quickly - without truly taking time to analyse and evaluate what they are being presented. Remember content is one thing, but context is everything!

You not only need to view, read or hear content, but you should question **what** the **content** is saying and **why** the **creator** is saying that. This will assist you to look and listen for information and language that indicates the **bias**, **perspective**, **stance** and **intent** of the creator. Then you should always find the **'who'**; the **background** of the creator.

One way to action this is to read the content more than once, and **hear** it in your **mind**. With visual content, you should see what other information is provided to validate what you are viewing. In the digital age, it is very common for content creators to lift images and use them out of context. That is a very insidious tool of persuasion.

7M How I feel about...

1. Explain some of your **values**, **attitudes** and **beliefs**.

VAB	Explanation about me...	VAB	Explanation about me...
A personal value I hold true is...		A social value I share with others is...	
A belief that influences my life is...		A belief I disagree with is...	
An attitude I try to demonstrate is...		An attitude in others I dislike is...	

2. Briefly describe **2 current issues** for each of the headings on p.207.

Personal issues - such as:

⇨

⇨

Community issues - such as:

⇨

⇨

Vocation/work-related issues - such as:

⇨

⇨

Social issues - such as:

⇨

⇨

Environmental issues - such as:

⇨

⇨

Other issues - such as:

⇨

⇨

7.23 Analysing Issues

Fact or fiction?

When analysing information, it is important that you can identify and deal with **bias**. You also need to be on the lookout for the use, and misuse, of the tools of **persuasion**.

A lot of media and online information carries a bias, as does information disseminated by stakeholders who have a **vested interest** in distorting the facts.

And we know that creators of all types of content use **persuasive** words, arguments, images, visual elements, sound and other **techniques** to try and influence our point of view.

So when dealing with issues-based content, you should always ask yourself these questions.

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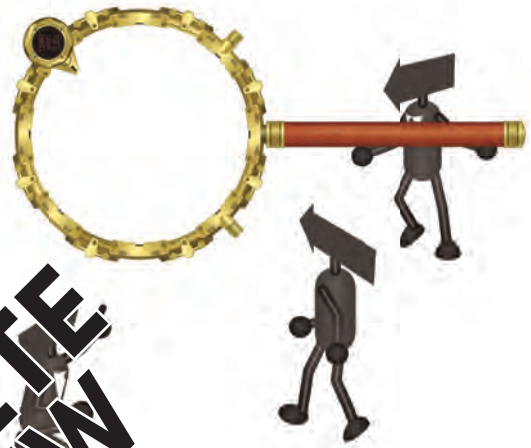
Image: Leafedge/iStock/Thinkstock

Analysing an Issue

What is the issue?
⇨ In one sentence clearly explain the issue, as a question, without taking sides.
⇨ e.g. Can cyberbullying be prevented by the social media sites themselves?

Who are the stakeholders?
⇨ List all the parties that are involved and/or impacted upon by the issue.
⇨ Without taking sides, describe their role in the issue or how they will be affected.

What are the facts?
⇨ Find out and/or describe any facts (not opinions) regarding the issue.
⇨ Do this without taking sides. You might be describing some statistics or numbers.

What are the main opinions?
⇨ Find out and/or describe any strong opinions related to the issue.
⇨ Do this without taking sides. You might have to interview people and take notes.

Conclusion and summary/recommendations
Depending on your brief you should either:
⇨ Prepare a conclusion that summarises the issue and/or…
⇨ Make recommendations based on your analysis of the issue.

You are required to **investigate** a **current issue** in an **unbiased** manner. Your teacher might already have an issue in mind. Complete the following table.

Issue:	
Analysis step	**Information**
What is the issue?	
Who are the stakeholders?	
What are the facts?	
What are the main opinions?	
Conclusion and summary/ recommendations	
Sources/ references	

7.25 Analysing Issues

Documenting an issue

Issues tend to be complex and ongoing. Most issues have a history that is likely to have been **documented** in **print**, **electronic** and **digital** formats.

Your teacher may have had you already following an issue or you might be about to start following an issue now.

Such issues can be found in news **articles**, **editorials**, **letters** and **opinion** pieces.

They can also be found **online**, on news websites and via science, technology and current affairs **portals**.

They can be found on television on **news programs** and **infotainment** shows, **documentaries** and even in **cartoons**.

So start thinking...what are the current issues that concern you?

old peepz dat say d'yung watch 2 much TV, don reaLy no d types of scrEns dat yung peepers R watchn!
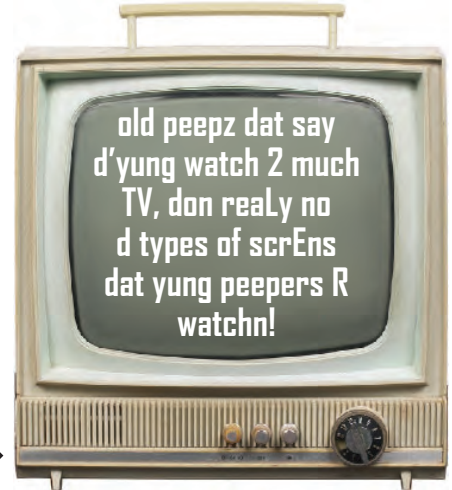
7O Documenting an issue

1. Choose a **current issue** of interest. Check its suitability with your teacher.

2. Collect all the **information** you can find relevant to this issue. **Print** these out and **store** these in a **folder** with plastic pockets. For **multimedia** content organise these in a **digital folder** on your device.

3. Summarise the **point of view** in each piece of **information**, either on a separate page, digital note or staple a piece of paper to the original. This can be very brief, it's just to help you get an **overview** of different arguments and stances. You can use the **summary pro-forma** given below.

4. Finally, when your teacher tells you to, **transfer** your **information** to the **issue summary** pro-forma on the next page.

Issues Summary

Title: _____

Source: _____ Type: _____ Date:_____ Page:_____

Author/creator: _____

Summary of main point of view:

_____

_____

_____

_____

Issue:				
Title	**Source**	**Author**	**Stance**	**Summary/your comment**
Home on the Strange	The Age p.17 1/9/23	Glonsork Elver	Strongly for the issue.	

COMPLETE PREVIEW SAMPLE

7.27 Assessment Task

AT2 Case study: Profiling a Big Voice
- Understanding issues and voices

Overview

For this assessment task, you are required to research a 'famous' or important person (your subject) and investigate the issues they 'stand for'. You need to focus on a person who has achieved significant **vocational** success, and/or has an important voice or role in the **community**.

You will then analyse how the stance of your chosen person, influences what you also value. Your teacher will inform you of your final submission requirements and formats.

> For example, Dylan Alcott's **vocational** status was as a professional sportsperson. Now retired from tennis, he has various roles, including in the media. In addition, Alcott has been a tireless campaigner for disability access and rights, is a highly-respected disability and ability advocate, and is passionately involved in working towards true **community** inclusion and diversity across a range of areas.

My subject is: _____

Part A: Description of your subject
⇨ **Base your description on what you currently know.**

a. What are their values and/or beliefs?

b. What effective persuasive techniques do they use? Describe examples.

c. Is their 'voice; valid or unique in some particular way? Why is that?

d. How do their values and/or beliefs influence you?

Part B: Analysis of your subject's communication
⇨ **Research your subject to find out more about them.**

a. How do they communicate and demonstrate their values and/or beliefs? Provide annotated examples and evidence to show this.

b. How do their communication methods and techniques enhance the persuasiveness of their values and/or beliefs?

c. How do their communication methods appeal (or not) to you?

Part C: Re-evaluate your subject's values and/or beliefs
⇨ **Do this after you have completed your research.**

a. Now that you know more, summarise their values and/or beliefs.

b. Do they have lived experience or insight that strengthens the validity of their values?

c. Is there any commercial consideration influencing what they seem to value or believe? (i.e. Are they a paid spokesperson, etc., or do they support causes voluntarily?)

d. Has your opinion of them changed? State why using examples.

e. Include any other information about them, and/or about your feelings for them, that you think should be shared and/or clarified.

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

Name:	Key dates:	UNIT 2 AOS1

Tasks – AT2: Case study: Profiling a Big Voice	Must Do?	Due Date	Done	Level
My subject is:				
Part A: Description of your subject				
a. Explain their values and/or beliefs	✓		○	
b. Describe persuasive techniques they use.	✓		○	
c. Explain the validity of their 'voice'.	✓		○	
d. Explain how their values and/or beliefs influence you.	✓		○	
	○			
⇨ Appropriate use of evidence.	✓		○	
Part B: Analysis of your subject's communication				
a. How they communicate their values and/or beliefs	✓		○	
b. Persuasiveness of their communication methods	✓		○	
c. Appeal of their communication methods to you.	✓		○	
	○			
⇨ Appropriate use of evidence.	✓		○	
Part C: Re-evaluation of your subject's values and/or beliefs				
a. Summarise their values and/or beliefs	✓		○	
b. Explore their lived experience or other insights.	✓		○	
c. Is commercial consideration involved/ or voluntary?	✓		○	
d. Whether my opinion of them has changed?	✓		○	
e. Other relevant information.	✓		○	
⇨ Appropriate use of evidence.	○		○	
Prepare and submit my final report				
⇨ **Prepare my report and evidence.**	✓		○	
⇨ **Submit my final report and evidence to my teacher.**	✓		○	
🗣 **Present or report to the class (if required).**	○		○	

Additional information:

Signed: _____ Date: _____

7.29 Review and Reflection

Review and Reflection

Which Literacy skills did I develop during this unit?

➡ _____

➡ _____

➡ _____

➡ _____

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

➡ _____

➡ _____

➡ _____

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

➡ _____

➡ _____

➡ _____

My performance in developing my Literacy skills this unit was:

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

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

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

Signed: _____ Date: _____

Constructing an Argument | 8

Activities 8: Constructing an Argument	p.	Due date	Done	Comment
LER8 **My Literary Engagement Record**	216-217			
8A **Round table discussion**	219			
8B **Q and A panels**	220			
8C **Panel discussion**	221			
8D **Argument**	223			
8E **Sequencing and signposting**	224-225			
8F **Topic sentences**	22?			
8G **Text analysis**	228			
8H **Small group discussion**	230 231			
8I **Persuasion**	233			
8J **Persuasive language**	234 235			
8K **Over-generalisations**	237			
8L **Opinion not fact**	239			
8M **Effective ICT presentations**	241			
8N **Effective presentations**	243			
AT3 **Presenting an Issue for Discussion**	246-247			
R8 Review and Reflection	248			

Comments:

8.01 Introduction - Constructing an Argument

Unit 2 AOS2: Responding to opinions

Section 8: Constructing an Argument is the first stage in completing **AOS2: Responding to opinions**. In this section, you will investigate the nature of different types of discussions. Your teacher will lead you through a variety of persuasive and issues-based texts in varied formats, and you will analyse these for persuasive techniques as well as the strength and validity of argument.

You will develop skills in argument, sequencing, signposting and presentation to enable you to apply respectful and proactive persuasion when participating in a range of discursive situations.

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

This section concludes with an assessment task requiring you to make a group presentation to the class about a vocational or community issue that you have thoroughly investigated.

LER8 Literary Engagement Record of: _____

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

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

LER8: Literary Engagement Record of: _____

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

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

8.03 Discussions

Discussions

Discussions are forums for expressing a point of view and taking a position on an issue that is contentious.

There might be a lot at stake for you in a discussion, for example, a pay rise or an improvement in your working conditions.

Low-stake discussions might offer more chances for **compromise** as the stakeholders have less to gain or lose.

Either way, sound and convincing arguments need to be put forward in order for the parties to feel that they have been **heard**, **understood** and dealt with fairly.

When discussing, convincing others of your position involves using language persuasively and effectively.

Round table discussion

This is where a group of people come together to discuss an issue and give input.

A round table discussion could be part of a **decision-making** process. In this situation. everyone is given the opportunity to speak.

The very fact that it takes place in a circle or open configuration, with all participants being able to see one another, suggests a **democratic** approach.

No-one is the obvious leader in a round table discussion. But everyone should come prepared with a clearly considered point of view.

To avoid awkwardness and hesitation, someone should be tasked with getting the discussion started or following a set **agenda**. Sometimes they will be called the **chair**. They might use prompts and questions to guide the participants. They will also monitor the tone of the discussion and perhaps take notes or **minutes** to record what is being suggested.

Useful language

⇨ "We are all here to talk about..."

⇨ Let's get this started by..."

⇨ "Shall we start with..."

⇨ "Who would like to go first?"

⇨ "I know that some of you are concerned about... so how about we start there?"

⇨ "Trellise, you had an interesting insight on this, would you like to explain what you are thinking?"

⇨ "We haven't heard from Erin yet, how do you sit on this issue?"

⇨ "Can I just interrupt here? This might be a good time to bring up..."

Image: Rawpixel/ Depositphotos.com

Round table discussion   8A

Part A

Gather as a group of 4 or 5 around a **table**. Your teacher will have provided **5 topics** face down on the table.

A group member turns over the topic, announces it to the group, and then presents a point of information, based on their own current knowledge about this topic.

At this stage you are required to offer **positive** or **supportive information** only.

Go clockwise until everyone has offered their point of information on each topic.

At the end of all the topics, each group member will make **summary notes** based on what they just heard. At this stage, they can ask group members to **clarify** or **repeat** key bits of information to help them.

When completed, start working again through the topics. But this time, offer **negative** or **countering points** of information about the topics. Work through the group members anti-clockwise until everyone has had a say. Then repeat the **summary process**.

Finally, the group is to **discuss** each topic and come to an **overall position** or stance on their topic that reflects the general view of the group.

Report back to the class. Hear if the groups reached similar or different positions.

Part B

You are required to **investigate a current issue in an unbiased** manner. Your teacher will have a current issue in mind, and will give you some source material to analyse.

Gather again as a group of 4 or 5. Discuss the source material. Summarise the different **perspectives** of the **stakeholders involved** or affected by the issue.

Develop an overall group position on the issue. Report back to the class.

Issue:			
Stakeholder and position.	Source material details.	Evidence that supports this position.	Quality of the argument, giving reasons.

8.05 Discussions

Q and A

This is an interview format where someone poses a range of questions to an interviewee. It might be to find out the reasons behind something (such as a policy, a proposal, or an action that has been taken).

The interviewee is normally an expert, an authority, or a person of importance in relation to the issue. Q and As are not the discussion method to engage, 'the ordinary person in the street'. However, that 'ordinary person' might be in a Q and A audience and posing some questions.

Tips

✓ Prepare some 'ice-breaker' questions to warm the interviewee up and get them onside.

✓ 'Scaffold' the questions from general to more in-depth.

✓ Leave contentious questions until the interviewee is at ease.

✓ Frame your questions so that you maximise your chances of getting a sincere response and not a "Pass!". That is, be persuasive rather than confronting.

✓ Break down complex questions into their components. This will allow the interviewee to give clear responses. It will also allow you to check whether the responses are consistent and not contradictory.

✓ Remember the difference between open and closed questions. Closed questions can shut down a discussion. e.g. "Do you believe that migration takes jobs from local workers?" "No, not in the least. Next question please."

Image: Wavebreakmedia/Depositphotos.com

Many job interviews are a bit like a small Q and A panel, but turned the other way around!"

8B   Q and A panels

🗣 Everyone has skills, knowledge, expertise and experience related to certain areas.

1. Form into pairs and suggest suitable **Q and A panels** of between **3-5 students** from **your class** for each of these topics. Briefly state the **reasons** for your choices.

2. Report back to the class. Did you notice any **patterns** in the choices?

3. Where do **you fit in**, and why?

How to do basic car maintenance.	Dancing for personal health and wellbeing.	Cooking nutritious meals on a tight budget.
Being worksafe in a practical work environment.	An introduction to learning a musical instrument.	The benefits of community volunteering.
How to make yourself more employable.	Learning basic greetings in another language.	How to present and dress for success.

Panel discussions

A panel of experts and/or people with lived experience answer questions from an audience.

This kind of discussion usually brings together people with opposing positions so as to air their views. As a result, a greater understanding of the contentious issue should be achieved (though this doesn't always happen!).

A **moderator** keeps order and makes sure that questioners have a chance to voice their questions. The moderator will also try to ensure that **panellists** get a fair hearing, including not being talked over, shouted down, ridiculed or mocked for having an opposing view.

Useful language

⇨ "A question for the minister..."

⇨ "I would like to ask Professor Jenkins about..."

⇨ "Harry, could you explain why..."

⇨ "Shazza, I'd be interested in hearing your views on..."

⇨ "As you are aware, some people in the community strongly oppose this action. Can you please justify the reasons for taking it?"

Pitfall alert!

☺ Make sure your questions and answers don't become monologues or diatribes!

☺ Don't talk over one another.

☺ Give everyone a fair hearing - even if you really disagree with their position.

Panel discussion 8C

You could try to set up a panel discussion on this topic (or another suggested by your teacher that is more suitable or relevant).

"Vaping has become a significant trend among young people from an early age. How concerned should we be about this? How can schools, parents and peers act to minimise harm done by vaping? What other groups should be held responsible?"

Suggested panel

❑ A young vaper.

❑ A parent.

❑ A teacher, school counsellor or wellbeing adviser.

❑ A vape shop owner.

❑ Someone with knowledge of the chemical composition of vapes.

Useful language prompts

Damage, vulnerable, young, developing, peer pressure, decision-making ability, chemical composition, behavioural factors, availability, reasons for vaping, age of first use, business perspective, price, profit, legality,

Ideas?

8.07 Argument

What is an argument?

An argument is a position or stance that can be taken in response to an issue.

Many people only think of an argument as a disagreement. Although it's true that when people disagree they may argue, an argument is really all about developing a **case** for one side of an issue, using relevant and valid **points of contention** backed up by **evidence**.

In an academic argument, you must support your position with carefully chosen, relevant and reliable **evidence**. It is best if this evidence is from a **respected source** such as an expert, a verifiable organisation, a revered publication or a government department.

Don't argue based on gut feeling or any bias you might have. Bring out the big guns and let them help you out. By using respected sources you:

✓ make sure that the information is valid and researched

✓ demonstrate your research skills

✓ strengthen your argument

✓ convince others of your authority and knowledge of the issue

✓ have plenty of arguments to back up your stance.

Opposing arguments

When you are arguing a position you are likely to be in opposition to someone else.

It is very tempting to give an exhaustive explanation as to why your argument is right. However, to be really convincing, you also need to show that you have a strong understanding of the whole debate, including plausible arguments that might be taken up by someone who doesn't agree with your stance. This can assist you to be able to **refute** their position.

You will be more persuasive if you can anticipate well-argued opposition. This means you have to **research** the other side and be prepared to offer logical **counterpoints** to strengthen your case.

Discursive Language

Discussion

Information

Communication

Dialogue

Conversation

Reason

Opinion

Point of View

Perspective

Agreement

Disagreement

Negotiation

Compromise

Persuasion

Argument

Debate

1. Identify some plausible **supporting** arguments for the following issues.

School uniforms kill personal expression.	Senior secondary students should undertake self-paced learning.
Working hours for employees should be negotiated with managers, not set by an organisation.	Drug testing should be freely available at music festivals.

2. Now identify some plausible opposing arguments for the same issues.

School uniforms kill personal expression.	Senior secondary students should undertake self-paced learning.
Working hours for employees should be negotiated with managers, not set by an organisation.	Drug testing should be freely available at music festivals.

3. Your teacher will give you some issues. Create supporting and opposing arguments for these. Report back to the class.

8.09 Argument

Creating coherence

A very important part of making an argument is the way that your points are sequenced and signposted.

Sequencing and signposting are just as important for written and verbal arguments, as well as for digitally-communicated material that presents points of view.

You need to make sure that the **relationships** between the points, and the **evidence** you present, are really clear. By organising your points of information in a logical **sequence**, your argument will demonstrate natural clarity and coherence.

As a result, there will be nothing ambiguous or confusing in your claim or in your supporting information and evidence. This makes it much easier to get the reader or viewer to accept the **validity** of your argument.

Signposting helps you to separate your position from any opposing ideas that you might want to include. This can be achieved in a number of ways.

One way is to use '**factual**' **language** for your argument and '**distancing**' **language** for points that you disagree with. For example:

"It is clear from the research that..." (i.e. Factual, simple present tense).

"The evidence related to global warming indicates that..." (i.e. Factual, present tense).

"Some commentators contend that…" (i.e. Not me; someone else!).

"Although some people believe that to be true, this belief is based on an outdated notion..." (i.e. Them again, not me; and they are living in the past!).

8E   Sequencing and signposting

Part A

Sort the following language into two columns, according to its **function**. Add 1 more for each column featuring the type of words you would normally use.

⇨ It is often claimed that...

⇨ Research shows that...

⇨ The evidence points to...

⇨ Although it is widely believed that...

⇨ Some opponents of 'free' TAFE argue that...

⇨ In fact, a study by The Sprattan Institute demonstrates a correlation between...

Factual	Distancing

Part B

1. In your work folios, **rewrite** these **components** of **arguments** in the most appropriate **sequences**.

2. Suggest an **overall topic heading** or topic **sentence** for each one.

3. Use **linking words** and **phrases** to show the **relationships** between the **ideas**.

4. What is your **personal view** about **these** arguments? Why so.

5. Discuss these **arguments** in **small groups**, and hear what **others** think.

❏ This is really important because it took so long to train people to do the right thing

❏ The government should also take responsibility by funding on-shore recycling capacity.

❏ Manufacturers of this soft plastic should be made to take responsibility for it for its entire life-cycle.

❏ The recycling contractor is no longer able to take recyclable 'scrunchables'.

❏ There were a lot of cover-up and a long delay, during which time, this type of plastic material was being stored or dumped in landfill.

❏ It can be very subtle.

❏ Discrimination can be based on many factors including race, gender identity, ability, religion and sexual orientation.

❏ All workplaces should have an advocate appointed to promote inclusivity and anti-discrimination policies.

❏ Workers often do not report workplace discrimination.

❏ There have been cases where workplace discrimination has led to real harm to individuals or groups.

❏ Young people are/were the biggest COVID spreader group.

❏ Wearing of face masks should still be strongly encouraged.

❏ A lot of COVID prevention measures have been dropped.

❏ Many vulnerable people fear being out in public.

❏ More education among the young might help them to consider those more likely to suffer lasting harm.

❏ New strains of the Coronavirus keep on evolving.

❏ The legislation aims to allow Aboriginal and Torres Strait Islanders to advise the government on issues that concern their welfare, laws and policies.

❏ It is not enough to say that our constitution speaks for all Australians.

❏ An Indigenous Voice to Parliament must be enshrined in our constitution.

❏ The conservative fear that somehow this will lessen others' rights is illogical.

❏ Some commentators claim that Indigenous Australians are 'over consulted'.

Part C

Try extracting one point from each argument and see if you can sequence these to construct a totally new argument about an issue. A good process is to copy the sentences, cut them up, and then try and arrange them around a desk.

8.11 Argument

Writing arguments: Topic sentences

A **topic sentence** is a kind of umbrella that sits over your paragraph.

Everything under the umbrella relates to that topic sentence. It therefore **guides** your reader to **understand** all the sentences in your paragraph.

It also helps you as a writer to ensure that all of the information in your paragraph stays **relevant** and is about various aspects of the same thing.

The topic sentence should contain the **main point** of your paragraph, plus any aspects of that main point you include, i.e. the **focus**. For example:

> "Community leaders must embody the values of the community; integrity, a sense of justice and a genuine concern about their constituents."

In this example, the main point or subject of the paragraph is <u>community leaders</u>.

The focus of the paragraph is the <u>desired characteristics of community leaders</u>.

So, what is the main point or subject of the following topic sentence? And what are the foci?

> "Great sportspeople have both natural facility and dedication."

8F   Topic sentences

1. Create a **topic sentence** from each of these notes and your own **linking words**.

2. Indicate which is the **subject**, and what the foci are.

a. Clear head, surviving life's difficulties, calmness.

Your topic sentence:

Subject & focus:

b. Three key strategies, succeeding in the workplace.

Your topic sentence:

Subject & focus:

c. Work-life balance, a recipe for a satisfying life.

Your topic sentence:

Subject & focus:

d. Saving the planet, reasons, actions outcomes.

Your topic sentence:

Subject & focus:

3. Now **organise** these groups of **points under** the **topic sentences** you have written.

Also, conscientiousness will be rewarded...

By thinking globally, and acting locally...

Each small change adds to a more sustainable...

Ensure that you do not catastrophise...

Finally, being a team player will assist in...

Firstly, being punctual is essential...

Giving a fair day's labour in return for pay...

Having hobbies and interests outside of work...

It is your responsibility to yourself and your employer to be well-rested...

Make sure that you take one step at a time...

Making time for friends and family...

Practise self-care...

Reduce, reuse and recycle...

Try deep breathing to slow down your thought processes...

We only have one Earth that we all share...

a.

b.

c.

d.

4. Choose 1 set of points. Add to each statement to create a convincing argument.

8.13 Analysing Arguments

1. Read the following text and **refute each** of the **arguments** given.

> Let's face it, bullying is part of life. We all get bullied at some point and it's unavoidable. Whether online or face-to-face, bullying is not always a devastating or traumatic event.
>
> And the urge to bully does not make you a monster - it is a natural part of finding your place in the world.
>
> Here are nine reasons why bullying isn't the end of the world.
>
> 1. Being bullied builds resilience.
> 2. You learn to defend yourself.
> 3. It helps you to reflect on your identity and achieve self-knowledge.
> 4. It helps you understand others' motivations.
> 5. Bullying is a natural survival instinct.
> 6. It involves strategy and risk-taking.
> 7. It helps you learn about yourself.
> 8. It allows you to evaluate your relationships with others.
> 9. It helps you establish your place in a hierarchy.

2. Read this text and then **discuss** the **questions** below in small groups. Report back to the class.

> ### How is vandalising art, climate action?
>
> Frustration over slow action on climate change is leading to increasingly disruptive and obscure protests by activists. A trend to emerge over recent times, is defacing priceless works of art in the name of climate emergency.
>
> Groups such as Extinction Rebellion are staging acts of savagery on artworks in major galleries around the world to highlight climate issues. But what is the connection or relevance of such protests?
>
> In Melbourne in late 2022, two protesters attempted to glue their hands to a Picasso painting. It didn't really go to plan, with the glue being of inferior quality and the painting being protected by Perspex.
>
> Earlier that year, a Van Gogh was splattered with cans of tomato soup. Again Perspex prevented any 'real' damage.
>
> It seems that the goal is to highlight consumerism and the reluctance of governments to take economic action to protect against climate change.
>
> These are not isolated incidents; a volley of such uninformative protest has unleashed itself around the world.
>
> But however much publicity these stunts attract, unless there is a clearly stated goal that is communicated, they are likely to be seen as foolish and destructive acts of vandalism and nothing more.

a. What do you know, or remember about these protests?
b. What do you think of this kind of 'performance' protest?
c. What are the weaknesses in the form of protest chosen?
d. What is missing that would make these protests effective?

Investigation

Now check out 'Friday for Future'. This movement was started in August 2018 by 15 year-old Swedish teenager, Greta Thunberg. You may have even attended a Friday 'strike' day in support of this cause.

a. What were/are the features of this kind of protest?
b. How did they differ from what is described above?
c. What has been the outcome of these protests?
d. Find out the goals of 'Friday for Future'. Evaluate how successful they have been. On what would you base your evaluation?

It has been suggested that if teenage school children really want to make a statement then they should strike on a day of the weekend, and make a real sacrifice of work and pay, or leisure time, rather than 'wag' school.

e. What do you think about this? Would this be a more effective strategy? Why or why not?

8H   Small group discussion

Read and **analyse** the **text** and then discuss **aspects** of the **argument**.

Screens and cognitive ability

There are many claims made about the effect of digital technologies on intelligence and cognitive performance.

However, unless we focus on specific cognitive abilities, and also take into account the age of the person, it is difficult to determine whether our obsession with all things digital helps or harms us.

The bad news is that for young people and teens, too much digital engagement can lead to harm, while for older adults, technology might enhance neurocognition in some areas.

According to research by Small et al. (2022), excessive screen time and high digital engagement might have a range of effects on younger users

Small et al. list consequences such as reduced ability for the user to recognise non-verbal emotional cues as one result. This impacts the person's empathy and emotional intelligence as they lose touch with their natural ability to understand how others are feeling.

We hear a lot about digital addiction, and indeed this is another example where there is a negative impact on young users of digital gadgets and content.

According to the research, digital addiction is very real and behaves similarly to any other form of addiction. Symptoms include a pre-occupation with the stimulant if it is withdrawn, mood swings, a heightened tolerance to the digital world and hence a craving for increased usage, and symptoms of withdrawal when denied access. It is hence extremely physiologically and even physically distressing for someone with a digital addiction to have their technology withheld.

Other frequently reported consequences of high digital use for the young include isolation and poorer communication skills and confidence. White matter pathways in the brain are affected, and poorer language skills and executive function have been found by the researchers. Sleep deprivation can also be caused by digital engagement at night. Here researchers are unsure whether it is disruption and over-stimulation, or the effect of LED light that causes sleeplessness.

However, there are found to be positives in digital technology use for certain groups of older adults, especially those who have not been heavy users.

The act of learning something new stimulates neural exercise. When compared, a group of not very tech-savvy older adults, get more stimulation from performing a task such as web-searching, than do the more digitally exposed.

This is because, as tasks become more automatic, less effort is needed; and so the brain is stimulated less. So, repetitive tasks have fewer benefits than new or infrequently performed tasks.

Particular apps designed to improve memory can also be valuable for older people in developing and maintaining cognitive function.

And you gamers out there, will be pleased to know that some games (but not all) actually help people of all ages to develop and maintain multi-tasking abilities.

Now these abilities are specific and don't include doing your Literacy homework while playing first-person shooter games, but some games do help people to switch quickly from one automatic (low-level) task to another (patting the cat and putting in your air buds).

So, the thing to take away from Small et al.'s research? Start your tech-use later in life, and don't get too comfortable!

1. What is the position taken in this text? Can you express it in one sentence?
2. List the main disadvantages of digital technology for young users.
3. On what does the author base their argument?
4. What word would you use to describe the source used by the author?
5. Are you persuaded by the arguments used in the article?
   Explain your answer, commenting on the quality and clarity of the writing, its persuasiveness, its tone, the sequencing and progression of arguments, and the credibility of its conclusions.

Research and investigation

a. Go online and try to source some credible research that counters the point of view of the writer of the text.
b. Where will you look?
c. What search terms will you use?
d. What criteria will you use to decide the validity of the research?
e. Now write an extended text expressing a different point of view regarding the use of digital technology. Use clear topic sentences and linking language.

Draft your ideas about searches and key words to use.

8.17 Being Persuasive

Being persuasive

If you want to be more persuasive and convincing then apply these tips to improve your credibility.

What you say

The message itself is important in terms of the language you use. Choose vocabulary carefully to suit the situation.

- ✓ Use an appropriate level of formality.
- ✓ Be accurate in your word choice.
- ✓ Avoid being emotive.
- ✓ Consider how to introduce and explain yourself.

How you say it

Consider your 'audience' and how your tone of voice will be received and make them feel.

- ✓ Always be respectful, even when disagreeing.
- ✓ Use volume appropriately, a too-loud voice might be intimidating; or too soft, and you might come across as being timid, or lacking credibility.
- ✓ Again, judge the formality level of your communication.
- ✓ Use suitable, confident non-verbal communication.

Use of evidence

Don't cut corners with your evidence, people will see through it.

- ✓ Back up your arguments with examples, quotations and facts derived from up-to-date credible sources.
- ✓ Build a case by adding to your basic argument using a range of sources.
- ✓ Clearly identify the source, creator and date of the material you have accessed.
- ✓ Acknowledge any valid or plausible arguments that you do not agree with and to strengthen your authority.

Use of media

Make sure that there is a good match between the person/group you are communicating with and the media used. A lot of fast-paced slides might leave older people dizzy.

- ✓ Match the media to the occasion (grand final party - it's okay to be rowdy, funeral - not so much!).
- ✓ Avoid emotive music and visuals, these can undermine or overwhelm your own tone.
- ✓ Keep a balance between visual and aural communication - don't overload the listener.
- ✓ Do a 'tech run' before you use the media to make sure it works. Have back-ups.

Just as with anything in life or at work, you only get better by practising.

Image: deagreez1/Depositphotos.com

1. Identify the **persuasive language** that has been used in these statements. Rate the **quality of** the **persuasion** on a scale of 1 to 5 (highest).

It is a matter of urgency that this issue be addressed.	The Police Force recruit people with lower intelligence so it can control them	Cake is among the most calorific foods and should be avoided at all costs.
You will have a happier life when you find your soulmate.	If you want to take 20 years off your life, then just keep on smoking.	Alcohol is destructive and leads to regular and horrific violence.

2. Create **sentences** to persuade people of the following **points of view.** Note: It doesn't matter if you agree with the statement – your 'job' is to persuade.

App-based home delivery services exploit workers.	The climate crisis is less important than housing affordability.	Having a well-paid job is the best sign of a great career.
People who play golf are old and boring.	Attention-seeking whingers love Twitter.	Soccer is a superior sport to AFL.

3. Test out your **powers of persuasion** in small groups. How did you go? Who was **most persuasive** and why? Report back to the class.

8.19 Being Persuasive

Choose your words

The most important thing for a good discussion, or an argumentative piece of writing, is having a clear stance and well-researched, sound arguments.

To convincingly convey your argument, you need to persuade your reader or listener by using appropriate language.

Some people seek to persuade using inflated, exaggerated and even insulting language. Although entertaining, this approach almost certainly undermines the credibility of their argument.

The text below is certainly unembarrassed about making extravagant generalisations to get its point across!

"Like - only an idiot would disagree. You know what I mean?"

Countering persuasive language

To refute or question an argument you may use some of these phrases.

⇨ It is claimed that...
⇨ Commentators argue that...
⇨ Detractors insist that...
⇨ Although it is true that...
⇨ The writer makes a sound p... however, it is not entirely convincing...

To support your argument, simply state a fact or you may use some of these phrases.

⇨ Research has found that...
⇨ According to this demographic...
⇨ It appears t...
⇨ It seems clear that...
⇨ It can be observed...

8J   Persuasive language

1. **Annotate** this text to identify the **inappropriate language**. Identify and find out the **meaning** of any **unfamiliar words** there might be a lot, as the writer is really 'flexing' their vocabulary!

Age is what matters

People under the age of 30 are obviously more valuable than their seniors.

Any fool knows that over the age of 30 people become less flexible in their thinking and cognitive function, and their ability to learn new things becomes fossilised. This in turn impairs their ability to function in this fast-paced technological world.

The superior employment skills of digital natives is beyond dispute. It is, in fact, a deplorable shame that many young Australians with superlative professional and technical skills and superior communication, are overlooked in favour of the old-guard whom one suspects is a beneficiary of egregious nepotism!

How can an individual, stale from performing the same plod day after tedious day, be preferred over the fresh drive of a 24 year-old replete with a PHD in call-centre protocol, three tertiary qualifications of the highest order and a decade of hands-on professional experience? It beggars belief and is deeply saddening.

Australia - you are throwing your future away!

Unfamiliar words and their meanings

2. **Rewrite** the text by **replacing** the unsuitable language with 'better' phrases.

   You will also need to **re-express** some ideas to make them more credible and less inflammatory.

   Start drafting your text here. Focus on the language changes you will make to create a more appropriate, and persuasive argument.

COMPLETE PREVIEW SAMPLE

3. Your teacher may also ask you to write a new persuasive text from the point of view of an older, more experienced person. Draft some key ideas and then complete the written text in your workbooks.

8.21 Being Persuasive

Over-generalisations

As you learned in Section 7, one nefarious way of persuading is to over-generalise. And over-generalisation has become one of the most misused tools of persuasion in the digital age. This has happened because people have the freedom to create texts and posts from the point of view of one person - themself!

Over-generalising happens when a content creator takes something that might be true or valid in some circumstances, but amplifies or extends its application to try and pass the statement off as 'fact'.

Let's consider some generalisations you might hear from different people or read in their social media content. For example:

☹ Aussies are fat and lazy.

☹ Asian students are quiet and hard-working.

☹ Fats are bad for you.

☹ Old people are deaf.

☹ Young people are entitled.

☹ Baby Boomers are wealthy.

☹ Gen Y bludges off their parents.

☹ Gen Z is addicted to technology.

☹ Students always avoid doing homework.

☹ Hoods wear hoodies.

☹ Teachers do the job for the long holidays.

☹ Bogans eat Chiko Rolls.

"I'm not ready to move out yet; I'm only 32."

Image: gpointstudio/ iStock/Thinkstock

Dealing with over-generalising

Over-generalisation can be countered with the use of modifiers such as **modal verbs** and phrases. These are words that soften a statement to make it more tentative (and even less offensive). Consider these:

⇨ **Some**	⇨ **Often**	⇨ **May**	⇨ **Tends to**
⇨ **Most**	⇨ **Frequently**	⇨ **Might**	⇨ **In some cases**
⇨ **Many**	⇨ **Sometimes**	⇨ **Can**	⇨ **In many cases**

Image: AntonMukhinBO/Depositphotos.com

You can also use other strategies to avoid, and even counter over-generalisations.

⇨ It is often believed that...

⇨ A common stereotype is...

⇨ There is a perception that...

⇨ Many people think...

⇨ People mistakenly believe that...

⇨ It is a common misconception that...

⇨ People say offensively that...
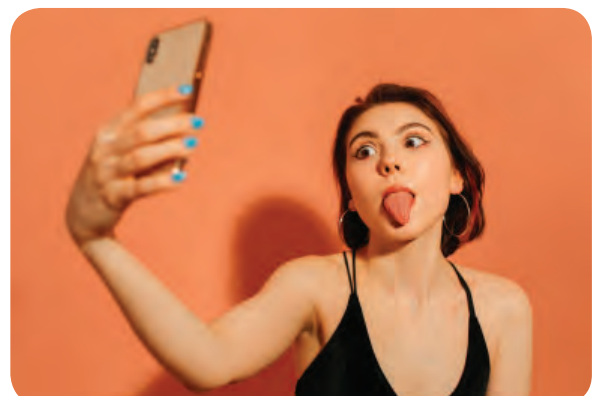
In small groups, discuss these questions. Report back to the class.

1. The **over-generalisations** on p.236 are all quite **broad**, and **some** are even downright **offensive**. **Why** do you think **people over-generalise**? Which statements **offend you** and why?

2. We all over-generalise sometimes, but how about you? When **do you** slip into **over-generalising**, and if so, why? What are some common over-generalisations that **you make**?

3. What can **you do** to **avoid over-generalising**; and to **spot over-generalising** in **others**?

8.23 Being Persuasive

Opinion not fact

As you have seen some people are a 'mess' of opinions. Some opinions are derived from careful **consideration**, **research** and **experience**. Others however, are based on **bias** or **entrenched values** and even **false logic**.

It is natural to have opinions. But it is even better to have **self-awareness** of where our opinions came from. Because many opinions, including our own, can be based on **inconvenient truths** that we don't want to accept or face up to. So let's take a look at some tips to make sure that your opinions are strong, valid and appropriate.

Opinions: Do's and Don'ts

✓ Do interrogate your reasons for strongly held opinions. Ask yourself, "Why do I really feel this way?"

✓ Do due diligence in checking out the logic of your opinion. Ask yourself, "Is what I believe a truth, or my truth?"

✓ Do be willing to listen to opposing points of view and consider whether these are credible. Get yourself listen and think, rather than simply dismissing others.

✓ Do understand that other people may have much more knowledge, insight and experience about certain issues than you.

✗ Do not express opinions without giving reasons. e.g. "Vegans just want to ruin everyone else's fun."

✗ Don't refuse to concede to other points of view that are more logical or valid than your own opinion. "e.g. I don't care what evidence you have, that is fake news!"

✗ There's no need to be stubbornly 'black' or 'white'. Most issues are more complex than that.

✗ Don't get personal or abusive because you disagree with someone else's opinions.

✗ Don't believe that because you are 'right' then they must be 'wrong'.

Spotting Truths and Lies

✗ Be on the lookout for opinions that have no complexity. "Dogs are dumb, cats are smart." Really, might there be a bit more to this argument?

✗ Remember that people often repeat the opinions of others they like, admire or respect. Although many parrots can be taught to speak, they don't actually know the meaning of those words.

✗ Don't get sucked in by an opinion, or opinion-content, that seems interesting, or engaging, or is well-produced, just because you want it to be true.

✗ Don't just reinforce someone else's opinion because you want it to be true. If you ask enough people, sooner or later someone will back you up, even if your opinion is wrong (especially online).

✗ Be aware of '**dispinions**', whereby people and content are opposing accepted truths and valid reason (by lying) to stir up trouble, or to be contentious.

Opinion not fact   8L

1. Read these statements in pairs. Identify the examples of:
   - ❑ false logic
   - ❑ wanting it to be true
   - ❑ inconvenient to believe (or not believe)
   - ❑ the opinion seems valid on the surface.

2. Do you agree or disagree with these statements? Why so? Create 2 more.

Elon Musk must be one of the most intelligent men on the planet because he has built a multi-billion dollar business empire.	You can claim jewellery as a deduction on your tax return if you work in fashion retail and need to dress for success.
It's not fair that executive assistants get paid less than CEOs because EA's do most of the w...	...ts should be given greater pr... eges i... society than non-parents. ...tu il. th... e the ones providing a ...ture for our country.
There is still no independently verified evidence of alien life ever 'visiting' Earth.	Annual migration to a well-developed country such as Australia boosts economic growth and creates job opportunities across the board.

COMPLETE PREVIEW SAMPLE

8.25 Effective Presentations

Giving a presentation

Presentations are a vital tool for communicating information, and for presenting arguments or points of view to an audience.

Sometimes discussions go hand-in-hand with creating and delivering a presentation.

And with the evolution in digital communication technologies, people are making and giving more presentations than ever before.

An increasing number of people are **learning** and **working remotely**.

As a result, a lot of their communication with teachers, trainers, managers and colleagues has evolved into, what seems to be, a series of **informal** and **formal** presentations (instead of conversations).

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

Added to these skills-sets, is the requirement to have well-developed skills in the use of **ICT** to support the presentation.

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.

In fact, misuse or overuse of these tools can make a presentation less engaging or more confusing.

You have all probably experienced presentations that are dull, confusing, rushed, too long - and overall seemingly just a waste of your time (not to mention the time of the presenter).

Listed opposite are the major do's and don'ts to help you to plan and deliver effective ICT presentations.

These guidelines apply equally, no matter which presentation software or apps you use.

When making a presentation you need to plan carefully.
You should also consider what you wear.
Try to dress professionally, unlike the group making their presentation here!
And not one of them is facing their audience!

Tips for Effective ICT Presentations

ICT presentations - Do!

- ✓ Use a big font.
- ✓ Include only 3-4 main points on each slide.
- ✓ 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 presentation even duller.
- ☺ Talk to the audience, not the screen. Again: face the audience, not the screen.
- ☺ Don't just read out what's on the slides on the screen, or from your notes.
- ☺ Complex graphics and cute pictures won't make a presentation better. You will!
- ☺ Don't read notes from your phone - it looks very unprofessional.

Effective ICT presentations 8M

List what you consider to be the **key words** and **terms** from these pages. These will help **guide you** to create an **effective presentation**. Then you should work with your **team** to turn this into a **mind-map**, diagram, or some other **visual summary**.

8.27 Effective Presentations

Good, bad or ugly?

It is important that you realise that there might be four basic outcomes for presentations. What is also important to realise, is that it is you who has **control** over what the most likely outcome will be. (Go for number 4 of course!)

1. Good and/or interesting information, but poor presentation.

This means the audience has to do the work to recover the meaning. So what's the point of having a presentation if the presenter either can't, or won't, engage with the audience to bring them along?

This is like a bad actor who butchers a good script.

2. Good presentation, but irrelevant, dull or confusing information.

This means that the performance of the presenter is strong, but they haven't put enough thought and work into what they are actually communicating. You can be as engaging as you like - but what you say needs to match that level.

This is like a good actor who can do nothing to save a bad script.

3. Poor presentation and poor information.

This normally happens when the presenters haven't put enough time, effort and consideration into 'what' they are saying, nor into 'how' they will communicate this information. Essentially this happens as a result of a lack of planning, a lack of practising, and/or a lack of editing.

This is usually brought about by rushing the development process.

4. Good presentation and strong information.

This is what you are aiming for. But to achieve this outcome you need to put in a lot of work prior to the presentation. This involves clarifying the most important information, breaking it down into communicable 'bites', and then planning how to communicate this information most effectively.

So once again, in the development phase, you will have to plan, organise, do and review - long before you ever face an audience.

Applying presentation skills

Over the next three pages are a range of tips, techniques, skills, and strategies to make your presentation better. There's a lot of information here, so your teacher will focus on that which is most important to your requirements.

Then in your presentation team, drill-down, and choose and apply these to your own presentation.

Effective Presentations

Team roles
❑ What skills do team members bring to the presentation?
❑ Who will take on each role, why?
❑ Are responsibilities allocated fairly; or is someone 'dominating' or 'avoiding'.

Natural leader
❑ Is there a natural leader in the group who can lead and coordinate the presentation?
❑ This person might emerge during your planning process and practise runs.

Dealing with over-confidence
❑ Being outgoing and 'extraverted' doesn't automatically translate into a good presentation.
❑ 'Big talkers' need to know their script and work with others.
❑ They can help others build skills and confidence.

Images and multimedia
❑ Who will pre-prepare, share and bring these formatted and ready to go?
❑ Do you need permission to use images of people, organisations, etc.?
❑ How close to the presentation will you need to do a test run?

Running the ICT
❑ Who is best for this role?
❑ Who takes over the ICT, when that person is presenting?
❑ Who will support the ICT person to deal with any issues? Always have 2 people fully trained.

Back-up and contingencies
❑ What if a team member is absent? Who will step-in?
❑ As back-up, each person needs to know the roles and duties of another team member.
❑ Who will troubleshoot on the day?

Dealing with under-confidence
❑ Being shy and 'introverted' doesn't mean that someone can't present well.
❑ 'Small talkers' can focus on their role and work with others.
❑ They can be helped by others to build skills and confidence.

Handouts, gifts, refreshments
❑ Will you need notes and printouts for the audience?
❑ Are you giving out any samples, products, or thankyou gifts to important people and dignitaries?
❑ Are you providing refreshments; if so who will organise and manage these manual processes?

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8.29 Effective Presentations

Effective Presentations

Dressing appropriately
- ❑ What dress code is required - or is it school uniform?
- ❑ It's a work-related activity so dress semi-professionally, or as for a job interview.
- ❑ For sports-related activities, come in good quality sports gear.

Catering for diversity
- ❑ Will you need to slow or moderate your speaking and information to suit all audience members?
- ❑ Will you need an Auslan interpreter; or other guide?
- ❑ Can all people access your slides and visuals?

Structuring the presentation
- ❑ Consider how long for sections.
- ❑ Choose who is best to present each section.
- ❑ If in doubt use: welcome, introduction, up to 5 information sections, conclusion, questions, acknowledgements and thanks.

Pacing the presentation
- ❑ Always do a timed run-through to work out your timeline.
- ❑ For how long should you display slides and other visual elements for the audience?
- ❑ On the day, who will monitor and prompt speakers about time?

Welcoming the audience
- ❑ What do you 'call' the audience? (Ladies and gentleman don't really cut it these days)
- ❑ Do important people or dignitaries need to be welcomed?
- ❑ Will you have a Welcome to Country? Who should do this as part of cultural appropriacy?

Introducing the team
- ❑ Who will do the introductions of each team member?
- ❑ Clearly but concisely explain their roles and responsibilities in the Work-Related Activity.
- ❑ Acknowledge them, and explain their roles in the presentation.

The rule of '3s'
- ❑ Try to break complex information into 3 'bites'.
- ❑ Use no more than 3 points of information on a slide.
- ❑ Include no more than 3 points, 3 facts, or 3 numbers in a sentence.

Presenting information
- ❑ Don't just read from your notes, the slides, or from your phone.
- ❑ Make summary notes in point form, with key words bolded.
- ❑ Pre-organise your notes in a large font on paper or cue cards.

Presenting numbers
- ❑ Numbers can confound so don't use more than 3 in any one sentence.
- ❑ Sometimes numbers might be better explained using tables, graphs or charts.

Using multimedia
- ❑ Always signpost a switch from talking to multimedia.
- ❑ Don't talk to the 'image' on the screen, talk to the audience.
- ❑ If needed, use a pointer to illustrate important elements.

Effective Presentations

Presentation transitions
- ❑ How will you pause to let speakers change positions and adjust microphones, etc.?
- ❑ Consider using one person to introduce each new speaker.
- ❑ Otherwise, speakers can introduce the person following them.

Supporting the speaker
- ❑ Speakers can get confused, lose their place or things can go wrong.
- ❑ Make sure that each team member is able to step-in and back-up one other team member.
- ❑ This might be a role for a team leader.

Staying professional
- ❑ Make sure your tone suits the people in the audience.
- ❑ Stay on track and stick closely to timelines.
- ❑ Pre-plan with your teacher for techniques to handle audiences who might act 'disrespectfully'.

Using humour
- ❑ A little humour can go a long way.
- ❑ If you use humour, it has to come at the appropriate time.
- ❑ Humour can be an effective way to explain any challenges or things that went wrong (as long as no harm occurred).

Inviting questions and feedback
- ❑ Will you leave questions to the end? If so, someone should write these down.
- ❑ If you don't hear a question, ask the person to repeat it.
- ❑ Always consider having 2 team members handle each question; this doubles the skills!

Handling difficult questions
- ❑ If you don't understand the question, ask for clarification.
- ❑ Again, consider having 2 team members handle each question.
- ❑ If you don't have an answer: "Well, that's something we will have to consider in future activities! What do you recommend?"

Thanking people and audience
- ❑ At the conclusion thank the audience and also important attendees.
- ❑ Acknowledge others who helped you out in your Work-Related Activity and supported your team.
- ❑ If relevant, present any gifts.

Closing the presentation
- ❑ Have one person bid goodbye on behalf of your team.
- ❑ If relevant, invite people to any refreshments
- ❑ If time permits, you can mingle with the audience and talk more informally! Then bump-out!

Effective presentations   8N

So much to consider! So which of these **tips** and **strategies** will you **apply**, **why** and **how**? Clarify these in your **presentation team** and make **planning notes**.

A good strategy might be to **pair up**. Each pair in the class could take 2 sets of advice, **develop** some **applied presentation strategies**, and **report back** to the class.

8.31 Assessment

AT3 Presenting an Issue for Discussion
- Understanding issues and voices

Overview

For this assessment task, you are required to make a **group presentation** to the class about a vocational or community issue that you have thoroughly investigated.

Required

Stage 1: Establishing the issue

- ❑ Choose an issue to investigate and discuss.
- ❑ Take a position in relation to the issue.
- ❑ Explain and unpack the reasons for your position.

Stage 2: Researching the issue

- ❑ Identify and undertake research of credible and reliable sources of information about the issue.
- ❑ Create valid and convincing supporting points of information for your position.
- ❑ Establish plausible opposing arguments of your position.

Stage 3: Preparing to communicate your issue

- ❑ Plan and create your discussion presentation using feedback.
- ❑ Create visual components including slides, images and survey with results; and possibly a video, a role-play, an interview or texts of realia.
- ❑ Develop evaluation criteria.

Stage 4: Prepare and present your oral discussion

- ❑ Communicate your issue and argument to the class using a suitable discussion format.
- ❑ Invite and answer questions from the audience.
- ❑ Undertake an evaluation.

The issue

Your teacher will advise your class and group on suitable issues related to vocational or community situations. Here are some possible topics:

Vocational: "As the cost of living becomes more expensive, should young workers continue to be paid lower than adult rates?"

Community: "Is it time for manufacturers, producers and other businesses to take on more responsibility for collecting and recycling their product waste?"

The evaluation

Create evaluation criteria and a pro-forma to assess these elements, as well as others suitable to the way that your teacher conducts this assessment task.

❑ logic of argument	❑
❑ supporting evidence	❑
❑ persuasiveness	❑
❑ language and accuracy	❑
❑ non-verbal communication	❑
❑ use of visuals and other elements	❑
❑ effectiveness of teamwork	❑

Names:			Key dates:		UNIT 2 AOS2
Tasks - AT3: Presenting an Issue for Discussion		**Must Do?**	**Due Date**	**Done**	**Level**

Our issue is:

Stage 1: Establishing the issue

		Must Do?	Due Date	Done	Level
a.	Discuss and choose our issue.	✓		◯	
b.	Establish a position on the issue.	✓		◯	
c.	Explain the reasons for our position.	✓		◯	
		◯		◯	

Stage 2: Researching the issue

		Must Do?	Due Date	Done	Level
a.	Determine credible research sources.	✓		◯	
	Undertake appropriate research into the issue.	✓		◯	
b.	Create points of information about our position.	✓		◯	
c.	Establish opposing arguments of our position.	✓		◯	
⇨	Appropriate use of evidence.	◯		◯	

Stage 3: Preparing to communicate our issue

		Must Do?	Due Date	Done	Level
a.	Develop a concise presentation.	✓		◯	
b.	Create appropriate support materials.	✓		◯	
c.	Anticipate possible questions from the audience.	✓		◯	
d.	Develop suitable evaluation criteria.	✓		◯	
		◯		◯	
🗣	Seek and use feedback from our teacher.	✓		◯	

Stage 4: Prepare and present our final discussion

		Must Do?	Due Date	Done	Level
⇨	**Prepare our final presentation and evidence.**	✓		◯	
🗣	**Present our discussion to the class.**	✓		◯	
🗣	**Invite and answer questions from the audience.**	✓		◯	
🗣	**Undertake appropriate evaluation(s).**	✓		◯	

Additional information:

Signed: _____ Date: _____

8.33 Review and Reflection

Review and Reflection

Which Literacy skills did I develop during this unit?

➡ _____

➡ _____

➡ _____

➡ _____

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

➡ _____

➡ _____

➡ _____

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

➡ _____

➡ _____

➡ _____

My performance in developing my Literacy skills this unit was:

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

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

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

Signed: _____ Date: _____

The Great Debate

Activities 9: The Great Debate	p.	Due date	Done	Comment
LER9 My Literary Engagement Record	250-251			
9A The language of debate	253			
9B Back and forth	254-255			
9C Super debate	256-257			
9D Speed d(eb)ating	258-259			
9E Informal debates - Preparing I	261			
9F Informal debates - Preparing II				
9G Roles in a formal debate				
9H Adjudication criteria				
9.20 Debate Evaluation				
9I Rebuttal				
9J Debates in action	273			
9K Mind your manners	274-275			
9L Preparing for the debate	278-279			
9M Formal debating	281			
9N Formal debate - Review	282-283			
AT4 The Great Debate	284-285			
R9 Unit Review and Reflection	286			

Comments:

9.01 Introduction - The Great Debate

Unit 2 AOS2: Responding to opinions

Section 9: The Great Debate is the final stage in completing **AOS2: Responding to opinions** as well as the conclusion to your VM Unit 1&2 Literacy studies.

In this section, you will investigate the elements and process of both informal and formal debating through a range of skills-development and applied discursive activities.

Your teacher will establish respectful debating etiquette as well as appropriate debating adjudication; and assist you to evaluate debate techniques and processes by viewing varied examples of debates.

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

This section concludes with an assessment task requiring you to research, prepare for, and participate in a formal debate following established debating rules.

LER9 Literary Engagement Record of: _____

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

Date	Text/Reading: Title & author	Text type, source or summary/ & date published	What I most learned from this is:

1. The main readings/sources were:

LER9: Literary Engagement Record of: _____

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

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

COMPLETE PREVIEW SAMPLE

9.03 Debates - Discussion

Debate

The word 'debate' is used to mean a number of things.

We use the term 'debatable' when wondering about the efficacy of a certain action. "It's debatable whether doing this extra homework will help me understand any better." "It's debatable whether doing 5 sit-ups will remove abdominal fat." "It's debatable whether the benefits of Australia becoming a republic would be worth the huge effort and expense."

In formal contexts, Parliaments debate bills in the lead-up to legislation being voted on by its members.

As an intellectual exercise, people practise the art of formal debating, adhering to multiple rules, and if successful, being recognised as the winner,

We can also use that word to describe an issue that is contentious; that is, a matter that raises discussion and disagreement. In that context, anything other than cold hard facts is debatable. However, people are now even debating facts.

The world is full of nice, slippery debatable issues that are hard to pin down. These issues tend to stir up our biases based on our core values and beliefs, our backgrounds, ethnicities as well as political, cultural or religious beliefs. These issues can quickly tumble into a series of personal disagreements.

There are also debatable issues that fire us up to defend and dispute using our logic and critical thinking, and by unpacking and understanding the underlying components of the issue.

So when it comes to debates, where we can use our knowledge, understanding and research to defend our position, then by rebutting our opponents - then we are really on fire!

The Language of Debate

Persuade

Motion

Affirmative

Proposition

Assert

Propose

Speaker

Adjudicator

Rebuttal

Formal

"Madam Speaker, the ayes have it. The motion is passed."

Informal

Convince

Sway

Negative

Stance

Argue

Oppose

Chair

Time-keeper

Image: marish/Depositphotos.com

1. Match the relevant **debating terms** from p.252 with the most appropriate **description**.

- ❏ stance
- ❏ motion
- ❏ speaker
- ❏ rebuttal
- ❏ adjudicator/panel
- ❏ sway
- ❏ chair
- ❏ affirmative
- ❏ negative
- ❏ assert

Term	Descriptions
	The team that agrees with the motion.
	Stating a point without any support.
	The person or people who decide on the winning team.
	The topic of the debate.
	The team that disagrees with the motion.
	A team member who argues on behalf of one team
	The point of view argued by one team.
	To block or refute an argument given by the other team.
	The person who oversees the debate, and who introduces the parts of the debate and the teams.
	To mount an argument to convince or persuade.

2. In your own words, explain the **differences** between an **argument**, a **discussion** and a **debate**.

9.05 Debates - Discussion

Debate in discussion - role of persuasion

Debate shouldn't be based on opinion. It has to be backed up by evidence. But a bit of emotion is allowed when used as a persuasive device to try and convince or sway others.

But if you are all emotion and no fact, it will be hard to convince anyone that your position or stance is valid.

Conversational debate has two (or more!) potential sides. It's informal and generally people are trying to convince others of their point of view. Supporting information is required, but it's more about getting a point across and being consistent and plausible.

9B Back and forth

You are going to respond to the following **prompts** with your **point of view**. Partner up. You will add 1 more topic and so too will your partner.

1. List some key **ideas** that both **support** and **refute your point of view** for each.

2. **Discuss back** and **forth** with your **partner**.

3. Who **did better**? Did anyone **change their mind**?

Cats are more intelligent than dogs.		Ghosts are real.	
For	Against	For	Against

Hard copy coursebooks are better than online course books.		Vegemite is disgusting unless you were brought up on it.	
For	Against	For	Against

Diving a petrol car is environmental vandalism.	
For	Against

Soccer might be the world game, but AFL is the best game.	
For	Against

For	Against

For	Against

COMPLETE PREVIEW SAMPLE

4. What **words and phrases** did **you use** to help you **make your point** more **persuasively**? What about your **partner** - what did they use?

Me	Them

9.07 Debates - Discussion

9C Super debate

Ges and Grimsby are debating about the superiority of Marvel as opposed to DC. Each is passionate about their point of view. Here are their arguments.

1. Identify the **convincing**, and **not so convincing arguments** from both (use the tables on p.257.

2. What would **you say** in **support** of one or the other?

"The Marvel universe is obviously better."

"It is a universe!"

"Everyone knows Marvel."

"It has a super hero for everyone to identify with."

"Marvel stories give people something to aspire to."

"It has a long history."

"It's actually based on literature."

"DC movies are much more nuanced than Marvel's."

"The Dark Knight trilogy is iconic."

"Batman is a super hero for real times. He shows us the value of being human and vulnerable."

"As a feminist, you can't go past Wonder Woman."

"DC selects carefully and doesn't make too many movies."

"DC doesn't rely on so many effects."

"DC films are more suspenseful."

"The characters are more relatable."

Image: deniscristo/Depositphotos.com

Ges: Marvel			
Convincing	**Why?**	**Not convincing**	**Why not?**

Ges/Galaxy: D			
Convincing	**Why?**	**Not convincing**	**Why not?**

9.09 Debates - Discussion

9D Speed d(eb)ating

Speed dating: 3 debates in 10 minutes

Process

1. Your teacher will arrange pairs of topics around the room.

2. They will play some music while you walk around the room.

3. When the music stops buddy up with the closest person.

4. Take the nearest pair of topic cards from the wall and find a table together.

5. You will argue either for or against the topic, depending on what your card says.

6. You have 1 minute to prepare what you will argue.

7. Go for it!

⇨ This is a device-free zone. Your ideas should come from your head.

⇨ Be ready to report your ideas to the class.

Potential topics

Some of these topics might be included, and your teacher will add more.

☺ Phones are a necessity for students in the classroom.

☺ Teenagers who do not have part-time jobs are not contributing to society.

☺ Apprentice wages should be raised to encourage more young people into trades.

☺ The voting age should be lowered to give young people a voice.

☺ School uniforms have a levelling effect.

Debrief and discussion

Debate 1: Me and _____

Topic: **Stance:**

Good points you made: **Good points they made:**

Things you learned: **Things they learned:**

What I liked about having this speed debate:

Debate 2: Me and _____

Topic: **Stance:**

Good points you made: **Good points they made:**

Things you learned: **Things they learned:**

What I liked about having this speed debate:

COMPLETE PREVIEW SAMPLE

Debate 3: Me and _____

Topic: **Stance:**

Good points you made: **Good points they made:**

Things you learned: **Things they learned:**

What I liked about having this speed debate:

Discussion

Form into groups and develop a list of tips and guidelines to ensure that you and your classmates discuss issues in a respectful manner.

Consider making a list of do's and don'ts.

Report back to the class and develop a master list to guide your discussions.

9.11 Informal Debates

Informal debate: Process

When you are planning for your informal debate there are a series of steps you should follow. Even though your debate is informal it doesn't mean that you are just going to talk "off the top of your head".

You and your team members will have to undertake **research** to find clear supporting **information** and **evidence**.

Then you will need to distil this information down into clear and **succinct** presentation **points**, so that you can be prepared to make **informed** and **persuasive** points of **argument**.

Informal Debate: Process

Preparation

1. Your **position**. **Affirmative** (agree with topic), or **Negative** (disagree with the topic), will be allocated randomly.

2. A **team leader** will be appointed to coordinate the **speakers** in the team.

3. Each team will undertake some **research** to find **evidence** to support their position.

4. The team leader will call a **meeting** where the **strongest arguments** are put forward together with the strongest **evidence**.

5. The team leader, in collaboration with the team members, will **allocate arguments** to each member.

6. The team leader, in collaboration with the team members, should **set** an **order for speakers** that seems most logical (building on one another's points).

7. As a team, **anticipate** what the **other team will argue**.

8. Speakers develop key **points** to explain why the **opposing** team's **arguments** are **not as strong** as their own (**countering**/**rebuttal**).

9. **Notes** should now be **prepared** for each **speaker**. Your teacher will tell you whether to do this collaboratively or individually.

10. Speakers need to **distil** their **points of argument** they will make and estimate the **time** it will take to **communicate** these.

Informal debates - Preparing I   9E

Your teacher will allocate you into **teams** of 3 for **informal debates**.

They will also give you topics for you to debate. These might be chosen randomly for each team but will reflect current **issues** affecting **young people** in the **community** and in **work-related situations**.

Use this **planner** to **record** what you are **required to do** for each of the 10 **process steps** of **preparing** for an **informal debate**.

Name:	Key Dates:
1. Topic and position.	**2. Leader and other roles.**
3. Research and evidence.	**4. Strongest arguments and evidence.**
5. Allocate arguments to speakers.	**6. Arrange order of speakers.**
7. Anticipate the other team's arguments.	**8. Develop points to counter other team.**
9. Preparation notes for speaking.	**10. Distil arguments and time these.**

9.13 Informal Debates

Informal debate: Debating

Even though your debate might be informal, you still have to follow a set of debate **procedures**.

Following these 10 debate procedural **guidelines** will ensure that your debate is conducted in a **respectful** way, and that each participant is given the greatest opportunity to present their **argument** according to the agreed **rules**.

Your teacher will explain these to your class. So it is a good idea to make notes to help you remember key pointers that you will apply to your informal debate.

Informal Debate: Debating

The debate

1. Speakers will **alternate**, starting with the **Affirmative** side.

2. Run the informal debate allowing about 2-3 **minutes** for each speaker. This should be timed, with a slight tolerance allowed for being under or over.

3. Use **notes** to **guide** you, but **don't just read** from notes. Don't read from a phone.

4. Allow a **pause between each speaker** in case the **order** needs to be **changed** in light of what the other team presents. Team members can **confer** at each pause.

5. Have each team leader make a brief final **summary** at the end (about 30 seconds).

6. For this informal debate, focus on **presenting** your points **clearly** and **with conviction**.

7. Aim to **engage** your **audience** (if working in smaller groups) by using your **voice** and **non-verbal communication** to enhance communication.

8. Your teacher will give you **feedback** on your performance focusing on **strengths**, and the **areas** needing **improvement**.

9. You might also seek **feedback** from class members (**audience**) and from your **opponents**.

10. **Self-review** by discussing what you **did well**, **not so well**; what you did and didn't **enjoy**; and what **improvements** you will make for the future.

Informal debates - Preparing II   **9F**

Continue working in your **teams** of 3 for your **informal debate**.

Use this **planner** to **record** what you are **required to do** for each of the 10 **steps** required for **conducting** and **reviewing** your **informal debate**.

Name:	Key Dates:
1. Alternate speakers.	**2. How to speak with a time limit.**
3. Make and use notes to guide you.	**4. Pausing and conferring.**
5. Final summary requirements.	**6. Techniques for clarity and conviction.**
7. Using voice and non-verbal communication.	**8. Teacher feedback.**
9. Audience feedback.	**10. Self-review.**

9.15 Formal Debates - Roles

Formal debates

What is a formal debate? Where to start?

A formal debate is quite a sophisticated feat of arguing a case back and forth so as to prove or disprove a proposition.

A formal debate is usually conducted in groups of six speakers - three for the affirmative (for) side and three for the opposing (against) side.

Each speaker has a specific role that they must fulfil.

In addition to the speakers, a chair will introduce the debate and ensure that it runs smoothly and within the rules.

An adjudicator or adjudication panel will follow the arguments closely, and decide on the winning side.

A timekeeper will ensure that no speaker exceeds their given time limit.

🗣So, are you in?

Roles in a Formal Debate: Teams

Speaker 1 for the Affirmative (3-4 minutes)

Their role is to:

⇨ **define the topic (any specific terms that might be confusing)**

⇨ **state the affirmative team's position**

⇨ **outline the main arguments of their team (but only very briefly - they don't give away too much detail)**

⇨ **begin arguing the affirmative case.**

Speaker 1 for the Opposition (3-4 minutes)

Their role is to:

⇨ **formally accept or reject the definition**

⇨ **state the opposing team's position**

⇨ **outline the main arguments of their team (but only very briefly - they don't give away too much detail)**

⇨ **begin arguing the opposition case.**

Images: deniscristo/Depositphotos.com

Speaker 2 for the Affirmative (3-4 minutes)

Their role is to:

⇨ **restate their team's position**

⇨ **rebut the Opposing team's position by identifying the weaknesses in its arguments**

⇨ **add further points in support of the Affirmative case.**

Speaker 2 for the Opposition (3-4 minutes)

Their role is to:

⇨ **restate their team's position**

⇨ **rebut the Affirmative team's position by identifying the weaknesses in its arguments**

⇨ **add further points in support of the Opposition's case.**

--- Recess: This is a break time, and time to some conferring between team members, perhaps 4-5 minutes.

Speaker 3 for the Affirmative (3-4 minutes)

Their role is to:

⇨ **rebut the Opposing team's position by identifying further weaknesses in its arguments**

⇨ **summarise the key arguments in their team's position**

⇨ **give a final concluding comment for the Affirmative team.**

(Note: No new points are introduced in this stage.)

Speaker 3 for the Opposition (3-4 minutes)

Their role is to:

⇨ **rebut the Affirmative team's position by identifying further weaknesses in its arguments**

⇨ **summarise the key arguments in their team's position**

⇨ **give a final concluding comment for the Opposition team.**

(Note: No new points are introduced in this stage.)

9.17 Formal Debates - Roles

Roles in a Formal Debate: Others

Chair

Their role is to:

⇨ introduce the debate 'motion' (topic) and the teams' stance (in favour of, or against the motion)

⇨ introduce the members of each team

⇨ call for a recess before rebuttals begin

⇨ announce that the debate has come to an end and that an adjudication will be made

⇨ call for the adjudicator(s) to confer.

Adjudicator/Panel

Their role is to:

⇨ choose a winning team based on the strength of the arguments put forward and taking into account how the arguments are communicated

⇨ they must follow the debate carefully and make notes on the key arguments on both sides.

After the debating is finished:

⇨ they will confer with other members of the panel to declare a winner

⇨ a solo adjudicator will make a binding decision alone

⇨ a panel should appoint a leader to make the final announcement.

Images: Lembergvector/Depositphotos.com

Timekeeper

Their role is to:

⇨ carefully time each speaker and give notice when they are 30 seconds from the end of their speaking time

⇨ they can ring a bell, or indicate in some other agreed way that time is close

⇨ indicate that the speaker's time has ended.

1. Form into groups. Now that you know the team roles, represent the structure of a formal debate in a diagram, infographic or drawing. This will help to cement the structure in your mind.

Start drafting your ideas and diagram here:

COMPLETE PREVIEW SAMPLE

2. Choose one particular debate role each, and describe the responsibilities to another group member. They must then draw where it fits into the debate structure.

Ask your teacher about the ancient learning tool known as 'butcher's paper'.

See if you can source some for the classroom.

Use it for the activity above and post it up around the room as a reminder of what you have learned.

9.19 Formal Debates - Adjudication

Adjudication criteria

The adjudicating panel must choose the debate winner based on non-biased evaluation of what they see and hear. They cannot simply choose the side they want to agree with. Nor can they choose the team that their friends are on. Instead, they must adhere to the evaluation criteria that are given.

🗣 Look at the criteria below. Can you think of any other elements that should be included? Suggest these to your teacher who might include these for final assessment.

Adjudication Criteria

Strength of argument.

Clarity of points.

Non-verbal communication (eyes, gestures, stance).

Voice (pitch, tone & volume).

Teamwork (evidence of co-operation).

Image: Milkos/ Depositphotos.com

9H Adjudication criteria

Consider these elements that will be used as part of each adjudication criteria. Add other elements that might also be important as part of the evaluation process.

Strength of argument	Clarity of points	Voice
⇨ validity of argument ⇨ supported with evidence ⇨ quality of sources ⇨ ⇨	⇨ clear communication ⇨ correct language for topic ⇨ appropriate language for the audience ⇨ ⇨	⇨ suitable tone for debating ⇨ right volume for the audience ⇨ matches volume with other speakers ⇨ ⇨

Non-verbal communication	Teamwork	Other
⇨ looking at the audience ⇨ physical confidence ⇨ not just relying on reading ⇨ use of facial expressions ⇨ ⇨	⇨ active listening to team members ⇨ linking of ideas with each other ⇨ giving feedback ⇨ ⇨	⇨ ⇨ ⇨ ⇨

Debate Evaluation Pro-forma

While watching your classmate(s) giving their debate, rate them by ticking the appropriate box. Be fair, not nasty and not lenient. Your teacher will instruct you on whether you need to assess each person or a selected sample of the class. (Copies of this pro-forma may need to be made.) All the class will be subject to this peer assessment.

Task/activity: _____

Presenter: _____

Topic/subject: _____

Assessed by: _____ Date: _____

	excellent	very good	good	reasonable	basic	na
Quality of arguments... Arguments were valid and logical.	☐	☐	☐	☐	☐	
Clarity of points made... Points could be followed clearly; each point was complete and not a repetition of earlier points.	☐	☐	☐	☐	☐	
Presentation of arguments... Arguments were presented forcefully and not lost or 'thrown away'.	☐	☐	☐	☐	☐	
Intelligibility of speaker... Speaker could be understood without strain.	☐	☐	☐	☐	☐	
Preparation of team... Confident handling of task and evidence of teamwork.	☐	☐	☐	☐	☐	

What were the most successful aspects of their debate?

_____

_____

How might their debate have been improved?

_____

_____

Anything else? _____

Signed: _____ Date: _____

9.21 Formal Debates - Rebuttal

The 'but' in rebuttal

An important part of debating is rebutting the other team's arguments. This involves identifying the weak arguments from the other team, and being able to explain why they are defective.

Effective rebuttal is never mean, personal or offensive. Debating is an example of formal and professional speaking.

It is important that you develop a toolkit of suitable phrases that you can use when rebutting an argument.

It is also vital no to just rebut for the sake of it!

You need to carefully choose your moments when it's the right time to strike. You should base this on weaknesses in arguments, or for points that are poorly supported, or even not supported at all, such as inferences, assumptions and opinions.

So as a class, discuss these tips and techniques for rebuttal.

Effective Rebuttal

Listen carefully to the point you think is weak.	Maintain a polite and professional tone.
List key points that show its flaws.	Keep your rebuttal clear and simple.
Makes notes about possible counter arguments.	Stick only to the point you are rebutting.
Compare your notes with other team members.	Attack the weak argument, not the person speaking.

Image: DmitriyAnaniev/Depositphotos.com

9I   Rebuttal

1. What is a **rebuttal**?

2. When does a **rebuttal happen** in a **formal debate**?

3. Which of the following would **you choose** to use for your team's **rebuttal**, and **why** or **why not**? Discuss these and make notes in your workbook. Report back.

"The speaker has clearly had a brain fade..."

"I too, would like to believe that, but in the real world..."

"The argument that e-scooters are dangerous seems valid, however, the evidence suggests otherwise..."

"The team's claim that ear pods may cause hearing loss has no basis..."

"In this day and age, that mode of thinking is thankfully outdated..."

"We should all pity the fool who believes the opposing team's advice that..."

"Firstly, there are several flaws in the affirmative's case..."

"That's clearly not correct..."

"Just as we don't agree a song is good just because the singer is talented, we also shouldn't accept the speaker's entertaining but flawed argument..."

"It would be a wonderful world if what the previous speaker said were true, however..."

"On the surface the opposing team's assertion that migration causes local unemployment seems plausible, but in reality, nothing could be further from the truth..."

4. Prepare **effective rebuttals** for these flawed parts of argument.

"Given the opposing team's likely use of nappies, we think it is rich that they feel they can advise on how to achieve job satisfaction."

"Australia Day has always been January 26th and should remain that way for ever."

"No employer would choose to pay apprentices 25% more. They would go broke."

"People want money for the arts, but we can't do that when we have a health system in crisis."

9.23 Formal Debating

Language of debates

Here is a beginner's guide to some of the **language** you might use in a **formal debate**. Although each speaker might have an individual **voice**, a formal debate is a **team effort**. So, you need to ensure that you achieve **clarity** and **consistency** in your **communication** style across the entire team.

Debate Language to Use

The Chair

⇨ **"Welcome to today's debate where we consider the motion that... "**

⇨ **"I would like to introduce you to the teams. For the Affirmative team, who will be arguing for the proposition, we have... "**

⇨ **"For the Negative/Opposing team, the members are... and they would claim that... "**

⇨ **"I would like to declare a short recess of... minutes for the teams to prepare their rebuttals."**

⇨ **"This brings us to the end of the debate. There will be a recess of... while the panel decides the winner/victor in this matter."**

The Speakers

Introducing arguments.

⇨ **"It is clear that... "**

⇨ **"To back up our claim... "**

⇨ **"Further evidence to support our position is... "**

Conceding and countering an argument.

⇨ **Although the... team's argument concerning... has some validity, it does not go far enough/is incomplete/lacks conviction/evidence. For instance, by claiming... they are ignoring... "**

⇨ **"The... team's argument that... is absolutely valid, however, their supporting arguments lack rigour/clarity/conviction."**

Rebutting an argument.

⇨ **"The... team's claim that... is misguided. In fact,... is not the case. Instead, it is true that... "**

⇨ **"The... team asserts that... . This is preposterous. The fact is that... "**

⇨ **"To claim that... seems credible, however, analysis reveals that... This is a common misbelief/This might sound plausible but... "**

Leader of the Adjudication panel

⇨ **"The panel has conferred and finds... as the winner. This is based on the following points... "**

⇨ **"Congratulations to all participants... "**

View some **videos** that feature **debates** in action. Note: Your teacher might have organised some of these for you.

Some possible types are:

❑ student debates

❑ parliamentary debates

❑ competitive debates

❑ comedy debates.

Details of debate 🔍

Choose one debate that is a good example of debating in action.

a. Evaluate the **quality** of the **speakers**, giving reasons. Be sure to include their **name**, their **stance** on the proposition at debate, and their **order** in the debate.

b. Consider **elements** such as their use of **language**, **evidence**, **clarity**, **coherence**, **tone** and **non-verbal communication**.

c. Identify key **strong elements**, **language and techniques** that **you could apply** for your own debate.

d. Identify any **weak elements**, language and techniques that **you should a**void.

9.25 Formal Debating

Mind your manners

A formal debate means just that - formal. So it is important that you follow the agreed etiquette of formal debates. You will also need to modify and apply some of this etiquette to suit the debating style used for a class debate.

So, how will you address one another and guests?

Will you refer to each speaker by their names, or by their roles, (e.g. "the 2nd speaker for the affirmative")?

You should also consider the personal behaviours or mannerisms that might distract from the professionalism and formality of the debate.

Think about how to keep nervous, restless or unprofessional behaviours to a minimum.

What techniques will be used to politely but assertively remind participants to stay formal and professional?

Who will take this role - is this the role of the chair? Even if so, all participants need to agree to abide by the etiquette of formal debating prior to the debate.

Image: benzoix / positivote.com

9K Mind your manners

1. In small groups, brainstorm a list of **shoulds** and '**should nots**' to help establish the rules of **etiquette** for your class debate. Report back to the class.

In our formal debate speakers should...	In our formal debate speakers should not...

In our formal debate the audience should...	In our formal debate the audience should not...

2. For each of the following behaviours and actions, suggest **strategies** to **remain professional** and to avoid, annoyance, distraction and offence.

Issue	Strategy	How will this be actioned?
Checking phone.		
Reading own notes instead of paying attention to the speaker.		
Reading from a phone instead of notes.		
Embarrassed laughter and giggling.		
Distracting facial or gestural movements (secret looks, eye-rolling, etc.).		
Attacking the person, and not the issue.		
Inappropriate or unprofessional language.		
Inappropriate dress or attire for the occasion.		
Lateness and similar interruptions.		
Talking while the debate is running.		
Going overtime while speaking.		
Interjecting, speaking over others.		
Audience asking distracting or offputting questions.		
Rules for leaving the room.		
Other:		

COMPLETE PREVIEW SAMPLE

9.27 Formal Debating

Preparing for the debate

Just like you did when debating informally, you will also need to pre-prepare for formal debates. Because formal debates are conducted according to strict guidelines, you will need to put in even more time getting yourself, your arguments, and your team ready. Your teacher will lead you through these four main areas of debate preparation.

1. **Keeping time**
2. **Making notes**
3. **Practising**
4. **Professional presentation**

1. Keeping time

One of the most important features of debates is the strict time limits that apply to speakers. This imposes a communicative and argumentative discipline on the participants. So you need to practise your debating skills so that you can meet these time constraints.

Debating is first and foremost an act of communication, so your first run-throughs should focus on getting your message across.

You should then have several more run-throughs with a timekeeper. As part of this skills development, you should make sure that you allow time for transitions from speaker to speaker, as well as any pauses that have been agreed to in the rules of the debate.

You also need to consider the speed of your delivery. In your notes, mark places to pause. Also remember that nerves can make us all speak too quickly. So how will your moderate your pace of delivery? Perhaps you need to estimate time stamps to match the points you are making. By doing this, you can quickly see if you are moving along at the most effective speed.

2. A word about notes

You should make notes to keep you on track and give you confidence on the day of the debate.

It is seriously off-putting and unprofessional to be reading from a phone or other device.

So, what is the solution?

Well, how about an oldie but a goodie - write out your notes (not word for word) and print them out! Radical!

A5-sized notes are ideal - not too big (you can't hide behind them); and not too small (you don't have to squint at them!) Just right!

Use highlighting or bold print to help you scan more easily.

Number your notes and decide whether you will staple/attach them, or lay them out in order in case you need to return to a point.

And use larger writing or font size so you can see the words more easily.

Remember, you're addressing an audience, not talking to your phone! So you must go old-school and make hard copy notes.

Image:Gelpi/Depositphotos.com

3. Practise makes perfect

Some people think that debating is easy, but formal debating is a refined skill.

A debate is a kind of performance - one where you are being yourself but also playing a role.

If you are a speaker, you won't know exactly what the members of the other team are going to say. The only thing you can be sure of is yourself. But you also need to be across the arguments of your team members. This will help your team to create **synergy.** It will also help your team construct effective **rebuttals**.

You might think that is a bit much, but you really should have at least five practise runs. These will enable you to get your timing right, your words clear and powerful, and your delivery spot on! And the final practise should be a full dress-rehearsal, just like in any performance or play.

4. Professional presentation - You and your environment

Now that you are getting closer to the debate event, it's time to talk wardrobe. Your class should decide on an overall 'look' for the debate. Neat casual, school uniform or full-on formal? It's up to you to decide based on where the event will take place and who will attend. It is also a matter of what everyone feels comfortable wearing.

Within these decisions, you might like to create a look for your team. That could be a shared element, such as a colour, style element.

As a class, have a discussion about some of your initial ideas.

1. What impression do you want to make to:
   - ⇨ the audience?
   - ⇨ the other team?
   - ⇨ yourselves? (dress confidence, confidence and bearing)
   - ⇨ what are some of the ways you can tie your look together?

2. Does the space you are using need to be given its own look? If using a classroom, would you like to 'dress' it to convey a sense of the occasion?

3. Will you include any multimedia to announce the debate - a slide, or set of slides to indicate the topic and follow the progress of the event? If so, who will design this, who will organise this, and who will operate this during the debate?

4. Will you invite supporters to the debate? If so how?

5. When will the debate take place? During lunchtime/class-time? Will it be a multi-class event? In space, where no-one can hear you scream?

Image:billiondigital/
Depositphotos.com

What should we do
to make sure
that we
dress for success?

9.29 Formal Debating

9L   Preparing for the debate

1. Go through your notes and mark the following:

❑ places to pause

❑ spaces between speakers

❑ reminders about intonation, and points to emphasise

❑ prompts about eye contact and audience engagement.

Draft/list the main things to do

Practising

2. Have a number of **practise run-throughs**. Make notes about how you are going, using these assessment criteria.

Strength of argument	Clarity of points	Voice	Non-verbal communication
What can be improved and how?	What can be improved and how?	What can be improved and how?	What can be improved and how?

3. Use this task planner to **plan** and **organise** the pre-requirements for the debate.

❑ Where will the debate be staged? What type of room is needed? What type of furniture needs to be set up? What multimedia and amplification need to be organised?

❑ Will you include any multimedia to announce the debate such as an intro slide to indicate the topic, or a series of slides to follow the progress of the debate? Who will create these; and who will operate these during the debate?

❑ Will you invite guests, supporters, and other interested parties to be in the audience of the debate? Who, why and how so?

❑ When will the debate take place - within class hours or outside class hours such as at lunchtime or after school? Will it be a multi-class event?

Impression (branding)	Designing your space	Multimedia	Audience invites	Scheduling
Formality of names	Type of setting?	Why is it needed?	Who to invite?	Overall timeline?
Style of dress	Which room?	What is needed?	Special guests?	Task milestones?
Introducing the debate	Furniture?	Who creates?	Invitations?	Who will do what?
Giving thankyous	Multimedia?	Who operates?	Wrangling on the day?	Who will check?
Other?	Other?	Other?	Other?	Other?

9.31 Formal Debating

Formal Debating - Rules

The context

When having a formal debate, you should follow these commonly accepted rules.

⇨ **A debate is usually held over a proposition that would enact some type of change. For example: "That the legal drinking age in Australia should be increased to 21."**

⇨ **Those debating for the proposition form the affirmative team.**

⇨ **Those debating against the proposition form the negative team.**

1. Chair and timekeeper

❑ **The debate should be chaired by a neutral person skilled in the rules of debate.**

❑ **A timekeeper with a bell might also be appointed.**

❑ **The chairperson controls the debate.**

2. The speakers

❑ **Each team should have three speakers.**

❑ **The order for speaking must be submitted to the chair before starting.**

COMPLETE PREVIEW SAMPLE

3. Speeches

❑ **Each debate should comprise 6 speeches (3 from each side.)**

❑ **Each speaker may only give one speech.**

4. Order

❑ **The team speaking in the 'affirmative' will start the speeches**

❑ **Then speeches will alternate between teams.**

5. Right-of-reply

❑ **Each debate will also include one right-of-reply speech for each side.**

❑ **The right-of-reply speeches can only be given by the first or second speaker of each team.**

❑ **The team replying in the 'negative' shall give their right-of-reply speech first.**

6. Duration - Speeches

❑ **A set duration for speeches will be agreed to, i.e. 3 to 5 minutes.**

7. Duration - Reply speeches

❑ **Reply speeches should be half this time or less, i.e. 90 seconds to 3 minutes.**

8. Warning bell

❑ **A warning bell will sound one minute before the conclusion of each speech.**

9. Points of information

❑ **Some debate formats allow 'points of information' to be made during speeches.**

❑ **Your teacher will explain the rules surrounding these if you are going to follow this format.**

10. Adjudication

❑ **Debates are normally adjudicated on content, style and strategy.**

❑ **Consider inviting an independent person, or the audience in as the adjudicator.**

❑ **Your teacher will explain the adjudication process that you will be subject to in more detail.**

Formal debating 9M

In your work folios make a list from 1 to 10. Complete this list based on the rules for your debate using the information from this topic and advice from your teacher.

Check out some of the debating resources and videos at:

Australian Debating Federation - https://www.debating.org.au

Schools Debate (global) - https://schoolsdebate.com/videos/

9.33 Formal Debating

Sometimes undertaking a complex performance task such as a formal debate takes time to process.

You could come out of it fired up, or feel a little uncertain, or even a bit embarrassed about putting yourself out there, especially if you have struggled to argue with conviction on a position you disagree with.

It is sometimes only afterwards that you can start to appreciate the skills that you have developed through the process.

This is a good opportunity to write a reflection on how the debate felt and what you achieved.

Write a structured reflection by answering the following questions in a continuous piece of writing. Start by drafting some key points here.

1. What was your **role** in the **debate**? Describe what you did.

2. How **active were you** in the **debate preparation**? Give an **example** of when you showed **initiative**.

3. Identify a part of the **process** that you found **challenging**, or that **did not work** for you. **Explain** in detail **what happened** and why you **felt** dissatisfied.

4. Identify **something** you are **proud of** in this process. Explain why.

5. Identify **something** you would like to **improve**. How might you go about this?

6. How can you see this **experience** adding to your **work-related skills** or **personal development skills**?

7. What **advice** would you give to someone about to participate in a formal debate?

9.35 Assessment Task

AT4   The Great Debate
- Responding to opinions

Overview

For this assessment task, you are required to research for, and participate in a formal debate. This formal debate will follow established debating rules.

A topic will be decided in negotiation with your teacher. You might use one of the issues you have investigated this unit, or choose an issue or topic relevant to your local area.

Depending on class size, you might need to hold two, or even more, debates.

Debate topic(s)

Requirements - Class

❑ Negotiate and plan a suitable timeline with your team and teammates.

❑ As a class, you will need to develop a way of determining which team wins the debate.

❑ You will need to develop some criteria to judge this and create an evaluation pro-forma.

❑ You could also invite a neutral expert or panel to judge the debate. This might be your principal, co-ordinator or prominent local. They will use your evaluation pro-forma.

❑ You should also invite a neutral person to chair the debate and perhaps another person to act as a timekeeper, or this role could be rotated.

❑ Each of you will use the 'Debate Evaluation Pro-Forma' (see p.269) to evaluate each student's performance during the debate. Copies of this will need to be made. You should do this evaluation as soon as possible after the debate has been completed.

❑ You should also evaluate your own performance using that pro-forma.

❑ Remember to enjoy yourself, but prepare thoroughly and rehearse, because good debating is hard work.

❑ You should strongly consider dressing professionally for the debate.

Requirements - Debate team

❑ Form into teams of 3.

❑ Conduct preliminary research into the topic.

❑ As a team evaluate key arguments and establish the debate order.

❑ Anticipate the other side's arguments.

❑ Compose key arguments and evidence.

❑ Edit, refine and improve your arguments.

❑ Prepare notes.

❑ Practise, practise and practise with timed run-throughs.

❑ Organise yourself for the day and dress well.

❑ Evaluate yourself and others.

Names:	Key dates:			UNIT 2 AOS2

Tasks - AT4: The Great Debate	Must Do?	Due Date	Done	Level

Our topic is:

Stage 1: Preparing for the debate 🗣️

a. Establish our topic and our position.	✓		○	
b. Negotiate a timeline.	✓		○	
c. Establish criteria for evaluation	✓		○	
d. Conduct preliminary research into the topic.	✓		○	
e. Evaluate key arguments and establish the debate order.	✓		○	
f. Compose key arguments and evidence.	✓		○	
g. Use feedback to edit, refine and improve our arguments.	✓		○	
h. Prepare notes.	✓		○	
i. Conduct practise runs.	✓		○	
j. Use feedback to edit, refine and improve our arguments.	✓		○	
k. Conduct a timed practise run-through.	✓		○	
l. Use feedback to edit, refine and improve our debate.	✓		○	
	○		○	
	○		○	
⇨ Appropriate use of evidence.	✓		○	

Stage 2: Holding the debate 🗣️

a. Organise our team for the debate.	✓		○	
b. Present our arguments.	✓		○	
c. Follow debate rules and procedures.	✓		○	
d. Use appropriate language and tone.	✓		○	
e. Use appropriate non-verbal communication.	✓		○	
f. Evaluate my performance.	✓		○	
g. Evaluate performance of our team.	✓		○	
h. Evaluate performance of other debaters.	✓		○	
	○		○	
	○		○	
⇨ Appropriate use of evidence.	✓		○	

9.37 Review and Reflection

Unit Review and Reflection

Which Literacy skills did I develop during this entire unit?

→ _____

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

My performance in developing my Literacy skills this unit was:

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

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

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

Signed: _____ Date: _____

COMPLETE PREVIEW SAMPLE