

# LITERACY

## Applied Vocational Booklet

# VPC 1&2

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- ⇒ Work Related Skills VPC 1&2: Coursebook & Applied Vocational Booklet

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Published January 2023 by DELIVER Educational Consulting, PO BOX 40, Moonee Vale, 3055, Victoria, Australia.

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Literacy VPC: 1&2 - Applied Vocational Booklet 978-1-925172-82-9 (ISBN for printed book only).

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	p	Part A	Done	Date	Level	Part B	Done	Date	Level
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27	Look at Me Now	52-53	I know better now			A better me			
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COMPLETE  
PREVIEW  
SAMPLE

Describe examples from over your break when you demonstrated each of these eight types of literacy. What were you 'best' at and why?

Literacy	Description
verbal	
listening	
written	
reading	
visual	
technological	
cultural	
financial	

**COMPLETE  
PREVIEW  
SAMPLE**

## 2 Spell it Out

### Part A: Say what?

These words are often misspelled, sometimes through human error and sometimes because we let auto-correct control our destiny.

Your digital assistant often can't tell between them. Can you? Discuss what makes them different.

Not the same	What is the different meaning of each?
their/there/ they're	
your/you're	
here/hear	
no/know	
tyre/tire	
fair/fare	
see/sea	
to/too/two	
by/buy/bye	
stationary/ stationery	
break/brake	
piece/peace	
whole/hole	
stare/stair	
coarse/course	
compliment/ complement	

**COMPLETE  
PREVIEW  
SAMPLE**

**Part B: Work words**

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 want to avoid making those common mistakes.

1. Choose the correct spelling to complete each sentence. Write the word. This will improve recall and build spelling memory.

a. People employed in the private sector work in a:	business / buisness
b. A shop making a sale will issue a:	receipt / receipt
c. Customers and clients must be issued a tax:	invoice / invioce
d. Eager customers will need to form an orderly:	cue/ queue
e. A manager will need to organise tasks using a:	schedule / shedule
f. Many hospitality workers are employed in a:	restaurant / restaraunt
g. Café workers upsell by encouraging diners to order a:	desert / dessert
h. One of the favourite take-away items is a:	potato / potatoe
i. You should record your upcoming appointments in a:	calendar / calender
j. A warehouse area for deliveries is called a:	receiving / recieving
k. Experienced workers help apprentices with a:	advise/ advice
l. Dancers and musicians need a good sense of:	rhythm / rhythm
m. A self-starting business person can be called an:	entrepreneur / entrepeneur
n. An understanding of workplace safety is always:	necessary / neccessary

2. Four of the word pairs above are not misspellings, but are examples of words that might be used incorrectly because they have a different meaning. Which are they?
3. Your teacher will discuss their meanings. When might these apply in vocational situations?

### 3 Industry

#### Part A: Industry names

As you know, the industries are named according to the ANZSIC 2006 classification system using 19 official titles. However, many work-related stakeholders don't use these names when describing the industry to which they belong.

Complete the 19 correct ANZSIC industry names. Add an 'informal' name that might be commonly used for this industry, or for a sector of this industry.

A. A	F	& F	
B. M			
C. M			
D. E	G	W & W	Services
E. C			
F. W		T	
G. R	T		
H. A		& F	Services
I. T		P	
J. I	M	& T	
K. F		& I	Services
L. R	H	& R	E Services
M. P	S	& T	Services
N. A		& S	Services
O. P	A	& S	
P. E		& T	
Q. H	C	& S	A
R. A	& R		Services
S. O			Services

COMPLETE  
PREVIEW  
SAMPLE

**Part B: Industry firms and occupations**

Apply your knowledge of work-related situations to complete this table for each of the 19 ANZSIC industries.

List the industry, an organisation operating within that industry, and common occupations within that industry. Work on correct spelling as well.

ANZSIC Industry name	Example of an organisation	Common occupations
A.		
B.		
C.		
D.		
E.		
F.		
G.		
H.		
I.		
J.		
K.		
L.		
M.		
N.		
O.		
P.		
Q.		
R.		
S.		

**COMPLETE  
PREVIEW  
SAMPLE**

## 4 Alphabet City

### Part A: Different occupations

1. List occupations that start with each letter of the alphabet.
2. Would you be interested in this job as a career? Why/why not?

A.	B.	C.
D.	E.	F.
G.	H.	I.
J.	K.	L.
M.	N.	O.
P.	Q.	R.
S.	T.	U.
V.	W.	XYZ.

**COMPLETE  
PREVIEW  
SAMPLE**



**Part B: Different texts**

1. List different types of texts that start with each letter of the alphabet.
2. When might you have to access, use or create these texts when working?

A.	B.	C.
D.	E.	F.
G.	H.	I.
J.	K.	L.
M.	N.	O.
P.	Q.	R.
S.	T.	U.
V.	W.	XYZ.

**COMPLETE  
PREVIEW  
SAMPLE**

## 5 Getting Technical

### Part A: Technical terms

When you are working you will be exposed to a whole new range of words and terms that are industry, work or commerce-related. So, it is important to develop a professional or technical vocabulary to communicate effectively with other stakeholders in the industry.

List specific and technical words and terms related to your industry for each of the prompts, based on your own applied vocational knowledge and experiences.

Industry: \_\_\_\_\_

<b>Products or services</b>	<b>Tools and implements</b>
<b>Machinery and equipment</b>	<b>Technology and devices</b>
<b>Processes and work tasks</b>	<b>Abbreviations and codes</b>
<b>Personal protective equipment</b>	<b>Other relevant terms</b>

**COMPLETE  
PREVIEW  
SAMPLE**

**Part B: Technical images**

Ok. What you did in Part A was 'word-related'. But when working, we often have to use and apply visual literacy for different work tasks. So this time, find or create images that illustrate industry or occupational-specific terminology.

When finished, pair up and see if your partner can identify what is 'going on' from your images.

Industry: \_\_\_\_\_

Product or service

Tool or implement

Machinery and equipment

Technology and device

Process or work task

Abbreviation or code

Personal protective equipment

Another relevant term

**COMPLETE  
PREVIEW  
SAMPLE**

## 6 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.

	<b>COMPLETE PREVIEW SAMPLE</b>	
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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 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.		

4. Again, reflect on your 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 were effective for them.

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

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

## 7 Cross-Cultural Communication

### Part A: Wominjeka

Australia is one of the most culturally-diverse countries in the world. At work, you are likely to deal with people from varied backgrounds who have different 'first' languages. And some others might be less proficient in English than you.

Find out how to say basic greetings in a range of different languages. Add other languages that are more relevant to your own circumstances. Share with the class.

The local First Nations language	Greek
Italian	Filipino
Arabic	Chinese
Hindi	French
Indonesian	Spanish
Maori	Dinka
Auslan	

COMPLETE  
PREVIEW  
SAMPLE

**Part B: Shake it off**

It is important to both realise and acknowledge, that there are very real cross-cultural expectations and conventions related to non-verbal communication and physical actions between people.

1. For these actions, explain any potential cross-cultural differences; and the cultures and areas of diversity that these might relate to Add 3 more.

<p><b>Shaking hands</b></p>	<p><b>Holding gaze</b></p>	<p><b>Physical proximity</b></p>
<p><b>Pat on the back</b></p>	<p><b>Pat on the head</b></p>	<p><b>Hello hug</b></p>

**COMPLETE  
PREVIEW  
SAMPLE**

2. In the contemporary world, and at work, you will experience the growing acceptance and expectation of using non-gendered pronouns. But it can be tricky if you are not sure how to address people by their preferred pronoun. You can't just judge a book by its cover!

<p><b>a. How do you know which pronouns to use?</b></p>	<p><b>b. How could you ask to find out the suitable pronoun?</b></p>	<p><b>c. And then, what would you say when you use these?</b></p>
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## 8 What's in a Name?

### Part A: It's in the genes

Many Anglo surnames derive from the occupation or trade that a person did in their village back in the 'old' days. Find out the occupation of each of these surnames. Add 3 more. Are there non-Anglo equivalents?

Smith	Cook	Carpenter
Tailor	Gardener	Fisher
Farmer	Clark	Thatcher
Fowler	Hunter	Miller
Weaver	Stitcher	Draper
Wright	Baker	Archer
Piper	Potter	Shepherd
Tanner	Shoemaker	Brewer
Forrester	Fisher	Mason
Baker	Dyer	Cooper



**Part B: Honorifics**

Although the world is changing, it is still sometimes expected of you to use certain honorifics when dealing with people, especially in formal work-related situations.

1. Describe work-related situations when it would be recommended or appropriate to use these honorifics. Why so? Add 1 more.
2. When might you be better off avoiding using these honorifics, and why so?

<p>✓</p> <p>Sir</p> <p>x</p>	<p>✓</p> <p>Madam</p> <p>x</p>	<p>✓</p> <p>Mr</p> <p>x</p>
<p>✓</p> <p>Ms</p> <p>x</p>	<p>✓</p> <p>Mrs</p> <p>x</p>	<p>✓</p> <p>Miss</p> <p>x</p>
<p>✓</p> <p>Gentleman (men)</p> <p>x</p>	<p>✓</p> <p>Levy (ladies)</p> <p>x</p>	<p>✓</p> <p>Master</p> <p>x</p>
<p>✓</p> <p>Girls</p> <p>x</p>	<p>✓</p> <p>Boys</p> <p>x</p>	<p>✓</p> <p>Guys</p> <p>x</p>
<p>✓</p> <p>Sister</p> <p>x</p>	<p>✓</p> <p>Brother</p> <p>x</p>	<p>✓</p> <p></p> <p>x</p>

COMPLETE  
PREVIEW  
SAMPLE

## 9 The Commercial World

### Part A: Who are they?

The way that we describe our 'customers' changes depending on the type of interaction they have with us, and the nature of their user-experience.

Describe 3 examples of different work-related situations where a worker would be expected to use these terms when dealing with people. Add 1 more.

<p><b>Customer</b></p> <p>⇒</p> <p>⇒</p> <p>⇒</p>	<p><b>Client</b></p> <p>⇒</p> <p>⇒</p> <p>⇒</p>	<p><b>Resident</b></p> <p>⇒</p> <p>⇒</p> <p>⇒</p>
<p><b>Diner</b></p> <p>⇒</p> <p>⇒</p> <p>⇒</p>	<p><b>Patron</b></p> <p>⇒</p> <p>⇒</p> <p>⇒</p>	<p><b>Guest</b></p> <p>⇒</p> <p>⇒</p> <p>⇒</p>
<p><b>Passenger</b></p> <p>⇒</p> <p>⇒</p> <p>⇒</p>	<p><b>Viewer</b></p> <p>⇒</p> <p>⇒</p> <p>⇒</p>	<p><b>Visitor</b></p> <p>⇒</p> <p>⇒</p> <p>⇒</p>
<p><b>User</b></p> <p>⇒</p> <p>⇒</p> <p>⇒</p>	<p><b>Member</b></p> <p>⇒</p> <p>⇒</p> <p>⇒</p>	<p>⇒</p> <p>⇒</p> <p>⇒</p>

**COMPLETE PREVIEW SAMPLE**

**Part B: Business documents**

When you are working you will also have to use, interpret and create a variety of commercial business documents.

1. Find out the purpose of each of these commercial documents. Describe a brief example of when each might be used in vocational situations.
2. Find 3 others that are used specifically in your industry.

receipt	tax invoice	bill
purchase order	credit note	quote
packing slip	consignment note	
incident report	hazard report	petty cash book

**COMPLETE  
PREVIEW  
SAMPLE**

## 10 Down to Specifics

### Part A: Worksite locations

In the world of work, there are specific names that describe the function of different locations in workplaces.

1. Explain the meaning of each of these workplace location terms. Add 3 more relevant to your workplaces of interest.
2. What type of workplace would commonly have these locations?
3. Source some relevant images from a workplace you are familiar with.

Dispatch	Receiving	Reception
Storeroom	Warehouse	Goods inward
Loading bay/dock	Shop/factory floor	Assembly area

COMPLETE  
PREVIEW  
SAMPLE

**Part B: Industry-specific**

When working, you will be expected to understand specific types of industry and occupational words and phrases

1. Use industry-specific terms to describe work tasks, processes, systems and other actions performed by workers within an industry in which you are interested.  
e.g. In the Construction industry tradespeople will perform caulking to...

**Industry:** \_\_\_\_\_


**COMPLETE  
PREVIEW  
SAMPLE**

2. Use the correct names to describe tools, implements, equipment and machinery used by workers in an industry in which you are interested. Source images.

**Workplace(s):** \_\_\_\_\_


## 11 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. 56

---

b. 274

---

c. \$1,350

---

d. 10,522

---

---

e. 125,500

---

---

f. 1,500,000

---

g. 10,750,000

---

---

h. -15.75

---

2. Write the following words as numbers.

a. Eighty-two	b. One hundred and eleven	c. Five hundred and fifty dollars	d. Seven hundred and fifty-three
e. Seventy-four point five	f. Two hundred thousand	g. One million	h. Six thousand nine hundred and twenty-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.

- |            |              |
|------------|--------------|
| a. 76      | d. 27,550    |
| b. 485     | e. 116,420   |
| c. \$1,200 | f. 2,580,000 |

- |            |              |
|------------|--------------|
| a. 52      | d. 44,315    |
| b. 327     | e. 124,050   |
| c. \$1,600 | f. 1,917,400 |

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

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

2. Do the same for these numbers expressed in words. This time write the words as you hear them, and then the numerical form.

- a. fifty-seven
- b. six hundred and twenty-two
- c. three thousand four hundred and eighty
- d. one hundred and thirty-six thousand four hundred and seventeen

- a. eighty-one
- b. two hundred and forty-six
- c. five thousand nine hundred and thirty
- d. four hundred and seventy-one thousand two hundred and thirteen

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

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

## 12 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 workplace within an industry in which you are interested. Describe examples of digital communication and devices used by workers for their work tasks. Source or create images to illustrate each of these.

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

**COMPLETE  
PREVIEW  
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**Part B: Better or worse?**

1. Interview a worker in a workplace (could be the same workplace for 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?		

**COMPLETE  
PREVIEW  
SAMPLE**

## 13 Work Communication

### Part A: What you did

1. Describe examples of how you used these communication methods in 2 different vocational situations.
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	⇨ ⇨	⇨ ⇨
	⇨ ⇨	⇨ ⇨

COMPLETE  
PREVIEW  
SAMPLE

**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-related 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-related situations?

--	--	--

3. Explain the areas/skills of communication that you think you need to improve in. How could you improve these for, or in, work-related 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.

--	--	--

**COMPLETE  
PREVIEW  
SAMPLE**

## 14 Got the Message?

### Part A: Listen up

An important part of working is the ability to listen to spoken information and create messages on the spot. This is about listening, summarising and note-taking.

1. Work with a partner. Your partner will call you on the phone and say these messages. Take the message while you are still on the phone. No peeking now! Swap over and do 3 messages each. How did you go?

"My name is Algernon Persepaniadedes. I am calling from Glykon Industries. We are pleased to offer you a job interview for the position of HR trainee. We intend to run interviews on the afternoon of Monday 10th and morning of Tuesday 11th. Please get back to Monica in recruiting on 03961385 between 8-4 to ensure a suitable time can be arranged".

callmarvinediasurgent-before404504456765

"Hello, I wanna see a doctor today. I've got a really sore hand and I think it was a bee or a spider. It really hurts. I usually talk to Dr Greg. Is he free? My name is Tom Smart. My number is 040797273659. Oh wait, that's wrong, it's ...um 0407972279 - I think. Thanks!"

"Hi, booking for 5, maybe 6. 7pm on the 2nd. Table needs to be accessible, so not in the main dining room but in the other dining room. We have one vegan and one lactose free. And a quiet table if possible. Squaw on 04286300001."

"Hello...hello...there's no-one there...you still want our business? Look, if you ever decide to come in today, it's Gripe Enterprises, what's our order of the jar of pickled onions, I ordered 2 jars last night and it's 11am and they're still not here. Not good enough. We are waiting for your load review."

"Giddy, I want to order 6 Rehib, 2 leeches, 4 sheets of Perspex 140 x 120mm, 400 rust-proof roofing nails and 14 sheets of Bulux Weatherproof it's Gary."

2. Many workplace instructions are given verbally; and often quickly and without warning. Pair up again and 'speak' 2 of these messages to one another. Make a summary message. Again no peeking. So how did you go this time?

"Hi Jamu, please send an email to Khalid asap. He needs to get orders ready for two clients. Trihard Enterprises needs 6 pallets of dry chook pellets. Bill to A. Gretchen, 530 muleshead road, baskerville, 8236. agretch@Tri-inds.com.au. 20 Loop n Snoops for a Mr. Pat Bearn at Wow Chow. First time order so get it out soon. p.bearn@dittodog.wetlake.com.au

"Can you get some toilet paper from the storeroom - 6x6 - for restrooms in centre, west, (M and F), All ability on level 2 and women's on first floor (what do they do - eat it?)".

"Hey Robbi, don't forget to give Jenkins a large-order discount. On his bill of \$2,000 make it 15% off which means the new total will be \$1,800. It's very important not to upset him!"

"Hey Chumley you need to do the lunch orders, 6 pies, 2 sausages rolls, dimmies let's say 12, 3 pot cakes, 6 bucks of chips, a piece of Bream, 4 cokes, 3 pepsis, 2 salad rolls, 1 chocky donut, 1 iced coffee. See Rita for petty cash but she'll be on lunch by 12 so you only have 6 minutes to get the cash for this. How much do you reckon. And you better get them to give us a freebie for a big order discount."

**Part B: Giving the message**

When you give a message, you need to think before you speak! No-one can read your mind. Cut the padding - just give the bare bones of what the listener needs to know.

1. Consider these topics. Then make a recording of a short message for 4 of these. You can add other situations relevant to you.
  - a. Information on how to locate something in your room that you need.
  - b. Locating an important file on a computer.
  - c. A grocery shopping list, with details of brands, and prices.
  - d. Instructions on how to properly walk a dog.
  - e. Giving directions to the local post office.
  - f. How to set a table.
  - g. How to cook a steak.
  - h. How to change a tap washer.
  - i. Instructions for someone to buy a gift for someone else on your behalf, up to \$25.
2. Get someone to listen and take notes. Then, together, evaluate how successful your message was. Identify strengths and areas for improvement.

**COMPLETE  
PREVIEW  
SAMPLE**

3. Now swap over, and listen to their created messages. Repeat the evaluation.

## 15 How's Your Form?

### Part A: Tricky forms

1. List some of the main difficulties that you have completing forms.

2. Describe a time when you had to fill in a form but were unable to do so. What were the major problems?

3. Describe a time when you had to assist someone to complete a form for someone else. Why did you have to do this?

COMPLETE  
PREVIEW  
SAMPLE

4. When might you have to assist a customer, client, supplier, contractor, visitor, volunteer or other workplace stakeholder to fill out a form?

### Part B: My biodata

1. Write your biodata the exact way it should be written on a form.
2. Discuss the sorts of forms that might ask for this biodata; and whether any of your data should be private and personal.
3. For each example, briefly explain any precautions that should be taken when supplying this data for a job application, or for an online form/profile.

Biodata	What precautions should be taken?
Surname:	
First name:	
Middle name:	
Gender:	
Ethnicity:	
Religion:	
Height & weight:	
Hair colour & eye colour:	
Known allergies:	
Address:	
State/Postcode:	
Mobile:	
Home phone:	
Date of Birth: DDMMYYYY	
Place of birth:	
email:	
School:	
School address:	
School phone:	
School email:	
Qualifications achieved 1:	
Qualifications achieved 2:	
Tax file number:	
Employer/work details:	
Supervisor's name and phone:	
Next of kin/Emergency contact person:	
Their relationship:	
Emergency contact number:	
Car details & registration:	
License/learner's permit number:	

**COMPLETE  
PREVIEW  
SAMPLE**

## 16 What's the Story?

### Part A: Show me

Create or capture an image of you, or someone you know, using each of these non-verbal ways of communication in work-related situations. Add 1 more.



gestures	eye contact
facial expressions	physical orientation
posture	

**COMPLETE  
PREVIEW  
SAMPLE**



**Part B: What's going on?**

Create a 4-panel narrative that uses images of people using non-verbal communication in a work-related situation relevant to your own career interests.



1.	2.
3.	4.

**COMPLETE  
PREVIEW  
SAMPLE**

## 17 The Thing

### Part A: Thingking

Sometimes we can all get a bit lazy and overuse the word ‘thing’, or its cousins.

“Just get that thing over there and put it on the thingo, do that thingimy you do with the sauce and make sure the thingimijig is turned on.”

This is OK if the person knows what you are talking about, or if you can use physical gestures to guide them. However, most of the time we should avoid using ‘thing’ and other similar words as a way of communicating knowledge.

1. Find out the specific names for each of these ‘things’ used in these situations.
2. Add one more of your own for each. Add a job of your own.

Chef to apprentice	“Pass me that sharp thing to cut the vegetables.”	“Hand me that big thing to chop the meat.”
	“Put the chips in that hot thing full of oil.”	
Doctor (or vet) to nurse	“Hand me that thing to listen to patient’s vitals.”	“Bring those things that help me look down their throat.”
	“Hand me those things to give an injection.”	
Carpenter to apprentice	“Hand me that saw thing to knock a few nails.”	“Get me that star-end thing to do those screws.”
	“Find me the toothed thing to cut some timber with.”	
Fast food cashier to customer	“Good afternoon thing, how may I thing you?”	“Keep your thing and wait for me to call your thing.”
	“Will you pay using thing or thing?”	
Your choice		

**Part B: Driving things**

1. Consider this exchange between Isanna and her driving instructor at her very first lesson. Rewrite this so it makes more sense.

Now adjust your thing so that you can see comfortably. Make sure you have your thingie on. Adjust those things so that you can see behind you.

Hold the thingimy at about ten and two. Turn that thing so that the thing starts up. Check your things for things that might be thinging around.

Put that thinimijig into drive and slowly release the thingostick that's stopping the car from moving. But make sure your thing is still on the thing that also stops the care from thinging.

Now check your things again to look for things out there, and turn your head to also look for things that may have thingoed when you weren't thinging. Slowly...

Isanna thinks she's going to be in for a painful lesson! Help her out by translating.

**COMPLETE  
PREVIEW  
SAMPLE**

2. List the top 10 'things' (ha!) a learner driver should be most cautious of!

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

## 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.

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?

**COMPLETE  
PREVIEW  
SAMPLE**

**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


3. Now it's your turn to answer the questions from Part A, 1.


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

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**COMPLETE  
PREVIEW  
SAMPLE**

## 19 Common Sense

### Part A: Life on Earth

In life we do many things on a daily basis. Essentially, we just do them without thinking about how they happen. So, we can say that many of these are things that we just take for granted.

Ziggblit has just arrived from Mars. Although his race is quite advanced, they consume knowledge and use technology in vastly different ways.

Help Ziggblit out by explaining these common things that baffle him in the morning while staying with you.

The situation	The explanation
How does the shower know the difference between hot and cold water?	
How does the toaster know when your toast is ready?	
How does the kettle know when the water is boiled?	
How does the milk get from the cow into that carton?	
How does the phone know the temperature?	
How does the electronic key know which car to open?	
How does the car know that R = Reverse?	
How do the traffic lights know when to change colour?	
Why do people park where it says 'no standing'?	

**COMPLETE  
PREVIEW  
SAMPLE**

**Part B: Helping out**

How would you go about dealing with these common tasks? And would you be able to help others deal with these situations?

1. Complete the table for each of these situations. They require a bit of knowledge, an understanding of process and some common sense! Add 2 of your own.
2. What occupations might commonly do these tasks?

The situation	First, what do you need to check?	Then, what do you need to do?	Occupation(s)
How to fix a leaking tap.			
How to prepare a baby's bath.			
How to change a car tyre.			
How to catch a dog (not yours) that's got out of a yard and is roaming the streets.			
How to help an elderly person who seems lost and disoriented.			

**COMPLETE  
PREVIEW  
SAMPLE**

## 20 Got the Knowhow

### Part A: Knowledge for life

1. List 6 items of knowledge that you have, that are not likely to be known by anyone else in the class. (Not personal stuff that no-one else could know!)
2. Why is this knowledge important for people in their personal lives?
3. How and why did you develop this knowledge?

Your knowledge	Why important for life?	Why/how I developed this.

COMPLETE  
PREVIEW  
SAMPLE

4. So, how do you use different types of texts to build your personal knowledge?

I use written texts:	For...	Because:	For example:
I use verbal/spoken texts:	For...	Because:	For example:
I use video texts:	For...	Because:	For example:
I use multimedia texts:	For...	Because:	For example:
I use	For...	Because:	For example:
I use	For...	Because:	For example:



**Part B: Knowledge for work**

1. List 6 items of knowledge that you have about a specific industry, occupation and related work tasks that are unlikely to be known by others in the class.
2. Why is this knowledge important in that industry/occupation?
3. How and why did you develop this knowledge?

Your knowledge	Why important for work?	Why/how I developed this.

COMPLETE  
PREVIEW  
SAMPLE

4. So, how do you use different types of texts to build your work-related knowledge?

I use written texts:	For...	Because:	For example:
I use verbal/spoken texts:	For...	Because:	For example:
I use video texts:	For...	Because:	For example:
I use multimedia texts:	For...	Because:	For example:
I use	For...	Because:	For example:
I use	For...	Because:	For example:

## 21 Workplace Safety

### Part A: Symbols and signs

Workplace safety is one of the most important work-related issues affecting all workplace stakeholders. And young workers are especially at risk.







- Briefly explain the potential risk or hazard indicated by each of these warning signs. (Complete the 3 danger signs.)
- Suggest an occupation that has each sign as part of the work environment.

		
	<p><b>COMPLETE PREVIEW SAMPLE</b></p>	
		
<p><b>DANGER</b></p> <p>__ R L I __ S I __ S __</p>	<p><b>DANGER</b></p> <p>K __ P C _ A _ R</p>	<p><b>DANGER</b></p> <p>__ V E W __ E S</p>

**Part B: In the workplace**

1. Choose a workplace to investigate. Find examples in this workplace for each of the 6 blank signs below.
2. Draw or describe 3 other types of OH&S/WHS information on display in this workplace.
3. Suggest or develop 3 other signs or visuals that might be useful in this workplace.

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

## 22 It's Up to You

### Part A: First-aid terms

When you are working you are quite likely to experience a range of medical or health issues in people you have to deal with, such as colleagues and customers/clients. In some cases, it might be you dealing directly with the afflicted person. Or you might be assisting a first-aid responder, perhaps by communicating on the phone to emergency through '000'.

People are relying on you to understand basic medical and health terminology. So pair up, and find out and explain the meaning of each of these medical terms.

<b>injury</b>	<b>illness</b>	<b>infection</b>
<b>sprain/strain</b>	<b>fracture</b>	<b>dislocation</b>
<b>wound</b>	<b>abrasion</b>	<b>puncture (marks)</b>
<b>allergy</b>	<b>anaphylaxis</b>	<b>EpiPen</b>
<b>cardiac arrest</b>	<b>CR</b>	<b>defibrillator</b>
<b>respiratory</b>	<b>airwaves</b>	<b>mouth-to-mouth</b>
<b>delirium</b>	<b>seizure</b>	<b>shock</b>
<b>laceration</b>	<b>haemorrhage</b>	<b>impalement</b>
<b>hyperglycaemia</b>	<b>hypoglycaemia</b>	<b>diabetic</b>
<b>hypothermia</b>	<b>poison</b>	<b>ingestion</b>

**Part B: First-aid at work**

Working involves many hazards and risks that can cause a range of injuries and illnesses. Some workplaces have a trained first-aid officer, as well as a 'second' for when that person isn't on duty. But some smaller workplaces might not have a trained first-aid person. And if you are working in a micro business, and it's just you and the boss, then who looks after who?

Investigate 2 workplaces to find out the first-aid actions and procedures to follow when dealing with common medical and health issues, as well as emergencies.

	Micro/Small Workplace	Larger Workplace
Details:		
First-aid person(s)?		
First-aid equipment		
Common risks and accidents?		
Common injuries or afflictions?		
What is the process?		
Handling emergencies?		
What if I'm on my own?		
Training I could do?		
Other guidance?		

**COMPLETE  
PREVIEW  
SAMPLE**

## 23 The Hard Sell

### Part A: Advertising

1. Source 2 different advertisements for products aimed at your age group. Clearly record the media and the source of these advertisements.
2. Describe the persuasive language and other techniques used by the advertisers to try to persuade you to buy their products.
3. Discuss whether their techniques are effective.

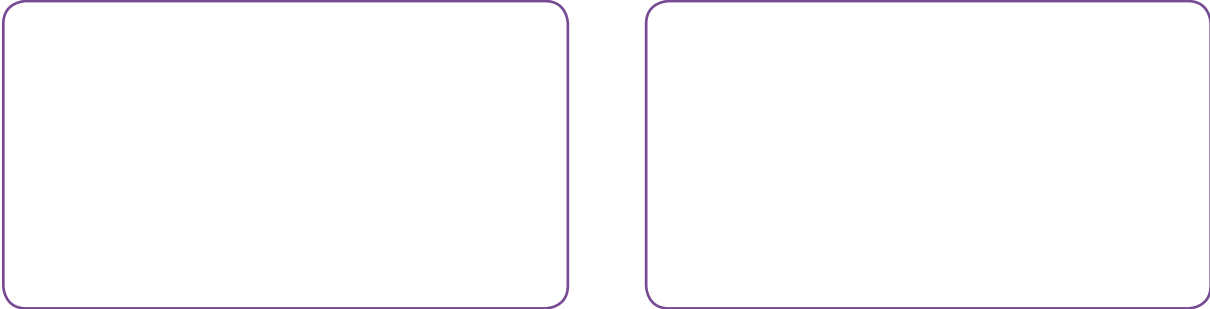
Product/ advertisement 1	Persuasive language and techniques. // Effectiveness?
Product/ advertisement 2	Persuasive language and techniques. // Effectiveness?

**COMPLETE  
PREVIEW  
SAMPLE**

**Part B: Show me the money**

Business love using celebrities and other ‘famous’ people to promote their products and brands. And celebs seem to like it just as much (perhaps they must need the money because it is so tough at the top to make a living!)

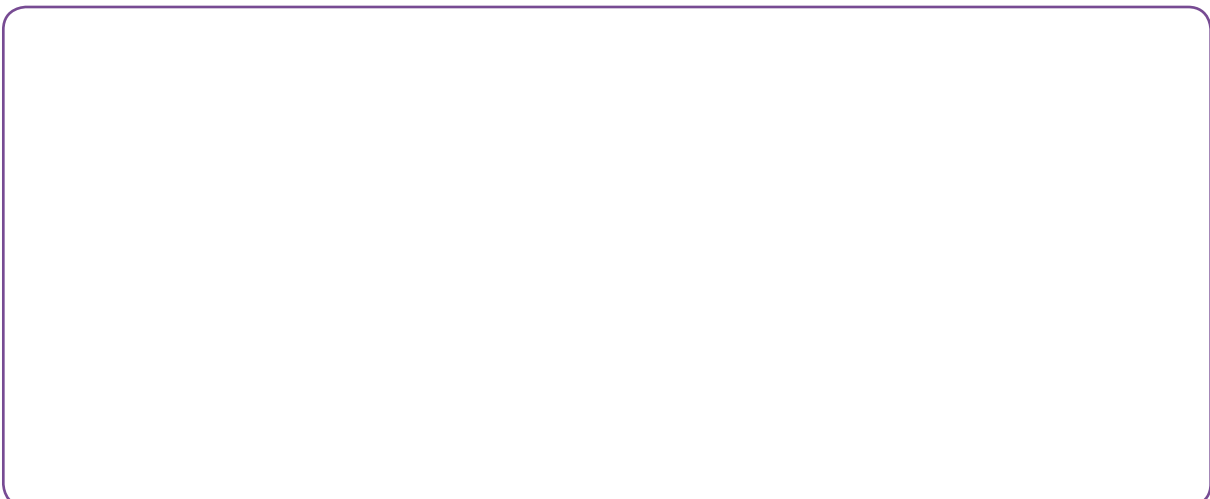
1. Investigate 4 products/brands/businesses and summarise the celebrity engagement, endorsement or advertising that is being used. Images would be good as well!



2. Does this make you more receptive to the product? Why/why not?



3. What would you be happy to ‘advertise’ or ‘promote’? Why is that?



## 24 Truth or Consequence

### Part A: It's a dilemma

When you are an employee you are expected to be a loyal and strong advocate of your organisation, its goods or services, its quality levels and many other factors. In fact, you may be governed by internal codes of conduct (even if you didn't read them) that prohibit criticising the 'business', including on social media. Breaching these codes might have severe sanctions - including dismissal.

1. You've just been employed as a casual, working in a diner. They have told you to make these 'claims'. How do these sit with you?

"The best fried chicken in town."

"Juicy burgers that would make the cow proud."

"An ice cream sundae that will make you forget all your troubles."

2. Sometimes you might be put in a position where you have to defend a claim made by your employing business. How would you respond in these situations?

A diner has eaten all the food on their plate. "It says, 100% satisfied or your money back. I'm still hungry. I want my money back."

A customer is disappointed with the quality of the food. "I've been a customer for years, and I've never seen the quality of the food drop like this. I want to see the manager in town to meet with me."

A diner calls you over. "You said the chips were fresh. These are frozen, I saw him get the bag from the freezer."

3. Sometimes you can avoid untruths and deal with situations by what you 'don't' say. How could you deal with these situations, but yet not 'admit' any fault?

"Gee for a store that says the 'best prices in town', you're not really very cheap at all. What a rip-off!"

"You call yourself the 'Fresh Food Family', but have you looked at, or even tasted, your fruit lately?"

"Take a look at my burger, and look at the picture you have up there. Not even close man - that's false advertising!"



**Part B: Talking it up**

Focus on a business or organisation that you are interested in working for (your subject).

1. Source 2 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 your subject to try to persuade the reader or viewer.
3. Discuss whether the techniques of your subject are effective.

<p>Advertisement/ PR communication: 1</p>	<p>Persuasive language and techniques. // Effectiveness?</p>
<p>Advertisement/ PR communication: 2</p>	<p>Persuasive language and techniques. // Effectiveness?</p>

**COMPLETE  
PREVIEW  
SAMPLE**

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

## 25 Different Viewpoints

### Part A: Points of view

When working you may encounter work-related stakeholders who hold a different view from you. Sometimes this is a normal part of discussion. But at other times it can create conflict.

1. Consider these work-related stakeholder relationships. Describe situations where the stakeholders might have a different point of view.
2. Develop examples that match industries and workplaces within which you are more likely to work.
3. Why not role-play some of these scenarios in small groups?

**Customers vs Workers**

**Workers vs Managers**

**Customers vs managers**

**Workers vs Workers**

**COMPLETE  
PREVIEW  
SAMPLE**

Conflict is one of the most stressful work-related issues that affects workers.

4. What types of conflict would you most likely have to deal with in work-related situations?
5. What assistance might you need, or could you get, to help with conflict resolution?

**Part B: What’s the problem?**

1. Identify customer/client issues that commonly occur in work-related situations.
2. Describe who is involved and why this issue might happen.
3. What is the role of communication in contributing to these issues?

1. Customer/ client issue.	2. Who is involved in the issue?	2. Why might this happen?	3. Role of communication.

COMPLETE  
PREVIEW  
SAMPLE

4. Reflect on what might help or hinder you as a worker.
5. Suggest some possible solutions for dealing with these customer/client issues.
6. What role could you play as a worker?
7. How could you apply effective communication to help?

4. Customer/ client issue.	5. How to deal with this issue.	6. What I could do as a worker?	7. Applying effective communication.

## 26 The Persuaders

### Part A: Do it because...

People can use all types of emotive language and tricks to get others to do things, or even just to agree with them. Sometimes their motives are for good. But at other times, their words are more to do with selfishness and manipulation. So you need to be on the lookout for these tactics.

1. For these examples, add a potential 'who/what' that a manipulative person might use to try and persuade you. Add a scenario of your own.
2. Complete the final 'would/wouldn't' column by describing an example of the type of language that they might use to try and persuade you.

Emotive language	Who/What?	Would/wouldn't
e.g. A true	friend	... would support me in going on to TAFE.
	Australian	... wouldn't want to live with people who don't have our values!
A true...	friend would...	
If you cared about your...	health, then you...	
A good parent...	would...	
If you want to be...	taken seriously, you...	
If you want people...	to see how cool you really are, you...	
If you really...	cared about them, then you...	

COMPLETE  
PREVIEW  
SAMPLE

**Part B: Buy it because...**

Sometimes businesses and workers need to use persuasive language when dealing with customers and clients. At times this is to help their customers and clients. But at other times, it is to persuade them to part with their money, buy stuff or even just to agree with them. This is not always for their true benefit.

1. For these examples, add a potential 'who/what' that a manipulative business or salesperson might use to try and persuade customers/clients.
2. Complete the final 'would/wouldn't' column by describing an example of the type of language that they might use to try and persuade customers/clients.

Emotive language	Who/What?	Would/wouldn't
e.g. A true...	friend	...would show they cared by buying an expensive gift for their bff.
	Australian	...would buy the Australian-made shoes and help support a local business.
A true...	friend would...	
If you cared about your...	health, then you...	
A good parent...	would...	
If you want to be...	taken seriously, you...	
If you want people...	to see how cool you really are, you...	
If you really...	cared about them, then you...	

COMPLETE  
PREVIEW  
SAMPLE

## 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.

**COMPLETE  
PREVIEW  
SAMPLE**

**Part B: A better me**

Now that you have completed your VPC: Literacy units 1&2, 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.



**COMPLETE  
PREVIEW  
SAMPLE**

## 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?

COMPLETE  
PREVIEW  
SAMPLE

⇒ 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?



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