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# Following spoken instructions



## Word list

**instructions** = how to do something.

**task** = something you need to do in your job.

**clarify** = to make something clear – so it is easier to understand.



## Watch – Observe

Watch others when they are given instructions for a new task. Does everyone always understand an instruction the first time?

Notice how some people 'clarify' an instruction (make it clearer) by:

- asking questions to get more information
- writing notes to help them remember
- repeating the instruction back to the person.

Take one tablet every morning

Excuse me Doctor, did you say to take the tablets with food?



## Why?

Many workplace tasks are repeated (done lots of times) – so it is important to try to follow an instruction correctly the first time.

If you take the time to check you understand an instruction, you will:

- keep yourself (and others) safe
- develop good work habits
- get more work done each day.

So ... long table ... 12 chairs ... is tea, coffee and water OK?

Can you set up the meeting room? Use the long table and a dozen chairs. We'll need drinks as well.

# Following spoken instructions



## Talk about – Discuss

Some people give very clear instructions – and others don't.

What can you do if you get instructions you don't understand?



Do

Look at the following list of actions or questions.

Tick ✓ (or mark with a highlighter pen) those that would clarify an instruction (make it clearer) and cross out those that would not.

The first two are done for you.

- ✓ 'Sorry, can you repeat that?'
- Leave the task for later.
- 'Can I check, do you mean ...?'
- 'Leave the task for someone else to do.'
- 'I can't do that.'
- 'I don't understand – can you show me how?'
- 'Can you explain exactly what you want me to do?'

Would you please **clean** the blood from the front doorway, **read** the board and **collect** any patients, **restock** the supply cupboard, then have a break!

ORAL COMMUNICATION  
• LEVEL 1 •



Do

Read the following instruction. Look for the action words.

Now fill in the missing words. The first is done for you.

1. clean      BLOOD
2. read
3. collect
4. restock



# Giving information and directions



## Word list

**information** = facts. (Example: who, what, when, where, why, how.)

**directions** = can be strong like an order or helpful like instructions:

- order – what you **must** do (clean up that blood-spill)
- instructions – **how** you do it (add two drops to each ear, daily).

**accurate** = exactly right, correct.

**clear** = easy to understand.



## Watch – Observe

Watch others give information and directions.

How do they make their message clear? How do they check that their message is understood?



## When do we use it? *Context*

We give information and directions when:

- people ask us (When do I take these tablets?)
- we want to help. (Come to Mums and Bubs on Wednesday!)

To give accurate (correct) **information**, it is important to:

- listen carefully to the whole question
- ask questions to 'clarify' (make clear)
- check your facts
- say when you don't know.



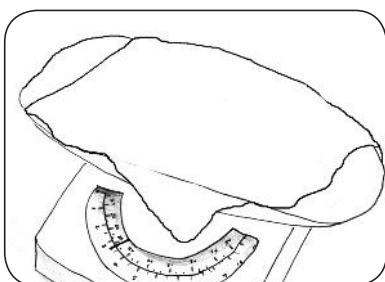
# Giving information and directions

To give clear (easy to follow) **directions**, you can:

- break the task into smaller steps, and say each step in order
- ask the person to repeat the directions back to you.

Sometimes people record the steps (draw diagrams or write notes).

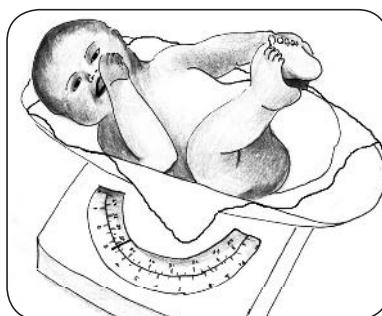
## How to weigh a newborn.



1. Place disposable underpad (blue) on scales.



2. Undress baby



3. Place baby on scale and take reading



## Why?

People want to trust your knowledge and skill as a worker. So whenever you communicate, it is important to give:

- accurate information (get it right)
- clear directions (tell it clearly).



# Giving information and directions



## Write

When people ask you a question, they want certain information. For example, if you hear a question that starts with '**when**', you know the kind of answer they want will be a time or a date.

Match these words with the question starters below:

**a name      a place      a time      a reason      a thing**  
**an explanation (how to do)      your opinion (what you think)**

What kind of question?	What kind of answer ...
Who ... ?	a name      (Peter)
What do you think about ... ?	your opinion      (I think ...)
How do I ... ?	an explanation      (First, you ...)
Where ... ?	
When ... ?	
Why ... ?	
What ... ?	



# Giving information and directions



Do

Many directions start with the **action**: fill, turn, place, add, stir etc. Look at the following and circle the actions. Can you find four more?

- **Unpack** supplies, **start** with refrigerated items.
- Restock Well Men's Clinic, order more supplies if needed.
- Send out reminder notes, tick names on patient list.

Some words point us to **where**: on, into, around, inside, below. Read the following and mark the words that show exactly where.

- Wrap blood-pressure cuff **around** the upper arm.
- Place baby in the centre of the scales.
- Insert suppository into rectum.

Telling **what action** and exactly **where** are good ways to be clear.



Do

Look at these directions for giving ear-drops to a child. They're in the wrong order. Number them (1 to 5) to show the correct order.

- ☐ Squeeze correct number of drops into ear (see label on bottle).
- ☐ Lay child on their side (with their head in your lap).
- ☐ Keep child on their side for one minute.
- ☐ Place dropper over opening in ear canal.
- ☐ Check which ear is infected (left or right).

Can you find the **action** and **where** words as well?





## Talk about – Discuss

As a Health Worker, you will give some directions often. These are easy to practise. (For example: Your appointment's today, so I'll pick you up at 3:45 p.m. Can you write that down? Please remember to bring your Medicare card.)

But sometimes, even simple tasks can be hard to explain to others.

Talk to others in your workplace about the ways they give directions.



## Do

A good way to practise giving clear directions is to start with a task you know really well – like making a sandwich or a cup of tea!

Try saying all of the steps someone would need to follow to make a cup of tea. Imagine this person has never made a cup of tea before.

As you say each step, have someone 'do' everything you say. If they make a mistake, you'll see where you need to be clearer.

Now check with the example below. Your words don't need to be the same but they do need to be as clear. Look at the **action** words too.

- 1 **Place** one tea-bag in a cup (with the tag hanging outside).
- 2 **Half-fill** a kettle with cold water.
- 3 **Plug in** and **turn on** the kettle to **boil** the water.
- 4 **Pour** boiled water into cup (leave space for milk).
- 5 **Let it sit (brew)** for one or two minutes, then **remove** tea-bag.
- 6 **Add** sugar and milk (if needed) and **stir** well.

# Giving information and directions



Do

When you want to give exact information, you can use some of the words from the question to get you started. Try these:

Question	<b>What time did</b> Peter call?
Answer	Peter called <b>at 11:00 a.m.</b>
Question	<b>Where are</b> the immunisation posters?
Answer	The ..... <b>are on the table.</b>
Question	<b>What did</b> Clive want?
Answer	..... <b>his test results.</b>



Do

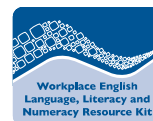
At other times you might have certain information you want to share. Always remember the five Ws. (Who, What, When, Where, Why.)

Write each **W** word to match the phrase below.

What              Why              Who              Where              When

Then tell something you know about health using the W words to help you. For example, if you say last year, that tells when.

Example	W word	Something you know
Sometimes	= <b>When</b>	<b>For example: Last year</b>
the women in Elliot	=	<b>I ...</b>
make a paste	=	
from 'Bauhinia root'	=	
to treat skin sores.	=	



# Giving information and directions



## Talk about – Discuss

Sometimes you might have information about the community that you think is important to share with others at work.

Or people in the community might ask you for information about someone else's health.

Check the rules about when it's all right to share this – and when it's not.

What's wrong Clive?

Sorry that's confidential



## Write

Read the following directions. Write them under the correct heading in the table below. Clear directions give all of the important details.

Give it to me

Jai, please pack those blocks into the tub now

Everyone sit on the bench so we can have some fruit

Stop it      Play fair      Everybody can have one turn on the swing

Clear	Confusing

# Giving information and directions



Do

As children get older, they can manage more detailed directions. Preschoolers often like to know reasons as well. Practise writing the following directions into the table below. You will need to think of some answers. You don't have to fill every square. The first is done for you.

Zeb, use a fork

Ben, wear hat

Chris, put paper towel in bin

Tina, cross road safely

who	what	when	where	why / how
Zeb,	we use a fork	when we eat	at childcare,	you hold it like this

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• LEVEL 1 •





## Word list

**agenda** = a list of things for the meeting to do.

**agenda item** = one part of the list – something for the meeting to talk about and maybe decide on, or a report to be tabled at the meeting.

**report** = written information telling others about work already done, new information, recommendations or the reasons for a decision. (We say 'a report is tabled' because it is on the table for all to see.)

**action** = the work to be done after you make a decision.

**business** = something that needs people's attention.

**correspondence** = letters (mail) received (in) and sent (out).

**minutes** = a written record of what you have discussed and decided at a meeting.

**arising** = coming from (e.g. 'Business Arising from Minutes' means business needing attention from the last or previous meeting).

**apology** = Board or Council members let the organisation know if they cannot attend (be present at) a meeting.



## Watch – Observe

Ask your Chairperson or Council President for some old agendas.

Look at the different headings on each agenda. Look at the order of the headings. You can use the word list on this page and ask someone to explain any words you don't understand.





## When do we use it? *Context*

We use an agenda to:

- plan what we're going to discuss at the meeting
- let people know the plan before the meeting
- follow what is happening during the meeting
- keep people's attention on the same idea during the meeting.

Agendas follow a pattern. You name and number each item. The pattern is to:

- ask if there are any apologies
- discuss old (or arising) business
- introduce guest speakers (if any)
- table reports
- talk about new correspondence (in and out)
- discuss new (or general) business.



## Why?

History: 'agenda' is from the Latin word 'agere' meaning 'to do'.

- Using an agenda is a good way to get things done because lists are easy to:
- read and understand
- write and add to with new items
- work through in order.

Adding an item to an agenda is a good way to add (contribute) your ideas. It gets your ideas on paper (on the table) for everyone to see.

# Reading agendas



## Talk about – Discuss

Putting an item on the agenda is like putting an idea on the table. Having an agenda means that people have a fair chance to offer their ideas. You deal with each item on the agenda in turn.

Sometimes people want to talk about ideas that are not on the agenda. What could happen if lots of people wanted to do this at every meeting?



## Write

Agendas follow a sequence (one thing after another). The sequence is usually like this:

1. discuss old (or arising) business
2. introduce any guest speakers
3. table reports
4. tell about letters (mail) received and sent
5. discuss new (or general) business.

Use this information to write and put in order the following agenda headings in the table below:

<b>General business – training</b>	<b>Business arising from Minutes</b>
<b>Finance officer's report</b>	<b>Visitor's Presentation</b>
<b>Apologies</b>	<b>Correspondence In / Out</b>
<b>General business – policy</b>	

Number	Agenda Item
1	
2	
3	
4	
5	
6	
7	



# Reading agendas



Do

Look at some agendas. Ask others to explain any words you don't understand.



Write

Look at the following list of words and phrases. Match them with their meanings and write them in the table below.

<b>business arising</b>	<b>agenda item</b>
<b>action</b>	<b>apology</b>
<b>agenda</b>	<b>business</b>
<b>correspondence in</b>	<b>correspondence out</b>

Word or phrase	Meaning
	a list of things for the meeting to do given when board members cannot attend a meeting
	letters (mail) received
	something that needs people's attention
	business needing attention from the previous meeting
	letters (mail) sent
	the work to be done after you make a decision
	one part of the list

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• LEVEL 1 •

## Agenda example

### WONEM TOURS BOARD MEETING

#### AGENDA

17 January 2007

#### 1. Welcome

#### 2. Apologies

#### 3. Minutes of Previous Meeting

#### 4. Business Arising from the Previous Meeting

- costing / options for new 4WD (Tom)
- costing / options for new computer for office (Tom)
- updated procedures for equipment maintenance (Stella)

#### 5. Presentations / Guest Speakers

- Rob (*Wonem Arts*) to present joint venture proposal for 'Rock Art Tours'

#### 6. Reports

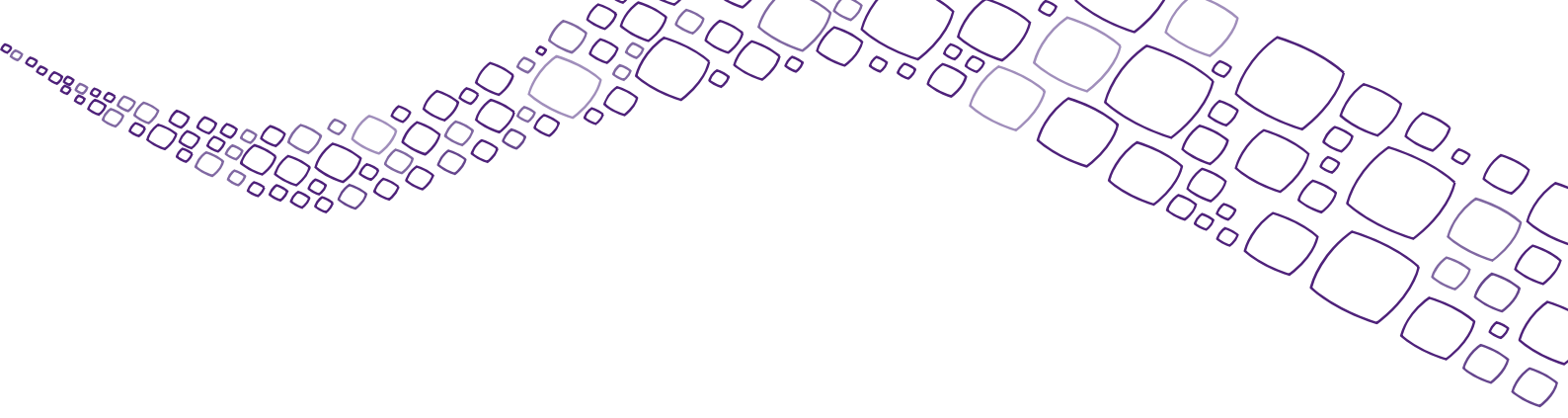
- finance officer to present quarterly financial report (Jannette)

#### 7. Correspondence

- *Camping World* offering deals on safari tents, gas burners etc.
- *City Tyre Centre* offering January sale price on tyres '**4 for 3**'
- letter of enquiry from town high school re: cost of student tours

#### 8. New / General Business

- Rising cost of fuel
- Leave entitlements for staff
- 4WD defensive driving course





## Talk about – Discuss

Talk to people about your role.

- What tasks do you do?
- Who do you work with?
- Who do you help?



Do

Write on the back of this card for some tasks that you do at work.

Ask someone you work with to help you. Then you will have a written record of each part of your job.

Hint: To help you remember all your tasks, you can keep a diary or use a notebook. You can also look at work records.



Do

Keep this record where you can find it again.

When you need to explain your role, you can:

- read this record again
- talk to people about what you have written
- show people what you have written.



# Explaining your job



## Talk about – Discuss

Some people make posters or videos or take photos to show what is better in the community when they do their work. Then they display them. You might like to do this too.

A community or clinic newsletter might print your writing or photos. You can give copies to the person who makes the newsletter.



## Write

A task I do:

.....

.....

This helps people in the community because:

.....

.....

.....

Doing this task makes community health better because:

.....

.....

.....

If I didn't do this task, then:

.....

.....

.....

.....

ORAL COMMUNICATION  
• LEVEL 2 •

# Taking a message



## Word list

**abbreviation** = a short way to write something, e.g. **Dr.** (for Doctor).

**acronym** = another short way to write using starting letters, e.g. **ASAP** (**A**s **S**oon **A**s **P**ossible), **RDH** (Royal Darwin Hospital), or **PATS** (**P**atient **A**ssistance **T**ravel **S**cheme).

**five Ws** = the five question words that help you to take a message:

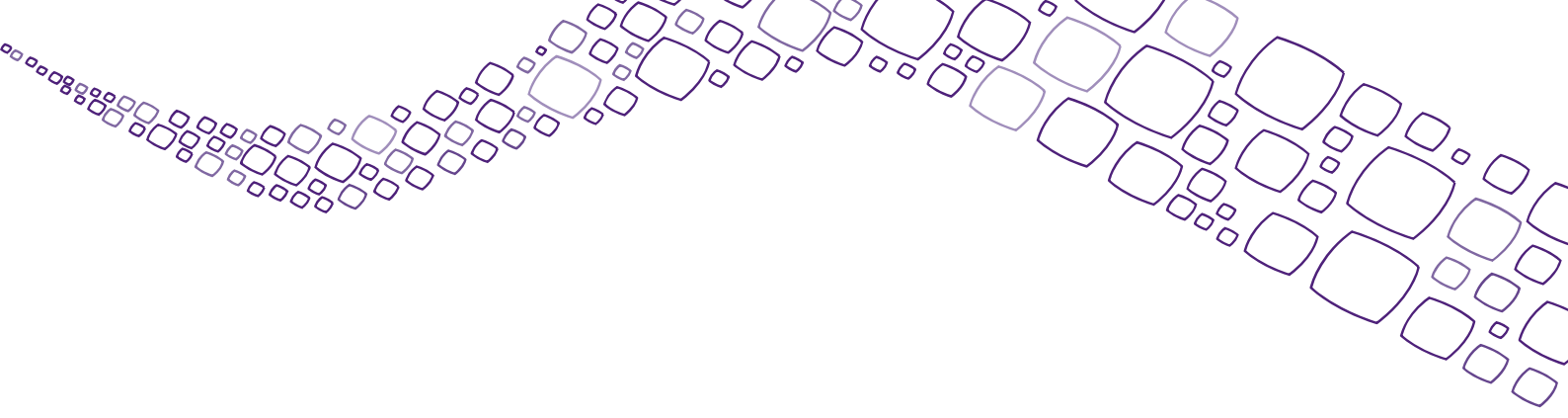
**Who**, **What**, **When**, **Where**, **Why**.



## Watch – Observe

Watch how other people take messages:

- Notice the questions they use to get all the important information.
- Do they use the five Ws (Who, What, When, Where, Why)?
- Notice if they use abbreviations.
- Watch how much they write on the message slip or the message board.
- Do people taking phone messages write and listen at the same time?
- Do they check with the person on the other end of the phone?
- Do they read back the message?





# Taking a message



## Write

Practise writing small, so you can fit the words onto a message pad.

Copy this writing into the box below:

Elizabeth,

Please call Dr. Noble from  
RDH on 8975 0000 about  
Clive's test results ASAP

Time: 9:45 a.m.

Taken by: Mary-Jo

Message for: \_\_\_\_\_

Message: \_\_\_\_\_

• \_\_\_\_\_  
• \_\_\_\_\_

Time: \_\_\_\_\_

a.m./p.,m

Message taken by: \_\_\_\_\_

• \_\_\_\_\_



## Do

Practise writing numbers quickly so the phone numbers you take down are correct and easy to read.

Notice that phone numbers are often written with a space, like this: 8975 0000.

\_\_\_\_\_

# Taking a message



Do

Remember the 5 **Ws**:

<b>Who</b>	called?	Dr Noble
<b>Where</b>	are they from?	from RDH
<b>What</b>	do they want you to do?	Please call on 8975 0000
<b>Why</b>	did they call?	Clive's test results.
<b>When</b>	did they call?	9:45 a.m.



## Talk about – Discuss

Talk about taking messages with your workmates.

What information do they write first?

.....

.....

What information do they write next?

.....

.....

.....

What do they leave out?

.....

.....

What questions do they ask the person who called? e.g. 'Would you repeat that please?' 'Can you spell that for me?'

.....

.....

ORAL COMMUNICATION  
• LEVEL 4 •

# Asking questions



## Word list

**open questions** = can lead to many different answers. (How are you feeling? How can I help you?)

**closed questions** = lead to straight answers. (Would you like a drink of water? What has he eaten today?)

**clear questions** = lead to clear answers. (Can I help you clean that spill? What time is Dr. Sue coming in to the clinic?)

**unclear questions** = can be confusing. (What's that? When is it?)



## Watch – Observe

When we need factual info, we could ask some of the following questions:

- Can you hear me? (Are they conscious?)
- Can you move your leg? (Are they seriously injured?)
- When did you last eat? (Is this why they are dizzy?)
- Where does it hurt? (Where is the injury?)
- Can you describe the pain? (How serious is this injury?)



## When do we use it? Context

We ask questions to get help or information.

We can ask questions to offer (give) help or information.

Sometimes we need quick information. Other times we need the whole story. We choose the best question for what we need.



# Asking questions



## Talk about – Discuss

Some people feel too shy or shamed to ask questions.

Other people like to ask questions. They might say: 'There's no such thing as a stupid question.'

What kind of person sounds most like you?

How can I get more training?



When can I start that training? Who wants to help me?



## Do

Here are some useful question words. Draw a line to match so they make sense. The first one is done for you.

<b>Who</b>	you help me lift this patient?
<b>What</b>	you want help with the reminder notes?
<b>When</b>	has taken the vehicle?
<b>Where</b>	was the specialist late?
<b>Why</b>	are you feeling?
<b>How</b>	time is my appointment?
<b>Can</b>	are the condoms for the Men's clinic?
<b>Do</b>	is Peter bringing the car back?

# Asking questions



## Write

Read the following questions and answers. Write **O**, **C**, or **U** next to each question to show if it is Open, Closed, or U (unclear).

Then write whether you are saying what you already know or whether you are using new thinking to answer each question. New thinking is more creative. What do you notice about open questions?

The first is done for you.

OCV	Question	Answer	Thinking
C	What will you need to make your cake?	Eggs, flour, sugar and milk.	already know
	How was your trip to the zoo?	We had the best time looking at the animals but it was very hot.	
	How could we make your paper bridge stronger?	We could add more sticky tape, or roll up more paper.	
	Who can help me write the new nutrition policy?	I can do that – I've written one before.	
	Why do you think some birds don't fly?	Because they are too heavy or their wings are not big enough.	
	Where is it?	What are you looking for?	



## Write

Look at these reasons for asking a question. Think about whether you need to ask an Open or Closed question. Now mark them.

Open or Closed	Why we ask
	to get a child to think deeply
	to get an exact answer
	to find out how someone is feeling

# Asking questions



Do

Read the questions below. Decide if they are good questions to:

- **get help**
- **get (find out) information**
- **offer (to give) help**

Then write the words: **get help**, **get information**, or **give help** as shown below.

Can you show me how the fax works?	<b>get help</b>
What time does 'Mums and Bubs' start?	
Would you like some help with that?	
Where are the 'No Smoking' pamphlets?	
Do you want me to unpack those supplies?	<b>give help</b>
How do I read this blood pressure gauge?	



Do

Read the following questions. Tick the box to show if they are open or closed.

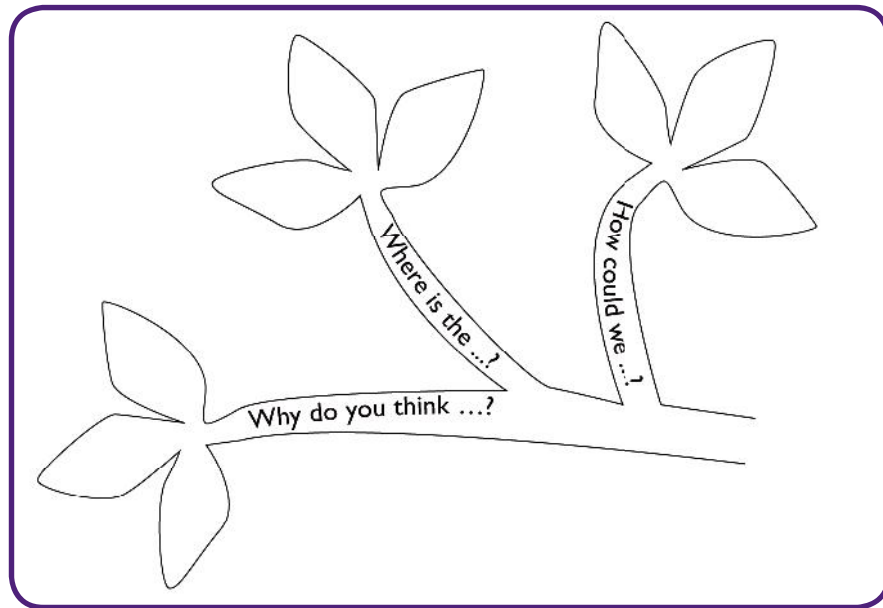
Question	Open	Closed
How can we generate (create) more business opportunities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Where have they decided to build the new health centre?	<input type="checkbox"/>	<input type="checkbox"/>
Who is responsible for writing the 'Vehicle Usage' policy?	<input type="checkbox"/>	<input type="checkbox"/>
What are the benefits of investing in this project?	<input type="checkbox"/>	<input type="checkbox"/>
Why isn't this project working as well as we'd planned?	<input type="checkbox"/>	<input type="checkbox"/>
When is the next AGM?	<input type="checkbox"/>	<input type="checkbox"/>

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• LEVEL 2 •

# Asking questions



Do



A question stem is the first part of a question. It is like the stem of a plant that can hold more than one leaf. Look at the following question stems. Mark them **O** (open) or **C** (closed).

Why do you think ...?

How could we ...?

What colour is ...?

What happens when ...?

Where is the ...?

What might happen if ...?

How do you use ...?

What happened first ...?



# Asking questions



Do

Imagine that a project is in trouble. Look at the following questions and circle ones that would help the situation. Draw a line through ones that would make it worse. We've done the first one as a guide for you.

~~Whose idea was this anyway?~~

Do we need professional help with this problem?

Who has a copy of the latest budget and review?

Who got us into this mess?

What options do we have now?

What can our past experience tell us about this problem?



Do

Draw a line to connect the two parts of each question below.

Who expensive is that training?

What will the guest speaker arrive?

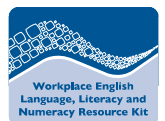
When has the work been delayed?

Where can help us with legal knowledge?

Why is the problem with that funding?

How do we keep the financial records?

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• LEVEL 2 •



# Asking questions



## Write

Now write six questions of your own in the spaces below. Try to write questions that you might really ask at your next meeting.

You might start with: who, what, when, where, why, how.

You might use other words: Could we invite ...? Should we consider ...? Would it be possible to ...? Does anyone know ...? Is there any money left for ...? Do we have enough time to ...? Is anyone else worried about ...? Can someone explain to me ...?

Who has a copy of the latest budget and review?

A 3D white figure in a suit and tie, holding a rolled-up document and a briefcase, standing next to a large speech bubble. The figure is positioned in the bottom right corner of the slide, facing left. The speech bubble is large and white, containing the text "Who has a copy of the latest budget and review?". The background of the slide is white with horizontal lines.

Who has a copy of the latest budget and review?

