

# LITERACY

## Applied Vocational Booklet

# VPC 3&4

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	p	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?			
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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			
12	Numbers and Words	22-23	Reading numbers			Hearing numbers			
13	Digital work	24-25	Communication and devices			Better or worse?			
14	Work Communication	26-27	What you did			Applied communication			
15	Civic Jobs	28-29	Doing good for others?			Leaders in profile			
16	Over The Top	30-31	Hyperbole			Of			
17	Pathway language	32-33	Study words			Carous, place and services			
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	I know better now			A better me			
28	Review and Reflection	54							

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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?

Literacy	Descriptions	Need to improve
Verbal		
Listening		
Written		
Reading		
Visual		
Technological		
Cultural		
Financial		

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## 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.

a.	business / buisness
b.	definitly/ definitely
c.	necessary / neccessary
d.	arguement/ argument
e.	environment / enviroment
f.	government / govenment
g.	perfect / prefect
h.	resip / resip
i.	entreprenueu / entrepeneur
j.	portfolio / porfolio
k.	supervision / suaviion
l.	resturant / restaurant
m.	realtor/ reeltor
n.	accommodation/ accommadation

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.	<b>lead</b>	salesperson	dog walker
b.	<b>pitch</b>	advertiser	musician
c.	<b>table</b>	data analyst	waiter
d.	<b>server</b>	café worker	network engineer
e.	<b>charge</b>	police officer	finance officer
f.	<b>gear</b>	mechanic	loggers
g.	<b>trade</b>	stockbroker	TAFE teacher
h.	<b>tile</b>	furniture maker	database manager
i.	<b>line</b>	fashion designer	sportsperson
j.	<b>feedback</b>	sound technician	teacher
k.	<b>case</b>	lawyer	conciierge
l.	<b>window</b>	glazier	clerk
m.	<b>block</b>	carpenter	plumber
o.			

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### 3 Teachers Teach

#### Part A: What do they do?

- 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.

Real estate agent	Builder	Surgeon	Accountant
Retail worker	Business owner	Receptionist	Mechanic
Writer	Teacher	Fisheries worker	FIFO worker
Carer	Courier	Farm hand	Animal attendant
Nurse	Engineer	Train driver	Lawyer
Postal delivery worker	Professional sportsperson	Advertising executive	Convenience store franchisee
Psychologist	Events coordinator	Faith leader	Doctor (GP)
Actor/performer	Dancer	Midwife	Labourer
Veterinarian	Massage therapist	Politician	Maitre d'

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**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
Nurse	Engineer	Truck driver	Lawyer
Postal delivery worker	Professional sportsperson	Advertising executive	Convenience store franchisee
Psychologist	Event coordinator	Faith leader	Doctor (GP)
Actor/performer	Dancer	Midwife	Labourer
Veterinarian	Massage therapist	Politician	Maitre d'

Preview Sample:  
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## 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
Rag and Bone Man	Turnspit	Spittleman
Ulnager	Nob Thatner	Loblolly Boy
Slapper	Wanter	Night Soilman
Lumper	Stainer	Snobscap
Whacker	Linkerboy	Wonkey-Scoop
Trugger	Scrivener	Knocker-Up
Gatherer's Boy	Tackler	Scabblar

Preview Sample:  
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**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.

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Preview Sample:

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3. For some reason, the names of contemporary occupations keep evolving with some people and organisations needing to make their jobs sound more 'impressive'! In reality - what are these occupations or job roles? Are you interested in any?

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

## 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.

Industry: Retail trade				

Industry: Accommodation and food services				

Industry: Construction				

Industry:				

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**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?

General sales assistants

General clerks

Registered nurses

Aged and disabled carers

Retail managers

Truck drivers

Accountants

Receptionists

Electricians

Storepersons

Advertising, PR & sales managers

Software & app programmers

Primary school teachers

Waiters

Kitchenhands

Preview Sample:  
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## 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.)

Person 1	Person 2	Person 3
Job	Job	Job
Age/How long employed	Age/How long employed	Age/How long employed
Employer	Employer	Employer
What is good about job.	What is good about job.	What is good about job.
Why they wanted to do this.	Why they wanted to do this.	Why they wanted to do this.
How doing this job makes them feel.	How doing this job makes them feel.	How doing this job makes them feel.
Advice for you.	Advice for you.	Advice for you.

# Preview Sample:

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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?

Job

Why this interests me.

Texts I would use and create.

How I would apply different literacies.

Job

Why this interests me.

Texts I would use and create.

How I would apply different literacies.

Preview Sample:  
Do not copy

Job

Why this interests me.

Texts I would use and create.

How I would apply different literacies.

Job

Why this interests me.

Texts I would use and create.

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'.

Work-related situation	Who might be involved?	How could you do this?	When could you do this?
Seeking mentorship opportunities.			
Taking part in work-based social activities such as sports, team building, attending morning teas, etc..			
Workplace community service programs such as volunteering.			
Fundraising with colleagues for a cause.			

Preview Sample:  
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**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?

# Preview Sample:

Some workplaces allow their workers to donate their skills for community, voluntary or charitable work including legal, financial and accounting, marketing design, IT, and trade and technical assistance, as well as other skills-support areas. Discuss how you might need to organise this in practice.

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?

Skill	How and where these skills could be used.

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
Doppelganger	Vis-à-vis	De facto
Verbalism	Ad hoc	Bona fide
Persona non grata	Rendez vous	Vice versa
Fait accompli	Status quo	Mea culpa
Avant-garde	Bon appétit	Kaizen
Yin and Yang	Ubuntu	Hasta la vista

Preview Sample:  
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**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
Noxious	Toxic
Allergenic	Carcinogenic
Carcinogenic	Explosive
Radioactive	Asphyxiating

Preview Sample:  
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## 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
Contingent upon	Simultaneous	Preceding
Successive	Antecedent	Provisional
Preliminary	Interim	Denouement
Overlapping	Precursor	Inception
Aftermath	In tandem with	Synchronisation

Preview Sample:  
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**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
Expand our reach	Mitigate our risks	Meet industry benchmarks

Preview Sample:  
Do not copy

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
KPI	OOO	HR	KPI
B2B	B2C	ROI	QA
RTS	PO	SKU	ETA

## 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
- ⇒ Listening
- ⇒ Written
- ⇒ Reading
- ⇒ Visual
- ⇒ Technological
- ⇒ Cultural
- ⇒ Financial
- ⇒ other

Write an email.	Write an expression of interest.	Enrol in a program online.
Write an SMS message.	Speak to a suitable authority.	Suggest an activity verbally.
Finding/contacting a mentor.	Using your 'volunteering' day.	Taking part in training.
Launching a new civic activity within your workplace.	Being considered for a leadership role in a civic activity in your workplace.	Finding out more about civic participation opportunities through your workplace.

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**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. \_\_\_\_\_
- j. \_\_\_\_\_

3. Choose your least strong literacy or skills from above and write 3 specific actions you could do to improve these.

# Preview Sample:

⇒

⇒

⇒

⇒

⇒

⇒

⇒

⇒

⇒

⇒

⇒

⇒

## 11 Instructions

### Part A: Personal situations

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

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

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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.		

**Preview Sample:**

4. Again, reflect on your recent vocational and work-related experiences. This time list situations when **you gave instructions** to a colleague or a customer/client.
5. What methods for giving instructions did you use?
6. Explain whether these methods seemed effective for them.

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

**Do not copy**

**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

e. 137,500

f. 1,750,000

g. 12,550,000

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

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**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.

- a. 91
- b. 274
- c. \$1,800
- d. 29,252
- e. 136,500
- f. 3,550,000

- a. 74
- b. 635
- c. \$1,100
- d. 33,819
- e. 120,070
- f. 2,540,000

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

**Preview Sample:** Do the same for these numbers expressed in words. This time write the words as you hear them, and then the numbers.

- a. forty-seven
- b. two hundred and twenty-four
- c. five thousand two hundred and sixty
- d. one hundred and fifty-six thousand two hundred and eleven

- a. sixty-one
- b. five hundred and forty-five
- c. four thousand one hundred and twenty
- d. two hundred and thirty-nine thousand three hundred and twelve

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

## 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.

**Business workplace**

**Community workplace**

Preview Sample:  
Do not copy

**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?		
Made their job faster?		
Made their job slower?		
Changed communication with colleagues?		
Changed communication with customers/clients?		
Changed communication with managers?		
Made their job safer?		
Made their job better?		
Made their job worse?		

Preview Sample:  
Do not copy

## 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.

Example	Description	Effectiveness
Using a manual	⇒	⇒
	⇒	⇒
Giving instructions	⇒	⇒
	⇒	⇒
Following instructions	⇒	⇒
	⇒	⇒
Handwriting instructions	⇒	⇒
	⇒	⇒
Completing forms	⇒	⇒
	⇒	⇒
Leaving and taking a message	⇒	⇒
	⇒	⇒
Following visual signs	⇒	⇒
	⇒	⇒
Sending a formal email	⇒	⇒
	⇒	⇒
Writing a note or a letter	⇒	⇒
	⇒	⇒
Analysing numerical information	⇒	⇒
	⇒	⇒
	⇒	⇒
	⇒	⇒

Preview Sample:  
Do not copy

**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?

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

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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?

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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.

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## 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		
Emergency response worker		
Telecommunications salesperson		
Dance teacher		
University lecturer		
Train driver		
ICT support worker		
Beautician		
Industrial chemist		
Tradesperson		
Doctor (GP)		
Doctor (emergency department)		
Plastic surgeon		
Police officer		
Social media influencer		
Facebook 'Good Karma' site admin		

Preview Sample:  
Do not copy



**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.

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6. Write some words to describe these people at 25. Create word chains for each of these leaders.

**Preview Sample:**  
**Do not copy**

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?

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## 16 Over The Top

### Part A: Hyperbole

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).

<b>The obesity epidemic</b>	<b>The cost of living crisis</b>	<b>The loneliness epidemic</b>
<b>The mental health crisis</b>	<b>The disinformation age</b>	<b>School avoidance hits record high</b>
<b>Catastrophic teacher shortage</b>	<b>Electricity prices are literally killing families</b>	<b>Home ownership will never be achievable for Gen Z</b>
<b>The government has no concern for working families</b>		

Preview Sample:  
Do not copy

## 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'?

"You won't find a better family car."

"The best fried chicken in the state!"

"It will literally take 10 years off your face."

"The night will fall off you twice as fast."

"The performer of her generation - bar none!"

"It changed my life, and now it will change yours."

"Without me as your guide, the Colosseum is just a bunch of rocks"

"You'll be the envy of all your friends with your new..."

"You can waste your time finding a better deal, but you'll fail."

Preview Sample:  
Do not copy

## 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
Lecturer	Tutor	Demonstrator
Studio manager	Workshop technician	Offer
Deferral	Continuous assessment	Examperr
Rubric	Student declaration	Turnitin
Campus	Off-campus	Bridging
Pre-requisite	Credit transfer	Distinction

Preview Sample:  
Do not copy

**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?

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Hub/union           | <input type="checkbox"/> Counselling and wellbeing service | <input type="checkbox"/> Financial counsellor          |
| <input type="checkbox"/> SRC                 | <input type="checkbox"/> First-aid/nurse                   | <input type="checkbox"/> Equipment hire                |
| <input type="checkbox"/> Clubs and societies | <input type="checkbox"/> Health service                    | <input type="checkbox"/> Car park                      |
| <input type="checkbox"/> Toilets             | <input type="checkbox"/> Defibrillators                    | <input type="checkbox"/> Pay station                   |
| <input type="checkbox"/> Showers             | <input type="checkbox"/> LGBTQ+ safe space                 | <input type="checkbox"/> Bicycle parking               |
| <input type="checkbox"/> Drinking fountains  | <input type="checkbox"/> Security                          | <input type="checkbox"/> Motorbike and scooter parking |
| <input type="checkbox"/> Student centre      | <input type="checkbox"/> Women's room                      | <input type="checkbox"/> Public transport stops        |
| <input type="checkbox"/> Cafeteria           | <input type="checkbox"/> Quiet/sensory room                | <input type="checkbox"/> Emergency phone               |
| <input type="checkbox"/> Student lounge      | <input type="checkbox"/> Prayer room/chapel                | <input type="checkbox"/>                               |
| <input type="checkbox"/> Charging stations   | <input type="checkbox"/> Art gallery                       | <input type="checkbox"/>                               |
| <input type="checkbox"/> Library             | <input type="checkbox"/> Gym                               | <input type="checkbox"/>                               |
| <input type="checkbox"/> Information centre  | <input type="checkbox"/> Sports courts                     | <input type="checkbox"/>                               |
| <input type="checkbox"/> Careers centre      |  |  |

# Preview Sample:

2. Are there any accessibility and other support features you will need to make use of? Where are these located?

# Do not copy

3. Which of the campus facilities might you make use of regularly? Why is that?


## 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.

**Preview Sample:**

2. If you were in a job interview situation, how would you respond to those questions, so that you could communicate the best impression of yourself to a potential employer?

**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.

Preview Sample:  
Do not copy

## 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:  
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**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."

**Workplace:** \_\_\_\_\_

**Job role:** \_\_\_\_\_

What will you do at the start?

What will you show them physically?

What do you explain about safety?

What will you show them physically?

What do you explain about emergencies?

What will you show them physically?

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?

Preview Sample:  
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## 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: \_\_\_\_\_

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Preview Sample:  
Do not copy

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--	--	--

**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.

**Workplace:** \_\_\_\_\_

How have apps...	Worker 1	Worker 2
Person and their job role.		
Made their job easier?		
Made their job harder?		
Made their job faster?		
Made their job slower?		
Changed communication with colleagues?		
Changed communication with customers/clients?		
Changed communication with managers?		
Made their job safer?		
Made their job better?		
Made their job worse?		

Preview Sample:  
Do not copy

## 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

Preview Sample:  
Do not copy

2. Your teacher will instruct you to collect and then fill in a range of important forms in class. List these below and/or add these in the table above.



- a. \_\_\_\_\_
- 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 same or similar on each of the forms:		
Information specific to form 1:	Information specific to form 2:	Information specific to form 3:
Describe which forms are set out better or worse. Explain why. Suggest improvements.		

Preview Sample:  
Do not copy

## 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.

Advertisement/ PR comm. 1	Persuasive language and techniques. // Effectiveness?
Advertisement/ PR comm. 2	Persuasive language and techniques. // Effectiveness?
Advertisement/ PR comm. 3	Persuasive language and techniques. // Effectiveness?

Preview Sample:  
Do not copy

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.

Advertisement/ PR comm. 1	Persuasive language and techniques. // Effectiveness?
Advertisement/ PR comm. 2	Persuasive language and techniques. // Effectiveness?
Advertisement/ PR comm. 3	Persuasive language and techniques. // Effectiveness?

Preview Sample:  
Do not copy

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.

Generous commissions.

Models wanted.

We will train you.

No experience or qualifications needed.

Required: Experience of at least 2 years.

Seeking young, fit males for shift work.

Duration of work trial will be negotiated with successful applicants.

Selection process takes place: 2/11, Carlial Rd. St. Kilda at 2 pm June 12.

First Nations and Torres Strait Islanders only are eligible to apply.

Preview Sample:  
Do not copy

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.

Duties	Responsibilities	Reports to
Experience	Part-time	Casual
Ordinary working hours	Entitlements	Pro-rata
Pay period	Time in lieu	Shift
Allowance	(+) Super	RDO

Preview Sample:  
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## 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?

Hierarchical	Divisive	Controversy
Emphasis	Analysis	Genuinely
Quintessential	Librarian	Plague
Aspirant	Perfect	Cacophony
Gas chromatological	Reciprocity	Sword
Often	Benign	Monogamy
Epitome	Accessory	Mischievous
Colonel	Anomaly	Quinoa

Preview Sample:  
Do not copy

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.

# Preview Sample:

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6. Getting names correct can be tricky. Your teacher will read a list of names out to you. Write these down as you 'hear' them. How well did you go?


## 25 Team Communication

### Part A: Saying it 'better'

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

"Geez Gaz, haven't you done that yet? Are you in slow mo?"	"I don't know how to reference this quote - can someone do it for me?"	"No surprise who's gone missing again when we have real work to do!"
"Less jawing and snoring and we might get somewhere!"	"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?"
"Where's my calculator, Who's stolen my calculator."	"Can someone tell Dobie that their ideas are lame?"	"You ... are the weakest link!"
"Well no surprise, Zarr's showed up to the meeting - must be the Tim Tams."	"If no one's gonna do it then I'm gunna have to volunteer someone - how 'bout you, Cilla?"	"Let's just tell Miss that we are, like really struggling, she will take mercy on us and tell us what ideas to add."

Preview Sample:  
Do not copy

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	Synergy
Cooperation	Negotiation	Different learning styles
Formal Communication	Informal Communication	Non-verbal communication
Discipline	Problem-solving	Efficiency
Pulling your weight	Mutual respect	Equity
Helping	Giving credit	Listening

Preview Sample:  
Do not copy

## 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.

Do's

Don'ts

When planning

When presenting

Preview Sample:  
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Avoid...

Always...

**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:

Do not copy

2. You know things go wrong at work all the time. 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:

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**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?

⇒ How did I use and apply what I learned for my personal and social activities?

⇒ How did I use and apply what I learned in my work-related activities?

⇒ 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?

Preview Sample:  
Do not copy