



# Victorian Essential Learning Standards

## Sample Unit

### New For Old

Level 6 - Interpersonal Development, English

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## Introduction

In *New for old* students analyse an existing packaging for a product according to its target audience. As part of a team, they conduct a survey, analyse their findings and develop a proposal to modify or design a new packaging for their product to meet the needs of a new target audience. They write a business letter using appropriate tone, structure and language for a workplace text.

They also reflect on how successfully they worked as a team.

Suggested duration: 10–15 hours

For further information see the [Teaching, Learning and Assessment Activities](#) section.

## Assessment

This unit provides opportunities for students to demonstrate achievement of elements of Level 6 Standards in:

- Interpersonal Development
- English

It will also help teachers identify ways in which the Level 6 standards support students to develop facets of Employability Skills.

For further information see the [VELS and Employability Skills](#) section.

Students are assessed on their ability to:

- analyse the packaging of a product according to its purpose and target audience
- modify or design new packaging to appeal to a specific audience
- write a business letter using appropriate tone, structure and language for a workplace text
- reflect on the success of their team.

For further information see the [Assessment](#) section.

## Acknowledgements

The VCAA acknowledges teachers from Ballarat High School, Bayside College and Sebastopol College who contributed ideas or materials that helped shape this unit.

# Victorian Essential Learning Standards

*New for old* provides opportunities to assess students against elements of Level 6 standards and facets of Employability Skills as detailed below.

For further information see the [Employability Skills](#) section.

Strand	Domain	Dimension	Element of standard	Related employability skill
Physical, Personal and Social Learning	Interpersonal Development	Working in teams	<p>... work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams.</p> <p>... clearly articulate or record their reflections on the effectiveness of learning in a team.</p>	<p>Teamwork</p> <p>... adapts to and contributes to group processes.</p>
Discipline-based Learning	English	Writing	<p>(Students) write persuasive texts dealing with complex ideas and issues and control the linguistic structures and features that support the presentation of different perspectives ...</p> <p>They select subject matter and begin to use a range of language techniques to try to position readers to accept particular views of ... ideas and information. They compose a range of other texts, such as ... workplace texts.</p>	

For further information see the [Assessment](#) section.

## Teaching, Learning and Assessment Activities

In *New for old* students analyse an existing packaging for a product according to its target audience. As part of a team, they conduct a survey, analyse their findings and develop a proposal to modify or design a new packaging for their product to meet the needs of a new target audience. They write a business letter using appropriate tone, structure and language for a workplace text.

The activities include:

- Activity 1: Visual text analysis
- Activity 2: Explore target audience
- Activity 3: Prepare and present a proposal (for company manager)
- Activity 4: Design product packaging
- Activity 5: Reflect on team and write a business letter to company manager.

### Activity 1: Visual text analysis

Activities	Supporting the activities	Assessment
<p><b>Key Question</b></p> <p>How is packaging designed to appeal to the consumer?</p> <p>Outline the unit, team activities and assessment.</p>	<p>It would be useful to emphasise that students will not only be assessed on their English knowledge and skills but also on their ability to work effectively in a team.</p> <p>Introduce two examples of a similar everyday product that have different target audiences (for example, cereals that are designed to appeal to children and adults).</p> <p>Students could be encouraged to brainstorm why they think the two packaging designs appeal to their current target consumers.</p> <p>They could use a graffiti wall to record their responses which would be used as the basis for a general class discussion or a jigsaw activity.</p> <p>Examples of teaching and learning strategies can be found in the <u>Teaching and Learning Resource</u> section.</p>	
<p>Give each student a copy of the Visual Text Analysis worksheet and ask them to complete the worksheet either individually or in pairs.</p>	<p>Model an analysis of product packaging. See <u>Visual text analysis handout</u> (See <i>Unit Resources</i> page 12) and guide students through the worksheet explaining the terminology used in the analysis.</p>	

	The analysis of the two products could be completed as a <u>Think, Pair, Share</u> activity.	
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## Activity 2: Explore target audience

Activities	Supporting the activities	Assessment
<p>Inform students that they will be working in teams to:</p> <ul style="list-style-type: none"> <li>• select an everyday product</li> <li>• identify their target audience/user</li> <li>• conduct a survey about their existing packaging</li> <li>• prepare and present a proposal for their new or modified packaging</li> <li>• redesign the packaging</li> <li>• write a business letter for a specific audience and purpose.</li> </ul>		
<p>Organise students into teams of 4-5 students.</p> <p>Explain they will be assessed on how well they work in a team and how they:</p> <ul style="list-style-type: none"> <li>• manage their time</li> <li>• negotiate roles</li> <li>• delegate tasks.</li> </ul> <p>In Activity 5 students will write their reflection on how well their team has worked using the information from their Teamwork Log to inform their reflection.</p>	<p>Provide each group of students with a copy of the <u>Teamwork log</u> (See <i>Unit Resources</i> page 17).</p> <p>The aim of the teamwork log is for students to track their tasks and the processes they have used throughout the project.</p> <p>See <u>Establishing Roles</u> for strategies in negotiating roles, allocating tasks, planning and contributing to their team's presentation.</p>	<p>The students' reflections at the end of the unit will form part of their assessment for: Interpersonal Development – <i>Working in teams</i>. See <u>Assessment rubric</u> (See <i>Assessment</i> page 8).</p>
<p>Ask students to write up a survey. They need to :</p> <ul style="list-style-type: none"> <li>• select a number of questions from the brainstorm session in Activity 1</li> <li>• prepare a set of questions that will provide useful information about what their consumers' want</li> <li>• plan a timeline to conduct the survey</li> <li>• discuss ways to collect organise and analyse their data.</li> </ul>	<p>Provide students with examples of surveys to assist their understanding about:</p> <ul style="list-style-type: none"> <li>• the importance of using precise language to avoid ambiguities or bias</li> <li>• how language can influence the validity of surveys.</li> </ul> <p>Use examples such as polls, television or newspaper opinion surveys.</p>	

	<p>Students could consider generating questions such as:</p> <ul style="list-style-type: none"> <li>• What product do you currently purchase?</li> <li>• Are you influenced by the packaging?</li> <li>• What would you like to see in a new packaging?</li> </ul>	
Students conduct their survey.	Surveys can be conducted at the school to an agreed minimum number of people.	

### Activity 3: Prepare and present a proposal (for company manager)

Activities	Supporting the activities	Assessment
<p>Ask students in their teams to:</p> <ul style="list-style-type: none"> <li>• collate the results and analyse their findings from their survey</li> <li>• discuss the outcome of the survey</li> <li>• decide on a new target audience</li> <li>• identify what appeals to their new target audience</li> <li>• decide appropriate modifications or designs for the new packaging</li> <li>• plan and write a proposal which they will present to the rest of the class.</li> </ul>	<p>Direct students to sketch, annotate and show details about their new design. They need to</p> <ul style="list-style-type: none"> <li>• justify their preferred option</li> <li>• show the features of the product that make it suitable for the new user.</li> </ul>	
<p>Instruct each team to present their proposal to the rest of the class.</p> <p>Ask each team to regroup and consider the feedback and incorporate any changes into their proposal as necessary</p> <p>Modifications to the proposal, based on the class' feedback, needs to be reflected in the teamwork log for this session.</p>	<p>To prepare students for their presentations, discuss the qualities and skills that contribute to an effective presentation.</p> <p>At the conclusion of each presentation, provide an opportunity for other students to give feedback.</p> <p>Feedback to teams can be provided using strategies such as:</p> <ul style="list-style-type: none"> <li>• fish bowls</li> <li>• critical circles</li> <li>• reflective circles.</li> </ul> <p>For more information see <a href="#">feedback strategies</a>.</p>	

### Activity 4: Design product packaging

Activities	Supporting the activities	Assessment
<p>Ask teams to decide</p> <ul style="list-style-type: none"> <li>• which members will modify or design the packaging</li> <li>• timeline for tasks.</li> </ul> <p>Remind team members to confer at the end of this session and complete their teamwork logs.</p>	<p>Elements of the design for the packaging include:</p> <ul style="list-style-type: none"> <li>• layout</li> <li>• text</li> <li>• colour</li> <li>• juxtaposition of images</li> <li>• symbolism.</li> </ul>	<p>Collect group packaging for Assessment as learning English – <i>Writing</i>. See <a href="#">Assessment rubric</a> (See <i>Assessment</i> page 8).</p>

### Activity 5: Reflect on team and write a business letter to company manager

Activities	Supporting the activities	Assessment
<p>Individually, students write their reflection on how well their team worked using the teamwork reflection worksheet.</p> <p>Use the teamwork log to inform their reflection.</p>	<p>Provide each student with a copy of the <a href="#">Teamwork reflection worksheet</a> (See <i>Unit Resources</i> page 22).</p>	<p>Collect students' reflection to assess Interpersonal Development – <i>Working in teams</i>. See <a href="#">Assessment rubric</a> (See <i>Assessment</i> page 8).</p>
<p>Ask students to write an individual business letter (approximately one page).</p>	<p>Provide opportunities for students to review a business letter format.</p> <p>They should consider how audience, purpose and context shape language choice and use.</p> <p>The audience for this letter is the (imaginary) company whose packaging they have modified.</p> <p>The structure of the final report will include:</p> <ul style="list-style-type: none"> <li>• Paragraph 1: Outline of the proposal.</li> <li>• Paragraph 2: Research and findings.</li> <li>• Paragraph 3: Recommendations and justification.</li> </ul>	<p>Collect students' report to assess English – <i>Writing</i>. See <a href="#">Assessment rubric</a> (See <i>Assessment</i> page 8).</p>

## Assessment

The Victorian Essential Learning Standards support a combination of assessment practices:

- Assessment of learning (summative)
- Assessment for learning (formative)
- Assessment as learning (formative).

The assessment tasks in this unit focus on collection of evidence of student learning for summative purposes. Some components could also be used to support assessment for learning and assessment as learning.

### Assessment guide

When assessing student achievement, assessment criteria can be developed from relevant standards and associated tasks or activities. The table below shows the assessment criteria related to the assessment task/s and relevant Standards and the expected evidence to be used as the basis for assessment.

The table can also be used to assist teachers to make judgments about whether students are working *at* the standard (achieved the Standard), progressing *towards* the standard (have not met expectations of the Standard) or progressing *beyond* the Standard (have exceeded expectations of the Standard) for specific assessment criteria. It is provided as a guide only and may be adapted or modified to suit particular classrooms and/or student reporting.

See the Assessment Resource for advice on developing rubrics.

### Assessment Task: New for old

Evidence	Element of standard	Assessment criteria	Progressing towards the standard	At the standard	Progressing beyond the standard
<b>English</b>					
Final report (Activity 5)	(Students) write persuasive texts dealing with complex ideas and issues and control the linguistic structures and features that support the presentation of different perspectives ...	Ability to present ideas and justify recommendations.	Ideas are presented with limited justification and/or limited clarity.	Ideas are presented and justified.	Ideas developed and justified clearly and persuasively.

	They select subject matter and begin to use a range of language techniques to try to position readers to accept particular views of ... ideas and information. They compose a range of other texts, such as ... workplace texts	Ability to construct a text using appropriate tone, structure and language.	Writing is not well constructed.	Writing is generally well constructed.	Writing is structured coherently, ideas are presented logically, tone is appropriate and language is concise.
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**Interpersonal Development**

Final reflection on teamwork (Activity 5)	... work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams.  ... clearly articulate or record their reflections on the effectiveness of learning in a team.	Ability to critically reflect on the effectiveness of their team.	Describes the effectiveness of their team with limited reflection or examples.	Critically reflects on effectiveness of their team with examples.	Demonstrates insight into the characteristics of successful teamwork.
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## Unit Resources

### Print publications

VCE Foundation English Study Design, 2006, See: Advice to Teachers: Communication and the Workplace, Victorian Curriculum and Assessment Authority.

*Career Pathways: Career Education for ESL Students*, Career Education Association of Victoria, email: ceav@netspace.net.au (Designed specifically for ESL learners, this kit has curriculum support materials composed of four units: Self-awareness, World of Work, Decision Making and Career Choices. These materials can be photocopied).

Eunson, Baden, 1996, *Writing at Work*, John Wiley & Sons, Queensland.

Hayward, S, 1998, *Communication in the Work Team*, Eastern House, Croydon, Victoria.

Hodge, R & Ridley, C, 2006, Cambridge Literacy Workbook for VCAL,

Kenman, S, 1999, *Workplace Literacy Kit*, Edserve, Brisbane.

Prain, V, 1991, *Left to Write*, Oxford University Press, Melbourne. (See: Chapter titled 'You Do It This Way'.)

Ridley, Corinna, 2003, *Real Texts: Authentic Texts for adult and youth literacy classes*, DEST, (<http://education.qld.gov.au/library/resource/tesol/adult-lit-bk.html>)

Schmerling, L, 1996, *Communication in the Workplace*, Macmillan Education Australia, South Melbourne.

Vize, Anne, 2003, *Literacy for Living*, Books 1-2. (Photocopiable resource for teachers)

Vize, Anne, 2004, *Skills for Work*, Books 1-4 (photocopiable resource for teachers)

### Websites

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the Internet, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to this unit of work, and to check these addresses prior to allowing student access.

For information on the [Department of Education and Early Childhood Development's Assessment Advice](http://www.education.vic.gov.au/studentlearning/assessment/default.htm) ([www.education.vic.gov.au/studentlearning/assessment/default.htm](http://www.education.vic.gov.au/studentlearning/assessment/default.htm))

For information on the [Department of Education and Early Childhood Development's Principles of Learning and Teaching \(PoLT\)](http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm) ([www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm](http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm))

The websites below are included in as recommended starting points. They include information and images suitable for use by students at this level.

### Graphics and desktop publishing

[About.com: Lesson Plans Utilizing Desktop Publishing](http://desktoppub.about.com/compute/desktoppub/cs/k12lessonplans/index.htm)  
(<http://desktoppub.about.com/compute/desktoppub/cs/k12lessonplans/index.htm>)

[About.com: Microsoft publisher tutorials](http://desktoppub.about.com/compute/desktoppub/cs/publisher/index.htm)  
(<http://desktoppub.about.com/compute/desktoppub/cs/publisher/index.htm>)

[Snap Printing, Australia](http://www.snapprinting.com.au) ([www.snapprinting.com.au](http://www.snapprinting.com.au))

[Deezin](http://www.deezin.com) ([www.deezin.com](http://www.deezin.com))

[Desktop Publishing](http://www.dtp.com) ([www.dtp.com](http://www.dtp.com))

[Jobguide](http://jobguide.thegoodguides.com.au) (<http://jobguide.thegoodguides.com.au>)

## **Teacher resources**

### Teaching and Learning Resource

This document provides information about teaching and learning strategies referred to in the task.

### Assessment Resource

This document provides information about assessment strategies referred to in the task.

## **Student resources**

Visual text analysis handout (See page 12)

Final letter (See page 15)

Teamwork log (See page 17)

Teamwork reflection worksheet (See page 22)

## Cereal packaging

<b>Advertising element</b>	<b>Cereal one</b>	<b>Cereal two</b>
Purpose		
Target Audience		
Layout		
Text		
Colour		
Images - juxtaposition of images		
Symbolism		
Language use		

## Advertising

Advertising element	Cereal one	Cereal two
Purpose		
target Audience		
Layout		
Text		
Colour		
Images - juxtaposition of images		
Symbolism		
Language use		

**Purpose:**

- Overall, what is the packaging/advertisement 'trying' to portray/say about its product?

**Target Audience**

- Who is the packaging/advertisement aimed at (age, sex, interests etc)?

**Layout:**

- How does the layout of the text and images appeal to its target audience?

**Text:**

- How do the font, size and amount of text appeal to its target audience?

**Colour:**

- How does the colour (including combinations of colours) appeal to its target audience?

**Images:**

- How do the images appeal to its target audience?
- What is the effect of these images?
- What is the effect of the juxtaposition of these images?

**Symbolism:**

- Is there any symbolism in the images presented? If so, what do they symbolise?
- How do they appeal to the target audience?

**Language use:**

- How does the language appeal to the target audience?
- Give specific examples of language used and its affect on the audience.



## Template

**(Date)**

Dear Sir/Madam,

We, **(team name)**, have recently completed our prototype for **(cereal name)**'s new packaging and website design.

Since our proposal, we have made a number of changes that we believe greatly improves the product. These changes were **(identify the changes made and how they improve the product)**.

**(Discuss what you think about your final product – why it is effective and why it appeals to your target audience.)**

**(Finish your letter with a conclusion that states your team is happy with the finished product and you hope the company will be too.)**

Yours sincerely,

**(Your Name)**

# Teamwork Log



Student Materials

- This aim of this Teamwork Log is to track your work tasks and processes throughout the project.
- Only 1 Log is to be completed by the team and should be completed at the start of the lesson and then reflected on at the end.
- Your Log will form the evidence in your final reflection

## Activity 1

**What strength does each team member bring to this in relation task?**

**Name 1:** \_\_\_\_\_

**Task / Team Strength:** \_\_\_\_\_

**Name 2:** \_\_\_\_\_

**Task / Team Strength:** \_\_\_\_\_

**Name 3:** \_\_\_\_\_

**Task / Team Strength:** \_\_\_\_\_

**Name 4:** \_\_\_\_\_

**Task / Team Strength:** \_\_\_\_\_

# Teamwork Log



Student Materials

**Activity 1: Visual text analysis**

**Date:** \_\_\_\_\_

Activity Tasks	Team member responsible	Reason why the team member was selected	Comp. YES √	Completed NO Why not?	What happens next with the activity?

# Teamwork Log



Student Materials

**Activity 2: Explore target audience**

**Date:** \_\_\_\_\_

Activity Tasks	Team member responsible	Reason why the team member was selected	Comp. YES √	Completed NO Why not?	What happens next with the activity?

# Teamwork Log



Student Materials

**Activity 3: Prepare and present a proposal**

**Date:** \_\_\_\_\_

Activity Tasks	Team member responsible	Reason why the team member was selected	Comp. YES √	Completed NO Why not?	What happens next with the activity?

# Teamwork Log



Student Materials

**Activity 4: Design product packaging**

**Date:** \_\_\_\_\_

Activity Tasks	Team member responsible	Reason why the team member was selected	Comp. YES √	Completed NO Why not?	What happens next with the activity?

# Teamwork reflection



Student Materials

**Task:** To write a personal (individual) reflective piece discussing how you feel your team worked to research, create and present their new cereal packaging.

Your reflection should address the following questions:

Were you happy with the finished product? Why/why not?

Were you happy with the way the team worked together? Why/why not?

What was the best aspect of being in this team? Why was it the best aspect?

Did any member of the team perform better than expected? How did they perform better? Why do you think they performed better than expected?

Did you delegate tasks to the person who could best do the job? If so, how and why. If not, why not?

Were you allocated the task best suited to you? If so, why was it best suited to you? If not, why wasn't it best suited to you?

If you had to work with this team again, would you do anything differently? If yes, what would you do differently and why?

**Do not simply write answers to these questions. Use these questions as a *guide* in what you discuss in your reflective piece. Your reflective piece must be written in detailed paragraphs with examples from your teamwork log to support your answers.**