

LITERACY

// VOCATIONAL & PATHWAYS LEARNING

VPC 1&2

Unit 1

1. Understanding Texts	1
2. Communicating Effectively	27
3. Personal Expression	53
4. The Digital World	79
5. Let's Go Digital	107

Module 1 -
Literacy for
personal use

Module 2 -
Understanding and
creating digital texts

Unit 2

6. Understanding Issues	135
7. Influence and Persuasion	163
8. Informed Discussion	199
9. It's Open to Debate	233

Module 1 -
Exploring & understanding
issues and voices

Module 2 -
Informed discussion

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Types of Texts

1

1.01 Introduction	2	1.17 Multimedia	18
1.03 Types of Texts	4	1.21 Structure of Texts	22
1.09 Written Texts	10	1.23 Assessment	24
1.13 Speaking Of.....	14	1.25 Written Text Summary.....	26

Activities 1: Types of Texts		p.	Due date	Done	Comment
LER1	My Literary Engagement Record	2-3	<input type="checkbox"/>	<input type="radio"/>	
1A	Types of texts	5	<input type="checkbox"/>	<input type="radio"/>	
1B	Purpose of texts	7	<input type="checkbox"/>	<input type="radio"/>	
1C	Summarising texts	9	<input type="checkbox"/>	<input type="radio"/>	
1D	Writing	10-11	<input type="checkbox"/>	<input type="radio"/>	
1E	Types of written texts		<input type="checkbox"/>	<input type="radio"/>	
1F	Communication		<input type="checkbox"/>	<input type="radio"/>	
1G	Speaking of families		<input type="checkbox"/>	<input type="radio"/>	
1H	Verbal communication		<input type="checkbox"/>	<input type="radio"/>	
1I	Multimedia	19	<input type="checkbox"/>	<input type="radio"/>	
1J	Presentations and infographics	21	<input type="checkbox"/>	<input type="radio"/>	
1K	Unpacking information	23	<input type="checkbox"/>	<input type="radio"/>	
AT1	Read Write - Right!	24-25	<input type="checkbox"/>	<input type="radio"/>	
1.25	Written Text Summary Pro-Forma	26	<input type="checkbox"/>	<input type="radio"/>	

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Comments:

1.01 Introduction - Types of Texts

Unit 1 Module 1: Literacy for personal use

Section 1: Types of Texts is the first stage to investigate **Module 1: Literacy for personal use**.

Through this section you will:

- ⇒ understand the broader concepts of 'what is a text'
- ⇒ investigate the structure of varied written, aural and multimedia texts.

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

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

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

- ✓ access and read a variety of written texts and materials
- ✓ prepare summaries of each of these written texts
- ✓ create a written text in a similar format to one of those you have summarised.

LER1 Literary Engagement Record of: _____

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

1. The main **texts** accessed were:

Date	Text/Reading: Title & author	Text type, source (date published)	Key point(s)	What I most learned from this is:

Introduction - Types of Texts 1.02

LER1: Literary Engagement Record of: _____

2. The main writings I created were:

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

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SAMPLE

3. The main oral and listening and video and media communications were:

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

1.03 Types of Texts

What is a text?

There are so many different types of texts that we might encounter in our day-to-day lives. From taking in the daily **news**, to keeping up on **social media posts**, reading print and e-magazine **articles**, through to enjoying song **lyrics**, watching a **film**, or reading a **book** or **graphic novel**.

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

So when we are referring to **texts** in Literacy, we are not just talking about SMS messages. They are one type of text, amongst the dozens of others. Although for many of you, SMS's might be the type of text that you most often read and write.

🧠 So what is a text for **Literacy** purposes? What does your teacher say?

And what texts do you most often **read**?

Which types of texts do you most often **write**?

Which texts do you most often **watch**?

Which texts do you regularly **listen** to?

And what types of texts do you most often **use**?

Types of Texts

“Access many of our texts on our devices. Phones are too small for watching TV and films so we use our laptops for those.”



Image: Lisa F. Young/Depositphotos.com

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

1. Complete this sentence.

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



2. For each of these types of texts, state how **likely you are** to 'access' them. If you have 'accessed' these, give an **example**. Add 3 more of your own choosing.
3. Are you more likely to **access** these texts **digitally**, or in **hard copy** (analogue)?

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

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

1.05 Types of Texts

Purpose of texts

We access and create varied texts that have different **purposes**. Understanding the purpose of a text helps us to uncover the **meaning** of the text. To do this we need to consider three elements.

1. The **content** of the text
2. The **audience** for the text
3. The **type** or **form** of the text.

1. The **content** is what the text is saying or showing.

For example, a parent might need to create a set of **instructions** for a new babysitter. This will also include **contact** details to inform the sitter of what to do in an emergency. It is important that the instructions can be **easily** and **quickly understood** and **followed** by the babysitter. They have to be **clear** and **concise**, and not complex.

2. The **audience** is who the intended receiver of the text is.

In our example, the babysitter is the audience, so the parent can create the instructions **directly for them**. Because the babysitter is new, the parent can't take for granted that the sitter will know exactly what to do for their child. If there's any **doubt**, the parent needs to **clarify** any issues in the instructions.

3. The **type** of text might be formal (e.g. a work email) or informal (e.g. a DM to a friend). Type also includes the form of the text, e.g. written, digital, video, verbal, etc..

For example, the **instructions** might be quite **formal** because they are communicating important information. But some of the instructions can also be a bit **informal** with some lighter instructions: "If your nephew is chubby and wobbly and wants ice cream just ignore him - he always tries to trick on a new babysitter."

The instructions might be **written** and put on the fridge, and might also be sent to the sitter in an **email** or **DM**.

When we put these three elements together - content, audience and type - we can better establish the **purpose** as a 'reader', and create better texts as a 'writer'.

Purpose of Texts



1. Now that you have discussed the different **purpose** of **texts**, have a think about **your experiences** with varied **texts** that you **access** and **create**.

I most commonly **access** texts for these purposes:

I most commonly **create** texts for these purposes:



2. From your personal experiences, describe how you have **accessed** a text for each of these purposes. Add 2 more purposes of your own choosing. (Tip: Refer to the types of texts listed on p.6.)
3. Also briefly describe how you have **created** a **text** for each of these purposes.
4. Briefly describe how **you** might encounter or create **these types of texts**, in **vocational** situations.

Purpose	Personal examples		Vocational example
	Accessed	Created	
Socialising			
Sharing			
Helping			
Describing			
Reporting			
Instructing			

5. Your teacher will give you a text that has been created to **inform**.
- In your workbooks, **summarise** the main **information** that you learned from this text.
 - Did this text fulfil its purpose by being **clear** and **well-structured**? Why/why not?

1.07 Types of Texts

Context

At times, we can get our messages a bit mixed up.

This happens when we don't properly consider context when creating, or accessing texts.

Context is the **what**, **who** and **how** of a text.

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

Think of how you might explain what you did on the weekend to your friends, to your parents and to your grandparents.

You'll probably **change** your message because of the different contexts needed when communicating with different audiences.

You'll **alter** what you **say** each time.

You'll probably use **different language** in how you say it each time.

This happens because of **who** you are **communicating** with each time. The context has changed each time.

We need to understand context, and use of context influences how we will construct **content** of texts.

Context also influences **what** **information** we **communicate** in a text (what **is** **left out**).

Context also drives our choice of the **type** **form** of text to use.

"I can't use any technical language when I help Pop on the computer. He doesn't get it. So I have to speak differently and say 'doovalacky' and 'thingame-wahtasit' alot".



Image: photography33/Depositphotos.com

Out of context

Have you ever heard someone say that their message was taken 'out of context'?

This can happen because people might have accidentally received a message that was not intended for them, thereby taking things the wrong way. Think of an SMS that gets sent to the wrong person. Have you ever done that? 🧠

Context can also change when we only get a part of the message.

People can **jump to conclusions** and react, not knowing that what they 'read' or 'heard' isn't the full story or picture. This happens a lot in the digital age.

Context can also change when someone **copies** an original text, but **leaves out** some **important** information. This can lead to **mistakes** and **misinformation**.

This can be a big problem, especially if the new 'incorrect' text, gets shared and believed.

You're not my best friend today... 1:45

Wa RU sayin, i am so hurt! 1:45

...you're my best friend forever, silly! 1:47

Summarising texts 1C

1. Read these 4 short texts.

- a. Identify the **type** of text it is.
- b. Summarise the key **message**.

- c. Describe the intended **audience**.
- d. Explain the **purpose** of the text.

1. Hiya peeps, today is a new chapter of my life. I'za going to rock it from now on!

2. Drive about 5 minutes down Main Street. Then at the Maccas, turn left. 100 metres later, bingo. That's where I am.

3. A man walked into a Fish'n'Chip shop just before closing.
 "Have you got any chips left mate?"
 "Sure do."
 "Well, serves yourself right for coming so late!"

4. What you need to do is make sure you estimate how much hair to take off using finger widths. Always cut less than you think you can take off. If you cut it back on.

COMPLETE PREVIEW SAMPLE

2. Your **teacher** will supply you with some **short texts**. Identify the text **type**, **message**, **audience** and **purpose** of each of these.

a.	b.	c.
----	----	----

1.09 Written Texts

Writing

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

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

In more recent times, people have been using **keyboards** much more than **handwriting** as part of the evolution of **print media**, and now, **digital media**. This change has been driven by the **inventions** such as the **printing press**, **typewriters**, **word processors**, **personal computers** and **smart devices**.

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

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

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

Many people are actually losing the **skills** to write in a more formal way. And **formality** is expected in many situations - and not 'childish' as emojis, LOLs and OMGs when applying for a **job!**

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

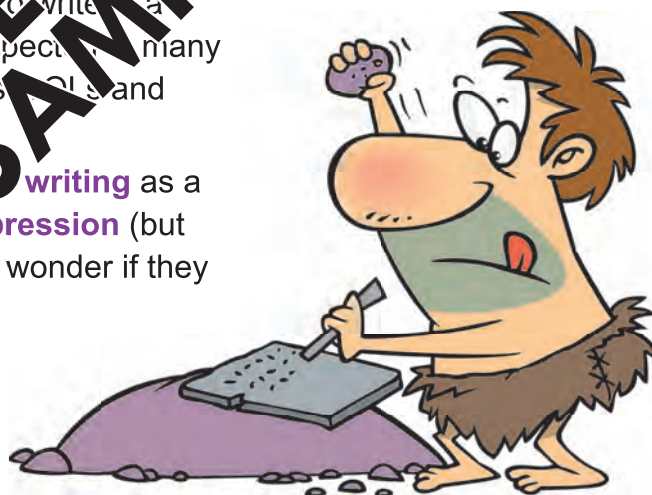


Image: ronleishman/
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1D Writing

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

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

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

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

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

5. When you write using digital devices do your writings tend to be more **informal**, or more **formal**? Use examples.

6. 'Writing' on p.10 includes a lot of **bolded** key terms. But sometimes it's hard to make clear sense of information when there are a lot of key points. A good strategy is to make **word chains** that feature key words or terms.

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

written	permanence artefact paper
paper	
keyboards	
inventions	
formal	

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SAMPLE

1.11 Written Texts

Types of written texts

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

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

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

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

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

Below are 40 common types of written texts that you might access now, or will be expected to access in the future. This list doesn't include all the **vocational**, business and **commerce**-related written texts such as invoices, rosters, job applications, résumés and so on. These 40 also don't include non-formal **education** and **work-related learning** and **training** types of texts.

🧠 So quickly now, how many of these do you normally access in any given day?

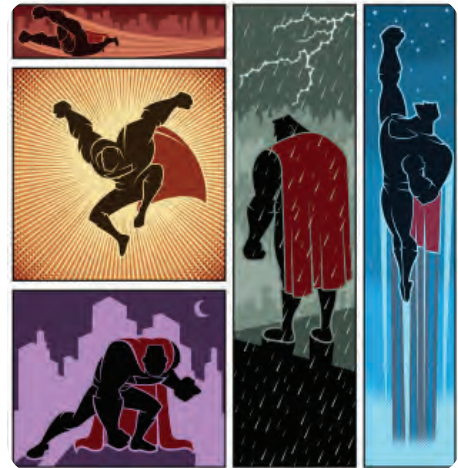


Image: Malchev/Depositphotos.com

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Types of Written Texts

books	websites	SMS messages	advertisements
magazines	online posts	DMs and PMs	packaging
newspapers	blogs	letters	labels
comics	announcements	notes	signs
graphic novels	encyclopedias	diaries	guidelines
scripts	biographies	timetables	rules
poems	reports	journals	warnings
lyrics	instructions	reviews	codes of conduct
histories	handbooks	cards	contracts
recipes	terms & conditions	invitations	legislation

Types of written texts 1E

1. From the list of texts on p.12 list your **top 6** in their **order of importance**.

1.	2.	3.
4.	5.	6.

2. Re-rank **your top 6** based on the amount of time you spend using this type of text.

1.	2.	3.
4.	5.	6.

3. Do **your 6 rankings match each other** closely? **Why** are there **differences**?

4. What type of **texts** do **you** most **enjoy** accessing? **Why**?

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

Investigation: Me and texts

How many of these 40 types of written texts do you access or create in any given day? From now, until this time tomorrow, you are going to pay attention to all the written texts you access or create for one entire 24-hour period. You might have to add types of texts that are not featured on the list, especially if you are working.

1. Record each of these interactions, noting the type of text.
2. Why did you access this text? i.e. What was its purpose?
3. In what format did you access this text? e.g. Print, digital, signs, etc.?
4. Did you enjoy/were you informed through your interaction with this text?

1.13 Speaking Of...

Communication

Communication is the **process** of **exchanging information**.

Humans communicate by using **language, gestures, facial expressions, written texts, visual images**, and many other communication methods.

Communication may be:

- ⇒ **one-to-one**, such as you talking with a friend, or sending them an SMS,
- ⇒ **one-to-several**, such as your teacher instructing the class about note-taking, or your coach revving up the team before a game,
- ⇒ **one-to-many**, such as in social media posts, media broadcasts and government announcements.

We also communicate with ourselves, both internally, and out loud. We do this by having an **internal monologue** in our heads. We might do this **externally** by talking ourselves through the steps in a difficult process. "You've got this Jakie-boy, just 400m to go!"

🧠 And we often chat with ourselves out loud when no-one else is around. Do you?

We all create and consume a lot of information in the form of 'written' texts.

But as people, we often rely more on **oral language** to **interact** with our families in our personal relationships, in our schools, groups, at school, at work, at play and in our society generally.



1F Communication

Think carefully about **communication**, and then complete the table.

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

1. Describe an example when **you prefer communicating** in these ways.

One-to-one	One-to-several	One-to-many

2. When would it be better for you **to use** these different pairs of **communication techniques**? Describe an example.

Reading and writing	Speaking and listening	Watching and modelling

3. One very good skill that helps you to help you make sense of the meaning and correct use of words is the understanding of **word families**. Your teacher will explain word families to you a bit more - verbally!

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



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

1.15 Speaking Of...

Communicating verbally

The most basic form of literary communication used by people happens **orally** or **verbally** through **face-to-face** communication. Essentially - by **talking** and **speaking**.

We communicate orally with a range of people in different **personal** and **vocational** situations. We also have to change or **modify** the way we **speak** to suit the situation and the audience. That is about appropriacy.

We use **non-verbal communication** to support oral communication. This includes body language, facial expressions and other physical cues and **gestures**.

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

We can also use oral communication for personal and vocational situations including:

- ⇒ phone calls and online chatting
- ⇒ audio and video recordings
- ⇒ video-conference platforms
- ⇒ acting or singing
- ⇒ public speaking
- ⇒ hosting
- ⇒ recording audio/video (instructions)

Talking the talk

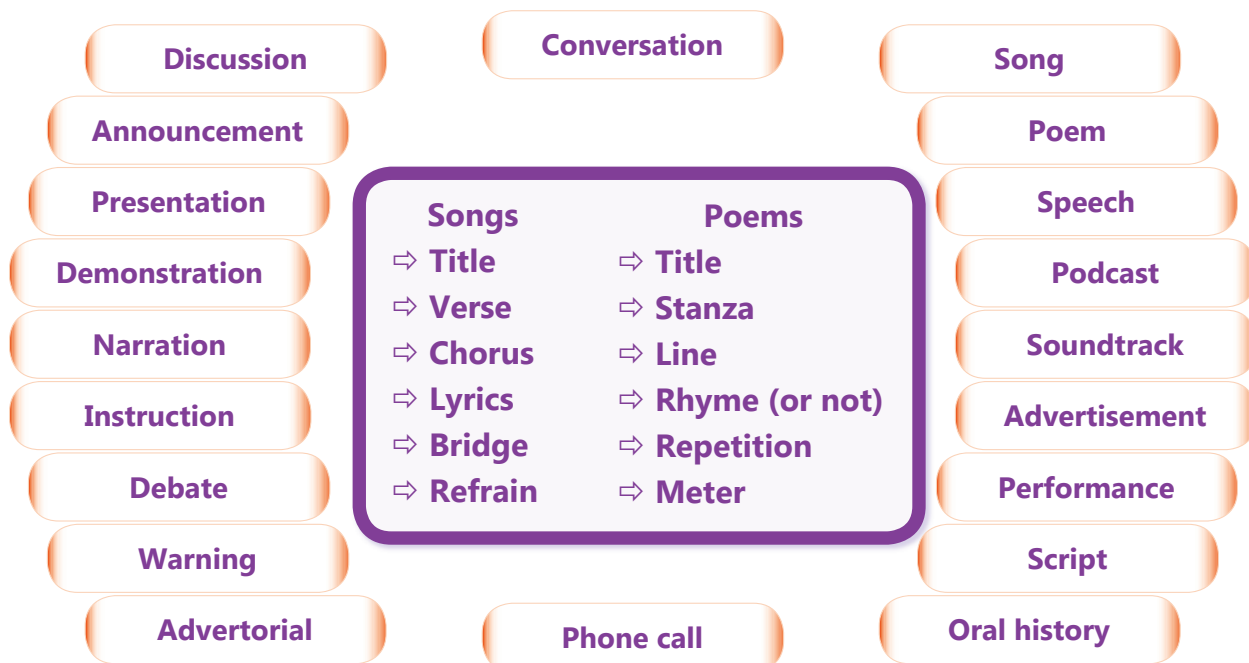
We don't usually speak the same way to everyone.

We have to modify what we say to suit the situation.

What changes do you make when speaking to different types of people such as:

- ⇒ family
- ⇒ friends
- ⇒ acquaintances
- ⇒ partners
- ⇒ colleagues
- ⇒ managers
- ⇒ customers
- ⇒ teachers
- ⇒ teammates,
- ⇒ and others?

Types of Verbal Communication



Verbal communication 1H

1. Describe when **you** would **prefer** to **speak**, and when **you** would **prefer** to **write**. Add 2 more situations.

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

2. When/in which **situations**...

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

Applied: Non-Verbal Communication



Go online and have a quick research of non-verbal communication.

Find some good videos to show the class.

How important is non-verbal communication?

Do you use non-verbal communication a lot - i.e. are you naturally expressive?

Watch an episode of *Home and Away* without the sound. Can you work out what is going on from the actors' non-verbal communication?

1.17 Multimedia

Multimedia

Multimedia refers to using two or more types of information to communicate a message.

We usually experience multimedia texts that use words, images, video, audio, music, animations and other forms of media.

In contemporary times, we take in a lot of information in multimedia formats through our digital devices.

Some multimedia texts are **static**, such as a photo-essay.

Image: REDPIXEL/
Depositphotos.com

Others are **dynamic** and use **animations**, for example, e-learning tools.

A lot of contemporary online digital multimedia, including many apps, is **interactive**. These invite the user to manipulate the information. A common one you might use is e-maps.

🧠 Can you imagine your life without multimedia?



The digital age = multimedia!

Media and Multimedia Formats

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

1. What is **multimedia**?

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

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

Multimedia and me			

COMPLETE
PREVIEW
SAMPLE

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

Multimedia I create			

Applied: Multimedia



Your teacher will show you a selection of multimedia texts and materials. Pay close attention to which elements of these you most respond to, and understand better.

What might this say about your preferred literacies?

1.19 Multimedia

Presentations

People like to use multimedia when making presentations. The most common form used is **PowerPoint**, but there are many other programs and apps that can be used.

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

Presentations make use of **slides** or **panels**. The presenter arranges the slides in a suitable **order**, and changes slides periodically to suit the **message**, the **audience** and the **context**.

Some people are successful at doing presentations. Usually they are:

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

And what about those who are not so good? Well they usually fail to do one or more of the success factors above.

Often they think that multimedia will do the job for them. In fact, nothing could be further from the truth. Just because something is digital, it doesn't make it good, nor effective!

🧠 So where do you stand on this?

Infographics

An infographic is a **pictorial** way of representing **information**. Infographics use

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

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

Infographics often include pictograms, which have been around since pre-historic times.

Pictograms are **symbols** that we easily associate with an object or concept. e.g. Human forms, such as male and female gendered figures, representations of common objects or themes, and other signs and symbols.

🧠 What infographics can you remember seeing?



Presentations and infographics 1J

1. List all the **key words** that are **bolded** in the topic, 'Presentations'.

Making presentations					

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

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

3. What should you do to better prepare for a live presentation?

COMPLETE PREVIEW SAMPLE

So, any volunteers for a presentation right now? If not - that's not a problem.

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

Features of infographics					

Applied: Infographics



Do you like the way that information is communicated by infographics?

Explain why or why not.

Find an infographic online to use as an example.

Describe what is good, and not so good, about this infographic.

1.21 Structure of Texts

Structural elements

Different types of texts have common structural elements.

When you are reading and writing different types of texts it is important to understand these elements. This will help you to better understand meaning and to communicate more effectively.

In Section 3 you will look at structural elements of fictional works.

For now, let's just start with the facts.



Image: AnSim/
Depositphotos.com

Non-Fiction

We access so many non-fiction works in our day-to-day personal, social, educational and vocational lives. These can include:

- ⇒ news and media
- ⇒ information
- ⇒ reviews
- ⇒ instructions
- ⇒ emails
- ⇒ documentaries
- ⇒ reports.

The structure of these texts might vary depending on the:

- ✓ length
- ✓ format
- ✓ media used
- ✓ audience, and
- ✓ even the intention!

Sometimes we have to work really hard to sort out the good from the bad in non-fiction and informative texts.

Some information texts, such as **reports**, can be really dense. Others such as verbal instructions might be short and sharp (but not very clear).

But there are common structural elements that usually apply in these non-fiction texts. It's just that sometimes we have to work hard to unpack these.

Informative texts: Structure

- ⇒ Title/Headline
- ⇒ Introduction
- ⇒ Paragraph(s)
- ⇒ Evidence & statistics
- ⇒ Topic sentence(s)
- ⇒ Evidence & statistics
- ⇒ Conclusion
- ⇒ Bibliography

Report: Structure

- ⇒ Title & Sub-title
- ⇒ Contents
- ⇒ Sections and/or Chapters
- ⇒ Introduction
- ⇒ Context & history
- ⇒ Information & Explanation
- ⇒ Analysis
- ⇒ Conclusion
- ⇒ Index

Unpacking information 1K

1. Find a **current newspaper article** from a newspaper or news media website that reports an **event** or **issue** that is occurring. **Summarise** the article to identify the key information.



Source:	Writer/Date:
Headline:	Who is involved:
Main point in first paragraph:	Main point in second paragraph:
Main points in other paragraphs:	Main point at the end:
Evidence/ statistics, etc.:	Non-text elements involved:

2. Find a **video news report** of the same event or issue. **Summarise** the video to identify the key information.

Source:	Reporter/Date:
Tagline/headline:	Who is involved:
Main point in the introduction:	Second main point:
Third main point:	Main point at the end:
Evidence/ statistics, etc.:	Non-text elements involved:

3. Compare the 2 sources of information. Were there any **differences** in the information reported? Which was **easier** to **understand**? Which seemed **more accurate**? From which did you **learn** more?
4. How do **you access** your **news** and current events? Why?



1.23 Assessment

AT1 Read Write - Right! - Literacy for personal use

Outline

1. For this assessment task, you are required to **access** and **read** a variety of written texts and materials.
2. Then you will prepare **summaries** of each of these written texts.
3. Finally, you will **create** a written **text** of your own using a similar format to one of those you have summarised.

1. Texts

Your teacher will either:

- ⇒ provide you with up to 2-3 written texts of different styles, or
- ⇒ encourage you to select 2-3 of these written texts of different styles yourself.

The 2-3 written texts will be chosen from this list. Your teacher might add other types of written texts. If so, list these below.

- a book chapter
- a short story
- a song lyric
- a newspaper article
- a magazine article
- a biography

2. Summaries







You should use the summary pro-forma on p.26. However, your teacher may provide you with a different guide or pro-forma.

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

3. Your writing

- After you have completed your 2-3 summaries, you will then produce **your own written text** in a **format similar** to one of the texts you summarised.
- You **might** need to include **images, graphics** and other **non-text elements**.
- Your teacher will inform you of the **word length** and other **requirements**.
- You will need to produce at least one **draft**. Your teacher will give you **feedback** and **advice** to help you improve your draft(s).
- You are strongly encouraged to **share** your written work with the **class**, and even **read** or **present** it to the class. Of course, if your writing is of a very personal nature, then it might not be appropriate to share this. Your teacher will give you the best advice on this.

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

Name:		Key dates:		UNIT 1 MODULE 1	
Tasks - AT1: Read Write - Right!		Must Do?	Due Date	Done	Level
Stage 1: Choosing and reading texts.					
	Negotiate the task details with my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
i.	<u>Text 1</u> :	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
ii.	<u>Text 2</u> :	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iii.	<u>Text 3</u> :	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 2: Preparing annotations and summaries of the texts.					
i.	Read and annotate (with guidance), <u>Text 1</u> .	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Summarise <u>Text 1</u> , using teacher feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
ii.	Read and annotate (with guidance), <u>Text 2</u> .	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Summarise <u>Text 2</u> , using teacher feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iii.	Read and annotate (with guidance), <u>Text 3</u> .	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Summarise <u>Text 3</u> , using teacher feedback.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 3: Completing a written text.					
a.	Choose a suitable format and include all required elements. Get feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b.	Write a draft text.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c.	Include images and other elements if required.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d.	Check and revise my draft text.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e.	Edit a hard copy to find other errors and issues.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f.	Get my teacher to check my edited draft. 	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
g.	Correct my draft based on feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Prepare and submit my final text and summaries.					
⇒	Prepare my final text and my 2-3 summaries.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	Submit my final text and 2-3 summaries to my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Present or report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

COMPLETE
PREVIEW
SAMPLE

Additional information:

Signed: _____ Date: _____

1.25

Written Text Summary

Title:		My name:
Writer/creator:	Format:	Date of origin:
		Date of access:
Type of text:	Source:	Ease of reading:
Summary/outline of the text.		
Purpose	Audience	Context
Good points of the text.		
Not so good points of the text.		
New vocabulary in the text.		
Description of images, graphics, numbers and other information in the text.		
Things I didn't understand in the text.		
What did I learn from the text?		
How did the text make me feel?		
Other information.		

COMPLETE
PREVIEW
SAMPLE

Communicating Effectively

2

2.01 Introduction	28	2.15 Choosing Content	42
2.03 Understanding Communication..	30	2.21 Communication Process	48
2.07 Improving Communication	34	2.23 Assessment	50
2.11 Considering Audience	38	2.25 Videomedia Text Summary	52

Activities 2: Communicating Effectively		p.	Due date	Done	Comment
LER2	My Literary Engagement Record	28-29		<input type="checkbox"/>	
2A	Writing v speaking	31		<input type="checkbox"/>	
2B	Effective communication	33		<input type="checkbox"/>	
2C	Lead with your strengths	34		<input type="checkbox"/>	
2D	Face your fears	35		<input type="checkbox"/>	
2E	Overcoming weaknesses			<input type="checkbox"/>	
2F	My communication	39		<input type="checkbox"/>	
2G	Formal vs informal	41		<input type="checkbox"/>	
2H	Content - What?			<input type="checkbox"/>	
2I	Content - How?	45		<input type="checkbox"/>	
2J	Avoiding plagiarism	47		<input type="checkbox"/>	
2K	Me communicating	49		<input type="checkbox"/>	
AT2	Helping Out	50-51		<input type="checkbox"/>	
2.25	Videomedia Text Summary	52		<input type="checkbox"/>	

COMPLETE PREVIEW SAMPLE

Comments:

2.01 Introduction - Communicating Effectively

Unit 1 Module 1: Literacy for personal use

Section 2: Communicating Effectively is the next stage in investigating **Module 1: Literacy for personal use**.

Through this section you will:

- ⇒ access and describe different forms of communication
- ⇒ investigate the key components of effective communication
- ⇒ consider the role of formality and audience in creating communication content
- ⇒ investigate the elements of varied written, aural and multimedia texts.

Your teacher will introduce a range of communication texts and formats, including oral and aural communication texts. You should actively apply your knowledge of varied types of texts to vocational and community situations, as well as to and from, your VET studies.

This section concludes with an assessment task that requires you to create a set of instructions:

- ✓ to inform someone how to do a personal or home/domestic activity or task
- ✓ to inform someone how to do a work-related activity or task.

LER2 Literary Engagement Record of: _____

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

1. The main texts accessed were:

Date	Text/Reading: Title & author	Text type, source (date published)	Primary/ Main point(s)	What I most learned from this is:

COMPLETE
PREVIEW
SAMPLE

Introduction - Communicating Effectively 2.02

LER2: Literary Engagement Record of: _____

2. The main writings I created were:

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

COMPLETE
PREVIEW
SAMPLE

3. The main oral and listening and video and media communications were:

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

2.03 Understanding Communication

1. Writing 'right'

When focusing on developing your literacy skills we generally start with an emphasis on skills related to **writing**.

When you first think about it, writing may seem harder than speaking.

Writing takes concentration. Writing is often associated with **formal** life tasks, for example, filling in forms and passing school subjects.

But here is another way to see writing - that it actually can be more controllable than speaking! How so?

Well, writing actually gives us the chance to manage our communication because we can keep working on it, by **editing** and **improving** it. By using a **drafting** process, we can refine our written words until they are clear, concise and communicating exactly what it is we want to say.

However, people often post **digital writing** immediately, without even reading over what they have written.

This is OK for **informal** communication between friends.

- But what about in more formal digital communication such as emails, or for posts that will be seen by the broader public? Should they be communicated after just one 'take'?

2. Speaking 'right'

Speaking, by contrast, might seem easier, in the moment, but because speaking is in the moment, it is more susceptible to variables such as **where**, **when** and **who** our **audience** is, as well as how we are **feeling** at the time.

- And of course, people speak more than they write. But is this necessarily a good thing?

You might know of people who take a lot of words to say very little. Speaking enables that because it encourages less considered thought about communication. i.e. "I opened my mouth before I engaged my brain!" Hmmm.

So maybe you should think of both writing and speaking as challenging skills! A good way to improve your **self-expression** might be to **plan** your '**words**' in **writing**, and to adapt your **script** so that it is more suitable for oral communication.

But wait - there's more! When we write and speak, we are really using a whole range of communication skills!

In this section of work, you are going to build your self-expression skills so as to better tie-in both writing and reading. You will also explore expressive texts in greater detail.

- So, what are your strengths and weaknesses when it comes to communication and literacy skills and styles?

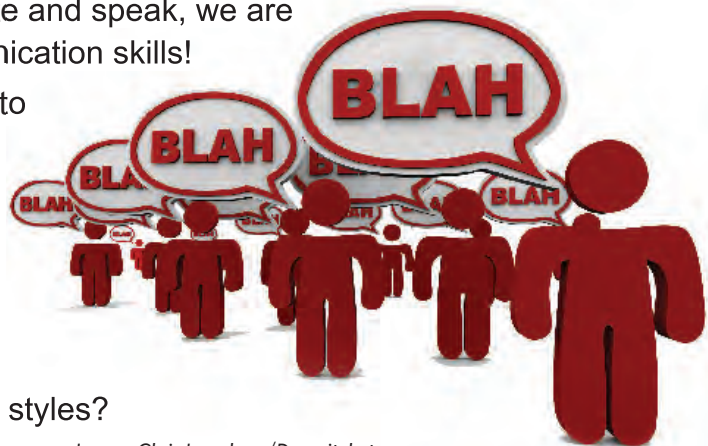


Image: Chris Lamphear/Depositphotos.com

Writing and speaking

Writing and speaking go together. Therefore, mastering both is a natural part of improving your communication.

At times, it might be better to use writing to communicate a message or information, e.g. texting a friend, and asking whether they want to go to the movies tonight.

At other times, it might be better to communicate verbally by speaking a message or information, e.g. phoning your friend to ask what movie you should see.

Speaking can be more effective, because communicating by using a string of back and forth text messages can take a lot of time; whereas a quick phone call can resolve many issues in just a few seconds.

And at other times, it might be best to use both forms of communication to ensure the message is communicated clearly.



Do you use your phone more for speaking, or more for writing?

Writing v speaking 2A

Think about **your preferences** for speaking and/or writing when **communicating** for different **purposes**. Complete this table.

When do you mainly use writing for a message or text?	i.	ii.	iii.
	Why?	Why?	Why?
When do you mainly use speaking for a message or text?	i.	ii.	iii.
	Why?	Why?	Why?
When do you rely on both writing and speaking for a message or text?	i.	ii.	iii.
	Why?	Why?	Why?

COMPLETE PREVIEW SAMPLE



2.05 Understanding Communication

Forms of Communication

Verbal

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

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



Image: giraffearte/iStock/Thinkstock



Image: orelphoto/iStock/Thinkstock

Non-verbal

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

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

Written

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

However, people are increasingly using less formal types of communication when using digital, which can be 'OMG', and many others like 'LOMO'!

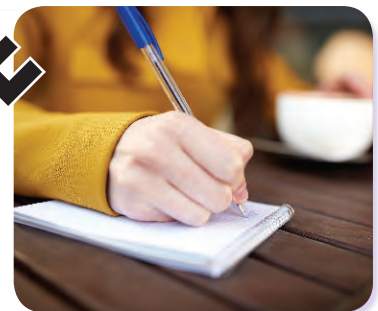


Image: Syda_Productions/Depositphotos.com



Image: Alexynder/Depositphotos.com

Visual

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

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

Technological

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

But people are increasingly using less formal digital language and getting into online fights with others due to miscommunication!



Image: moneybusinessimages/iStock/Thinkstock

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



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

COMPLETE
PREVIEW
SAMPLE

2.07 Improving Communication

Lead with your strengths

We all have different strengths and abilities. And it usually follows that people are more comfortable talking and writing about their strengths and achievements.

So one useful strategy that you can use to improve your ability to communicate effectively, is to lead with your strengths.

You should practise both **writing** and **speaking** about your own **achievements** and successes in your **personal, educational, social** and **working** lives.

Once you have mastered doing this, you can apply the same model to talking and writing about areas in which you are not as strong or accomplished.

For example, “You know, I am really good at helping my family deal with doctors because their English is very basic so I have to interpret for them. And I am learning so much about health and medication by doing this!”



2C Lead with your strengths

You are in a **job interview** and are asked to describe 3 examples of how **you communicate** effectively. Provide examples that show your own communication strengths.

The examples should come from a situation at **school**, or from **work** or **vocational** situations, or when dealing with others in life generally.

Category	Description	Example
e.g. Verbal	I do acting and like appearing in plays and musicals.	This helps me be more confident when speaking in public as I have developed techniques to overcome my anxieties and work to an audience.
i.		
ii.		
iii.		

Face your fears

It's an unfortunate fact that we can't just avoid our weaknesses. Otherwise, we might spend our whole lives avoiding doing things that are hard or unpleasant to us!

Many communication fears are really just based on having a lack of skills. Facing your fears is a way to overcome **skills-gaps**. As you build your varied literacy skills you will find that you will have fewer fears, and that you are likely to become a more confident and capable communicator.

One strategy you can apply to help you do this is to identify an example of a weakness, and then see how you can pair it with a strength so as to create better communication.

For example, I have a soft voice but I maintain good eye contact when I'm talking to someone. This means they usually concentrate on what I'm saying and understand my message.

As another example, I feel nervous when talking in public so I use good-quality visual aids to support my message.



Face your fears 2D

Draw lines to **match** these apparent weaknesses with communication **strength** that could help a person to overcome the weakness.

Note: Some may match more than one, but concentrate on one match for each, that best suits you. Share your matches with the class.



Weaknesses	Possible paired strength
I am a bit careless with my spelling, so...	I choose and design good visuals.
My pronunciation is not always clear, so...	I make sure I pay attention by being a good listener.
My mind can wander when people in groups talk a lot, so...	I make sure that I don't just blindly believe everything I see on social media.
I don't always know the ins and outs of everything going on, so...	I check my writing carefully.
I'm not great at expressing my feelings in writing, so...	I am mindful of having good body language.
I feel nervous when I am talking to someone unfamiliar, so...	I make sure I try to speak confidently.
I am not good at describing facts, figures and statistics, so...	If I don't understand someone, I ask them to repeat what they said.
I can't always take in everything someone says, so...	I try to have a friendly communication manner.

2.09 Improving Communication

Overcoming weaknesses

We all have weaknesses. Building better literacy skills involves overcoming communication weaknesses.

The way to start to overcome your weaknesses is by honestly identifying communication areas in which you need to improve.

When you've done this, you can have a think about how improving this area of communication might help you and your literacy.

After that, you can identify steps you can take to start to deal with these areas of weakness. This will involve learning **skills**, **practising** and getting help, **feedback** and **support**.

Essentially this involves developing an **action plan** to help you deal with your communication weaknesses. As a result, you can work on improving these, rather than avoiding them.



2E Overcoming weaknesses

1. Which **communication weakness** would you like to **improve**? Write this as clearly as you can.

COMPREHENSIVE PREVIEW SAMPLE

2. How will working on this aspect of communication **help you**?

COMPREHENSIVE PREVIEW SAMPLE

3. Think of examples when **you** have made an **improvement** in a skill in the past. Ask yourself: What specifically **did I do to** help me succeed?

⇒

⇒

⇒

**"My communication is perfect.
Weaknesses are for losers!"**

2.11 Considering Audience

Using literacy

People are very complex. We are a mixture of our **beliefs** and **values**, our hopes and dreams, our insecurities and fears. These things are also linked to our **personality** and **character**. What we show on the outside might be similar, or very different, to how we see ourselves on the inside.

As humans, we **express ourselves** in many different ways. These ways can include:

- ⇒ the **words** we choose,
- ⇒ the **actions** we do,
- ⇒ the way we **speak**, or
- ⇒ even the way we **dress**.

Different communication

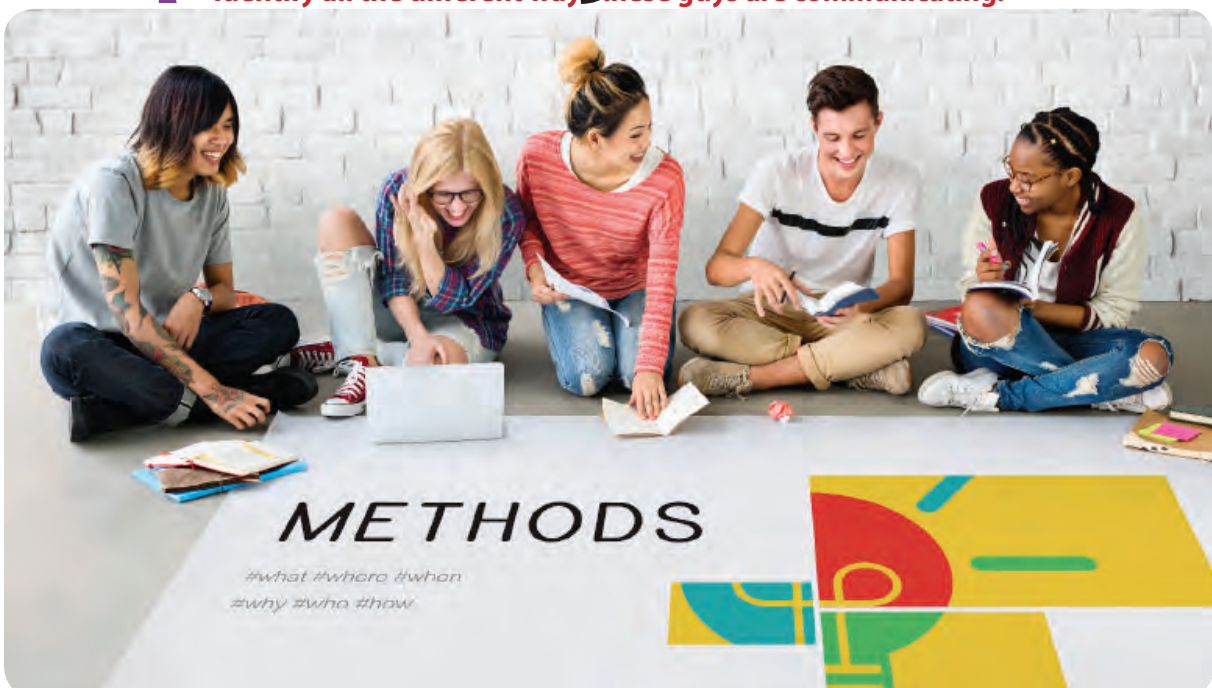
Literacy involves choosing the right way to **communicate** for different settings, for varied occasions and for different groups of people. This means that you have to choose how to communicate to best suit the **audience** you are dealing with.

Having a choice about how to communicate puts us in a strong position in life because it allows us to express our **opinions**, our **thoughts** and our **needs**. These are all elements of our **personality**.

Misunderstandings between people can happen all the time. Misunderstandings can lead to **communication breakdowns** and cause stress and emotional anguish.

Choosing how to communicate also helps to limit misunderstandings. Therefore, effective communication helps make our **relationships** better, and also helps us enjoy our lives more. We should always be **conscience** of the **values** of our **audience**.

 **Identify all the different ways these guys are communicating.**



1. How many different ways have **you used literacy** over the **past week**? Finish these sentences to show how you communicated. Include **what, who** and **why**.

e.g. I wrote a letter to my grandma because I was told that she was feeling lonely.

i. I wrote _____

ii. I spoke to _____

iii. I told _____

iv. I showed _____

v. (Your choice) _____

2. How **successful** do you think you were in communicating in these ways? Give one **example** of a **successful**, and **not so successful**, use of **literacy** for each of these **forms** of communication.

You could also use **images** or graphics to show these in your workbooks.

Communication	Successful and why?	Unsuccessful and why?
Writing		
Speaking		
Actions		

COMPLETE PREVIEW SAMPLE

2.13 Considering Audience

Formality

The level of **formality** or **informality** in our messages is influenced by our intended **audience**. As you know, we speak and write differently when communicating with close friends, acquaintances, parents, grandparents, teachers, bosses, and so on.

As people we **edit** and **self-edit**. We **think** before we **speak**. We **think** before we **write**. We consider how our **message** will be **received** by others.

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

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

We are considerate that some people might take **offence** - even if we didn't mean to offend.

And we also take into account that some **language choice**, such as slang, colloquialisms, abbreviations and other **idioms** is not necessarily known or used by all people. It's a bit like having a **secret language**.

However, the **digital age** is blurring these boundaries. Some people are either forgetting, or ignoring, or not considering the **needs, values** and **feelings** of the audience. These people often post online posts and comments that are **insensitive, inconsiderate, aggressive** and **overly positive**.

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

Formality: Consider...

Image: londondeposit/
Depositphotos.com

Word choice

Audience

Media

Purpose

Appropriateness

Spelling

Tone

Slang

Rules

Etiquette

Grammar



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

Formal vs informal 2G

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

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

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

4. When do **you** use any 'secret language'? Why? Do you do this?

COMPLETE
PREVIEW
SAMPLE

5. Consider these examples of **workplace communication**. In each case, the communicator has been a bit too **informal**. Rewrite the **message** to make the content and tone more formal and acceptable.



<p>i. Manager email to team "Hiya peeps. Today is going to be a real grind so I need all of you in 30 minutes early to get all the stock ready! Peace out!"</p>	<p>ii. Clothing shop "No madam I disagree. I think it's OK for old chicks to wear crop tops if they want to feel young again."</p>	<p>iii. Café worker to customer. "How's it hangin' dude, so what do you want?"</p>
---	--	--

2.15 Choosing Content

What?

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

We have to construct content to suit the audience and to deliver an effective message. That's what all those different types of written and spoken texts aim to do.

From personal **greetings**. "How are you today?"

To **questions** about performance. "Have you finished the report yet?"

To questions to help you. "Do you know how to make lasagne?"

To questions to help them. "Do you want me to show you how to change a tyre?"

From **reporting**. "I have finished the washing and the ironing but I haven't done the shopping yet."

To **information**. "An investigation into young people and fast fashion."

In the **workplace**. "A summary of this week's sales levels."

Or in **sport**. "Feedback on your last game's performance."

A **review**. "The new Big Slopper burger at Harry Mac."

Or a **caution**. "The most common mistakes made by learner drivers."

And what about **school**?

"A summary of my expected learning achievements this term."

"A presentation about my career and my goals."

"An essay on the film 'Rabbit-Proof Fence'."

"An investigation into the causes of student tiredness at school."

And then, what about private personal communication with friends, family and loved ones?

Well most of those personal communications should remain just that - private!

4 Steps: Effective Communication

1. What am I going to 'say'?

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

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

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



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

Image: S1photography/
Depositphotos.com

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

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

On online review of a new first-person RPG.	A video tutorial on how to cut long hair.	A webpage on how to recycle properly.
---	---	---------------------------------------

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

A 12 year-old who has just got their first smart phone.	The residents of an aged-care facility.	A vision-impaired person who loves cricket.
---	---	---

Review

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

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

What are you reviewing?

Who is the audience? Why?

What format will the review be in? Why so?

How long should the review be? Why?

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

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

What will you focus on in the review?

What shouldn't you say? Why not?



2.17 Choosing Content

How?

Communication is about exchanging information with another person, or with a group of people. But we have to think carefully about; how we will communicate, the type of communication to use, and the media we should choose.

When we create different texts, we need to select the most suitable type of text to suit the **audience** and the **content**. Different types of communication and different types of media suit some audiences better than others.

When communicating information, we might make a social media post, or send a PM or DM, or write a letter, or even create a set of instructions.

Each of these methods might be suitable depending on the **content**, e.g. a letter for a job application, a PM when talking to a friend, or a set of instructions for looking after your pet if you go away for the weekend.

But what is the best type of media to use? **Digital** of course for the online communication. The application letter is likely to be **mailed**. But what about the instructions - perhaps a **hard copy** note would be best?

Social media

As a digital native, you are likely to read, access and create numerous social media posts each week. You do this organically as part of your everyday lives.

Social media posts, including photos and videos, are one of the most important contemporary communication methods that people use. So when was the last time you sat down and wrote a personal letter to someone? And what about sending a greeting card for a birthday or other occasion? Do you send these through the mail anymore, and who gives you yours?

But you need to reflect on why you create and consume social media posts.

Is it because of the **convenience**?

Is it because of the opportunity to **connect**?

Is it because you like **sharing**?

Is it because you like being **noticed**?

Is it because it is an **entertaining** and **fun** use of time? **"Iz 'coz I M so hansum... n d'whole world needs to c my greatness!"**

Is it because you learn new **information**?

Is it because you like **helping** others?

Is it because you find out about **celebrities** and famous people?

Or perhaps, is it because that if you don't connect with others on social media, then they won't connect with you? And that can mean losing friends to the excitement, fun and glamour (as well as the gossip, the lies, and the judgement) of the digital world.

Image: graphicphoto/
Depositphotos.com



Reflect on **your use** of social media. Briefly describe examples of how **social media** enables you to **achieve** each of the following. You will need to include examples of what you **access**, as well as what you **create**.

convenience	connection	sharing
being noticed	entertainment and fun	information
helping	celebrating	other

COMPLETE
PREVIEW
SAMPLE

Applied: emails



Although there are faster ways to send and receive messages, email remains the backbone of e-communication in vocational and work situations. So, it is very important that you create work-related emails using a formal style.

Your teacher will give you an example of a good email and a not so good email.

Discuss the strengths and weaknesses of each example. Look for these tips.

1. Different communication rules apply for work emails. Standards of spelling and grammar apply as if writing a letter.
2. Internal emails for work must not be sent or shared outside the workplace.
3. It is often hard to explain detailed issues in one email. Use point form and short sentences.
4. Follow email etiquette such as not using CAPS nor emojis, and so on.
5. Many people check emails on their devices so keep the message clear, but concise!
6. Be careful when replying to, and forwarding messages; and with BC and CC. What do these actually mean?
7. Let the sender know you have received a message with a short acknowledgement.
8. When needed, use a professional email address (not antisocial@pmail.com).

2.19 Choosing Content

Plagiarism

It is expected that when you write, the work will be your own.

If you use ideas, words or information that you have read, seen or come across, that isn't common knowledge or in the public domain, then these must be **referenced** or **cited**.

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

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

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

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

Paraphrasing

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

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

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

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

Referencing

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

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

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



It's now so easy that people often just copy other people's digital content without even acknowledging it!

Image: bloomua/
Depositphotos.com

COMPLETE
PREVIEW
SAMPLE

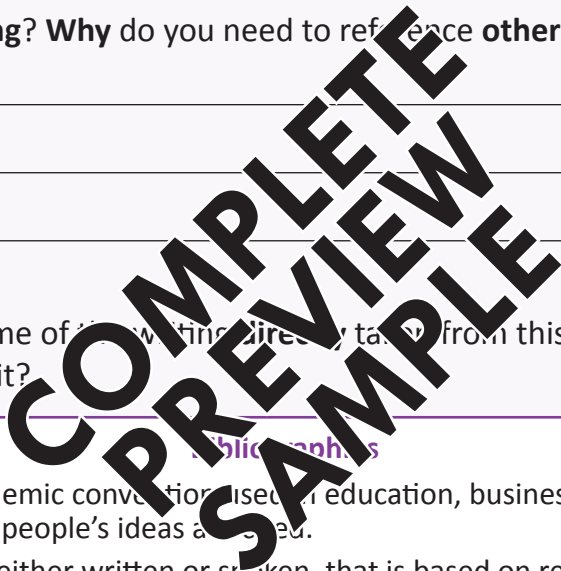
1. What is **plagiarism**? **Why** do you need to **avoid** plagiarism?

2. What is **paraphrasing**? **When** do you need to paraphrase?

3. What is **referencing**? **Why** do you need to reference **other people’s** work?

Applied

If you were to use some of the writing directly taken from this **coursebook**, how would you **reference** it?



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

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

Being a convention, there are strict rules about how the bibliography should be set out.

Book

A bibliographic entry for a book looks like this:

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

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

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

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

Newspaper/Magazine

A bibliographic entry for a newspaper article looks like this:

Squareeyes, C.J. 2023. “Give Me More Reality TV.” The Viewer. 27/3/23, p.6.

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

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

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

2.21 Communication Process

Communication process

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

The communication process always consists of three key components.

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

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

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

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

The communication process always consists of 3 key components.

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



Image: justaa/
Depositphotos.com

Effective communication

To be a more effective communicator you need to think about how the message will be received from the point of view of the receiver. This will help you better structure your message.

You have to tailor the message to the audience, to the occasion, and also to the format in which it will best be received. Focus on the structure of the message will help you to do this better.

And it is vital that you choose the most appropriate forms or types of communication for the message. This might involve using more than one type of communication at the same time.

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

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

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

Times have changed!



Image: cristovao/
Depositphotos.com

Me communicating 2K

1. Match these **communications** to their most likely **form** from p.48.
2. Describe examples of when you either have (or could) use or experience each of these **forms** of **communication** in your **personal life**.
3. Is/was the **communication effective**? Why/why not?

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

COMPLETE PREVIEW SAMPLE

4. Match these **communications** to their most likely **form**.
5. Describe examples of when you either have (or could) use or experience each of these **forms** of **communication** in **work related situations**.
6. Is/was the **communication effective**? Why/why not?

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

2.23 Assessment

AT2 Helping Out - Literacy for personal use

Context

People can't be expected to automatically know how to do everything in life! We have to learn new skills on a daily basis. Sometimes we need instructions. Like how to assemble flat-pack furniture? Or how to bake a cake? What about how to wash a dog, or how to reverse park? What about how to juggle?

In the digital age, people are increasingly turning to online tutorials to learn new skills. Some are very good. But others don't always deliver what they promise. Sometimes there's too much talking, not enough talking, they go too fast, they go too slow, the video is too long, or they simply aren't very good at explaining and communicating how to do things!

People are forgetting that good written instructions, with a few relevant images, might be better than video. At other times video makes written instruction easier to follow. Some instructors are good verbal communicators. You experience this with your teacher and in work-related situations through your supervisors and managers. So what about you? What can you 'teach' others to do? And how?

Required

For this assessment task, you are required to create sets of instructions for different communication contexts.

1. Create a set of **instructions** to inform someone how to do a **personal or home/domestic activity** or **task** at which you are competent.
2. Create a set of **instructions** to inform someone how to do a **work-related activity** or **task** at which you are competent.
3. Create a **video** to support one of the personal/home or work-related instructions (if required by your teacher).

Tips

- Strongly consider combining written text, spoken text, images and video.
- Take advantage of your preferred learning styles, as well as your communication preferences.
- Plan the correct sequence for your instructions.
- Consider the needs of the audience. What is the best way to communicate to them?
- Use and apply the communication skills you have developed in Section 2, such as the 4 Steps: Effective Communication.
- Draft, edit and refine, because simple instructions can be hard to create!

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

Name:		Key dates:		UNIT 1 MODULE 1	
Tasks - AT2: Helping Out		Must Do?	Due Date	Done	Level
Choosing which activities and tasks to instruct.					
Negotiate the task details with my teacher.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
i. <u>Personal/home activity</u> :		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
ii. <u>Work-related task</u> :		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iii. <u>Video</u> :		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
1. Create instructions for a personal/home activity.					
a. Pre-plan and write my instructions step-by-step.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Organise the sequence and timing.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Include images and other elements as required.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Check, test and revise my draft instructions.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. Get my teacher to check my draft.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f. Correct my draft based on feedback.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Plan, create and edit a video component.		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Create instructions for a work-related activity.					
a. Pre-plan and write my instructions step-by-step.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Organise the sequence and timing.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Include images and other elements as required.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Check, test and revise my draft instructions.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. Get my teacher to check my draft.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f. Correct my draft based on feedback.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Plan, create and edit a video component.		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Prepare and submit my final instructions and video.					
⇒ Prepare my final instructions.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Prepare my final video.		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Submit my final instructions and video to my teacher.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Present to, or instruct an audience (if required).		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

Additional information:

Signed: _____

Date: _____

2.25

Videomedia Text Summary

Title:		My name:
Creator:	Format:	Date of origin:
		Date of viewing:
Type of videotext:	Source:	Ease of viewing:
Summary/outline of the videotext.		
Genre/Style	Theme	Main Plot
Good points of the text.		
Not so good points of the text.		
New vocabulary in the text.		
Description of images, graphics, numbers and other information in the text.		
Things I didn't understand in the text.		
What did I learn from the text?		
How did the text make me feel?		
Other information.		

COMPLETE
PREVIEW
SAMPLE

Personal Expression

3

3.01 Introduction	54	3.15 Making Sense	68
3.03 Personal Expression.....	56	3.19 Putting It Together.....	72
3.07 Fiction Texts	60	3.23 Assessment Task.....	76
3.11 Choosing The Words.....	64	3.25 Review and Reflection	78

Activities 3: Personal Expression		p.	Due date	Done	Comment
LER3	My Literary Engagement Record	54-55	<input type="checkbox"/>	<input type="checkbox"/>	
3A	Reading an expressive text	57	<input type="checkbox"/>	<input type="checkbox"/>	
3B	Genre	59	<input type="checkbox"/>	<input type="checkbox"/>	
3C	Fiction	61	<input type="checkbox"/>	<input type="checkbox"/>	
3D	Narrative text	62	<input type="checkbox"/>	<input type="checkbox"/>	
3.10	Expressive Text Summary	63	<input type="checkbox"/>	<input type="checkbox"/>	
3E	Words about me - Inside out	64	<input type="checkbox"/>	<input type="checkbox"/>	
3F	Sentences about me - Inside	65	<input type="checkbox"/>	<input type="checkbox"/>	
3G	Words about me - Outside in	66	<input type="checkbox"/>	<input type="checkbox"/>	
3H	Sentences about me - Outside in	67	<input type="checkbox"/>	<input type="checkbox"/>	
3I	First appearances	68	<input type="checkbox"/>	<input type="checkbox"/>	
3J	Under the surface	69	<input type="checkbox"/>	<input type="checkbox"/>	
3K	Punctuating & sentences	71	<input type="checkbox"/>	<input type="checkbox"/>	
3L	Linking up	72	<input type="checkbox"/>	<input type="checkbox"/>	
3M	Making it better	73	<input type="checkbox"/>	<input type="checkbox"/>	
3N	Putting it together	75	<input type="checkbox"/>	<input type="checkbox"/>	
AT3	My Profile	76-77	<input type="checkbox"/>	<input type="checkbox"/>	
3.25	Review and Reflection	78	<input type="checkbox"/>	<input type="checkbox"/>	

COMPLETE PREVIEW SAMPLE

Comments:

3.01 Introduction - Personal Expression

Unit 1 Module 1: Literacy for personal use

Section 3: Personal expression is the final section to complete **Module 1: Literacy for personal use**.

Throughout this section you will:

- ⇒ investigate the purpose, characteristics and elements of expressive texts
- ⇒ develop skills to draft and create texts that communicate about you in a positive and expressive way
- ⇒ develop effective literacy skills in linking, punctuation and sequencing.

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

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

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

- ✓ a personal profile of yourself for a club or hobby group you are a part of
- ✓ a vocational profile of your work-related experiences and career aspirations.

LER3 Literary Engagement Record of: _____

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

1. The main readings accessed were:

Date	Text/Reading: Title & author	Text type, source (date published)	Key point(s)	What I most learned from this is:

Introduction - Personal Expression 3.02

LER3: Literary Engagement Record of: _____

2. The main writings I created were:

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

COMPLETE
PREVIEW
SAMPLE

3. The main oral and listening and video and media communications were:

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

3.03 Personal Expression

Texts

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

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

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

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

🧠 So what type of personal or expressive texts do you read? And what type of personal expressive texts do you write and create?

A useful way to summarise and analyse personal expressive content is to analyse texts in five categories.

1. **Bio-information.**
2. **Feelings.**
3. **Actions.**
4. **Hopes and Dreams.**
5. **Struggles and Challenges.**

Types of Personal or Expressive Texts

letters

online posts

short stories

novels

song lyrics

poetry

graphic novels

films and video

comics

cartoons

zines

interviews


biographies

autobiographies

Image: mladensky/
iStock/Thinkstock.com

Reading an expressive text 3A

Your teacher will work through reading a personal or expressive text with you, and help you identify when examples of these **5 categories** are present in the text. Record this in your workbooks or using the pro-forma on p.63.

1. Bio-information



This includes things such as:

- ⇒ age
- ⇒ gender
- ⇒ physical characteristics
- ⇒ family situation
- ⇒ work/education situation.

2. Feelings

These can be shown through:

- ⇒ thoughts
- ⇒ reflection
- ⇒ mood
- ⇒ language
- ⇒ interactions with others.

3. Actions



This are demonstrated through:

- ⇒ patterns of everyday life
- ⇒ dealing with others
- ⇒ responding to situations
- ⇒ making changes
- ⇒ learning to learn.

4. Hopes and dreams

This includes things such as:

- ⇒ motivation and ambition
- ⇒ self-improvement
- ⇒ striving for more
- ⇒ hoping to make things better
- ⇒ reality vs wishing.

5. Struggles and challenges

This includes things such as:

- ⇒ life experiences
- ⇒ conflicting values
- ⇒ dealing with setbacks
- ⇒ difficult people
- ⇒ building resilience.

COMPLETE PREVIEW SAMPLE

3.05 Personal Expression

Expressive texts

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

Your teacher will have arranged your Literacy vocational program to enable you to investigate a range of **personal** or **expressive texts**.

Remember, a **text** simply refers to a written piece of work such as a short story, article, book, poem, biography, or even a song. And a text can also refer to videomedia content such as a film, TV show, advertisement or video clip.

A text may also include images such as a graphic novel or a zine, or even be a combination of different communication forms, i.e. multimedia.

Your teacher will discuss different aspects of expressive texts, and focus on some texts to explore at this stage of your learning program.

Later in the unit, you will investigate digital texts that communicate **instructional** information and those that communicate **knowledge-based** information.

Later in the year you will also read, discuss and create texts that analyse and present **issues** and **debate**.

Image: Angela_Harburn/
Depositphotos.com



Futuristic science fiction
is a very popular genre.

Genre (and context)

When you read and write about expressive texts such as **fiction, poetry, films** and **biographies** you will need to develop tools to assist you to unpack, investigate and discuss those texts you are reading.

One of the key tools is to have an understanding of genre.

Genre refers to the main style, form or content of the expressive text. We also see genre play a big role in the popularity of different types of musical styles and in videogames.

What about you? What genres do you enjoy?

And more importantly, why? 

Genre

Genre usually refers to settings and themes such as:

- ⇒ **fantasy**
- ⇒ **biographical**
- ⇒ **historical**
- ⇒ **romance**
- ⇒ **mystery**
- ⇒ **thriller**
- ⇒ **crime**
- ⇒ **action**
- ⇒ **war**
- ⇒ **science fiction**
- ⇒ **horror**
- ⇒ **post-apocalyptic**
- ⇒ **musical**
- ⇒ **comedy**
- ⇒ **sports**
- ⇒ **and many more.**

Different setting, same struggles

We tend to seek out, read, watch and enjoy genres that **resonate** with us.

At times we might even **identify** with a key **character**. We might feel **empathy** for them. Or perhaps we feel that they **reflect** some of the personal strengths, weaknesses and struggles that we ourselves are dealing with - but not on a far-flung planet of course!

But sometimes the **themes** expressed in genre can resonate across different audiences. A whole new **audience** jumps in to enjoy the 'drama', even though it may be set in a genre that they are not normally interested in.

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

And we can also see that the interest in genre often fades as the masses shift to a new trend! Yet the themes remain. Same struggle - different clothes!

Genre 3B

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

2. What genres do **you enjoy** reading, watching or experiencing? Why so? Give some examples of your **favourite** written texts, comics, TV series or films.

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

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



3.07 Fiction Texts

Novels

Novels are the main form of literary expression and are written across a range of styles, genres and themes.

The most famous living novelist is probably J.K. Rowling. The best-selling novel of all time is J.R.R. Tolkien's fantasy epic, 'The Lord of the Rings' with sales estimates of 150 million copies.

The main elements of fiction are:


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

Plot: This is what happens in the story.

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

Characters: Including main and support characters.

Point of view: Who is narrating (telling) the story?

So what was the last novel, chapter or short story you read or listened to? 

Fiction: Structure

- ⇒ Title
- ⇒ Chapters (& Parts)
- ⇒ Plot
- ⇒ Scenes
- ⇒ Narrative
- ⇒ Setting
- ⇒ Description
- ⇒ Dialogue
- ⇒ Resolution

Short stories

A short story needs to move faster than a novel to reach a resolution more quickly. Many authors say a good short story is harder to write than a novel.

Short stories are a good way to enjoy reading. Characters and plot develop quickly and there is usually just one problem or theme being explored.

Many science fiction films that you might have watched started life as published short stories in anthologies.

Comics and graphic novels

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

Graphic novels often feature complex plots, mature themes and higher-level production values, including ambitious artwork and storytelling techniques.

Most comics and graphic novels use a **storyboard** structure. Text **narration** drives the plot and dialogue. **Thought bubbles** and the inclusion of **sound effects** add **character** and **action**.

Many comics were born as serialised comic strips in newspapers and magazines. A comic may introduce and resolve an entire story in one issue. Other comics are episodic, with the plot unfolding over many editions, but with stand-alone stories.

There are also illustrated stories, such as in children's literature.

Do you enjoy comics, graphic novels and illustrated stories? 

Movies (film)

Movies, including short and feature-length productions, are one of the most popular mediums for people to enjoy fiction stories. Movies enable people to experience rich visuals and deep sound.

Movies, especially Western-studio films coming out of Hollywood, tend to follow a **3-act structure**.

Most movies use a combination of **visual** scenes, **lighting**, **dialogue**, and **sound** to create a vivid story.

Movies are made across all **genres** from comedy through to horror, war through to romance, and action through to drama.

Sometimes genres are combined to make a movie more successful.

Film & Theatre: Structure

- ⇒ Title
- ⇒ Prologue
- ⇒ Act 1 - Beginning
- ⇒ Act 2 - Middle
- ⇒ Act 3 (or more) - End
- ⇒ Plot
- ⇒ Scene
- ⇒ Resolution
- ⇒ Epilogue

Television


There is no fictional videomedia more enjoyed than television. Tele-series can be **episodic**, **serials**, **mini-series**, **novel series**, and **serializations** of fictional works.

Some of the most popular television fiction **genres** are soap operas, crime and mystery, police, medical and legal dramas, comedies including animation, period and historical dramas, political and news coverage, science fiction, horror and fantasy.

The way that we consume television has changed. In the past, watching our favourite broadcast shows was an event. The family sat down to enjoy their viewing together.

But streaming services have altered those viewing patterns forever.


Now many viewers consume their favourite stories alone, on tiny screens, and in binged quantities. Engagement has changed. Watching on small screens can reduce viewing quality. Bingeing and watching alone prevents reflection and sharing experiences.

So what do you enjoy watching, and why? 
And how do you access your favourite shows?

Television & video: Structure

- ⇒ Series
- ⇒ Episode
- ⇒ Title
- ⇒ Prologue
- ⇒ Acts
- ⇒ Scenes
- ⇒ Plot
- ⇒ Resolution
- ⇒ Epilogue

Fiction 3C

In small groups, discuss the **types** of **fiction texts** you **like** to **read** and **watch**. Perhaps your class will focus on a few examples to enjoy together. 

3.09 Fiction Texts

3D Narrative texts



Do you enjoy **written** and **videomedia** fictional texts? Why? List some of your **favourite** examples of fiction that you enjoy. Discuss why.

Novels and stories	Comics and graphic novels	Film and video	Television series



Applied: Narrative texts

Your teacher will clarify the meaning of narrative fictional stories with the class. You will access a range of different examples of fiction, such as a purely text-based narrative story, a videotext narrative story and a hybrid narrative story. Complete the pro-forma on p. 3 to record your engagement with these texts.

You are required to write a narrative text.

1. Choose your **theme**.
2. Write your text, 'as is', as it comes out of your head. Take some time to do this.
3. Will you handwrite, type, device type or dictate this? Why is that?

Now leave your text for a couple of days.

4. Read some expressive texts. Your teacher will direct you on suitable examples and lead the class through some of these.
5. Come back to your own text.
6. Re-read it carefully and make notes and edits to improve it. You should do this in printed form.
7. Rewrite your text (this usually means making it shorter!).
8. Read it to the class. Expressive texts often sound better when read aloud.
9. Rewrite your text one last time.
10. Would your final text make an interesting poem or song lyric by changing the structure? If so, team up with others in the class and make it into a rap, song or other similar musical form.

Expressive Text Summary			
Title:			
Writer/creator:		Format:	Date of origin:
Type of text:		Genre:	Ease of reading:
Summary/outline of the text.			
Examples of: Bio-information			
Examples of: Feelings			
Examples of: Action			
Examples of: Hopes and dreams			
Examples of: Struggles and challenges			
What did I learn from the text?		How did the text make me feel?	
Other information.			

COMPLETE
PREVIEW
SAMPLE

3.11 Choosing The Words

Express yourself

As part of our life, we have to talk about ourselves. That is a normal part of basic communication. But what we say, and how we say this, might change depending on whether we are communicating with family, with friends, at school, at work, or in other situations.

Inside out

Sometimes we use common words to describe our **personalities**. These words often reflect our inner **values** and how we appear on the outside and act towards others.

It is important for you to develop a strong **vocabulary** of words that can be used to describe different personality traits.



3E Words about me - Inside out

Here are some common words to describe people's personalities - that is; who they are on the inside.

1. Identify the ones you think **match your personality**. Write their **meaning** in your own words. Add some of your own.
2. Check and write the **meaning** if any you don't know. After this, indicate if any of these **match your personality**. Share and discuss as a class.

friendly	
caring	
trusting	
loyal	
empathic	
reliable	
impatient	
introverted	
extraverted	
vivacious	

Words to sentences - Inside out

Single words don't often communicate an accurate meaning, especially about someone's personality.

So we need to surround single **descriptive** words with other words that provide a **context**.

This way, you can start to paint a picture of your personality. This helps enlighten the person to whom you are communicating.



Image: Adapted from Orson/Depositphotos.com

Sentences about me - Inside out 3F

1. Reflect on the words **you selected** as describing your **personality** (the 'inside out' words). List 5 of these in the table.
2. Develop **sentences** that more fully describe how your **personality** shows from the 'inside looking out'. Construct these sentences as examples about you.

Tips

The **descriptive** word (which is an adjective) describes 'what'. But you need to add words that describe 'how' and 'why'.

Say these sentences out loud to make sure that you have the words in the best order to communicate your meaning.

e.g. impatient	I am impatient because when I ask for something, such as my dinner, I want it straight away!
i.	
ii.	
iii.	
iv.	
v.	

3.13 Choosing The Words

Outside in

At other times we might use words that describe how we **appear** to others.

People commonly **judge** the personalities of others. Sometimes for good - and sometimes for bad.

Social media has amplified this judgement. People can experience instant **feedback** from the external world, whether they want this or not.



A lot of effort is put into selfies to carefully 'cultivate' an external image.

Image: Neonshot/Depositphotos.com

💡 So how quick are you to judge others; and what do you look for?

3G Words about me - Outside in

Here now are some words about how you might **seem to others** - that is; who you are on the **outside**.

1. Identify the ones you think **match** your personality. Write their **meaning** in your own words. Add some of your own.
2. Check and write the **meaning** if you don't know. After this, indicate if any of these **match your personality**. Share and discuss as a class.



cool	
stylish	
talkative	
funny	
worried	
intense	
obedient	
reserved	
easy going	
rebellious	

COMPLETE PREVIEW SAMPLE

Words to sentences - Outside in

In order to communicate effectively, and build your literacy skills, you need to form key words into **sentences**.

It is a good tip not to include more than three key points in any one sentence.

You also need to include a subject such as the pronoun 'I' (if you are talking about yourself).

Note also that in the blurb opposite that the word, 'People', is also a subject.

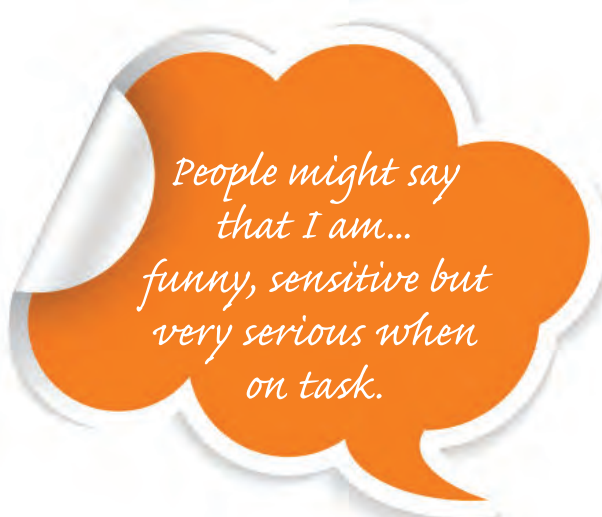


Image: Adapted from Orson/Depositphotos.com

Sentences about me - Outside in 3H

1. Reflect on the words you selected that **other people** might use to **describe your personality** (the 'outside in' words). List 5 of these in the table.
2. Develop **sentences** that more fully **describe how your personality** shows 'on the **outside**'. Construct these sentences as **sentences about you**.

Tips

The **descriptive** word (which is an **adjective**) describes '**what**'. But you need to add words that describe '**how**' and '**why**'.

Say these sentences **out loud** to have **sure** that you have the words in the best order to communicate your meaning.

e.g. obedient	People think I am obedient because I tend to do what I'm told, like doing my homework on time.
i.	
ii.	
iii.	
iv.	
v.	

3.15 Making Sense

First appearances

Sometimes the way we really are, doesn't show on the outside. At times this can be a good thing! We need to keep parts of us **private**. The whole world doesn't need to know everything about us!

But at other times this can act to mask our true selves. And it might also lead to misunderstandings because others can jump to conclusions.

At times people can jump to conclusions based on appearances; and be very judgemental - especially online!

🧠 Are there any things that people think about you because of the way you seem on the outside, that are different from who you are on the inside?

And how would you go about dealing with these conclusions? What would you like to clarify?

And also, what might be the best way to clarify these misconceptions? For example;

“People think I'm really funny because I usually joke a lot. But actually, I can be very serious. Especially about issues that I feel strongly about, such as access and equity for people with disabilities.”



31 First appearances

People often make judgements of others based on first appearances. This can be a good thing, but it can also be a bad thing.

Think of **someone you know well**. Think back to when you met that person. Can you remember your **first thoughts** about them? Were you right or did you make a **judgement** about who they were 'inside', based on what you saw 'outside'?

What were some of the things that **influenced** you? Make a list and give examples.

Person:	
Their clothing...	Their age...
Their hairstyle...	The way they spoke...

Under the surface

There is more to people than what may appear on the surface. People have **character** and **depth** based on aspects of their personal, social and professional lives.

Often we don't know too much about a person, nor much about the depth of their character. However, we can find out more about people by the types of activities they regularly do, as well as by the types of things they have accomplished.

This also goes the same for you when dealing with others. People might not be aware of your own **depth of character**.

So what is 'under the surface' about you, that you would like people to know, so that others can get more insight into you?

Under the surface 3J

1. Make a list of anything **about yourself** that might **surprise** people. These might be hidden talents or hobbies, something unusual you have achieved or experienced, or somewhere you have been. Use these prompts and add your own.

I can...	I can...	I can...
I've been...	I've been...	I've been...
I like...	I like...	I like...
I have done...	I have done...	I have done...
I've won...	I've achieved...	Soon I will...

2. From your list, select 4 things that **you would like people to know** about you; and also that you would be comfortable sharing with others.

I would be both happy and comfortable with people knowing that...	
i.	ii.
iii.	iv.

3.17 Making Sense

Punctuating your writing

Punctuation adds to **meaning**. It tells people how to understand your words. It tells them when an idea is finished. It tells them when to **pause**, and it tells them which words are important.

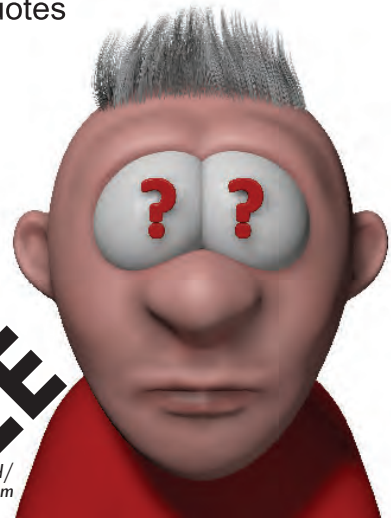
It has been proved that no two people will punctuate in exactly the same way. Punctuation varies because it reflects your **interpretation** of the meaning.

When you write, you should punctuate carefully to help communicate your idea better; and so that what you have written, 'reads', the way you meant it to.

When we **speak**, we also punctuate. We use pauses and stops to break up words and sentences.

Some people even punctuate **physically** by making air quotes for certain words and phrases. But sometimes this can be demeaning. For example, "I really 'like' your dress."

- 💡 And how about when you read digital posts which often use very little or no punctuation? Does that bother you? Perhaps in personal communication this is OK. But in work-related communication it's a real no-no and can turn customers and clients away. Why is that?
- 💡 So what do you do, 'in your head', to help you to interpret the meaning of digital posts that have no punctuation?



COMPLETE PREVIEW SAMPLE



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

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

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

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

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

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

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

Apostrophe = ' Is used (and misused) to stand in place of missing letters in a contraction. e.g. *is not becomes isn't*. An apostrophe also shows possession. *Emily's phone*. This can be a tricky one!

Punctuating & sentences 3K

1. You know basic punctuation, so have a go at **punctuating** this text. Don't worry about whether you are 'right', but **focus** on what the **words mean to you**.



Choose from these punctuation symbols. , . ? ! - : ; ' " "

When he screamed hello everyone on the tram heard him they either looked up or pretended not to notice as he was so out there and peculiar looking to most of the passengers others did acknowledge him awkwardly out of politeness or shock as his eyes darted around a young woman leapt to her feet waving hey dude over here ive saved a seat for you

2. Use the **4 attributes** you listed from (3J q2) that you would like people to know about you. **Explain** each of these more, by writing **full sentences**. Be sure to use appropriate **punctuation** to help you make better sense.

Show your teacher to get feedback on how to express each statement better.



Tip: Remember to state 'who' (which is you, but could be others as well), 'what', 'why' or 'how'; and for some examples, you might even include 'when'.

i. _____

ii. _____

iii. _____

iv. _____

COMPLETE
PREVIEW
SAMPLE

3.19 Putting It Together

Linking phrases

When you want to combine subjects, key words and other parts of language together, you can use linking phrases.

Linking these different parts of speech or writing helps create better written and oral literacy. Doing this also allows you to form more complex sentences that communicate your key ideas better. For example.

Jo asked Fletch what treats he liked. He replied. "Jam." "Marshmallow."
"Chocolate."

Although he answered truly, this makes Fletch sound very direct and blunt.

Perhaps Fletch could have used some linking words and phrases such as 'and' or 'also'.



So why did Jo reply to Fletch with, "Fancy a Wagon Wheel?"

Putting it together

Now it is time to link all these skills together so that you can write good-quality sentences about yourself. The skills to focus on are:

- ✓ choosing the right words
- ✓ including subjects
- ✓ writing phrases
- ✓ putting words and phrases in the most appropriate order
- ✓ using correct punctuation



Image: kalmatsui/
Depositphotos.com

3L Linking up

1. Use the **linking terms** below to complete this passage.

_____ really like a pair of sunnies from the DimMe range for my birthday, _____ the new fragrance by DJ Danger.

_____ gift that would not go amiss, _____ new skateboard.

_____, if I had to choose only one gift, _____ be a fragranced skateboard _____ built in sunny feature!

_____ just a joke, _____ I know you would never just give me one gift!?

Another

However

it would

as well as

is a

Now that's

because

I would

with a

2. Now that you've had **feedback** from your teacher about your sentences, choose and **rewrite** the **2** that you feel you would **most like** to **communicate**.

i. _____

ii. _____

3. Construct **another 2 sentences** that add **extra information**, or that explain your first 2 sentences.

i. _____

ii. _____

4. Get your teacher to review your new sentences and give you **feedback**. **Choose** your **strongest** example.



5. In your workbooks, write a **new sentence** that **introduces** your **ideas** for this strongest example.

Tip: Base your new sentence on the following intros, or make up your own.

⇒ There are two things about me that might surprise people.

⇒ There is more to me than meets the eye.

⇒ Would you believe me if I told you that...

COMPLETE
PREVIEW
SAMPLE

3.21 Putting It Together

Model A: Samanfa

Since I am a fairly quiet person, you might be surprised to learn these unusual facts about me.

To begin with, when I was a baby, I featured in a television ad for a well-known brand of toilet paper. As my mother tells this story, she was incredibly excited by my screen debut and was convinced that I had a career ahead of me. Unfortunately for both of us, I never reached this height of stardom again.

My second surprise is a secret skill. I am able to communicate quite well in

Image: Amaviael/Depositphotos.com



Auslan. This is because my cousin is hearing impaired and over the years I have picked up quite a bit. Not only does this allow me to 'talk' to my cousin but it's also quite a fun way to communicate.

An additional fact about me that might interest you is that I once won a year's supply of soft drink by correctly guessing the number of bubbles in a can. Unfortunately, I really didn't like that brand of drink so my family didn't get a lot of soft drink that year.

COMPLETE PREVIEW SAMPLE

Everyone knows that I love food and cooking. You might be surprised to know how this passion was developed.

When I was five, my family travelled to Sydney, where my Dad was born. I met my grandad for the first time and found out that he really liked cooking and I remember spending days watching him in the kitchen; smelling the aromas and tasting the delicious food.

After that, I always kept in touch with my grandad and talked to him about food. I started cooking by myself at about age eight and the first full meal I cooked was three dishes of grandad's recipes.

You might not know that as well as cooking and eating, I really like exercise. I realised that if I just cooked and ate it would be a recipe for disaster! As a balance, I took up running because it was cheap and easy to do any time and place. Now, I've recently taken up parkour since watching Ninja Warrior.

Now how about this; recently I have considered combining my passions as a career - as a personal chef and trainer to the stars!

Image: Olish/Depositphotos.com



Putting it together 3N

1. There’s often a lot more to people than most of us know about it. **Read** the texts created by **Samanfa** and **Giacamo**. Now, without re-reading these texts, list **3** things about **Samanfa** and **3** things about **Giacamo**.

Samanfa	Giacamo

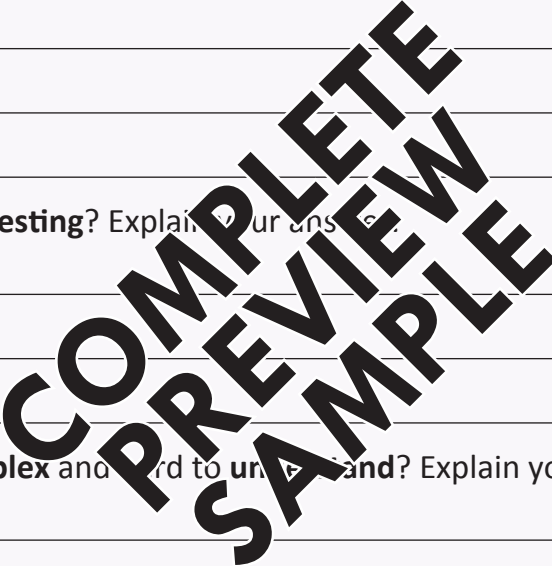
2. Are the texts **informative**? Explain your answer.

3. Are the texts **interesting**? Explain your answer.

4. Are the texts **complex** and hard to understand? Explain your answer.

5. Do you think the **texts would** also suit a **presentation**, and/or a **multimedia** format? Explain your answer.

6. If an **employer** asked Samanfa or Giacamo to **say** a little bit **about themselves** personally, **how** do you think that **employer** would **feel** about Sam or Giac?



3.23 Assessment Task

AT3 My Profile - Literacy for personal use

Outline: Part A - My Personal Profile

You have been asked to provide a profile of yourself for the website of a club or hobby group you are a part of.

- ⇒ The profile has to have a light and friendly tone.
- ⇒ You need to write the profile so that it describes 3-4 interesting facts about yourself.
- ⇒ You are required to write approximately 150 words.
- ⇒ You must satisfy appropriate literacy personal expression guidelines. (Note: Your teacher might add others.)

Literacy personal expression guidelines

- Be suitable for a general audience.
- Use accurate spelling.
- Apply correct sentence structures.
- Communicate appropriately.
- Use suitable paragraph structures.
- Include a suitable image.
- Use linking words and phrases.
- Show a range of vocabulary.

Preparation and process: Part A

1. Handwrite your initial draft using notes and information.
2. Type a draft profile.
3. Revise your draft profile (check for any digital auto-correct 'bloopers').
4. Edit a hard copy to find extra errors.
5. Get your teacher to check your edited draft.
6. Type or correct your final draft based on your teacher's feedback.
7. Add a suitable photo or image.



Your teacher might require you to present your profile as an oral report to the class.

Part B - My Work Profile

You are required to follow the same process that you used for **Part A - My Personal Profile** to draft and prepare another personal profile. But this time you will be communicating about your **work** and **vocational** experiences and **career** aspirations. Draw from these sources where relevant to your own situation and history.

- Your paid employment.
- Volunteer employment and/or community activities.
- Work experience or workplace learning.
- VET training and work-related learning.
- Your future career goals and aspirations.

Assessment Task 3.24

Name:	Key dates:	UNIT 1 MODULE 1		
Tasks - AT3: My Profile	Must Do?	Due Date	Done	Level
Planning my Profiles				
Negotiate the task details with my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
A My Personal Profile	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
B My Work Profile	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Completing my Profile(s)				
1. Handwrite my initial draft ideas and information.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Use technology to draft my text(s).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Check and revise my draft text(s).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Edit hard copies to find other errors and issues.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5. Get my teacher to check my edited draft(s).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
6. Correct my draft(s) based on feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
7. Include images and other elements if required.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 3: Feedback log				
⇒ Suitable for a general audience.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Applies correct sentence structures.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Uses suitable paragraph structures.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Uses linking words and phrases.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Shows a range of vocabulary.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Uses accurate spelling.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Punctuates appropriately.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Includes suitable image/images.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Prepare and submit my final text and summaries				
⇒ Prepare my final Personal and Work profiles.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Submit my final 2 profiles to my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Present or report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

COMPLETE
PREVIEW
SAMPLE

Additional information:

Signed: _____ Date: _____

3.25 Review and Reflection

Review and Reflection

Which Literacy skills did I develop during this unit?

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

**COMPLETE
PREVIEW
SAMPLE**

My performance in developing my Literacy skills this unit was:

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

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

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

Signed: _____ Date: _____

The Digital World

4

4.01 Introduction	80	4.15 Social Media Platforms	94
4.03 The Digital World	82	4.21 Digital Media.....	100
4.07 Websites and Web Portals	86	4.25 Assessment.....	104

Activities 4: The Digital World		p.	Due date	Done	Comment
LER4	My Literary Engagement Record	80-81	<input type="checkbox"/>	<input type="checkbox"/>	
4A	The digital world	83	<input type="checkbox"/>	<input type="checkbox"/>	
4B	Digital content	85	<input type="checkbox"/>	<input type="checkbox"/>	
4C	Digital sites	87	<input type="checkbox"/>	<input type="checkbox"/>	
4D	Government sites	89	<input type="checkbox"/>	<input type="checkbox"/>	
4E	Business sites	91	<input type="checkbox"/>	<input type="checkbox"/>	
4F	Educational sites	92	<input type="checkbox"/>	<input type="checkbox"/>	
4G	Vocational sites		<input type="checkbox"/>	<input type="checkbox"/>	
4H	My social media		<input type="checkbox"/>	<input type="checkbox"/>	
4I	Social connection		<input type="checkbox"/>	<input type="checkbox"/>	
4J	Social conflict	99	<input type="checkbox"/>	<input type="checkbox"/>	
4K	Digital media	101	<input type="checkbox"/>	<input type="checkbox"/>	
4L	Fun and recreation	103	<input type="checkbox"/>	<input type="checkbox"/>	
AT4	Investigation of Digital Texts	104-105	<input type="checkbox"/>	<input type="checkbox"/>	
R4	Review and Reflection	106	<input type="checkbox"/>	<input type="checkbox"/>	

COMPLETE
PREVIEW
SAMPLE

Comments:

4.01 Introduction - The Digital World

Unit 1 Module 2: Understanding and creating digital texts

Section 4: The Digital World is the first stage of **Module 2: Understanding and creating digital texts**.

In this section, you will:

- ⇒ investigate the structure, features and trustworthiness of different types of digital content
- ⇒ access and analyse varied web sites, social media and digital media formats.

Your teacher will lead you through an applied investigation into a range of varied digital platforms, texts and digital text formats, including work-related texts.

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

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

- ✓ access and 'read' a variety of digital texts and materials
- ✓ prepare summaries of these digital texts
- ✓ create a digital text using a similar format to one that you have summarised.

LER4 Literary Engagement Record of: _____

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

1. The main digital texts used in class were:

Date	Text/Reading: Title & author	Text type (date published)	source (URL)	summary/ main point(s)	What I most learned from this is:

LER4: Literary Engagement Record of: _____

2. The main writings I created were:

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

COMPLETE
PREVIEW
SAMPLE

3. The main oral and listening and video and media communications were:

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

4.03 The Digital World

The digital world

We live in a digital world. We use digital platforms and devices for many of our lived experiences.

If people live cut off from the digital world, it limits their capacity to belong and function in contemporary daily life.

You are a generation of '**digital natives**', who take this scenario as a 'natural' part of life. It is a given.

So, take a moment to think of all the things that you couldn't do, without digital technology.

Wait a minute! You will need to spend quite a bit of time to complete your list!

Digital media connects you and the rest of the world.

We use our **devices** to access **platforms** to connect us to people, places, entertainment, services, employment, education, shopping, selling and much more.

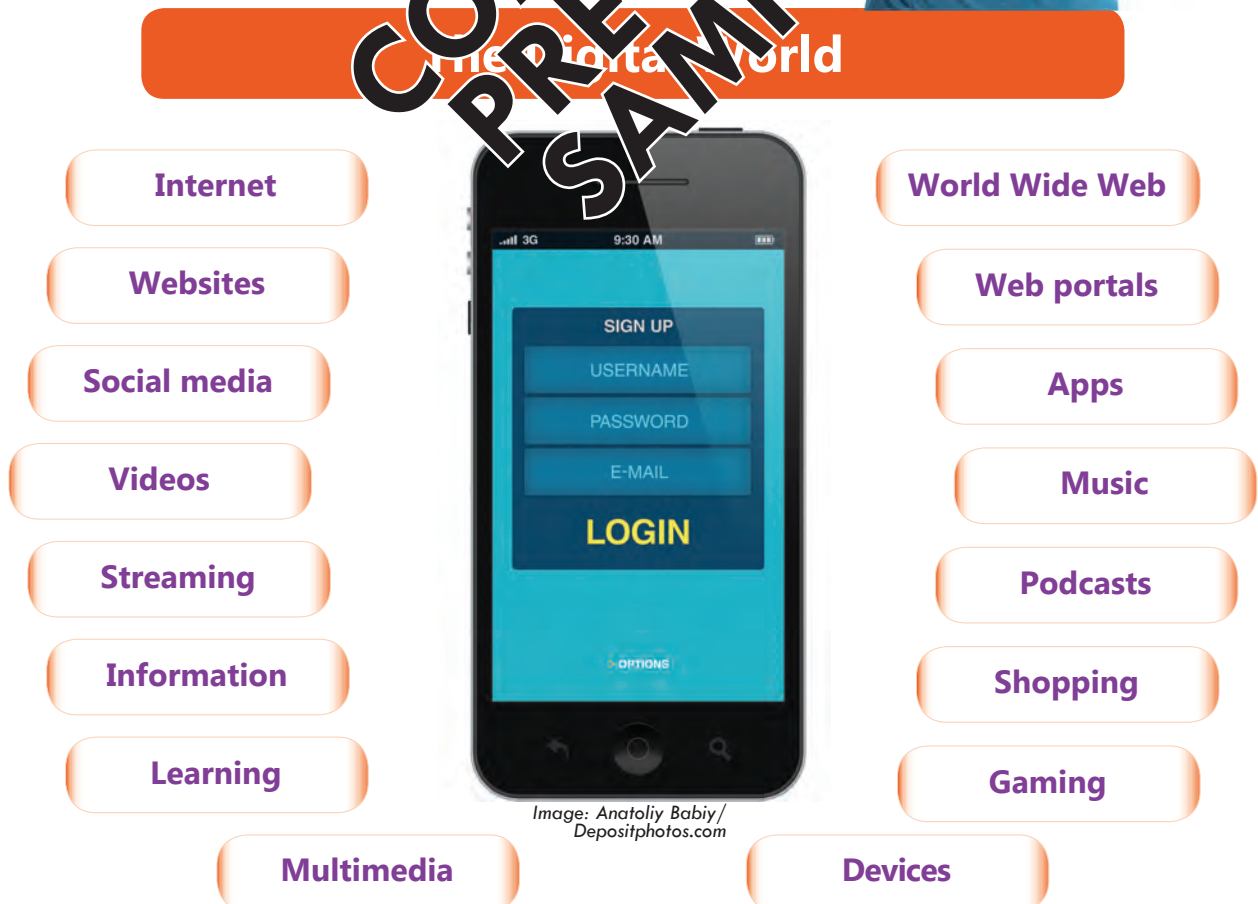
But these digital wonders are only tools. Some need to use them to their best advantage for

🧠 Do you?

How do you feel when you can't connect?



COMPLETE PREVIEW SAMPLE



1. When you hear the term, 'the **digital world**', what does this **mean** to you?

2. What is a **digital native**? How does this relate to **you**?

3. What is the **difference** between a digital **device** and a digital **platform**?

4. What digital **devices**, and what digital **platforms** do you commonly use?

COMPLETE
PREVIEW
SAMPLE

Applied: How do people feel about their digital devices?



Ask another **person your age** what their **digital device means** to **them**. Get them to answer in **single words**. Ask a person about **20 years older** than you the **same question**. Compare the results and report back to the class.

--	--

4.05 The Digital World

Digital content

When we go online, we access a range of digital content. We might watch videos and TV shows, listen to music or play games.

We might make lots of different posts on social media, follow people and like and share other posts, or take a look at other interesting posts.

We also can go online to keep up with the news and current events, watch and check up on sporting results and find out what the weather is going to be.

We also access information sites for learning and education, to find out about jobs and employment opportunities and to access health and medical advice to help improve our lives.

We go online and do some online shopping, do our banking and pay our bills.

We also access content to be entertained, have fun or just chill out and see what's going down.

And of course, we use different sites to chat with friends, send DMs and PMs, and find out what is happening with our favourite clubs.

There's so much to do in the digital world, so how we fit in time for family, friends, school and work.

Digital platforms

A digital platform is an interface through which we access content. The main types of digital platforms are:

- ⇒ **web sites, web pages** and **web portals**
- ⇒ **social media platforms**
- ⇒ **eCommerce sites** and **eService platforms**
- ⇒ **streaming** platforms
- ⇒ **eLearning** platforms
- ⇒ **forums**
- ⇒ **applications.**

Image: TAlexey/
Depositphotos.com



In the digital age, a lot of the content that people access now comes via apps. An **application** is a stripped-down version of a website or web portal. Apps provide targeted information but limited functionality. This means that **apps** are normally good at doing just one, or a few main tasks or processes.

- 🗣️ Most social media, news, weather, sports, streaming, games and popular culture is now accessed via apps rather than traditional web portals. Is that what you do?

Uncommon knowledge

Top web portals: Australia

1. Google
2. YouTube
3. Facebook
4. Wikipedia
5. Twitter
6. LinkedIn
7. Instagram
8. Reddit
9. Netflix
10. Yahoo

Top web sites: Australia

1. ebay.com.au
2. abc.com.au
3. news.com.au
4. realestate.com.au
5. amazon.com.au
6. bom.gov.au
7. gumtree.com.au
8. commbank.com.au
9. woolworths.com.au
10. nine.com.au

Source: Aggregation of various sources, April 2022

Digital Content

Bios	Posts	News
Clips	Images	Tweets
Animations	Reels	Videos
TV shows	Music	Movies
Podcasts	Vlogs	Livestreams
Infographics	Reviews	Memes
eLearning	Tutorials	Blogs
Products	DMs and SMS	Games

Digital content 4B

1. Describe **your** level of engagement with each of these types of **digital content**.

	Importance					Frequency					Enjoyment/Usefulness				Main example(s)	
	VH	H	M	L	VL	5	4	3	2	1	0	lots	some	little	none	
social media																
news media																
broadcast media																
video streaming																
music streaming																
shopping																
banking																
health & medical																
government																
sport & recreation																
gaming																
employment																

2. Discuss the most **commonly accessed** web **portals** and **websites** in Australia in mid-2022. Do **you** use these **sites**? What **digital content** do **you** access?



4.07 Websites and Web Portals

Websites

A website is a digital container hosted on the internet (through the world wide web) that holds information.

Websites are written in html code and each has a unique web address.

Website names include a domain code that indicates the type of entity that has created the site. This gives you a clue into the 'intention' or the **values** of the entity. There is also a unique domain suffix for each country.

⇒ business/commercial **.com.au .com** (or sometimes **.biz**)

⇒ government: **.gov.au .vic.gov.au**

⇒ educational: **.edu.au .edu**

⇒ not-for-profit: **.org.au .org**

Web portals

A web portal acts as the access point or a gateway to a much greater range of content. Web portals are the landing pages that link to what are usually thousands, millions or even more different pages or search results.

Think of major sites like Gumtree or Seek or **realestate.com.au**. There will have a multitude of goods for sale, or jobs available, but you have to somehow 'find' the right ones for you.

And then what about the biggest web portal of all, Google? We can ask Google anything, but does it tell us what we really need to know?

Therefore, think of a web portal like a front door to a huge library.

But once you are in, you still have to find out what to go!

Trustworthiness

One of the greatest opportunities available to everyone in the 21st century is the ability to access and enjoy online digital content from all over the world.

People can also **create, upload** and **post** their own **content**. People can find a **voice**, connect, experience open **self-expression**, and share their **creative** talents.

But due to the very nature of the online world, it is important that we all stop and think of the **trustworthiness** of the content we access. It is now so easy and inexpensive to create and share content, that anyone can say anything and post this online. So consider these issues that are **magnified** in the digital age.

- ☹ Not all information is created **equal**.
- ☹ Not all information is **accurate, true** and **unbiased**.
- ☹ Not all information has been created for noble or **ethical** purposes.
- ☹ Not all people are honest or **trustworthy**.
- ☹ Many people are sharing **mistruths** online.
- ☹ Many people will say and do almost anything for **money!**

Well I must be true after all, I kept seeing myself on the internet!



Image: PhotosVac/
Depositphotos.com

Main Types of Web Sites



Government and their agencies

Search engines and portals

Institutional and community

Business and corporate

Education and training

eCommerce and eServices

Vocational and employment

Product and brand

Media and streaming

News and current events

Culture and infotainment

Sport and/or recreation

Gaming and interactive

Forums and groups

Personal and performative

Image: Sentavio/Depositphotos.com

Digital sites 4C

1. What digital **sites** and **platforms** do you mainly use for these **purposes**?
2. What makes these sites and platforms **trustworthy**? What are their **values**?



searching	social media	music
TV and film	fun & entertainment	games
news	banking	health & medical
forums	jobs	online shopping

4.09 Websites and Web Portals

Government, government agencies and institutional sites

The most important source of digital information that people need to know and access in their daily lives comes via websites and apps of government **departments**, government **agencies** (such as **Centrelink**, **Medicare** and the **Australian Taxation Office**), and other important social **institutions**.

Commonwealth government sites will have the **URL: .gov.au**

State government sites will have **.vic.gov.au** (or **.nsw.gov.au**, etc. for other state government sites).

Commonwealth and state government websites communicate about:

- ⇒ policies and programs to help the economy
- ⇒ health and medical initiatives
- ⇒ taxation rules, laws and deadlines
- ⇒ employment services and programs
- ⇒ social security and welfare
- ⇒ workplace safety
- ⇒ environmental programs
- ⇒ travel and passports
- ⇒ law and order; as well as many other areas of government

Local government sites will provide information about local services such as rates, libraries, pet registration, garbage collection, community groups and local by-laws and regulations.

Information overload

Government sites are the most trusted sources of important information.

But, many governmental sites are very **information-heavy**. This makes them hard to navigate and understand.

As a result, many people post watered-down government information on social media. Sometimes these posts are accurate. But most times they are way off the mark. So don't be misled by other people's interpretation of government rules, laws and programs.

Instead, you have to go to the original source. So, this means you might have to contact the department or agencies directly - and they often have translating services as well.

COMPLETE
PREVIEW
SAMPLE

Image: Adapted from:
RATOCA/ & prettyvectors/
Depositphotos.com

**Don't listen to that bloke on the train who heard it from the girl at the café who saw it on Reddit.
Go straight to the source!**



Government sites 4D

1. Access these important **websites**. Choose 1 more of your own.
2. How would you describe the general **look** and **feel** of the **homepage**? Is it suitable for **mobile devices** and **desktop** access?
3. Use the **search** functions to **find information** you are interested in. How **accurate** and **useful** was the search function?
4. Use the **menus** to find out important **information**. Were these **easy to navigate**?
5. Are there any **tools**, **FAQs** or **factsheets** available through the site that can help you **access information** better?
6. Are there any **apps** that might **help you** better?
7. What did you most **learn** from the site? Report back to the class.



www.fairwork.gov.au

www.worksafe.vic.gov.au

Blank area for student notes.

Uncommon Knowledge

Commonwealth agencies

- ⇒ CSIRO
- ⇒ Bureau of Meteorology
- ⇒ Australian Bureau of Statistics
- ⇒ Reserve Bank of Australia
- ⇒ Fair Work Commission
- ⇒ Fair Work Ombudsman
- ⇒ Australian Taxation Office
- ⇒ Austrade
- ⇒ Centrelink - Services Australia
- ⇒ ABC and SBS
- ⇒ Australian Electoral Commission
- ⇒ Australian Human Rights Commission
- ⇒ Indigenous Land and Sea Corporation
- ⇒ Clean Energy Regulator
- ⇒ Safe Work Australia
- ⇒ Tourism Australia

Some state agencies

- ⇒ WorkSafe Victoria
- ⇒ VicRoads
- ⇒ Transport Accident Commission
- ⇒ Consumer Affairs Victoria
- ⇒ Business Victoria
- ⇒ Victoria Police
- ⇒ Family Safety Victoria
- ⇒ VicHealth
- ⇒ Cancer Council Victoria
- ⇒ Ambulance Victoria
- ⇒ Fire Rescue Victoria
- ⇒ Country Fire Authority
- ⇒ State Emergency Services



COMPLETE PREVIEW SAMPLE

4.11 Websites and Web Portals

Business and product sites

In the digital age, we are all heavily dependent on business websites and apps in our daily life. Business websites are normally identified by a **.com.au** or **.com** suffix.

Some business set up their sites to service their **customers** and **clients** directly.

They might operate online **shops** for goods (e.g. retailers), or **online bookings** and **reservations** for **services** (e.g. arts and recreation), or online **service portals** (e.g. banking).

Some corporate sites might also have client-only access areas for business-to-business **B2B** clients.

Business websites normally include:

- ⇒ business **details** including **contact information**
- ⇒ key **operations** and key **people**, as well as recent **media releases (PR)**
- ⇒ the **values** and **aims** of the business
- ⇒ customer and client **access** points and **interfaces** for selling goods or providing services
- ⇒ a **corporate section** that includes more detail about the company's operations, **financial reports**, **PR**, **social media**, **sustainability** initiatives and **community** involvement, **job seeker links**, and access to other relevant non-trading information.



Image: JohanH/
Depositphotos.com

Product and brands

Many businesses also create product or brand websites and apps. These websites promote a **product**, **product range** and **product features** to consumers.

The sites are usually light on text and heavy on images, videos, music and even games. They will use the colours and words of the brand to reinforce a message.

The sites are primarily designed for viewing on **smart phones** and portable devices, especially through the use of apps.

The sites rely on **social media** pages and **app** integrations to drive **brand awareness** and **brand engagement**.

Product and brand sites are usually created to only communicate good things about themselves. Therefore, it is important that you realise that brands are not people. Brands are a marketing tool to give identity to a product - a product they want you to buy!

Applied: Business websites

The two biggest supermarket retailers in Australia are Coles and Woolworths. Together they account for about 56% of market share. These retailers are also two of the biggest employers of young people in Australia.

www.coles.com.au or www.woolworths.com.au



- Go to the websites and navigate around.
- How would you describe the ‘look’ and the ‘personality’ of each site?
- How easy is each to search?
- How is information presented to the viewer?
- How easy is it to shop through the sites?
- Can you easily locate products on sale or on special?
- Are there any links to career opportunities? If so, are they easy to get to?
- Repeat these steps for a **different business website** of your choice, such as a **local** small business. What differences do you notice?

Applied: Product and Brand

One of the most popular, and sometimes the biggest selling chocolate bar in the world, is Nestle’s Kit Kat.

www.kitkat.com.au



- Go to the **Kit Kat** website and navigate around.
- How would you describe the ‘look’ and the ‘personality’ of the site?
- How easy is it to search?
- How is information presented to the viewer?
- How informative is the site? Why so?
- How does the content of the site make you feel? Why is that?
- Who do you think this site is aimed at? Young people, older people?
- Does the Kit Kat product have a different life on social media?
- Repeat these steps for a **different product website** of your choice.

What **business sites** do **you**, and your **family** use? Why is that?

4.13 Websites and Web Portals

Educational sites

Educational websites and course pages allow you to see what type of **courses** and training is on offer.

These sites and pages will tell you the **name** of the institution or RTO, the **duration** of the training program, and the **qualification**. These will include details of **application processes**, **entry requirements**, **pre-requisites** and **fees**.

These sites and pages will also tell you **commencement dates** and details of **fee-waivers** or **concessions**.

Many courses are now delivered partly, or entirely as **e-learning** programs. So you need to find out if you have to do your course **on campus**, **online** or via a hybrid **blend** of these two.

Many courses at TAFE level are offered by different **TAFE** institutions, **private providers** and **RTOs**.

There can be a huge difference between TAFE and private provider courses, especially in price. This means that it is worthwhile shopping around for the location, dates, duration and price that you can afford.

The TAFE system is run by the government and is the most trusted source of information about vocational education and training.

Many **TAFE** courses are **subsidised** by government programs. So compare and ask about the cost and quality of programs, the experience of teachers and trainers, the course delivery methods and the ease of accessing online materials.

COMPLETE
PREVIEW
SAMPLE

Image: photography33/
Depositphotos.com



4F Educational sites

Applied: Educational web portals

Access the web portal of your local **TAFE**, or a TAFE of your choice.

What is its web address?

Navigate around using the menu. How easy is it to use?

Use the search function to find a course that you might be interested in.

How accurate and useful was the search function?

Print out the information for the course you have chosen.

Use this information to create a shorter summary of the course.

Use the bolded terms above to focus your summary. (These terms could be sub-headings or key points.)

Why is it better to print this detailed information?

Are there contact details on the site to get further help and information?



Vocational sites

Vocational websites and apps will feature different information depending on the aims and motives of the organisation providing the information.

Government vocational sites provide trusted information about:

- ⇒ government job programs, including job-seeking and career advice
- ⇒ Australian Apprenticeships programs
- ⇒ employment laws, including OHS and WHS
- ⇒ rates of pay and other conditions
- ⇒ employment opportunities available through Workforce Australia
- ⇒ information, trends and other information about the labour market.

Job-seeking sites are mainly operated by businesses. These sites and apps will provide important content about:

- ⇒ advertisements for job vacancies and employment opportunities
- ⇒ job-seeking skills, tips and advice
- ⇒ job application methods, and site/job registration procedures.

Many so-called ‘career advice’ sites are often just business sites ‘dressed-up’ to provide advice that the sites want you to take, like signing up for an expensive course they offer. So be careful with what you get on **any job-seeking sites. But how do I know which ones are suited to me?** an early Google search.

The one site you can always trust for career advice is **MyFuture**. It is a non-commercial site designed to help young people. A similar trusted Commonwealth government site is **Labour Market Insights** (which by now might have switched to www.jobsandskills.gov.au).



Image: kaarsten/istock/Thinkstock

Vocational sites 4G

Applied: Job-seeking portals

Access a job-seeking web portal such as:

www.seek.com.au



Navigate around using the menu. How easy is it to use?

What modifiers do you need to use to make the search better suited to your needs?

Use the search function to find a job that you might be interested in.

Did you get any possibilities in the search results?

What is a Seek ‘Profile’?

Should you do this? Why/why not? Ask your teacher for advice on this.



How useful is the career advice for young job-seekers such as yourself?

4.15 Social Media Platforms

Social media platforms

In the digital age, most people connect with others through social media platforms.

The big five platforms in the Western world are:

- ⇒ **Facebook** (owned by Meta which is Facebook's corporate name, USA)
- ⇒ **Instagram** (owned by Facebook, or Meta, USA)
- ⇒ **Twitter** (owned by Twitter Inc./ X Holdings II, Inc., [i.e. Elon Musk in Oct '22] USA)
- ⇒ **TikTok** (owned by ByteDance, China)
- ⇒ **YouTube** (owned by Google, USA)

There are many other popular social media platforms, especially in China. And over time, some platforms have come, declined or even gone. By the time you are reading this, you might even be engaged with an entirely new social media platform.

Social media platforms are usually owned and operated by huge global **corporations**. The user gets a **free service**, but in return might be shown some **advertising**.

Social media users are also a good source of **data** - and that in itself is a valuable **commodity** to trade.

People love social media for the benefits it offers users.

But social media also has its disadvantages.

Advantages

- 😊 Free to use
- 😊 Connecting with others
- 😊 Lots of content to access.
- 😊 Lots to post to share
- 😊 How interesting people
- 😊 Have a voice to be heard.
- 😊 Can learn about the world
- 😊 Can build creativity.

Disadvantages

- 😞 Users are a product.
- 😞 Selling of user data.
- 😞 Nasty and bullying posts.
- 😞 People become narcissistic.
- 😞 Focus on celebrityisation.
- 😞 People spread mistruths.
- 😞 Lack of self-learning.
- 😞 Encourages user laziness.

Uncommon knowledge

COMPLETE PREVIEW SAMPLE

Social Media

Facebook

TikTok

Instagram

Twitter

WhatsApp

Reddit

Twitch

YouTube

WeChat

Weibo

SnapChat

Quora

LinkedIn

Messenger



Image:
S1photography/
Depositphotos.com

My social media 4H

1. Reflect on **your use** of **social media**. Name the **platform** (what) and outline the type of **ways** (how) that you engage with it.
2. Describe **positives** (why) that you **experience** from using social media.

My positives from social media		
What?	What?	What?
How?	How?	How?
Why?	Why?	Why?
What?	What?	What?
How?	How?	How?
Why?	Why?	Why?

3. Consider 3 of the potential **negatives** of using **social media**. Have **you experienced** any of these? Do you think they might be a **problem for you**?

Potential negatives from social media		
What?	What?	What?
How?	How?	How?
Why?	Why?	Why?

Discussion

Form into small groups. Discuss what you would do without social media. Would that cause problems for you? How did people get by 20 years ago without any social media?



4.17 Social Media Platforms

Connection

The most significant benefit of social media is that it enables connection between individuals and groups.

Generally, it is used for **information**, **entertainment** and **keeping in touch**.

Social media is inherently **engaging**. It is designed to keep you looking, checking, posting and liking. Social media is bottomless. You will never run out of posts or sites to swipe through.

Social media interaction can be used to:

- ⇒ strengthen existing relationships
- ⇒ make new friends and contacts
- ⇒ unite people with similar interests and values
- ⇒ enable community engagement
- ⇒ connect lonely or isolated individuals
- ⇒ bridge geographical barriers
- ⇒ facilitate cross-cultural connection
- ⇒ provide information and support.

New ways of being

Social media is also changing how people are creating texts, as well as the **type** of **texts** they prefer to use and access.

Many people are **'writing'** more than they ever have before. But often this takes the form of a string of **small messages**.

And people are also relying on **predictive** technology to do the thinking for them.

Increasingly, people are **'speaking'** through texts - and using a **vocabulary** much different from writing.

People are also relying on their **digital assistants** to help them navigate.

And since the COVID-19 pandemic, we have seen the re-emergence of **QR** codes being used to direct users to a specific web **landing point**.

That's OK, but sometimes it's what we learn along the journey that is more important.

People are also showing a preference for **video** texts, **photos**, **images** and **animations**.

These **multimedia** texts encourage a whole new level of **engagement**.



Image: Ellagrin/
Depositphotos.com

1. Describe how **you use social media**, the ways that you **communicate**, and the **types of texts you create** and access. Add 2 more.

To strengthen my existing relationships.	To make new friends and contacts.
To find people with similar interests and values.	To engage with communities.
To connect with lonely or isolated individuals	To bridge geographical barriers.
To experience cross-cultural connection.	To find information and support.
Other:	Other:

COMPLETE
PREVIEW
SAMPLE

2. What **methods** do you most often use to **create your social media content**? Are you a social media **'typer'**, or a **'talker'**, or an **'image creator'** or a **'video creator'**? Why?



3. Think about the types of social media content you most often access. **Do you prefer text, or talking, or images or video**, or other content? Why is that?



4.19 Social Media Platforms

Confusion

In the online world **information** is **everywhere**. So what to **believe**?

People are increasingly using social media to connect with the wider world of **news** and **events**, **current affairs** and **social issues**. The problem is that anyone can create, select and post a narrow range of information, and make it look like it is the only **truth**.

People have a tendency to believe what they want to believe. So they choose to follow groups and people that reinforce their beliefs. It's called **confirmation bias**.

Confirmation bias plays out when we only want to accept and believe things that confirm our view of the world. That does not help us to grow, learn and accept new ideas.

People online - especially on social media platforms and forums - gravitate to '**networks**' that share or create **information** (or **misinformation**) that confirms their already established **biases**. That is not a good thing.

Conflict

Social media unites people and creates communities. However, it can just as easily alienate people and disrupt communities. Social media communities can be a powerful way to connect, but equally these can be a source of **division** and conflict.

In the past few years, we have seen people online **flame**. Then they start the **bullying**, the aggression, the **attacking** and **venting** **hate speech** on one another. This happens all over the platforms on all sides of **opinion**.

We even experience online **canceling** on **networks** which were created to help and unite local people, turn into raging battlegrounds of **name-calling**, **bullying** and downright **nastiness**.

One of the causes of conflict comes from the **immediacy** with which people are creating texts. They tap away, or speak to their smart device, and then immediately post online for hundreds, thousands or even potentially more people to see.

And written words are powerful, because as an **artefact**, they hold weight and can be **permanent** and last forever.

🧠 Can you think of a time that someone has posted online and caused a **stir**? Have you ever **offended** someone online without knowing, and later found out about it? How did/didn't you resolve the **conflict**?

*Image DanielVilleneuve/
Thinkstock*

Are there things that you can't say on some platforms but can say freely on others? What are they?

And have you lost friends because of their online behaviour, or perhaps even due to your online behaviour - even if your behaviour wasn't actually 'bad'?

With social media, the angry mob, is even angrier, and bigger!



- Based on 'Confusion' and 'Conflict' on p.98, complete **word chains** for these key words. Some key words will feature more than once. Develop one final summary word chain.

confusion	
news	
bias	
conflict	
tribes	
immediacy	

- When using **social media**, do you ever experience the **negative** consequences associated with any of these terms? Give examples, and add 3 more.

confusion	bias	confirmation bias
conflict	division	name calling

Discussion

In small groups, suggest ways the **young people** can make sure that they can **reduce** or avoid **negative interactions** on **social media**.



Look up examples of **confirmation bias**. Why do people **experience** confirmation bias? Do you?

What can be done to try and **deal with confirmation bias**?

4.21 Digital Media

Podcasts

In the digital age, people love to create and access podcasts.

Podcasts were originally audio-only, and were like an on-demand radio segment. But now many also feature video.

Podcasts have grown in popularity over time. Now with readily available technology, all you need is a device, a mic and maybe a 'camera' and you are set to go.



Image: AndrewLozovyi/Depositphotos.com

A few years ago, COVID-19 lockdowns certainly brought many budding bedroom-based media presenters to the surface! But now every other celebrity is also a podcaster!

Podcasting is the domain of the comedian, the culture vulture, the geek freak, the media watcher or even the expert model train enthusiast.

But there are also many high-quality podcasts produced, funded and/or hosted by established media outlets, especially the ABC that are made by journalists and professional broadcasters. These often feature interviews, true crime, sport, health and medical, science, and of course, arts and entertainment.

Podcasts might involve one person speaking, or a number of people sharing their knowledge via a discussion. Podcasts can involve presenters live to camera, or not.



So do you access podcasts, or perhaps even create your own?

Channels

Most commonly hosted through YouTube, channels enable content creators to showcase their talent to interested viewers. Independent creators can take control of their own creative destinies, free from the shackles of global media corporations.

The use of channels is how some performers, creatives, comedians, magicians and content creators actually got their start before they moved to the broader or mainstream world.

Image: SergeyNivens/Depositphotos.com

But now many online content creators are staying as online-only casters, and can make a good living from their channels via advertising, product endorsement or through subscriber-supported funding such as Patreon.

Some mega-creators have become huge local or even global stars, with their own range of merchandise and the ability to command huge appearance fees. This is especially prevalent in some highly digitally-connected Asian countries such as South Korea, China and Japan.



Reflect on your patterns of digital content use for **podcasts** and **channels**. Answer these questions.

1. What **sites** do you use for **fun**? Why?
2. Who **creates** the **content**?
3. Who **provides** the **content**?
4. Do you access this **content alone**, or do you get the opportunity to **connect** with **others**?
5. Are there any **costs** associated with this digital content?
6. What **type** of **content** would you like to have **more access** to?



Me and podcasts

COMPLETE
PREVIEW
SAMPLE

Me and channels

4.23 Digital Media

Streaming

What's to say about streaming that users don't already know! Streaming is here to stay, although some of the platforms might disappear or get swallowed up by major players.

Streaming has led to the ability to access huge **volumes** of content for very **little cost**, the creation of new high-quality content for digital platforms, and the ability to access and enjoy content **anywhere** at any time.

Streaming has also led to the **exploitation** of performing **artists** through minuscule **fee-for-play** amounts.

It has also caused the near extinction of DVD stores (except in some regional areas).

'Cheap' and on-demand content has also placed huge pressure on free-to-air broadcasters and led to the **over-consumption** of low-quality content.

The most striking effect that streaming has had is that individuals are consuming their media **alone**, rather than viewing and listening with others as a shared experience.

Do you mainly watch streamed content alone? Or do you still have some event programs and movies where you gather together and watch these with others?



Image: bernardbodo/Depositphotos.com

Gaming

Gaming is one of the most widely-enjoyed digital user content experiences. Games vary from huge online **multi-user platforms**, high-quality **movie-like experiences** down to simple apps and brain-engagers.

Online gaming platforms connect people globally and provide hours, months or even years of entertainment potential for users. Many people enjoy **chatting** with others while they are playing. Gaming gives many users the enjoyment of experiencing another world, through role-play.

Gamers often have excellent **visual-spatial** skills, quick reflexes, very good **eye-hand coordination** and the ability to **solve abstract problems**.

But gamers can often suffer from a **lack of sleep**, they spend too much time **sitting**, high-level users experience physical problems and **RSI**, and some highly-addicted gamers can **disconnect** from the mundane reality of their own world.

Mega games, such as Call of Duty, are credited as being the greatest recruitment tool for the military!

Image: georgejmcittle/Depositphotos.com



Reflect on your patterns of digital content use for **streaming** and **gaming**. Answer these questions.

1. What **sites** do you use for **fun**? Why?
2. Who **creates** the **content**?
3. Who **provides** the **content**?
4. Do you access this **content alone**, or do you get the opportunity to **connect** with **others**?
5. Are there any **costs** associated with this digital content?
6. What **type** of **content** would you like to have **more access** to?



Me and digital streaming

COMPLETE
PREVIEW
SAMPLE

Me and digital gaming

4.25 Assessment

AT4 Investigation of Digital Texts - Understanding and creating digital texts

Outline

1. For this assessment task, you are required to **access** and **read** a variety of **digital texts** and materials.
2. Then you will prepare **summaries** of each of these digital texts.
3. Finally, you will **create** a brief digital **text** of your own using a similar format to one of those you have summarised.

1. Texts

Your teacher will either:

- ⇒ provide you with up to 2-3 digital texts of different styles, or
- ⇒ encourage you to select 2-3 digital texts of different styles yourself.

The 2-3 digital texts will be chosen from this list.
Your teacher might add other types of digital texts. If so, list these below

- an online story
- an online newspaper article
- an online magazine article
- an online biography
- a wiki entry
- a music videoclip
- a short podcast
- an infographic
- an online review
- an online comic
- an online tutorial
- an online ad or promotion

2. Summaries







You should use the summary pro-forma on p.52. However, your teacher may provide you with a different guide or pro-forma.

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

3. Your digital text

- After you have completed your 2-3 summaries, you will then produce **your own digital text** in a **format similar** to one of the texts you summarised.
- You **should** include **images, graphics** and other **non-text elements**.
- Your teacher will inform you of the **length** and other **requirements**.
- You will need to produce at least one **draft**. Your teacher will give you **feedback** and **advice** to help you improve your draft(s).
- You are strongly encouraged to **share** your digital work with the **class**. Of course, if your digital text is of a very personal nature, then it might not be appropriate to share this. Your teacher will give you the best advice on this.

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

Name:		Key dates:		UNIT 1 MODULE 2	
Tasks - AT4: Investigation of Digital Texts		Must Do?	Due Date	Done	Level
Stage 1: Choosing and accessing digital texts.					
	Negotiate the task details with my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
i.	<u>Text 1</u> :	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
ii.	<u>Text 2</u> :	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iii.	<u>Text 3</u> :	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 2: Preparing summaries of the digital texts.					
i.	Source and/or access digital <u>Text 1</u> .	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Summarise <u>Text 1</u> , using teacher feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
ii.	Source and/or access digital <u>Text 2</u> .	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Summarise <u>Text 2</u> , using teacher feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iii.	Source and/or access digital <u>Text 3</u> .	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Summarise <u>Text 3</u> , using teacher feedback.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 3: Completing a digital text.					
a.	Choose a suitable format and include multimedia and other elements. Get feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b.	Create a draft text.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c.	Include multimedia and other elements.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d.	Check and revise my draft text.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e.	Edit a hard copy to find other errors and issues.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f.	Get my teacher to check my edited draft.		<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="text"/>
g.	Correct my draft based on feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Prepare and submit my final digital text and summaries.					
⇒	Prepare my final digital text and my 2-3 summaries.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	Submit my final text and 2-3 summaries to my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Present or report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

COMPLETE
PREVIEW
SAMPLE

Additional information:

Signed: _____ Date: _____

4.27 Review and Reflection

Review and Reflection

Which Literacy skills did I develop during this unit?

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

My performance in developing my Literacy skills this unit was:

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

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

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

Signed: _____ Date: _____

Let's Go Digital

5

5.01 Introduction	108	5.19 Avoiding Plagiarism	126
5.03 Digital Texts	110	5.23 Assessment Task	130
5.07 Creating Digital Texts	114	5.27 Unit Review and Reflection	134
5.13 Digital Respect.....	120		

Activities 5: Let's Go Digital		p.	Due date	Done	Comment
LER5	My Literary Engagement Record	108-109	<input type="checkbox"/>	<input type="radio"/>	
5A	My digital world	111	<input type="checkbox"/>	<input type="radio"/>	
5B	Digital texts - Brainstorm	112	<input type="checkbox"/>	<input type="radio"/>	
5C	Suitability of digital texts	113	<input type="checkbox"/>	<input type="radio"/>	
5D	Creating video	115	<input type="checkbox"/>	<input type="radio"/>	
5E	Creating infographics	116	<input type="checkbox"/>	<input type="radio"/>	
5F	Creating podcasts	117	<input type="checkbox"/>	<input type="radio"/>	
5G	Digital interactions	118	<input type="checkbox"/>	<input type="radio"/>	
5H	Disrespect	119	<input type="checkbox"/>	<input type="radio"/>	
5I	Communicating respectfully	123	<input type="checkbox"/>	<input type="radio"/>	
5J	Dealing with disrespect	125	<input type="checkbox"/>	<input type="radio"/>	
5K	Referencing digital content	129	<input type="checkbox"/>	<input type="radio"/>	
AT5	15 Minutes of Fame	130-133	<input type="checkbox"/>	<input type="radio"/>	
R5	Unit Review and Reflection	134	<input type="checkbox"/>	<input type="radio"/>	

COMPLETE PREVIEW SAMPLE

Comments:

5.01 Introduction - Let's Go Digital

Unit 1 Module 2: Understanding and creating digital texts

Section 5: Let's Go Digital is the final stage of **Module 2: Understanding and creating digital texts** and concludes your Unit 1 studies.

In this section, you will further develop your understanding of the purpose, structure and content of different digital texts and platforms.

You will apply these skills to create effective digital content to communicate respectfully and safely with varied audiences.

Your teacher will continue to guide you through an applied investigation of a range of appropriate digital platforms and digital text formats.

You will also develop skills to access and create digital content in a safe and respectful manner, including an understanding of copyright and appropriate attribution.

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

This section concludes with an assessment task whereby you will:

- ✓ create an integrated digital text, or a number of linked texts
- ✓ use 3 different modes of digital communication.

LER5 Literary Engagement Record of: _____

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

1. The main digital texts discussed were:

Date	Text/Reading: Title & author	Text type, source (date published)	Primary/ Key point(s)	What I most learned from this is:

LER5: Literary Engagement Record of: _____

2. The main writings I created were:

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

COMPLETE
PREVIEW
SAMPLE

3. The main oral, listening and video media communications were:

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

5.03 Digital Texts

Digital content

Now that we are well into the 2020s, there is an astounding array of digital texts at our disposal. In fact, many **digital natives** born in the 21st century barely interact with any forms of analogue 'texts' (unless 'forced' to).

Some workplaces and schools have even gone paperless.

In the digital age, it seems that everyone can be a digital **content creator**.

People think it's easy to snap a few photos, tell a joke into a mic, review a skincare product, or do a little dance, and hey presto - digital stardom here I come!

But not all digital content is created equal! And just because something is digital it doesn't make it better. In many cases, going digital has made the content worse!



Image: Syda_Productions/
Depositphotos.com

Digital substitution

Some digital content is really just the same thing as 'text' that existed before digital devices took over, and started to dominate our consumption of information and entertainment.

The difference now is that this content is primarily communicated and made **available online**. For example, consider a **report** in a **PDF** format rather than in a printed hard copy booklet; or **e-catalogues** that have replaced many printed catalogues.

We can also consider **streaming media** in the same way. Movies, TV shows and music are still made just like they were before.

The difference is that these are available **on-demand** through **subscription**, rather than as broadcast-only; or as analogue physical-purchase options.

And podcasts are really just like a type of **radio** show - except that they too are on-demand. People have gone back to '**listening**' in a big way.

However, they are listening alone, unlike the family sitting around the huge radio in the lounge room in the 1940s and '50s.



Image:
evereff225/
Depositphotos.com

And you?

To complete this unit, you will be required to produce a quality example of digital content. This means that you have to ensure that your content suits the digital format you choose, as well as making the digital format suit the content.

So, let's look at a few of the most preferred types of digital content formats and see if we can figure out their best uses, and what it takes to create them.



What type of screen do you spend most time looking at? And is your screentime on your own or with others?

Image: Rawpixel/Depositphotos.com



My digital world 5A

List the most common types of digital content you access. Project back 30 years.

Would you have been able to access this content then?

So, would your content consumption be described as: 'same' content but in a new way, or 'new' content and in a new way?

COMPLETE PREVIEW SAMPLE

View

Have you ever seen the ABC series, Back in Time for Dinner? Try it as a class.



5.05 Digital Texts

5B Digital texts - Brainstorm

1. As part of this unit, **you** will be **required** to produce **digital texts** for a range of **audiences**. Your teacher will give you more guidance about this.

So now is a good time to **brainstorm** a list of **key words** and **terms** about **creating digital texts**.



You might do this in small groups or pairs, and then report back to the class to share ideas.

COMPLETE
PREVIEW
SAMPLE



2. After class **discussion** and feedback, list the most **important terms** to apply when **creating digital texts**.

Suitability of digital texts 5C

Consider the suitability of varied types of digital texts for your own content. Add 2.



Describe potential **advantages** of this type of content i.e. **pros**. But also think carefully about potential **disadvantages** and **pitfalls** of this type of content i.e. **cons**.

Then ask your **teacher** about the **suitability** of each **type** of **content** for your classwork; and whether there are other **issues** that you need to **consider** (especially with posting or sharing with the public).



Digital text	Pros	Cons	My teacher says...
website			
social media			
video			
podcast			
infographic			
factsheet/FAQ			
comic			
zine			

COMPLETE
PREVIEW
SAMPLE

5.07 Creating Digital Texts

Videos

Videos would be among the most **popular** digital texts to access and create. They seem to have it all. Press 'play' and enjoy. But what does it take to create a video?

If it's for TikTok, maybe you don't put too much thought into it. Mime a song, do a little dance or sing along with your dog? Easy as!

But how about creating a **quality** product that **informs**, **educates** or **entertains**? Video as digital communication takes **time** and **effort**.



A one-take selfie-vid...

Image: eakgrungenerd/
Depositphotos.com

How to create effective video

- Determine who the audience is.
- Have a clear intention and concept. Create a 1-2 sentence statement of intention. Write this down and refine it!
- Create and follow a storyboard that breaks down each scene.
- Add filming directions on your storyboard to give the video a particular look and feel.
- Create a script, and rehearse it!
- Choose and secure location(s), including permissions.
- Choose times to film: Consider natural light, people and traffic, and external noise.
- Organise camera angles, do test-shots.
- Design and test the lighting.
- Design and test the sound.
- Undertake casting.
- Schedule rehearsals, especially if you are using a one-take video.
- Schedule a technical run-through.
- Finalise camera angles, lighting and sound according to what has worked.
- Schedule a final shoot.
- Break the scenes into manageable and coherent 'takes'.
- Add post-production elements.
- Create credits and organise copyright attributions.
- Edit, edit and edit.

Putting it together

So, as you can see, making decent video content requires a bit more effort than it does to watch it.

And what if you are the sole content creator? Well, that's quite a big job!

So; do consider all the elements that contribute to a quality video.

But, don't think of this as an easy option!

....or a multi-scene production video? You choose!





1. Why do **you watch** short **online videos**? (Not TV series or films.)

2. What do **you look for** in **good** online **videos**? Explain using examples.

3. What do **you dislike** or **avoid** in online videos? Explain using examples.

4. If **you were making** a **video**, what do you think **your audience** would **like**, and **dislike**? Why is that?

Applied:
What are the **top tips** for you to follow when making a video?

COMPLETE
PREVIEW
SAMPLE

5.09 Creating Digital Texts

Infographics

An infographic is a **visual representation** of information. Infographics have become increasingly used in contemporary **multimedia** communication.

An infographic is a good tool for **breaking down** an **idea**, or a set of **instructions**, or for conveying information to an audience that prefers to take in information **visually**.

Infographics are also a good way to **summarise** knowledge that you have researched.

However, an infographic needs to be well-**designed** and executed in order to be successful.

Infographics are good for communicating content in a condensed form.

Infographics also work well when they express a limited number of points or steps. You could also create an infographic to enhance or support another text, especially if you are summarising **statistics**.

Image: SergeyVasutin/Depositphotos.com



- How to create effective infographics**
- Establish who the target audience is.
 - Consider your information and make sure that it is suited to this form of communication.
 - Plan the order and sequence of the content in your infographic.
 - Experiment with formatting and layout including direction or pattern of words and visuals.
 - Try different colour combinations, ensuring that you limit the palette, fonts and styles.
 - Experiment with size, and make sure that the infographic can be easily read and understood.
 - Ensure that the whole message can be seen on one screen, and what size screen will be needed.
 - Get feedback on your choice of colours, fonts, pictograms, etc. for readability.
 - Test it across a few devices to see how it might look different.
 - Will you use animations - are they needed - or just a gimmick?
- Don't**
- × Lose your message by cluttering the infographic.
 - × Make it too small.
 - × Include too much information or too little information.
 - × Create a good infographic with bad information; and vice versa.

1. For what **purposes** do **you** access and use **infographics**?

2. What do **you** look for in a **good** infographic? Use an example to illustrate these.

3. What do **you dislike** or avoid in **infographics**? Use an example to show these.

COMPLETE
PREVIEW
SAMPLE

4. If **you** were **creating** an infographic, what do you think your **audience** would **like**, and **dislike**? **Why** is that?

Applied:

What are the **top tips** for you to follow when creating infographics?

5.11 Creating Digital Texts

Podcasts

A podcast is a **digital audio** or **audiovisual file** that can be live-streamed or downloaded. Podcasts can be varied in nature but are often made as a series.

Podcasts often explore different aspects of a topic, or involve a niche **interest** that is discussed by an **individual** or **panel**.

Podcasts are especially suited to **enthusiasts** and aficionados who can share their **expertise** with others.

There are not as many elements to manipulate as a video. However, be aware that the quality of podcasts can vary greatly.

Some are very slick and professional and others are, well...not so much!



Interviewing a community or workplace leader might make a good podcast.

Image: AndrewLozovyi/
Depositphotos.com



How to create effective podcasts

Do

- Determine who the audience is.
- Decide on the specific topic and duration of your podcast.
- Decide whether it is part of a series or a stand-alone.
- Decide whether you will be using a camera, or a purely audio format. What factors will determine this?
- Decide what equipment you will need - a mic, headphones (to avoid feedback loop) a desk cam.
- Choose a suitable setting, considering background noise and echo.
- Ensure that you have reliable enough connectivity to sustain the podcast.
- Decide whether you will have guests that you interview, or a panel of commentators.
- Prepare a list of sub-topics to cover.
- If interviewing, carefully plot your questions.
- Will you include audio, video, images and other elements? And if so, consider any copyright issues.
- Will you have an intro and an outro, credits and acknowledgements?

Don't

- × Don't have timing to chance.
- × Amateur podcasts are often criticised in their time-keeping.
- × Don't let guests waffle on.
- × Have a way of managing the flow of discussion, or to fill gaps in conversation.
- × Don't underestimate the skill of keeping discussion going. Make a list of ways of drawing out information from others, asking for clarification and asking guests to tell stories that you know are interesting.
- × Don't go in cold. Give your guests or fellow panellists notice of the 'shape' of the podcast, including start and finish.
- × Don't forget potential visuals. Talking heads or pure audio can get uninteresting over a long duration. You can punctuate the sections or segments with a visual or title.



Image: iqoncept/
Depositphotos.com

1. For what **purposes** do **you** access podcasts?

2. What do **you** look for in a **good** podcast? Use an example to illustrate these.

3. What do **you dislike** or avoid in podcasts? Use an example to show these.

COMPLETE
PREVIEW
SAMPLE

4. If **you** were **creating** a podcast, what do you think your **audience** would like, and dislike? Why is that?

Applied:

What are the **top tips** for you to follow when creating a podcast?

5.13 Digital Respect

Respectful digital interactions

One of the greatest benefits of digital communication is its **immediacy** and speed with which communication can happen.

However, because we can **create** and access **posts** and other content so **quickly**, it is very easy to forget that we are interacting with humans.

And just like with the interaction that happens in all **human relationships**, our **digital interaction** needs to be **respectful** and **considered**.

We all know how awful it is to be **shamed** on digital platforms. This can sometimes come in the way of direct, **deliberate abuse**. You would have seen people being attacked online when they ask a simple question that some other online users judge as a bit naive or dumb.

But equally, this shaming could be **unthinking** or **ignorant**, rather than a direct attack. This can happen when we don't really consider the **feelings** of the person to whom we are communicating, or talking about. This occurs because really, let's face it, digital devices enable us to **act before we think**.

People tap, tap, tap a message, or talk a message, or let the predictive text choose the words, and then hit send. They rarely stop and **reread** what they 'wrote' or 'spoke' before sending. Essentially, in the digital world, people are **not self-editing**.

And **written words** have a lot of **weight** and **power** and hang there in the digital realm so heavily. Seeing a criticism about how you've done something or an outright attack can cause lots of **embarrassment**, **distress** and **anguish** for the writer.

Image: mentalmind/
Depositphotos.com

COMPLETE
PREVIEW
SAMPLE



5G Digital interactions

1. List the **key terms** that are **bolded** in the passage above.
2. In small groups, describe **examples** when **you** have **experienced** this **disrespect online**, or have witnessed **other people** being disrespected.

Disrespect

Shaming and other similar ‘**attacks**’ are most likely to occur in the context of social media posts or SMS texting. In reality, this is just another form of **bullying** that has evolved with the digital world. But digital shaming is quick, can be broad, and is extremely **hurtful**. And sometimes we can experience other people, who we don’t even know, joining in!



Image: mentalmind/Depositphotos.com

Those people are **trolls**. Do not ever respond to them. That is how they get their kicks. They don’t care about you. They will troll anyone about anything to get their jollies. They move from feed to feed hoping for a bite. Leave them alone to stew in their own misery.

Block them. And if they are abusive - **report** them.

As you have learned in PDS with **emotional intelligence** and **empathy**, it is important to understand situations from other people’s point of view. Just as you don’t like being shamed online, always consider how your digital interactions might **affect others**.

We sometimes act without fully considering how our actions might impact on others. Even moreso in the immediate digital world. So an old rule applies, it just needs to be updated. **“Think before you post!”**

Also consider, that it can sometimes be the failure to post or respond that leads to offence. The idea of **‘ghosting’** didn’t really exist before social media and smart phones. Although avoiding people is

COMPLETE PREVIEW SAMPLE

Disrespect 5H

1. What would **you consider** to be **online disrespect to you**? Give examples.

2. What would **you consider** to be **online disrespect to others**? Give examples.

5.15 Digital Respect

Communicating respectfully

Sometimes we get so caught up in the immediacy and ease of messaging, posting, and sharing content, that we can easily neglect to consider whether we are communicating respectfully. Following these three rules will help you to be a more respectful digital communicator.

1. Pause before you post.

Most digital communication gaffs happen because we don't **think** them through. Ask yourself:

- ☹️ “Do I have to post this right now?”
- ☹️ “Do I really have something to say, or am I just bored?”
- ☹️ “Will this brighten someone’s day, or potentially cause offence?”

2. Humour is not universal

At times we can think that we are being **funny**. But if the fun comes at someone else's expense you really need to pause before posting. Think about the image, meme or whatever content you share.

- ☹️ Think about the whole audience or cohort you are posting to.
- ☹️ Consider having different accounts or groups for different audiences.
- ☹️ Think about how you would feel if someone else posted this.
- ☹️ Let people know how your posts intend to be read. You can use emojis to indicate the tone of your post.

3. Understand the context of what you are sharing and re-posting

Digital communication makes it **easy** and **fast** to share or re-post other content. But sometimes we have to be careful not what we are sharing doesn't cause **offence** to our 'friends', family members, friends of friends, colleagues, bosses, and other viewers who might experience the content in a totally different way than us.

- ☹️ Only ever re-post things that you understand.
- ☹️ Read carefully to see if someone is using an unfamiliar word or term to describe an individual or a group of people. Check it out to make sure it will be acceptable to those in your online cohort.
- ☹️ Always remember that your communication in the digital sphere is not 100% private.

Sometimes our friends can encourage us to push the boundaries a little bit too far in the name of 'fun'!



Image: Milkos/Depositphotos.com

Work and education

It is also important to emphasise that for **work** and **educational** digital content, when you are posting and sharing, you will need to **moderate** and **modify** every single communication you make.

This requires a much stricter standard of **digital etiquette**. People have been sacked for posts they have made that go against the values of their employer - they should have read the business’s social media **code of conduct!**

Communicating respectfully 51

1. Why do people need to **pause before** they **post**? Do **you**?

[Empty response box for question 1]

2. Why is it important to realise that **humour is not universal**? Have **you** been caught out by this?

[Empty response box for question 2]

3. Why is it **important** to **understand** the **context before posting**, re-posting and sharing? How could you do this?

[Empty response box for question 3]

Applied:

In small groups, develop a list of Top Tips for digital etiquette. Report back to the class. Then develop a final list that everyone in the class should apply.

Find out how digital etiquette is even more important in work-related situations.

How would you have to modify your actions even more for work communication?



COMPLETE
PREVIEW
SAMPLE

5.17 Digital Respect

Dealing with abusive digital communication

Just as we might misjudge a post we make or view, sometimes we will also come across content that might hurt or **offend** us.

This will probably be posted or shared by someone you are close to, or at least know as an acquaintance, or as a 'friend of a friend'. So how should you deal with these situations?

If the communication is **abusive**, you might decide to **block** the person, take a **timeout** from the site, or take some other action to protect yourself and others. This includes getting an external **authority** involved by **reporting** the abuse.

Let your close online friends know about the abuse so that they can be on the lookout for this person as well. There's strength in numbers.

If the content is **threatening**, make a **screenshot** and **offline copy** of the content. Store this in a digital folder.

You don't actually have to view the content again.

Delete the original posts and/or messages.

Block the **person**, report the person, and show and explain what has happened to a **trusted adult** immediately.

Again, warn your close friends to be on the lookout for this person/poster.

If the person is **trolling** don't ever respond to them. Block, report and ignore.



Image: philllbj/Depositphotos.com

Dealing with disrespectful digital communication

But what about less aggressive content that you still find offensive?

Pause, catch a breath and think before you lash out at someone.

Consider the reasons the person might have for posting this content, comment, image, meme, cartoon, video, etc..

Do you think they are aware that the content might be 'off'? Could it be that they haven't thought about how the content might affect others?

Do you want to respond? If so, what do you want to happen as a result? It is easy to 'vent' when you are angry or hurt. So avoid reacting immediately.

Bring maturity to the situation. It may not be all about you.

The poster might be ignorant of their offence, or perhaps the context of the post could be mixed up by them, or by you.

You might need to be emotionally brave.

Decide on the best media and time to respond. Send them an SMS or DM asking, “What were you thinking, don’t you know that your post is offensive because...”

Cut your friends some slack. We can all be clumsy.

Choose when it is appropriate to take action rather than become too alert to any possible ‘**subtext**’ or dig.

“I can’t believe she posted that - what was she thinking? Some people are gonna’ take it the wrong way. I better send her a DM!”



Image: Xalanx/Depositphotos

Dealing with disrespect 5J


1. Form into small groups. **Brainstorm** a list of **key words** or phrases related to dealing with **disrespectful** or **abusive** digital communication.
2. Join with **another group** and **compare** and **discuss** your responses. Develop a **list** of proactive responsible **strategies** to follow when faced with **dealing** with **disrespectful** or **abusive** digital communication.
3. Report back to the whole class. Now **develop** a class list of **what to do, what to avoid, where to get help** and other strategies for dealing with **disrespectful** or **abusive** digital communication.



5.19 Avoiding Plagiarism

Copyright

The digital age has given us so much **access** to information. It's now so quick to **share** and **copy content**, that it's easy to forget that somewhere down the track someone must have created that content.

 Your teacher will lead you through this topic. So as a class discuss examples of what to do, and what not to do, to avoid **plagiarism**.

You might access thousands of digital texts in any given week. These may be visual, app-based, written, or in so many other forms.

But when it comes to creating your own digital texts, if you want to include other people's work as part of something new, you have to stop and think.

Although many people think that digital (and any) information is open-access and free for all, there are **laws** that seek to protect **intellectual property**.

Copyright laws are complex and **vary** across national jurisdictions. What you hear about the rules and laws in the US does not apply to Australian copyright law.

Credit

When we create content, we can't just help ourselves to other people's work without giving **credit** to the original author or creator. This is because someone has put in their time, skills, effort and often investment to create their work.

So that's why people credit songwriters, musicians, videographers, images when they are making presentations.

But what if the presenter is a professional speaker, being a corporate gig and using a song to rev the crowd up? Do they just need to credit the content, or will they need to seek permission?

Obtaining **permissions** can be a long and tricky process, especially if you are dealing with corporations and large institutions. This is especially relevant if you are **reproducing** content, or **posting** content, or presenting content to an **audience**.

Commercial credit

In commercial situations, we need to **pay** to use other people's work.

Some big global **corporations** and **performing artists** are very strict on preventing anyone from using their content and **intellectual property**. They will send **cease and desist** letters around the world.

However, many small creators and designers report seeing their work being used by global companies - without permission or payment of any kind!

Therefore, content creators have to consider whether their 'new' use is for **commercial** or **non-commercial purposes**. Then there is the extended set of '**fair use**' rules related to **educational** use, which in most cases will apply to you!

Context

You also have to ensure that you don't use other people's work **out of context** or in a **derogatory** way.

There are also strict rules on using music, images etc. in **political** campaigns, or as representations in material and content about contentious **issues** or situations.

However, sometimes the original creators have to wage long and expensive legal battles to assert their right and say, "We're not gonna' take it!"

Also be aware that you can't just use online images as you see fit. If you swipe an image of an angry-looking teenager from Google and then use this as the photo illustration in your online blog about youth crime, then you are **demeaning** that person.

If you are using images or videos of **real people**, such as from your workplace or your community, you must seek their **permission** first, even if it is for a school project. You need to allow them to view the content; and you must explain and/or show them the context in which it is being used.

"We woz just chillin' on a cold day. Next thing you know we see our photo used in a news story about angry local youth! That's not cool bro - but now we're angry!"



Image: monkeybusiness/Depositphotos.com

Attribution

If you are using other people's work for your personal school work and assignments then normally most sites, authors and creators will not have a problem with that.

But you still need to ensure that you give proper **attribution** to the **original author** or **creator** of the content, otherwise you might get into issues, such as **plagiarism**.

If you are creating content that is then going to be hosted online and/or shared, then you should obtain **permission** from the original creator. This is important because you don't want to be accused of **passing-off** someone else's work as your own.

And you also have to be careful about derivative works. A **derivative work** is where you add to, or take away from, an original work to create new content.

Regardless of how you access the material you want to use, you still need to give attribution to the originator.

We usually do this via **in-text references** and **reference lists** or **bibliographies**. This is where you **cite** the owner or originator of a text source.

So generally, you might be better to use truly 'open access' material, or that which is made available under **Creative Commons licensing** - that gives free access to republish.

Better still, tap into your own inner artist and create your own digital content from scratch!

5.21 Avoiding Plagiarism

Referencing digital work



Your teacher may want you to follow a particular style of referencing when creating your digital text - for example, the Harvard, APA or Chicago style. All of these have specific and exact conventions for referencing digital content.

Here we will cover the **general** basics of what is important in digital referencing and why.

Referencing digital writing (generally)

If you are referring to somebody's work in writing, these are the three most important pieces of information that you need to record.

1. The family **name** of the author/content creator, if given.
2. The **year** (and date) of publication, if known.
3. The general **source** of the content.

e.g. Smiffy, 2023, www.smiffyfamilyblog.com

If the author is an organisation, rather than an individual, do this

e.g. McDonald's Australia, 2023, 2022/23 Annual Report

If the text is a website or specific webpage, also give the date you accessed the text (as digital changes happen constantly, and the URL

e.g. WorkSafe Victoria, accessed 3/5/2023, www.worksafe.vic.gov.au/About Us

Web addresses, YouTube links and other online content can expire, be broken, or change, so sometimes you can be better off citing the title of a section for a website or web content.

e.g. Sunrise over Sunshine with Us, accessed 4/2/2023

Referencing visuals (generally)

If you have reproduced an image, or a still from a video, you can place a reference immediately beneath it. Try to include descriptive information of the **original** creator/owner (if known).

Sunrise over Sunshine, PR Johnson, viewed 9/5/2023, www.thereinimage.com.au

(Still from) *Cats in Hats*, Series 2 trailer, viewed 7/5/2023, Cats in Hats YouTube Channel.

If you are following a particular referencing style you must match that referencing style exactly. But those styles have been created for academic purposes, and a lot of online content is far from being - academic!

So, for your educational purposes, it might be more suitable for you to use the information shown above for '**(generally)**'.

This means you are showing the most important key information. This means that the reader/viewer knows which content is yours, and which content has come from someone else. Doing this will help you to avoid unintentional **plagiarism**.

Your teacher will inform you of your requirements.

1. Create **word chains** for each of the **topics** on 5.19 & 5.20.

Copyright	
Credit	
Commercial credit	
Context	
Attribution	

COMPLETE
PREVIEW
SAMPLE

2. Use the referencing advice on p.3 & 4 to properly **reference** the digital **texts** and other **digital content** you have created by your Literacy Engagement Record.

Note: If your teacher is requiring a specific referencing style they will show you how.

Discussion and applied

Copyright is a complex but fascinating topic. So, **discuss** all the **issues** raised in this **topic**. They might come in very handy later in life. If you can find a legal copyright expert to talk to the class - get them in!

Your teacher will discuss your **education requirements** about **copyright**, **fair use**, **respectful use**, and **attribution**. Your school is already likely to have a **policy** on this, especially in relation to using, sharing and **posting online content**.

Find out about **Creative Commons** licenses and how they work.

Create a list of **dos** and **don'ts** to guide you in the development of your digital content.

Checkout:

The Backpack Kid vs Fortnite

Shepard Fairey re: Obama Hope image

DynaStudy v Houston School District

Free the Aboriginal Flag

Australian Government vs Facebook (re: news content)

Kayne West vs Dropout Burgers



5.23 Assessment Task

AT5 15 Minutes of Fame - Understanding and creating digital texts

Overview: 15 Minutes of Fame

The 20th-century artist Andy Warhol is credited with the saying:

“In the future, everyone will be world-famous for 15 minutes.”

Well one day, it could be your turn! So, how would you spend your 15 minutes of fame?

For this assessment task, you are going to create your own digital text(s) under the theme of ‘15 Minutes of Fame’.

Task requirements

You will create either 1 integrated text, or 3 individual but linked texts, enacting how you would spend your 15 minutes of fame.

Your final text(s) must comprise 3 different modes of digital communication. Your choice should be made based on the purpose of your text.

Choose from a range of:

- video
- podcast/voiceover/narration
- image set
- animation
- digital poster/infographic
- computer generated image/text
- advertising/promotional video
- sound files/soundscape
- poem/song/dance/performance
- add your own idea!

Draft some ideas here

Literacy expression guidelines


- Be suitable for a general audience.
- Punctuate appropriately.
- Apply correct sentence structures.
- Include suitable digital content.
- Use suitable paragraph structures.
- Link varied content.
- Use linking words and phrases.
-
- Show a range of vocabulary.
-
- Use accurate spelling.
-

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

1. Preliminary brainstorming: 15 Minutes of Fame

Think about the context. This includes the ‘why’, ‘what’, ‘when’, ‘where’ and ‘who’ of the text.

- ⇒ When will it be set in time?
- ⇒ Where will it be set - a specific, real or imagined place, or an unspecified location?
- ⇒ Will you feature yourself? An avatar of yourself? Other actors/characters?
- ⇒ Will it be realistic or fanciful?
- ⇒ Will you use humour, tragedy, romance, drama or horror themes, or will you play it straight?

Share some of your ideas with other students to get some early feedback. 

2. Now you need to consider the specifics: 15 Minutes of Fame

Purpose: What is the purpose of your texts? To inform, entertain, showcase yourself?

Audience: Who is the direct audience, and the potential broader audience? How will this influence the tone; and what will you put in and leave out?

Media: What 3 digital communication media will you use? How do these suit your purpose?

Integration: How will you connect the different communication media as a whole?

Effectiveness: How will you assess the success of your text? List 3 potential things that you could do to ensure your communication has landed the way you wanted it to.

Start planning here.

COMPLETE
PREVIEW
SAMPLE

What is the purpose of my digital text(s)?	
Who is the audience?	
Which 3 media will I use?	
How do these media link with my purpose?	
How will I integrate/connect my media?	
How will I make the communication effective?	
Other:	

5.25 Assessment Task

3. Peer feedback: 15 Minutes of Fame

Once you have completed tasks 1&2, pair up with someone else and provide feedback on each other's digital texts.

Make sure that you maintain standards of respect and appreciation when you look at each other's work.



	Strength(s)	Area for improvement	Comment
Choice of media			
Suitability for audience			
Integration of digital media			
Structure of finished text			
Other:			

4. Reflection on your performance in the task: 15 Minutes of Fame

Write a short reflection on the process you used to create your digital text. Include information on these points.

- How you generated your ideas.
- How you chose your media.
- How your communication responded to your audience.
- How you chose to structure the communication.
- How your audience received your text.
- How successful your digital communication was; how did you evaluate this?

Remember to write in clear, complete sentences.

Check for coherence, use of signposting and linking words and phrases.

Check your paragraphs for spelling, punctuation and sequencing.

Have fun!

Draft some ideas here

Assessment Task 5.26

Name:	Key dates:	UNIT 1 MODULE 2		
Tasks - AT5: 15 Minutes of Fame	Must Do?	Due Date	Done	Level
Planning my digital texts				
Negotiate the task details with my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
i. <u>Digital text 1:</u>	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
ii. <u>Digital text 2:</u>	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iii. <u>Digital text 3:</u>	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
1. Pre-preparing my digital texts				
i. Complete preliminary brainstorming	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
ii. Identify suitable texts and digital media.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iii. Establish the context.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Use feedback to refine and improve ideas.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Preparing my digital texts				
i. Establish the purpose of my digital text.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
ii. Establish my audience(s).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iii. Decide on suitable media.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iv. Explain how these media link with my purpose.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
v. Explain how to integrate/combine my media.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
vi. Describe how I will make my communication effective.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Peer feedback				
Give feedback to support a peer.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Receive and use feedback to edit and refine.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Prepare and submit my final digital text(s).				
Seek and apply teacher feedback on my drafts.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Link my digital texts.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Prepare my final digital text(s).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Evaluate my process and performance.				
⇒ Submit my final digital text(s).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Present or report to an audience (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

COMPLETE
PREVIEW
SAMPLE

5.27 Unit Review and Reflection

Unit Review and Reflection

Which Literacy skills did I develop during this entire unit?

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

How have Literacy skills helped to improve my work-related skills over this entire unit?

→ _____

→ _____

→ _____

My performance in developing my Literacy skills this unit was:

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

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

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

Signed: _____ Date: _____

Understanding Issues

6

6.01 Introduction	136	6.13 Sources of Information	148
6.03 Issues.....	138	6.23 Analysing an Issue	158
6.07 Types of Issues	142	6.25 Assessment.....	160
6.11 Knowledge.....	146	6.27 Issues Summary Pro-Forma.....	162

Activities 6: Understanding Issues		p.	Due date	Done	Comment
LER6	My Literary Engagement Record	136-137	<input type="checkbox"/>	<input type="checkbox"/>	
6A	What is an issue?	139	<input type="checkbox"/>	<input type="checkbox"/>	
6B	Disagreement	140	<input type="checkbox"/>	<input type="checkbox"/>	
6C	Disagreeing	141	<input type="checkbox"/>	<input type="checkbox"/>	
6D	Types of issues	142-143	<input type="checkbox"/>	<input type="checkbox"/>	
6E	Cognitive bias	144	<input type="checkbox"/>	<input type="checkbox"/>	
6F	Investigating claims	145	<input type="checkbox"/>	<input type="checkbox"/>	
6G	Fact/context/why?	146	<input type="checkbox"/>	<input type="checkbox"/>	
6H	Which source do I trust?	147	<input type="checkbox"/>	<input type="checkbox"/>	
6I	Finding out	148	<input type="checkbox"/>	<input type="checkbox"/>	
6J	Trusting sources	151	<input type="checkbox"/>	<input type="checkbox"/>	
6K	Finding out for yourself	154-155	<input type="checkbox"/>	<input type="checkbox"/>	
6L	Search or lurch	157	<input type="checkbox"/>	<input type="checkbox"/>	
6M	Analysing an issue	159	<input type="checkbox"/>	<input type="checkbox"/>	
AT1	What's the Issue?	160-161	<input type="checkbox"/>	<input type="checkbox"/>	
6.27	Issues Summary Pro-Forma	162	<input type="checkbox"/>	<input type="checkbox"/>	

COMPLETE
PREVIEW
SAMPLE

Comments:

6.01 Introduction - Understanding Issues

Unit 2 Module 1: Exploring and understanding issues and voices

Section 6: Understanding Issues is the first stage in completing **Module 1: Exploring and understanding issues and voices**.

Through this section you will:

- ✓ learn about the nature of issues
- ✓ explore a range of different types of information content
- ✓ investigate how issues might be presented in different ways through content choice
- ✓ learn how to source and assess the validity of content, including digital content.

Your teacher will lead you through a range of informative and other texts in different formats. You should apply your knowledge of varied types of texts to vocational and community situations, as well as both to, and from, your VET studies; and identify the existence of work-related issues in vocational situations.

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

- ✓ analyse an issue related to the world of work or the community
- ✓ explain the roles of the stakeholders involved
- ✓ present your findings and recommendations

LER6 Literary Engagement Record of: _____

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

1. The main **texts** accessed were:

Date	Text/Reading: Title & author	Text type (date published)	source (URL)	Country/ Main point(s)	What I most learned from this is:

Introduction - Understanding Issues 6.02

LER6: Literary Engagement Record of: _____

2. The main writings I created were:

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

COMPLETE
PREVIEW
SAMPLE

3. The main oral and listening and video and media communications were:

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

6.03 Issues

Issues

Issues are all around us. Put simply, issues are topics that cause disagreement among people. If everybody is in agreement about something, it is not going to become an issue!

“Let’s have chocolate for dinner.”

“Here, here!”

No issue!

Similarly, if something is a fact, there is nothing to disagree with.

“The earth is round.”

“You’re right.”

End of conversation!

When people disagree about something that has at least two possible positions, it becomes an issue. And it can become even more of an issue when those people are personally, emotionally or ethically invested in the subject. We all see that play out on social media when people argue and attack each other over differences of opinion.

🧠 Have you been caught up in one of these types of arguments over differences of opinion?

Statements and issues

A topic is not in itself an issue. ‘Ice cream’ is not an issue. To turn it into an issue we have to find possible areas of disagreement. Consider this exchange.

“Ice cream flavours that imitate fruit should not be made - they train children to accept only artificially sweetened products rather than natural ones.”

“I disagree completely! If not for fruit-flavoured ice cream, I wouldn’t know what a strawberry tasted like!”

To turn a topic into an issue you can do one of two things.

1. Make it into a question using the word ‘should’.

“Should the legal driving age be reduced to 17?”

2. Make it into a statement. You can then add:

“What do you think?” or

“Do you agree?”

For example:

“Children should not use technology for learning until they are 8 years old.”

🧠 What do you think?



What is an issue? 6A

1. What is an **issue**?

2. List some **issues** that **regularly** get **argued** about in the **media**.

3. Turn each of these terms **into an issue** by adding appropriate **words**. Your teacher **will give you 3** more terms to put in boxes.

vaping	school	driving
bullying	climate change	hunting
politicians	police	nurses
gaming	TikTok	screen time

4. Describe an **issue** that **concerns you**. Find a **classmate** who **shares your views**.



6.05 Issues

Disagreement

Issues are issues and this causes debate!

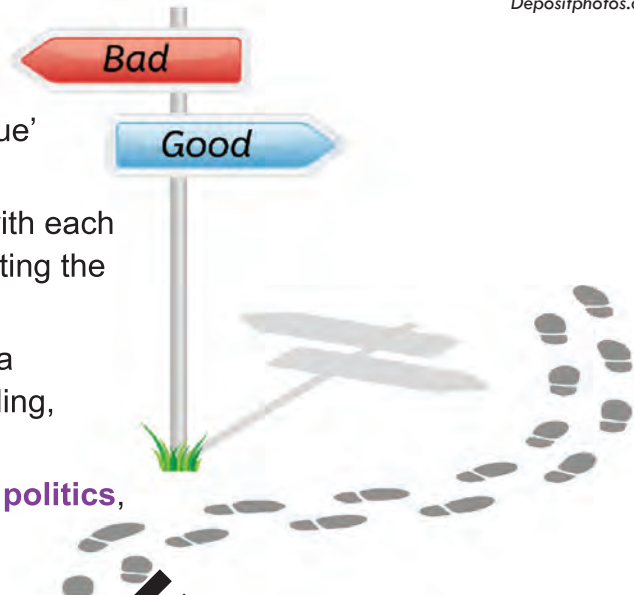
Debate is when two or more parties ‘argue’ over their ‘points of view’.

Arguments should happen respectfully with each party listening to the other, and then refuting the contrary stance.

But often, we see arguments play out in a disrespectful manner involving name-calling, bullying and aggression.

We commonly witness this happening in **politics**, in the **media**, **online** and in **personal** situations.

Image: muuroa/
Depositphotos.com



- How does it make you feel when you see and hear two (or more) people arguing heatedly over an issue?

It is important that you develop skills to discuss, argue and debate issues in a responsible and respectful manner. People have a right to have a different opinion from you. However, people do not have the right to yell, abuse and bully others to enforce their opinions.

6B Disagreement

- Briefly explain the **meaning** of these **words** in their ‘families’.

argue	arguer	argument	argued
debate (n)	debate (v)	debater	debated
view	viewer	viewed	viewpoint
opinion	opined	opinionated	

- 2. What is **your opinion** on this issue? Why? “Apprentices are not paid enough.”

Disagreeing

When people disagree, their disagreement doesn't just get **voiced** by the words they use. People show disagreement in a variety of ways including the **tone** and the **pitch** with which they speak.

People might take an **assertive** or **forceful** tone and speak in a **direct** manner. People might also get **excited** and **emotional** and **raise** their pitch. Sometimes people use a more 'teacherly' pattern of speech with clearer **pronunciation** that is much different from how they normally talk. Other people **speak** more **quickly** to try and 'ram' their point across.

People also show their disagreement through **non-verbal communication** and **body language** including their **gestures**, their physical **stance**, their **facial expressions**; and especially the way that they use their **eyes**, including rolling their eyes.

People might start to use more forceful gestures including **pointing** a finger, **beating** with a finger or hand, or even using an **arm sweep** to dismiss someone else's view. Children might even use a **foot stomp** that shows their **frustration**.

A person might close their body and **fold** their **arms** tightly across their chest, and/or **cross their legs** to shut others out. They can also **drop their head**, or **shake** or **nod** their head depending upon the level of disagreement. At times, highly physically expressive people can even appear to **shape up** and take up a more **fighting stance** like a boxer!

So what about you? How do you show your disagreement beyond the words you use?



Nermil here might be listening, but she certainly ain't agreeing!

Disagreeing 6C

1. List all the **bolded** words and terms from the passages about 'Disagreeing'.

2. 'Stand' up and pair up. Get your **partner** to **respond** for 1-minute to this proposition. Make **notes** about how they '**show** disagreement! Swap over.

"A new law will force ISPs to limit social media engagement to 1-hour a day for all people under 18."



6.07 Types of Issues

Types of issues

There are thousands of different issues that concern people. But one person's issue might be another person's, "so what, dude".

One way that we can classify issues is by the type of effect they have.



Image: pablonis/Depositphotos.com

Types of Issues

Personal issues

⇒ These just affect you or those directly connected to you.

Ethical issues

⇒ These affect or challenge your values and beliefs.

Community issues

⇒ These affect your local area or a united group of people.

Social issues

⇒ These affect a broader group of people and impact on at least one sector of society.

Environmental issues

⇒ These affect the immediate or broader physical and natural world.

Political issues

⇒ These affect the way you are governed - at all levels.

COMPLETE PREVIEW SAMPLE

6D Types of issues

1. Briefly describe an issue that impacts on you for each of the types of issues.

Personal issue	Ethical issue
Community issue	Social issue
Environmental issue	Political issue

2. Match the **type of issue** (from p.142) with each of these **examples** of an issue.

Type	Issue
	Bike helmets should be optional.
	Children should only be given pocket money if they do chores.
	More skate parts should be built.
	Smoking should be banned in all public places.
	Non-gendered personal pronouns should be adopted.
	Significant fines should be levied on individuals who litter.
	Significant penalties should be imposed on businesses that pollute.
	Post-secondary education should be free.
	Cheating in schools should carry heavy penalties.
	Parents' financial responsibility for their children should end on the child's 18th birthday.

3. Choose **2** of the **issues** above. List **3** **reasons supporting** the issue, and some **reasons against** the issue. Report back to the class.



i.

✓

✓

✓

x

x

x

ii.

✓

✓

✓

x

x

x

6.09 Types of Issues

Cognitive bias

For all the knowledge we are capable of accumulating, it is really hard to change people's minds about things they want to believe. Even when the 'facts' are staring them in the face!

This happens for a number of reasons.

- ☹ People look for information that **reinforces** what they already believe (social media is so good at helping us with this!).
- ☹ There might be an **influential leader** that people want to believe such as a politician, a religious leader or a celebrity.
- ☹ People may believe they have evidence to prove something that is in fact, a bit dodgy or based on **coincidence**.
- ☹ We have a tendency to **over-generalise** something we know, and misapply it to another situation.
- ☹ People are **stubborn!**

Image: filipefrazao/
Depositphotos.com

"Oi, oi oi! Don't blame me mate, it's me' frontal lobe that's the problem!"

Many of these reasons are due to **cognitive bias**.

And there is actual proof that when people want to go on believing something, at the frontal lobe of their brains shuts down 'logical reasoning! How about that!



6E Cognitive bias

- ☹ Here are some reasons people experience **cognitive bias**. Describe examples when people might confuse '**facts**', '**truths**', and '**beliefs**' due to these reasons. Do you?

Reinforce already held beliefs	Following an influential leader
Misapplying coincidence	Over-generalising

1. Have **you** ever **heard** any of the following **claims**? Pair up. Choose 2 and **research** the **validity** of each (or choose your own).



- You shouldn't eat carbs after 5pm.
- Childhood vaccination is dangerous.
- 5G is harmful to people.
- The Moon landing was a hoax.
- Coca-Cola invented Santa Claus.
- Sleep before midnight is more beneficial than sleep after midnight.
- You can reduce tummy fat by doing lots of sit-ups.
- Same-sex marriage infringes religious freedom.

2. List possible arguments **for** and **against** your issues. Note your sources.



Claim:		
	For (& source)	Against (& source)

Claim:		
	For (& source)	Against (& source)

COMPLETE
PREVIEW
SAMPLE

3. Spoiler alert! Cognitive bias can be delightful in children. Remember the Tooth Fairy, the Easter Bunny and Father Christmas? When did you stop believing in these, and what made you change your mind? Watch the 2003 movie *Elf*. How did the film make you feel? Did you want to believe?



6.11 Knowledge

What is knowledge?

What does it mean to 'know' something? People often exclaim "I know!" when someone tells them some information. But knowledge is more than an individual fact. Young kids are often proud of **memorising facts**, but they really don't care what those facts mean. This is an early step in accumulating **information**. But it doesn't become knowledge until that information can be **applied** and **analysed**.

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

Knowledge involves understanding why something is important. It also involves choosing when something isn't relevant.

When we are dealing with **issues** we have to build an understanding of facts. We also have to consider other points of view. Finally, we have to apply analysis to fully understand all the nuances that might relate to an issue.

Facts
+ **context**
+ **Why important?**
= **knowledge!**

COMPLETE PREVIEW SAMPLE

Magpie alert

Image: ofchina/
Depositphotos.com

Fact: Magpies may swoop and attack people.

Context: Magpies are highly protective of their young and if they think their young are in danger, they will attack people from behind in order to ward them off.

Why important?: So we can avoid being pecked by a big, ferocious, black and white bird. Knowing this allows us to take precautions such as painting eyes on the back of our caps or wearing antennas on our bike helmets!

Note: The above **information** is of no use when attending an AFL or AFLW game!

**"Target locked in 22° SW - check!
Wind speed 12 knots - check.
ETA 2.4 seconds. Mate!"**



For the following **facts**, work together to fill in a possible **context**, and the '**why**'.
Add 1 more of your own choosing.



1. Fact: Young learner-drivers must complete 120 hours of supervised, logged practise.

⇒ Context:

⇒ Why important?

2. Fact: Free range eggs are becoming as popular as cage eggs.

⇒ Context:

⇒ Why important?

3. Fact: Most clothing is cheaper to buy than an equivalent.

⇒ Context:

⇒ Why important?

**COMPLETE
 PREVIEW
 SAMPLE**

4. Fact: Many 'natural' fruit juice drinks are high in sugar.

⇒ Context:

⇒ Why important?

5. Fact:

⇒ Context:

⇒ Why important?

6.13 Sources of Information

Sources of information

Image:
TarasMalyarevich/
Depositphotos.com

Welcome to the information age. Good luck finding what you need to know - let alone sorting out the **fact** from **fiction**, the **knowledge** from **ignorance**, and the **truth** from the **lies**.

There's a lot of **hokum** masquerading as knowledge out there. How can you tell **reality** from **fantasy**? And who can you **trust**?

In this era of instant info, it is not always easy to know what is real and reliable!



6H Which source do I trust?

1. Brainstorm what **you know** about the following 'information' sources.
2. Rank these sources from **1 to 12** based on how **reliable** you believe them to be.
3. Compare your **order** with **others**. Explain the **reasons you have for trusting or not trusting** certain sources.
4. If you had to **rely** on only **three** of these information sources, which ones would **you choose**, and **why**? (Do this in your workbook.)

Wikipedia	Government websites	
Product websites/pages	News, magazines, websites	Friends' social media posts
Family members	Your teacher	Australian Bureau of Statistics
Information sessions run by RTOs	Law Handbook	The Project

1. For the following **situations**, choose the **best information sources** from 6H that **you would use** to find out the information. **Why** so?

a. You want to know the DOB of Nelson Mandela.

b. You want to know how to appeal a public transport fine.

c. You need to know when Vegemite was invented.

d. You want to find out about the latest post-apocalyptic movie.

e. You want to know whether you have paid the correct hourly rate.

f. You want to know what the weather will be like next week in Darwin.

g. You want to know what time Franko party is.

h. You want to know the time difference between Melbourne and London.

2. What are some other important **things you** have **always wanted to find out** - perhaps whether Bigfoot exists? Go online and search for this information. Note the **good**, and **not-so-good**, **sources** you encountered.



i.	ii.
----	-----

6.15 Sources of Information

To trust or not to trust

So in these days of **instant access** to information through **smart devices** and **information overload**, how can you find **reliable** information?

All reliable sources have **authors**.

These might be respected **experts** in a field who are qualified through **unbiased research**.

They might also be **trusted government** or **private organisations** or **institutions**.

If a source has no author, then beware, (red flag #1.)

However, if you have no way of verifying the validity of the author then you could be sucking up **propaganda**, **bias** or **mischief** as though it's the truth!

Image: Gajus-Images/Depositphotos.com



Appropriate sources

a. Government departments and agency websites
These end in .gov.vic.au (for Victoria), or .gov.au (for Australia)

- ⇒ State Emergency Services (SES) www.ses.vic.gov.au respond
- ⇒ VicRoads www.vicroads.vic.gov.au
- ⇒ WorkSafe Victoria www.worksafe.vic.gov.au
- ⇒ Austrade www.austrade.gov.au
- ⇒ Australian Government Border Services Australia - Controlink
<https://www.servicesaustralia.gov.au/controlink?context=1>

b. Respected pressure/lobby groups (usually: .org.au some will be: .com.au)

- ⇒ e.g. Australian Conservation Foundation www.acf.org.au

c. Respected aid/welfare organisations (usually: .org.au some will be: .com.au)

- ⇒ The Salvation Army www.salvationarmy.org.au

d. Member organisations (usually: .com.au, smaller ones will be: .org.au)

- ⇒ RACV www.racv.com.au

e. Individuals connected to reputable institutions

- ⇒ e.g. Dr Cathy Foley, Australia's Chief Scientist

f. Educational institutions

Note that web addresses of Australian educational institutions end in .edu.au

- ⇒ Kangan Institute www.kangan.edu.au
- ⇒ RMIT University www.rmit.edu.au

Be careful to check which type of educational institution the address refers to though, as you could end up following the advice of a grade 5 project!

Trusting sources 6J

Research the role of each of these **trusted agencies** and **organisations**. Add 2 more trusted organisations relevant to you.



<p>What is the role of the SES?</p> <p>When might you have to access its website?</p> <p>Is there an app that you can use?</p>	<p>What is the role of VicRoads?</p> <p>When might you have to access its website?</p> <p>Is there an app that you can use?</p>
<p>What is the role of WorkSafe Victoria?</p> <p>When might you have to access its website?</p> <p>Is there an app that you can use?</p>	<p>What is the role of Services Australia?</p> <p>When might you have to access its website?</p> <p>Is there an app that you can use?</p>
<p>What is the role of the Salvation Army?</p> <p>When might you have to access its website?</p> <p>Is there an app that you can use?</p>	<p>What is the role of the RSPCA?</p> <p>When might you have to access its website?</p> <p>Is there an app that you can use?</p>
<p>What is the role of the Australian Conservation Foundation?</p> <p>When might you have to access its website?</p> <p>Is there an app that you can use?</p>	<p>What is the role of the Fair Work Ombudsman?</p> <p>When might you have to access its website?</p> <p>Is there an app that you can use?</p>
<p> </p>	<p> </p>

COMPLETE PREVIEW SAMPLE

6.17 Sources of Information

Be careful

These days, you are likely to get bombarded by information. Many young people source nearly all of their information, including news and 'facts', directly from social media feeds. So be wary of information that comes from these sources.

Social media

- ⇒ Nearly all posts by 'ordinary' people are usually just opinions - and not facts.
- ⇒ Watch for reposts and retweets, that's how misinformation becomes viral.
- ⇒ Popular people (e.g. Instagram and TikTok influencers or 'content creators') are paid to 'use' or promote products.
- ⇒ Be cautious of posts suggested by your feed. This is the **echo chamber** effect. The **algorithm** dictates what you see - leaving out most everything else!
- ⇒ Some local community forums are quite good for connecting people and giving local information about services, issues and events.
- ⇒ With all social media be very wary of legal, financial, health, psychological and medical advice provided by 'people' posting on these - they will rarely be qualified to give this and can cause harm to others. Doctor Google and Nurse TikTok - I think not!

Advertorials

- ⇒ These are advertisements disguised as articles. Sometimes you can look out for the words 'advertising' or 'sponsored' in a header or footer.
- ⇒ Sometimes these are created to look like news reports. At times they even feature on the news or on TV and news social media sites. That's paid PR in action there!
- ⇒ Advertisers proliferate online and often get very high rankings on Google searches.

Viral marketing and 'Factual' information

- ⇒ This is targeted 'copy' written to masquerade as fact. This is often very hard to tell from the truth. Always check back to the source - if possible.
- ⇒ Usually, this is created and paid for by businesses trying to sell a product.
- ⇒ These often involve spurious medical or health benefit claims.
- ⇒ Many of these find their way either directly or indirectly into the posts and feeds of social media influencers.



Image: IgorVetushko/
Depositphotos.com

Pop-up 'news' bulletins.

- ⇒ These are often based on topical issues in the news - but with a twist!
- ⇒ They will include sensational, facetious and plain untrue information designed to generate clicks, i.e. **clickbait!**

Celebrities, actors and other famous people spruiking products.

- ⇒ These people are paid to do this, and paid to say what they say.
- ⇒ Celebrities can spread misinformation very quickly due to their enormous following and reach, as seen in the COVID-19 epidemic.
- ⇒ However, many celebrities do support a cause, a charity or community groups as part of giving back to the community.

Digital assistants

- ⇒ Siri, Alexa, Hey Google, Cortana or whatever the name of the new digital helper is this month, will only tell you what someone already knows (correctly or incorrectly); or what the algorithm thinks you should know based on your patterns of use; or what advertisers have paid to get known!
- ⇒ AI maps are pretty good though, but they don't really know about local tram services. Watch out for the school drop-off times, getting stuck behind a tram in peak hour!

"I might know a lot, but I understand little!"



COMPLETE PREVIEW SAMPLE

Image: SergeyNivens/Depositphotos.com

Wikipedia - Naughty or nice?

The early days of Wikipedia were a free-for-all.

With anyone able to edit, it was a lucky dip as to whether the information was reliable or not. And this depended entirely on the original contributor and subsequent editors.

However, it can be said that some topic areas have gained respectability over time, with greater vigilance over entries in the knowledge community.

While science subjects tend to have a level of reliability, more debatable topics including current issues will often be biased.

The maths is often very hard to unpack as it is written at a high level.

The health, medical and psychological advice can be a bit hit-and-miss. Use this as step one only.

What is still true, is that you should always verify what you read on Wikipedia against another source to see how it matches up.

A good strategy is to follow the links given as sources and see where the information originates from.

6.19 Sources of Information

6K Finding out for yourself

Part A: General information



1. Use **3 different online sources** to find out the same information. Consider using **Wikipedia, social media** and **news** sites.

How about searching for a **biography** of a famous person, a **'superfood'** and the **standard of living** in **Australia**?

Information I am searching for, and the sites I will use.

2. Summarise your results and **report back** to the class. What **similarities** and **differences** did you experience in the **information**? Why is that?

Source 1:

Source 2:

Source 3:

COMPLETE
PREVIEW
SAMPLE



3. Form into **pairs** and use **digital assistants** to ask for **information** on the same 'topic'. What **results** did you get? What **similarities** and **differences** did you experience in the information? **Why** is that?

DA 1:

DA 2:



Part B: Vocational information

1. This time, use **3 different online sources** to find out information about a particular **occupation** or an **industry**.

Use **social media**; a **government, educational or job-seeking website**; and any other **general information** site.

Make sure that your sources and information relate to **Australia**.

Occupation (or industry) I am searching for, and the sites I will use.

2. Summarise your results and **report back** to the class. What **similarities** and **differences** did you experience in the **information**? Why is that?

Source 1:	Source 2:	Source 3:
-----------	-----------	-----------

COMPLETE PREVIEW SAMPLE

3. Form into **pairs** and use **digital assistants** to ask for **information** on the same occupation/industry. What **results** did you get? What **similarities** and **differences** did you experience in the information? Were these results of **any use**? **Why** is that?



DA 1:	DA 2:
-------	-------

6.21 Sources of Information

Advertorials and snake oil salesmen

In the olden days, salesmen (and yes, they were men) travelled from town to town and door-to-door selling their wares. As their living depended on commissions from their sales, they needed to ensure that their products appeared attractive to potential buyers.

As a result, they sometimes mildly inflated the benefits of the products they had for sale. At times they even made outrageous claims. Check out some early ads for Coca-Cola and other 'tonics' sold through US 'drug stores'. These claims were often presented as facts. Sound familiar?

Not much has changed, except that the sheer quantity of information that we deal with now makes it even more difficult to discern fact from fancy. Especially when the seller uses scientific, medical or statistical terms in order to impress and bamboozle.

Also, because we usually don't have a flesh and blood relationship with online content providers, there is less at stake for them when it comes to ripping off the unwary. And they also have a pool of thousands of visitors or even more potential suckers, sorry I mean clients.

And most important; we might not even know that the 'information' we are being presented with is a sales pitch.

In terms of news, in those old days, there were very strict regulations about what could be passed off as news in the media.

Media organisations would be fined for inaccuracies. Products were checked rigorously by researchers before being presented.

Although media is still somewhat regulated, there is much more onus placed on consumers to distinguish what is true and what is not.

Some media styles itself as 'infotainment'; a mix of information and entertainment.

Therefore, these outlets can argue that they are not pretending to be completely

authoritative. What do you think?

Image: everett225/
Depositphotos.com

So you need to really think about the information you come across or search for (and just how to search is a problem in itself).

Step right up folks. This here, nerve tonic elixir, made from gen-u-ine 100% snake oil will give you the strength of Samson and charm of Casanova!



Search or lurch 6L

Didley has heard on social media that childhood vaccination could cause autism and wants to know if there is any truth in the claim. So she has entered the following terms into her search engine.

1. Discuss what **information** each of the following **search terms** might **provide**.



How does vaccination cause autism?	What is the link between vaccination and autism?
Is there scientific/medical evidence of a link between vaccination and autism?	Vaccination benefits and disadvantages.

2. Enter these **search terms** and note the **websites** and the **organisations/ authors** that come up. What do you think about their **reliability** or **bias**?



How does vaccination cause autism?	What is the link between vaccination and autism?
Is there scientific/medical evidence of a link between vaccination and autism?	Vaccination benefits and disadvantages.

Applied and discussion



Are search terms influenced by **your own bias**? Can you be more **neutral**; and if so, how?

If everyone in your class searches for the same thing on their own devices using the same words, will you all get the same results? Discuss as a class.



6.23 Analysing an Issue

Analysing an issue

Issues are never really simple and always have two, or more sides to them. Therefore, it is important that you can analyse facts and information to present an **unbiased** and **balanced** point of view.

In the digital age, one of the main problems that you have to deal with is that **claims** are presented as 'facts' when they are really just advertising, spin, opinion, anecdote, misinformation or in some cases, downright lies.

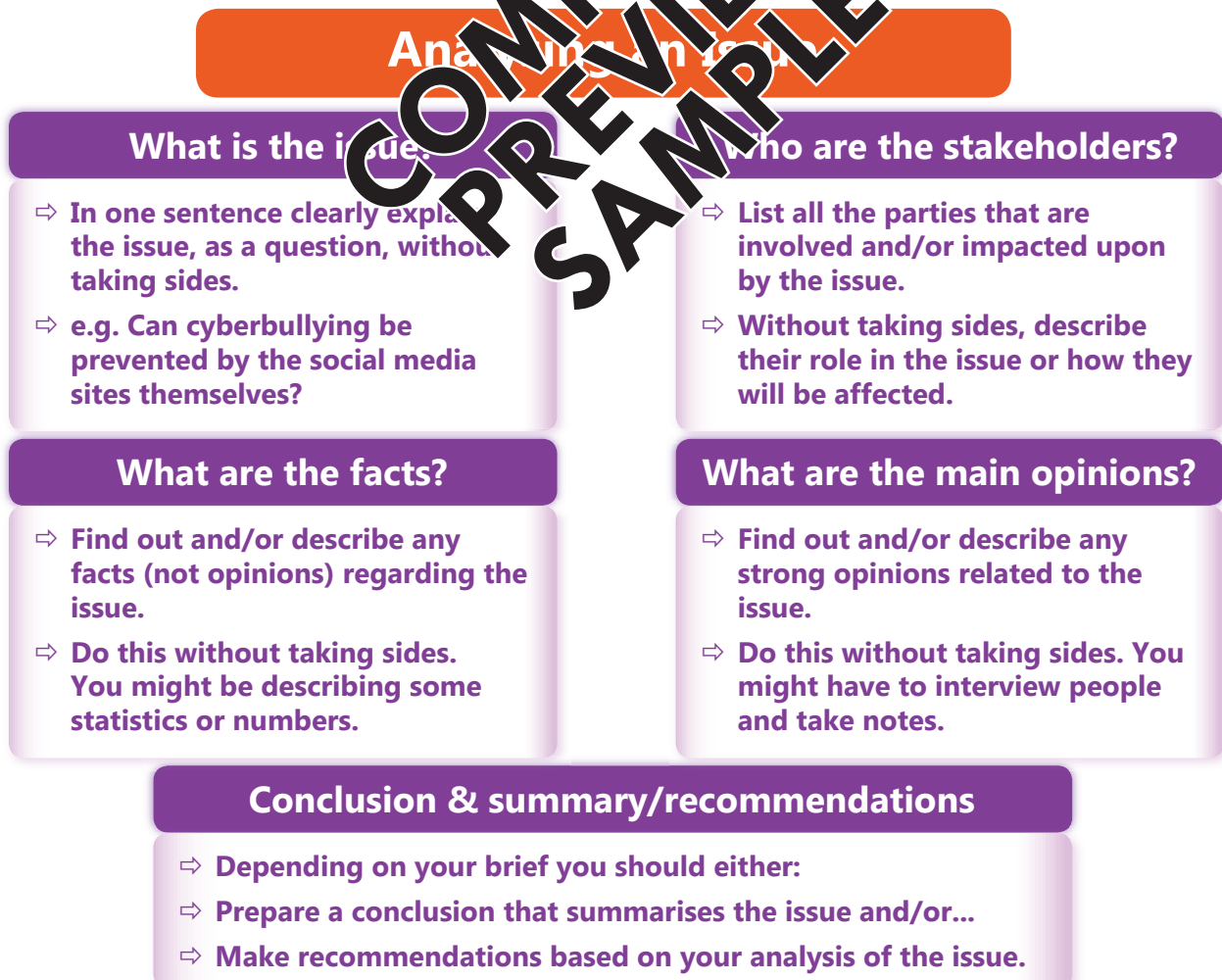
When analysing information, it is important that you can identify and deal with **persuasive language** and **bias**. You will investigate this in more depth in Section 7.

A lot of media and online information carries a bias, as does information communicated by stakeholders who have an interest in distorting the facts.



It's not always easy to spot the difference. So always ask yourself these questions.

1. **Authority:** Are they in a position to know?
2. **Vested interest:** What's in it for them?
3. **Independence:** Who's 'voice' is being used?
4. **Evidence:** Are real statistics or facts provided, or just anecdotes?
5. **Verification:** Has it been, or can it be, proved/confirmed?
6. **Media:** How is it being communicated?



You are required to **investigate** an **issue** in an unbiased manner. Your **teacher** will provide a **contemporary issue**, or they might allow you to **choose** your own.

Issue:	
Analysis step	Information
What is the issue?	
Who are the stakeholders?	
What are the facts?	
What are the main opinions?	
Conclusion & summary/ recommendations	
Sources/ references	

COMPLETE
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SAMPLE

6.25 Assessment

AT1 What's the Issue? - Exploring and understanding issues and voices

Overview

For this assessment task, you will analyse an issue that is current in the **world of work** or in **the community**. (Your teacher might get you to work with others.)

- You will research and unpack the **factors** that make this an **issue**.
- You will describe who the key **stakeholders** are and what their roles are.
- You will explain what the **stakeholders** stand to **gain** or **lose** in relation to this issue.
- You will conclude by making some **recommendations**.
- You also need to clearly outline your **sources of information**.

Be aware that your issues may not have clear-cut 'for and against' sides.

For example, you might choose a community issue such as the use and recyclability of disposable coffee cups, which are a huge waste issue. This is also a workplace issue, as non-recyclable coffee cups are used by coffee sellers, and supplied by wholesalers and manufacturers. And how do we know which cups or containers can be recycled? Could the government 'step-in' - and if so, how?

Required

Part A: Why is this an issue?

1. Explain the factors that have created this issue.
2. Identify the roles of the stakeholders involved.
3. What exactly do these stakeholders stand to gain or lose?

Part B: Outline the arguments

1. Clearly explain the arguments of the stakeholders involved.
2. Evaluate the credibility of each point of view.
3. Explain any positions that are more convincing than others. Give reasons for this. (You might investigate voice and authority as factors).
4. Are there any positions that appear weak, short-sighted or self-serving? Explain how this comes across.



Part C: Present your findings to the class or to your teacher as:

- An oral report
- An investigative report
- A digital presentation
- Other:
- An infographic

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

Name(s):		Key dates:		UNIT 2 MODULE 1	
Tasks - AT1: What's the Issue?		Must Do?	Due Date	Done	Level
My issue is:					
Part A: Why is this an issue?					
1. Explain factors that have created this issue.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
2. Identify the roles of the stakeholders.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
3. What these stakeholders stand to gain.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
What these stakeholders stand to lose.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Appropriate use of evidence.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Part B: Outline the arguments.					
a. Explain the arguments of the stakeholders.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. Evaluate each point of view.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
c. Describe convincing positions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Describe less convincing or 'weaker' positions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Appropriate use of evidence.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Part C: Present my/our findings					
⇒ Choose suitable format to present my/our findings.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Create a draft/ apply feedback to make improvements.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Prepare suitable visual elements.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Prepare suitable other elements.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Appropriate use of evidence.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Prepare and submit my/our final report.					
⇒ Prepare my/our findings and evidence.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Submit my/our findings and evidence to my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Present or report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	

COMPLETE
PREVIEW
SAMPLE

Additional information:

Signed: _____ Date: _____

6.27 Issues Summary Pro-Forma

Issues Summary

Title: _____

Source: _____ Type: _____ Date: _____

Author/creator: _____

Main points/stakeholders?

Issues Summary

Title: _____

Source: _____ Type: _____ Date: _____

Author/creator: _____

Main points/stakeholders?

Issues Summary

Title: _____

Source: _____ Type: _____ Date: _____

Author/creator: _____

Main points/stakeholders?

Issues Summary

Title: _____

Source: _____ Type: _____ Date: _____

Author/creator: _____

Main points/stakeholders?

**COMPLETE
PREVIEW
SAMPLE**

Influence and Persuasion

7

7.01 Introduction164	7.21 Persuasive Images184
7.03 Voice166	7.23 Tools of Persuasion186
7.07 Perspective170	7.29 Slippery Numbers192
7.11 Bias174	7.33 Assessment Task196
7.17 Persuasive Language180	7.35 Review and Reflection198

Activities 7: Influence and Persuasion		p.	Due date	Done	Comment
LER7	My Literary Engagement Record	164-165	<input type="checkbox"/>	<input type="radio"/>	
7A	What is a 'voice'	167	<input type="checkbox"/>	<input type="radio"/>	
7B	Finding a voice	169	<input type="checkbox"/>	<input type="radio"/>	
7C	Perspective	171	<input type="checkbox"/>	<input type="radio"/>	
7D	Different perspectives	173	<input type="checkbox"/>	<input type="radio"/>	
7E	Bias	175	<input type="checkbox"/>	<input type="radio"/>	
7F	Influence		<input type="checkbox"/>	<input type="radio"/>	
7G	Valid or biased		<input type="checkbox"/>	<input type="radio"/>	
7H	Persuasive language		<input type="checkbox"/>	<input type="radio"/>	
7I	Persuasive words		<input type="checkbox"/>	<input type="radio"/>	
7J	Analysing images	185	<input type="checkbox"/>	<input type="radio"/>	
7K	Skewed sample	187	<input type="checkbox"/>	<input type="radio"/>	
7L	Over-generalisation	188	<input type="checkbox"/>	<input type="radio"/>	
7M	Selective use of information	189	<input type="checkbox"/>	<input type="radio"/>	
7N	Mixing up cause and effect	190	<input type="checkbox"/>	<input type="radio"/>	
7O	People want to believe	191	<input type="checkbox"/>	<input type="radio"/>	
7P	Slippery Numbers	194-195	<input type="checkbox"/>	<input type="radio"/>	
AT2	Profiling a Big Voice	196-197	<input type="checkbox"/>	<input type="radio"/>	
R7	Review and Reflection	198	<input type="checkbox"/>	<input type="radio"/>	

COMPLETE PREVIEW SAMPLE

Comments:

7.01 Introduction - Influence and Persuasion

Unit 2 Module 1: Exploring and understanding issues and voices

Section 7: Influence and Persuasion is the final stage in completing **Module 1: Exploring and understanding issues and voices**.

Through this section you will:

- ✓ learn about the influence of voice, perspective and bias
- ✓ investigate persuasion in content creation including the role of persuasion in text, images and numbers
- ✓ develop skills to recognise how persuasion might be used to manipulate 'readers'.

Your teacher will lead you through a range of persuasive and other texts in different formats. You should continue to apply your knowledge of varied types of texts to vocational and community situations, as well as both to, and from, your VET studies; and identify the use of persuasion in vocational roles and situations.

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

- ✓ research a 'famous' or important person
- ✓ unpack and investigate the issues they 'stand for'
- ✓ analyse how the stance of your subject influences what you also value.

LER7 Literary Engagement Record of: _____

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

1. The main results accessed were:

Date	Text/Reading: Title & author	Text type, source (date published)	Key point(s)	What I most learned from this is:

Introduction - Influence and Persuasion 7.02

LER7: Literary Engagement Record of: _____

2. The main writings I created were:

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

COMPLETE
PREVIEW
SAMPLE

3. The main oral and listening and video and media communications were:

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

7.03 Voice

A lot of voices

Issues are never really simple and always have two, or more sides to them. There are a lot of ‘voices’ that can take a stance on different issues.

You might have been introduced to the term **stakeholder** in Work Related Skills and in Personal Development Skills. We say that when people are **affected** by an issue, either positively or negatively, then they are a stakeholder in an issue.

And naturally, a stakeholder affected by an issue wants to get their voice heard.

A **voice** comes about via the **perspectives** and **points of view** that are held and **communicated** by people or groups.

In a mature, democratic society such as Australia, it is vital that people are permitted and encouraged to express their views on different issues. We can say that this is about “having a voice” so that they can **speak up** and be **heard**.

You may have heard the sayings, “to voice an opinion”, to “give someone a voice”, “the voice of the people”, and even “a voice or reason”.

Image: Ellagrin/
Depositphotos.com



Finding a voice

The **digital age** has made it easier for people to “find their voice” (there’s another one!). And people should be able to speak, be heard and be listened to.

The good thing about different voices is that they offer or present varied **perspectives** on an issue. That’s why **diversity** and **inclusion** are so important.

Some voices are ‘for’, some are ‘against’. Some don’t care. Some care too much. And some voices are simply looking for a fight!

But a person’s right to always have a voice, does not mean that their voice is always right! But again, in the digital age, we will hear lots of different voices expressing their views on an issue.

The bad thing about different voices is that they often tend to try and ‘**shout down**’ other points of view. That is not what diversity and inclusion are about!

This ‘**noise**’ can make it hard to sort out what is **factual** or what the **truth** really is; from what is simply just **opinion**, **ignorance** and even **misinformation**.

It is important that you can analyse information so that you can present an **unbiased** and **balanced** point of view. This means you will have to understand the role of voice, perspective and **bias** in issues.

What is a 'voice' 7A

1. When it comes to issues, what is a **voice**? Include the term **stakeholder** in your response.

2. Why is it **important** that **people have** a 'voice' about issues? Describe an **example**.

3. How has the **digital age** given **people more** opportunities to have a **voice**? Give examples.

4. Consider these 2 issues. What might be the **different voices** of **stakeholders affected** by the issue? What might **they say**?



Raising wage rates for workers under 21 by 10%.

A referendum to include an Indigenous Voice to Parliament in the constitution.

COMPLETE
PREVIEW
SAMPLE

7.05 Voice

Expressing yourself

You might want to communicate your **ideas** or **opinions** on an **issue** affecting you, or about a broader issue that is impacting on society more generally. So sometimes when it comes to expressing yourself in relation to issues, you might have to find your own voice.

To do this more effectively, you have to consider your **tone** (how you say something), **word choice**, your own **bias**, the use and validity of **images** and **video**, and other **persuasive** communication strategies, including **non-verbal cues** for person-to-person and video expression.

In the digital age, many individuals are using their voice to engage in discussion and debate **online**. However, as you already know, this is not necessarily a good way to voice your opinions. As soon as you post something you feel strongly about, it is quite possible that you will be treated to a range of comments such as “but what about?”, “how would you know?”, and even “you’re wrong, I’m unfriending you”.

This problem can be caused by the contemporary communication trend of ‘posting before you think’. It is also compounded by the use of digital assistants to immediately transcribe what you say.

In the old days, people had to **edit** and ‘pre-edit’ before they ‘published’ something, and this included a lot of **self-editing**. Now we can make our feelings and opinions known in an instant.

This is convenient. This also enables us to express ourselves more often. But in reality, no person has an opinion on just about everything and even if they do, then basically they can’t really ‘know’ much at all. Having a voice is different from having a mouth.

And as the Greek philosopher, Epictetus said, “We have two ears and one mouth so that we can listen twice as much as we speak.” Just don’t tell the Twitterati that, Big E!

COMPLETE
PREVIEW
SAMPLE



Image: ChrisTefme/
Depositphotos.com

Your voice

Tone

Non-verbal cues

Word use

Use of imagery

Bias

Persuasion

Other voices

Perspective

Point of view

Bias

Experience

Authority

Persuasion



One issue that many younger people seem to be passionate about is in regard to environmental sustainability. So now it's time to find your voice on this issue.

1. Outline **2 points of information** that concern you about this **issue**. e.g. "Use of renewable energy sources."

2. Turn each of these points into an **action statement**. Think about the **words** you will use. Be careful **not to show bias**. e.g. "There needs to be more investment into the development of renewables as a source for power generation."

3. Plan how you would communicate your statements **verbally** as part of a discussion. What **tone** would you use, what **words** will you **emphasise**?

4. Consider your **non-verbal communication**. How will you get your message across and reinforce your point of view this way?

5. Present your **views to the class** using your 'voice'. Now, some of you will be making similar points. So **make notes** on each person's performance. Give **feedback** on who was more **persuasive** and the **techniques** they used.

6. Repeat this process for a **work-related issue**, such as the need for young people to be given more opportunities to get a start in the workforce.

COMPLETE
PREVIEW
SAMPLE

7.07 Perspective

Perspective

You would have heard the term perspective being used before, perhaps someone asking, “So what’s your perspective on this issue?” In this case, perspective simply means, **point of view**. People have different perspectives depending on how they ‘see’ information or an issue.

Perspectives will often vary from one person to another. Perspectives can alter depending on what we ‘see’ and ‘think’ - and at times these might all be correct. But different. **Correct** but **different**. Not everything is black and white!

For example, perspectives will **vary** depending on where we are when we witness to an incident such as a traffic collision. What we see might vary, depending on our position or angle when viewing an incident. We don’t all see the same things.

The first witness says. “I saw him swerve suddenly into the right lane.”

Someone else might say. “I saw the vehicle in the right lane speed up.”

A third person might say. “I saw debris on the road and the driver swerve to the right to miss it.”

The driver might say. “I didn’t see the vehicle on the right, it was in my blind spot.”

The other driver might say. “That car suddenly cut in front of me and then I saw stars!”

All these people might be telling the truth.

But each perspective is different because they all had **different viewpoints**.

So who sorts it all out? The police? The insurance companies? A magistrate?

Perhaps they all should just be thankful that it was only their cars that were banged up.

Image: macrovector/
Depositphotos.com



Different Perspectives

- Information
- Education
- Assumption
- Agenda
- Misinformation
- Lies

Knowledge

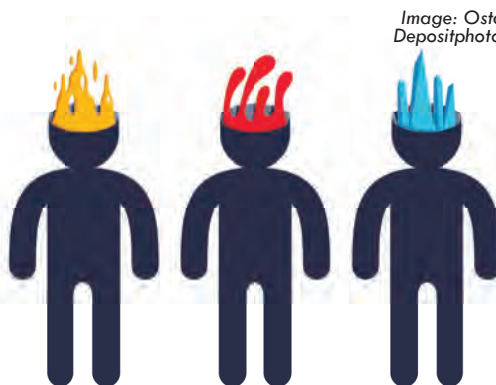


Image: Ostapius/
Depositphotos.com

Understanding

Facts

Insight

Research

Bias

Disinformation

Truth

1. What is a **perspective**? Why do people have **different perspectives** on issues?

2. Can 2 **people** (or more) have **different perspectives** yet **still be correct**? Give an example.

3. Have you got a **point of view** about an issue that is **different** from your **friends**?

4. Have **you** got a **point of view** about an issue that is **different** from your **family** members? Explain.

5. Have you ever **changed your perspective** or point of view on an issue?

Discussion

What is your perspective on this issue? **‘Raising migration levels’**.



COMPLETE
PREVIEW
SAMPLE

7.09 Perspective

Perspective and issues

Most issues are never simple and always have two, or more, sides to them. That's why they are an issue. Have a think about the different voices over something you might feel strongly about, such as environmental care.

The people, parties and groups affected by an issue (the **stakeholders**) might have **different perspectives** from one another. And each other's perspective might be based on a **truth**. It's just that people often seek out and express **different truths** based on their **values, beliefs** and **attitudes**.

Stakeholders have different **priorities** and **goals**. Some people prioritise money over relationships. Others might prioritise family over work. Some people are trying to protect the environment. Others are trying to create commercial progress. Some people are trying to protect the interest of others who are at-risk in society. Other people are almost entirely driven by self-interest.

The result of these different views is a **clash** of values. These differing perspectives can lead to **disagreement** and **conflict**. It happens in community situations. It can happen in vocational situations and it also happens in personal situations. And it is a very real happening in **online** discussions, when some people get very nasty and abusive towards someone they disagree with.

Therefore, when you are unpacking issues, it is important that you can **analyse** information to present an unbiased and **balanced** point of view.

Dealing with differences

It is important to remember that just because you disagree with someone, this doesn't make them your enemy.

People have a **right** to express a different point of view or perspective, even if you think that their view is wrong.

It is also important to encounter others with different perspectives, because that's how we **learn** and **grow**. This can happen by giving a voice to people with **lived experience** who in the past might have been 'silenced' and overlooked.

We might even change our views as we find out more about an issue. That is certainly happening in society with regard to sexual orientation, gender identity, disability inclusion, and the ongoing struggle towards greater equity and access for different groups of people.

You need to carefully analyse the information you encounter about different issues - especially when you access this content online. Many content creators are **biased**. Others are **ignorant**. Some are **manipulative**. And a growing cohort is just spreading **misinformation** and **disinformation** - which means they are telling '**untruths**' and even deliberately **lying**.

Image: rfaizal707/Depositphotos.com



Different perspectives 7D

For this activity, **you** are required to take a **different perspective about issues** (an adopted view), from that which you currently feel or believe.

For each of these issues, **explain reasons in support** of your **adopted view**, and how this might **impact** on **stakeholders**.

i. For safety reasons, the legal age for drinking alcohol should be raised to 21.

Your adapted view is:

Potential reasons	Impact on stakeholders

ii. Teenagers should be limited to 30 minutes of social media a day.

Your adapted view is:

Potential reasons	Impact on stakeholders

iii. Young people unemployed for more than 6 weeks should perform 30 hours per week unpaid community work to keep receiving their benefits.

Your adapted view is:

Potential reasons	Impact on stakeholders

Discussion:

Has this activity changed your views in any way? Can you see any merits in some of the points of view by taking a different perspective?



7.11 Bias

What's the issue?

As you have seen, issues are never really simple and always have two, or more sides to them.

It is important that you can analyse information so that you can present an **unbiased** and **balanced** point of view.

One of the main problems surrounding issues is that people often voice their perspectives as 'facts', when they are really just opinion, conjecture, anecdote, advertising, spin, misinformation, or in some cases, downright lies, i.e. disinformation.

Generally, the reason for this comes down to **bias**.

Bias

"Of course you would say that, you are biased."

You are likely to have heard this before. But what exactly does bias mean?

Bias occurs when a person or group has a **vested interest**, or **preference**, for one particular **point of view** over another. They will then act in accordance with their bias. **As how we are biased, they are made that way - that's the whole point of the game. They're not prejudiced though!**

When we support our favourite sporting teams we are biased.

When we want a particular singer to win the Eurovision because they share our gender identity or ethnicity, we are biased.

When we criticise a policy introduced by a political party we disagree with, it is often because we are biased.

And when we say Coke is better than Pepsi, or Pepsi Max is better than Coke Zero, it may well be because we are biased - even if that is what we prefer.

Image: albund/
Depositphotos.com



Image:
VectorMine/
Depositphotos.com

Influences of bias

Our bias is influenced by our **values**, **beliefs** and **attitudes**.

Having a bias is important because it enables us to form **opinions**. These stances can then drive our **decision-making**, our **actions** and our **behaviours**.

Sometimes our bias causes us to act in positive ways. We can really see this in action by swapping words such as; believe/belief, agree, aim, feel, prefer/preference and support, with 'I have a bias for' or 'My bias is'.

“I have a bias for equal representation of females in management positions in the workplace - the men can sort themselves out, they’re already in there anyway.”

“My bias is for reducing greenhouse gas and carbon emissions. I will only buy an electric car. By doing this, I will help the planet - even if it is just a small step in the right direction.”

But what gives with one hand, takes away with the other.

“I do not believe in equal representation of females in management positions. All managers should be appointed based on merit - regardless of gender.”

“I am not against reducing greenhouse gas and carbon emissions. But I will not buy an electric car because I do not want to be inconvenienced by a lack of recharging stations, and these vehicles are too expensive - I can’t afford one.”

These two refuting statements are quite reasonable and give strong justifications. Does that make them any more unbiased than the two supporting statements?



COMPLETE PREVIEW SAMPLE

Bias 7E

1. What is **bias**?

2. What are **you biased towards**? What are **you biased against**?

For:	Against:

Discussion: What is the image on p.174 depicting?



7.13 Bias

What's the problem?

You have seen how having a bias is a natural part of life. After all, we all have values, hold beliefs and form attitudes that guide and influence how we act in life.

The problem is that people **take advantage** of bias to justify their actions. And these actions impact on others.

Bias distorts truth. Bias ignores facts. And bias **excludes** and **rejects** other points of view.

Bias can lead to **power imbalances** that lead to **prejudice**.

In contemporary times, most of what we read, see and hear has been created, communicated, shared and reinforced based on undisclosed and/or **hidden biases**.

And when we fail to recognise our own biases, or the biases of others, the result can be a world of frustrated and unhappy people at war with each other.



"I am not biased, I just think that it's all a big conspiracy theory!"

Influence

Content creators of all types use bias to influence others.

Sometimes this can be a **positive** bias as the government creating public **health messages** to slow the spread of COVID-19 during the pandemic. Their bias was a duty to protect the health of people.

But at times content creators take advantage of bias to cause **civil unease** and **distress**. This was very clearly seen in the Presidential election of 2020 and the unwillingness of the former president to accept the democratic process that saw voters elect a new leader.

On a more **interpersonal** level, people seek out others and use biased information to recruit them to their 'side'.

They use their influence to attract **like-minded followers**. This **validates** their own stances and brings **power** to their own **beliefs**.

But biased people only communicate **one side** of an **argument** or **issue**.

They often resort to **name-calling** and **bullying** of people who dare to disagree - especially online.

"You would say that - you're a woke snowflake."

"Well that's what I'd expect from you - you're a redneck fascist!"

It happens on both sides of the argument - conservative and progressive.

That's **tribalism** at work!

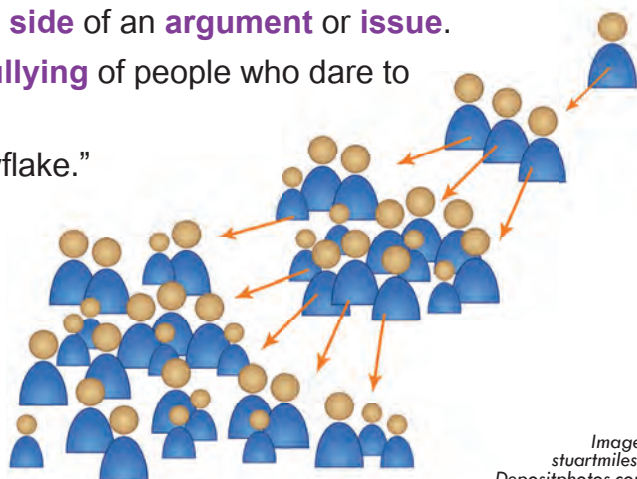


Image:
stuartmiles/
Depositphotos.com

1. What is **positive influence**? Give an example.

2. When can **influence** be used in a **negative way**? Give an example.

3. What **content** have **you seen** that tries to influence people? What **techniques** did it use to try and influence? Did **you get influenced**? Why/why not?

4. If you had to create an **advertisement** to **influence** people to **recycle** more and **reduce waste**, how would you do it?

COMPLETE
PREVIEW
SAMPLE

Analysis and discussion



Form into pairs and read this exchange. Explain what is going on in this ‘frustrated’ conversation. Report back to the class on the role of influencers/content creators.

“What’s your job? “My job is to influence people.” “Are you a teacher?” “Well, I’m a content creator.”	“Let me rephrase this. What’s your vocation?” “My vocation is to influence people.” “So you are a community leader then?” “Well, I am a content creator.”	“Sorry. I’ll try once more. So what’s your motivation?” “My motivation is to influence people.” “So you’re a marketer?” “Well, I am a content creator.”
---	--	--

7.15 Bias

Manipulation

Manipulation is the end result of the bias process.

Businesses try to manipulate consumers into **buying** products they don't want or need through clever marketing and advertising.

Corporations try to manipulate the public into believing they are good corporate citizens by developing **public relations** communications that only focus on the good that they do.

Political parties try to manipulate people into **voting** for them; or at the very least, not voting for the other 'guy'.

And unfortunately, people manipulate others by using **emotional** blackmail, power games, threats of exclusion, bullying, and even intimidation and harassment.

We all get manipulated at times. Often we fall for juicy or interesting online content that persuades us to think or do a different way; or to buy a product that promises a lot, but delivers little.

But it is important that you can recognise when the content creators that are trying to influence you have moved to the realm of manipulation.



Image: tiagoz/
Depositphotos.com

Spotting bias

When it comes to exploring voices, it is vital that you can identify and deal with bias.

A lot of media and online content comes with a bias. Does information communicated by stakeholders who have a vested interest in distorting the facts.

Can you spot bias? How do you spot the bias that is driving different voices?

When you are accessing issues-based content, or advertising and influencing content, or even someone making a 'point', always ask yourself the six questions (from p.158).

1. **Authority:** Are they in a position to know?
2. **Vested interest:** What's in it for them?
3. **Independence:** Who's 'voice' is being used?
4. **Evidence:** Are real statistics or facts provided, or just anecdotes?
5. **Verification:** Has it been, or can it be proven/disproved?
6. **Media:** How is it being communicated?

Doing this will make it a lot easier for you to recognise bias.



Valid or biased? 7G

Choose an issue that you feel strongly about. Find at least 3 different sources of information about this issue from:

- ⇒ a **news report** in 'print', video or radio
- ⇒ a **website** from a **respected stakeholder group**, such as the government, government agencies, or a community organisation
- ⇒ **social media** posts or links



Complete this summary pro-forma to analyse each piece of information about the issue, and make conclusions on its validity and accuracy.

Issue:	
Title:	Source:
Creator:	Date:
Summary of main points	
Analysis of information and source	
Authority?	Vested interest?
Independence?	Evidence?
Verification?	Media used
Conclusions about information and source	

COMPLETE
PREVIEW
SAMPLE

7.17 Persuasive Language

Persuasive language

People use certain language to persuade others of their point of view. Sometimes it is used well and its purpose is positive, such as to **rally community action** or to make a beneficial **change**. For example,

“Young men, never give up. Never give up! Never give up!! Never, never, never-never-never-never...!” Winston Churchill, British Prime Minister, 1941.

Sometimes the language seeks to persuade by **devious** means - by being **emotive** or by **dividing** people.

“It would be un-Australian to...” (Note: Many examples...unfortunately!)

Language to avoid

In arguments and debates, persuasive language is often used to attack the person. This does not address the issue at debate. It is used to belittle people, make them upset and get them off track. And in today’s world, unfortunately, it is the language of online fights and trolling!

When you are discussing an issue or constructing an argument, there is some language to avoid. Here are some representations of examples of persuasive language that you should avoid using.

Images: adapted from porjai & lineartestpilot/Depositphotos.com



1. Read the following snippets and identify the **ways** the **writer/speaker** is seeking to **persuade** the reader.

“Only cool people wear BlartyCourt Pro XMQ. These sneakers separate the boss players from the also-rans.”

“Anyone who has compassion for their fellow human beings will understand where I’m coming from.”

“Democracy is a principle that we Australians hold very dear and will do anything to defend. To deny our right to choose whether to educate our children is to take away our liberties.”

“It is absurd to believe that in today’s evolved society, humans are incapable of multi-tasking and that the nanny state feels it should step in to control our freedom. Of course we can text and drive! Can we walk and talk!?”

2. Find examples of writing that is persuasive but which doesn’t use the kinds of language that is used above. Discuss as a class what makes it powerful and why it convinces. You might start with a famous speech.



7.19 Persuasive Language

Persuasive words

When you are accessing information and content, it is important that you become an **active listener** to identify the use of persuasive words, languages and images.

Persuasion often appeals to **emotions** and aims to get you to think, feel and act in a certain way.

Sometimes persuasion can be used in a positive way to **appeal** to you as a person and get you to **support** a cause (such as encouraging recycling and the use of renewables). Persuasive language and imagery can also be used to **encourage**, **educate** or **convince** you to make better life choices (such as drug and alcohol education campaigns).

But persuasion can **distort reality** by making **claims** that are best, possible, but at worst, downright lies. A lot of advertising, marketing and PR fits into this category.

You will experience this commonly in **advertisements** that promise a lot (e.g. a new miracle cleanse). Or hear or 'view' this language in the videos of TikTok or Instagram **influencers**. This is because these content creators are trying to persuade you in some way - usually to buy a product that makes you 'better'. That is what influence is all about; but it's not always done with good intentions.

Persuasive Word

☺ achieve	☺ discover	☺ like	☺ smart
☺ act	☺ determine	☺ limited	☺ special
☺ agree	☺ different	☺ often	☺ start
☺ all	☺	☺ give	☺ stop
☺ always	☺ duty	☺ look	☺ support
☺ be	☺ easy	☺ lose	☺ take
☺ beat	☺ enjoy	☺ love	☺ think
☺ beautiful	☺ exceed	☺ manage	☺ thrive
☺ best	☺ exciting	☺ master	☺ treat
☺ better	☺ feel	☺ most	☺ truth
☺ boss	☺ fun	☺ must	☺ understand
☺ care	☺ gain	☺ need	☺ urge
☺ celebrate	☺ go	☺ new	☺ value
☺ challenge	☺ glow	☺ now	☺ want
☺ change	☺ grow	☺ plain	☺ we
☺ choice	☺ guarantee	☺ popular	☺ wealth
☺ choose	☺ happiness	☺ protect	☺ well
☺ claim	☺ help	☺ recommend	☺ win
☺ clear	☺ implore	☺ relax	☺ worth
☺ clever	☺ important	☺ rest	☺ you
☺ consider	☺ improve	☺ savvy	☺ your
☺ create	☺ inspire	☺ see	☺ young
☺ decide	☺ join	☺ should	☺ yourself
☺ dedicate	☺ know	☺ simple	☺ youthful

1. Form into pairs. Take turns **saying** groups of these **persuasive words** to each other. Which of these words do you **notice** more, or have an **impact** on you?



2. Choose **10** of the most impactful **words** and use them to build **action sentences**. Consider: “It’s time for you to...” “It’s your turn to...he...” “You deserve to...”

COMPLETE
PREVIEW
SAMPLE

3. **Combine 2 or more** of these persuasive words into **sentences** that are about getting a **positive** or a benefit. e.g. Don’t you feel that your happiness is important? You deserve to feel special.

Investigation



Pay attention to ads and promotional content that you see online, on TV or in other forms of media.

- a. Choose 3 different types of ‘ads’ to investigate. e.g. video, image, influencer ‘story’.
- b. Describe the type of ad, its ‘style’ and where you accessed this (i.e. the context).
- c. Describe the product, and the promoter.
- d. How did the ads make you feel?
- e. Identify the persuasive words that are being used.
- f. Is this a ‘good’ ad, or a ‘not so good’ ad? Why is that?

7.21 Persuasive Images

Persuasive images

Words are one thing. But the strength of persuasive imagery is an altogether different beast! And never has this been of much concern as in the digital age when we are all accessing so much image-based and videomedia content. When you are viewing images used in advertising and promotion, or posted online, it is important to understand these five points.

- ☹ Images are carefully **staged** to represent a **visual narrative**.
- ☹ Images are created to appeal to you **emotionally**.
- ☹ Images are used to catch your attention **quickly**.
- ☹ **Text** can **reinforce** the message of an image. Even if the image has nothing to do with the text. This creates a new visual narrative.
- ☹ Many online images have been **lifted** from somewhere else. The original image may have nothing whatsoever to do with the **context** in which the image is now being posted. However, how would the viewer know this?



Image: motortion/
Depositphotos.com



Image: elenathewise/
Depositphotos.com



Image:
graphicphoto/
Depositphotos.com

Image: maximsamos/
Depositphotos.com

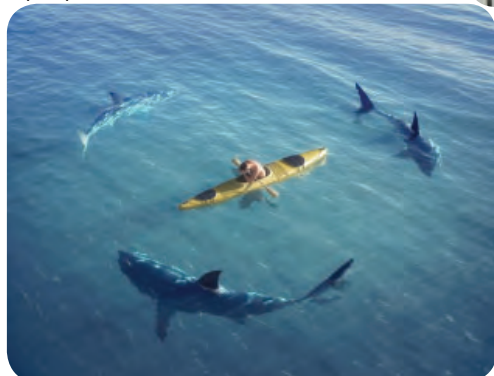


Image: Tinnakorn/
Depositphotos.com

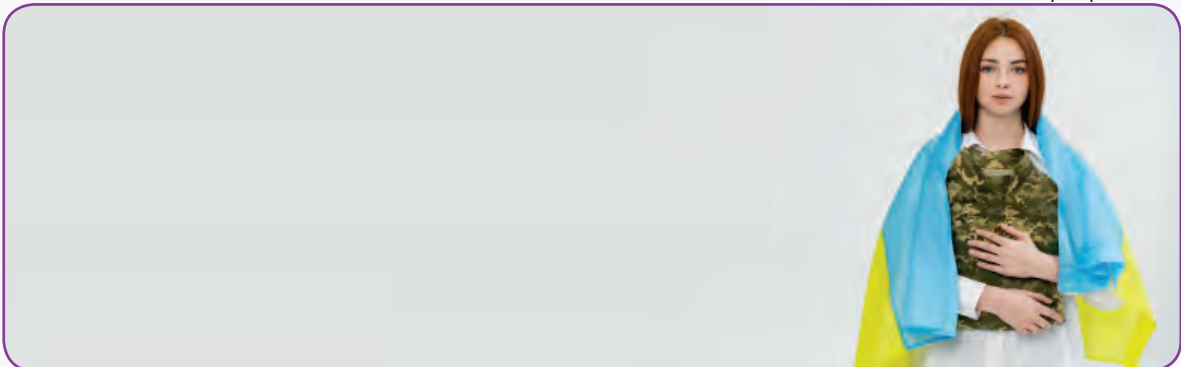


1. Your teacher will show you some techniques to use to analyse images for **content** and **context**. Use these techniques to **analyse the images** on pp.184-5.
 - a. What is being depicted by the image?
 - b. What are the key visual elements used in the image?
 - c. How does the image make you feel? Why is that?
 - d. Is the image 'real-life', or staged using models or digital techniques?
 - e. Develop a 'positive' caption for the image.
 - f. Develop a 'negative' caption for the image.

1	2
3	4
5	6

COMPLETE
PREVIEW
SAMPLE

*Image: IgorVetushko/
Depositphotos.com*



7.23 Tools of Persuasion

Tools of persuasion

You live in the information age. You live in the digital age.

You live in the content age. You live in the video age.

You live in the self-PR age. You live in the influencer age.

You live in the age of misinformation. You also live in the age of disinformation

We all live in the age of persuasion.

There are many, many tools of persuasion that can be used by content creators to try and influence others. Some of these have been around since the dawn of humankind - it's just that now they are mainly digital tools. Advertisers, marketers and public relations people use these tools to persuade you to buy a product, support a corporation, take a stance on an issue, or even vote for a political party.

People are increasingly relying on their digital devices to do their thinking for them. But your digital assistant knows a lot, but understands little. In reality, it only knows what someone has already 'said'. It can only access content that has already been created. And it defaults to content that is popular - but not necessarily, true, fair or correct. It doesn't really care about persuasion because, after all, your digital tool is itself, a tool of persuasion. The more you use it, then the more user-targeted content it can deliver. And that means lots of juicy advertising for you!

So it's up to you to be on the lookout for common tools of persuasion. So let's make a start.

Tools of Persuasion

Skewed sample

You can get anyone to agree, or disagree about an issue, if you ask the right question to the right group of people.

Selectively use information

Sometimes what is not 'said' is more important than what is 'said'; especially if you ignore information that does support your perspective.

People want to believe

Some people want to believe what they want to believe and will only accept viewpoints they already agree with.

Over-generalisation

People tend to use evidence from a single example, or very few examples, to prove a broader point or make a sweeping statement.

Mixing up cause and effect

It is easy to mix-up or blur cause and effect when there might be many factors operating to influence an outcome.

Slippery numbers

Not all numbers are unbiased as they seem, because some people use numbers to convince, confound and confuse.

1. Skewed sample

You can get anyone to agree, or disagree, with a proposition about an issue if you ask the right question to the right group of people. A skewed sample has the power to **distort** the extent of **opinion-based responses** because a skewed sample does not represent everyone’s views, or voices, equally.

When you ask people for an opinion, you are conducting a **survey**. Most surveys use a cross-section, or representative sample, of the general population.

This means that people from different backgrounds, ages, geographical areas, education, income levels and other demographic characteristics are surveyed, in **proportion**, to give a general ‘voice’ of society’s opinions.

If you were at an R&B concert and surveyed the people as to whether they liked metal, then you might get a 100% negative response. Someone who wants to misuse this information would say 100% of people hate metal music. This is a misuse of statistics based on a skewed sample.

Current affairs stories, news, magazine and online **polls** are usually **skewed** because:

- ⇒ only ‘**interested**’ **people** or followers will see the survey,
- ⇒ their audience is **not representative** of the **general public**,
- ⇒ people who hold an **extreme view** are more likely to respond to the survey, and
- ⇒ people have been **manipulated** as to what they have just seen or read.

Unfortunately, many well-meaning online campaigns such as Change.org are skewed. As too are social media posts asking for people to join in on comments. Social media skews to a particular audience. For example, “First, how the algorithm works to sell advertisements. Have you ever heard anyone saying, ‘preaching to the converted?’”

COMPLETE PREVIEW SAMPLE

Skewed sample 7K

1. What is a **skewed sample**?

2. How can **surveys** be **manipulated** to **skew** the **results**? Why would a content creator want to do this? Give a recent example from online.



7.25 Tools of Persuasion

2. Over-generalisation

A generalisation is when a person applies a singular, or very few examples, to validate a sweeping statement. “My grandfather lived to the age of 86. And he smoked. And he didn’t get lung cancer. So therefore smoking does not give you lung cancer.”

So in this example, the fact is true, but the conclusion is misapplied. It is only one ‘voice’ speaking.

Making generalisations is an important part of growing and learning. A child is taught that fire is hot. So each time they see a flame they avoid touching a flame. That’s a positive learning generalisation.

However, there comes a point in our emotional and intellectual development when we should avoid making generalisations. This includes, not stereotyping people (which leads to a whole range of discriminatory isms). “Overweight people are lazy!”

People should also not predict potential outcomes - especially outcomes they want to happen - without using evidence. That is why gamblers always lose over time. “There’s no way that Richmond could lose, they should win the flag.”

And we all should resist the urge to apply a singular opinion, or circumstances, or experience, to make a broader coverall statement (the world is not just about one person or a single voice).

“I was talking to this bloke on the train who said he was a scientist and said that humans didn’t land on the moon - it was staged by the US government!” Enough said!

COMPLETE PREVIEW SAMPLE



Image: Merlinus74/Depositphotos.com

7L Over-generalisation

1. What is a **generalisation**? Give an **example**.

2. When do people **over-generalise** online? **Why** might this be a **problem**?



Discussion: What do **you think** about these **vocational generalisations**? What might be **motivating** each **speaker**?

“Higher pay motivates workers.”	“Tradies work harder than office workers.”
---------------------------------	--

3. Selective use of information

Sometimes it's what people don't say that is more important than what they do say. They try to persuade others by ignoring any valid information that is not in support of their viewpoint.

For example, there are tens of thousands of scientific experts worldwide who agree on the effects of global warming on climate change. Just ignore those voices. There are also a few experts here and there who are undecided, or who disagree. They are the ones to 'listen' to, quote from and repost.

So, ignore all the voices that contradict your point of view and only use information from those that support your own perspective.

“According to the scientist Dr Mo Moolah, of the Fossil Energy Institute, there is no clear relationship between the burning of coal and global warming.”

Selective use of information is a common tool of marketers and advertisers. They don't talk about any negatives, they only talk about the few positives.

This technique is prevalent in the weight-loss, beauty products and social esteem and wellness industries! You need to read the fine print to find out a truer picture.

In the digital age, selective information is clearly the tool of social media influencers.

And it doesn't come with any fine print nor T&Cs. TikTok that!

It's very easy (and convenient) for us to block out the information we don't want to know or find out!



Image: MarioLisovski/iStock/Thinkstock

Selective use of information 7M

1. What is **selective use of information**? Give an **example**.

2. When do **you selectively use information**? We all do! Give examples.

Discussion: Digital media devices are the ideal communications tool to enable the use of selective information - EVER! But why is that - it's not the fault of the device!



7.27 Tools of Persuasion

4. Mixing up cause and effect

Information can be used to mix up cause and effect, especially when many factors might operate individually, or together, to affect an outcome.

e.g. Jake was dangerously overweight so he saw his doctor who devised a kilojoule-controlled eating plan, cutting out junk food and removing alcohol and fizzy drinks. He also engaged a personal trainer who devised and supervised a sensible lifestyle and exercise program.

Jake also went to the pharmacy and saw an ad for the 'Flabaway' seaweed dietary aid and bought a 90-day course for \$850. Jake lost 12 kilos in the first 12 weeks.

Jake put his success down to 'Flabaway'. When Flabaway heard this, they even paid Jake to appear in an online ad. Of course, sales grew and...well, you know the rest of the story!

Sometimes the true cause and effects are not clear. So you can manipulate your information and use statistics based on this lack of clarity. "8 out of 10 people who used 'Flabaway' lost weight." But what was the real reason they lost weight?

During the COVID-19 pandemic, mixing up cause and effect was one of the most sinister tools used by anti-vaxxers and government-haters. Mrs. M was vaccinated, but died with COVID. Therefore vaccines don't work. How do you think

🧠 Muriel's family would feel hearing the loved one talked about in that way?

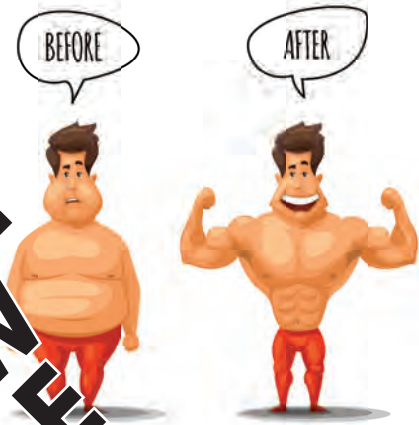


Image: K3star/Depositphotos.com

7N Mixing up cause and effect

1. What is **mixing up cause and effect**? Give an **example**.

2. Describe an **advertisement** that '**blurs the line**' between **cause** and **effect**.

🧠 **Discussion:** What do you think about these common examples of mixing up cause and effect? What might be motivating each communicator?

"Kristah lost 12 kilos in just 6 weeks with our new healthy eating app."	"Drinking cow's milk makes you grow."
"If you pay nurses more then we'll have more nurses. End of discussion!"	"I went on a 7-day cleansing regime using SupaFibre Greenwash. My skin is positively glowing."

5. People want to believe

An important thing to remember is that some people want to believe what they want to believe. Many people will seek out and accept only those voices and perspectives about information that supports their values and reinforces their attitudes. That’s how advertisers use the concept of **cognitive bias** to sell products that promise the following.

- ✓ “Reverse the ageing process.”
- ✓ “Help you earn big money, fast, with no risk and no effort on your behalf.”
- ✓ “Make you lose weight fast without the need for painful exercise!”

The only way to catch a lie is to either know the truth, or to be able to analyse a statement that seems untrue to work out why it would be unlikely. But the sheer volume of information on social media makes that hard to do.

People would rather believe one ‘wellness’ insta-blogger, or current affairs host, or a rumour or ‘fact’ that someone’s girlfriend’s cousin’s brother heard about from a dude that saw it on TikTok, rather than accept something that has real evidence supporting it! And in the digital world, people are increasingly only served up the information that they ‘want’ to see. There’s the algorithm again. It creates an **echo chamber**.

Don’t believe me? As a society, we have accumulated the entire history of knowledge and information, literally, in the palm of our hand. Yet we aren’t getting any less wrinkly. People haven’t stopped losing money to internet scammers. And our Western society definitely isn’t getting slimmer!

And what about **‘fake news**. Well, that has now become any information that someone doesn’t want to believe!

COMPLETE PREVIEW SAMPLE

People want to believe 70

1. Why do you think **people** are drawn to information that they **‘want to believe’**?

2. Describe an **example** when you believed something, mainly because **you wanted to believe it**. Did it turn out to be true?

Discussion: Sometimes we want to believe because it affirms our own personal beliefs and attitudes. How about these examples? Do you want to believe them? Why is that?

The alien cover-up is by the US government!	Bigfoot, Sasquatch, Yeti and Yowie are real!
COVID-19 vaccinations were administered to control the population.	



7.29 Slippery Numbers

Check your digits

Numbers are used extensively when people communicate for knowledge and also when communicating for practical purposes.

Numbers may be communicated verbally and in written form, as numbers (digits), as words, as tables and in other ways. For example:

- ⇒ “An AFL men’s football team has 23 for a game, but 44 players on the full list.”
- ⇒ “The amount you need to write on the cheque is \$12,456.17. So that’s twelve thousand four hundred and fifty-six dollars and 17 cents.”
- ⇒ “What I want you to do is go down to the hardware store and get me seven pieces of four by two pine.”

☞ Sometimes it can be hard to follow spoken numbers, especially if the person uses more than three numbers. For example:

“I want 75 sausages, 15 onions, 6 loaves of bread, 4 Mars bars, 30 packets of plain chips and 18 cupcakes.”

Then it gets even more confusing if people use other words to represent numbers.

“...and I want a dozen eggs, half a dozen (12), a slab of Coke, 4 reams of paper and a brace of geese!”

Explaining quantity

Numbers are often used to explain quantities and measurements such as size, volume, amount, height, weight and frequency. These numbers might use units such as metres, litres, kilograms and so on. For example:

“John is 1.89 m and 70 kg. John’s height is 189 centimetres and he weighs 79 kilograms.”

When communicating knowledge, numbers might be accompanied by descriptive terms such as: ‘about’, ‘approximately’, ‘almost’, ‘nearly’, ‘exactly’, ‘precisely’, ‘in excess of’, ‘less than’, ‘only’, ‘more than’ and so on. For example:

“Oh I feel sick, I reckon I ate about ten hamburgers at Macca’s last night.”

Numbers can also be expressed as percentages to show quantity. You are likely to have investigated this in Numeracy.

“95% of all students in this class did not know how many items are in a ‘brace’!”

But sometimes percentages can be combined with words and used in a slippery fashion when people try to persuade others. For example, compare these

☞ two statements. Which statement would get your attention?

“Almost 20% of all young people are addicted to their mobile device.”

“Less than one in five young people are addicted to their mobile device.”



Image: jesadaphorn/
Depositphotos.com

Slippery numbers

People love using **statistics**, **numbers** and **percentages** to back up their points of view and to sound knowledgeable.

After all - ‘numbers don’t lie’.

But wait a minute, numbers are very malleable beasts that can be twisted in all sorts of ways.

Here’s an example of how numbers can be used to distort the truth.

Tui’s progress in maths.

In his first maths test, Tui received a score of 30 out of 100.

Tui got 45 out of 100 for his second maths test.

When Tui’s mum asked how he was going in maths he replied confidently:

“Why Mumsie, I must declare that I have improved my performance by 15 per cent.

“Well Tui, you must be rewarded for your outstanding achievement! Here’s \$100.”

So have a think about how Tui is **selectively** using numbers to his advantage.

And you might want to ask yourself how many maths skills run in Tui’s family!

“Oh Mumsie, I did good didn’t I!”

“Yes you did my clever, sweet boy.”

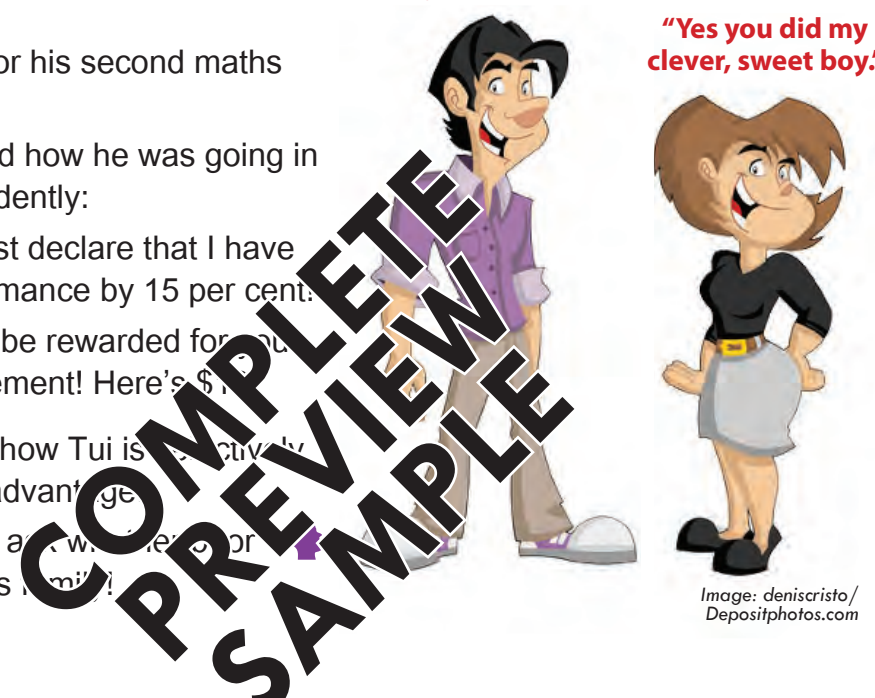


Image: denicristo/Depositphotos.com

Mixed messages

At other times, people use numbers to **avoid** the direct questions and provide the answer they want to give, or to **confound** and even to **confuse**.

So how about this exchange?



Abner & Honest Joh - The Car Sales legend!

Abner: “How many K’s are on the clock?”

Honest Joh: “Less than 100,000.”

Abner: “How much is it?”

Honest Joh: “For you my friend, just \$100 a week in 24 easy monthly payments.”

Abner: “Sounds like a sweet deal to me.”



Image: rastudio/Depositphotos.com

7.31 Slippery Numbers

7P Slippery numbers

1. Write **sentences** about the following to practise **describing size, volume, quantity, amount** and **frequency**. Add **1 more** of your own.

a. The amount of clothes you have in your wardrobe.

b. The number of items you wear regularly.

c. How often you purchase clothes.

d. The size and weight of food purchased each week by you or your family.

e. Amount of product packaging discarded each week by your family.

f. Amount of food thrown out each week.

g. Number of cosmetic/toiletry items you own.

h. The number of social media friends and/or followers you have.

2. In your workbooks, add words and phrases to **turn each** of these **descriptions** into **persuasive statements** that describe a **positive situation** based on the **numbers**. e.g. I am very popular because I have over 30,000 people who follow my videos on TikTok.

COMPLETE
PREVIEW
SAMPLE

3. Think of ways of **expressing** the following **number descriptions** to make them sound **more favourable**, and a bit more **'persuasive'**!

<p>I lost five kilos last month, then gained three this month.</p>	<p>I sold one ceramic pendant at the local craft market. I have never sold one before. I made \$20 but had to pay \$10 for the stall.</p>
<p>I got up at 10 am this morning. I usually get up at 11:30.</p>	<p>I completed 16 hours of reading for Literacy this month. My mate completed 8 hours.</p>

4. These descriptions using numbers are all a bit 'slippery'. Try to **find the issues** that the numbers are **exaggerating** or **hiding**.

<p>75% of users of SmoothSkin AbdoDerma saw a 50% reduction in wrinkles over a 4-week period!</p>
<p>Kristobel offers to water Mr Mars' garden while he's away, charging \$5 each time. Though not much money per watering, Kristobel calculates that during the six weeks of Mr Mars' absence, she would earn \$210 - and more if the weather was sunny. Not bad for a rainy winter!</p>
<p>The store was offering a 'buy-now, pay-later' deal which meant that I could get a new laptop, phone and rice cooker, now, for nothing. Then I just have to pay in 4 instalments over the next 8 weeks. And it's interest-free - woo-hoo!</p>

Discussion: In what types of situations might workers have to use 'slippery' numbers when working or dealing with customers and clients? Is this ethical?



7.33 Assessment Task

AT2 Case study: Profiling a Big Voice - Exploring and understanding issues and voices

Overview

For this assessment task, you are required to research a 'famous' or important person (your subject) and investigate the issues they 'stand for'. You need to focus on a person who has achieved significant **vocational** success, and/or has an important voice or role in the **community**.

You will then analyse how the stance of your chosen person, influences what you also value. Your teacher will inform you of your final submission requirements and formats.

For example, Dylan Alcott's **vocational** status was as a professional sports person. Now retired from tennis, he has various roles, including in the media. In addition, Alcott has been a tireless campaigner for disability access and rights, is a highly-respected disability and ability advocate, and is passionately involved in working towards true **community** inclusion and diversity across a range of areas.

My subject is: _____

Part A: Description of your subject

⇒ **Base your description on what you know already.**

- What are their values and/or beliefs?
- What effective persuasive techniques do they use? Describe examples.
- How do their values and/or beliefs influence you?

Part B: Analysis of your subject's communication

⇒ **Research your subject and find out more about them.**

- How do they communicate and demonstrate their values and/or beliefs? Provide annotated examples and evidence to show this.
- How do their communication methods and techniques enhance the persuasiveness of their values and/or beliefs?
- How do their communication methods appeal (or not) to you?

Part C: Re-evaluate your subject's values and/or beliefs

⇒ **Do this after you have completed your research.**

- Now that you know more, summarise their values and/or beliefs.
- Do they have lived experience or insight that influences their values?
- Is there any commercial consideration influencing what they seem to value or believe? (i.e. Are they a paid spokesperson, etc., or do they support causes voluntarily?)
- Has your opinion of them changed? State why using examples.
- Include any other information about them, and/or about your feelings for them, that you think should be shared and/or clarified.

Assessment Task 7.34

Name:	Key dates:	UNIT 2 MODULE 1		
Tasks - AT2: Case study: Profiling a Big Voice	Must Do?	Due Date	Done	Level
My subject is:				
Part A: Description of your subject.				
a. Explain their values and/or beliefs	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Describe persuasive techniques they use.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Explain how their values and/or beliefs influence you.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Appropriate use of evidence.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part B: Analysis of your subject's communication.				
a. How they communicate their values and/or beliefs.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Persuasiveness of their communication methods	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Appeal of their communication methods to you	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Appropriate use of evidence.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part C: Re-evaluation of your subject's values and/or beliefs.				
a. Summarise their values and/or beliefs.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Explore their lived experience for insights.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Is commercial consideration involved, or voluntary?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Whether my opinion of them has changed?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. Other relevant information.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Appropriate use of evidence.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Prepare and submit my final report.				
⇒ Prepare my report and evidence.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Submit my final report and evidence to my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
🗣️ Present or report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

Additional information:

Signed: _____ Date: _____

7.35 Review and Reflection

Review and Reflection

Which Literacy skills did I develop during this unit?

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

My performance in developing my Literacy skills this unit was:

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

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

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

Signed: _____ Date: _____

Informed Discussion

8

8.01 Introduction	200	8.17 Being Persuasive	216
8.03 Discussions	202	8.25 Effective Presentations	224
8.07 Types of Discussions	206	8.31 Assessment	230
8.11 Points of Difference	210	8.33 Review and Reflection	232

Activities 8: Informed Discussion		p.	Due date	Done	Comment
LER8	Literary Engagement Record ad	200-201	<input type="checkbox"/>	<input type="checkbox"/>	
8A	Discussions	203	<input type="checkbox"/>	<input type="checkbox"/>	
8B	Start discussing	204-205	<input type="checkbox"/>	<input type="checkbox"/>	
8C	Round table discussion	207	<input type="checkbox"/>	<input type="checkbox"/>	
8D	Q and A panels	208	<input type="checkbox"/>	<input type="checkbox"/>	
8E	Panel discussion	209	<input type="checkbox"/>	<input type="checkbox"/>	
8F	Points of view	210	<input type="checkbox"/>	<input type="checkbox"/>	
8G	Points of difference	211	<input type="checkbox"/>	<input type="checkbox"/>	
8H	Super discussion	212-213	<input type="checkbox"/>	<input type="checkbox"/>	
8I	My discussions	214-215	<input type="checkbox"/>	<input type="checkbox"/>	
8J	Persuasion	216	<input type="checkbox"/>	<input type="checkbox"/>	
8K	Persuasive language	218-219	<input type="checkbox"/>	<input type="checkbox"/>	
8L	Over-generalisations	221	<input type="checkbox"/>	<input type="checkbox"/>	
8M	Opinion not fact	223	<input type="checkbox"/>	<input type="checkbox"/>	
8N	Effective ICT presentations	225	<input type="checkbox"/>	<input type="checkbox"/>	
8O	Effective presentations	229	<input type="checkbox"/>	<input type="checkbox"/>	
AT3	Presenting an Issue for Discussion	230-231	<input type="checkbox"/>	<input type="checkbox"/>	
R8	Review and Reflection	232	<input type="checkbox"/>	<input type="checkbox"/>	

COMPLETE PREVIEW SAMPLE

Comments:

8.01 Introduction - Informed Discussion

Unit 2 Module 2: Informed discussion

Section 8: Informed Discussion is the first stage in completing **Module 2: Informed discussion**.

Through this section you will:

- ✓ learn about the nature and relevance of different types of discussions
- ✓ explore techniques in the use of discursive language and positive persuasion and apply these to hold respectful discussions
- ✓ build skills in creating and delivering effective presentations.

Your teacher will lead you through a range of discursive, informative and persuasive texts in different formats.

You should apply your knowledge of these types of texts to vocational and community situations, as well as both to, and from, your VET studies; and identify the role of informed and respectful discussion in vocational situations.

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

- ✓ lead a group discussion, or give a presentation to the class, about a vocational or community issue that you have thoroughly investigated.

LER8 Literary Engagement Record of: _____

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

1. The main **texts** accessed were:

Date	Text/Reading: Title & author	Text type, source (date published)	Key point(s)	What I most learned from this is:

Introduction - Informed Discussion 8.02

LER8: Literary Engagement Record of: _____

2. The main writings I created were:

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

COMPLETE
PREVIEW
SAMPLE

3. The main oral and listening and video and media communications were:

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

8.03 Discussions

Discussions

One of the most common types of communication that people participate in is discussions.

A **discussion** involves more than one party 'talking' about topics, issues, situations and other contentions.

The true purpose of a discussion is to enable the parties involved to **share ideas** and **information** - and hopefully **learn** from one another to reach some type of conclusion.

Discussions require **open dialogue** and **conversation**, with all participants being encouraged to contribute.

In group discussions, everyone is invited to participate and to work towards building a group **body of knowledge**. Discussions should be open and supportive and should not become debates or arguments.

Your teachers will often use discursive tools with your class to get you to process and think about information in a more considered manner. They will offer you **prompts** to steer you in certain directions.

But then you apply your own knowledge to develop a greater **breadth** and **depth** of understanding. It is through complex discussion that you also get the opportunity to learn from others.

Participating in discussion is an important part of **learning to learn**. It is also vital for building the skills to apply your learning to vocational situations and vice versa.

Discursive Language

Image: iqoncept/
Depositphotos.com



1. What is a **discussion**?

2. What is the **purpose** of **discussions**?

3. Briefly explain **3 key elements** needed for **effective discussions**.

COMPLETE
PREVIEW
SAMPLE

4. What was the **last discussion you participated** in? Did you **learn** anything new? Did **others learn** from you? Why was that?

Discussion



Social media is not really an effective forum for discussions. However, it could be. But when people discuss things online, the process often goes in a different direction. Why is that?

8.05 Discussions

8B Start discussing

1. Choose 4 of these **topics** that **interest you**. For each one, list 3 points of information that you would bring to a discussion about the topic.

- | | | |
|--|---|--|
| <input type="checkbox"/> driverless cars | <input type="checkbox"/> Adidas | <input type="checkbox"/> ghosts |
| <input type="checkbox"/> ice-cream | <input type="checkbox"/> French fries | <input type="checkbox"/> ketchup |
| <input type="checkbox"/> podcasting | <input type="checkbox"/> Taylor Swift | <input type="checkbox"/> Twitch |
| <input type="checkbox"/> penalty rates | <input type="checkbox"/> designer clothes | <input type="checkbox"/> paper drinking straws |
| <input type="checkbox"/> tropical fish | <input type="checkbox"/> carpooling | <input type="checkbox"/> dragons |
| <input type="checkbox"/> SatNavs | <input type="checkbox"/> interest rates | <input type="checkbox"/> New York |
| <input type="checkbox"/> basketball | <input type="checkbox"/> tattoos | <input type="checkbox"/> sign language |

Topic:

1.

2.

3.

Topic:

1.

2.

3.

Topic:

1.

2.

3.

Topic:

1.

2.

3.



2. Form into **groups of 3** based on shared interest in topics. Present your points in discussion with the others in your group. Make notes about the topic based on what the other participants say.

Topic:

Topic:

Topic:

Topic:

COMPLETE
PREVIEW
SAMPLE

3. Did **you learn** anything new and/or interesting from the other participants? Did **they learn** anything new **from you**? Did any of you **change your views** on the topic - and why or why not? Report back to the class



Topic:

Topic:

Topic:

Topic:

8.07 Types of Discussions

Discussions

Discussions are forums for expressing a point of view and taking a position on an issue that is contentious.

There might be a lot at stake for you in a discussion, for example, a pay rise or an improvement in your working conditions.

Low-stake discussions might offer more chances for **compromise** as the stakeholders have less to gain or lose.

Either way, sound and convincing **arguments** need to be put forward in order for the parties to feel that they have been **heard, understood** and dealt with fairly.

When discussing, convincing others of your position involves using language persuasively and effectively.

Round table discussion

This is where a group of people come together to discuss an issue and give input.

A round table discussion could be part of a **decision making** process. In this situation, everyone is given the opportunity to speak.

The very fact that it takes place in a circle or a ring configuration, with all participants being able to see one another, suggests a **democratic** approach.

No-one is the obvious leader in a round table type of discussion. But everyone should come prepared with a clearly considered point of view.

To avoid awkwardness and hesitation, someone should be tasked with getting the discussion started or following a set **agenda**. Sometimes they will be called the **chair**. They might use prompts and questions to guide the participants. They will also monitor the tone of the discussion and prepare **minutes** to record what is being suggested.

Useful language

- ⇒ “We are all here to talk about...”
- ⇒ “Shall we start with...”
- ⇒ “Who would like to go first?”
- ⇒ “I know that some of you are concerned about... so how about we start there?”
- ⇒ “Trellise, you had an interesting insight on this, would you like to explain what you are thinking?”
- ⇒ “We haven’t heard from Erin yet, what’s your view on this issue?”

Image: Rawpixel/
Depositphotos.com



**Part A**

Gather as a group of 4 or 5 around a **table**. Your teacher will have provided **5 topics** face down on the table.

A group member turns over the topic, announces it to the group, and then presents a point of information, based on their own current knowledge about this topic.

At this stage, you are required to offer **positive** or **supportive information** only.

Go clockwise until everyone has offered their point of information on each topic.

At the end of all the topics, each group member will make **summary notes** based on what they just heard. At this stage, they can ask group members to **clarify** or **repeat** key bits of information to help them.

When completed, start working again through the topics. But this time, offer **negative** or **countering points** of information about the topics. Work through the group members anti-clockwise until everyone has had a say. Then repeat the **summary process**.

Finally, the group is to **discuss** each topic and come to an **overall position** or stance on their topic that reflects the general view of the group.

Report back to the class. Hear if the groups reached similar or different positions.

Part B

You are required to **investigate** a current issue in an **unbiased** manner. Your teacher will have a current issue in mind and will give you some source material to analyse.

Gather again as a group of 4 or 5. Discuss the source material. Summarise the different **perspectives** of the **stakeholders** involved or affected by the issue.

Develop an overall group position on the issue. Report back to the class.

Issue:			
Stakeholder and position.	Source material details.	Evidence that supports this position.	Quality of the argument, giving reasons.

8.09 Types of Discussions

Q and A

This is an interview format where someone poses a range of questions to an interviewee. It might be to find out the reasons behind something (such as a policy, a proposal, or an action that has been taken).

The interviewee is normally an expert, an authority, or a person of importance in relation to the issue. Q and As are not the discussion method to engage, 'the ordinary person in the street'. However, that 'ordinary person' might be in a Q and A audience and posing some questions.

Tips

- ✓ Prepare 'ice-breaker' questions to warm the interviewee up and get them onside.
- ✓ 'Scaffold' the questions from general to more in-depth.
- ✓ Leave difficult questions until the interviewee is at ease.
- ✓ Frame your questions so that you maximise your chances of getting a sincere response and not a "Pass!". That is, be persuasive rather than confronting.
- ✓ Break down complex questions into their components. This will allow the interviewee to give clear responses.
- ✓ Remember the difference between open and closed questions. Closed questions can shut down a discussion. (e.g. "Do you believe that migration takes jobs from local workers?" "No, not in the least. Next question, please.")

Many interviews are a bit like a small Q and A panel. They can be turned around the other way!"



Image: Wavebreakmedia/Depositphotos.com

8D Q and A panels



Everyone has skills, knowledge, expertise and experience related to certain areas.

1. Form into pairs and suggest suitable **Q and A panels** of between **3-5 students** from **your class** for each of these topics. Briefly state the **reasons** for your choices.
2. Report back to the class. Did you notice any **patterns** in the choices?
3. Where do **you fit in**, and why?

How to do basic car maintenance.	Dancing for personal health and wellbeing.	Cooking nutritious meals on a tight budget.
Being worksafe in a practical work environment.	How to present and dress for success.	The benefits of community volunteering.

Panel discussions

In more formal discussions, a panel of experts and/or people with lived experience answer questions from an audience. This kind of discussion usually brings together people with opposing positions so as to air their views. As a result, a greater understanding of the contentious issue should be achieved (though this doesn't always happen!).

A **moderator** keeps order and makes sure that questioners have a chance to voice their questions. The moderator will also try to ensure that **panellists** get a fair hearing, including not being talked over, shouted down, ridiculed or mocked for having an opposing view.

Useful language

- ⇒ “A question for the minister...”
- ⇒ “I would like to ask Professor Jenkins about...”
- ⇒ “Harry, could you explain why...”
- ⇒ “Shazza, I'd be interested in hearing your views on...”
- ⇒ “As you are aware, some people in the community strongly oppose this action. Can you please justify the reasons for taking it?”

Pitfall alert!

- ☹ Make sure your questions and answers don't become monologues or diatribes!
- ☹ Don't talk over one another.
- ☹ Give everyone a fair hearing even if you don't disagree with their position.

Panel discussion 8E

You could try to set up a panel discussion on this topic (or another suggested by your teacher that is more suitable or relevant).

“Too much screen time is having a detrimental impact on young people. These effects include physical ailments, as well as impacts on emotional wellbeing.”

Suggested panel

- A young person who spends a lot of time on screens.
- A parent.
- A teacher, school counsellor, psychologist or wellbeing adviser.
- A medical or health-care professional.

Useful language prompts

Addiction, vulnerable, young, developing, peer pressure, parental control, eye strain, RSI, physical inactivity, behavioural factors, availability, social media, age of first use, over-communication, bullying, isolation, disconnection, trend.

Ideas?

8.11 Points of Difference

Points of view

As you already realise, people have different views and perspectives on topics and issues. Some people form a **point of view** based on their own experience of topics and issues, especially those that may **impact** directly on them; or those that they feel strongly about based on their **values**, **beliefs** and **attitudes**.

People can strengthen their points of view based on **research**, **knowledge**, **expertise**, **learning** and training; as well as through **lived experience**.

Essentially these people are **informed** - to some extent - on the subject matter.

However, as you also already know, in the digital age we are experiencing people who seem to have a point of view on just about everything. And often these people seem to be not very informed at all. But what they are good at is expressing an **opinion**. And this is more about being loud rather than being 'smart'.

And naturally, the real problem with opinions is **bias**. People who hold strong biases rarely welcome informed discussion.



8F Points of view

1. What is a **point of view**? Give an example related to you.

2. Why do **people disagree** over issues? Give an example.

3. What can **people do** to ensure that they develop an **informed point of view**?

Points of difference

Whenever there is an issue about which people might hold different views, there is the potential for a disagreement. Sometimes we have discussions over different issues, which really are a type of **informal debate**. Consider these examples.

- ⇒ You might discuss with your parents about chores such as who cleans up after the dog. You might do this by clearly stating your **reasons** why it shouldn't be you.
- ⇒ You might discuss with your friends about what to do on the weekend. You might do this by **evaluating** each person's **perspective**.
- ⇒ You might discuss with your partner about their eating habits. You might do this by providing **examples** of nutritious eating.
- ⇒ You might discuss with a neighbour holding a garage sale about the price of that old Teenage Mutant Ninja Turtle figure he's trying to charge you too much for. You might do this by giving **evidence** of current market prices.
- ⇒ You might discuss with your teacher about how much homework is reasonable. You might do this by explaining the **fairness** of the numerous demands on your limited time.

These are all examples of informal debates which involve a **discussion**, and at least two sides to an **argument**. In these types of discussions, everyone gets to present a **point of view** and contribute to the strength of the argument. These discussions are about unpacking **points of difference** and exploring the **validity** of these.

COMPLETE PREVIEW SAMPLE

Points of difference 8G

1. What is a **point of difference**? Give an example.

2. How can a **discussion help** people to **communicate** their **points of difference**?

3. How can a **discussion help** people to **see another person's perspective**?

8.13 Points of Difference

8H Super discussion



Ges and Grimsby are discussing the superiority of Marvel as opposed to DC. Each is passionate about their point of view. Here are their arguments.

1. Identify the **convincing**, and **not so convincing arguments** from both (use the tables on p.213).
2. What would **you say** in **support** of one or the other?

“The Marvel universe is obviously better.”

“It is a universe!”

“Everyone knows Marvel.”

“It has a super hero for everyone to identify with.”

“Marvel stories give people something to aspire to.”

“It has a long history.”

“It’s actually based on literature.”

“Marvel is just things!”

“DC movies are much more nuanced than Marvel’s.”

“The Dark Knight trilogy is iconic.”

“Batman is a super hero for real times. He shows us the value of being human and vulnerable.”

“As a feminist, you can’t go past Wonder Woman.”

“DC selects carefully and doesn’t make too many movies.”

“DC doesn’t rely on so many effects.”

“DC films are more suspenseful.”

“The characters are more relatable.”

Image: deniscristo/Depositphotos.com

Ges: Marvel			
Convincing	Why?	Not convincing	Why not?

Issue: F			
Convincing	Why?	Not convincing	Why not?

COMPLETE
PREVIEW
SAMPLE

Applied

What type of information is commonly discussed in work-related situations? And between who?

What about in workplaces related to your vocational career goals?

When will you be expected to be involved in discussions?



8.15 Points of Difference

8I My discussions

1. Describe **situations** when **you** have had to **discuss issues**, either big or small, with these **people**. Add 1 more situation relevant to you.
2. What **methods** of **discussion** did you use?
3. What were the **outcomes**? Were **you** and/or **the people**, **satisfied** with these **outcomes**?

Parents/Guardian

What was the situation and/or the issue?

What methods of discussion were used?

What were the outcomes that resulted from the discussion? Were you, and were they, satisfied with the outcomes?

COMPLETE
PREVIEW
SAMPLE

Friends

What was the situation and/or the issue?

What methods of discussion were used?

What were the outcomes that resulted from the discussion?

Were you, and were they, satisfied with the outcomes?

Teachers	
What was the situation and/or the issue?	
What methods of discussion were used?	
What were the outcomes that resulted from the discussion?	Were you, and were they, satisfied with the outcomes?

Teammates/ Colleagues	
What was the situation and/or the issue?	
What methods of discussion were used?	
What were the outcomes that resulted from the discussion?	Were you, and were they, satisfied with the outcomes?

Other:	
What was the situation and/or the issue?	
What methods of discussion were used?	
What were the outcomes that resulted from the discussion?	Were you, and were they, satisfied with the outcomes?

COMPLETE
PREVIEW
SAMPLE

8.17 Being Persuasive

Being persuasive

If you want to be more persuasive and convincing then apply these tips to improve your credibility.

What you say

The message itself is important in terms of the language you use. Choose vocabulary carefully to suit the situation.

- ✓ Be accurate in your word choice.
- ✓ Avoid being emotive.
- ✓ Consider how to introduce and explain yourself.

How you say it

Consider your 'audience' and how your tone of voice will be received by them and make them feel.

- ✓ Always be respectful, even when disagreeing.
- ✓ Use volume appropriately; too loud = intimidating, or too soft = lacking credibility.
- ✓ Use an appropriate level of formality.
- ✓ Use suitable and confident non-verbal communication.

Use of evidence

Don't cut corners with your evidence. People will see through it.

- ✓ Back up your arguments with examples, quotations and facts derived from up-to-date credible sources.
- ✓ Build a case by adding to your main argument using a range of sources.
- ✓ Clearly identify the source, creator and date of the material you have accessed.

Use of media

Make sure that there is a good match between the person/group you are communicating with and the media used. A lot of fast-paced slides might leave older people dizzy.

- ✓ Match the media to the occasion (grand final party - it's okay to be rowdy, a funeral - not so much!).
- ✓ Avoid emotive music and visuals, these can undermine or overwhelm your own tone.
- ✓ Keep a balance between visual and aural communication - don't overload the listener.

Image: deagreez1 / Depositphotos.com

Just as with anything in life or at work, you only get better by practising.



1. Identify the **persuasive language** that has been used in these statements. Rate the **quality of the persuasion** on a scale of 1 to 5 (highest).

It is a matter of urgency that this issue be addressed.

Cake is among the most calorific foods and should be avoided at all costs.

You will have a happier life when you find your soulmate.

Alcohol is destructive and leads to regular and horrific violence.

2. Create **sentences** to persuade people of the following **points of view**. Note: It doesn't matter if you agree with the statement, but your 'job' is to persuade.

App-based home delivery services exploit workers.

Having a well-paid job is the best sign of a great career.

The climate crisis is less important than housing affordability.

Soccer is a superior sport to AFL.

3. Test out your **powers of persuasion** in small groups. How did you go? Who was **most persuasive** and why? Report back to the class.



COMPLETE PREVIEW SAMPLE

8.19 Being Persuasive

Choose your words

The most important thing for a good discussion, or an argumentative piece of writing, is having a clear stance and well-researched, sound arguments.

To 'argue' convincingly, you need to persuade your reader or listener by using appropriate language.

Some people try to persuade by using exaggerated or even insulting language. That approach undermines the credibility of their argument.

The text below is certainly unembarrassed about making extravagant generalisations to get its point across!

Image:
Sergiy Novikov/
Hemera/Thinkstock

"Like - only an idiot would disagree. You know what I mean?"



Countering persuasive language

To refute or question an argument you may use some of these phrases.

- ⇒ It is claimed that...
- ⇒ Commentators argue that...
- ⇒ Detractors insist that...
- ⇒ Although it is true that...
- ⇒ The writer makes a sound point, however, it is not entirely convincing...

To support your argument, simply state a fact or you may use some of these phrases.

- ⇒ Research has found that...
- ⇒ According to this demographic...
- ⇒ It appears that...
- ⇒ It seems clear that...
- ⇒ It can be observed...

8K Persuasive language

1. Annotate this text to identify the **appropriate language**. Identify and find out the **meaning** of any **unfamiliar words** - there might be a lot, as the writer is really 'flexing' their vocabulary!

Age is what matters

People under the age of 30 are obviously more valuable than their seniors.

Any fool knows that over the age of 30 people become less flexible in their thinking and cognitive function, and their ability to learn new things becomes fossilised. This in turn impairs their ability to function in this fast-paced technological world.

The superior employment skills of digital natives is beyond dispute. It is, in fact, a deplorable shame that many young Australians with superlative professional and technical skills and superior

communication, are overlooked in favour of the old-guard whom one suspects is a beneficiary of nepotism!

How can an individual, stale from performing the same plod day after tedious day, be preferred over the fresh drive of a 24 year-old replete with a PHD in call-centre protocol, three tertiary qualifications of the highest order and a decade of hands-on professional experience? It beggars belief and is deeply saddening.

Australia - you are throwing your future away!

Unfamiliar words and their meanings

2. **Rewrite** the text by **replacing** the unfamiliar language with 'better' phrases. You will also need to **re-express** the ideas to make them more credible and less inflammatory.

Start drafting your text here. Focus on the language changes you will make to create a more appropriate, and persuasive argument.

3. Your teacher may also ask you to write a new persuasive text from the point of view of an older, more experienced person. Draft some key ideas and then complete the written text in your workbooks.

8.21 Being Persuasive

Over-generalisations

As you learned in Section 7, people often try to persuade by over-generalising. This has become one of the most misused tools of persuasion in the digital age. And why is that? Because people now have the freedom to create texts and posts from the point of view of one person - themselves!

Over-generalising happens when a content creator takes something that might be true or valid in some circumstances, but amplifies or extends its application to try and pass the statement off as 'fact'. Let's consider some generalisations you might hear from different people or read in their social media content. For example:

- ☹️ Aussies are fat and lazy.
- ☹️ Asian students are quiet and hard-working.
- ☹️ Fats are bad for you.
- ☹️ Old people are deaf.
- ☹️ Young people are entitled.
- ☹️ Baby Boomers are wealthy.
- ☹️ Gen Y bludges off their parents.
- ☹️ Gen Z is addicted to technology.
- ☹️ Students always avoid doing homework.
- ☹️ Hoods wear hoodies.
- ☹️ Teachers do the job for the long holidays.
- ☹️ Bogans eat Chiko Rolls.



"I'm not ready to move out yet; I'm only 32."

Image: gpointstudio/
iStock/Thinkstock

Dealing with over-generalisations

Over-generalisation can be countered with the use of modifiers such as **modal verbs** and phrases. These are words that soften a statement to make it more tentative (and even less offensive). Consider these:

- | | | | |
|---------------|---------------------|----------------|------------------------|
| ⇒ Some | ⇒ Often | ⇒ May | ⇒ Tends to |
| ⇒ Most | ⇒ Frequently | ⇒ Might | ⇒ In some cases |
| ⇒ Many | ⇒ Sometimes | ⇒ Can | ⇒ In many cases |

You can also use other strategies to avoid, and even counter over-generalisations.

- ⇒ It is often believed that...
- ⇒ A common stereotype is...
- ⇒ There is a perception that...
- ⇒ Many people think...
- ⇒ People mistakenly believe that...
- ⇒ People say offensively that...

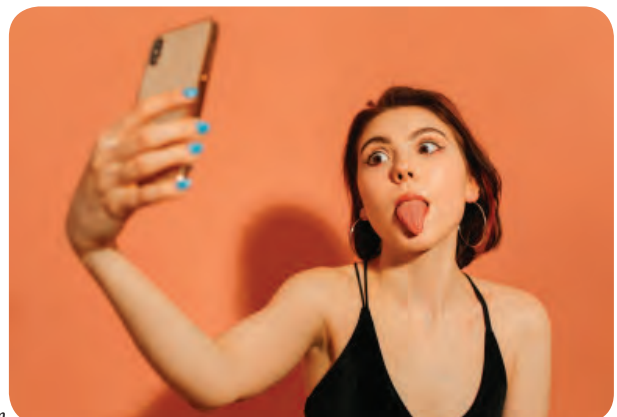


Image: AntonMukhinBO/Depositphotos.com

In small groups, discuss these questions. Report back to the class.



1. The **over-generalisations** on p.220 are all quite **broad**, and **some** are even downright **offensive**. **Why** do you think **people over-generalise**? Which statements **offend you** and why?

Empty rounded rectangular box for student response to question 1.

2. We all over-generalise sometimes. **What** do you do? When **do you** slip into **over-generalising**, and if so, **what** do you do? **What** do you see as the **common** over-generalisations that **you** make?

Empty rounded rectangular box for student response to question 2.

3. What can **you** do to **avoid over-generalising**; and to **spot over-generalising** in **others**?

Empty rounded rectangular box for student response to question 3.

COMPLETE
PREVIEW
SAMPLE

8.23 Being Persuasive

Opinion not fact

Some people are full of opinions. 'Valid' opinions are derived from careful **consideration**, **research** and **experience**. However, others, are based on **bias** or **entrenched values** and even **false logic**.

It is natural to have opinions. But it is even better to have **self-awareness** of where our opinions came from. Because many opinions, including our own, can be based on **inconvenient truths** that we don't want to accept or face up to. So let's take a look at some tips to make sure that your opinions are strong, valid and appropriate.

Opinions: Do's and Don'ts

- ✓ Do question your reasons for strongly held opinions. Ask yourself, "Why do I really feel this way?"
- ✓ Do check out the logic of your opinion. Ask yourself, "Is what I believe a truth, or my truth?"
- ✓ Do listen to opposing points of view and consider whether these are credible. Get yourself to listen and think, rather than simply dismissing others.
- ✓ Do understand that others may have much more insight and experience about certain issues than you.
- ✗ Do not express opinions without giving reasons. e.g. "Vegans just want to ruin everyone else's fun."
- ✗ Do not refuse to accept other points of view that are more valid than your own opinion. "e.g. I don't care if you have, it's fake!"
- ✗ Do not need to be stubbornly 'right' or 'wrong'. Most issues are more complex than that.
- ✗ Do not get personal or abusive because you disagree with someone else's opinions.
- ✗ Don't believe that because you are 'right' then they must be 'wrong'.

Spotting Truths and Lies

- ✗ Be on the lookout for opinions that have no complexity. "Dogs are dumb, cats are smart." Really, might there be a bit more to this argument?
- ✗ Remember that people often repeat the opinions of others they like, admire or respect. Although many parrots can be taught to speak, they don't actually know the meaning of those words.
- ✗ Don't get sucked in by an opinion, or opinion-content, that seems interesting, or engaging, or is well-produced, just because you want it to be true.
- ✗ Don't just reinforce someone else's opinion because you want it to be true. If you ask enough people, sooner or later someone will back you up, even if your opinion is wrong (especially online).
- ✗ Be aware of '**dispinions**', whereby people and content are opposing accepted truths and valid reason (by lying) to stir up trouble, or to be contentious.



1. Read these statements in pairs. Identify the examples of:

- false logic
- wanting it to be true
- inconvenient to believe (or not believe)
- the opinion seems valid on the surface.

2. Do you **agree** or **disagree** with these statements? **Why** so? Create 2 more.

Elon Musk must be one of the most intelligent men on the planet because he has built a multi-billion dollar business empire.

Parents should be given greater privileges in society than non-parents. After all, they are the ones providing a future for our country.

It's not fair that workers are paid less than managers, because workers do most of the hard work.

There is still no independently verified evidence of alien life ever 'visiting' Earth.

Empty box for student response to the first statement.

Empty box for student response to the second statement.



8.25 Effective Presentations

Giving a presentation

Presentations are a vital communication tool. And with the evolution in digital communication technologies, people are making and giving more presentations than ever before.

An increasing number of people are **learning** and **working remotely**.

As a result, a lot of their communication with teachers, trainers, managers and colleagues has evolved into, what seems to be, a series of **informal** and **formal** presentations (instead of conversations).

Creating and delivering effective presentations requires the development and application of a complex range of **literacy, numeracy, personal development** and **work-related skills**.

Added to these skills-sets, is the requirement to have well-developed skills in the use of **ICT** to support the presentation.

Two of the most preferred presentation tools that can assist you are the old reliable **PowerPoint**, and the newer online digital design tool, **Canva**. These ICT applications are designed to enable you to create professional-looking presentations that help **engage** the **audience**.

However, like all ICT applications, they don't do the work for you. **Technology** is only a **support** tool.

Presentations are always about **effective communication** with other people.

In fact, misuse or overuse of these tools can make a presentation less engaging or more confusing.

You have all probably experienced presentations that are dull, confusing, rushed, too long - and overall seemingly just a waste of your time (not to mention the time of the presenter).

Listed opposite are the major do's and don'ts to help you to plan and deliver effective ICT presentations.

These guidelines apply equally, no matter which presentation software or apps you use.



When making a presentation you need to plan carefully. You should also consider what you wear. Try to dress professionally, unlike the group making their presentation below! And none of them is facing their audience!



Image: AdamGregor/
iStock/Thinkstock

Tips for Effective ICT Presentations

ICT presentations - Do!

- ✓ Use a big font.
- ✓ Include only 3-4 main points on each slide.
- ✓ Try for no more than 10 words for each point.
- ✓ Limit the total slides, 10-15 is plenty, unless you are really breaking down the information into small bites.
- ✓ Use appropriate visuals with suitable resolution.
- ✓ Time each slide, and the overall presentation, to suit the audience.
- ✓ Make the audience focus on you, not on the slides.
- ✓ Always have a timed run-through before your real presentation.


ICT presentations - Don't!

- ✗ Don't use fancy transitions or distracting animations.
- ✗ Don't choose a template that doesn't suit the tone of the information.
- ✗ Don't use fancy fonts.
- ✗ Don't use text that is too small or crowded.
- ✗ Don't talk to the screen.
- ✗ Don't just read out what is on the slides.
- ✗ Don't jump from slide to slide too quickly or too slowly.
- ✗ Don't let your slides cause the presentation to drag on for too long.

ICT presentations - Remember...

- ☹ Too many slides make a presentation very dull.
- ☹ Talk to the audience, not the screen. Remember: it's the audience, not the screen.
- ☹ Don't just read out what's on the slides on the screen, or from your notes.
- ☹ Complex graphics and cute pictures won't make a presentation better. You will!
- ☹ Don't read notes from your phone - it looks very unprofessional.

Effective ICT presentations 8N

List what you consider to be the **key words** and **terms** from these pages. These will help **guide you** to create an **effective presentation**. Then you should work with your **team** to turn this into a **mind-map**, diagram, or some other **visual summary**. 

8.27 Effective Presentations

Good, bad or ugly?

It is important that you realise that there might be four basic outcomes for presentations. What is also important to realise, is that it is you who has **control** over what the most likely outcome will be. (Go for number 4 of course!)

Images: Elnur /
Rawpixel /
AndreyPopov /
gstockstudio /
Depositphotos.com

1. Good and/or interesting information, but poor presentation.

This means the audience has to do the work to recover the meaning. So what's the point of having a presentation if the presenter either can't, or won't, engage with the audience to bring them along?

This is like a bad actor who butchers a good script.



2. Good presentation, but irrelevant, dull or confusing information.

This means that the performance of the presenter is strong, but they haven't put enough thought and work into what they are actually communicating. You can be as engaging as you like - but if you're not relevant, your needs to match that level.

This is like a good actor who can't do anything but say a bad script.



3. Poor presentation and poor information.

This normally happens when the presenter hasn't put enough time, effort and consideration into 'what' they are saying, nor into 'how' they will communicate this information. Essentially this happens as a result of a lack of planning, a lack of practising, and/or a lack of editing.

This is usually brought about by rushing the development process.



4. Good presentation and strong information.

This is what you are aiming for. But to achieve this outcome you need to put in a lot of work prior to the presentation. This involves clarifying the most important information, breaking it down into communicable 'bites', and then planning how to communicate this information most effectively.

So once again, in the development phase, you will have to plan, organise, do and review - long before you ever face an audience.



Applying presentation skills

Over the next three pages are a range of tips, techniques, skills, and strategies to make your presentation better. There's a lot of information here, so your teacher will focus on that which is most important to your requirements.

Then in your presentation team, drill-down, and choose and apply these to your own presentation.

Effective Presentations



Team roles

- ❑ What skills do team members bring to the presentation?
- ❑ Who will take on each role, why?
- ❑ Are responsibilities allocated fairly; or is someone 'dominating' or 'avoiding'.

Running the ICT

- ❑ Who is best for this role?
- ❑ Who takes over the ICT, when that person is presenting?
- ❑ Who will support the ICT person to deal with any issues? Always have 2 people fully trained.

Natural leader

- ❑ Is there a natural leader in the group who can lead and coordinate the presentation?
- ❑ This person might emerge during your planning process and practise runs.

Back-up and contingencies

- ❑ What if a team member is absent? Who will step-in?
- ❑ As a back-up, each person needs to know the roles and duties of another team member.
- ❑ Who will troubleshoot on the day?

Dealing with over-confidence

- ❑ Being outgoing and 'extraverted' doesn't automatically translate into a good presentation.
- ❑ 'Big talkers' need to know their script and work with others.
- ❑ They can help others build skills and confidence.

Dealing with under-confidence

- ❑ Being shy and 'introverted' doesn't mean that someone can't present well.
- ❑ 'Small talkers' can focus on their role and work with others.
- ❑ They can be helped by others to build skills and confidence.

Images and multimedia

- ❑ Who will pre-prepare, share and bring these formatted and ready to go?
- ❑ Do you need permission to use images of people, organisations, etc.?
- ❑ How close to the presentation will you need to do a test run?

Handouts, gifts, refreshments

- ❑ Will you need notes and printouts for the audience?
- ❑ Are you giving out any samples, products, or thankyou gifts to important people and dignitaries?
- ❑ Are you providing refreshments; if so who will organise and manage these manual processes?

COMPLETE PREVIEW SAMPLE

8.29 Effective Presentations



Effective Presentations

Dressing appropriately

- ❑ What dress code is required - or is it school uniform?
- ❑ It's a work-related activity so dress semi-professionally, or as for a job interview.
- ❑ For sports-related activities, come in good quality sports gear.

Catering for diversity

- ❑ Will you need to slow or moderate your speaking and information to suit all audience members?
- ❑ Will you need an Auslan interpreter; or other guide?
- ❑ Can all people access your slides and visuals?

Structuring the presentation

- ❑ Consider how long for sections.
- ❑ Choose who is best to present each section.
- ❑ If in doubt use: welcome, introduction, up to 5 information sections, conclusion, questions, acknowledgements and thanks.

Pacing the presentation

- ❑ Always do a timed run-through to work out your timeline.
- ❑ For how long should you display slides and other visual elements for the audience?
- ❑ On the day, who will monitor and prompt speakers about time?

Welcoming the audience

- ❑ What do you 'call' the audience? (Ladies and gentleman don't really cut it these days)
- ❑ Do important people or dignitaries need to be welcomed?
- ❑ Will you have a Welcome to Country? Who should do this as part of cultural appropriacy?

Introducing the team

- ❑ Who will do the introductions of each team member?
- ❑ Clearly but concisely explain their roles and responsibilities in the Work-Related Activity.
- ❑ Acknowledge them, and explain their roles in the presentation.

The rule of '3s'

- ❑ Try to break complex information into 3 'bites'.
- ❑ Use no more than 3 points of information on a slide.
- ❑ Include no more than 3 points, 3 facts, or 3 numbers in a sentence.

Presenting information

- ❑ Don't just read from your notes, the slides, or from your phone.
- ❑ Make summary notes in point form, with key words bolded.
- ❑ Pre-organise your notes in a large font on paper or cue cards.

Presenting numbers

- ❑ Numbers can confound so don't use more than 3 in any one sentence.
- ❑ Sometimes numbers might be better explained using tables, graphs or charts.

Using multimedia

- ❑ Always signpost a switch from talking to multimedia.
- ❑ Don't talk to the 'image' on the screen, talk to the audience.
- ❑ If needed, use a pointer to illustrate important elements.

Effective Presentations



Presentation transitions

- How will you pause to let speakers change positions and adjust microphones, etc.?
- Consider using one person to introduce each new speaker.
- Otherwise, speakers can introduce the person following them.

Supporting the speaker

- Speakers can get confused, lose their place or things can go wrong.
- Make sure that each team member is able to step-in and back-up one other team member.
- This might be a role for a team leader.

Staying professional

- Make sure your tone suits the people in the audience.
- Stay on track and stick closely to timelines.
- Pre-plan with your teacher for techniques to handle audiences who might act 'disrespectfully'.

Using humour

- A little humour can go a long way.
- If you use humour, it has to come at the appropriate time.
- Humour can be an effective way to explain any challenges or things that went wrong (as long as no harm occurred).

Inviting questions and feedback

- Will you leave questions to the end? If so, someone should write these down.
- If you don't hear a question, ask the person to repeat it.
- Always consider having 2 team members handle each question; this doubles the skills!

Handling difficult questions

- If you don't understand the question, ask for clarification.
- Again, consider having 2 team members handle each question.
- If you don't have an answer: "Well, that's something we will have to consider in future activities! What do you recommend?"

Thanking people and audience

- At the conclusion thank the audience and also important attendees.
- Acknowledge others who helped you out in your Work-Related Activity and supported your team.
- If relevant, present any gifts.

Closing the presentation

- Have one person bid goodbye on behalf of your team.
- If relevant, invite people to any refreshments
- If time permits, you can mingle with the audience and talk more informally! Then bump-out!

COMPLETE PREVIEW SAMPLE

Effective presentations 80

So much to consider! So which of these **tips** and **strategies** will you **apply**, **why** and **how**? Clarify these in your **presentation team** and make **planning notes**.



A good strategy might be to **pair up**. Each pair in the class could take 2 sets of advice, **develop** some **applied presentation strategies**, and **report back** to the class.

8.31 Assessment

AT3 Presenting an Issue for Discussion - Understanding issues and voices



Overview

For this assessment task, you are required to lead a **group discussion** or **give a presentation** to the class, about a vocational or community issue that you have thoroughly investigated.

Required

Stage 1: Establishing the issue

- Choose an issue to investigate and discuss.
- Take a position in relation to the issue.
- Explain and unpack the reasons for your position.

Stage 2: Researching the issue

- Identify and undertake research of credible and reliable sources of information about the issue.
- Create valid and convincing supporting points of information for your position.
- Establish some plausible opposing arguments of your position.

Stage 3: Preparing to communicate your issue

- Plan and create your discussion or presentation using feedback.
- Create visual components including slides and images and possibly a video, a survey with results, an interview or other evidence.
- Develop evaluation criteria.

Stage 4: Prepare and present your issue discussion

- Communicate your issue and argument to the audience using a suitable discussion or presentation format.
- Invite and answer questions from the audience.
- Undertake an evaluation.

The issue

Your teacher will advise your class and group on suitable issues related to vocational or community situations. Here are some possible topics:





Vocational: “What are the most important actions a young person can do to get a start in the workforce?”

Community: “Should the driving age be lowered to 17, as part of a restricted vocational license, for young people who are employed?”

The evaluation

Create evaluation criteria and a pro-forma to assess these elements, as well as others based on the way that your teacher conducts this assessment task.

- | | |
|--|---|
| <input type="checkbox"/> logic of argument | <input type="checkbox"/> effectiveness of teamwork |
| <input type="checkbox"/> supporting evidence | <input type="checkbox"/> engagement with the audience |
| <input type="checkbox"/> convincingness | <input type="checkbox"/> |
| <input type="checkbox"/> language and accuracy | <input type="checkbox"/> |
| <input type="checkbox"/> non-verbal communication | <input type="checkbox"/> |
| <input type="checkbox"/> use of visuals and other elements | <input type="checkbox"/> |

Names:	Key dates:	UNIT 2 MODULE 2			
Tasks - AT3: Presenting an Issue for Discussion		Must Do?	Due Date	Done	Level
The issue is:					
Stage 1: Establishing the issue.					
a. Discuss and choose the issue.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. Establish a position on the issue.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
c. Explain the reasons for my/our position.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Stage 2: Researching the issue.					
a. Determine credible research sources.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Undertake appropriate research into the issue.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. Create points of information about my/our position.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
c. Establish some opposing arguments of my/our position.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Appropriate use of evidence.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Stage 3: Preparing to communicate my/our issue.					
a. Develop a concise discussion or presentation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. Create appropriate support materials.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
c. Anticipate possible questions from the audience.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
d. Develop suitable evaluation criteria.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
 Seek and use feedback from my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Stage 4: Prepare and present my/our final discussion.					
⇒ Prepare my/our final discussion or presentation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
 Lead the discussion/presentation with the audience.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
 Invite and answer questions from the audience.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
 Undertake appropriate evaluation(s).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	

COMPLETE
PREVIEW
SAMPLE

Additional information:

Signed: _____ Date: _____

8.33 Review and Reflection

Review and Reflection

Which Literacy skills did I develop during this unit?

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

My performance in developing my Literacy skills this unit was:

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

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

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

Signed: _____ Date: _____

It's Open to Debate

9

9.01 Introduction	234	9.15 Formal Debates	248
9.03 Debates	236	9.23 Formal Debating	256
9.11 Informal Debates	244	9.35 Assessment Task	268

Activities 9: It's Open to Debate		p.	Due date	Done	Comment
LER9	My Literary Engagement Record	234-235		<input type="checkbox"/>	
9A	It's debatable	237		<input type="checkbox"/>	
9B	Debate words	239		<input type="checkbox"/>	
9C	Positions	240		<input type="checkbox"/>	
9D	Take your positions	241		<input type="checkbox"/>	
9E	Back and forth	242-243		<input type="checkbox"/>	
9F	Informal debates - Preparing I	245		<input type="checkbox"/>	
9G	Informal debates - Preparing II	246		<input type="checkbox"/>	
9H	Roles in a formal debate	251		<input type="checkbox"/>	
9I	Adjudication criteria	252		<input type="checkbox"/>	
9.20	Debate Evaluation Pro-forma	253		<input type="checkbox"/>	
9J	Rebuttal	254		<input type="checkbox"/>	
9K	Debates in action	261		<input type="checkbox"/>	
9L	Mind your manners	258		<input type="checkbox"/>	
9M	Preparing for the debate	262-263		<input type="checkbox"/>	
9N	Formal debating in action	265		<input type="checkbox"/>	
9O	Debate - Review	266-268		<input type="checkbox"/>	
AT4	The Great Debate	268-269		<input type="checkbox"/>	
9R	Unit Review and Reflection	270		<input type="checkbox"/>	

COMPLETE
PREVIEW
SAMPLE

Comments:

9.01 Introduction - It's Open to Debate

Unit 2 Module 2: Informed discussion

Section 9: It's Open to Debate is the final stage in completing **Module 2: Informed discussion** and is also the concluding section of your Unit 1&2 VPC Literacy studies.

Through this section you will:

- ✓ understand the importance of positions in developing arguments for debate
- ✓ develop techniques to have informative and respectful informal debates
- ✓ establish respectful debating etiquette and appropriate debating adjudication
- ✓ evaluate debate techniques and processes by viewing varied examples of debates.

Your teacher will lead you through a range of discursive, informative and persuasive texts in different formats. You should once more apply your knowledge of varied types of texts to vocational and community situations, as well as both to, and from, your VET studies; and identify when the tools of debate apply to vocational situations.

This section concludes with an assessment task that requires you to research, prepare for, and participate in:

- ✓ a range of informal debate settings, and/or
- ✓ a formal debate following established debating rules

LER9 Literary Engagement Record of: _____

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

1. The main **texts** accessed were:

Date	Text/Reading: Title & author	Text type, source (date published)	Key point(s)	What I most learned from this is:

LER9: Literary Engagement Record of: _____

2. The main writings I created were:

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

COMPLETE
PREVIEW
SAMPLE

3. The main oral, written and digital and media communications were:

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

9.03 Debates

Debate

In Section 8, you investigated different types of informed discussion and how to apply discursive skills in a variety of personal, social, community and vocational situations.

In this section, you will move on to learn about debates by investigating the process of both informal and formal debates.

Now, the word 'debate' is used to mean a number of things.

We often use the term 'debatable' when wondering about the **usefulness** of a certain action.

"It's debatable whether doing 5 sit-ups will remove abdominal fat."

"It's debatable whether the benefits of Australia becoming a republic would be worth the huge effort and expense."

"It's debatable that talking to my tomato plants will get them to yield more fruit."

Sometimes we can use the term debatable to **dismiss** something that we don't want to do.

"It's debatable that giving up red meat will improve my health."

"It's debatable that I will get more enjoyment from my personal relationships if I put the needs of other people before mine."

"It's debatable whether doing this extra home work will help me understand any better."

We can also use the word debatable to describe a discussion that is **contentious** and that leads to discussion and disagreement.

"It is debatable that driverless cars will be safe for all road users."

"It is debatable that young people are being dumbed-down by their smart devices."


"It is debatable that paying workers more will increase job satisfaction."

However, one nasty 'debatable' that has been **magnified** by the use of **social media**, is that people have started to debate **facts**. This happens when people want to **disagree** with something, for their own reasons. This non-acceptance happens even though they are disagreeing with a known and proven fact, or a contention that is widely accepted through expert research and evidence, to be true.

"It is debatable that NASA ever landed a man on the moon."

"It is debatable that global warming is even occurring."

"It is debatable that Mark Zuckerberg is a human!"

 **What do you think about driverless vehicles? There are already some driverless shuttle buses, driverless trucks in mining and many self-guided AGVs in industry. But what about passenger cars?**



It's debatable 9A

1. Form into groups and **discuss** these **points** for **debate**. Add 2 more.



Make sure to **listen** to each other's **points of view** before coming up with a group **consensus** on the matter. Report back to the class.

It's debatable whether doing 5 sit-ups will remove abdominal fat.	It's debatable that talking to my tomato plants will get them to yield more fruit.
It's debatable that giving up red meat will improve my health.	It's debatable that I will improve my emotional wellbeing if I use social media more.
It is debatable that driverless cars will be safer for all road users.	It's debatable that young people are being distracted by their smart devices.
It's debatable that paying workers more will increase job satisfaction.	It's debatable that the working age needs to be lowered.

COMPLETE
PREVIEW
SAMPLE

2. So then, what is **not debatable**? And why not?

9.05 Debates

Debate

A debate is different from a discussion. In a discussion the participants are expected to hear many **sides** or **voices** about an **issue**. They consider and weigh up information. Discussions are a tool to promote openness and acceptance of **points of view**.

A debate is different in that the speakers have taken a **stance** on an issue. Then they **argue** the validity of their stance. Their voice is **fixed**. They are arguing against an opposing voice. Their aim is to **convince** an **audience** that they are right and that the other party - is well - wrong!

We hear debate a lot in the political world. Political parties generally oppose one another on most issues. In formal contexts, parliaments debate bills in the lead-up to legislation being voted on by its members. The **government** (the party with the most elected members) introduces a bill. And usually the **opposition** argues against it, to one extent or another.

People can practise the art of **formal debating**. Formal debating uses **rules** and conventions. The successful 'team' is recognised as the winner.

Both **informal** and formal debating are excellent skills-development exercises. Debating requires you to **research** an issue from both sides, to **focus** and **distil** your information, and to develop effective **communication** techniques to get your message across.

So get ready for some debating - it can be a fun and fulfilling experience!

The Language of Debate

Formal

Persuade **Convince**

Motion **Sway**

Affirmative **Negative**

Proposition **Stance**

Assert **Argue**

Propose **Oppose**

Speaker **Chair**

Adjudicator **Timekeeper**

Rebuttal **Informal**

**“Madam Speaker, the ayes have it.
The motion is passed.”**



Image: Morozovaalena/Depositphotos.com

Debate words 9B

1. Match the relevant **debating terms** from p.238 with the most appropriate **description**.

- | | | |
|-----------------------------------|--|-----------------------------------|
| <input type="checkbox"/> stance | <input type="checkbox"/> adjudicator/panel | <input type="checkbox"/> negative |
| <input type="checkbox"/> motion | <input type="checkbox"/> sway | <input type="checkbox"/> assert |
| <input type="checkbox"/> speaker | <input type="checkbox"/> chair | |
| <input type="checkbox"/> rebuttal | <input type="checkbox"/> affirmative | |

Term	Descriptions
	The team that agrees with the motion.
	Stating a point without any support.
	The person or people who decide on the winning team.
	The person who introduces the debate.
	Team that disagreed with the motion.
	A person who argues on behalf of one team.
	The point of view argued by one team.
	To block or refute an argument given by the other team.
	The person who oversees the debate, and who introduces the parts of the debate and the teams.
	To mount an argument to convince or persuade.

2. In your own words, explain the **differences** between an **argument**, a **discussion** and a **debate**.

9.07 Debates - Positions

Positioning ourselves

The world is full of nice, slippery debatable issues that are hard to pin down.

These issues tend to stir up our **biases** based on our core **values** and **beliefs**, our **backgrounds**, our ethnicities, as well as **political**, **cultural** or **religious** beliefs.

These issues can quickly tumble into a series of personal **disagreements**.

In that context, anything other than cold hard fact is debatable. However, people are now even debating facts, e.g. "Wake up sheeple - it's fake news!"

There are also debatable issues that fire us up.

We might feel strongly about something, or even be direct **stakeholders** in the issue.

So we might **defend** a position by using our logic and critical thinking, e.g. banning puppy farms, or not lowering the working age.

At other times, we might **dispute** a position using our **logic** and **critical thinking**, e.g. offshore detention for migrants arriving by boat, or the use of coal-fired electricity generation.

In these situations, we need to undertake unbiased **research** to unpack and understand the underlying elements of the issue, including different **voices**.

Otherwise, we are just giving an opinion - and debating shouldn't just rely on opinions.

So when it comes to debates you can apply your research, **knowledge** and **understanding** to defend your position, or help your opponent to **refute** your opponents.

If you can do that, then you are really on the ground.

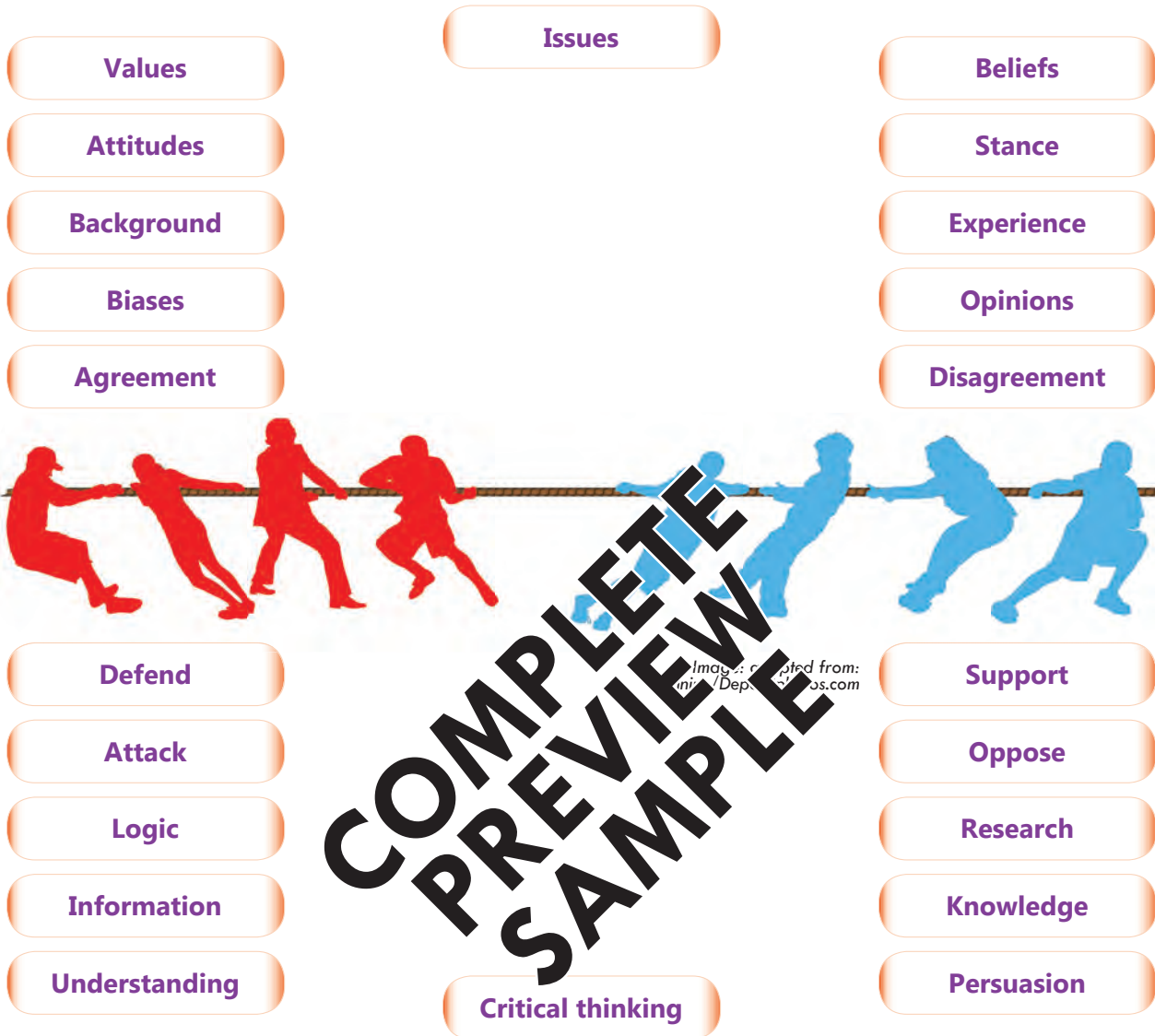
COMPLETE
PREVIEW
SAMPLE

9C Positions

Think about the **factors** that **influence** you taking a **position** on various **issues**. Briefly explain how each of these **factors influences your position**. Add 1 more.

Your values		Your background	
For an issue	Against an issue	For an issue	Against an issue
Your knowledge		Your	
For an issue	Against an issue	For an issue	Against an issue

Taking a Position



Take your positions 9D

Complete these tasks in your workbooks



1. Think about an **issue** in which **you** are completely **100% 'for'**.
2. Now think about an **issue that** you are completely **100% 'against'**.
3. Unpack your positions using the terms above. This will help you to determine just why you think or feel so strongly about these issues. Write short statements about the influences of your positions. e.g. I am 100% against eating meat because it goes against my **beliefs** to kill animals for human consumption.
4. Now think of one final issue whereby you are **uncommitted**, but are prepared to listen to others **before** you **make up your mind**.
5. Find **classmates** with **different positions** and have it out - respectfully of course!

9.09 Debates - Positions

Debate in discussion - Role of persuasion

Debate shouldn't be based on opinion. It has to be backed up by **evidence**. But a bit of **emotion** is allowed when used as a **persuasive device** to try and **convince** or sway others. But if you are all emotion and no fact, it will be hard to **convince** anyone that your **position** or stance is **valid**.

Conversational debate has two (or more!) potential sides. It's informal and generally people are trying to convince others of their **point of view**. Supporting information is required, but it's more about getting a point across and being consistent and plausible.

9E Back and forth



You are going to respond to the following **prompts** with your **point of view**. Partner up. You will add 1 more topic and so too will your partner.

1. List some key **ideas** that both **support** and **refute your point of view** for each.
2. **Discuss back and forth** with your partner.
3. Who **did better**? Did anyone **change their mind**?

Dogs are more intelligent than cats.		Ghosts are real.	
For	Against	For	Against
Online learning is better than face-to-face learning.		Vegemite is better than Nutella.	
For	Against	For	Against

COMPLETE PREVIEW SAMPLE

Diving a car just for leisure is environmental vandalism.		AFL might be Australia's best sport, but soccer is the world's best game.	
For	Against	For	Against

For	Against	For	Against

COMPLETE
PREVIEW
SAMPLE

4. What **words and phrases** did you use to help you **make your point** more **persuasively**? What about your **partner** - what did they use?

Me

Them

9.11 Informal Debates

Informal debate: Process

When you are planning for an informal debate there is a series of steps you should follow. Even though your debate is informal, it doesn't mean that you are just going to talk "off the top of your head".

You and your team members will have to undertake **research** to find clear supporting **information** and **evidence**.

Then you will need to distil this information down into clear and **succinct** presentation **points**, so that you can be prepared to make **informed** and **persuasive** points of **argument**.



Informal Debate: Process

Preparation

1. Your **position**. **Affirmative** (agree with topic), or **Negative** (disagree with the topic), will be allocated randomly.
2. A **team leader** will be appointed to **coordinate** the **speakers** in the team.
3. Each team will undertake some **research** to find **evidence** to support their position.
4. The team leader will call a **meeting** where the **strongest arguments** are put forward together with the **strongest evidence**.
5. The team leader, in collaboration with the team members, will **allocate arguments** to each member.
6. The team leader, in collaboration with the team members, should **set an order for speakers** that seems most logical (building on one another's points).
7. As a team, **anticipate** what the **other team will argue**.
8. Speakers develop key **points** to explain why the **opposing** team's **arguments** are **not as strong** as their own (**countering/rebuttal**).
9. **Notes** should now be **prepared** for each **speaker**. Your teacher will tell you whether to do this collaboratively or individually.
10. Speakers need to **distil** their **points of argument** they will make, and estimate the **time** it will take to **communicate** these.

Informal debates - Preparing I 9F

Your teacher will allocate you into **teams** of 3 for **informal debates**.



They will also give you topics for you to debate. These might be chosen randomly for each team but will reflect current **issues** affecting **young people** in the **community** and in **work-related situations**.

Use this **planner** to **record** what you are **required to do** for each of the 10 **process steps** of **preparing** for an **informal debate**.

Name:		Key Dates:	
1. Topic and position.		2. Leader and other roles.	
3. Research and evidence.		4. Strongest arguments and evidence.	
5. Allocate arguments to speakers.		6. Arrange order of speakers.	
7. Anticipate the other team's arguments.		8. Develop points to counter other team.	
9. Preparation notes for speaking.		10. Distil arguments and time these.	

COMPLETE
PREVIEW
SAMPLE

9.13 Informal Debates

Informal debate: Debating

Even though your debate might be informal, you still have to follow a set of debate **procedures**.

Following these 10 debate procedural **guidelines** will ensure that your debate is conducted in a **respectful** way, and that each participant is given the greatest opportunity to present their **argument** according to agreed **rules**.

Your teacher will explain these to your class. So it is a good idea to make notes to help you remember key pointers that you can apply to your informal debate.



Informal Debate: Debating

The debate

1. Speakers will **alternate**, starting with the **Affirmative** side.
2. Run the informal debate allowing about 2-3 **minutes** for each speaker. This should be timed, with a slight tolerance allowed for being under or over.
3. Use **notes** to **guide** you, but **don't just read** from notes. Don't read from a phone.
4. Allow a **pause between** each speaker, as the **order** needs to be **changed** in light of what the other team presents. Team members can **confer** at each stage.
5. Have each team leader make a **short final summary** at the end (about 30 seconds).
6. For this informal debate, focus on **presenting** your points **clearly** and **with conviction**.
7. Aim to **engage** your **audience** (if working in smaller groups) by using your **voice** and **non-verbal communication** to enhance communication.
8. Your teacher will give you **feedback** on your performance focusing on **strengths**, and **areas** needing **improvement**.
9. You might also seek **feedback** from class members (**audience**) and from your **opponents**.
10. **Self-review** by discussing what you **did well**, **not so well**; what you did and didn't **enjoy**, and what **improvements** you will make for the future.

Informal debates - Preparing II 9G

Continue working in your **teams** of 3 for your **informal debate**.



Use this **planner** to **record** what you are **required to do** for each of the 10 **steps** required for **conducting** and **reviewing** your **informal debate**.

Name:		Key Dates:	
1. Alternate speakers.		2. How to speak with a time limit.	
3. Make and use notes to guide you.		4. Pausing and conferring.	
5. Final summary requirements.		6. Techniques for clarity and conviction.	
7. Using voice and non-verbal communication.		8. Teacher feedback.	
9. Audience feedback.		10. Self-review.	

COMPLETE
PREVIEW
SAMPLE

9.15 Formal Debates

Formal debates

What is a formal debate? Where to start?

A formal debate is quite a sophisticated feat of **arguing** a case back and forth so as to prove or disprove a **proposition**.

A formal debate is usually conducted in groups of six **speakers** - three for the **affirmative** (for) side and three for the **opposing** (against) side.

Each speaker has a specific role that they must fulfil.

In addition to the speakers, a **chair** will introduce the debate and ensure that it runs smoothly and within the rules.

An **adjudicator** or adjudication panel will follow the arguments closely, and decide on the winning side.

A **timekeeper** will ensure that no speaker exceeds their given time limit.

💡 So, are you in?

Roles in a Formal Debate Teams

Speaker 1 for the Affirmative (2-3 minutes)

Their role is to:

- ⇒ define the topic (any specific term that might be confusing)
- ⇒ state the affirmative team's position
- ⇒ outline the main arguments of their team (but only very briefly - they don't give away too much detail)
- ⇒ begin arguing the affirmative case.



Speaker 1 for the Opposition (2-3 minutes)

Their role is to:

- ⇒ formally accept or reject the definition
- ⇒ state the opposing team's position
- ⇒ outline the main arguments of their team (but only very briefly - they don't give away too much detail)
- ⇒ begin arguing the opposition case.

Images: deniscristo/Depositphotos.com

Speaker 2 for the Affirmative (2-3 minutes)

Their role is to:

- ⇒ restate their team’s position
- ⇒ rebut the Opposing team’s position by identifying the weaknesses in its arguments
- ⇒ add further points in support of the Affirmative case.



Speaker 2 for the Opposition (2-3 minutes)

Their role is to:

- ⇒ restate their team’s position
- ⇒ rebut the Affirmative team’s position by identifying the weaknesses in its arguments
- ⇒ add further points in support of the Opposition’s case.



--- Recess: This is a break time and time for some conferring between team members for up to 4 minutes. ---

COMPLETE PREVIEW SAMPLE

Speaker 3 for the Affirmative (2-3 minutes)

Their role is to:

- ⇒ rebut the Opposing team’s position by identifying further weaknesses in its arguments
- ⇒ summarise the key arguments in their team’s position
- ⇒ give a final concluding comment for the Affirmative team.

(Note: No new points are introduced in this stage.)



Speaker 3 for the Opposition (2-3 minutes)

Their role is to:

- ⇒ rebut the Affirmative team’s position by identifying further weaknesses in its arguments
- ⇒ summarise the key arguments in their team’s position
- ⇒ give a final concluding comment for the Opposition team.

(Note: No new points are introduced in this stage.)



9.17 Formal Debates

Roles in a Formal Debate: Others

Chair

Their role is to:

- ⇒ introduce the debate 'motion' (topic) and the teams' stance (in favour of, or against the motion)
- ⇒ introduce the members of each team
- ⇒ call for a recess before rebuttals begin
- ⇒ announce that the debate has come to an end and that an adjudication will be made
- ⇒ call for the adjudicator(s) to confer.

Adjudicator/ Panel

Their role is to:

- ⇒ choose a winning team based on the strength of the arguments put forward and taking into account how the arguments are presented.
- ⇒ they must follow the debate's protocol and make notes on the key arguments of both sides.

After the debating is finished:

- ⇒ they will confer with other members of the panel to declare a winner
- ⇒ a solo adjudicator will make a binding decision alone
- ⇒ a panel should appoint a leader to make the final announcement.



Images: Lembergvector/Depositphotos.com

Timekeeper

Their role is to:

- ⇒ carefully time each speaker and give notice when they are 30 seconds from the end of their speaking time
- ⇒ they can ring a bell, or indicate in some other agreed way that time is close
- ⇒ indicate that the speaker's time has ended.

Roles in a formal debate 9H

Form into small groups.



1. Now that you know the **team roles**, show the **structure** of a **formal debate** in a **diagram, infographic or drawing**. This will help to cement the structure in your mind.

Start drafting your ideas and diagram here:

COMPLETE
PREVIEW
SAMPLE

2. Choose **one** particular **debate role each**, and **describe** the **responsibilities** to another group member. **They** must then **draw** where it **fits** into the **debate structure**.

**Ask your teacher about the ancient learning tool known as 'butcher's paper'.
See if you can source some for the classroom.
Use it for the activity above and post it up around the room as a reminder of what you have learned.**

9.19 Formal Debates - Adjudication

Adjudication criteria

The adjudicating panel must choose the debate winner based on non-biased evaluation of what they see and hear. They cannot simply choose the side they want to agree with. Nor can they choose the team that their friends are on. Instead, they must adhere to the evaluation criteria that are given.

👤 Look at the criteria below. Can you think of any other elements that should be included? Suggest these to your teacher who might include these for final assessment.

Adjudication Criteria

Strength of argument.

Clarity of points.

Non-verbal communication (eyes, gestures, stance).

Voice (pitch, tone & volume).

Teamwork (evidence of co-operation).

91 Adjudication criteria

Image: Milkos/
Depositphotos.com

Consider these elements that will be used as part of each adjudication criteria. Add other elements that might be important as part of the evaluation process.

Strength of argument	Clarity of points	Voice
⇒ validity of argument	⇒ clear communication	⇒ suitable tone for debating
⇒ supported with evidence	⇒ correct language for topic	⇒ right volume for the audience
⇒ quality of sources	⇒ appropriate language for the audience	⇒ matches volume with other speakers
⇒	⇒	⇒
⇒	⇒	⇒

Non-verbal communication	Teamwork	Other
⇒ looking at the audience	⇒ active listening to team members	⇒
⇒ physical confidence	⇒ linking of ideas with each other	⇒
⇒ not just relying on reading	⇒ giving feedback	⇒
⇒ use of facial expressions	⇒	⇒
⇒	⇒	⇒
⇒	⇒	⇒

Debate Evaluation Pro-forma



While watching your classmate(s) giving their debate, rate them by ticking the appropriate box. Be fair, not nasty and not lenient. Your teacher will instruct you on whether you need to assess each person or a selected sample of the class. (Copies of this pro-forma may need to be made.) All the class will be subject to this peer-assessment.

Task/activity: _____

Presenter: _____

Topic/subject: _____

Assessed by: _____ Date: _____

	<u>excellent</u>	<u>very good</u>	<u>good</u>	<u>reasonable</u>	<u>basic</u>	<u>na</u>
Quality of arguments... Arguments were valid and logical.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of points made... Points could be followed clearly; each point was complete and not a repetition of earlier points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation of arguments... Arguments were presented forcefully and not lost or 'thrown away'.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intelligibility of speaker... Speaker could be understood without strain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation of team... Confident handling of task and evidence of team work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMPLETE PREVIEW SAMPLE

What were the most successful aspects of their debate?

How might their debate have been improved?

Anything else? _____

Signed: _____ Date: _____

9.21 Formal Debates - Rebuttal

The 'but' in rebuttal

An important part of debating is **rebutting** the other team's arguments. This involves identifying the weak arguments from the other team, and being able to explain why these are defective.

Debating is an example of formal and professional speaking. So, effective rebuttal is never mean, personal or offensive.

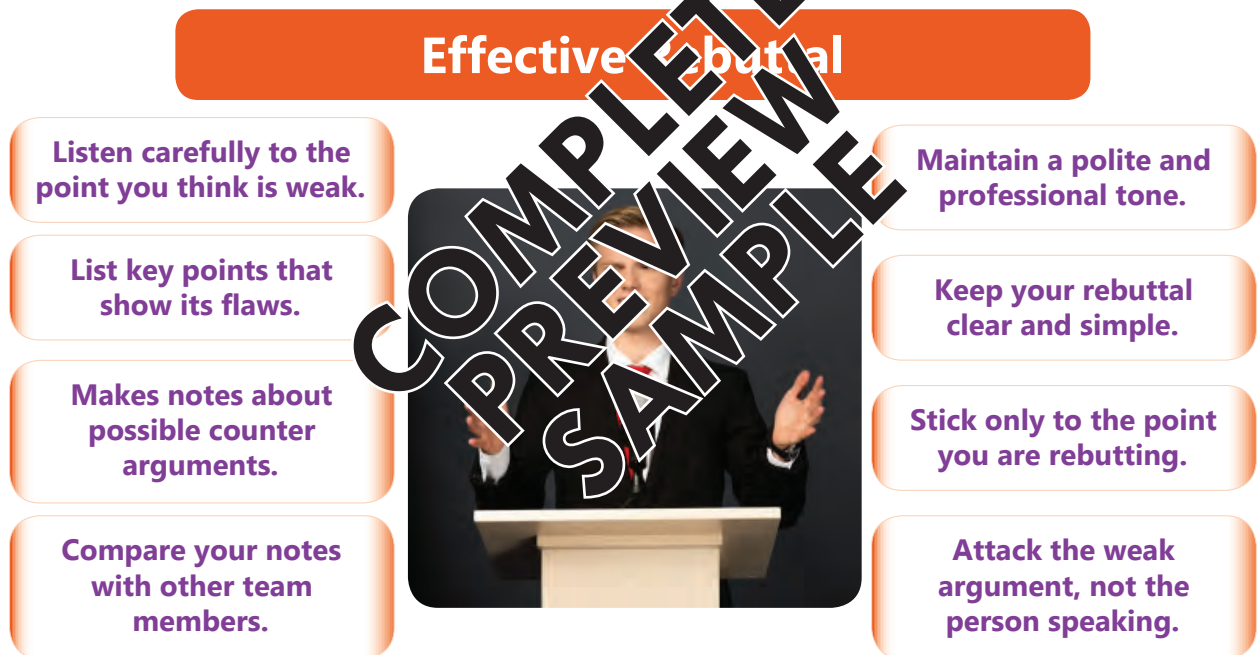
It is important that you develop a toolkit of suitable **phrases** that you can use when rebutting an argument.

It is also vital not to just rebut for the sake of it!

You need to carefully **choose your moments** when it's the right time to strike.

You should base this on **weaknesses** in arguments, or for points that are **poorly supported**, or even not supported at all, such as **inferences**, **assumptions** and **opinions**.

 So as a class, discuss these tips and **techniques** for rebuttal.



Effective Rebuttal

- Listen carefully to the point you think is weak.
- List key points that show its flaws.
- Makes notes about possible counter arguments.
- Compare your notes with other team members.
- Maintain a polite and professional tone.
- Keep your rebuttal clear and simple.
- Stick only to the point you are rebutting.
- Attack the weak argument, not the person speaking.

Image: DmitryAnaniev/Depositphotos.com

9J Rebuttal

1. What is a **rebuttal**? When does a **rebuttal happen** in a **formal debate**?



2. Which of the following would **you choose** to use for your team’s **rebuttal**, and **why** or **why not**? Discuss these and make notes in your workbook. Report back.

“The speaker has clearly had a brain fade...”	“I too, would like to believe that, but in the real world...”	“The argument that e-scooters are dangerous seems valid, however, the evidence suggests otherwise...”
“The team’s claim that ear pods may cause hearing loss has no basis...”	“In this day and age, that mode of thinking is thankfully outdated...”	“We should all pity the fool who believes the opposing team’s advice that...”
“Firstly, there are several flaws in the affirmative’s case...”	“That’s clearly not correct...”	“On the surface the opposing team’s assertion that Instagram is full of narcissists seems plausible, but in reality, nothing could be further from the truth...”
“There are many times when good singers sing bad songs. So we also shouldn’t accept the speaker’s entertaining but flawed argument...”	“It would be a wonderful world if what the opposing team said were true. However...”	

COMPLETE PREVIEW SAMPLE

3. Prepare **effective rebuttals** on issues raised by your opponents. Your teacher might add some more based on current issues.

“Given the opposing team is barely out of nappies, we think it is rich that they feel they can advise on how to achieve job satisfaction.”	“Australia Day has always been on the 26th and should remain that way for ever.”	“No employer would choose to pay apprentices 25% more. They would go broke.”
--	--	--

9.23 Formal Debating

Language of debates

Here is a beginner's guide to some of the **language** you might use in a **formal debate**. Although each speaker might have an individual **voice**, a formal debate is a **team effort**. So you need to ensure that you achieve **clarity** and **consistency** in your **communication** style across the entire team.

Debate Language to Use

The Chair

- ⇒ "Welcome to today's debate where we consider the motion that... "
- ⇒ "I would like to introduce you to the teams. For the Affirmative team, who will be arguing for the proposition, we have... "
- ⇒ "For the Negative/Opposing team, the members are... and they would claim that... "
- ⇒ "I would like to declare a short recess of... minutes for the teams to prepare their rebuttals."
- ⇒ "This brings us to the end of the debate. There will be a recess of... while the panel decides the winner/ loser in this matter."

The Speakers

Introducing arguments

- ⇒ "It is clear that..."
- ⇒ "To back up my claim..."
- ⇒ "Further evidence in support of my position is..."

Conceding and countering an argument.

- ⇒ "Although the... team's argument concerning... has some validity, it does not go far enough/ is incomplete/ lacks conviction/ lacks evidence. For instance, by claiming... they are ignoring..."
- ⇒ "The... team's argument that... is absolutely valid, however their supporting arguments lack rigour/ clarity/ conviction."

Rebutting an argument.

- ⇒ "The... team's claim that... is misguided. In fact,... is not the case."
- ⇒ "Instead it is true that..."
- ⇒ "The... team asserts that... This is preposterous. The fact is that..."
- ⇒ "To claim that... seems credible, however, the facts reveal that..."
- ⇒ "This is a common misbelief..."
- ⇒ "This might sound plausible but..."

Leader of the Adjudication panel

- ⇒ "The panel has conferred and finds... as the winner. This is based on the following points..."
- ⇒ "Congratulations to all participants..."

View some **videos** that feature **debates** in action. Note: Your teacher might have organised some of these for you.

Some possible types are:

- student debates
- parliamentary debates
- competitive debates
- comedy debates.

Details of debate

Choose one debate that is a good example of debating in action.

- a. Evaluate the **quality** of the **speakers**, giving reasons. Consider elements such as their use of **language, evidence, clarity, coherence, tone** and **non-verbal communication**.
- b. Identify key **strong elements, language** and **techniques** that **you could apply** for your own debate.
- c. Identify any **weak elements, language** and **techniques** that **you should avoid**.

COMPLETE
 PREVIEW
 SAMPLE

9.25 Formal Debating

Mind your manners

A formal debate means just that - formal. So it is important that you follow the agreed **etiquette** of formal debates. You will also need to modify and apply some of this etiquette to suit the debating style used for a class debate.

So, how will you **address** one another and guests?

Will you refer to each **speaker** by their **names**, or by their **roles**, (e.g. “the 2nd speaker for the affirmative”)?

Remember to keep it civil and not to use mocking gestures to belittle your opponents.

You should also consider the **personal behaviours** or **mannerisms** that might distract from the **professionalism** and formality of the debate.

Think about how to keep nervous, restless or unprofessional behaviours to a minimum.

What techniques will be used to **politely** but **assertively** remind participants to stay **formal** and **professional**?

Who will take this role - is this the role of the **chair**?

Even if so, all participants need to agree to abide by the **etiquette** of formal debating prior to the debate.



9L Mind your manners



1. In small groups, brainstorm lists of ‘shoulds’ and ‘should nots’ to help establish the **rules of etiquette** for your class debate. Report back to the class.

2. For each of the following behaviours and actions, suggest strategies to remain professional and to avoid, annoyance, distraction and offence.

Issue	Strategy	How will this be actioned?
Checking phone.		
Reading own notes instead of paying attention to the speaker.		
Reading from a phone instead of notes.		
Embarrassed laughter and giggling.		
Distracting facial or gestural movements (secret looks, eye-rolling, etc.).		
Attacking the person, and not the issue.		
Inappropriate or unprofessional language.		
Inappropriate dress or attire for the occasion.		
Lateness and similar interruptions.		
Talking while the debate is running.		
Going overtime while speaking.		
Interjecting, speaking over others.		
Audience asking distracting/offputting questions.		
Rules for leaving the room.		
Other:		

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PREVIEW
SAMPLE**

9.27 Formal Debating - Preparing

Preparing for the debate

Just like you did when debating informally, you will also need to pre-prepare for formal debates. Because formal debates are conducted according to strict guidelines, you will need to put in even more time getting yourself, your arguments, and your team ready. Your teacher will lead you through these four main areas of debate preparation.

1. Keeping time
2. Making notes
3. Practising
4. Professional presentation

1. Keeping time

An important feature of debates is the strict time limits that apply to speakers. This imposes a communicative and argumentative discipline on the participants. So you need to practise your debating skills so that you can meet these time constraints.

Debating is first and foremost an act of communication. So, your first run-throughs should focus on getting your message across.

Then have several more run-throughs with a partner. As part of this skills-development make sure that you allow time for transitions from speaker to speaker, as well as any pauses that have been agreed to in the rules of the debate.

You also need to consider the speed of your delivery. In your notes, mark places to pause. Also remember that notes can't be read as fast as you speak. So how will you moderate your pace of delivery? Perhaps you need to estimate time stamps to match the points you are making. By doing this you can quickly see if you are moving along at the most effective speed.

2. A word about notes

You should make notes to keep you on track and give you confidence on the day of the debate.

It is seriously off-putting and unprofessional to be reading from a phone or other device. So, what is the solution?

Well, how about an oldie but a goodie - write out your notes (not word for word) and print them out! Radical!

A5-sized notes are ideal - not too big (you can't hide behind them); and not too small (you don't have to squint at them!) Just right! Be Goldilocks!

Use highlighting or bold print to help you scan more easily.

Number your notes and decide whether you will staple/attach them, or lay them out in order, just in case you need to return to a point.

And use larger writing or font size so you can see the words more easily.

**Remember, you're addressing an audience, not talking to your phone!
So you must go old-school and make hard copy notes.**



3. Practise makes perfect

Some people think that debating is easy, but formal debating is a refined skill.

A debate is a kind of performance - one where you are being yourself but also playing a role.

If you are a speaker, you won't know exactly what the members of the other team are going to say. The only thing you can be sure of is yourself. But you also need to be across the arguments of your team members. This will help your team to create **synergy**. It will also help your team construct effective **rebuttals**.

You might think that is a bit much, but you really should have at least five practise runs. These will enable you to get your timing right, your words clear and powerful, and your delivery spot on! And the final practise should be a full dress-rehearsal, just like in any performance or play.

4. Professional presentation - You and your environment



Now that you are getting closer to the debate event, it's time to talk wardrobe. Your class should decide on an overall 'look' for the event. Neat casual, school uniform or full-on formal? It's up to you to decide based on where the event will take place and who will attend. It is also a matter of what everyone feels comfortable wearing.

Within these decisions, you might like to create a look for your team. That could be a shared element, such as a colour, style or theme.

As a class, have a discussion about some of your initial ideas.

1. What impression do you want to give?
 - ⇒ the audience?
 - ⇒ the other team?
 - ⇒ yourselves? (dress can affect confidence and bearing)
 - ⇒ what are some of the ways you can tie your look together?
2. Does the space you are using need to be given its own look? If using a classroom, would you like to 'dress' it to convey a sense of the occasion?
3. Will you include any multimedia to announce the debate - a slide, or set of slides to indicate the topic and follow the progress of the event? If so, who will design this, organise this and who will operate this during the debate?
4. Will you invite supporters to the debate? If so how?
5. When will the debate take place? During lunchtime/class-time? Will it be a multi-class event? In space, where no-one can hear you scream?



9.29 Formal Debating - Preparing

9M Preparing for the debate



1. Go through your notes and mark the following:
 - places to pause
 - spaces between speakers
 - reminders about intonation, and points to emphasise
 - prompts about eye contact and audience engagement.

Draft/list the main things to do

Practising

2. Have a number of people debate the topic. Make notes about how you are going, using these assessment criteria.

Strength of argument	Clarity of points	Voice	Non-verbal communication
What can be improved and how?	What can be improved and how?	What can be improved and how?	What can be improved and how?

3. Use this task planner to **plan** and **organise** the pre-requirements for the debate.

- Where will the debate be staged? What type of room is needed? What type of furniture needs to be set up? What multimedia and amplification need to be organised?
- Will you include multimedia to announce the debate such as an intro slide to indicate the topic, or a series of slides to follow the progress of the debate? Who will create these; and who will operate these during the debate?
- Will you invite guests, supporters, and other interested parties to be in the audience of the debate? Who, why and how so?
- When will the debate take place - within class hours or outside class hours such as at lunchtime or after school? Will it be a multi-class event?

Impression (branding)	Designing your space	Multimedia	Audience invites	Scheduling
Formality of names	Type of setting?	Why is it needed?	Who to invite?	Overall timeline?
Style of dress	Which room?	What is needed?	Special guests?	Task milestones?
Introducing the debate	Furniture?	Who operates?	Invitations?	Who will do what?
Giving thankyou's	Multimedia?	Who operates?	Wrangling on the day?	Who will check?
Other?	Other?	Other?	Other?	Other?

COMPLETE PREVIEW SAMPLE

9.31 Formal Debating - Rules

Formal Debating - Rules

The context

When having a formal debate, you should follow these commonly accepted rules.

- ⇒ A debate is usually held over a proposition that would enact some type of change. For example: "That the legal drinking age in Australia should be increased to 21."
- ⇒ Those debating for the proposition form the affirmative team.
- ⇒ Those debating against the proposition form the negative team.

1. Chair and timekeeper

- The debate should be chaired by a neutral person skilled in the rules of debate.
- A timekeeper with a bell might also be appointed.
- The chairperson controls the debate.



- Each team should have three speakers.
- The order for speaking must be submitted to the chair before starting.

3. Number of speeches

- Each debate should comprise 6 speeches (3 from each side.)
- Each speaker may only give one speech.

4. Order

- The team speaking in the 'affirmative' will start the speeches.
- Then speeches will alternate between teams.

5. Right-of-reply

- Each debate will also include one right-of-reply speech for each side.
- The right-of-reply speeches can only be given by the first or second speaker of each team.
- The team replying in the 'negative' shall give their right-of-reply speech first.

6. Duration - Speeches

- A set duration for speeches will be agreed to, i.e. 2 and a half to 3 minutes.

7. Duration - Reply speeches

- Reply speeches should be half this time or less, i.e. 60 seconds to 90 seconds.



8. Warning bell

- A warning bell will sound 30-seconds before the conclusion of each speech.

9. Points of information

- Some debate formats allow 'points of information' to be made during speeches.
- Your teacher will explain the rules surrounding these if you are going to follow this format.

10. Adjudication

- Debates are normally judged based on content, style and strategy.
- Consider inviting an independent person, or the audience in as the adjudicator.
- Your teacher will explain the adjudication process that you will be subject to in more detail.

Formal debating in action 9N

In your work folios make a list from 1 to 10. Complete this list based on the rules for your debate using the information in this topic and advice from your teacher.

Check out some of the debating resources and videos at:

Australian Debating Federation - <https://www.debating.org.au>

Schools Debate (global) - <https://schoolsdebate.com/videos/>



9.33 Formal Debating - Review

90 Debate - Review

Sometimes undertaking a complex performance task such as an informal or formal debate takes time to process.

You could come out of it fired up, or feel a little uncertain, or even a bit embarrassed about putting yourself out there, especially if you have struggled to argue with conviction on a position you disagree with.

It is sometimes only afterwards that you can start to appreciate the skills that you have developed through the process.

This is a good opportunity to write a reflection on how the debate felt and what you achieved.

Write a structured reflection by answering the following questions in a continuous piece of writing. Start by drafting some key points here.

1. What was **your role** in the debate? Describe **what you did**.

COMPLETED PREVIEW SAMPLE

2. How **active** were you in the debate preparation? Give an **example** of when you showed **initiative**.

COMPLETED PREVIEW SAMPLE

3. Identify a **part** of the **process** that you found **challenging**, or that did not work for you. **Explain** in detail **what happened** and why you **felt** dissatisfied.

COMPLETED PREVIEW SAMPLE

4. Identify **something** you are **proud** of in this **process**. Explain why.

5. Identify **something** you would **like** to **improve**. How **might you** go about this?

6. How does this **experience** add to your applied **work-related skills** or **personal development skills**?

7. What **advice** would you **give** to **someone** about to **participate** in a **debate** for the first time ever?

COMPLETE
PREVIEW
SAMPLE

9.35 Assessment Task

AT4 The Great Debate - Informed discussion



Overview

You are required to research for and participate in an **informal** or **formal debate**. This debate will follow established debating rules to suit the level of formality.

Topic(s) will be decided in negotiation with your teacher. You might use one of the issues you have investigated this unit, or choose an issue or topic relevant to your local area.

Depending on class size, you might need to hold a number of debates to give everyone a chance at being an active speaker.

Debate topic is:

Requirements: (Make notes as required and direct to your teacher.)

- Negotiate and plan a suitable timeline with your teacher and teammates.

- As a class you will need to develop a clear way of judging which team wins the debate.

- You will need to develop criteria to judge this and create an evaluation pro-forma.



- You could invite a neutral person to judge the debate. This might be your principal, co-ordinator or someone else. They will use your evaluation pro-forma.

- You could also invite a neutral person to chair the debate, and perhaps another person as a timekeeper.

- Each of you will use the 'Debate Evaluation Pro-Forma' (see p.257) to evaluate your own and each student's performance during the debate. Copies will need to be made. You should evaluate as soon as possible after the debate has been completed.

- You should strongly consider dressing professionally for the debate.

- Remember to enjoy yourself, but prepare thoroughly and rehearse, because good debating is hard work.

Names:		Key dates:		UNIT 2 MODULE 2	
Tasks - AT4: The Great Debate		Must Do?	Due Date	Done	Level
Our topic is:					
Stage 1: Preparing for the debate 					
a. Establish our topic and our position.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Negotiate a timeline.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Establish criteria for evaluation	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Conduct preliminary research into the topic.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Evaluate key arguments and establish the debate order.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Compose key arguments and evidence.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Use feedback to edit, refine and improve our arguments.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Prepare notes.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Conduct practise runs, including a time a run-through.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Use feedback to edit, refine and improve our arguments.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Use feedback to edit, refine and improve our debate.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Appropriate use of evidence.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stage 2: Holding the debate 					
a. Organise our team for the debate.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Present our arguments.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Follow debate rules and procedures.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use appropriate language and tone.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Use appropriate non-verbal communication.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Evaluate my performance.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Evaluate performance of our team.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Evaluate performance of other debaters.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Appropriate use of evidence.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMPLETE
PREVIEW
SAMPLE

9.37 Unit Review and Reflection

Unit Review and Reflection

Which Literacy skills did I develop during this entire unit?

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

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

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
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What were my strongest areas of performance? What should I work on improving?

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

Signed: _____ Date: _____

**COMPLETE
PREVIEW
SAMPLE**

advertorials 152, 156
 Analysing an Issue 158-159
 attribution 126-127
 audience 38-41
 Avoiding Plagiarism 126-129
 Being Persuasive 216-223
 Bias 174-179
 bibliography 47
 cause and effect 190
 channels 100
 Choosing Content 42-47
 Choosing the Words 64-67
 cognitive bias 144-145
 comics 60
 communication 14-17
Communicating Effectively 27-52
 Communication Process 48-49
 communication types 32-33
 Considering Audience 38-41
 context 8, 58-59, 127
 copyright 126
 Creating Digital Texts 114-119
 debate - language 238-239, 256-257
 debates - adjudication 252-253
 debates - etiquette 258-259
 debates - evaluation 253, 266-267
 debates - rebuttal 254-255
 debates - roles 248-254
 debates - rules 264-265
 Debates 236-241
 debating 256-261
 digital assistants 153
 Digital Media 100-103
 digital platforms 84, 86
 Digital Respect 120-125
 Digital Texts 110-113
 Discussions 202-205
 effective communication 42
 Effective Presentations 224-229
 emails 45
 Fiction Texts 60-63
 formal debate rules 264-265
 Formal Debates 248-255
 Formal Debating 256-267
 formality 40-41
 gaming 102
 genre 58-59
 graphic novels 60
 Improving Communication 34-37
Influence and Persuasion 163-198
Informed Discussion 199-232
 infographics 20, 114-115
 Informal Debates 244-247
 issues - analysing 158-159
 Issues 138-141, 175
It's Open to Debate 233-270
 Knowledge 146-147
Let's Go Digital 107-127
 linking phrases 73
 Making Sense 68-73
 manipulation 17
 movies 61
 Multimediality 18-19
 non-fiction 2
 novels 7
 numbers 12-19
 online feedback 14-12
 online games 15
 opinions 22-23
 overgeneralisations 188, 220-221
 panel discussions 209
 paraphrasing 46
 people want to believe 191
Personal Expression 53-78
 Personal Expression 56-59
 Perspective 170-173
 Persuasive Images 184-185
 Persuasive Language 180-183
 plagiarism 46, 126-129
 podcasts 100, 118-119
 Points of Difference 210-215
 presentations 20, 224-229
 punctuation 70
 Putting It Together 72-75
 Q and A 208
 referencing - digital 128-129
 referencing 46-47
 round table discussion 206-207
 selective use of information 189
 short stories 60
 skewed sample 187
 Slippery Numbers 192-195
 social media 44, 94-99, 152
 Social Media Platforms 94-99
 Sources of Information 148-157
 Speaking Of 14-17
 streaming 102
 Structure of Texts 22-23
 television 61
The Digital World 79-106
 The Digital World 82-85
 Tools of Persuasion 186-191
 Types of Discussions 206-209
 Types of Issues 142-143
 Types of Texts 4-9
 Understanding Communication 30-33
Understanding Issues 135-162
Understanding Texts 1-26
 verbal communication 16-17
 Videomedia Text Summary 52
 videos 114-115
 viral marketing 152
 Voice 166-169
 websites - business 90-91
 websites - educational 92
 websites - government 8889
 websites - product 90-91
 websites - social media 94
 websites - vocational 93
 Websites and Web Portals 86-93
 Written Text Summary 26
 Written Texts 10-13