

Understanding flowcharts



Word List

process = a series of actions that end up with a result. At the end of a process, something has been done.

flowchart = a diagram (a drawing or a plan) that gives information or shows a process step by step.



When do we use it? Context

We use flowcharts to understand the proper way to complete a process.

We also use flowcharts to understand other important information. For example, an organisational flowchart shows what job everyone at work does and who they report to.

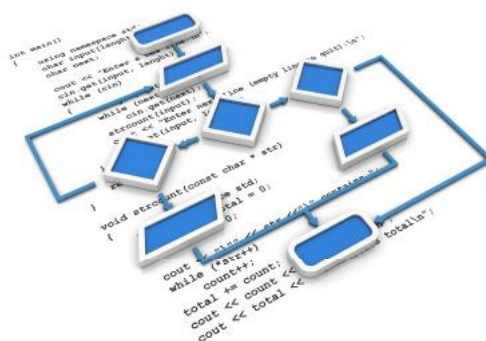


Why?

Flowcharts use simple sentences and arrows to help people understand or do something correctly.

We can understand a flowchart by following the arrows → and reading what to do step-by-step.

Sometimes it is easier to understand a flowchart than long instructions.

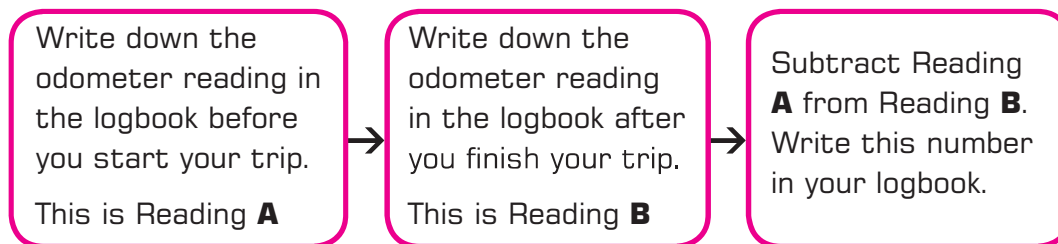


Understanding flowcharts



When do we use it? Context

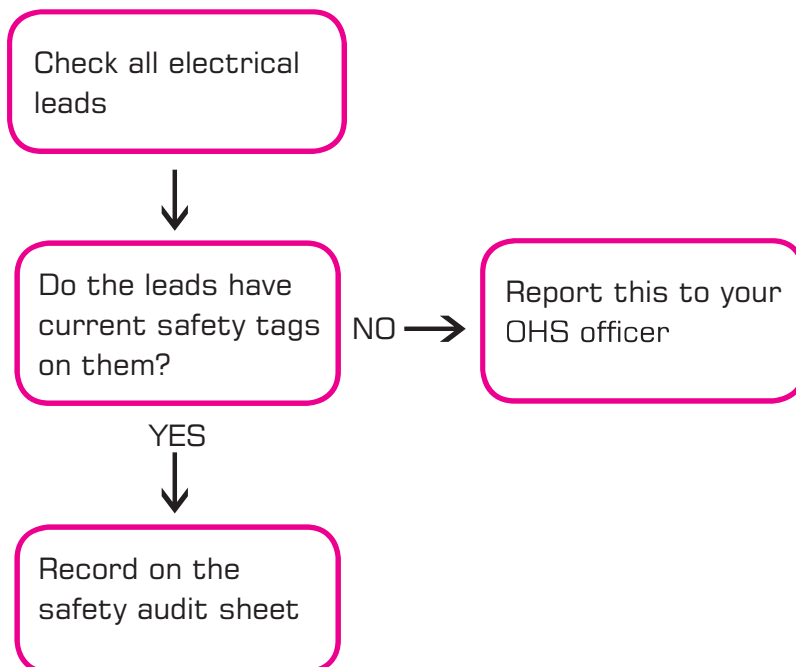
How to fill in a logbook



A flowchart can also show different ways of finishing the same process.

A flowchart can have arrows going in different directions to show different steps.

How to do a safety check on electrical leads



Understanding flowcharts



Do

Look at these instructions for washing your hands. Put them in the flowchart in the correct order. Make sure you follow the arrows.

Remove jewellery

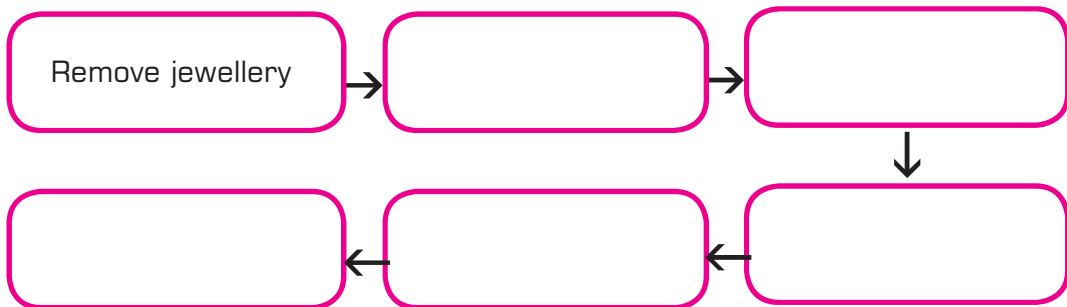
Lather soap all over hands

Rinse hands under running water

Wet hands thoroughly

Carefully wash hands for 20 seconds

Dry hands on paper towel



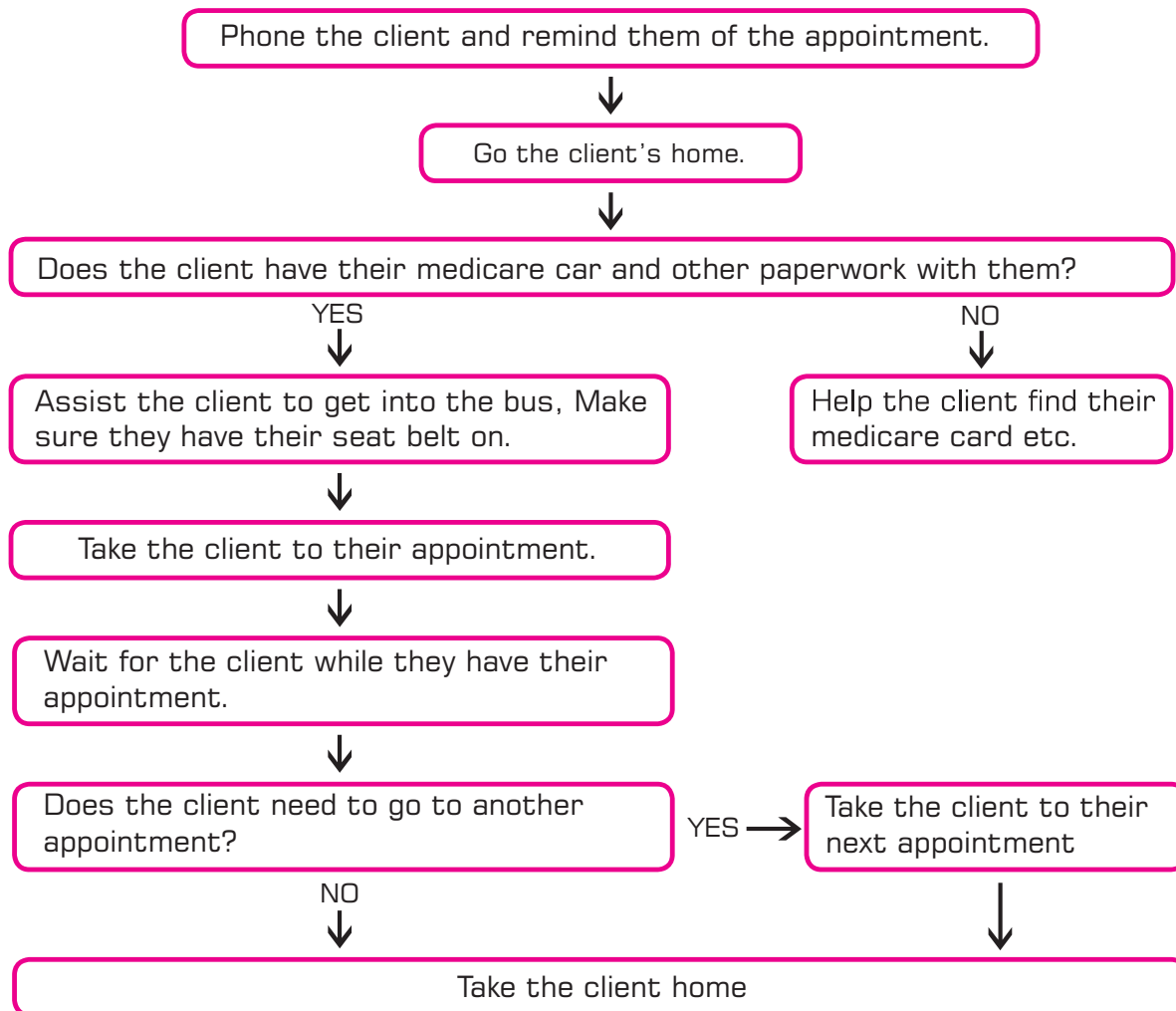
Do

Think of something that you do at work.

- Write down all the steps you have to do to complete this process
- Draw a flowchart and put all the steps in the correct order
- Show your flowchart to someone at work and see if they understand it.

Understanding flowcharts

Taking a client to a medical appointment



READING • LEVEL 2 •



What do you do if the client doesn't have their medicare card?

.....

What do you do after you take the client to their next appointment?

.....

Reading with children



Word List

literacy = the ability to read and write on your own.

retell = to tell again, using your own words.

model = to show someone how to do something properly.

repetition = to do something again and again, repeat many times

comprehension = understanding.



Watch - Observe

Watch children as they listen to stories. What do they do and say?



When do we use it? *Context*

We read to children as often as we can.

Reading to a group of children lets you model how to:

- hold the book the right way up
- turn the pages carefully
- use your finger to read from left to right
- talk out loud to make sense of the pictures
- notice letters and patterns to make sense of the words
- show interest in other children's comments
- enjoy the experience of reading the story and learning from it.



Reading with children



When do we use it? *Context*

Reading side-by-side with a child also helps them feel safer to:

- share personal thoughts
- point to words and pictures
- have close contact with a parent / carer.

Children learn through repetition – they like new stories but they often want to hear the same stories over and over again.



Why?

When young children read stories every day, it helps them understand how books and language work before they get to school.

It is not always important to read every word on every page. It is more important that everyone enjoys the experience of 'reading' even if you just retell the story in your own words from the pictures.

It is also important to talk about what is happening in the story. This develops their understanding (comprehension) about:

- themselves and their world
- how spoken language works 'Yesterday, I ...'
- how written language works 'Once upon a time, a little bear...'
- how books work (connecting writing with pictures).
- We use positive communication (talk and action) to show respect for children and to model (and reinforce) positive behaviour.
- If we say: 'Don't run' – the child hears the behaviour we don't want – running. If we say: 'Remember to walk' – we reinforce behaviour we do want – walking.



Reading with children



Do

Use the following words to fill in the spaces in the sentences below.

retell **model** **repetition**

Parents and carers reading by sharing lots of books.

Children love to hear the same stories, they love

Sometimes, you might a story by looking at the pictures and using your own words.

Mark the following sentences as **T** (for true) or **F** (for false), and discuss.

Reading together makes children feel safe and valued.

Reading isn't important until children start school.

Children should never interrupt when you are reading.

It's good to stop and talk about the story and the pictures.

Children often like the closeness of reading together side-by-side.



Do

A group of children are throwing blocks at each other. You could:

- a) Remind them that blocks are for building.
- b) Model how to build a really tall tower.
- c) Pack all the blocks away.

Reading with children



Do

Read each of the following behaviours and circle the best response. Kayla is on the swing and Tom has been waiting a long time. You could:

- a) Tell Kayla to give Tom a turn on the swing.
- b) Tell Tom to find another activity.
- c) Ask them if they can think of a fair way to share the swing.

Tina has taken a toy car from Jai. You could:

- a) Ask Jai if he wants to help you build a road.
- b) Take the car and give it back to Jai.
- c) Ask Tina to give the car to Jai and offer to find another car.



Write

Children need to hear examples of spoken and written language.

Look at the following 8 sentences. Write them below to show where they usually belong.

On a dark, dark night ...

They went down by the silvery sea.

Apples are healthy for you.

'I'm King of the Beasts,' said the lion.

I went to Nana's yesterday.

We played at the beach.

Five juicy mangos piled up high.

Giraffes live in Africa.

Spoken	written

READING • LEVEL 2 •

Reading instructions, manuals, programs and tables

Instructions



Word List

instructions (or **directions**) = the way to use or do something, one step at a time.



Watch - Observe

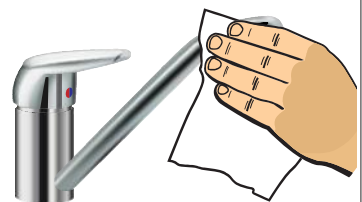
Look for written instructions in your workplace. Read them. People write instructions in many different ways.

These instructions are about collecting water:

COLLECTING WATER SAMPLES FOR BACTERIOLOGICAL EXAMINATION

1. CLEAN THE TAP

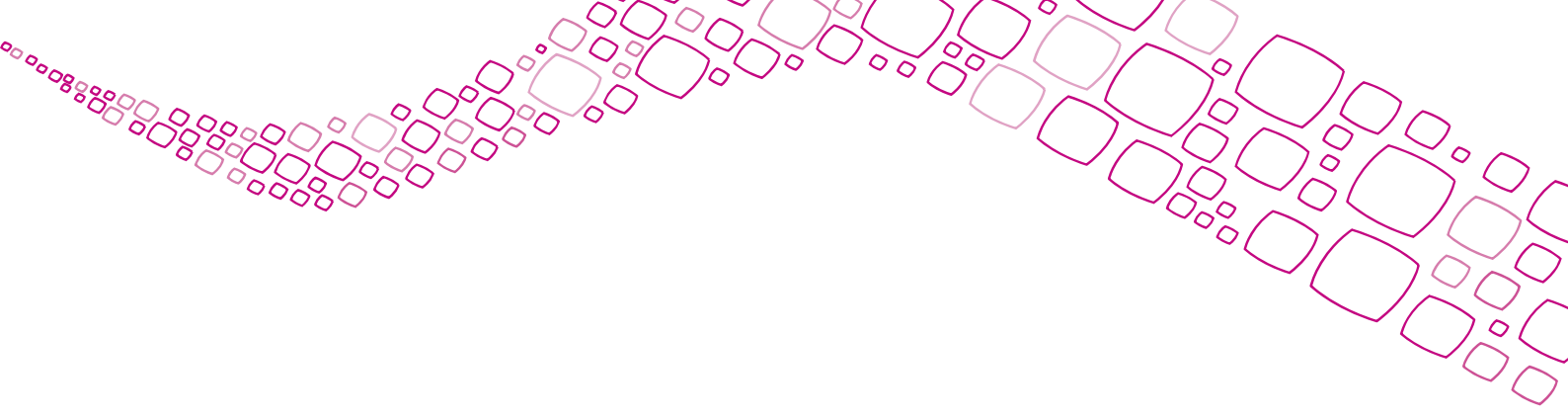
Remove from the tap any attachments that may cause splashing and using a clean cloth, wipe the outlet in order to remove any dirt.



2. RUN THE TAP

Turn the tap on at maximum flow rate for 1 to 2 minutes.





Reading instructions, manuals, programs and tables

Manuals



Word List

contents = a list of headings in the order that they come in the book.

chapter = the way parts of a book are split up.

heading = one line or less, usually in bigger print, at the start of a piece of writing that tells you what this writing is about.

subheading = one line or less of writing, smaller than the heading, that tells you what shorter parts of the writing are about.

index = a list of words in alphabetical order at the back of a book with page numbers.

bold = writing that is darker than the writing around it.



Watch - Observe

How do people use manuals?

How do they find the page they need?

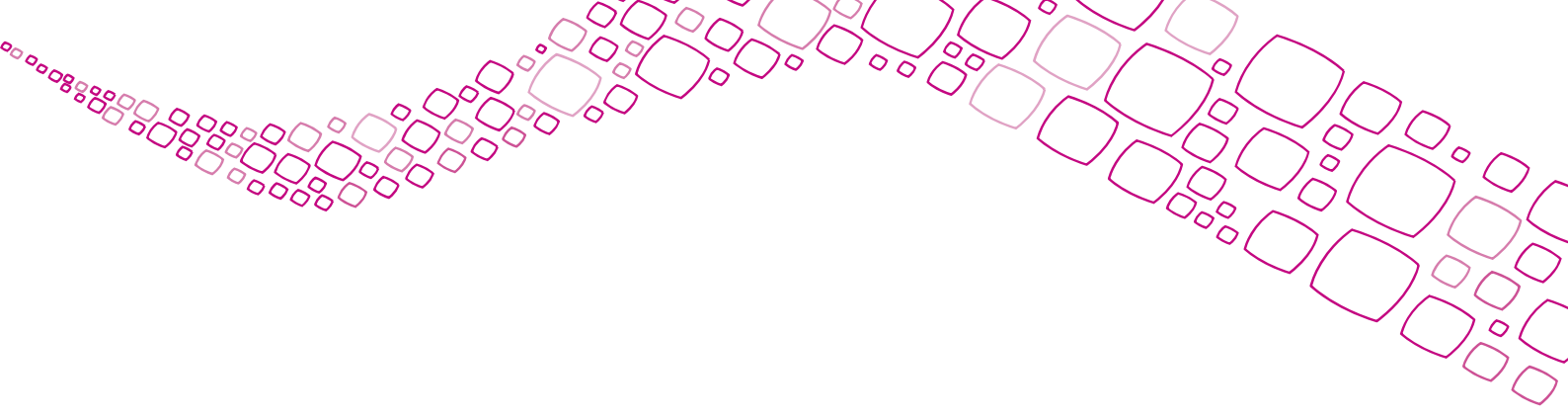


When do we use it? Context

When you need to find information, you can:

- read the contents to find the right chapter
- read the headings
- look in the index for words that are about what you need to know
- check the pictures to see what to do.





Reading instructions, manuals, programs and tables

Programs and Tables



Word List

table = a way of setting out information in rectangular spaces on a rectangular form. The spaces can be called cells or squares.

rectangular = how you describe a shape with four straight sides.

program = a plan showing what to do. A program can go for any length of time, but most centres plan programs for one week ahead. It is usually written in a table.



Watch - Observe

When do people in your workplace read programs?

What other tables do they read?

Why?

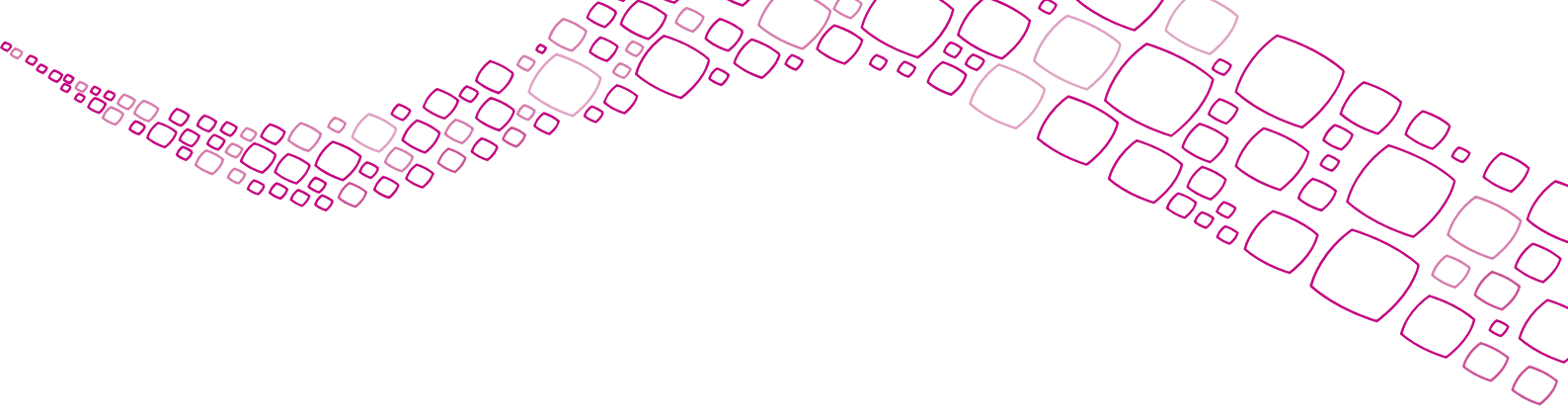


When do we use it? Context

We read tables when we need to find something out. When a program is in a table we can see what is planned for each day so we can get everything we need ready.

For example, when we were working with children and they have finished an activity, we can check the program to find out what else there is to do.





Reading instructions, manuals, programs and tables

Instructions



Write



Wonem Community Health Centre

Weighing a Baby

1. Put a light disposable cloth on the scales.
2. Undress the baby.
3. Put the baby on the scales and take the reading.
4. Record the reading.
5. Take off the scales and dress the baby.
6. Dispose of the cloth and clean the scales if necessary.

Read the instructions above for weighing a baby at the Wonem Community Health Centre.

What is the first thing you do?

What is the second last thing you do?

Reading instructions, manuals, programs and tables

Instructions



Do

Read the instructions on the next page about collecting water samples.

1. Draw a circle around the picture that shows maximum flow rate of water coming from the tap.
Put a cross (x) next to the picture that shows medium flow rate of the water coming from the tap.

2. Draw a circle around the mouth of the tap and the mouth of the bottle.

3. Draw a circle around the picture that shows someone holding the bottle top with the open end down.



Look at these instructions for washing hands. They're in the wrong order. Put numbers in the boxes (1 to 6) to show the correct order.

If there are words that you don't understand, ask someone to explain them to you. Or look them up in a dictionary.

- | | |
|--|--|
| <input type="checkbox"/> Lather soap all over hands | <input type="checkbox"/> Dry hands on paper towels |
| <input type="checkbox"/> Carefully wash hands for 20 seconds | <input type="checkbox"/> Wet hands thoroughly |
| <input type="checkbox"/> Rinse hands under running water | <input type="checkbox"/> Remove jewellery |

READING • LEVEL 2 •

Reading instructions, manuals, programs and tables

Manuals



Word List

Ch. = an abbreviation of (short way to write) the word **chapter**.

No. = an abbreviation of **number**.

Ch.	Name of the Chapter	Page No
1	Dogs	18
2	Germs	9
3	Environmental Health	61
4	Houses	4
5	Pests	64
6	Plumbing	3
7	Rubbish	8
8	Water	99



Do

Look at the table above and then write where the instruction is located

What you want to find out	Ch.
Killing cockroaches in a house	
What to do about dogs	
How to tell people about germs	
How to tell people about keeping their house clean	
How to teach people about environmental health	
How to look after the water supply	
What to do about rubbish	
How to look after the plumbing and pipes	

Reading instructions, manuals, programs and tables

Manuals



Do

Do you have any manual or handbooks at home?

What are they for?



Write

Write the names of any manuals or handbooks that are used at work. In the second column, write who they are for.

Name of the manual or handbook	Who it is for?



Reading instructions, manuals, programs and tables

Programs and Tables



Write

On the back of this card is a KidPLUS Day Care Activity Plan for over 3s for Monday and Tuesday. The program writer has made up some abbreviations so the ideas will fit in the spaces on the table.

Write the words that you think the abbreviations stand for:

chn. _____

T. bears _____

diff _____

cntnrs _____

cnr _____



Write

What dates is this program for?

What equipment do you need for Gross/Fine Motor Skills on Monday?

What would you need to make before Cognitive/Thinking Skills on Tuesday?

Sometimes you need to do activities in a particular order. Look at Language/Communication and Social/Emotional on Tuesday.

Which one would you do first?

READING • LEVEL 2 •

Reading instructions, manuals, programs and tables

Programs and Tables



Write



Topic – Teddy Bears

20 – 24/10/08	Monday	Tuesday
Language/ Communication	Talk about Teddy Bears. Ask chn to bring in their T. Bears tomorrow for show and tell.	Play spot the diff. on felt board. Read The 3 Bears story. Show and tell – T. bears.
Cognitive/Thinking	Cardboard T. bears. Paper waistcoats and decorate with pens. Puzzles.	Finger Puppets. Use stencils – cut out 3 bears stencils from ice cream cntnrs.
Music Movement/ Art	Play 'Teddy Bear, Teddy Bear.'	Learn 'Teddy Bear' dance.
Social/Emotional	Provide playdough. Use cutters, baking tray, etc. Bears and dolls in doll cnr.	Set up house in doll cnr. Provide bowls, spoons and diff. sizes of chairs as in story.
Large/Fine Motor	Water play – add soap powder to the water trough to make bubbles.	Play games outside + have races with the T. bears.

READING • LEVEL 2 •



Word List

report = writing that is about something that has happened.

record = stored information about someone or something. Records can be forms, checklists or reports.

form = a document that asks questions and has spaces for answers.

manual = a book that shows you what to do and how to do it for example a procedures manual.

handbook = a book containing important information about a topic for example a staff handbook.

There is not much difference between the meaning of 'manual' and 'handbook'. The same book might be called a manual or a handbook.

contents = a list of the book's sections with a page number for the start of each section. The 'Contents' page is near the front of the manual or handbook.

key words = important words. If you see key words, they can help you work out what information is about. Sometimes key words are in **bold** type.

section = the way parts of a book or document are split up. Sections are like chapters – parts of a book.

index = a list of key words or sections with page numbers. The index is usually at the back. However, some manuals and handbooks have it at the front – like a contents page.

heading = one line or less, usually in bigger print at the start of a piece of writing, that tells you what the writing is about.

subheading = one line or less, smaller than the heading, that tells you what shorter parts of the writing are about.

No. = an abbreviation of **number**.



Understanding and reading reports



When do we use it? Context

We write reports about what we have done and things that have happened.

Usually we need to make sure we answer the questions: who, where, when and what happened.

For example, if someone hurts themselves at work an accident report must be completed.

If there is not much space to write the report, we use abbreviations and short sentences.

Many reports are written on forms.

Many workers – including people who work in long day care and family day care – use manuals and handbooks. Tradespeople and office workers use them. So do nurses and doctors.

Policies and procedures are often set out in manuals and handbooks.

Some services have separate handbooks for staff and parents.



Accident Report

Full Name: Manners, George	
Date: 9/04/09	Time: 1.30pm
Incident / accident	George cut his finger with a knife in the lunch room
Treatment / symptoms	Washed George's finger. Put on a bandaid
Name of First Aid Officer: Susan West	
Signature: S. West	





Write

Look at the report on the back of this page and answer the following questions:

Who is the report about? .

What was the date? . What time?

Where did Peter play inside this morning?

.

What did he play with inside?

.

What did Peter do with these toys?

.

What did Peter play with outside?

.

Peter has some close family members with him at child care.

They are his . and his

Write the three comments from the report that tell you what activity Peter seemed to like best this morning.

.

.

If you are at work the next morning, this report tells you what Peter usually does when he arrives at child care. What does he do?

.

.

Understanding and reading reports



Do

Individual Session Report

Focus Child: Peter Wright

Date: 20/05/11

Time: 10:00am - 12:30pm

Setting:

Morning, indoor babies room play area. Activities: musical toys, home cnr cooking set. Outdoor, big ball games, rolling toys and car.

Observations:

Peter still has his bottle first and after that he went to home cnr and opened the stove and put the pot in. Then he played with musical toys, danced and smiled. He ate all his lunch, he drank a bottle of water. Outdoors he played using rolling toys with his brother and sister.

Other staff input:

Nicole: Peter is a happy child & he likes music, he always moves his body when music is on.

Matt: Peter likes dancing and music and he loves to play outdoors too

READING • LEVEL 3 •





Word List

policy = what has to be done (or not done). Sometimes it includes some information about why it has to be done.

procedure = how something has to be done. Procedures are often written as a list of actions.

Sometimes it can be hard to tell the difference between a policy and a procedure. The main thing is to understand what they say.



Watch – Observe

Policies and procedures might be written in manuals or handbooks.

Sometimes they are written on posters or charts.

Where are policies and procedures written in your workplace?



When do we use it? *Context*

We use policies and procedures to find out what needs to be done and how to do it.

We might need to know this because we are going to do it ourselves, and because we are going to explain it to someone else.

For example:

- What is the policy about smoking in the health centre?
- What is the procedure for locking up the health centre at night?



Understanding policies & procedures



Why we use it?

Policy is from the Greek word 'polites' for 'citizen' and 'polis' for 'city'.

Policies give the same information to everyone. Everyone can find out about their rights and responsibilities.

Policies explain an organisation's rules about:

- responsible behaviour (e.g. no smoking / first aid policies)
- beliefs (e.g. equal employment opportunity policy)
- rights (e.g. grievance, discrimination and health and safety policies).

Most policies contain a section called procedures.

Procedures tell you exactly what to do in certain situations. Procedures help people in organisations to be:

- safe – to prevent (stop) panic in an emergency e.g. cyclones, fires, accidents
- organised – to do things the same way each time, e.g. managing meetings, communicating with other departments
- efficient – to remember the steps of complex tasks, e.g. taking minutes at a meeting
- fair – to give everyone an equal chance to participate, e.g. voting, recruitment, election of members.



Understanding policies & procedures



Do

Below are some places where you might find written policies and procedures at work.

Look at the list. Put a ✓ next to any place where you find policies and procedures

- ☐ in a handbook or manual
- ☐ on posters or charts
- ☐ in the office



Do

Read the following policy and procedure about securing (locking-up) the office

If there are words that you don't understand, ask someone to help you.

Wonem Community Health Centre Policies and Procedures Manual

Policy: Securing the Health Centre

The Health Centre must be secured (locked up) when there are no people on the premises. This includes at the end of a working day, or for shorter periods during the day.

Procedure – Securing the Health Centre

Staff members must:

1. Check that there are no clients nor other members of the public on the premises.
2. Check that the back door and all the windows are secured.
3. Switch on the answering machine.
4. Turn off all lights and air-conditioning.
5. Leave the building by the front door.
6. Lock the front door.



Policy and Procedure Manual 12



Understanding policies & procedures



Write

Write the name of the policy:

Put a tick ✓ next to which part tells people what they must do.

Policy ☐ Procedure ☐

Put a tick next to which part tells people how to do it.

Policy ☐ Procedure ☐



Write

Two of the following things are in the procedure. One is not.

Read each sentence and circle in or not in.

Staff members must ...		
Switch on the answering machine.	in	not in
Empty out the rubbish bins.	in	not in
Lock the front door.	in	not in



Talk about – Discuss

Find a written policy or procedure that is important in your job.

Talk about the policy or procedure with someone at work.

Understanding policies & procedures



Write

Look at your organisation's policies and procedures

Look through and read some of the policies. You may see some section headings which are the same. In many cases you'll find:

Policy Heading	Meaning
title	name of policy e.g. Occupational Health & Safety
introduction	what the policy is about
purpose	why the policy is important
authorisation	who makes decisions about the policy
policy	a general statement and some detail telling what the policy covers
definitions	what some of the difficult words mean
responsibilities	who needs to follow which parts of the policy
procedure	exact details of what you should do and how to do it
attachments	these are helpful papers or websites: sometimes called 'useful information' or 'related documents'
review	when you review (look again at) the policy



Write

Use the table above to help you complete the following sentences.

To know what a policy is about, read the _____.

To know what a policy includes or covers, read the _____.

To know why a policy is important, read the _____.

Understanding policies & procedures



Do

Circle the correct word to show which of the following are policies and which are procedures. The first is done for you.

how to send a fax

policy / procedure

rules about Board / Council finances

policy / procedure

what to do in the event of a fire

policy / procedure

rules about workplace recruitment

policy / procedure



Write

Two of the following things are in the hand washing policy. One is not. Read each sentence and circle in or not in.

Workers must wash hands...		
when they arrive at work	in	not in
After talking to parents	in	not in
Before preparing or serving the food	in	not in

Two of the following things are in the hand washing procedure. One is not. Read each sentence and circle in or not in.

Rinse your hands well	in	not in
Use soap and warm running water	in	not in
Look in the mirror while you wash	in	not in



Navigating legal documents



Word List

navigate = to find your way through.

document = could be any piece of writing. Documents often give us detailed written evidence (proof) about rules and ways to make decisions (e.g. contracts, agreements and constitutions).

constitution = a document containing the important principles (laws) of how an organisation is managed and directed.

legal = to do with the law.



Watch - Observe

Every organisation has a legal constitution. Your Chairperson / President of your board / council will give you a copy when you join.

These documents often have long sentences with a lot of detail. They use formal language because they need to be exact. Most people without legal training find them quite difficult to read and write.

It helps readers if the writing is broken into smaller parts (sections with numbered points or clauses).



Wonem Health Board Constitution

1. Membership
 - a) members shall comprise...
 - b) members must...
2. Sub-committees
 - a) sub-committees may meet...

Navigating legal documents



When do we use it? Context

People often go to their constitution when they need the exact legal answer to a difficult question.

Organisations write constitutions to give exact information about their:

main work	what they do
powers	what they are allowed to do
membership	who can join
structure	how the Board / Council is made up
financial business	how to manage the money
communication	when meetings are held
documentation	what records you need to keep
sub-committees	how smaller groups can work
public officer	who records all membership
contingency plans	what to do when things don't go to plan
dissolution	how to stop / end all business.

READING • LEVEL 3 •



Why we use it?

Legal documents (such as constitutions and contracts) need to be very exact. They hold the answers to many different and difficult questions. They explain what is and isn't allowed in many situations.



Navigating legal documents



Write

To know the exact details of what to do and how to do it, read the

.....

To find some other helpful papers, read the

.....

To know who needs to follow a part of the policy, read the

.....

To know who to talk to about a policy, look at the name on the

.....



Do

Circle the correct word to show which of the following are policies and which are procedures. The first is done for you.

how to send a fax

policy / procedure

rules about Board / Council finances

policy / procedure

what to do in the event of a fire

policy / procedure

rules about workplace recruitment

policy / procedure



Talk about – Discuss

Sometimes boards / councils need new policies and procedures. Sometimes you just need to review and update them. Talk with the people on your board / council if you think any changes need to be made. This could be an agenda item for your next meeting

Navigating legal documents



Do

Look at the following sentence (from a constitution).

'The income and property of the Association, however derived, shall be applied solely towards the promotion of the objects and purposes of the Association and no portion thereof shall be paid or transferred, directly or indirectly, by dividend, bonus, or otherwise, to any member of the Association.'

Now look at what it really means when you take out the detail (and the power words).

Legal words	Meaning in plain words
The income and property of the Association, however derived,	all money coming in
shall be applied solely towards the promotion of the objects and purposes of the Association	is only to help the organisation to do its work
and no portion thereof shall be paid or transferred, directly or indirectly, by dividend, bonus, or otherwise, to any member of the Association.	and must never be paid to any member.

READING • LEVEL 3 •



Talk about – Discuss

Legal documents like contracts and constitutions can be very confusing. But there are very clear rules underneath the difficult words.

Whenever you need to know an exact legal answer, find someone who has experience in reading or writing legal documents to help you.

Who could you ask?

