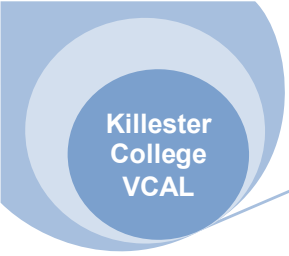


Showcasing your skills

- Focus- Highlighting and presenting your skills, hobbies, or talents to an audience
- Aims-
 - Understanding your strengths
 - Develop formal oral presentation skills
 - Reflect on your ability to teach what you have learnt and highlight the areas for improvement
- Tasks-
 - What am I good at?
 - Pursuit of Happyness activity
 - Different types of communication
 - Tips from www.rotstrum.com.au
 - Oral presentation to the class
 - Reflection on class presentations
- Resources-
 - Handouts from www.rostrum.com.au
 - Pursuit of Happyness DVD
- Learning outcomes covered-

	LO1	LO2	LO3	LO4	LO5	LO6
PDS- Unit 1	✓		✓		✓	
PDS- Unit 2						
WRS- Unit 1	✓	✓	✓			✓
Numeracy						
Lit- Read/Write	✓				✓	
Lit- Oral Com	✓	✓		✓		



Showcasing your skills

Assessment summary

Date booklet due: _____ Date submitted: _____

Reason not submitted by due date (if applicable and to be completed by teacher and student):

Oral presentation date: _____

Teacher comments for oral presentation:

Has this student satisfactorily completed all learning outcomes outlined in this task? _____

What does the student need to do to complete all learning outcomes?

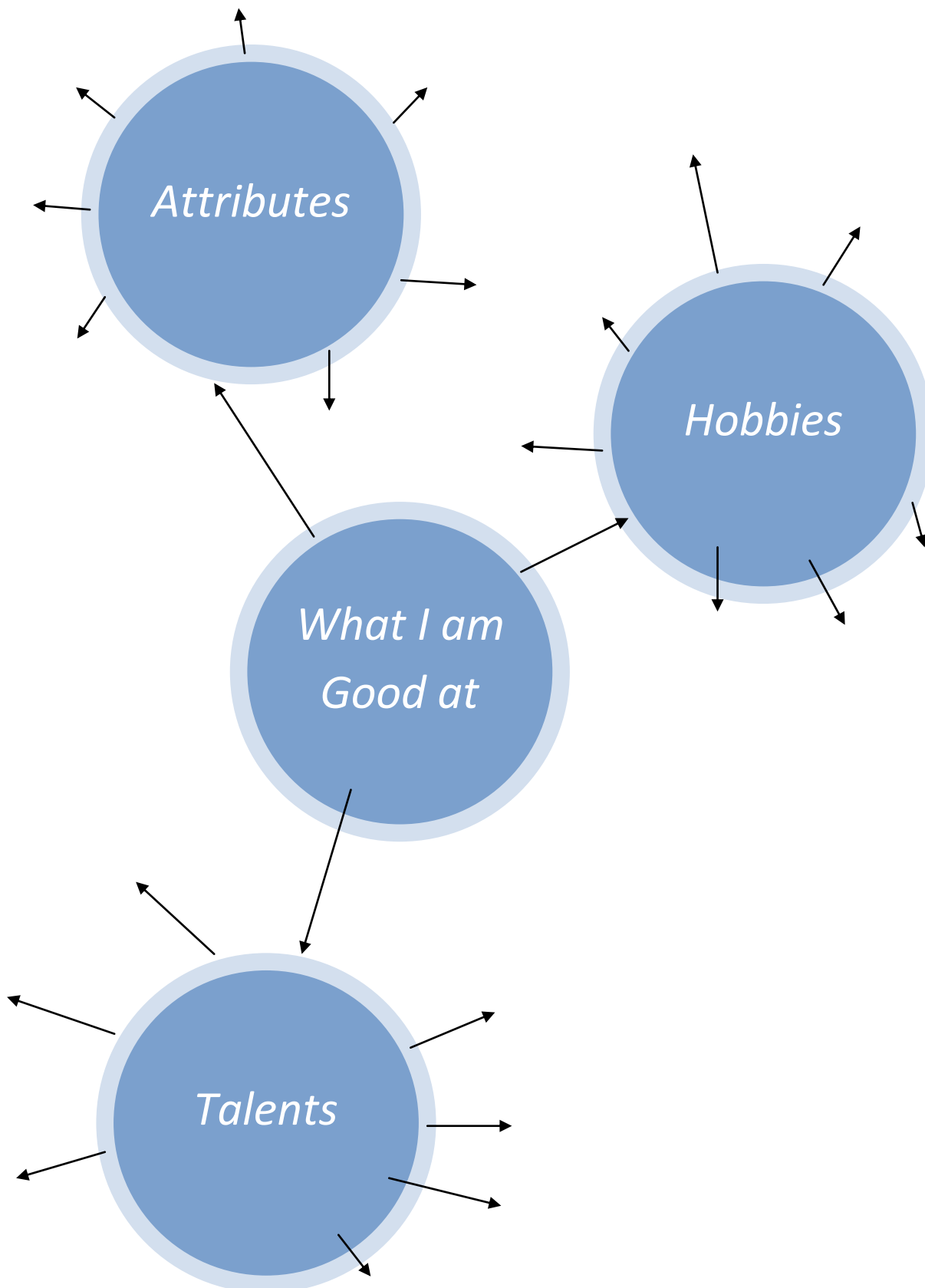
Teacher signature: _____

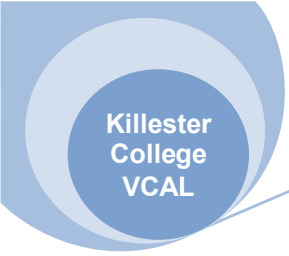
Negotiated date for resubmission (if applicable): _____

Showcasing your skills

What am I good at?

Complete the mind maps below to help you rediscover your attributes, hobbies, and talents.





Showcasing your skills

The Pursuit of Happiness

1. The actor allowed you to see the character mastering his frustration and anger to respond to the disappointment in a smiling and gracious manner. He kept his cool and didn't burn his bridges. But there were times when the character of Mr. Gardner, as shown in the movie, did lose his cool and got aggressive with people.

a. What do you think about the ability of this character to keep his cool and be gracious in the face of extreme disappointment and frustration?

b. When did he express his frustration and become angry with people?

c. Does this tell you anything about people in general?

Showcasing your skills

Different Types of Communication

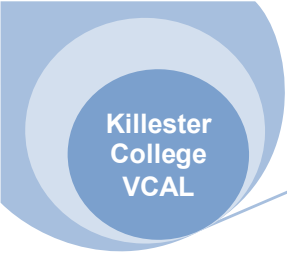
Oral

Listening

**Non-
verbal**

Formal

Informal



Showcasing your skills

Different Types of Communication

1. Write the following adjectives/nouns in the relevant communication bubbles on the previous page (adjectives/nouns can be placed in more than one bubble).

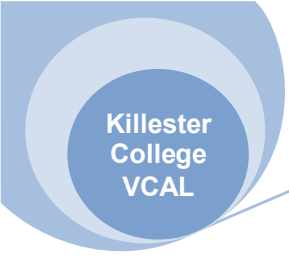
- Quiet
 - Polite
 - Relaxed
 - Attentive
 - Focused
 - Respectful
 - Easy-going
 - Humorous
 - Excited
 - Street-jargon
 - Casual
 - Disorderly
 - Reserved
- Well mannered
 - Body language
 - Eye-contact
 - Good posture
 - Friendly
 - Courteous
 - Laid back
 - Carefree
 - Use slang
- Good pronunciation
 - Arms to your side
 - Engaged
 - Interested
 - Know your content
 - Confidence
 - Voice projection
 - Vary tone
 - Smiling
 - Official

2. Describe what type of communication is best for the following situations and describe the type of communication. Put your answers in sentences- the first one has been done for you.

a. **Being in an audience** *Being an audience member requires you to listen. You must be respectful of the person/people speaking by being quiet and attentive.*

b. **Talking to your friends**

c. **Talking to your teacher**



Showcasing your skills

Different Types of Communication

d. Calling a potential employer

e. Playing a basketball game with your friends

f. Giving a speech at a school assembly

g. Asking the bus driver for a ticket

h. Sitting in the classroom

i. Serving customers

Showcasing your skills

Tips from www.Rostrum.com.au

Making The Butterflies Fly In Formation

The most common problem identified by people wishing to learn the art of Public Speaking is nervousness. This condition is usually brought about by the fear of failure, or of doing something stupid. Whilst this problem can confront us at any time, when we are speaking and are the centre of attention, the chances are magnified.

Nervousness is something all speakers need to learn how to control.

Here are a few tips that may be of assistance:-

1. Remember - It's natural to be nervous. Speaking should give you a "high". You need the adrenalin rush which nervousness can give you if you are to perform at your best.
2. If you are an inexperienced speaker, try to speak as much as possible from personal experience, about things with which you are familiar or feel strongly about.
3. Being familiar with your topic will help you to relax.
4. It is important to know the opening few phrases or sentences of your speech off by heart. This will give you confidence and result in positive feedback from your audience.
5. Don't be distracted by noise such as traffic or the clattering of plates. Either wait for it to subside or increase your volume to compensate.
6. When the Chairman announces you as the next speaker, take a couple of deep breaths, be calm, walk to the dais, look at the audience then pause for a few seconds before commencing.
7. Be sure you have rehearsed your speech well. Familiarity will lessen your fears.
8. Smile at your audience. The resulting positive feedback will boost your confidence.
9. Don't forget, your fears are understood by most of the members of your audience. They will empathise with you. They don't want you to fail. They are on your side. RELAX..... It will be O.K.
10. If you are new to public speaking don't put too much pressure on yourself. You have years to develop your skills level. No one expects you to speak with the skill and authority of Winston Churchill or Martin Luther King.
11. What if I forget my next sentence, idea or statement? No big deal! Your audience doesn't know what you were going to say next - KEEP CALM!
12. Pause..... It will be a long time before your audience is aware you have a problem. They will merely think you are pausing for effect or to let them catch up. After all, use of pausing is good public speaking. You can use this time to find the appropriate note heading to get you back on track.
13. If you have lost your way completely, consider repeating the previous point you made or restating the point in a different manner. Alternatively, build on your previous point until the missing one emerges from the dark recesses of your brain. Believe me it will!

In summary, to overcome nervousness you need to

- be prepared
- practise
- keep calm
- speak at a steady pace
- engage your audience
- know your opening
- avoid panic if you lose your place
- remember, most audiences are friendly and empathetic.

Public speaking can be enjoyable. If you are to be a good speaker you will need to learn to control those nerves as opposed to eliminating them. Act confidently, speak with a firm but pleasant voice and smile. You will be surprised how those butterflies in your stomach will begin to fly in formation!

Speech Construction

There are many things to consider when writing a speech. They include establishing a purpose, gathering information about your audience, seeking subject matter and prioritising it, and deciding what technique to use in your delivery.

All of the above are extremely important, but if your speech is to succeed it must be built on a firm foundation. The parable about the foolish man who built his house upon the sand and the wise man who built his house upon the rock comes to mind. Unless you build your speech on a solid foundation it is not likely to succeed.

Foundations can be of many types depending on the type of house you wish to build. Your foundation may vary depending on the type of speech you wish to give. Let's keep it simple and start on a home unit with a living room, a bedroom and a services block. This will require a relatively simple foundation.

Most speeches, especially those we give in our early days as a public speaker, should have a simple foundation. They should consist of an:

- | |
|---|
| <ul style="list-style-type: none">• OPENING• BODY• CONCLUSION |
|---|

Before we examine each individual part we need to think about the reasons why we should have a good foundation, or structure, to our speech.

Here are a few good reasons:-

- It will make your speech easier for your audience to follow.
- It will stop you from getting side-tracked.
- It will encourage you to adopt a chronological approach.
- It will encourage you to link the three sections.

It encourages logical thinking by the speaker and the audience. The size of each speech section needs to be considered, just as you would consider the size of each room in any house you were about to build. People generally like to see what is being built. If they can see the foundation you are working from they will be reassured that you know what you are doing.

Having established the need for an opening, body and conclusion we need to consider the approximate amount of time we should spend in each area. One can't be too hard and fast about this, but as a general rule it is recommended that in a five-minute speech your opening should be no more than about 30 to 45 seconds, with a similar amount of time being devoted to your conclusion.

This would leave us with three to four minutes for the body of the speech. Work on a similar ratio for longer speeches. It is important that the transition between the parts of your speech is smooth and that we do not end up with 3 individual speeches. The speech must be viewed as a whole. Bearing this in mind, it is not surprising that some speakers work on the basis of *telling the audience what they are going to tell them, telling them, and then concluding by telling them what they have told them*. This ensures that the message is reinforced, but beware it can become boring, especially in a short speech.

Let's take a look at the construction of a full speech in depth.

OPENING

- This is where you have the opportunity to grab your audience's attention. You need to make them want to listen to your entire speech.
- Keep it short and uncomplicated.
- Be different and innovative.
- Consider using a telling but easily understood statistic.
- Try injecting some drama.
- Set the scene for the main body. Use your opening as a bridge.

MAIN BODY

Consider these ideas

- Develop your main points chronologically.
- Use the points you wish to cover in decreasing level of importance.
- Work from minor to major points.
- Offer both sides of an argument, either offering a for and against argument on a point by point basis, or all for, followed by all against.
- Draw on your personal experiences and relate them to your audience.

It may help to remember these tips

- Keep the construction style you choose consistent throughout your speech.
- Don't give conflicting messages.
- Support your speech with opinions, quotations, facts, figures and examples.
- Keep it simple.
- Don't try to cover too many points.
- Aim to have your audience remember at least one central idea or message
- Lead smoothly to your conclusion.

CONCLUSION

- Make your conclusion brief and to the point.
- Use it to encapsulate your speech, referring back to your opening if possible.
- Know it by heart so you can deliver it with conviction.
- Consider using it to summarise your speech.
- Try using it to urge your audience to take a particular course of action.
- Use it to leave your audience with a word picture.
- Leave the audience in no doubt as to your opinion.
- Tell them where they can go to get further information.
- Don't thank the audience for listening; they will, by their applause thank you.

Experiment with various types of construction in future speeches, but make sure you can handle the basics first.

Humour in Public Speaking

All speeches have a purpose. One such purpose is to entertain your audience. Entertainment can come in many forms. To be entertaining a speech does not have to be amusing, but an entertaining speech will usually incorporate some use of humour.

Many brilliant speakers still have difficulty in handling the humorous speech. To be amusing throughout an entire five or ten-minute prepared speech is almost impossible. Unless you are exceptionally gifted in this area you should not attempt to deliver a speech that relies entirely on humour. Whilst it is true that being funny or using humour well comes naturally to some speakers, it doesn't to everyone. Even if you are not a born comedian, you can still learn to use humour effectively, and it can be a powerful weapon in a speaker's armoury.

Think about the points listed below when wishing to incorporate humour into your speech.

- You don't have to reinvent the wheel. There are many books on humour containing jokes and amusing stories for every occasion. Build up your library.
- Observe how the professionals handle humour. Television shows such as "Yes, Minister", "Absolutely Fabulous", "The Vicar of Dibley", "Full Frontal" and "Hale and Pace" can be helpful. Apart from being a source of material that can be adapted for your own speeches, many of the actors make excellent role models. Their delivery and timing is impeccable - two of the most important aspects of using humour effectively.
- Remember, even the most serious speech can benefit from the occasional use of humour, but it is important not to overdo it.
- The humour you inject into your speech must be relevant to the subject matter.
- As in all other aspects of public speaking, it is important when introducing humour to know your audience. Care should be taken not to offend members of your audience or to target individuals without their prior knowledge and consent. Blue jokes are out.
- Rehearsal is a vital element of humour. Humorous passages need to appear spontaneous. If you have to refer to your notes for the punch line, your delivery is likely to suffer and your audience may miss the point altogether.
- Involving your audience by engaging in repartee can be extremely amusing but should only be attempted by the experienced speaker.
- Poking fun at the Establishment is a form of humour often used. e.g. Gilbert and Sullivan and "Yes Minister". It needs to be done skilfully and be current. It also needs to be aimed at an area with which your audience is familiar.
- Leading your audience "up the garden path" can be very effective. Often laughter is generated by the sudden introduction of the unexpected. It may be a series of very logical arguments followed by a totally unexpected and illogical conclusion.
- Beware of becoming type-cast. Humour should be only one of the abilities you strive to develop as a public speaker. If you only give humorous speeches your audience may have trouble relating to you when you tackle a serious subject.

There are many pitfalls in trying to be humorous.

- Recycled jokes and stories - tried and proven isn't necessarily good. Stories that have been heard many times before become monotonous and boring. They are more likely to elicit a groan than a laugh from your audience.
- Shaggy dog stories can fall extremely flat. Wasting the audience's time to deliver a weak pun at the end of your speech is rarely appreciated.
- Laughing throughout your story and especially just prior to delivering the punch line can put your audience off-side.
- Not giving your audience time to savour your punch line is unforgivable. If you are delivering a series of humorous anecdotes, your audience will miss the second and subsequent stories if you don't give them time to settle down after the first.
- Slipping out of character when delivering a story requiring accents or characterisation is a failing of many humorous speakers.
- Delivering your story too quickly, or not loudly enough, will destroy your opportunities to entertain.

Many efforts have been made to analyse what makes people laugh. If anyone comes up with the definitive answer they will make a fortune. There is no doubt that laughter is the best medicine. People who are able to use humour well are held in high regard.

Humour can make a speech unforgettable. Often your audience may only remember your use of humour or funny stories rather than the content of your speech. However, better they remember that, than nothing you have said. The challenge is to use humour in such a way that, if your audience remembers your humour, they will also remember your message.

It's not necessary to leave your audience rolling in the aisles. Leave that to the stand up comics. Do however, use humour to enhance your speeches and presentations.

Using Notes Effectively

Everyone admires a person who can speak effectively without using notes. Unfortunately not many of us can attain this pinnacle of speaking achievement!

Sometimes a person who has no notes will struggle to be effective. The audience is aware, because of the demeanour being exhibited, that the speaker is using most of the energy being generated in remembering specific words or phrases. This energy should be used to enhance how the words and phrases are being delivered.

Notes are seen by some as a crutch to be leant on. I believe appropriate notes used properly can enhance a speech. They can ensure the speaker does not end up in the embarrassing situation of forgetting what is to be said, or of leaving out large chunks of a speech which can drastically alter its meaning or make it unintelligible.

Here are some tips to remember when using notes.

- Keep your notes small, preferably in card form. Maximum size should be that of a small envelope, about half that size would be ideal.
- Hold your notes in one hand at between waist and shoulder level where they can be easily moved to a comfortable reading distance and referred to without looking down. This will ensure audience contact and speaking volume are not lost.
- Holding your notes in one hand leaves the other one free for gesture. Provided the notes are small enough to be unobtrusive the hand holding the notes can be used as well when the passage being delivered is well-known.
- Make sure you number the pages of your notes "just in case", making sure they are in order just before you speak.
- If your notes are too large they may flap if you are nervous.
- Practise using your notes in front of a mirror to see that you are not too tied to them. You will also be able to judge if you are losing audience contact when you refer to them.
- Your first draft set of notes can be virtually a full script. The next draft can be reduced to "key sentences" and finally just to "headings" or "central ideas" on suitable cards.
- Don't be ashamed of your notes. Don't hold them in the "fig-leaf" or "Royal" position.
- If you have copious notes, and are endeavouring not to refer to them too often, you may find that you are suddenly a few cards behind, with alarming consequences.
- Notes are easier to read if they are printed or typed in large print. If your notes are printed remember not to use all capitals. A mix of upper and lower case letters is easier to read.
- Use highlighters, bold type or underlining or a combination of these to signify emphasis, pace, volume or any other speaking variation you may have in your repertoire. Develop your own system and stick to it.

Don't forget

- Your notes must not detract from your presentation
- They must not interfere with audience contact
- When rehearsing always use the notes you intend using at your presentation

Using Gestures in Public Speaking

The use of gesture is an important part of public speaking. Many books have been written on "Non-Verbal Communication".

Gestures reinforce our verbal message and they add a new dimension to our speaking skills if used effectively. They also have the ability to detract from our presentation if not used properly.

The tips listed below should assist you in enhancing your communication skills by the use of gesture.

- Gestures must be relevant to the phrases being used at the time, otherwise there is a danger of giving your audience conflicting messages.
- Gestures need to be relaxed and fluid, not jerky or mechanical. Their size will depend on the size of the venue. A good general rule to apply is that they should not be so big that they overwhelm your audience, but not so small as to lose their effect.
- The whole body can be used, hence the term "Body Language". Some "experts" frown on speakers who move around during their delivery, however, provided a speaker is not constantly on the move, it can add to the presentation and help maintain audience interest.
- Gesture can be used to reinforce statistics, illustrate the size or shape of an object, show direction or even enhance the emotion being portrayed.
- Beware of unwanted gestures such as the "fig-leaf stance" (Hands clasped in front at groin level) or the "Royal stance". (Hands clasped behind the back.)
- Don't use repetitive, distracting gestures or mannerisms such as continual pointing putting glasses on and taking them off swaying from side to side touching your nose or hair scratching your head.
- Facial gestures can be most effective. Animated facial expression (if not overdone) can greatly enhance your speech and help get your audience "on side".
- If the venue you are to speak at necessitates you using a microphone, be sure you know if it is directional in nature, an F.M.type, hand held or has any particular characteristics you should know about. Some microphones can impair your use of gesture.
- Consider replacing some of your words with gesture. It can be extremely effective. e.g. Raising your eyebrows or pointing to the door. (Don't try it on radio!)
Try counting on your fingers as you enumerate important points in your speech.
- Eyes are the "Windows of the Soul" and can convey messages ranging from despair to elation. They also enable us to include all members of our audience in our speech by continually scanning the room.

Don't be afraid to use gesture. Practise it at every opportunity. Use to enhance but not to dominate your speech.

Rehearse in front of a mirror.

Work at it, and before long your audiences will be giving you positive feedback for your improved performances.

Using Your Voice to the Best Effect

If we are to become effective speakers we must be aware of: how the voice is produced, how the voice should be used and how the voice can be enhanced.

Being unaware of these essentials is like trying to build a house without a firm foundation.

How the voice is produced

The organs used in producing speech are vocal chords, tongue, lips, lower jaw, teeth, palate, and the lungs.

Showcasing your skills

Flexing the diaphragm pushes air out of the lungs which in turn is forced over the vocal chords causing them to vibrate and produce sounds. The quality of the voice is greatly influenced by how we use our tongue, lips, lower jaw and palate.

Although we all have the ability to speak, for many of us there is the need to enhance our natural abilities. Most of us can sing, but the difference between the trained and the untrained singer is considerable. Like many other skills, practice makes perfect.

We need to be aware that the voice has many qualities which need to be addressed individually such as volume, pitch, clarity, pronunciation, resonance, light and shade, word formation and breath control to name but a few.

How the voice should be used

As a general rule you should use a firm and strong voice. Why?

- If you are to succeed as a speaker you must be heard by the entire audience.
- It will give you confidence as a speaker.
- It will create the impression that you know what you are talking about and that you mean it.
- It will discourage others from talking whilst you are doing so.

It is important to remember to project your voice but this should not be confused with yelling.

When we speak our body should be relaxed but we need to have firm control of the head, neck and chest.

Inflections are essential and reading gives you the opportunity to practise this art by using punctuation effectively to enhance meaning.

Emphasis is extremely important. Consider the following sentences :

I want the black one.

Don didn't say Stan stole five dollars.

Depending on which word is emphasised it can alter the entire meaning of the sentence.

Tone gives the voice its character - i.e. mellow, rich, strident or reedy.

Pitch should generally be low rather than high, otherwise it is difficult to vary to great effect.

How the voice can be enhanced

Most voices can be enhanced by using exercises. A few of the common ones are listed below,

- **Breath control**
Breath control is the most important exercise of all as shallow breathing produces weak and ineffective speaking.
Try slow, deep-breathing exercises for periods of 5 minutes taking no more than 20 breaths in that time.
Inhale while slowly counting to three, filling your lower lungs. Feel your ribs expanding, slowly let your breath out and recite in a slow and measured voice a piece of poetry. See how far you get using one breath.
- **Resonance**
This can be improved by the simple act of humming. This will reduce hoarseness and clear your nasal passages.
Repeat the words **enemy, men and many**.
Practise this phrase "The Rangoon Gang banged the Hong Kong gong until it rang with thundering boom around Kowloon"
- **Articulation**
Articulation gives speech its degree of clarity. To improve your articulation firstly work on your vowels, "A, E, I, O, U ". Try to give them their maximum value.
Practise and exaggerate the following words: **calm, rain, sigh, cool, owl, all & fur**
Consonants, the rest of the letters, tend to be beginnings, sustainers and finishers of words. These can best be practised by the use of tongue twisters which also provide useful practice in word separation. Try these:
She stood on the balcony inexplicably mimicking him and welcoming him in.
As the sun shines on the shop signs, she seeks a shot-silk sash shop's summer sale.
Meals on Wheels deals meek meatless meals in Whitsun's witless wheatless weeks.
- **Flexibility (Using the organs of speech)**
The tongue can be exercised by rapid repetition of letters such as **r r r r r r** and **d d d d d d** (this will also involve the palate and teeth)
Lips can be exercised by repetition of ee, oo, ah or horse noises.
The lower jaw can be exercised by repeating "**My mouth is round like a cow chewing its cud.**"
The palate may be exercised by repeating words like "**King Kong, King Kong**", "**Gong, gong**", and "**Ng, Ng, Ng**".
These exercises will assist in the correct vocal development of words and sounds.
- **Vocal variation**
Varying the volume of your speech will greatly enhance your ability as a public speaker. Practise by reading aloud passages from poetry or novels where the author changes the mood from love to hatred, anger to consolation, happiness to sadness or any other change of emotion.

Being aware of how the voice is produced and how it should be used is important. Practising the exercises outlined may assist you to become a better speaker.

Showcasing your skills

Share the information

Using ICT, create a poster for showcasing your skills:

You have learnt a lot about what you are good at and how to present all this information to an audience. You are to use this information to showcase your skills through an oral presentation. Using the guidelines below, research the area of expertise that you would like to share with the class or an alternate audience. Remember to use the tips from above on Public speaking as you will be assessed on these areas. Your audience will be assessing you on your presentation, on the content, use of voice, relevancy of presentation etc. This means that you will need to organise yourself and don't just present the information to your audience, but also work out how to best present the information. You need to be enterprising and inspiring to make a memorable impression. So a lot of effort is required.

You will need to have your poster checked by your teacher before you print.

Presentation of your poster to your class:

Using your poster as a guide (alternatively, you can create a power point presentation) present your information to the class. Your presentation must be informative and you must demonstrate the oral communication techniques that you have learnt.

Make sure you cover the following points:

- Read over the notes from pages 10 -19 and make notes.
- Determine what type of presentation you will attempt
- Choose your topic and begin your research
- Read over the Learning Outcomes Tasks make sure you provide evidence for each one
- Plan your work and discuss with your teacher
- Design a layout of the workplace
- Identify resources used for research

VCAL Literacy Skills: Reading and Writing - Senior

Learning outcome 1 *Writing for self expression*

Write a complex recount, narrative or expressive text.

	<i>Writing process</i>	
1.1	Use the processes of planning, drafting and editing to produce written texts.	S / N
	<i>Purpose</i>	
1.2	Use language and tone appropriate to text purpose and audience.	S / N
	<i>Structure</i>	
1.3	Organise ideas and information to suit purpose.	S / N
	<i>Length/complexity</i>	
1.4	Incorporate a range of topics, beliefs, issues or experiences.	S / N
1.5	Use literary devices to convey character, setting and/or emotions.	S / N
	<i>Mechanics</i>	
1.6	Spell, punctuate and use grammar with considerable accuracy.	S / N

Learning outcome 5 *Reading for self expression*

Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text.

	<i>Purpose</i>	
5.1	Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.	S / N
	<i>Comprehension</i>	
5.2	Identify the fundamental point of view shaping the text and the devices used to present that point of view (for example, characters).	S / N
	<i>Application</i>	
5.3	Compare and contrast with other texts..	S / N
	<i>Critique</i>	
5.4	Present an opinion on the text taking into account the content and its effectiveness in relation to the audience and purpose.	S / N

VCAL Literacy Skills: Oral communication - Senior

Learning outcome 1 *Oracy for Self Expression*

Use and respond to spoken language to effectively communicate to others story and life experience in different contexts.

1.1	Present or participate in a substantial narrative, discussion, recount or anecdote.	S / N
1.2	Make effective use of verbal and non-verbal features of spoken communication including: intonation, eye contact, gesture, pace, pronunciation and projection.	S / N
1.3	Demonstrate an understanding of the role of verbal and non-verbal features through critical listening and analysis of other oral presentations.	S / N

Learning outcome 2: *Oracy for knowledge*

Use and respond to spoken language in sustained informative presentations in different contexts.

2.1	Plan and deliver a sustained presentation in a group setting using appropriate staging and including open question time if appropriate.	S / N
2.2	Make notes systematically from information presented orally covering key points and supporting information.	S / N
2.3	Evaluate the content and effectiveness of a complex oral text.	S / N

Learning outcome 4: *Oracy for exploring issues and problem-solving*

Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem-solving in different contexts.

4.1	Use spoken language for the purpose of exploring ideas in an extended discussion, comparing them with those of others and questioning others to clarify ideas.	S / N
4.2	Use spoken language to work in collaboration with others to meet an agreed objective.	S / N
4.3	Evaluate the content and effectiveness of a sustained discussion.	S / N
4.4	Demonstrate active listening.	S / N

VCAL PDS: Unit 1: - Senior

Learning outcome 1: Plan and organise to completion a complex project involving a range of related activities.

1.1	Complete a project with complex requirements taking into account desired outcomes and needs of involved individuals and groups.	S / N
1.2	Explore solutions to specific problems using appropriate research methods.	S / N
1.3	Communicate effectively to audiences unfamiliar with concepts involved in the activity.	S / N
1.4	Select resources to meet complex requirements for completion of the project or activity.	S / N
1.5	Critically evaluate a range of perspectives on the issue and/or problems related to the activity.	S / N

VCAL PDS: Unit 2: - Senior

Learning outcome 2: Apply evaluative and problem-solving skills to planning.

2.1	Evaluate consistency of goals for an activity in consultation with participating individuals.	S / N
2.2	Manage a series of processes and procedures to ensure timely completion of practical goal.	S / N
2.3	Identify values and beliefs that may affect activity outcomes.	S / N
2.4	Identify potential external and/or environmental constraints to the achievement of goals.	S / N
2.5	Apply practical and/or interpersonal skills to overcome potential external and/or environmental constraints.	S / N

Learning outcome 3: Demonstrate knowledge of facts and concepts specific to a specialist and/or technical activity.

3.1	Identify information requirements.	S / N
3.2	Establish and implement systems to obtain information.	S / N
3.3	Assess information for accuracy and comprehensiveness.	S / N
3.4	Identify gaps in information and develop strategies to address these information gaps.	S / N

Learning outcome 5: Present and communicate ideas and information.

5.1	Identify and design information to suit audience and purpose.	S / N
5.2	Use communication mediums appropriate to the nature and context of the potential user.	S / N
5.3	Use the processes of planning and editing to produce communication products.	S / N
5.4	Use language and tone appropriate to audience and purpose.	S / N
5.5	Present a range of concepts and facts within a subject specific context.	S / N

VCAL WRS: Unit 1: - Senior

Learning outcome 1 Research information about the career pathways, functions and layout of a specific industry or workplace.

1.1	Identify the purpose of the industry and the products or services.	S / N
1.2	Identify the customers of the industry.	S / N
1.3	Describe the reasons for the workplace layout and suggest changes where appropriate.	S / N
1.4	Outline the processes involved in developing products or services.	S / N
1.5	Describe the career pathways in the workplace or industry.	S / N

Learning outcome 2: Communicate ideas and information about OH&S requirements for a work environment.

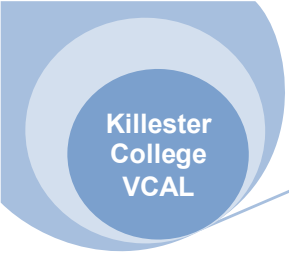
2.1	Select and use appropriate forms of communication to convey OH&S information in the work environment.	S / N
2.2	Evaluate communication methods, incorporating feedback.	S / N
2.3	Adapt information in response to feedback.	S / N

Learning outcome 3: Assist in the Hazard Identification Risk Assessment and Control Planning Process to meet OH&S requirements in a work related context.

3.1	Identify workplace procedures for hazards identification and risk assessment.	S / N
3.2	Describe workplace instructions and Safe Operating Procedures for controlling risks when planning and organising a work related activity.	S / N
3.3	Convey current procedures to be followed in case of emergency.	S / N

Learning outcome 6: Use information and communications technology in relation to a complex work related activity.

6.1	Identify what information and communications technology is required for a given activity.	S / N
6.2	Use appropriate information and communications technology.	S / N
6.3	Review the use of information and communications technology in the activity.	S / N

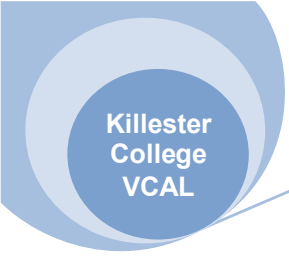


Showcasing your skills

Effectiveness of Oral presentations

Complete one table below for three class oral presentations and then complete the summary below. You need to explain your observations in detail.

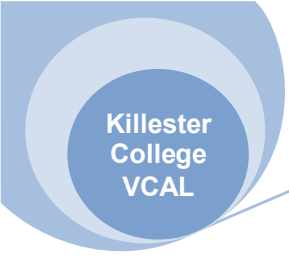
Name of speaker:	
Topic:	
Was the information relevant to the topic:	
Did the speaker's ideas follow in a logical order?	
Did the speaker use her voice well? i.e. change tone, volume, and project it well	
Did you need to ask questions after the talk to enhance your understanding?	
Was the talk: too long? Too short? About right?	
Any other comments:	



Showcasing your skills

Effectiveness of Oral presentations

Name of speaker:	
Topic:	
Was the information relevant to the topic:	
Did the speaker's ideas follow in a logical order?	
Did the speaker use her voice well? i.e. change tone, volume, and project it well	
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Any other comments:	



Showcasing your skills

Effectiveness of Oral presentations

Name of speaker:	
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Any other comments:	

