LITERACY Applied Vocational Booklet

Progress Record	i
Applied Activities - Unit 3	
Applied Activities - Unit 4	
Review	

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	р	Part A	Done Date Level	Part B	Done Date Level
1 Different Literacies	1				
2 Work Words	2-3	Spelling		Meaning	
3 Teachers Teach	4-5	What do they do?		What do we value?	
4 A Job by Any Other Name	6-7	Ye' olde jobs		Ye' newee jobs	
5 Industry Jobs	8-9	Industry jobs		Occupational roles	
6 Makin' a Difference	10-11	Jobs and them		Jobs and me	
7 Civic Participation on the Job	12-13	Civically-aware work		How could I contribute?	
8 Another Language	14-15	Gung-ho		It means this	
9 Order, Order	16-17	When do you mean?		What do they mean?	
10 Civic Participation - Literacies	18-19	What will I use?		Doing and improving	
11 Instructions	20-21	Personal situations		Vocational situations	
 Numbers and Words Dirtar work Work Communication 	22-23 24-2: 26-27	Reading numbers of munication authevices What you did	Sa	Hearing Better br wese? Applied communication	ple
15 Civic Jobs	28-29	Doing good for others?		Leaders in profile	
16 Over The To 17 Pathanguage	3 31 3 -33	Hoderbye Study Weids		Car bus vace	Y
18 What? About Me?	34-35	Ask yourself		Asking others	
19 Taking the Lead	36-37	Training others		Taking charge	
20 App, App, 'Appy?	38-39	Appy now?		Appy or not?	
21 How's My Form?	40-41	My forms		Off I go	
22 The Hard Sell	42-43	Talking it up - Courses		Talking it up - Organisations	
23 Job Adverts	44-45	Red flags		Job descriptions	
24 Skill-Up	46-47	Reading and saying		Saying and writing	
25 Team Communication	48-49	Saying it 'better'		Team work	
26 Presentations	50-51	A model plan		The show must go on	
27 Look at Me Now	52-53	l know better now		A better me	
28 Review and Reflection	54				

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

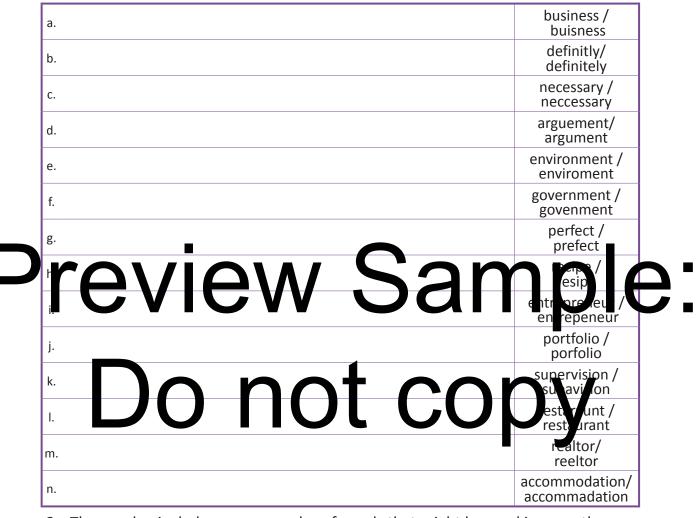
Litera	су	Descriptions		Need to improve	
Verba	al				
Listeni	ing				
Writte TC Readin	vie	W C	Sar	mpl	e
Visua	Do r	lot	СС	ру	
Technolo	ogical				
Cultur	ral				
Financ	ial				

2 Work Words

Part A: Spelling

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

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



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

calendar/ colander	principal/ principle	canvas/ canvass
council/ counsel	bazaar/ bizarre	weather/ wether

Part B: Meaning

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

Explain how these words have a different applied meaning for each of these occupations. Add 1 more related to your own vocational interests.

a. lead	salesperson	dog walker
	advertiser	musician
b. pitch	auvertiser	musician
c. table	data analyst	waiter
d. server	café worker	network engineer
	police officer	finance officer
e charge	110111	Samnl
f. gear		
	stockbroker	TAFE teacher
g. Trade	\cap not	conv
h. Tile	funiture naker	dat ba e minagu
i. line	fashion designer	sportsperson
	sound technician	teacher
j. feedback		teacher
	lawyer	concierge
k. case		
. window	glazier	clerk
·· willow		
m. block	carpenter	plumber
0.		
-		

3 Teachers Teach

Part A: What do they do?

1. How many of these jobs do you know? Write down what you think they do. (And don't just say that teachers teach!) For some, you might need to add a specialisation. Add 8 more.

Retail worker	Business owner	Receptionist	Mechanic
Writer	Teacher	Fisheries worker	FIFO worker
Carer	Courier	Farm hand	Animal attendant
	iew	Sincer	nple
Postal delivery	Professional sportsperson	Advertising executive	Convenience store franchisee
Psychologist	Events coordinator	Faith leader	Docto (GP)
Actor/performer	Dancer	Midwife	Labourer
Veterinarian	Massage therapist	Politician	Maitre d'

Part B: What do we value?

Every job contributes to society, but some jobs carry a lot of respect and are seen to be particularly valuable to society.

- 1. Rate the jobs on p.4 from those you see as being most prestigious to those you see as being least prestigious.
- 2. What jobs are missing that you think are of high 'value' and importance? Add them below.

Real estate agent	Builder	Surgeon	Accountant
Retail worker	Business owner	Receptionist	Mechanic
Writer	Teacher	Fisheries worker	FIFO worker
Carer	Courier	Farm hand	Animal attendant
rev	e W	Sin arive	
Postal delivery worker	Professional sportsperson	Advertising executive	Convenience store franchisee
Psy hologist	Event: coc d hato	T Fait lead	Dictor GP)
Actor/performer	Dancer	Midwife	Labourer
Veterinarian	Massage therapist	Politician	Maitre d'

4 A Job by Any Other Name

Part A: Ye' olde jobs

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

Birdboy	Toerag	Slubber Doffer
Ale Wife	Tonsor	Tozer
ag and Bone Man	Turnspit	Spittleman
	Nob Thatmer	
	W Sa	annp
Slapper	Wanter	Night Soilman
DO	not c	ODV
Lumper	Stainer	Snobsca
Whacker	Linkerboy	Wonkey-Scoop
Trugger	Scrivener	Knocker-Up
	Tackler	Scabbler

Part B: Ye' newee jobs

1. Choose 6 of those olde jobs that are still performed, and say what the occupation might now be called.

2. Explain how another 6 of these have been replaced by innovation, technology or changes to infrastructure.



3. For some learon, the names of contemporary occupations also evolving with some people and organications leading tomate their loss sound nore 'impressive'! In reality - what are these occupations or job roles? Are you interested in any?

Hygiene Specialist	Domestic Engineer	Brand Ambassador
Culinary Artist	Custodial Technician	Beverage Consultant
Talent Acquisition Specialist	Content Creator	Sanitation Engineer

5 Industry Jobs

Part A: Industry jobs

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

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

Ir	ndustry: Retail trad	le	

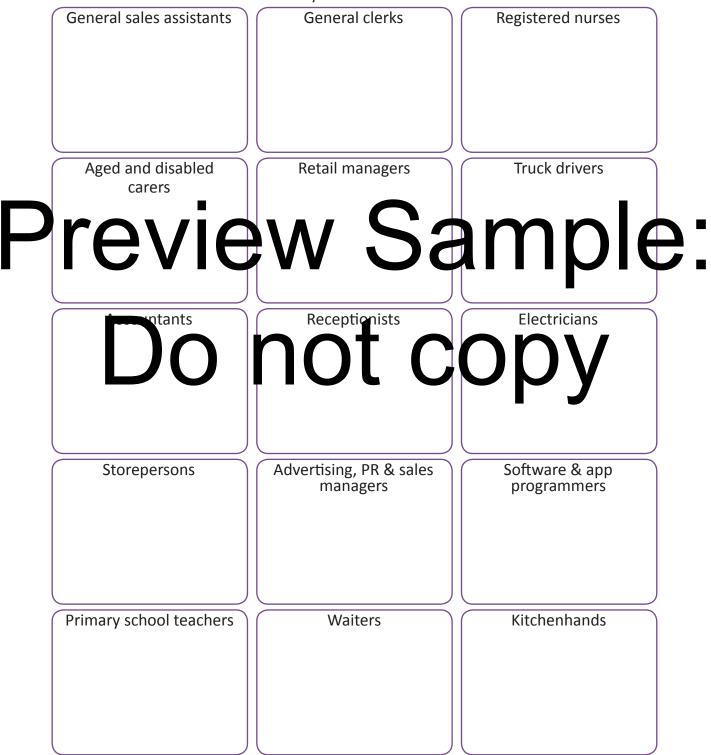
	Industry: A	ccommodation	and food service	25	
r۵۱			Sai	mp	
			Jai		
	O f)DV	
Industry:					

Part B: Occupational roles

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

Listed below are the top 15 occupations in Australia.

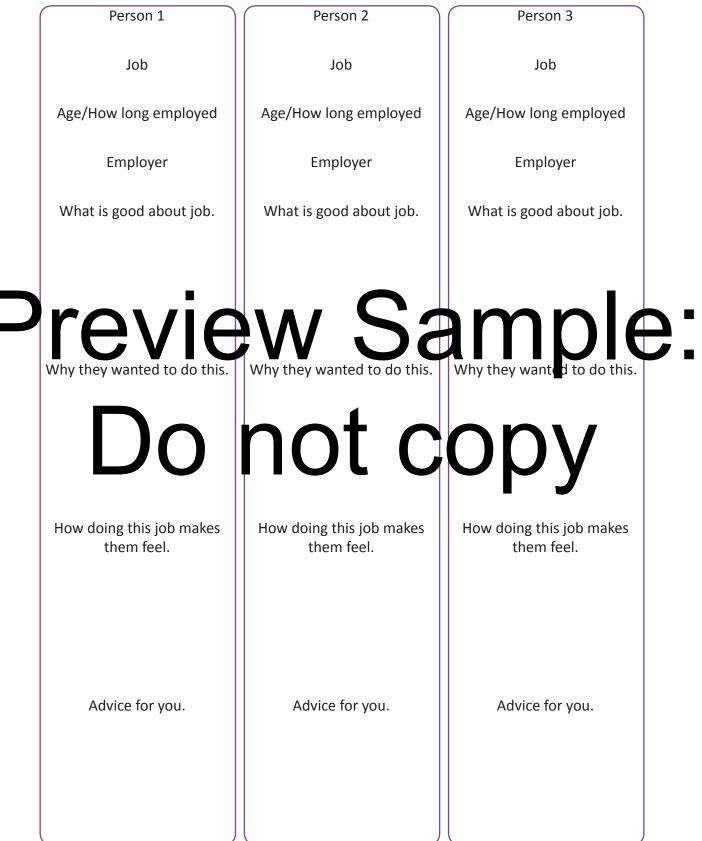
- 1. What types of information do these workers need to understand so as to do their jobs?
- 2. How do these workers commonly communicate with other stakeholders?



6 Makin' a Difference

Part A: Jobs and them

Make contact with 3 people who do a job that you value. Ask them what is good about their work and what made them want to do it. (Your might also view some videos.)



Part B: Jobs and me

- 1. Of the jobs that you have learned about, which might you possibly be interested in?
- 2. Write a short paragraph explaining why.
- 3. What types of texts will you have to access and create in these job roles?
- 4. What literacies will you have to apply on a regular basis to do these job roles?

	dol	Job
	Why this interests me.	Why this interests me.
	Texts I would use and create.	Texts I would use and create.
P		Stanpy iffeen lite acids. C
	Do ne	t copy
	Why this interests me.	Why this interests me.
	Texts I would use and create.	Texts I would use and create.
	How I would apply different literacies.	How I would apply different literacies.

7 Civic Participation on the Job

Part A: Civically-aware work

There are numerous ways to integrate civic participation into your work life. Some employers are very civically-aware and will give you clear opportunities to participate and contribute to society. And there are many inbuilt activities and actions in the world of work that can be classified as civic participation.

- 1. For each of these situations, make suggestions as to who, how and when you might go about participating.
- 2. Suggest two more forms of civic participation that you might be able to do 'at work'.

Seeking mentorship opportunities. Taking part in work-based social as concretering morning teas, etc. WENTRE community source programs surfus volutioning. Fundraising with colleagues for a cause.	Work-related situation	Who might be involved?	How could you do this?	When could you do this?
work-based social actinutes such as bord, term building attending morning teas, etc Withpree community stryice programs such is voluater ing. Fundraising with colleagues for a		1		
Winchese community struite programs subits volustoring. DOTCOPY Fundraising with colleagues for a	work-based social activities such as port, term uilder attending	iew	Sar	nple
colleagues for a	Winkprase comminity sirvice programs such as) no	t co	ру
	colleagues for a			

Part B: How could I contribute?

Some workplaces allocate each worker a day of paid leave per year to undertake community, voluntary or charitable work. Discuss how you might need to organise this in practice.

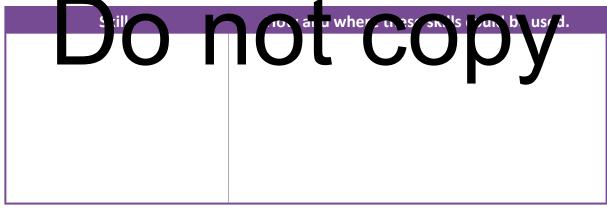
1. How would you choose to spend your one day of civic participation? Decide whether you would split the time over a number of weeks or do one full day. Make notes of where, when and what you would do.

Where?	When?	What?

Some workplaces allow their workers to donget heir skills for community,

volumentary or charitable work it cluding legal, chancial and accounting marketing design, ich, and race and tech it a assistance, as yell as other skills-support breas Elscuss how you might here to organise this inquaction

- 2. List skills you have now that would be valued by the community.
- 3. How and where do you see these skills being used? Why so?



4. Find examples of organisations that allow their workers to donate time and skills to the community. Make summary notes of how their programs are structured.

8 Another Language

Part A: Gung-ho

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

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

Gung-ho	Déjà vu	Laissez-faire
Feng Shui	Faux-pas	Carpe Diem
Doppleganger	Vis-à-vis	De facto
Previe		ample
Persona (b) grata	Rentezous	
Fait accompli	Status quo	Mea culpa
Avant-garde	Bon appétit	Kaizen
Yin and Yang	Ubuntu	Hasta la vista

Part B: It means this

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

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

Flammable	Inflammable
Combustible	Infectious
Poisonous	Venomous
- Review Noxious	Sample
Do no	t copy
An genic	
Carcinogenic	Explosive
Radioactive	Asphyxiating

9 Order, Order

Part A: When do you mean?

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

So what do each of these terms mean?

At the commencement	At the conclusion	Consecutive
Concurrent	Prerequisite	Subsequent
Penultimate	Finale	Epilogue
revie	W.Sa	
	4	-
Successive	Antreent C	Orovional
Preliminary	Interim	Denouement
Overlapping	Precursor	Inception
Aftermath	In tandem with	Synchronisation

Part B: What do they mean?

- 1. In the world of work there is certain terminology that is often used, commonly by senior managers. As a new worker you would be expected to understand what each of these terms mean. So, what does each term or phrase mean? For each, give an example related to an occupation or industry.
- 2. Ask people who are working if they ever hear these being used, or indeed, use these phrases themselves.

Leverage our expertise	Pivot to a new	Streamline operations
Strengthen our presence	Gain a competitive advantage	Reinforce our brand promise
revie	Saw Sa	amnle
revie	ew Sa	ample
	ew Sa	
E <u>xpand</u> our reach	Mitigate our risks	Meet industry benchmarks
E <u>xpand</u> our reach	Mitigate our risks	Meet industry benchmarks
E <u>xpand</u> our reach	Mitigate our risks	Meet industry benchmarks
E <u>xpand</u> our reach		Meet industry benchmarks
E <u>xpand</u> our reach	Mitigate our risks	Meet industry benchmarks

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

CEO	CFO	FIFO	LIFO
КРІ	000	HR	КРІ
B2B	B2C	ROI	QA
RTS	РО	SKU	ΕΤΑ

10 Civic Participation - Literacies

Part A: What will I use?

In order to involve yourself in civic activities as an extension of your work life, you will need to use a variety of your literacy skills to communicate your interest, willingness and suitability.

1. Match suitable literacy skills with each purpose. What type of texts would you need to use or create for each of these actions?

⇔ Verbal	➡ Reading	➡ Cultural
➡ Listening	➡ Visual	⇒ Financial
⇔ Written	⇒ Technological	⇔ other
Write an email.	Write an expression of int	erest. Enrol in a program online.
_		_
rnvid		orite luggestian attivity vyrbilly
Write an SM r essign	Splat by suitable auti	orit Guggestian activity verbally
	not	
DO	not o	CODV
inding/contacting a mento		
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within your workplace.	leadership role in a civ activity in your workpla	

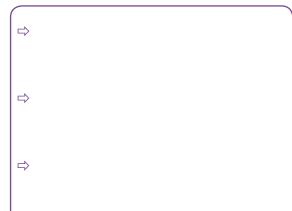
Civic Participation - Literacies 10

Part B: Doing and improving

- 2. Rate your current skill level at each of these literacies right now. Choose from: High// Competent // Developing // Basic
- a. Writing an email.
- b. Writing an expression of interest.
- c. Enrolling in an online program.
- d. Speaking to a suitable authority.
- e. Suggesting an activity verbally, such as at a meeting.
- f. Texting the relevant person.
- g. Finding/contacting a mentor.
- h.
- i.

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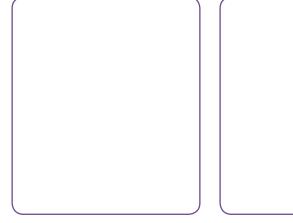




11 Instructions

Part A: Personal situations

1. List 3 examples of the types of situations when you find it easy to follow instructions.



2. List 3 examples of the types of situations when you struggle to follow instructions.

Preview Sample: Do not copy

3. List and discuss the types of instructions that you prefer, and explain why. Consider: Oral, written, manuals, images, video, phone, numerical, step-by-step and so on.

Part B: Vocational situations

- 1. Reflect on your most recent vocational and work-related experiences. List situations when **you were given instructions** by a manager or a supervisor.
- 2. What methods for giving instructions did they use?
- 3. Explain whether these methods were effective for you.

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

Again reflect on your recent vacational and work-related experiences. This time list situations when your recent vacations to applied or a custom r/clinn.
 What nethods for gain, instructions did your set.

6. Explain whether these methods seemed effective for them.

Work-related situation	Instructions // methods	Were these effective?
	not (CODV
ii.		
iii.		
iv.		

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

12 Numbers and Words

Part A: Reading numbers

One very important applied vocational literacy skill is Numerical Literacy. This involves communicating, understanding, writing and interpreting numbers as words and vice versa.

1. Write the following numbers as words.

a.	72	
b.	529	
c.	\$2,450	
d.	10,501	
	· · ·	

Preview Sample: f. 1,750,000 g. 1250,000 not copy

h. -26.45

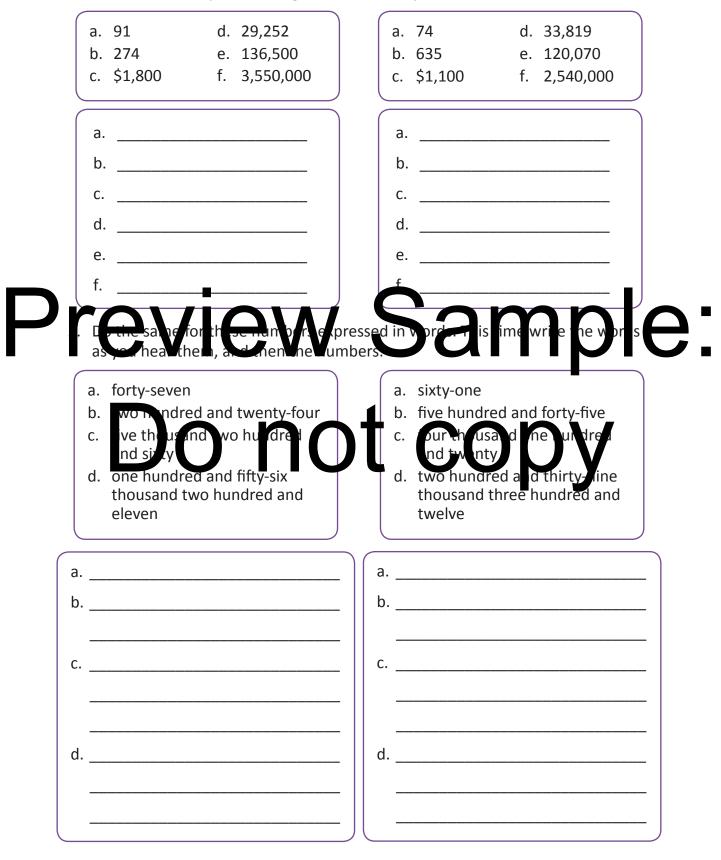
2. Write the following words as numbers.

a. Seventy-two	b. One hundred and forty	c. Six hundred and fifty-five dollars	d. Nine hundred and seventy-one
e. Sixty-eight point five	f. Five hundred thousand	g. Ten million	h. Three thousand four hundred and fifty-four

Part B: Hearing numbers

1. Pair up with someone in your class. They will read one of these lists of numbers aloud. You have to write the numbers down in numerical form.

Cover the list they are reading from and write your answers in the box below.

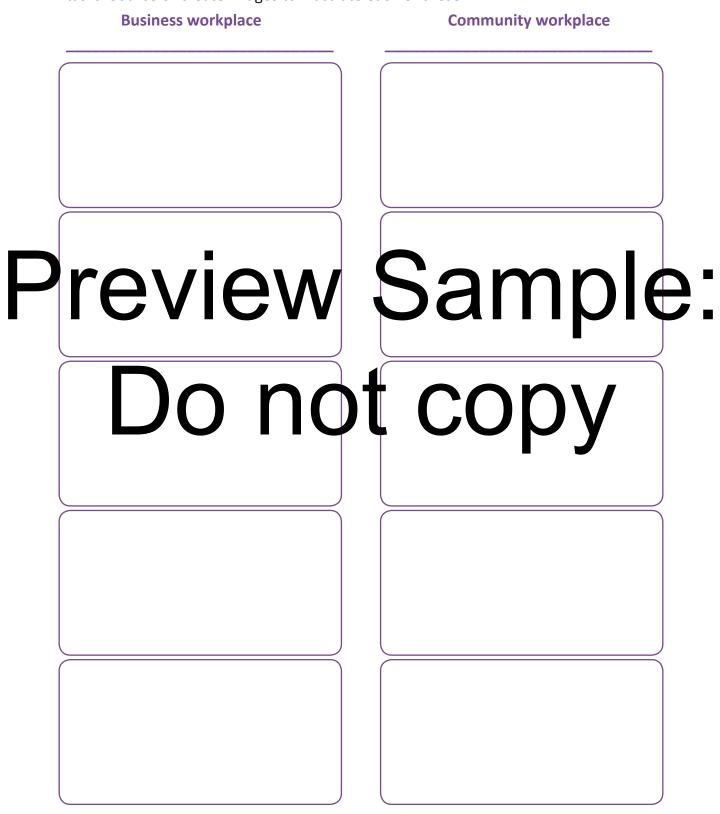


13 Digital Work

Part A: Communication and devices

In the contemporary world of work, digital communication methods and digital devices have become even more prevalent and important.

Choose a business workplace and a community workplace. Describe examples of digital communication and devices used by workers and members for their work tasks. Source or create images to illustrate each of these.



Part B: Better or worse?

- 1. Interview a worker in a workplace (could be a workplace from Part A).
- 2. Ask them how the use of digital communication techniques and devices has impacted on their job roles. Use the prompts in the table.
- 3. What advice do they have for you as a future worker?

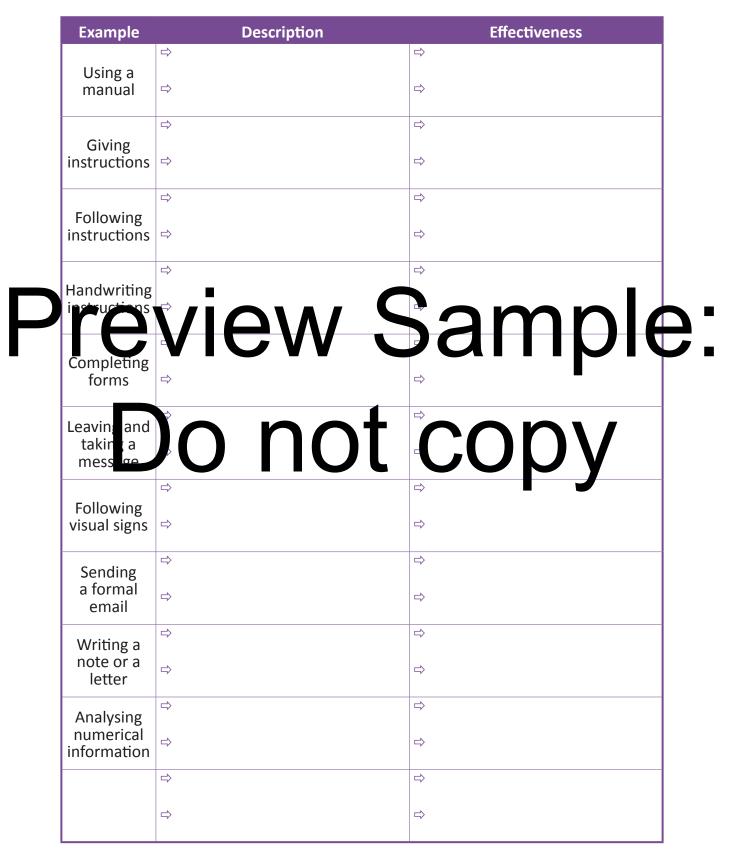
Workplace:_____

Worker:	Employer/Workplace:	Their job role:
How	has going digital	Advice for you?
Made their job easier?		
Made their job harder?		
Male their ob aster?	iew S	ample
Made their job		
Changed comnumeration with colleagues?	o not (сору
Changed communication with customers/ clients?		
Changed communication with managers?		
Made their job safer?		
Made their job better?		
Made their job worse?		

14 Work Communication

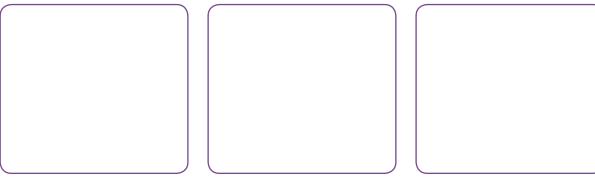
Part A: What you did

- 1. Describe examples of how you used these communication methods in 2 different vocational or community situations for your VPC.
- 2. Comment on your effectiveness using each method. Add 1 more.



Part B: Applied communication

1. What do you think are the 3 most important skills that make a person a good communicator? How can you apply these to work and community situations?



2. Describe the ways of communicating that you feel you are most accomplished at. How can you apply these to work and community situations?

Preview Sample:

3. Explain the areas/skills of communication that you think you need to improve in. How could you improve these either for or in, work and community situations?

4. Interview a manager in a workplace in which you are interested. Ask them to explain the most important communication skills needed by new workers.

15 Civic Jobs

Part A: Doing good for others?

We know that we can participate in civic activities but some people's jobs are civic in themselves. Consider a fire-fighter, a nurse or a child-care worker.

- 1. Here are some work roles. Discuss whether they are innately civic in their focus or not. Give reasons. (You might first need to research what the job role does.)
- 2. Are there volunteers in the community who also perform these work roles?

Work role	Civic - And the extent?	Volunteers? // Organisation?
Gardener		
Electoral officer		
Faith leader		
Neighbourhood dispute mediator		
mergency response worker		
Telecommunications		omole
baller ersin Dalce teach t	Iew J	ample
University lecturer		
Tran driv r	n not	
ICT support porker) not (COPY
Beautician		
Industrial chemist		
Tradespserson		
Doctor (GP)		
Doctor (emergency department)		
Plastic surgeon		
Police officer		
Social media influencer		
Facebook 'Good Karma' site admin		

Part B: Leaders in profile

- 1. Identify some industry or occupational leaders that you know of (this will work better if you focus on different leaders across the whole class).
- 2. Find and skim read some biographies of these leaders.
- 3. Try to find out where they were in their journey at the age of 25.
- 4. At the age of 25 did these people have any accolades?
- 5. Create a short summary or 'snap-shot' of them at 25.

Powrite some words to describe these people at 5. Create word chains for each of the and the day of the second sec

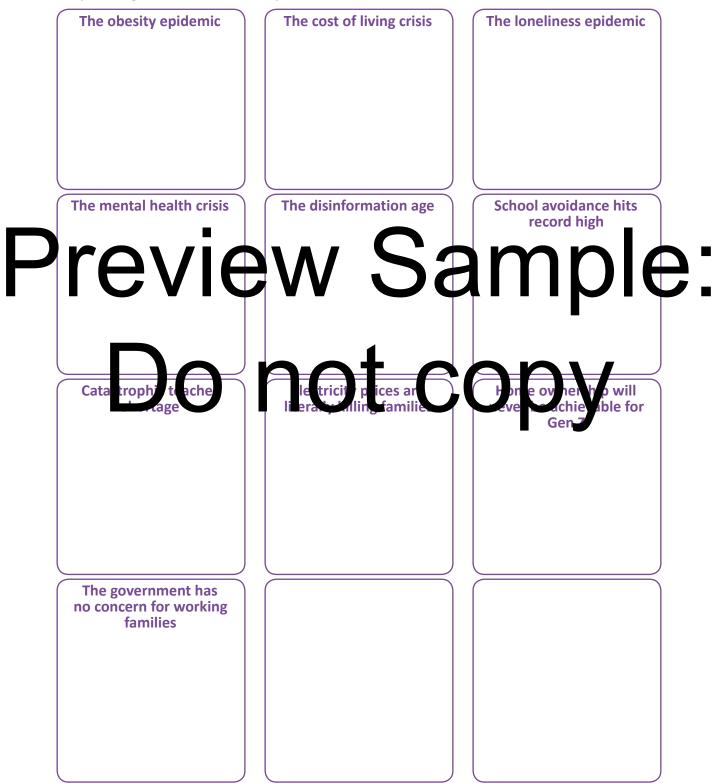
7. Share your information and word chains and have a class discussion on the different pathways of these people. Had they hit their strides at 25 or were they late bloomers? Does this matter?

16 Over The Top

Part A: Hyberbole

People love to exaggerate and make things sound dramatic, even catastrophic. This kind of language is the bread and butter of news media, especially online. The thing to know about hyperbole is that although it might be describing a real problem, it is doing it in a way that is inflammatory.

For the statements below, suggest more moderate and more accurate ways of expressing them. Add 2 more you have heard (or even used).

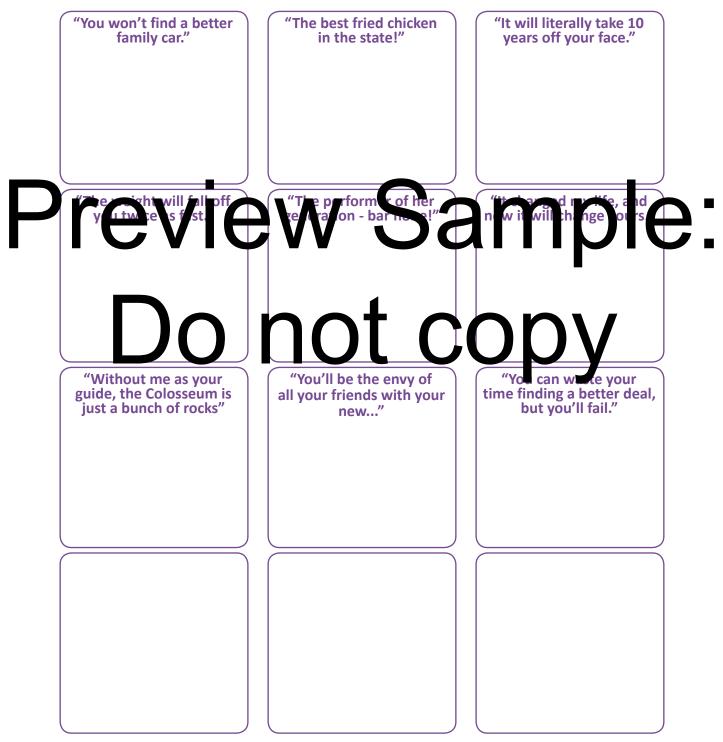


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Part B: OTT

At times people in the commercial world go a bit 'OTT' when describing their goods and services. They might do this in advertising, marketing and PR, on their digital profiles, when engaging influencers, or even when dealing with customers and clients directly.

- 1. If you were 'told' each of these statements, how would you 'feel'?
- 2. Why do they use this type of hyperbole?
- 3. If you were the 'worker' expected to say these things, how would you feel; and what would you 'say'?



17 Pathways Language

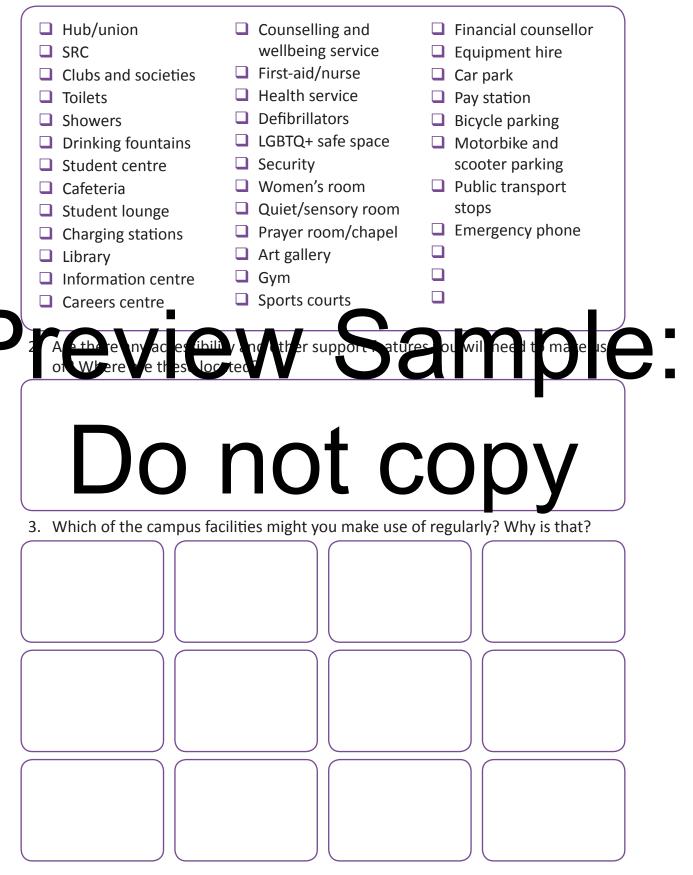
Part A: Study words

How many of these words do you know? Add 3 more. Write their meaning then go around the class and find out who else knows the meaning of each.

Workshop	Prac session	Tutorial
LMS	Delivery type	Semester
Swot vac	Credits	RPL
Unit of competency	Core	Elective
	ew ^{Tuto} Sa	Demonstrator
Studio manager	Workshop technician	Offer
Deferra	Conteuros accessment	
Rubric	Student declaration	Turnitin
Campus	Off-campus	Bridging
Pre-requisite	Credit transfer	Distinction

Part B: Campus places and services

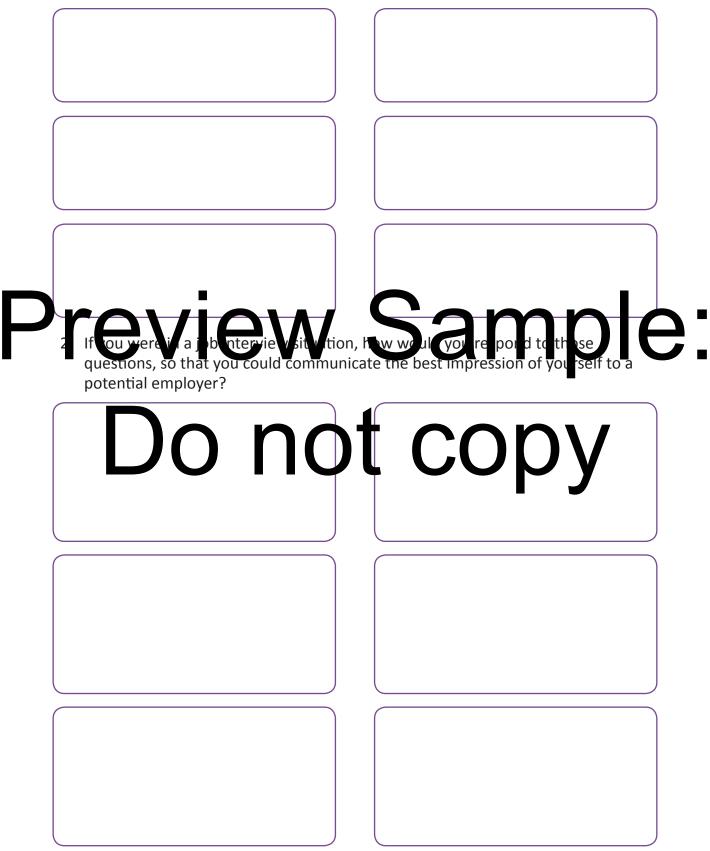
1. Find these on a map of a campus you might be interested studying at. Add 3 more. Better still, why don't you visit a relevant campus and see for yourself?



18 What? About Me?

Part A: Ask yourself

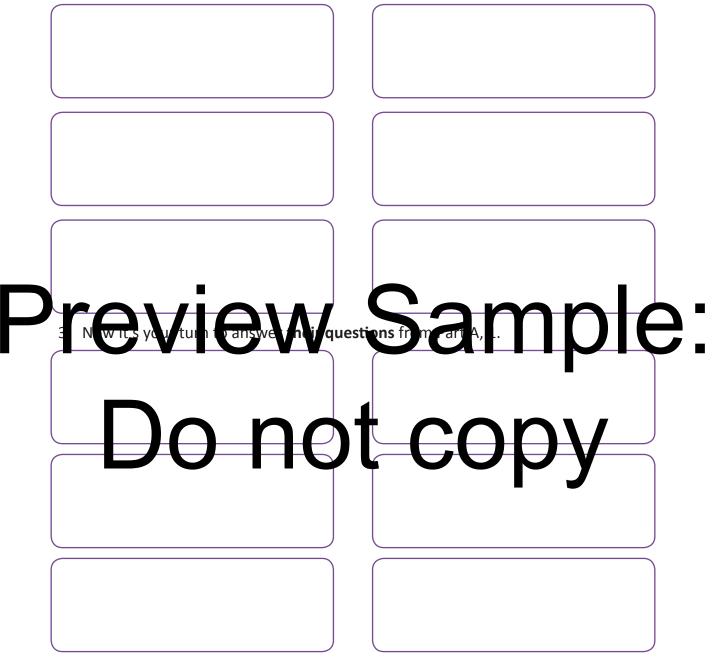
1. If you had to interview yourself about your skills, experiences and career ambitions, what 6 questions would you ask? Include both closed and open questions.



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Part B: Asking others

- 1. Pair up with someone in the class that you don't know that well. Ask them **your** questions and record their answers.
- 2. Discuss the similarities and differences in the answers



4. When finished, discuss the similarities and differences in each other's answers.

19 Taking the Lead

Part A: Training others

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

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

Procedure: _

Preview Sample: Do not copy

Part B: Taking charge

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

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

lob role:	
What will you do at the start?	What will you show them physically?
revertier?	Samp'al?
What to you x lain about energenties?	Whit will bu show their payrcally?
What do you explain about behaviour?	What will you 'show' them?
Tasks you will have them do for the day.	What will you show them physically?

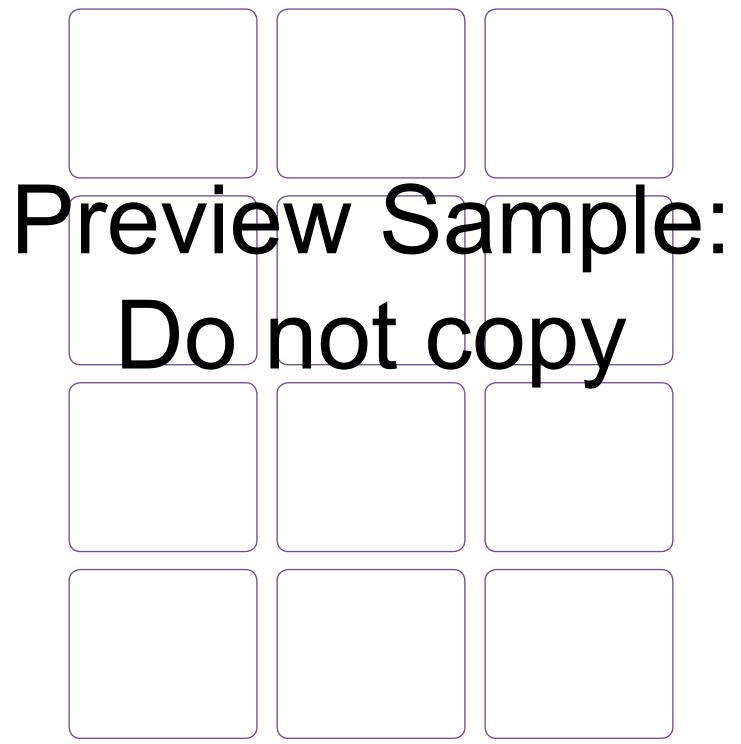
20 App, App, 'Appy?

Part A: Appy now?

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

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

Workplace:



Part B: Appy or not?

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

How have apps	Worker 1	Worker 2
Person and their job role.		
Made their job easier?		
Made their job harder?		
ad thei jo	ew S	Sample
Made their job		-
Charged communication with colleagues?) not	сору
Changed communication with customers/ clients?		
Changed communication with managers?		
Made their job safer?		
Made their job better?		
Made their job worse?		

21 How's My Form?

Part A: My forms

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

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

	Form	Location
-		
P r	eview	Sample
-		
	Do no	t copy
		сору
	'our teacher will instruct you to collec orms in class. List these below and/or	
а	·	
b		
C	·	
d	·	

e. __

Part B: Off I go

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

- 1. List the types of information that are the same on all forms.
- 2. List the types of information that are specific to each form.

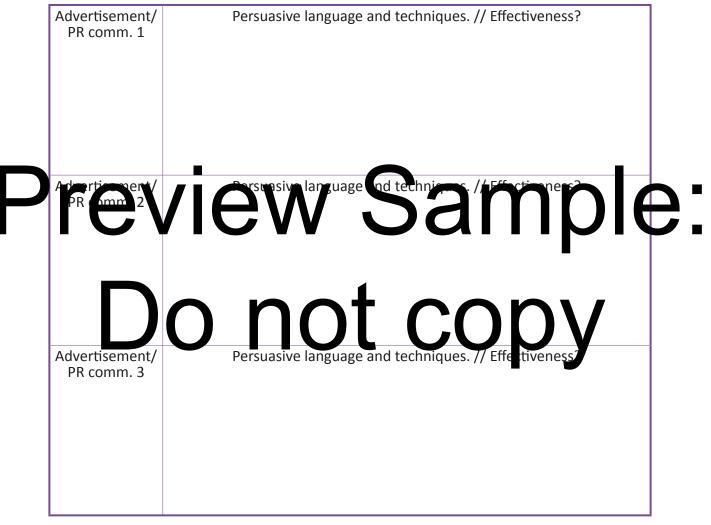
Form 1:			
Form 2:			
Form 3:			
Information that is the san	ne or similar on each of	the forms:	
for at on side fir	Disputation space of the second se	offic forma	tion pechic formB:
	not	COr	
	ΠΟΓ		JV
Describe whi	ch forms are set out bet	ter or worse. Explain w	hy.
	Suggest improver		

22 The Hard Sell

Part A: Talking it up - Courses

Focus on a course at a TAFE or other learning institution that that you are interested in pursuing.

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

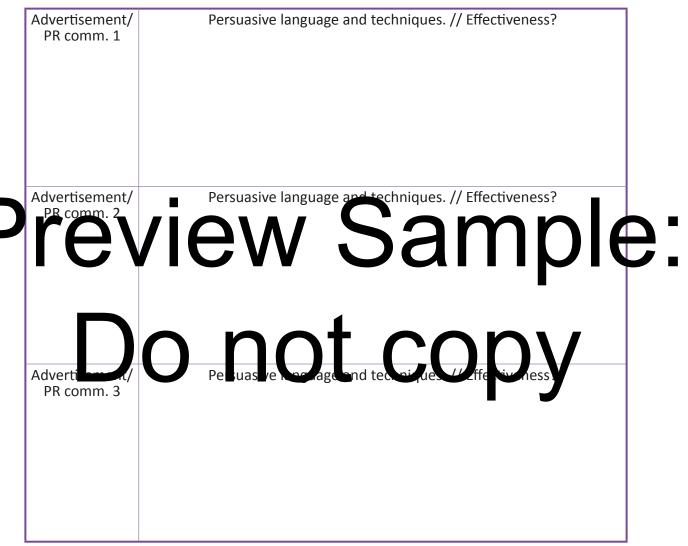


4. How would you describe the tone of the advertising and PR communications of this learning institution? How does this make you feel? Focus on key words.

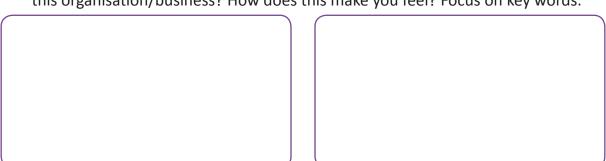
Part B: Talking it up - Organisations

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

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



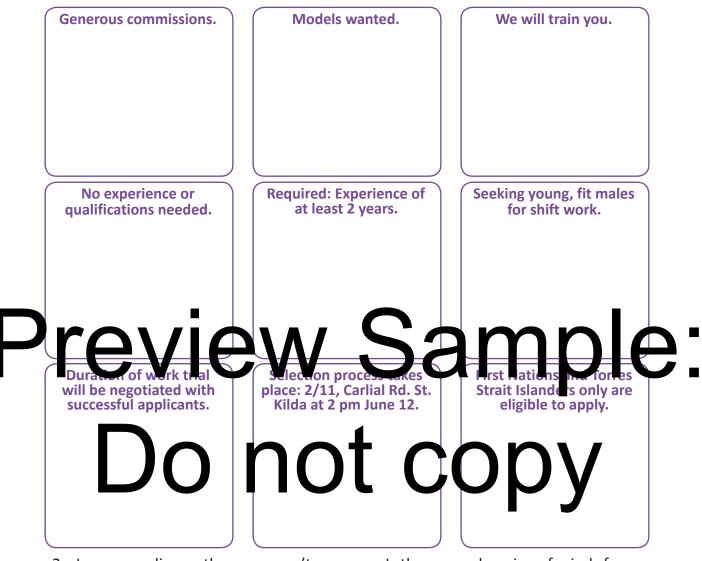
4. How would you describe the tone of the advertising and PR communications of this organisation/business? How does this make you feel? Focus on key words.



23 Job Adverts

Part A: Red flags

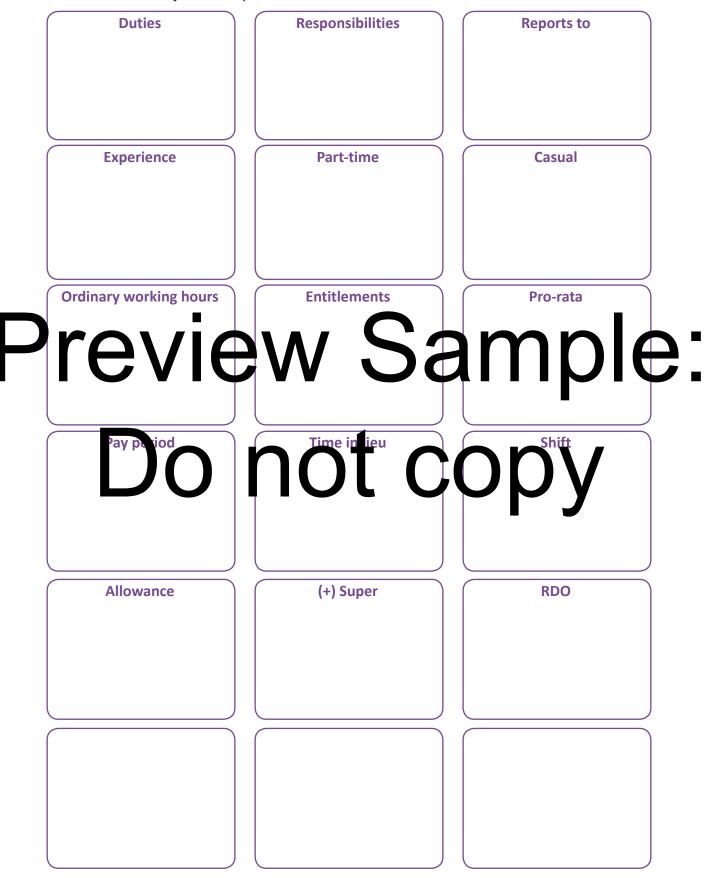
1. Identify any of the following language that would be a 'red flag' if included in a job ad. For each say why.



- 2. In groups, discuss those you can't agree on. Is there any changing of minds from the discussion?
- 3. Explain the examples of unlawful discrimination and positive affirmative action from some of the statements above.

Part B: Job descriptions

In your own words, explain the meaning of the following key terms that you might come across in a job description or contract. Add 3 more.

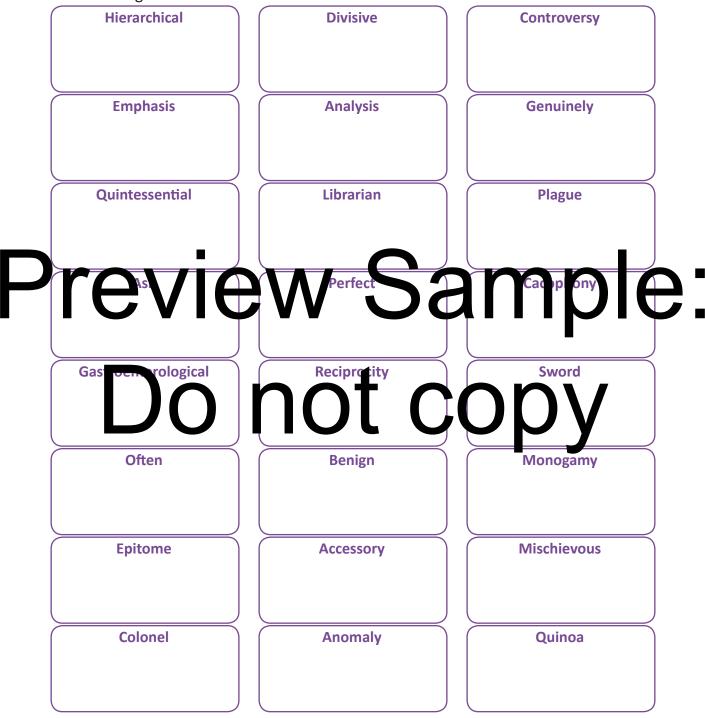


24 Skill-Up

Part A: Reading and saying

We have all made funny slips in how we have said something. Pronunciation can be quite confusing! There are a number of different components to get right. Let's focus on the main two - individual sounds and word stress.

1. How do you think these words should be pronounced? Do you know their meanings?

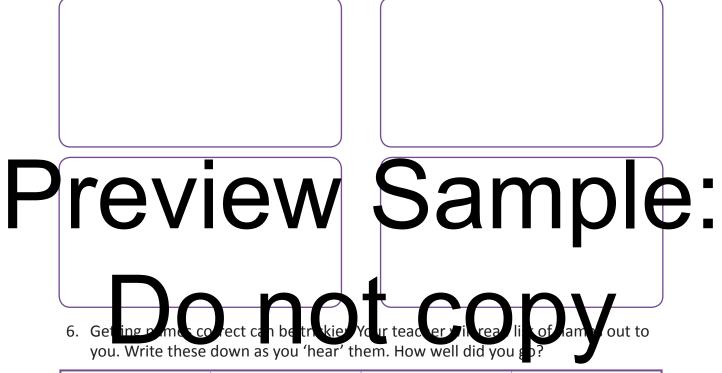


- 2. Now mark the words for where you think the emphasis should be. e.g. Ignominious = **ig no** *minious*
- 3. Practise saying the words you find difficult. Your teacher might ask you to create some sentences to see if you can say them in context.

Part B: Saying and writing

Work with a partner to see if you can write down what you hear.

- 1. Your partner will read you a short text, slowly and with repetition, but not spelling out words for you.
- 2. Write down what you hear as closely as possible to the original text.
- 3. Check back to see how well you went.
- 4. Identify the things you found most difficult. (e.g. Spelling, writing fast enough, other.)
- 5. Now swap and repeat the process. Do this 4 times.



25 Team Communication

Part A: Saying it 'better'

1. Read the following quotes and rewrite them to be more 'team friendly' and respectful.

"I've done my part, now it's up to you guys - toodles!"	"There's no I in team, but there are 2 in idiot! Capiche?"
"Can someone tell Dobie that their ideas are lame?"	"You are the weakest link!"
find the second se	'Let's just tel Niss tratwe are, like really stugging, she will take mercy on us and tell
	"Can someone tell Dobie that their ideas are lame?"

2. For the original quotes, how could you reply respectfully, rather than overreacting to the poor communication?

Part B: Team work

1. Describe an example of effective teamwork for each of the concepts below. Add 3 more.

e.g. Collaboration - in a group or team, make sure that everyone has access to all the same information.

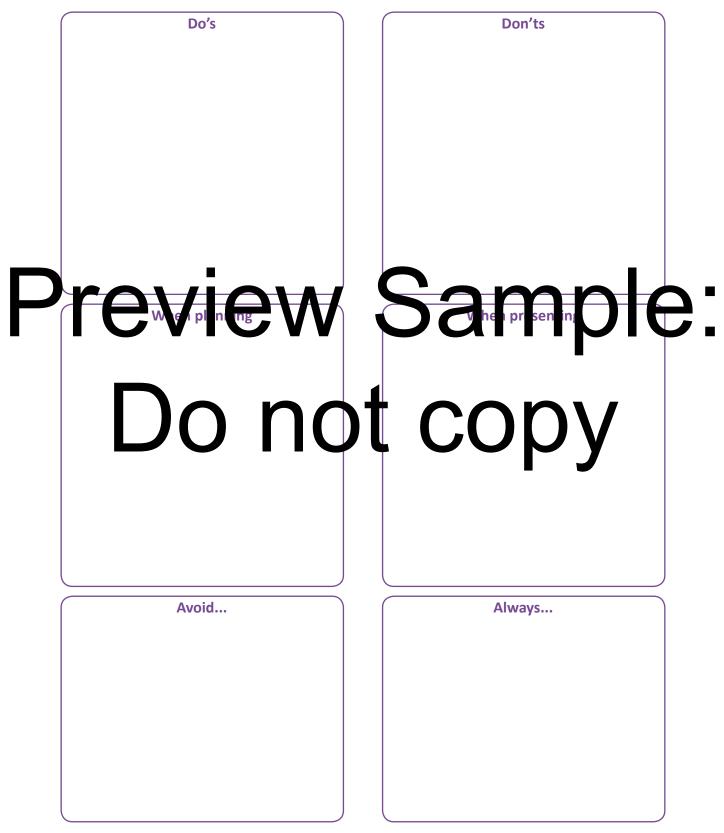
Collaboration	Timeliness	Superav
Conaboration	Threffiless	Synergy
Cooperation	Negotiation	Different learning styles
Formal Communication	Informal Communication	Non-verbal communication
Discipline	Problem-solving	Efficiency
Pulling your weight	not C Mutual respect	OPY
r uning your weight	Matuarrespect	Lquity
Helping	Giving credit	Listening

26 Presentations

Part A: A model plan

Create a poster, list or advice sheet for the next crop of VPC students on the wisdom and pitfalls of presentations. When you have finished, gift it to your teacher who can share your wisdom next year.

Draft your ideas here using these headings as prompts.



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Part B: The show must go on

When you are presenting to an audience things can and do go wrong. But you can minimise the impact of these issues by anticipating potential problems and having action plans in place to deal quickly with the problem or issue.

1. Anticipate some potential problems related to the presentation stage of your Negotiated Project. What will you do in response to these? What does your teacher say about your action plans?

Potential problem	Action to deal with this	Teacher feedback

Preview Sample:

2. Youknowsthings to wrong at work as will. Choose an occupation you are interested in. What would you do in response to day-to-day work problems that might happen? Get a manager to give feedback on your action plans.

Occupation/ workplace:	Manager:	
Potential work problem	Action to deal with this	Manager feedback

27 Look at Me Now

Part A: I know better now

Explain 5 things or issues that you previously believed or thought were true, but for which you've changed your mind, primarily as a result of your VPC: Literacy studies. For each one, explain why you changed your mind/opinion. At least 1 must be vocational-related.

Preview Sample: Do not copy

Part B: A better me

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

Preview Sample: Do not copy

28 Review and Reflection

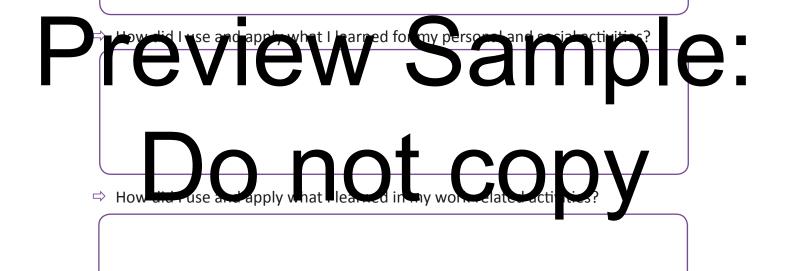
Complete this journal to reflect on your study of the Literacy units.

Journal of: _____

Date: _____

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

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



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

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