

# Learning Lab

## Contextualised Content



# LEARNING LAB CONTEXTUALISED CONTENT

TERYN ATTWELL; KELLY ANN SMITH;  
RILEY BARBER; AND AZADEH  
MOBASHERI

JACK DUNSTAN AND MIK EFFORD

RMIT Open Press  
Melbourne, Australia



*Learning Lab Contextualised Content Copyright © 2022 by RMIT University is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/), except where otherwise noted.*



# CONTENTS

Acknowledgement of Country	xvii
About this resource	xviii
Authors and contributors	xxiii
Accessibility	xxxix
Versioning history	xxxiv
Teacher's guide	xli

## Part I. Introduction

Character profiles	5
--------------------	---

## Part II. Managing the Team and Event

Using clear and concise language	21
Working out a marketing budget	26

Visualising survey data with charts and graphs	32
Writing a report	40
Presenting in an online meeting	49
Using a risk assessment matrix	57

### Part III. Working with Volunteers and Contributors

Skimming and scanning	71
Assigning volunteers to work areas	79
Thinking critically when treating patients	86
Calculating medicine dosage	89
Mind mapping an artist statement	92
Writing an artist statement	98

### Part IV. Setting Up the Festival Site

Constructing an access ramp	109
Moving heavy equipment safely	112

Ordering hand sanitiser	116
Calculating noise levels	120
Working with coloured lights	125
Using accessible colour in design	133

## Part V. Running a Sustainable Festival

Making a festival sustainable	145
Creating your own sustainability goals	151
Minimising festival waste with a systems thinking approach	156
Talking about fast fashion and sustainability	165
Using eco-friendly practices in art	171

## Part VI. Organising the Economics and Marketing Industry Booth

Studying economics Q&As	181
-------------------------	-----

Testing your online learning skills	184
Managing your time at uni	187
Giving a presentation	199
Evaluating market information	202
Economics and marketing job board	207
Job advertisement: Business Resilience Officer	209
Job advertisement: Health Economics Research Assistant	215
Job advertisement: Digital Marketing Assistant	221

## Part VII. Organising the Engineering Industry Booth

Recognising flawed arguments	229
Exploring innovation and sustainability in agricultural technology	233
Engineering job board	244
Job advertisement: Aerospace Engineer - Spacecraft	247

Job advertisement: Civil Engineer - Transportation	255
Job advertisement: Mechanical Engineer	263

## Part VIII. Organising the Social Sector Industry Booth

Working in the social sector Q&As	275
Managing social media responsibly	284
Social sector job board	290
Job advertisement: Schools Speech Pathologist	293
Job advertisement: Social Policy Officer - Community Wellbeing	301
Job advertisement: Mental Health Promotion Officer	310

## Part IX. Organising the Health Sector Industry Booth

Highlighting the sustainable benefits of health technology	321
---	-----

Investigating the reliability of online health information	337
Health sector job board	342
Job advertisement: Graduate Radiographer	345
Job advertisement: Research associate - Virology	352
Job advertisement: Graduate Nurse Program	361

## Part X. Accessibility documents

Transcript: Character profiles	371
Transcript: Emergency evacuation document fill in the blanks activity	377
Transcript: Simplified emergency evacuation document	381
Transcript: Calculating ticket sales median and mode quiz	383
Transcript: Calculating ticket sales mean quiz	386
Transcript: Bo and Cara's data visualisation	390

Transcript: Different types of graphs and charts hotspot activity	393
Transcript: Sammie's report notes Q1	397
Transcript: Sammie's report notes Q2	400
Transcript: Sammie's report notes Q3	402
Transcript: Sammie's report notes Q4	403
Transcript: Sammie's report expandable section	406
Transcript: Examples of report topics expandable section	410
Transcript: Cara's voicemail	412
Transcript: Online presentation tips quiz	413
Transcript: Risk assessment matrix	421
Transcript: Festival hazard likelihood quiz	425
Transcript: Potential hazards at the festival expandable sections	428
Transcript: Salty Creek Festival risk assessment matrix activity	433
Transcript: Skimming quiz	439
Transcript: Scanning quiz	441
Transcript: Volunteer preferences fill in the blanks activity	444

Transcript: Total volunteer interest fill in the blanks activity	447
Transcript: Volunteer allocation image slider	449
Transcript: Patient treatment and critical thinking quiz	452
Transcript: Calculating medicine dosage card activity	455
Transcript: Afra's mind map image slider	456
Transcript: Writing an artist statement fill in the blanks activity	459
Transcript: Afra's artist statement final version	463
Transcript: Calculations for an access ramp fill in the blanks activity	465
Transcript: Calculating the trolley force quiz	468
Transcript: Calculating the ramp angle quiz	471
Transcript: Calculating hand sanitiser supply needs fill in the blanks activity	473
Transcript: Converting between hand sanitiser units fill in the blanks activity	475



Transcript: Estimate sound levels multiple choice	477
Transcript: Calculate sound level over distance fill in the blanks	479
Transcript: Calculate minimum distance for first aid tent fill in the blanks	481
Transcript: Creating coloured light multiple choice (part 1)	483
Transcript: Creating coloured light multiple choice (parts 2, 3 and 4)	484
Transcript: Colour accessibility card activity	486
Transcript: Sammie's sustainability presentation	492
Transcript: Sustainable festivals card activity	495
Transcript: Nico's sustainability goal	501
Transcript: Bo's to-do list graphic	504
Transcript: Waste reduction interactive infographic	505
Transcript: Waste reduction in daily life expandable sections	511
Transcript: Sustainability in fashion quiz	513

Transcript: Cara's history of fast fashion timeline	518
Transcript: The history of fast fashion quiz	525
Transcript: Afra and Cara's text conversation	528
Transcript: Afra's art studio hotspot activity	531
Transcript: Bo Q and A infographic	534
Transcript: Online learning skills quiz	537
Transcript: Giving a presentation card activity	556
Transcript: Questions for evaluating data and statistics expandable sections	560
Transcript: Source excerpts and analyses card activity	563
Transcript: Business Resilience Officer FAQs	569
Transcript: Health Economics Research Assistant FAQs	571
Transcript: Digital Marketing Assistant FAQs	573
Transcript: Four logical fallacies card activity	575

Transcript: Examples of logical fallacies multiple choice quiz	577
Transcript: Game-changers in agriculture presentation	581
Transcript: SDGs and AgTech hotspot activity	589
Transcript: Queensland bananas did you know accordion	596
Transcript: Aerospace Engineer FAQs	598
Transcript: Civil Engineer FAQs	602
Transcript: Mechanical Engineer FAQs	604
Transcript: Mechanical engineering jobs infographic	608
Transcripts: Social sector interview	609
Transcript: Meagan's run-through of her talk	612
Transcript: Meagan's interactive poster	615
Transcript: Schools Speech Pathologist FAQs	618
Transcript: Speech pathology case study card activity	624
Transcript: Social Policy Officer FAQs	627
Transcript: Mental health promotion officer FAQs	630

Transcript: James's blog post (text-only version)	636
Transcript: Using the SIFT method presentation	648
Transcript: Are these articles trustworthy quiz	652
Transcript: Graduate radiographer FAQs	657
Transcript: Research Associate - Virology FAQs	661
Transcript: Graduate Nurse Program FAQs	664
Transcript: Critical thinking as a nurse card activity	666
Object Index	669
Glossary	683

# ACKNOWLEDGEMENT OF COUNTRY

---

RMIT University acknowledges the people of the Woi wurrung and Boon wurrung language groups of the eastern Kulin Nation on whose unceded lands we conduct the business of the University. RMIT University respectfully acknowledges their Ancestors and Elders, past and present. RMIT also acknowledges the Traditional Custodians and their Ancestors of the lands and waters across Australia where we conduct our business.



Image attribution: 'Luwaytini' by Mark Cleaver, Palawa.

# ABOUT THIS RESOURCE

---

## Disclaimer

RMIT Library staff have compiled this textbook in good faith, exercising all due care and attention.

No representation is made about the accuracy, completeness or suitability of the information in this publication for any particular purpose. The publisher assumes no responsibility for any damage or injury to persons or property arising out of the use of any materials, instructions, methods or ideas contained in the book. Readers should seek appropriate advice when applying the information to their specific needs.

### **Attributions**

This textbook includes material adapted from third party works under Creative Commons licences. In the case of multiple downstream adaptations, links to original works are included within the attribution statement where possible.

## Suggested citation

Attwell T, Smith KA, Barber R and Mobasher A (2022)

*Learning Lab Contextualised Content*, RMIT University Library. <https://rmit.pressbooks.pub/llcc>

## Suggested attribution

Learning Lab Contextualised Content by [RMIT University Library](#) is licensed under [CC BY-NC-SA 4.0](#).

## Copyright

This book is provided under an [Attribution-NonCommercial-ShareAlike 4.0 International License](#) except where otherwise noted.

The RMIT University Logo and cover design are ‘all rights reserved’.

We have made all reasonable efforts to:

- clearly label material where the copyright is owned by a third party
- ensure that the copyright owner has consented to this material being presented in this textbook.

### **External links**

This textbook includes links to third-party websites that contain copyright protected material, your access to the sites will be covered by terms between you and the other operator/owner of the site. We are not responsible for any of the

content, including links found on the site. Read and abide by the external websites' terms of use.

## Published by

RMIT Open Press

## Recognition

The Learning Lab Contextualised Content OER has featured in presentations within RMIT and externally, in Australia and internationally.

In 2022, Teryn Attwell and Dr Azadeh Mobasheri presented on the planning and design stages of the LLCC project at the CAUL 'Enabling a Modern Curriculum' Conference.

In 2023, Kelly Ann Smith presented her poster on how the LLCC and other open educational resources can support UN Sustainability Goal 4: Quality Education at the IFLA World Library and Information Congress in Rotterdam. Later in 2023, Teryn Attwell presented a paper on the development of the guiding principles of the project at the International Conference of Education, Research, and Innovation in Seville.

In December 2023, the Learning Lab Contextualised Content won a diamond LearnX Award for 'Best Free eLearning Resource'. The LearnX Awards are a yearly



showcase of work by those who are leading the way in learning design, training, and talent management worldwide.

## Credits

This open educational resource was created by staff of the RMIT University Library, Digital Learning Team working on the [DESE's Higher Education Participation and Partnership Program](#).

## Cover design

By AJ Penrose

## Images

- All images in this book are free to use with attribution.
- Salty Creek art by AJ Penrose.
- Avatar images were created using Pablo Stanley's '[Avatars](#)' collection on [Blush](#).
- Other graphics were sourced from [unDraw](#) by Katerina Limpotsouni.
- Graphics not referenced were created by the authors of this book.

Attribution: Front matter information has been adapted from

Blake, J. Halson, J. Kolk, I. Lennox, A. Moffat, S. Ponte, F.  
Rata, R. & Thomas, C. (2022) *[The OER Capability Toolkit](#)*.  
RMIT Open Press. Available under a [CC BY-NC 4.0](#) license.

# AUTHORS AND CONTRIBUTORS

---

## About the authors



### **Teryn Attwell**

Teryn (she/her) is a learning designer, educator, and English language content creator. She holds a Bachelor of Arts (Hons) in History, a Graduate Diploma of Education (EAL and humanities), and a Graduate Certificate in Digital Learning and Teaching. After a decade teaching English in secondary schools and language schools in Australia, England, Vietnam and Spain, Teryn embraced the idea of a career pivot in 2020

and began creating online learning content. In 2021, she moved from teaching to learning design at RMIT University Library. Integral to Teryn's practice is an interest in authentic learning and assessment.

<https://www.linkedin.com/in/teryna/>



### **Kelly Ann Smith**

Kelly Ann (she/her) is a learning designer and digital resource developer with a background in teaching, librarianship, technical writing and research. The common thread throughout her work has been empowering others, and she is passionate about fighting systemic inequities and facilitating a sense of self-efficacy in students. Kelly Ann has been excited to create content for the LLCC project as a learning designer and to organise student feedback through online focus groups. She holds a Bachelor of Arts in English Literature, a Bachelor of Arts (Hons) in Germanic Studies, a

Master of Library and Information Science, and a Master in Teaching, and is an accredited teacher in Australia and the US.

<https://www.linkedin.com/in/kelly-ann-smith/>



### **Riley Barber**

Riley (she/her) graduated with a Bachelor of Communications (Journalism) at RMIT University in 2021. She has previously worked in the media, delivering curated news to a global audience on a digital platform. While studying for her degree, she volunteered as one of the Editors-in-Chief of the student-run publication, The Swanston Gazette. Her areas of interest lie in helping students thrive in an academic environment and equipping them with the skills they need to succeed. She joined the RMIT Library's Higher Education Participation and Partnership Program (HEPPP) as a content development officer, researching, editing and reviewing the content before it is delivered to students.

<https://www.linkedin.com/in/rileybarber/>



**Azadeh Mobasheri**

Azadeh (she/her) was granted a PhD in Applied Linguistics and Educational Linguistics in 2014 from The University of Melbourne. Previously, she taught Masters Qualifications Program and Academic English to international students. In recent years, however, she has become increasingly interested in digital teaching and learning and therefore completed a Graduate Certificate in eLearning from the University of New England. Her areas of interest include creating online interactive content, accessibility and inclusion in learning and teaching, with a growing interest in creating animated educational videos. Azadeh's role in the Higher Education Participation and Partnership Program project at RMIT University Library was a learning designer and co-lead.

<https://www.linkedin.com/in/azadeh-aza-mobasheri/>

## About the contributors



### **Jack Dunstan**

Jack's (he/him) experience in frontline health care delivery, accessibility, disability support, web multimedia development gives him in a holistic approach to online resource development in addressing equity. His time at RMIT as an educational developer has allowed him the opportunity to bring the insights from these experiences together. He's been a key part in the development of dozens of sharable materials, mostly within Vocational Education, and a champion of Open Educational Resources that are supported by Open Source technologies.

<https://www.linkedin.com/in/jackdunstan/>



**Mik Efford**

Mik (he/him) is an Industrial Designer, Graphic Designer, Web Developer and educator. He holds a BA (Hons) in Industrial Design from RMIT and a BA (Hons) in Multimedia Design from Curtin University. He's previously worked as a sessional academic at RMIT within the Industrial Design department and at Curtin University in the Design Department. He's otherwise been a practicing freelance designer for over 20 years, working mainly for non-profits such as Oxfam and AEF and small businesses. His involvement in HEPPP is as a subject matter expert in STEM related content.

<https://www.linkedin.com/in/michaelefford/>



**AJ Penrose**

AJ (she/her) is a digital story-teller with over 20 years experience in the web/multimedia industry and is a passionate advocate of diversity and accessibility online. AJ enjoys exploring emerging technology and is especially happy while code-sleuthing, illustrating and animating for the Digital Learning, Library team.

<https://www.linkedin.com/in/aj-penrose-b0067a93/>

## **Character voice-overs performed by**

Teryn Attwell

Riley Barber

Nicole Lampton

Alexander Mee

AJ Penrose

Chittesh Shukla

## Acknowledgements

The work of the Open Scholarship Team at RMIT University Library has given us a great foundation to work from when developing this book, particularly the [OER Capability Toolkit](#) by Julian Blake; Jane Halson; Ian Kolk; Anne Lennox; Stuart Moffat; Frank Ponte; Rebecca Rata; and Carrie Thomas.

We would like to thank the members of the two student focus groups who reviewed this content and offered valuable feedback from the learner's perspective.

Additionally, a special thank you to the following people for their advice and support in the development of this resource:

Dr. Lisa Cianci

Howard Errey

David Howard

Meg Ivory

Katherine Jarvie

Leanne McCann

# ACCESSIBILITY

---

## Accessibility statement

RMIT University supports the creation of free, open, and accessible educational resources. We are actively committed to increasing the accessibility and usability of the textbooks and support resources we produce.

## Accessibility features of the web version of this resource

RMIT's Digital Learning Team strives to meet the WCAG AAA criteria where possible. The web version of this resource has been designed with accessibility in mind and incorporates the following features:

- Designed to consider the needs of people who rely on screen reading technology.
  - Content is formatted to work with screen readers.
  - Images have alt tags.
  - Transcripts have been developed for infographics and interactive content.

## Other file formats available

In addition to the web version, this book is available in a number of file formats, including:

- **Print PDF** (the format you should select if you plan to make a printed, physical copy of your book. This file meets the requirements of printers and print-on-demand services.)
- **Digital PDF** (useful if you want to distribute your book as a digital file, but do not intend to print the file. Digital PDFs are optimized for accessibility, contain hyperlinks for easier navigation, and can be used online.)
- **EPUB** (these files can be submitted to any popular ebook distributor and opened by most modern ebook readers. This is the file you'd use to submit your ebook to Kobo, Nook, iBooks, Amazon, and others.)
- **Common Cartridge with Web Links** (this export form allows you to iframe content as an external link into an LMS, like Canvas)
- **Various editable files.** Look for the 'Download this book' drop-down menu on the landing page to select the file type you want.

## Accessibility improvements

While we strive to ensure that this resource is as accessible and

usable as possible, we might not always get it right. We are always looking for ways to make our resources more accessible. If you have problems accessing this resource, please let us know at [digital.learning.library@rmit.edu.au](mailto:digital.learning.library@rmit.edu.au) so we can fix the issue. <sup>[1]</sup>

1. Adapted from [OER by Discipline Directory](#) by BCcampus is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.
2. Front matter information has been adapted from Blake, J. Halson, J. Kolk, I. Lennox, A. Moffat, S. Ponte, F. Rata, R. & Thomas, C. (2022) [\*The OER Capability Toolkit\*](#). RMIT Open Press. Available under a [CC BY-NC 4.0](#) license.

# VERSIONING HISTORY

---

This page provides a record of edits and changes made to this text from initial publication. Whenever edits or updates are made to the text, we provide a record and description of those changes here.





If you have a correction or recommendation you would like to suggest, please contact the Digital Learning Team within the RMIT University Library at:

**[digital.learning.library@rmit.edu.au](mailto:digital.learning.library@rmit.edu.au)**

Version	Date	Description
Pre-publication Test book	21/10/2022	Limited version of book published for student focus group testing.
Initial Publication	05/12/2022	Book published with initial collection of materials.
Version 2	03/02/2023	<b>Book updated with new materials</b>  Organising the Engineering Industries <ul style="list-style-type: none"><li>• Engineering job board</li><li>• Job advertisement: Civil Engineering</li><li>• Job advertisement: Mechanical Engineering</li></ul> Organising the Health Sector Industries <ul style="list-style-type: none"><li>• Health job board</li><li>• Job advertisement: Graduate Engineer</li><li>• Job advertisement: Graduate Engineer</li><li>• Job advertisement: Research Scientist</li></ul> Organising the Social Sector Industries <ul style="list-style-type: none"><li>• Working in the social sector</li></ul>

Version 3	07/03/2023	<p><b>Book updated with new material</b></p> <p>Managing the Team and Event:</p> <ul style="list-style-type: none"> <li>• Presenting in an online meeting</li> </ul> <p>Organising the Social Sector Industry:</p> <ul style="list-style-type: none"> <li>• Social sector job board</li> <li>• Job advertisement: Mental Health</li> <li>• Job advertisement: Schools</li> <li>• Job advertisement: Social Policy</li> </ul>
Version 4	04/04/2023	<p><b>Book updated with new material</b></p> <p>Managing the Team and Event:</p> <ul style="list-style-type: none"> <li>• Using a risk assessment matrix</li> </ul> <p>Running a Sustainable Festival:</p> <ul style="list-style-type: none"> <li>• Creating your own sustainable festival</li> <li>• Highlighting the sustainable aspects of a festival</li> <li>• Making a festival sustainable</li> <li>• Minimising festival waste with</li> </ul> <p>Setting Up the Festival Site:</p> <ul style="list-style-type: none"> <li>• Using accessible colour in design</li> </ul>

Final version (version 5)	18/05/2023	<p><b>Book updated with new material</b></p> <p>Managing the Team and Event:</p> <ul style="list-style-type: none"><li>• Visualising survey data with</li><li>• Writing a report</li></ul> <p>Organising the Engineering Industries:</p> <ul style="list-style-type: none"><li>• Explore innovations and sus</li></ul> <p>Organising the Social Sector Industries:</p> <ul style="list-style-type: none"><li>• Managing social media respo</li></ul> <p>Organising the Health Sector Industries:</p> <ul style="list-style-type: none"><li>• Investigating the reliability o</li></ul> <p>Running a Sustainable Festival:</p> <ul style="list-style-type: none"><li>• Using eco-friendly practices</li></ul> <p>Setting Up the Festival Site:</p> <ul style="list-style-type: none"><li>• Moving heavy equipment sa</li></ul> <p>Character images in the Character</p>
---------------------------	------------	--

# TEACHER'S GUIDE

---

[Search learning objects](#)

## Welcome

Welcome to the Learning Lab Contextualised Content (LLCC) suite of open education resources, developed by educators and learning designers to support your lessons and your students. These engaging learning objects are intended to show the relevance of a wide range of foundation skills to learners' everyday life.

## Target audience

This content has been developed to engage and support learners who are

- Year 10-12 Secondary students
- Undergraduate students
- Foundation year students
- VET students
- Independent learners

## About the content

The specific goal of this content is to place skills and knowledge into contextualised scenarios which learners can relate to and engage with. There is a strong focus on interpersonal, organisational, and higher-thinking skills, as well as industries and professions which require higher education qualifications. The primary aims of this work are to widen aspiration among pre-enrolment students, and to support the foundation skills of enrolled students.

All objects sit within a larger story, that of the Salty Creek Community Festival, and can be explored holistically by the learner. The objects in the book are divided into eight series that represent different festival planning areas (see below). However, each learning object (Pressbooks chapter) is also modular, meaning it can be used as an independent lesson or activity.

Each object is intended to show a skill or piece of knowledge within a context that learners can relate to. An object may present a question or scenario, or test the learner's mastery of the knowledge or skill. Learners can then access links to tutorials which offer further depth or additional information on the topic.

In an online learning environment, this content can be shared with students via a direct link, brought into your own LMS, or copied into your platform of choice. In a non-digital environment, PDF versions of content and transcripts of

interactive activities can be printed to use in class or as supplementary material.

[Go to the download links](#)

## Series – Planning Areas

The learning objects have been grouped into ‘series’. These groupings are part of the overarching festival story, as each series represents a different festival planning area. This organisation choice has been made to enhance the storytelling aspect of the resource, while also reflecting the multidisciplinary focus and transferable nature of skills and knowledge in the real world.

**These are the main series and the topics they cover:**

- 1. Managing the Team and Event**

Event management, budgeting and marketing, communication and collaboration, writing and presentation skills, and online skills

- 2. Working with Volunteers and Contributors**

Nursing, art and design, maths, communication, writing, and critical thinking

- 3. Setting Up the Festival Site**

Engineering, maths, physics, event management, and art and design

- 4. Running a Sustainable Festival**

Event management, environmental issues, and the

United Nations' Sustainable Development Goals

**5. Organising the Industry Booths (4 series)**

Career skills, engineering, economics, marketing, event management, writing, presenting, and a range of organisational and interpersonal skills.

## Your role

How you use these resources will depend on your learning environment and the needs and interests of your students. Under your guidance and direction, students can engage with learning objects to complement the lessons they are currently undertaking or fill skills or knowledge gaps in foundation areas. You can use the objects as they are or adapt the language and activities to cater to the particular needs of your students.

The objects have been designed so that learners can complete them independently, but they can be easily adapted to suit pair or group work. There are 'reflect' questions in many objects, which can serve as transitions into collaborative activities and larger discussions.

## How to use the learning objects:

As the learning objects in this suite of resources are modular, they can be packaged and used in multiple ways:



- An individual object can be taken to supplement a lesson.
- Objects can be packaged by subject or skill (e.g., marketing, maths, critical thinking) to supplement lessons and courses.
- Objects can be packaged by series to explore the multidisciplinary aspect of each planning area (e.g., learn skills related to setting up the festival, running a sustainable event).
- Objects can be packaged by character to show learners the tasks of a student or industry professional.
- Objects can be chosen in any order by students based on interest (a more relaxed and exploratory focus).

## **Example packaging of objects:**

## Objects by series: Working with volunteers and contributors

In this series, the characters work with festival volunteers and contributors to make sure everything runs smoothly.

Object	Subject	Skills and knowledge	Learning Lab Links
Skimming and scanning	Communication	Reading, Language	Strategies for Skimming and Scanning
Assigning volunteers to work areas	Event management	Maths	Sample Spaces
Thinking critically when treating patients	Health	Critical thinking	Introduction to critical thinking, what is critical thinking, becoming a critical thinker
Calculating medicine dosage	Health	Maths	Medicine dosage by body weight
Mind mapping an artist statement	Art & Design	Writing, Study Skills	Mind mapping – writing process, mind mapping – artist statement
Writing an artist statement	Art & Design	Writing	Artist statement vocabulary

## Objects by topic: critical thinking

These are the objects which include content related to the skill of critical thinking.

Object	Learning Lab links
Thinking critically when treating patients	Introduction to critical thinking, What is critical thinking, Becoming a critical thinker
Recognising flawed arguments	Logical fallacies
Evaluating market information	Evaluate information sources using CRAAP
Job advertisement: Aerospace Engineer	Introduction to critical thinking
Talking about fast fashion and sustainability	SDGs in your life
Working with coloured lights	Additive and subtractive colour
Working in the social sector Q&As	Introduction to critical thinking
Job advertisement: Research associate – Virology	Introduction to critical thinking, Choose valid sources
Job advertisement: Graduate Nurse Program	Introduction to critical thinking

Job advertisement: Schools Speech Pathologist	Introduction to critical thinking
Job advertisement: Social Policy Officer – Community Wellbeing	Analysing an argument, Choose valid sources
Using a risk assessment matrix	Risk Assessment Matrix
Managing social media responsibly	Engaging critically with social media, Evaluate information sources using CRAAP
Investigating the reliability of online health information	Engaging critically with social media, Evaluate information sources using CRAAP

## Objects by character: Mia

Objects featuring Mia are related to her role as Engineering and Safety Advisor.

Object	Subjects	Skills and knowledge	Learning Lab links
Constructing an access ramp	Event management, Engineering	Maths	Right angle trigonometry
Moving heavy equipment safely	Event management, Engineering	Maths, physics	Forces on slopes, Right angle trigonometry
Recognising flawed arguments	Communication	Critical thinking, Communication, Sustainability	Logical fallacies
Ordering hand sanitiser	Event management	Maths	Units and conversions
Calculating noise levels	Engineering	Physics	Inverse square law
Working with coloured lights	Art & Design, Engineering	Colour theory	Additive and subtractive colour systems

Engineering Job Board	Careers, Engineering	Critical thinking, Maths, Time management, Collaboration, Online skills, Writing	Goal setting and focus, Time management, Introduction to critical thinking, Algebra, Trigonometry, Vectors, Writing for the workplace, Working well together online, Using collaboration tools, Risk Assessment Matrix, Statistics
Using a risk assessment matrix	Engineering, Event management	Critical thinking	Risk Assessment Matrix
Exploring innovation and sustainability in agricultural technology	Sustainability, Engineering	Sustainability literacy	United Nations Sustainable Development Goals (SDGs), Sustainable development goals: life below water

**Search for objects by the following subjects or skills and knowledge:**

Subjects	Skills and knowledge
Art & Design	Collaboration
Careers	Colour Theory
Communication	Critical Thinking
Economics	Maths
Engineering	Online Skills
Event Management	Physics
Health	Presenting
Marketing	Reading
Social Studies	Research Skills
Sustainability	Study Skills
	Sustainability literacy
	Time Management
	Writing

Use the table below to search for learning objects which focus on a specific subject and/or skills and knowledge. You can sort each column of the table, or use the search bar to get a list of one category.



Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#"><u>Assigning volunteers to work areas</u></a>	Event management	Maths	<ul style="list-style-type: none"> <li>• <a href="#"><u>Sample spaces</u></a></li> </ul>
<a href="#"><u>Calculating medicine dosage</u></a>	Health	Maths	<ul style="list-style-type: none"> <li>• <a href="#"><u>Dosage by weight activity</u></a></li> <li>• <a href="#"><u>Medication dosage by body weight</u></a></li> </ul>
<a href="#"><u>Calculating noise levels</u></a>	Event management, Engineering	Physics	<ul style="list-style-type: none"> <li>• <a href="#"><u>Logarithms</u></a></li> <li>• <a href="#"><u>Inverse Square Law</u></a></li> </ul>
<a href="#"><u>Constructing an access ramp</u></a>	Event management, Engineering	Maths	<ul style="list-style-type: none"> <li>• <a href="#"><u>Right triangle trigonometry</u></a></li> </ul>
<a href="#"><u>Evaluating market information</u></a>	Marketing	Critical thinking, Research skills	<ul style="list-style-type: none"> <li>• <a href="#"><u>Evaluate information sources using CRAAP</u></a></li> </ul>

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#">Giving a presentation</a>	Communication	Presenting	<ul style="list-style-type: none"> <li>• <a href="#">Understanding your audience</a></li> <li>• <a href="#">Use clear and concise language</a></li> <li>• <a href="#">Oral presentations basics</a></li> </ul>
<a href="#">Job advertisement: Aerospace Engineer – Spacecraft</a>	Careers, Engineering	Critical thinking, maths, time management	<ul style="list-style-type: none"> <li>• <a href="#">Goal setting and focus</a></li> <li>• <a href="#">Procrastination</a></li> <li>• <a href="#">Introduction to critical thinking</a></li> <li>• <a href="#">Algebra</a></li> <li>• <a href="#">Trigonometry</a></li> <li>• <a href="#">Vectors</a></li> </ul>
<a href="#">Job advertisement: Business Resilience Officer</a>	Careers, Economics	Writing, collaboration	<ul style="list-style-type: none"> <li>• <a href="#">Writing a report</a></li> </ul>
<a href="#">Job advertisement: Digital Marketing Assistant</a>	Careers, Marketing	Time management	<ul style="list-style-type: none"> <li>• <a href="#">Time management</a></li> <li>• <a href="#">Procrastination</a></li> </ul>

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#">Job advertisement: Health Economics Research Assistant</a>	Careers, Economics, Health	Writing, collaboration	<ul style="list-style-type: none"> <li>• <a href="#">Working well together online</a></li> <li>• <a href="#">Using collaboration tools</a></li> <li>• <a href="#">Writing for the workplace</a></li> </ul>
<a href="#">Ordering hand sanitiser</a>	Event management	Maths	<ul style="list-style-type: none"> <li>• <a href="#">Units and conversions</a></li> </ul>
<a href="#">Mind mapping an artist statement</a>	Art & Design	Writing, study skills	<ul style="list-style-type: none"> <li>• <a href="#">Artist statement - mind mapping</a></li> <li>• <a href="#">Writing process</a></li> </ul>
<a href="#">Recognising flawed arguments</a>	Sustainability, Communication	Critical thinking	<ul style="list-style-type: none"> <li>• <a href="#">Logical fallacies</a></li> </ul>
<a href="#">Studying economics Q&amp;As</a>	Economics	Online skills, Time management	

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#">Talking about fast fashion and sustainability</a>	Sustainability	Critical thinking, sustainability literacy	<ul style="list-style-type: none"> <li>• <a href="#">Sustainable development goals in your life</a></li> <li>• <a href="#">Sustainable industries: fashion</a></li> <li>• <a href="#">Fashion: the Higg materials sustainability index</a></li> </ul>
<a href="#">Skimming and scanning</a>	Communication	Reading	<ul style="list-style-type: none"> <li>• <a href="#">Skimming and scanning</a></li> <li>• <a href="#">Strategies for skimming and scanning</a></li> </ul>
<a href="#">Thinking critically when treating patients</a>	Health	Critical thinking	<ul style="list-style-type: none"> <li>• <a href="#">Introduction to critical thinking</a></li> <li>• <a href="#">What is critical thinking</a></li> <li>• <a href="#">Becoming a critical thinker</a></li> </ul>
<a href="#">Using clear and concise language</a>	Communication	Writing	<ul style="list-style-type: none"> <li>• <a href="#">Workplace writing basics</a></li> <li>• <a href="#">Writing clearly</a></li> </ul>

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#"><u>Working out a marketing budget</u></a>	Accounting, Marketing	Maths	<ul style="list-style-type: none"> <li>• <a href="#"><u>Mean, mode, median</u></a></li> </ul>
<a href="#"><u>Working with coloured lights</u></a>	Engineering, Art & Design	Critical thinking, Colour theory	<ul style="list-style-type: none"> <li>• <a href="#"><u>Additive and subtractive colour</u></a></li> </ul>
<a href="#"><u>Writing an artist statement</u></a>	Art & Design	Writing	<ul style="list-style-type: none"> <li>• <a href="#"><u>Artist statement - vocabulary tips</u></a></li> </ul>
<a href="#"><u>Job advertisement: Civil Engineer = Transportation</u></a>	Careers, Engineering	Maths, collaboration, online skills	<ul style="list-style-type: none"> <li>• <a href="#"><u>Time management</u></a></li> <li>• <a href="#"><u>Procrastination</u></a></li> <li>• <a href="#"><u>Writing for the workplace</u></a></li> <li>• <a href="#"><u>Working well together online</u></a></li> <li>• <a href="#"><u>Using collaboration tools</u></a></li> <li>• <a href="#"><u>Algebra</u></a></li> <li>• <a href="#"><u>Trigonometry</u></a></li> <li>• <a href="#"><u>Vectors</u></a></li> </ul>

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#"><u>Job advertisement: Mechanical Engineer</u></a>	Careers, Engineering	Maths, time management, writing	<ul style="list-style-type: none"> <li>• <a href="#"><u>Risk Assessment Matrix</u></a></li> <li>• <a href="#"><u>Procrastination</u></a></li> <li>• <a href="#"><u>Time management</u></a></li> <li>• <a href="#"><u>Writing emails</u></a></li> <li>• <a href="#"><u>Algebra</u></a></li> <li>• <a href="#"><u>Statistics</u></a></li> </ul>
<a href="#"><u>Working in the social sector Q&amp;As</u></a>	Careers, Social studies	Critical thinking, online skills, time management	<ul style="list-style-type: none"> <li>• <a href="#"><u>Introduction to critical thinking</u></a></li> <li>• <a href="#"><u>Online learning skills</u></a></li> <li>• <a href="#"><u>Time management</u></a></li> </ul>
<a href="#"><u>Job advertisement: Graduate Radiographer</u></a>	Careers, Health	Online skills, writing, physics	<ul style="list-style-type: none"> <li>• <a href="#"><u>Working well together online</u></a></li> <li>• <a href="#"><u>Using collaboration tools</u></a></li> <li>• <a href="#"><u>Writing for the workplace</u></a></li> <li>• <a href="#"><u>Inverse Square Law</u></a></li> </ul>

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#">Job advertisement: Research associate – Virology</a>	Careers, Health	Critical thinking, research skills, presenting	<ul style="list-style-type: none"> <li>• <a href="#">Introduction to critical thinking</a></li> <li>• <a href="#">Online presentations</a></li> <li>• <a href="#">Choose valid sources</a></li> <li>• <a href="#">Understanding your audience</a></li> </ul>
<a href="#">Job advertisement: Graduate Nurse Program</a>	Careers, Health	Critical thinking, writing	<ul style="list-style-type: none"> <li>• <a href="#">Introduction to critical thinking</a></li> <li>• <a href="#">Case study report for nursing</a></li> </ul>
<a href="#">Presenting in an online meeting</a>	Communication	Online skills, presenting	<ul style="list-style-type: none"> <li>• <a href="#">Online presentations</a></li> <li>• <a href="#">Preparing for online presentations</a></li> <li>• <a href="#">Mistakes and the lessons learnt</a></li> <li>• <a href="#">Oral presentations basics</a></li> </ul>

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#">Job advertisement: Schools Speech Pathologist</a>	Careers, Health, Social studies	Critical thinking, writing, online skills	<ul style="list-style-type: none"><li>• <a href="#">Introduction to critical thinking</a></li><li>• <a href="#">Choosing communication tools</a></li><li>• <a href="#">Using collaboration tools</a></li><li>• <a href="#">Writing a case study</a></li><li>• <a href="#">Writing a report</a></li></ul>
<a href="#">Job advertisement: Social Policy Officer – Community Wellbeing</a>	Careers, Social studies	Critical thinking, writing, research skills	<ul style="list-style-type: none"><li>• <a href="#">Understanding your audience</a></li><li>• <a href="#">Analysing an argument</a></li><li>• <a href="#">Using collaboration tools</a></li><li>• <a href="#">Choose valid sources</a></li></ul>



Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#"><u>Job advertisement: Mental Health Promotion Officer</u></a>	Careers, Social studies, Health	Sustainability literacy, collaboration, research skills	<ul style="list-style-type: none"> <li>• <a href="#"><u>Time management</u></a></li> <li>• <a href="#"><u>Working well together online</u></a></li> <li>• <a href="#"><u>Using collaboration tools</u></a></li> <li>• <a href="#"><u>Writing for the workplace</u></a></li> <li>• <a href="#"><u>Researching your assignment</u></a></li> </ul>
<a href="#"><u>Using a risk assessment matrix</u></a>	Engineering, Event management	Critical thinking	<ul style="list-style-type: none"> <li>• <a href="#"><u>Risk Assessment Matrix</u></a></li> </ul>
<a href="#"><u>Using accessible colour in design</u></a>	Art & Design, Communication	Colour theory	<ul style="list-style-type: none"> <li>• <a href="#"><u>Colour blindness</u></a></li> <li>• <a href="#"><u>Accessible colour</u></a></li> </ul>

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#">Making a festival sustainable</a>	Sustainability	Sustainability literacy	<ul style="list-style-type: none"><li>• <a href="#">Introduction to sustainability</a></li><li>• <a href="#">United Nations Sustainable Development Goals (SDGs)</a></li><li>• <a href="#">Sustainable industries: festivals and events</a></li></ul>
<a href="#">Creating your own sustainability goals</a>	Sustainability	Sustainability literacy	<ul style="list-style-type: none"><li>• <a href="#">Make your own sustainability goal</a></li><li>• <a href="#">United Nations Sustainable Development Goals (SDGs)</a></li></ul>
<a href="#">Minimising festival waste with a systems thinking approach</a>	Sustainability, Event management	Sustainability literacy	<ul style="list-style-type: none"><li>• <a href="#">Systems thinking</a></li><li>• <a href="#">Sustainable industries: festivals and events</a></li></ul>

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#">Highlighting the sustainable benefits of health technology</a>	Health, Sustainability, Careers	Sustainability literacy	<ul style="list-style-type: none"> <li>• <a href="#">United Nations Sustainable Development Goals (SDGs)</a></li> <li>• <a href="#">Sustainable development goals: life below water</a></li> </ul>
<a href="#">Using eco-friendly practices in art</a>	Sustainability, Art & Design	Sustainability literacy	<ul style="list-style-type: none"> <li>• <a href="#">Fashion: the Higg materials sustainability index</a></li> <li>• <a href="#">Sustainable creative practice</a></li> </ul>
<a href="#">Visualising survey data with charts and graphs</a>	Event management	Maths	<ul style="list-style-type: none"> <li>• <a href="#">Data</a></li> <li>• <a href="#">Statistics</a></li> </ul>
<a href="#">Writing a report</a>	Communication, Event management	Writing	<ul style="list-style-type: none"> <li>• <a href="#">Writing a report</a></li> <li>• <a href="#">Workplace writing basics</a></li> <li>• <a href="#">Understanding your audience</a></li> </ul>

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#">Exploring innovation and sustainability in agricultural technology</a>	Sustainability, Engineering	Sustainability literacy	<ul style="list-style-type: none"><li>• <a href="#">United Nations Sustainable Development Goals (SDGs)</a></li><li>• <a href="#">Sustainable development goals: life below water</a></li></ul>
<a href="#">Moving heavy equipment safely</a>	Event management, Engineering	Maths, physics	<ul style="list-style-type: none"><li>• <a href="#">Forces on slopes</a></li><li>• <a href="#">Right triangle trigonometry</a></li></ul>
<a href="#">Managing social media responsibly</a>	Communication, Social Studies	Critical thinking, online skills, research skills	<ul style="list-style-type: none"><li>• <a href="#">Engaging critically with social media</a></li><li>• <a href="#">Evaluate information sources using CRAAP</a></li></ul>

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#">Investigating the reliability of online health information</a>	Communication, Health	Critical thinking, online skills, research skills	<ul style="list-style-type: none"><li>• <a href="#">Engaging critically with social media</a></li><li>• <a href="#">Evaluate information sources using CRAAP</a></li></ul>



# PART I

# INTRODUCTION



Welcome to the regional Aussie town of Salty Creek!

After several years without a local festival, the Salty Shire council has decided to dedicate some money to holding a two-day festival to enrich the area and build community morale. A Salty Creek Community Festival Board was created to oversee the event and handle the finances. In order to involve the community, the Board sent out a public letter calling for festival proposals and volunteer organisers.

The chosen proposal was submitted by uni students Sammie and Hayden who both come from Salty Creek and are childhood friends. Although they're studying in the city, they head home every other weekend to visit their friends and

families. Sammie and Hayden's idea for the festival was to host an event that focuses on sustainability and the future of Salty Creek.

The festival is all about celebrating local talent. It will have a stage where local artists will perform, and a gallery and market for community members to showcase their art and sell their wares. There will also be industry booths, where attendees can learn about future-proof skills and get excited about emerging roles in the social and health sectors, engineering, and economics and marketing. Of course, there will be food trucks and plenty of photo opportunities as well.

Sammie and Hayden are working hard to throw the best event that Salty Creek has ever seen, but a lot of work goes into preparing for a festival. Luckily, they've got a great team helping them. You're invited to join Sammie, Hayden, and the planning team as they prepare for the event. Come behind the scenes and see what activities are being planned, and what problems are coming up, as everyone plays their part in organising the Salty Creek Community Festival.

**Check out the [character profiles page](#) to read more about Sammie and Hayden and meet everyone on their team.**

Or go straight to a series to see what's going on in a specific festival planning area.

- [Team and Event Management](#)
- [Setting Up the Festival Site](#)



- [Working with Volunteers and Contributors](#)
- [Running a Sustainable Festival](#)
- Organising the Industry booths
  - [Economics and Marketing Booth](#)
  - [Engineering Booth](#)
  - [Social Sector Booth](#)
  - [Health Sector Booth](#)





# CHARACTER PROFILES

---

Sammie, Hayden, and their six advisors are ready to get to work and start preparing for the best festival Salty Creek has ever seen! Get to know the Festival Planning Committee...



Sa  
mm  
ie



Hay  
den



Jam  
es



Bo



Read through the team's profiles to learn more about them

or select a character's avatar image to jump to their profile. You can also listen to each person introducing themselves and explaining their part on the team.

If a character's profile interests you – make sure to check out what tasks they're tackling on the festival map.



## Festival Organiser Co-lead

### Sammie (they/them)

**Age:** 21

**Studying:** Business (event management) + Law (business and environmental)

**Skills:** decision making and problem solving, organisation and planning, IT proficiency, communication

**Interests:** legal TV dramas, teaching others, sustainability, uplifting regional communities, accessibility, cats

**Festival tasks:** event management,

communicating with contributors and stakeholders, working with advisors



*An interactive H5P element has been excluded from this version of the text.*

*You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=84#h5p-98>



*An interactive H5P element has been excluded from this version of the text.*

*You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=84#h5p-6>

## Check out what Sammie is up to...

- [Skimming and scanning](#) (10 minutes)
- [Assigning volunteers to work areas](#) (10 minutes)
- [Using clear and concise language](#) (10 minutes)
- [Writing a report](#) (15 to 20 minutes)
- [Using a risk assessment matrix](#) (15 to 20 minutes)

- [Using accessible colour in design](#) (10 to 15 minutes)
- [Making a festival sustainable](#) (10 to 15 minutes)
- [Creating your own sustainability goals](#) (10 minutes)
- [Minimising festival waste with a systems thinking approach](#) (15 to 20 minutes)



## Festival Organiser Co-lead

### Hayden (he/him)

**Age:** 22

**Studying:** Bachelor of Design (Communication Design)

**Skills:** communication, presentations, social media marketing, digital content creation, graphic design

**Interests:** digital media, design principles, art, cooking with native Aussie ingredients, meeting new people, live music

**Festival tasks:** Assisting the volunteers and

contributors with communication and design questions, communicating with stakeholders, collaborating with organisers and volunteers, ensuring the wellbeing of staff and volunteers



*An interactive H5P element has been excluded from this version of the text.*

*You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=84#h5p-7>

## Check out what Hayden is up to...

- [Skimming and scanning](#) (10 minutes)
- [Assigning volunteers to work areas](#) (10 minutes)
- [Using clear and concise language](#) (10 minutes)
- [Mind mapping an artist statement](#) (8 minutes)
- [Writing an artist statement](#) (10 to 15 minutes)
- [Giving a presentation](#) (5 minutes)
- [Working out a marketing budget](#) (8 minutes)
- [Using accessible colour in design](#) (10 to 15 minutes)
- [Working with coloured lights](#) (8 to 10 minutes)
- [Making a festival sustainable](#) (10 to 15 minutes)



## Engineering and Safety Advisor

### Mia (she/her)

**Age:** 29

**Profession:** Environmental Engineer and Advisor

**Qualifications:** Bachelor of Engineering (Environmental), Certificate IV in Sustainable Operations

**Skills:** evaluation and analysis, mathematics, physics, research, attention to detail

**Interests:** reading, researching solutions to environmental threats, debating, trains and transport innovations, ethics, animals

**Festival tasks:** monitoring the setup of the site, working with the stage sound and lighting crew, [organising the Engineering Industry Booth](#).





*An interactive H5P element has been excluded from this version of the text.*

*You can view it online here:*

<https://rmit.pressbooks.pub/lcc/?p=84#h5p-99>



*An interactive H5P element has been excluded from this version of the text.*

*You can view it online here:*

<https://rmit.pressbooks.pub/lcc/?p=84#h5p-8>

## Check out what Mia is up to...

- [Engineering job board](#) (5 to 20 minutes)
- [Exploring innovation and sustainability in agricultural technology](#) (15 to 30 minutes)
- [Using a risk assessment matrix](#) (15 to 20 minutes)
- [Constructing an access ramp](#) (10 minutes)
- [Moving heavy equipment safely](#) (10 to 15 minutes)
- [Calculating noise levels](#) (12 to 15 minutes)

- [Working with coloured lights](#) (8 to 10 minutes)
- [Ordering hand sanitiser](#) (8 minutes)
- [Recognising flawed arguments](#) (8 to 12 minutes)



## On-site GP and Health Advisor

### James (he/him)

**Age:** 33

**Profession:** Community GP

**Qualifications:** Bachelor of Nursing, Doctor of Medicine (MD)

**Skills:** Problem solving, critical thinking, medical expertise, interpersonal communication, teaching others

**Interests:** science fiction novels, the future of the medical industry, robotics and virtual reality, 3D printing, advocating for rural healthcare services

**Festival tasks:** setting up the first aid tent,

training and coordinating the health volunteers,  
[organising the Health Sector Industry Booth](#)



*An interactive H5P element has been excluded from this version of the text.*

*You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=84#h5p-100>



*An interactive H5P element has been excluded from this version of the text.*

*You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=84#h5p-9>

## Check out what James is up to...

- [Health sector job board](#) (5 to 20 minutes)
- [Calculating noise levels](#) (12 to 15 minutes)
- [Calculating medicine dosage](#) (3 to 5 minutes)
- [Thinking critically when treating patients](#) (5 to 8

minutes)

- [Highlighting the sustainable benefits of health technology](#) (15 to 20 minutes)
- [Investigating the reliability of online health information](#) (15 to 20 minutes)



## Budget and Marketing Advisor

### Bo (he/they)

**Age:** 25

**Profession:** Sustainability Advisor (intern)

**Qualifications:** Bachelor of Business (Marketing), MA in Environmental Economics (in progress)

**Skills:** online communication, online marketing, budgeting, finance, economics, statistics, digital content creation

**Interests:** sustainability, social media content creation, musical theatre, blogging

**Festival tasks:** assisting with budgeting and ordering, ticket data, attendee surveys, demographics, marketing, [organising the Economics and Marketing Industry Booth](#)



*An interactive H5P element has been excluded from this version of the text.*

*You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=84#h5p-107>



*An interactive H5P element has been excluded from this version of the text.*

*You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=84#h5p-10>

## Check out what Bo is up to...

- [Visualising survey data with charts and graphs](#) (15 minutes)
- [Working out a marketing budget](#) (8 minutes)

- [Studying economics Q&As](#) (5 minutes)
- [Economics and marketing job board](#) (5 to 15 minutes)
- [Evaluating market information](#) (15 to 20 minutes)
- [Minimising festival waste with a systems thinking approach](#) (15 to 20 minutes)



## Community Engagement Advisor

### Cara (she/her)

**Age:** 39

**Profession:** Youth and Community Specialist

**Qualifications:** Certificate III Community Services, Diploma of Youth Work, MA Social Work

**Skills:** mentoring, face-to-face communication, organisation, cultural competence, active listening

**Interests:** Art and storytelling, local uplift,

community groups, accessibility, travel shows, social justice and advocacy

**Festival tasks:** bringing people together, contacting community leaders, organising talent gallery, communicating with local talents, businesses and schools, engagement in local community, [organising the Social Sector Industry Booth](#).



*An interactive H5P element has been excluded from this version of the text.*

*You can view it online here:*

<https://rmit.pressbooks.pub/lcc/?p=84#h5p-102>



*An interactive H5P element has been excluded from this version of the text.*

*You can view it online here:*

<https://rmit.pressbooks.pub/lcc/?p=84#h5p-11>

## Check out what Cara is up to...

- [Working in the social sector Q&As](#) (10 to 15 minutes)
- [Social sector job board](#) (5 to 15 minutes)
- [Talking about fast fashion and sustainability](#) (15 to 18 minutes)
- [Using eco-friendly practices in art](#) (15 minutes)
- [Presenting in an online meeting](#) (10 to 20 minutes)
- [Visualising survey data with charts and graphs](#) (15 minutes)
- [Managing social media responsibly](#) (8 to 12 minutes)

[Character profiles transcript](#)



## PART II

# MANAGING THE TEAM AND EVENT

A lot of planning goes into a large event like the Salty Creek Festival.

**In this series, Sammie, Hayden and their area experts are considering marketing the festival and the budget available, navigating the challenges of collaborating in-person and online, making sure festival plans are well communicated, and keeping the council up to date with their progress.**

Use the links below to check out what's happening  
...

### at the office

[Using clear and concise language](#) (10 minutes)

[Working out a marketing budget](#) (8 minutes)

[Visualising survey data with charts and graphs](#) (15 minutes)

[Writing a report](#) (15 to 20 minutes)

[Presenting in an online meeting](#) (10 to 20 minutes)

[Using a risk assessment matrix](#) (15 to 20 minutes)

# USING CLEAR AND CONCISE LANGUAGE

---

Sammie and Hayden have prepared an emergency evacuation document for the volunteers. See how they're revising the language to make it clear, concise, and accessible...



Sometimes when you write more, people understand less. At university, the Salty Creek Community Festival organisers, Sammie and Hayden, have learnt the importance of **accessible** language. This means using language that is simple, short, and clear to help get your message across.

Hayden and Sammie are going over the emergency evacuation document they've put together for the festival volunteers and staff. It's important for this content to be

accurate and communicated clearly, so they are reviewing the document and making some changes to the language.

Check out an excerpt from Hayden and Sammie's emergency evacuation document below and help them simplify some of the phrases.

## MEDICAL EMERGENCY

**(1) In the event that** personal injury or a medical emergency occurs which **(2) may have a requirement for** an immediate response;

- **(3) Try to remain** calm and consider your actions.
- Notify the event manager of the number of casualties and the nature and seriousness of the injuries.
- Contact the onsite first aider to attend to the incident.
- If serious, **(4) request the immediate**

**attendance of** an ambulance by dialling 000.

## ALCOHOL AND VIOLENCE EMERGENCY

Anyone who is intoxicated will be refused entry and, if already on site, will be asked to leave the event. If they refuse to leave or exhibit violent or disturbing behaviour, the staff/volunteers **(5)** **are authorised to** contact the police if necessary.

## ACCESSIBILITY ARRANGEMENTS

An accessible event can ensure safety in case of an emergency for people with disabilities, older adults, and parents with prams. **(6) During the period of** an evacuation;

- Assist any person in danger, though only if safe to do so.
- **(7) Provide assistance to** people with reduced mobility to leave via the appropriate exits.

- **(8) Ensure at all times** that people do not carry personal belongings or parcels with them as they may be dropped and cause obstructions.
- Do not increase the danger by leading people past or close to the emergency point when going towards the exit routes.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/lcc/?p=88#h5p-12>

### [Fill in the blanks activity transcript](#)

Select 'Read the final version...' to see the simplified version of the excerpt.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/lcc/?p=88#h5p-13>

### [Emergency evacuation document final version transcript](#)

Hayden and Sammie's edits have made the emergency evacuation document easier to read for everyone. Learning how to write in plain language is a skill that will help you in uni, but you'll also use it in everyday life. It can help us communicate better, avoid misunderstandings, and ensure we are all on the same page.

## Learn more on Learning Lab

- The [Workplace writing basics](#) tutorial can help you write in plain English. (15 minutes)
- The [Building a coherent argument](#) tutorial guides you through how to write coherent, cohesive, and concise content in academic style. (30 minutes)

# WORKING OUT A MARKETING BUDGET

---

How can Bo and Hayden best spend the rest of the festival marketing budget? Examine the early ticket sales to hypothesise which age groups are likely to attend the festival...



Ticket sales for the Salty Creek Community Festival have begun, and budget and marketing advisor Bo is working with one of the festival's organisers, Hayden, to figure out the best way to spend the rest of the marketing budget. They decide to have a look at attendee numbers so far to draw some conclusions about which age groups are likely to attend the festival, and then create a marketing plan for those potential attendees.

Everyone who has purchased tickets so far has entered their



age range, so Bo and Hayden can use the **mode**, **median**, and **mean** of the attendees' ages to help develop the marketing plan.

Age Range	Tickets Sold
11-15	346
16-20	390
21-25	219
26-30	240
31-35	119
36-40	129
41-45	22
46-50	42
51-55	24
Over 55	31
<b>TOTAL</b>	<b>1562</b>

Using the table above, help Bo and Hayden calculate the mode and median of ticket sales so far.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=92#h5p-14>

### Median and mode quiz transcript

Since the mode and median are different, finding the mean (or average) age of ticket buyers might be useful as well.

With age ranges instead of exact ages, it's not possible to solve for the exact mean, but it can be estimated. Bo explains that they can use the middle value of each age range to represent the group, and adds a column to the table:

Age Range	Middle Value	Tickets Sold
11-15	13	346
16-20	18	390
21-25	23	219
26-30	28	240
31-35	33	119
36-40	38	129
41-45	43	22
46-50	48	42
51-55	53	31
Over 55	58	31
	<b>TOTAL</b>	<b>1562</b>

To find out the mean age of ticket buyers, they'll need to find the weighted average, which accounts for the varying number of tickets sold in each age range. Bo adds another column to the table, and starts filling it in by multiplying the Middle Value column by the number of tickets sold to that age:

Age Range	Middle Value	Tickets Sold	Weighted Value
11-15	13	346	4498
16-20	18	390	7020
21-25	23	219	
26-30	28	240	
31-35	33	119	
36-40	38	129	
41-45	43	22	
46-50	48	42	
51-55	53	31	
Over 55	58	31	
	TOTAL	1562	

Help Bo and Hayden complete the table and calculate the mean.



An interactive HSP element has been



*excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=92#h5p-15>

### Mean quiz transcript

With these statistics in mind, Bo and Hayden decide to dedicate the remaining marketing budget to people ages 16 to 25, with a bit more going to the 21 to 25 crowd. The mean, median and mode helped them see what ages of people are interested in attending and who might still want to buy tickets.

Students might be familiar with calculating the weighted mean to determine their grade point average (GPA) or weighted average mark (WAM). These calculations, along with median and mode, are also used to help analyse data in many areas of everyday life, from car prices to athletic performance.

## Learn more on Learning Lab

- Visit the [Mean, mode, median](#) page to learn more about measures of central tendency, and practice related calculations. (15-20 minutes)

# VISUALISING SURVEY DATA WITH CHARTS AND GRAPHS

---

Bo and Cara are excited to create industry booths that capture visitors' interest and answer their questions. Learn how Bo and Cara turn the student survey they've collected into charts and graphs to help their planning...



Bo and Cara, two of the Salty Creek Community Festival advisors, are busy planning the festival's industry booths. They want to know more about the local high school students so that they can tailor the booths to match students' interests. Cara drafted the following survey and visited three high

schools in Salty Shire to talk about the festival and collect data from the students there.

1. What is your year level?\_\_\_\_\_

2. Are you planning on continuing your studies after high school?

☐ Yes, in a bachelor degree program

☐ Yes, in a TAFE or vocational education program

☐ No, I'm going to start working

☐ Not sure yet

3. Which industries are you most interested in?  
Select up to **three** choices.

☐ Economics

☐ Education

☐ Engineering

☐ Healthcare

☐ Information technology

☐ Marketing

☐ Social services

☐ Visual art and design

4. Which of the following questions would you like to explore? Select all that apply.

- ☐ What should I know about studying online?
- ☐ What can I do to manage my time better?
- ☐ What kinds of jobs can I do with a university degree?
- ☐ How do job advertisements work?
- ☐ What skills should I work on to get the job that I want?
- ☐ What kind of work is available here in Salty Shire?
- ☐ What are some careers that will help create a better world?
- ☐ What new and innovative jobs will exist when I graduate?

Cara has made a spreadsheet of the survey responses, but with over 300 respondents, the table of data is overwhelming, and it's difficult to tell which topics were popular with the students.



#	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	#	Q1	Q2	Q3								Q4						
2	Year	Post-HS		Econ	Educ	Eng	Hlth	Info	Mrkt	Soc	Art	Online	Time	Unijobs	JobAds	Skills	SCWork	Tech
3	001	10	Uni			x	x	x				x	x			x		x
4	002	10	TAFE	x					x	x						x		
5	003	12	Uni		x	x						x				x		x
6	004	7	TBD			x	x						x	x		x	x	x
7	005	10	Work	x					x			x				x		
8	006	11	Uni	x					x			x						
9	007	11	Uni		x			x		x						x		
10	008	9	TAFE			x	x								x			
11	009	10	TBD		x				x	x		x	x			x	x	
12	010	8	TAFE			x	x			x								x
13	011	11	TBD	x					x				x	x			x	
14	012	12	Work								x	x			x		x	
15	013	12	Uni				x			x		x		x				
16	014	9	TBD	x		x		x							x	x		
17	015	9	TBD			x	x						x	x				x
18	016	10	Uni	x					x			x	x	x	x			
19	017	9	Uni						x									
20	018	11	Uni		x	x				x		x	x	x	x	x	x	x
21	019	12	TAFE			x								x				x
22	020	10	Work					x							x			
23	021	11	TAFE	x					x									
24	022	11	Uni		x					x		x	x					x
25	023	8	Uni				x		x	x						x	x	
26	024	7	TBD	x					x				x	x	x		x	
27	025	9	TBD			x								x				x
28	026	12	Uni				x						x					
29	027	7	TBD	x		x						x	x	x		x	x	
30	028	11	TAFE		x										x			x

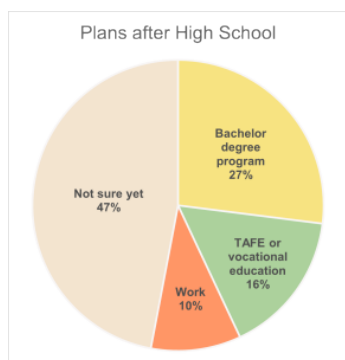
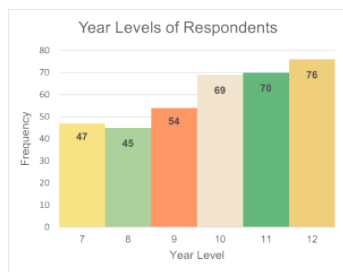
Bo and Cara decide they need to organise the data visually to really make sense of it. Bo suggests making a chart or graph of the responses for each question and explains that different types of data work best in different types of visualisations.



Read Bo's explanation of the data gathered and have a look at the charts Bo and Cara create.

“Let’s start with the first question, which asks students to provide their year level. The

answers will be numerical data — each student will provide a number that represents their year level. The possible responses are the numbers 7 through 12. When possible responses fall within a range of consecutive numbers, like they do for our survey question, we often represent the data with a special kind of bar graph called a histogram. A histogram can help us easily compare how many students in each year level completed the survey.”

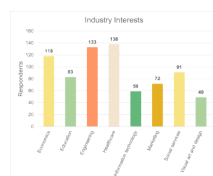


“The second question asks about students’ plans after high school. This is called categorical data, because the answers are categories that aren’t represented by numbers. We usually represent this type of data with a bar graph or a pie chart. For this question, each student could only choose one

“For the third and fourth questions, we have more categorical data. For these questions, we want to know how many students chose each option, and this time they were able to choose multiple responses. Bar charts can show us which categories were the most popular.

There are different ways to arrange bar charts. For question 3, a vertical bar chart makes sense, but the categories for question 4 have long labels, so a horizontal bar chart might work best here.”

answer. It’s helpful for us to know what percentage of students picked each answer choice, so a pie chart is a useful way to represent this data.”





### Charts transcript

Select the '+' icon to read more about each of the charts and graphs below.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://rmit.pressbooks.pub/llcc/?p=2058#h5p-89>

### Hotspot transcript

With the survey data analysed, Bo and Cara can now make

decisions about what to feature at the industry booths and feel confident that they are meeting the needs and interests of the local high school students. They can even share the charts and graphs they've created with Sammie, who is managing the reporting for the festival. Visual representations of data make it easier to convey information in many different academic and career settings, from visualising student progress in education settings to analysing experiment data in science and engineering fields.



- Check out how Sammie uses the data from these charts and graphs to help [write a report](#) on the festival's industry booths. (15 to 20 minutes)

## Learn more on Learning Lab

- Read this [page about different types of data](#), and practise your skills with graphs and charts. (10-15 minutes)
- Ready for more advanced data analysis? Check out the [Statistics](#) tutorial to learn and practise concepts related to probability, sample distributions, and hypothesis testing.

# WRITING A REPORT

---

Sammie is writing a report for important festival stakeholders. Find out how Sammie structures and writes their report...



Organising an event comes with putting together a fair amount of important documentation. As a co-lead organiser of the Salty Creek Community Festival, part of Sammie's role is to keep the Salty Creek Community Festival Board informed about how the event management and planning process is going. Sammie needs to record processes followed throughout the planning, implementation and delivery phases of the festival.

As part of the record-keeping for the festival, Sammie is going to write a short business report on the organisation of the festival's industry booths. The report is for select festival stakeholders and will offer insights gained from a survey of local high school students. It will also show the proper planning and organisation of the industry booths based on this

information, which might help future festival organisers plan their events.

A report is a formal document that presents information, findings, and/or recommendations in a structured way. Reports are used in a variety of contexts to communicate information to a specific audience. Sammie has written several reports like this before at uni and for past events they've helped organise.

Sammie begins by answering some questions to help focus on what needs to go into the report and how to structure and write it.

Read Sammie's notes and answer the questions to check your understanding.

## Who is going to read the report?

Members of the Salty Creek Community Festival Board are going to read the report. I guess they're our bosses. They are financial investors and members of the Salty Shire local council. They chose the proposal that Hayden and I wrote for the festival, and we need to keep them up to date



An interactive with our event management H5P element has planning. They review the high-level stuff but aren't involved in the day-to-day organisation tasks. There's been excluded from this version of the to-day organisation tasks. There's text. You can view it also a chance the report might be read online here: by future festival organisers in coming years.

<https://rmit.pressbooks.pub/llcc/?p=2054#h5p-83>

## Q1 transcript

**Why** am I writing the report?

The committee wants to make sure we're not dropping the ball when it comes to planning the festival and that the allocated budget is sufficient and being used responsibly. They need to know that we've made informed decisions about the industry booths, which will help make the festival a success.

The report will be kept on file and will be evidence of how well we



planned the event, and it might be used to help plan future events.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://rmit.pressbooks.pub/llcc/?p=2054#h5p-84>

## Q2 transcript

**What** details do I need to include?

I need to include details about how we got our information and who it came from (survey), what the findings were (stats), and how the findings influenced the decisions we have made about organising the booths. They don't need all the statistics, just enough to show that we have made logical decisions and that the booths are a good addition to the festival.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=2054#h5p-90>

### Q3 transcript

## **How** will I structure it?

They have asked for a ‘brief 1–2-page report’. As always, I should include a title, introduction and a brief conclusion, and I’ll put each of the main topics into body paragraphs.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=2054#h5p-86>

### Q4 transcript

Sammie uses their notes to help them focus on the purpose of the business report while they're writing it and to remember to cater to the right audience. To justify the decisions about how the industry booths will be set up, Sammie used information gathered from a survey carried out in local high schools by members of the festival planning team. Sammie is pleased with the report and positive that the festival committee will be sufficiently informed and satisfied with the document and its contents.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=2054#h5p-87>

## Report transcript

### Reflect

As you have seen, reports are used to communicate factual information and recommendations in a

structured way. Sammie has put together a report on survey data and planning the industry booths, but there are many different things that people might write a report about.

Here are some areas in which reports are often written:

- business
- scientific research
- social policy and services
- technology
- sustainability and the environment
- human resources.


What kinds of reports do you think might be written in each of the areas in the list above?

In the area of business, for example, an employee might write a report on the success of a new product in a specific region.

Expand the section below to see some suggestions for these areas.



*An interactive HSP element has been*

 excluded from this version of the text. You can view it online here:

<https://rmit.pressbooks.pub/llcc/?p=2054#h5p-88>

[Examples of reports transcript](#)

Being able to write well-structured, clear, and concise reports is a valuable skill both at university and in professional settings. Reports are a common way of presenting and documenting information, and students and employees who can write effective reports demonstrate a strong ability to analyse data and make good decisions. Report writing is a regular feature of roles in areas like advertising, urban development, scientific research, economics, social work, and many more.



- Want to explore some of the data Sammie mentioned in the report? Check out the survey Bo and Cara conducted and learn about [visualising survey data with charts and graphs](#). (15 minutes)

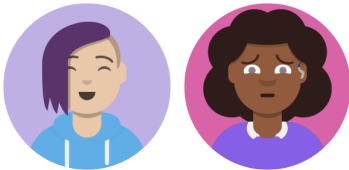
## Learn more on Learning Lab

- The [Writing a report](#) tutorial has information on the difference between a report and an essay, different types of reports, and different report structures. (10 to 90 minutes)
- Reports aren't the only type of writing you might need to do in your future career. The [Workplace writing basics](#) tutorial teaches clear and concise writing for various professional communications beyond reports. (15 to 30 minutes)
- It's important to consider who will be reading your report. [Understanding your audience](#) suggests characteristics to consider when choosing the best way to convey a message to your audience. (15 minutes)

# PRESENTING IN AN ONLINE MEETING

---

Cara has never given a presentation on a virtual meeting platform before. There's a big meeting coming up, and she's asked Sammie for some advice. Check out the tips that will help Cara prepare for a great online presentation...



Sammie and Hayden, the organisers of the Salty Creek Community Festival, have scheduled an online meeting with council stakeholders and prospective sponsors to talk about the industry booths being set up. Cara is responsible for organising the Social Sector Industry Booth and along with the other booth organisers, she will be giving a presentation on what she has planned and how stakeholders and sponsors might like to get involved.

Cara is a confident speaker and is familiar with the council stakeholders, but she's a bit worried about presenting online. She decides to ask Sammie for some help to make sure she's on the right track.

Listen to or read the voicemail Cara leaves Sammie.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=1068#h5p-62>



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=1068#h5p-63>

[Voicemail transcript](#)



## Reflect

- What differences are there between an in-person presentation and an online one?
- What advice would you give Cara?

Are these tips helpful for a person preparing to give an online presentation? Test your knowledge with the quiz below. Select YES if you think the tip is helpful. Don't forget to select 'Check' and read the feedback.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=1068#h5p-64>

[Quiz transcript](#)

After calling Cara back, Sammie sends her a follow-up email. Read the email to get some more tips on presenting online.

Hi Cara,

It was good chatting with you this morning. Looking forward to the run-through of your presentation on Friday. You'll be all set for the meeting by next week!

I know you think Hayden and I are tech-whizzes, but we weren't always confident presenting in virtual meetings! I wanted to share a few more things I did to get used to them.

Before my first presentation on a virtual meeting platform, I created a new meeting with myself as the only participant and played around with the different functions. I got my sister to join the meeting so that I could try sharing my screen, opening my presentation slides, muting my

microphone, and opening the chat box. It was much better trying it out in my own time and space with someone to help me. I definitely felt a lot more confident once I had a better idea of what to expect.

Most virtual meeting platforms have a record function, so I actually recorded myself doing a trial run of my presentation with my slides when there was nobody else in the meeting. I was able to watch it back and see how I'd look and sound to the audience. I realised that the audience would see me looking down at the notes at the bottom of my screen, so I moved them up to the top of the screen so I could look into the webcam more often (that's what makes it seem like you're looking at the audience).

I know that you're a bit worried about people's background noise when they ask questions, and how it might interfere with your assisted hearing device. Many people set the standard for how they want participants to interact with their presentations at the beginning. You can let everyone know to keep their mics muted and send questions through the chat box if you

prefer, or to use the raise-hand function so that people speak one at a time.

If you think it might be a bit much speaking, sharing your presentation slides, and reading the chat box, I can share your slides and move them along while you speak, or respond to people in the chat. Sometimes it helps to have a co-presenter. You can let me know on Friday what feels most comfortable.

Talk to you soon,

Sammie



Cara feels much more prepared for the online presentation now. These new skills won't just help Cara at the festival meeting – she now feels more confident using them in her

professional role, and even setting up online family reunions with her loved ones who live interstate.

Today's classrooms and workplaces are becoming increasingly digital, making successful online communication an essential skill. Improving your online presentation skills, like Cara has, will help you to reach your full potential while studying and in your future career.



- Now that you know more about presenting online, you might want to learn about engaging your audience during a presentation. Check out the advice Hayden shares with a volunteer at the Economics and Marketing booth on [giving a presentation](#). (5 minutes)
- Presenting online is something that most uni students will do at some point in their studies, but it's just one part of working with others in virtual environments. Take a quiz to [test your online learning skills](#). (10 minutes)

## Learn more on Learning Lab

- The [Online presentations](#) page has info on tools you can use to make slides and visuals, as well as some things to

consider before your presentation (6 minutes). Practice makes perfect – you can learn and improve from trial and error. On the online presentations page you can also read about a group of uni students' mistakes and lessons learnt when doing an online presentation. (4 minutes)

- Learn more about presentation skills in general by exploring the [Presentations](#) tutorial, but keep in mind that some advice might not apply to presentations in virtual environments. (15 minutes)

# USING A RISK ASSESSMENT MATRIX

---

In the early stages of festival planning, Sammie and Mia need to develop a risk assessment matrix. Learn more about the steps they follow to make sure disaster doesn't strike due to poor planning...



Organising a festival comes with risks that people may not even consider. Each event requires a thorough risk management plan to ensure the safety of attendees and organisers, and the Salty Creek Community Festival is no exception.

One of the festival organisers, Sammie, has helped plan events before but has never been tasked with developing a risk management plan. They've asked their sister Mia, the festival's Engineering and Safety advisor, for help. Sammie and Mia sit

down to talk about the plan and how to use a risk assessment matrix to prioritise the potential situations they need to prepare for.

**Mia explains the basics to Sammie:**



“A risk management plan is basically a document that outlines the things that could go wrong and how to make sure they don’t.

To do our own, we’ll start with an assessment that looks at the problems that could occur. Then we need to decide how likely they are to happen, and how severe the consequences would be if they did. Finally, we’ll come up with ways to either avoid those risks completely or reduce their impact if they do happen, and then put those plans into action.

So, the main goal of the plan is to make sure everything goes smoothly, and everyone stays safe. Have you heard about the Fyre Festival? It’s a good example of how festivals can go very wrong without proper risk planning.”

## **CASE STUDY – FYRE FESTIVAL**

The Fyre Festival was marketed as a luxury



music festival in the Bahamas. It now serves as an example of how not to plan and run an event.

The festival is infamous for its disastrous planning and execution, which has inspired numerous articles and documentaries about the festival's significant safety risks, lack of planning, and the red flags that were ignored. These included:

- a lack of adequate medical facilities
- unsafe accommodation
- insufficient security measures
- poor crowd control
- environmental hazards
- inadequate food and water provisions

As a result of these shortcomings, the festival was ultimately cancelled, and the organisers faced legal action and public backlash. The Fyre Festival has since become a cautionary tale in the event planning industry, and its failure highlights the importance of risk assessment planning.

**Sources:**

Baggs, M. (January 2019) 'Fyre Festival: Inside the world's

biggest festival flop', *BBC News*, visited 2 March 2023.

<https://www.bbc.com/news/newsbeat-46904445>

Bluestone, G. (May 2017) 'Fyre Festival organizers blew all their money months early on models, planes, and yachts', *Vice News*, viewed 3 March 2023. <https://www.vice.com/en/article/7xwabq/fyre-fest-organizers-blew-all-their-money-months-early-on-models-planes-and-yachts>

McKenzie J. (May 2017) 'Fyre Festival site on 'lockdown' by Bahamas government', *ABC News*, viewed 2 March 2023. <https://abcnews.go.com/Entertainment/fyre-festival-organizers-attendees-refunded-full/story?id=47103941>

## What is a risk assessment matrix?

“A risk assessment matrix is a tool that helps us assess the likelihood and consequence of a hazard. It can help us visualise the level of risk associated with different hazards and shows us where we need to take action to reduce the risk of things turning out badly.”

## What is the difference between a hazard and a risk?

“A hazard is a situation that could potentially harm a person.

Risk is the likelihood of negative consequences occurring because of exposure to the hazard. Eliminating the hazard eliminates the risk, but it's not always possible to completely remove a hazard, and in those cases, we have to manage the risk."

**Hazard:** A wooden surface is covered in wet leaves after heavy rain

**Risk:** Someone will slip over and get hurt (very likely)

## How does a risk matrix work?

"There are different types of risk matrices, and they can vary in how complex they are and the categories they use because they're often made to suit the needs of a specific event or project. So, ours will be made to suit a festival.

A basic matrix usually has a grid that shows the likelihood (probability) of a hazard event occurring and its severity (consequence) if it does. Then, risk events are put into high, medium, or low categories based on where they fall on the grid, which gives them their risk rating.

Look at the matrix we're going to use for the festival – the consequence is on the y-axis (the left-hand column), and the likelihood is on the x-axis (the top row)."

Consequence (If the event occurs, how seriously could it harm people?)		Likelihood (How likely is the hazard event to occur?)				
		Very likely	Likely	Possible	Unlikely	Very unlikely
Severe	Fatality or permanent disability	Extreme	High	High	High	Medium
Major	Serious injury requiring medical attention	High	High	High	Medium	Medium
Moderate	Minor injury requiring medical attention	High	Medium	Medium	Medium	Medium
Low	On-site first aid required	Medium	Medium	Medium	Low	Low
Negligible	Minor discomfort or inconvenience	Medium	Medium	Low	Low	Low

[Risk matrix transcript](#)

# What does the risk rating mean?

“The risk rating shows us the level of risk associated with each hazard and its potential consequences. It helps us prioritise risk management and figure out where we need to take steps to eliminate, control, or minimise a potential issue. Check out this example of what each risk rating could mean.”

Extreme and high risk	Medium risk	Low risk
The level of risk is unacceptable, and steps must be taken to remove the hazard or significantly reduce the risk immediately. The situation must be closely monitored and managed.	The level of risk may be unacceptable. Measures should be taken to reduce the likelihood or consequences of a hazard as soon as possible. The situation should be closely monitored.	The level of risk is acceptable and may not require any additional measures. It is recommended that the situation be monitored.

## What are the steps to working out a risk rating on the matrix?

1. **Identify the hazard**, e.g. “a high-magnitude earthquake hitting Salty Creek on the day of the festival.”
2. **Consider the likelihood of this happening.** “Earthquakes are rare in Australia and are usually low magnitude. It’s not impossible, but it’s highly unlikely.”
3. **Consider the consequences if the hazard event did occur.** “Temporary structures and equipment would probably fall, and people could be seriously injured, maybe even killed. The consequences would be major or severe.”

4. **Find the place on the matrix where the likelihood and consequence intersect to get the risk rating for the hazard.** “A high-magnitude earthquake is highly unlikely, and the potential consequences are severe, which gives it a risk rating of Medium, meaning we’ll need to take steps to manage the risk.”

Mia has asked Sammie to have a go using the matrix to assess a hazard. Consider the information below and answer the multiple-choice questions to help Sammie figure out the right risk level for the hazard.

**Hazard:** A drunk and disorderly attendee.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=1534#h5p-74>

[Quiz transcript](#)

Now that Mia has explained the risk assessment matrix to Sammie and made sure they're on the same page, it's time to begin identifying more potential hazards associated with the festival.

Sammie and Mia consider factors like the weather, the location, the temporary structures, the activities on offer, and the number of attendees.

Based on their analysis, they identify several hazards and consider their associated risks.

Expand the sections below to read about some of the potential hazards Mia and Sammie have identified. Think about how they might be categorised on the risk assessment matrix.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=1534#h5p-81>

[Expandable sections transcript](#)

Where do you think Mia and Sammie will place the hazards mentioned above on the risk matrix? Consider the information given about each one, then select each hazard and drag it (mouse) or move it (keyboard) into the risk rating box you think it belongs in. Don't forget to check your answers.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=1534#h5p-75>

### [Drag and drop transcript](#)

## **Reflect**

Mia and Sammie have classified hazards on the risk matrix. The next step in the risk management plan



would be to determine the best measures to eliminate, minimise, or manage the risks.

What measures do you think they could take to prevent these problems from occurring?

For example, to manage the risk of heatstroke and dehydration, they will:

- set up plenty of shaded areas for attendees, especially around the stage and eating areas
- provide free water stations
- suggest on the online ticketing portal that attendees prepare for the warm weather by bringing reusable water bottles and wearing hats and sunscreen
- have a first aid tent and trained medical staff on-site to assist attendees.

Now Sammie and Mia have assessed the risks, they have a great starting point for setting up and running the festival and making sure that everyone stays safe and has a great time. Thinking critically about potential issues and using appropriate planning tools, like the risk matrix, will help make the festival, and anything else they plan in the future, a success.

Risk assessment gives you a structured way to look at risk and make informed decisions. This way of thinking can help

you make better decisions in your life, studies, and work. Risk assessment is a common practice and requirement in many industries you might want to work in one day, like healthcare, aviation, environmental management, engineering, finance, and IT, just to name a few.



- Knowing how to assess risk can show you're committed to safety and build trust and credibility with people you work with. It can also give you a head start when applying for roles that require a knowledge of Occupational Health and Safety, like this [mechanical engineering role](#). (5 to 10 minutes)

## Learn more on Learning Lab

To see an example of zoo scenarios categorised on a risk matrix, check out the [Risk Assessment Matrix](#) page.

## PART III

# WORKING WITH VOLUNTEERS AND CONTRIBUTORS

A lot of people have responded to requests to volunteer or contribute their talents to help make the Salty Creek festival a success. Some folks will be working on the day of the event while others are creating things for the festival.

**In this series, Sammie, Hayden, and James organise and work with festival volunteers and contributors to make sure everything runs smoothly.**

Use the links below to check out what's happening...

at the office

[Skimming and scanning](#) (10 minutes)

[Assigning volunteers to work areas](#) (10 minutes)

## at the first aid tent

[Thinking critically when treating patients](#) (5 to 8 minutes)

[Calculating medicine dosage](#) (3 to 5 minutes)

## at the central sculpture

[Mind mapping an artist statement](#) (8 minutes)

[Writing an artist statement](#) (10 to 15 minutes)

# SKIMMING AND SCANNING

---

Hayden and Sammie are looking for volunteers with nursing experience, and they have a pile of applications to get through. They need to speed things up. See how they are saving time when reading job applications...



The organisers of the Salty Creek Community Festival, Hayden and Sammie, are reading through the cover letters and resumé's they've received for the two volunteer nursing roles supporting James, the festival's on-site GP, at the first aid tent.

## Skimming

Unlike many recruiters, Hayden and Sammie are not using any applicant tracking system. Sammie is going through the applications one by one. But that's taking too long, so Hayden suggests using the skimming skills they've learnt at university.

Skimming is a way of reading something very quickly to grasp the main points and get a general idea of the content. While skimming, the reader runs their eyes over the material trying to read as much as they can, as quickly as possible.

Help Hayden and Sammie skim a cover letter. Use the stopwatch to see how quickly you can grasp the main points. Once you've read through the cover letter, select the option that best summarises what was covered.



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://rmit.pressbooks.pub/llcc/?p=95#oembed-1>

## Cover letter

John Walker

Phone: 03 9602 1038

Email: [johnwalker@highlandu.edu.au](mailto:johnwalker@highlandu.edu.au)

[www.linkedin.com/in/john-mat-walker](http://www.linkedin.com/in/john-mat-walker)

Dear Festival Organisers,

I am writing in response to the volunteer nursing role advertised on your website. I'm a final year nursing student at Highland University, and I'm looking for the opportunity to gain more practical experience. I would love the chance to be a part of the Salty Creek Community Festival.

I have experience working as a volunteer at the Salty Shire Medical Centre. Within that role, I was responsible for providing beneficial assistance and support to patients, and maintaining confidential patient records. My former

supervisors have commented on my excellent teamworking, multi-tasking and communication skills.

I was drawn to this opportunity as I believe it will give me the chance to put my nursing skills into practice. I have full availability and am happy to attend training sessions.

Thank you for taking the time to read my application. I look forward to hearing from you.

Kind regards,

John Walker



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=95#h5p-16>

[Skimming quiz transcript](#)



## Scanning

To screen the applications more quickly, Hayden and Sammie have put together a list of specific things they are looking for in the resumés. They are using their scanning skills to speed things up.

Scanning is reading rapidly and selectively to find important and specific keywords, names, and numbers. When scanning, the reader knows what they are looking for and therefore skips unrelated information.

Test your scanning skills by quickly looking through one of the resumés and selecting the information you can find from the list. Use the stopwatch to time yourself!



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=95#h5p-17>

[Scanning quiz transcript](#)

## Resumé

### **John Walker**

Phone: 03 9602 1038

Email: [johnwalker@highlandu.edu.au](mailto:johnwalker@highlandu.edu.au)

[www.linkedin.com/in/john-mat-walker](https://www.linkedin.com/in/john-mat-walker)

### **Education**

#### **Bachelor of Nursing | Highland University**

March 2021 – November 2024

#### **Secondary School Certificate | Salty Creek High School**

2013 – 2019

### **Experience**

#### **Nurse Volunteer | Salty Shire Medical Centre**

February 2022 – May 2022

**Responsibilities:**

1. Checked patients' blood pressure and vital signs.
2. Obtained medical history from patients.
3. Escorted patients to examination rooms.
4. Administered medications to patients as per physician's orders.
5. Performed lab tests including urine dipsticks and finger-prick glucose tests.
6. Maintained patient care documentation.

**Skills**

- Sound knowledge of common illnesses, diseases, and injuries.
- Sound knowledge of medical tools and techniques.
- Familiarity with child and adult health developments.
- Strong knowledge of nursing methods, technology and procedures.

- Ability to work with patients of different ages.
- Able to communicate effectively among coworkers and patients, both verbally and in writing.
- Strong ability to think critically and problem solve under pressure.

Referees are available on request.

Skimming and scanning skills are useful not only for work or study purposes, but also for daily activities such as looking over news headlines to find out the latest events, or running your eyes over the ingredients written on a cereal box to make sure it doesn't contain anything you're allergic to.

## Learn more on Learning Lab

- To learn more about these reading skills, check out the [Skimming and Scanning](#) page (5 minutes).

# ASSIGNING VOLUNTEERS TO WORK AREAS

---

Many people are interested in helping out at the festival, but do Sammie and Hayden have enough volunteers to staff each of the required areas? See how Sammie uses a Venn diagram to assign volunteers based on their preferences...



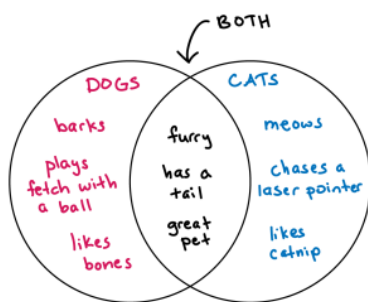
The Salty Creek Community Festival has received a steady stream of interest from prospective volunteers, and it's time for festival organisers Sammie and Hayden to figure out if they have enough general volunteers to staff each of the three areas: cleaning and rubbish pickup; health support at the first aid tent; and ticketing and giving directions.

The festival needs 47 volunteers and has received 48 applications. Each applicant was asked which areas they would be willing to work in. Hayden has tallied the results in this table:

Health only	9
Cleaning only	4
Ticketing only	6
Health or cleaning	8
Cleaning or ticketing	12
Ticketing or health	5
Any area	4

The festival will need 22 volunteers to clean and pick up rubbish, 15 health volunteers at the first aid tent, and 10 volunteers for ticketing and giving directions. Are there enough volunteers for each area?

With so many bits of information, Sammie suggests visualising it all with a Venn diagram. A Venn diagram is a way to clearly organise information when there are overlapping categories. Sammie explains that where the circles of the diagram overlap, so do the categories represented by each circle. They draw a diagram to illustrate:



Help Sammie and Hayden visualise the volunteers' preferences by entering the number of volunteers in each space of the Venn diagram below. Then,



calculate the number of volunteers interested in each of the three areas. The first number has been entered for you.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=99#h5p-18>

### [Volunteer preferences fill in the blanks transcript](#)



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=99#h5p-19>

### [Total volunteer interest fill in the blanks transcript](#)

It looks like there are enough volunteers for each area, but the totals calculated above can be misleading because many volunteers are counted twice. Sammie shows Hayden their method for assigning the volunteers, turning the numbers into dots and using a different colour for each category. This will help them see if they can assign enough people to each area: 22 in cleaning, 15 in health, and 10 in ticketing.

Drag the slider to see how Sammie assigns a colour to each area and then adds volunteers to each area by dividing up those from the overlapping sections of the Venn diagram.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=99#h5p-20>

### [Image slider transcript](#)

With the Venn diagram they've created, Sammie and Hayden can see that they will have enough volunteers to staff each area

of the festival. They even have one extra set of hands! Visuals like Venn diagrams can help you wrap your head around complex information and the relationships between ideas. They are a great tool for brainstorming, taking notes, and even calculating probabilities.

## Learn more on Learning Lab

- Using Venn diagrams in maths? Learn more about these and other ways of displaying information on the [Sample Spaces](#) page, and practice your probability skills with related exercises. (10 minutes)

# THINKING CRITICALLY WHEN TREATING PATIENTS

---

Which patient should be treated first? See how James explains the importance of critical thinking to the volunteer nursing students...

When it comes to prioritising patient cases for treatment, **critical thinking skills** play an important role. Salty Creek Community Festival's on-site GP and health advisor, James, is talking to the volunteer nursing students about how important it is to use critical thinking and avoid biases when prioritising patient cases.



He explains that there are times when medical practitioners must critically analyse patient cases to decide which patient gets priority treatment. In situations like this, practitioners need to use both their medical knowledge and critical thinking

skills to avoid making decisions based purely on personal beliefs and cultural values.

Read the hypothetical medical scenario below and test your critical thinking skills.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=103#h5p-21>

### Quiz transcript

Critical thinking skills are important in the festival's first aid tent, and they're just as important in everyday life. Adopting a critical approach helps you analyse and evaluate situations based on valid information and evidence, leading to greater objectivity and understanding. Remember that personal

biases, beliefs, and values sometimes negatively affect your decision-making process.



- Want to see more examples of how important critical thinking is in a nursing role? Head over to the [Health Sector Industry Booth's job board](#) and check out the [Graduate Nurse Program advertisement](#). (10 minutes)

## Learn more on Learning Lab

- The [Introduction to critical thinking](#) tutorial provides pages which can help you understand the importance of thinking critically in your studies.
- The [Becoming a critical thinker](#) page will help you learn how to critically analyse information. (25 minutes)

# CALCULATING MEDICINE DOSAGE

---

Knowing how to calculate the correct medicine dosage is an important skill for nurses. See how James is teaching this knowledge to a nursing volunteer...



James, who is the on-site GP and health advisor at the Salty Creek Community Festival, is talking to a volunteer nursing student about the importance of knowing how to calculate medicine dosage. He poses a scenario to the nursing volunteer:

“Imagine a child at the festival has food poisoning and needs treatment. The medicine dosage is based on weight, but you can’t use the measurement guide on the packaging as the child is physically bigger for their age. What would you do?”

Help the nursing volunteer calculate the appropriate dosage for the medicine by using the formula below:

$$\text{weight in kilograms} \times \text{dosage in milligrams}$$



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=107#h5p-22>

### Cards transcript

The volunteer nursing student knows that calculating medicine dosage is a skill she needs to master for her course and her career – an incorrect dose could do more harm than good! Medication is routinely administered by qualified nurses, midwives, and other health practitioners, who may also be



required to supervise drug administration and double check for their colleagues. After reviewing the formula and doing some practice with James, the volunteer better understands how she will use this skill in her future nursing career.



- James isn't just helping volunteers in the first aid tent – he's also organising the [Health Sector Industry Booth](#). Head over there to learn more about the latest innovations in sector and evaluating health content online, and explore advertisements for different healthcare roles.

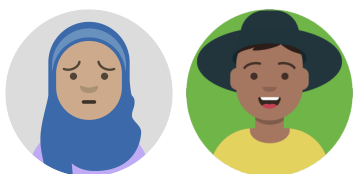
## Learn more on Learning Lab

- Learn more about nursing calculations by watching a video on [Medicine dosage by body weight](#). (2 minutes). Then, check out the Dosage by weight activity (3 minutes).

# MIND MAPPING AN ARTIST STATEMENT

---

Sometimes it's hard to see the big picture and start writing something. Learn why Hayden is a fan of mind mapping...



Working with her hands and making art comes naturally to Afra, the artist who has made the Salty Creek Community Festival's central art installation, but she's not so confident writing about her work. In fact, she's pretty stressed out about writing an artist statement. She doesn't know how to structure her thoughts and start writing, so she has emailed festival organiser Hayden to ask for his help. He suggests creating a mind map to help her see the big picture.

Read Hayden's email to Afra and check out the resources he has sent her.

Hi Afra,

I know how you feel. In my first year of uni, I struggled with essays and presentations. I'd sit down to do a task and not know where to start. One of my teachers suggested I try mind mapping. You may have seen one before – it's a way of visually representing information and connecting ideas.

I took my teacher's advice and made a mind map for a product proposal I was writing for my course, and it worked! I was able to group my ideas and figure out the best structure for the task. I tried the same strategy in all my units and found that mind maps can be used for pretty much anything that requires you to organise your thoughts. I even use them for everyday life

things like planning social events, my budget, and my personal goals.

I've seen some people online who spend a lot of time making impressive digital mind maps, but just writing stuff down with a pen and paper works for me.

I reckon you'd find creating a mind map helpful. Why don't you have a go at making one for your artist statement? Bring it along next week and we can talk about it in more detail. [This video tutorial on mind mapping will help you get the hang of it.](#)

Cheers,  
Hayden

P.S – It doesn't need to be fancy or time consuming unless you want it to be – check out this mind map I made when I was planning Sammie's 21st birthday party.



Afra has completed her mind map after looking at the information Hayden sent her. Now that her notes are visually displayed, she can see links between them and is starting to get a better idea of how she'll structure her artist statement.

Use the slider to move between the images showing each stage of Afra's mind map creation.



An interactive H5P element has been



*excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=111#h5p-23>

### Image slider transcript

Afra has discovered a new method for organising her thoughts and plans and is now well on her way to putting together her artist statement. She'll be able to use this skill when she begins studying, as well as in her day-to-day life. In fact, she's already started making mind maps to help her research uni courses, plan a holiday to Queensland, and record ideas for her next artwork – the possibilities are endless!



- Now that Afra has made her mind map, her next step is to order the information and start writing a draft. Check out the [Writing an artist statement](#) page in the Volunteers and Contributors series to see how Afra's statement progresses. (10 to 15 minutes)

## Learn more on Learning Lab

- Grab a pen and paper, or use a digital mind mapping

tool, and follow the [tutorial on how to mind map your own artist statement](#). (20 minutes)

- Mind mapping is a great method for all kinds of writing tasks. [Check out how it can be used to plan an essay](#). (8 minutes)

# WRITING AN ARTIST STATEMENT

---

A local artist has been commissioned to create a central art installation for the Salty Creek Community Festival. See how Hayden helps her write an artist statement...

This is a huge opportunity for the artist, Afra, who settled in Salty Creek when she was a teenager after arriving in Australia as a refugee several years ago. This is Afra's first commissioned artwork. She plans to apply for a university scholarship to study art and pursue a career as an artist.



Afra knows that this is her chance to have her work more widely recognised, which may help her scholarship application, and lead to further paid work. The statement must engage the audience and convey the right message.

English is not Afra's native language, and this type of writing is new to her, so she's nervous about the artist



statement. After spending several days drafting, she asks Hayden, one of the festival organisers, for some feedback.

Read Afra's draft below. Can you see any areas for improvement?

**Afra Akbari**

**Warm Reception, 2023**

Salty Creek Festival

*Warm Reception* is an iconic, larger-than-life sculptural installation of two hands reaching out to grasp each other. They were constructed over several weeks using recycled wood, cardboard, cloth, and a very groundbreaking papier-mâché technique.

Arriving in Australia as a refugee in 2015 was initially an intimidating experience. I wondered whether I would ever find my place and be accepted there. The inspiration for this piece comes from a moment in my first, tumultuous week in Salty Creek, when a community elder

grasped my hand between hers and spoke to me, and I struggled to understand her words, but I could feel the warmth of them through her touch, and it gave me a sense of comfort and from that moment on, Salty Creek has become a home which has embraced me and my family and enveloped us into the community.

This piece has been created by me because I wanted to show how I feel about the community that embraced me. Hands which hold each other with palm to palm are universally understood by people everywhere to represent assistance, comfort, friendship, and connection. I arrived in Salty Creek eight years ago and the community offered me these things.

I hope this installation will become the cynosure of the festival, a place for the people of Salty Creek to meet their family and friends, interact with the installation, take photos, and feel the warmth of the community.

## Reflect

- What do you think of Afra's artist statement?
- What vocabulary and editing tips would you give her?



Hayden has read Afra's draft and sent her some feedback. He has numbered the areas he thinks Afra can improve.

Look at his feedback below and match the feedback (letters) to the section it refers to in the draft (numbers).

Warm Reception is an **(1) iconic**, larger-than-life sculptural installation of two hands reaching out to grasp each other. They were constructed over

several weeks using recycled wood, cardboard, cloth, and a **(2) very groundbreaking** papier-mâché technique.

Arriving in Australia as a refugee in 2015 was initially an intimidating experience. I wondered whether I would ever find my place and be accepted there. **(3) The inspiration for this piece comes from a moment in my first, tumultuous week in Salty Creek, when a community elder grasped my hand between hers and spoke to me, and I struggled to understand her words, but I could feel the warmth of them through her touch, and it gave me a sense of comfort and from that moment on, Salty Creek has become a home which has (4) embraced** me and my family and enveloped us into the community.

**(5) This piece has been created by me** because I wanted to show how I feel about the community that embraced me. **(6) Hands which hold each other with palm to palm** are universally understood **(7) by people everywhere** to represent assistance, comfort, friendship, and connection. **(8) I arrived in**

**Salty Creek eight years ago and the community offered me these things.**

I hope this installation will become the **(9)cynosure** of the festival, a place for the people of Salty Creek to meet their family and friends, interact with the installation, take photos, and feel the warmth of the community.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=115#h5p-24>

[Fill in the blanks activity transcript](#)



Select 'Read the final version...' to see Afra's artist statement, which will be presented alongside her sculpture.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=115#h5p-25>

### [Afra's artist statement final version transcript](#)

## Reflect

- Can you see how Afra has used Hayden's feedback to improve her statement?

Thanks to her dedication and Hayden's feedback, Afra's artist statement is ready to support her work. She has developed her vocabulary and writing skills and learnt how to communicate

the process and meaning of her work to an audience. The ability to write a statement like this is not only useful for sculptors like Afra, but also an essential professional skill for anyone working in creative fields, including industrial designers, writers, and digital media creators.



- Have you seen how Afra prepared to write her artist statement draft? Follow the link to see how she organises her ideas by [mind mapping her artist statement](#). (8 minutes)

## Learn more on Learning Lab

- Explore the [tutorial on artist statement vocabulary](#), which includes tips to help you through your writing process and two short quizzes to test your knowledge. (20 minutes)





## PART IV

# SETTING UP THE FESTIVAL SITE

The location has been chosen for the Salty Creek festival, but there's still a lot to do on the site before the event.

**In this series, Mia uses her engineering skills and knowledge, and works with others, to set up the festival infrastructure so everything will run smoothly on the weekend of the festival.**

Use the links below to check out what's happening...

## at the office

[Constructing an access ramp](#) (10 minutes)

[Using accessible colour in design](#) (10 to 15 minutes)

## at the toilets

[Ordering hand sanitiser](#) (8 minutes)

## at the first aid tent

[Calculating noise levels](#) (12 to 15 minutes)

## at the stage

[Moving heavy equipment safely](#) (10 to 15 minutes)

[Working with coloured lights](#) (8 to 10 minutes)

# CONSTRUCTING AN ACCESS RAMP

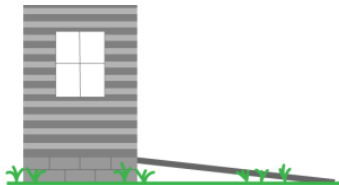
---

The new festival staff office doesn't have an accessible entrance. Help Mia install an access ramp at the correct angle to make sure everyone can get into the office easily...

The Salty Creek Community Festival team has rented a demountable building to serve as the staff office. The building has two steps leading to the entrance, but the festival's engineering and safety advisor, Mia, is going to replace the steps with a ramp to make the office **accessible**.



Mia investigates how flat the ramp needs to be for a wheelchair user. She learns that the Australian standards require a gradient no steeper than 1:14.



Help Mia calculate the angle of the ramp and how long it needs to be to meet accessibility standards.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=119#h5p-26>

### [Fill in the blanks transcript](#)

With just a few calculations, Mia is ready to improve accessibility for everyone who is using the festival staff office. Trigonometry calculations like these are helpful any time it's necessary to calculate distances and heights of objects, and are used in a wide variety of scientific fields, from modelling sound waves in music theory to charting sea life in marine biology.



- This isn't the only time Mia has needed to construct a ramp as part of setting up the festival. Learn how she is using trigonometry to [move heavy equipment safely](#) onto the stage. (10 to

## Learn more on Learning Lab

15 minutes)

- Brush up on your [right triangle trigonometry](#) with an overview and practice exercises. (25 minutes)

# MOVING HEAVY EQUIPMENT SAFELY

---

Festival volunteers are setting up the sound equipment and need to lift a large speaker onto the stage. Help Mia figure out how to construct a ramp that will lighten the heavy load...



The hired sound equipment for the Salty Creek Festival has arrived, and volunteers are ready to set up the stage. A couple of the speakers, however, weigh 40kg each! As the festival's Safety Advisor, Mia needs to make sure that everyone is using safe lifting practices. For objects this heavy, she'll have to figure out how to get them onto the stage without anyone getting hurt.

There is a ramp leading up to the back of the stage at a 30-degree angle. Mia has to determine whether using a trolley to pull the speakers up the ramp would reduce the required lifting effort to safe levels.

Help Mia calculate how much force is needed to pull the trolley up the ramp.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=2060#h5p-91>

### [Trolley force quiz transcript](#)

Mia knows 16kg is generally a safe lifting weight and that injuries often increase when people need to push, pull, or lift with more than 16kg of force. She decides to have the team build a new temporary ramp to the stage so that the speakers can be moved with just 16kg of force.

Calculate the angle that the ramp should be so that the pulling force is reduced to 16kg.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=2060#h5p-92>

### [Ramp angle quiz transcript](#)

With these calculations, Mia can now build a ramp that will allow festival volunteers to safely move the heaviest sound equipment onto the stage. Understanding the way that forces act on slopes is useful in a wide variety of science and engineering fields, and can help you understand the way different everyday objects move, from a ball thrown down a bowling lane to a car driving down a steep hill.



- This isn't the only time Mia has needed to construct a ramp as part of setting up the festival. Learn how she is using trigonometry to make the festival office accessible for everyone by [constructing an access ramp](#). (10 minutes)

## Learn more on Learning Lab

- Check out the diagrams and explanations on the [Forces](#)



[on slopes](#) page and try the exercises to practice your skills. (12 minutes)

- Review this page on [the principles of right triangle trigonometry](#) then test your knowledge with the sample exercises. (25 minutes)

# ORDERING HAND SANITISER

---

Mia is in charge of buying hand sanitiser for the festival. See how she is using calculation and conversion to make sure she orders enough...



Mia, the Engineering and Safety Advisor for the Salty Creek Community Festival, is busy calculating all the supplies that the festival needs while also trying to stick to a budget.

The festival is required to provide hand sanitiser by the toilets, for health and safety compliance. Mia needs to know how much they'll need to purchase and what it's going to cost.

First, help Mia figure out how much hand sanitiser she needs to order.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=123#h5p-27>

### [Calculating supply fill in the blanks activity transcript](#)

Mia's found a local supplier with a good price on an American brand of hand sanitiser. It comes in bottles that hold 1 US gallon of sanitiser and cost \$50 each.

Can you figure out how many bottles the festival needs to purchase and the total order cost?



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=123#h5p-28>



1 US gallon

=



3.785 litres



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=123#h5p-29>

[Converting units fill in the blanks activity transcript](#)

Converting between units and calculating the cost of supplies is important not only when you're planning a town festival, but also in everyday life—when shopping for household items, cooking a new recipe, or budgeting for a party.

## Learn more on Learning Lab

- Check out [units and conversions](#) to learn more about calculating common units, their abbreviations, and how to convert between them. (20 minutes)

# CALCULATING NOISE LEVELS

---

James and Mia need to work together to make sure that the music from the stage isn't too loud in the first aid tent. See how Mia uses the inverse square law to calculate the volume at different distances from the stage...



The on-site GP at the Salty Creek Community Festival, James, is concerned that the music from the stage will be disruptive to the patients and volunteers in the first aid tent. He asks the engineering and safety advisor, Mia, to help him figure out whether it will be quiet enough if they place the tent 75 metres from the stage.

Mia explains that the inverse square law can help them calculate how loud it will be in the tent. When applied to

sound, the law states that **as distance doubles, the sound level decreases by approximately 6 decibels (dB).**

Use the inverse square law to estimate how loud the music will be inside the first aid tent.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

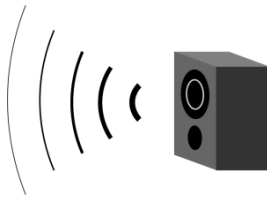
<https://rmit.pressbooks.pub/lcc/?p=128#h5p-30>

### Multiple choice transcript

The volume of people having a conversation is about 60 dB, so Mia and James decide that they should calculate the noise level more precisely. If it's any louder than 60dB inside the tent, it will be difficult to hear people speak. Mia explains that they'll need to use the following formula:

$$SPL_2 = SPL_1 - 20 \times \log\left(\frac{R_1}{R_2}\right)$$

where R is the **distance in metres from the source of the sound** and SPL is the **sound level in dB at that distance**.



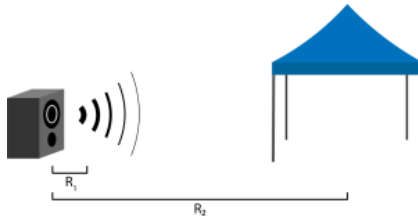
*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/lcc/?p=128#h5p-31>

### Sound level fill in the blanks transcript

It seems like the music will be a bit too loud if the first aid tent is 75 metres away. James doesn't want it to be any louder than a normal conversation inside the tent, so no more than 60 dB.





*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/lcc/?p=128#h5p-32>

### [Minimum distance fill in the blanks transcript](#)

With these calculations, Mia can now set up the first aid tent at a distance from the stage where James will be close to the action, but still able to easily communicate with anyone who stops by for help. Logarithmic equations like this one, and the inverse square law, are useful for solving many kinds of science and engineering problems you might come across in your studies or career.

## Learn more on Learning Lab

- Watch a short video (6 minutes), and then grab your

pencil and notepad for some [logarithms](#) practice. (18 minutes)

- The inverse square law is used for more than just calculating sound levels. Learn more on the [Inverse Square Law](#) page. (15 minutes)

# WORKING WITH COLOURED LIGHTS

---

Hayden needs to create yellow backlighting for the stage, but he doesn't have a yellow light! Help him figure out how he can make yellow light with the colours he has...

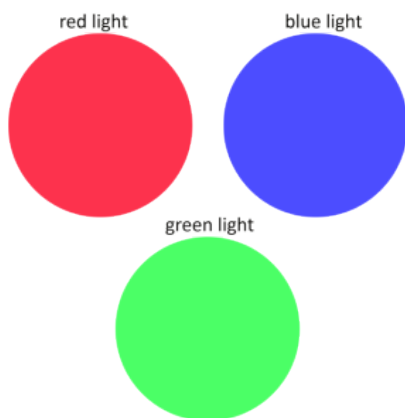


One of the festival organisers, Hayden, is running a rehearsal with some of the artists who will be performing at the Salty Creek Community Festival. One of the bands, The Salty Bees, want yellow backlighting for their act, so Hayden is looking for a colour filter for the stage lights. When he asks his colleague, Mia, for the yellow light filter, she says they don't have one, but that he can still make yellow light by mixing other colours.



Mia hands him the gel colour filters they have—red, green, and blue. When Hayden gives Mia a confused look, she explains that mixing light (additive colour) is not the same as mixing paint (subtractive colour) and that red, green and blue are the additive primary colours!

Before Hayden can ask her how he can combine them to make yellow light, Mia rushes off to deal with a “hand sanitiser issue”. He decides to experiment and see whether he can figure it out on his own.



Read about Hayden's trial and error process with mixing the coloured lighting and try to guess which colours the different combinations make. If you need

some help, you can use the interactive mixer below to see additive colour mixing in action.

There are three floodlights on the stage. Hayden places a different coloured gel filter on each of the lights and points all three lights at the same spot on the back wall of the stage.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=140#h5p-33>

### [Multiple choice quiz \(part 1\) transcript](#)

Hmmm. Mixing all three colours didn't make yellow. Hayden decides to try some combinations of two colours.

green light



blue light



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=140#h5p-34>

red light



blue light



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=140#h5p-35>

green light



red light

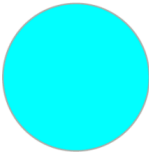


*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

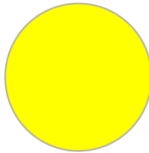
<https://rmit.pressbooks.pub/llcc/?p=140#h5p-36>

### Multiple choice quiz (parts 2, 3 and 4) transcript

cyan light



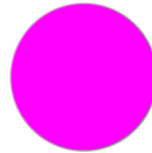
yellow light



white light



magenta light



*One or more interactive elements has been*

*excluded from this version of the text. You  
can view them online here:*

<https://rmit.pressbooks.pub/llcc/?p=140>

Attribution: “[Colour Theory: Understanding and Working  
with Colour](#)”

by Dr Lisa Cianci, [RMIT University Library](#) is licensed under  
[CC BY-NC 4.0](#)

When Mia returns, Hayden tells her he’s figured out how to  
make yellow light, but only through trial and error.

Read Mia’s response.



“Lots of people are surprised to learn that  
mixing coloured light isn’t the same as  
mixing paint. With paint, the more colours  
you add to the mixture the darker it gets,  
but with light it’s the opposite—the more colours you add, the  
closer to white the light becomes! It’s science! But I’m not an  
expert—you should look into colour theory if you’re



interested, particularly additive and subtractive colour systems.”

---

Hayden now feels better prepared to handle any future lighting requests on the stage. He’s also keen to learn more about additive colour and understand how mixing green and red could make yellow!

Having a better understanding of colour mixing, and colour theory in general, is useful knowledge for any activity or job that involves colour. Artists, designers, photographers, and fashion designers all use this knowledge in their work. Coloured lighting is important for event planners, stage technicians, and electrical engineers. Even the pixels on your computer or phone screen rely on the additive colour system.



- Hayden might be new to mixing coloured lighting, but he knows a lot about using colour to communicate effectively. Check out the advice he and Sammie give a volunteer about [using accessible colour in design](#). (10 to 15 minutes)

## Learn more

- Want to learn more about mixing colours and colour theory? [Explore these pages on additive and subtractive colour](#) to read explanations and quiz your knowledge.

# USING ACCESSIBLE COLOUR IN DESIGN

---

A student volunteer has designed some signs for the Salty Creek Community Festival, but the colours she's **chosen aren't appropriate. Check out Sammie and Hayden's feedback, and the tips they give the volunteer to help with her future designs...**



The Salty Creek Community Festival is just around the corner, and it's time to start thinking about the signage.

Priya is a local year 11 student who is thinking about studying graphic design or communication design at uni in the future. Priya has asked the festival organisers, Hayden and Sammie, if she can help with the signage by designing some of

the wayfinding signs. They're happy to let her help out to get some practical experience in the design field.

When Priya shows Hayden and Sammie her initial design ideas, they notice some problems with the colours she's used.

## Reflect

Look at Priya's first design draft below. What do you think the problems might be with her colour choices?



Read Sammie's comments to Priya about her colour choices.



“Using colour in your sign design is a fantastic idea! It can really make your signs pop and grab people’s attention. But you’ve got to think about **accessibility** too, so that as many people as possible can

read your sign.

Some colour combos, like red and green or white and yellow, might not work so well for everyone. It can be hard for folks with colour blindness or low vision to see the difference between colours. That’s why it’s really important to use colours that have high contrast and are easy to differentiate. I have pretty good eyesight, and even I struggled to read the white text on a yellow background.

Low colour contrast is when two colours are similar in lightness or darkness. High colour contrast is when two colours with a difference in lightness or darkness are put together, which can make things stand out more. Have a look at these images – see how the centre lines on the road, and the mountains in the distance, stand out more in the picture with high contrast?”

Use the image slider to compare the examples of low and high colour contrast.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=1387#h5p-79>

“So, you need to be aware of contrast, but also the specific colours you put together. Did you know that red-green colour blindness is the most common type? It’s called deuteranomaly. When someone with this type of colour blindness looks at your Market and Gallery sign, they might see both the background and the text as the same colour – a shade of yellow or brown – making it very hard to read.

Luckily, there are tools called ‘colour contrast checkers’ that you can find online. They can help you figure out which colours and contrast levels pass accessibility standards, so you don’t have to do any guesswork with it.

By the way, those icons you added to your signs are a great way to make things more inclusive. Definitely keep them! Visual representations help people understand what your signs

are about without having to be able to read the text. Just don't forget to make sure that the colours you use for those are accessible too!"

Now read the advice Hayden gives Priya.



"Sammie's made some great points. I'll just add a couple of things from the perspective of someone studying communication design, since I know you're interested in that area, Priya. Learning a bit more about accessible colour, and colour in general, will give you a head start.

Communication design is all about making visual content that gets a message across to the target audience. Some people probably think that colour in design tasks is just about making things look attractive, but it's so much more than that. When it comes to making signs, posters, instructional sheets, online presentations, email templates, or social media graphics, choosing the right colours is crucial! We have to think about how colour is seen and interpreted, the feelings it gives people, how it conveys a message, and where it directs attention.

So, it's really important to think about how our content will be perceived by all kinds of people and choose colours that are easy to read and understand. We always want to make sure

everyone can get the message we're trying to convey. At the end of the day, that's what good communication design is all about!"

---

After taking the organisers' feedback on board, Priya is using an online colour checker tool to find the right colours and contrast for the signs. The tool uses the **Web Content Accessibility Guidelines** (WCAG).



Have a look at some of the colours Priya tries and whether they pass the accessibility guidelines. Select each card to turn it and see whether the text and background colours are accessible.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/lcc/?p=1387#h5p-66>



## Cards transcript

Now that you've seen the colours Priya has tested for her signs, use the interactive colour contrast checker below to choose your own colours for the festival signs. Do they pass WCAG AAA accessibility standards?



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://rmit.pressbooks.pub/llcc/?p=1387>

Priya decides to use white text on the dark green background and black text on the yellow.

Her new signs are much easier to read and will ensure attendees can find their way around the Salty Creek Community Festival grounds. Sammie and Hayden are thrilled with them, and Priya can't wait to see them up on the festival weekend.

Use the slider to see the new version of the sign.



*An interactive H5P element  
has been excluded from  
this version of the text. You*

*can view it online here:*

[https://rmit.pressbooks.pub/  
llcc/?p=1387#h5p-80](https://rmit.pressbooks.pub/llcc/?p=1387#h5p-80)

Priya has learnt a lot about colour and accessibility. Now she wants to know more about colour blindness and how it occurs, and other ways to make designs visually accessible. She's even more interested in doing a course in Design or Communication Design when she finishes high school now, and she can see how important colour is.

Having an awareness of colour blindness and accessibility is cross-disciplinary knowledge that is useful in a range of subjects and professions, from visual content in communication design and brand development in marketing to designing emergency alarm systems, or user interfaces in engineering.



- Hayden knows a lot about colour in communication design. When it comes to stage lighting, however, he's just a beginner. Discover what Hayden learns about [working with coloured lights](#) while he's setting up the stage for a rehearsal. (8 to 10 minutes)

## Learn more

- Learn more about the different types of colour blindness and explore links to videos and online tests by visiting the [Colour blindness](#) tutorial. (15 to 20 minutes)
- Check out the [Accessible colour](#) tutorial to read more about the importance of colour accessibility in design and find links to useful resources and tools. (10 to 20 minutes)



## PART V

# RUNNING A SUSTAINABLE FESTIVAL

Sammie and Hayden's festival proposal focuses on organising an event which embraces sustainable practices. While they want attendees to have a good time, they also want them to think about the carbon footprint they leave behind at the festival.

**In this series, the members of the festival planning team are applying measures to ensure the festival is as sustainable as possible.**

Use the links below to check out what's happening...

at the office

[Making a festival sustainable](#) (10 to 15 minutes)

[Creating your own sustainability goals](#) (10 minutes)

[Minimising festival waste with a systems thinking approach](#)

(15 to 20 minutes)

at the market

[Talking about fast fashion and sustainability](#) (15 to 18

minutes)

at the central sculpture

[Using eco-friendly practices in art](#) (15 minutes)

# MAKING A FESTIVAL SUSTAINABLE

---

Sammie and Hayden want to run a sustainable festival, but what does that mean? Check out how they explain sustainability to the volunteers and some of the things they plan to do to make the festival environmentally friendly...



Sammie and Hayden, the lead organisers of the Salty Creek Community Festival, want to make sure the event is as sustainable as possible. It's a very important issue to them, and their original pitch for the festival was that it would promote sustainability.

As they're explaining this to their volunteers, however, they quickly realise that not everyone knows what sustainability means. Sammie offers to put together a short presentation for

their volunteers, to go over the basics of what sustainability is and why it's important.

Sammie and Hayden have modelled their own approach to sustainability for the festival based on the United Nations' (UN) definition. Sammie explains this definition to the volunteers.

Read the United Nations' definition of sustainability below.

Sustainability is:

‘meet[ing] the needs of the present without compromising the ability of future generations to meet their own needs.’  
(World Commission on Environment and Development 1987)

An example of this might be ensuring we have enough clean water for everyone to drink right now, without using too much so that our children and grandchildren cannot access clean water in the future.

Organisations and governments are starting to think more seriously about sustainability – not just in terms of the environment, but global society and the economy as well. The United Nations has become one of the leading authorities in sustainable development.



Drag the slider to see Sammie's presentation about the UN and SDGs.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=1199#h5p-69>

### [Presentation transcript](#)

Now that the festival volunteers understand the basic idea of sustainability, it's time for Sammie and Hayden to explain how they plan to make the festival more sustainable. Sammie and Hayden have put together some ideas on how they can ensure their festival is 'green' and, for inspiration, included examples of other festivals in Australia that have used these methods.

Read through the cards to see what Sammie and Hayden plan to do to make the Salty Creek

Community Festival more sustainable. Select 'turn' to see how other festivals have used these methods.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=1199#h5p-70>

### Cards transcript

## Reflect

These are just some of Sammie and Hayden's ideas to make the event sustainable. There are lots of other things they can do as well.

- Can you think of other things at a local festival that might negatively impact the environment?

- For example, paper tickets and flyers create paper waste. These may not always be recycled properly, or simply be left on the ground for the volunteers to clean up.
- How might Sammie and Hayden minimise those impacts?
  - For example, to avoid paper waste, Sammie and Hayden might make the tickets digital-only, and only promote the festival through social media and with digital signage.

Sammie and Hayden can see that the volunteers now have a good understanding of what sustainability is and how it can be applied to the Salty Creek Community Festival. They are confident the volunteers can help them achieve their goal and also feel good that they've helped the volunteers improve their **sustainability literacy**.

Whether you're studying or working, it's essential to have good sustainable literacy. Many university courses are incorporating sustainability into their course material, and companies are starting to think more about how their work impacts sustainability. Sustainability is something that

concerns all of us, not only in work and study, but in our day-to-day lives.



- To make sure their festival is sustainable, Sammie and Hayden are [minimising festival waste with a systems thinking approach](#). (15 to 20 minutes)
- A volunteer is interested in being more sustainable in his day-to-day life. Check out Sammie's advice on [creating your own sustainability goals](#). (10 minutes)

## Learn more on Learning Lab

- Learn more about the basics on the [Sustainability](#) page. (10 minutes)
- Discover more about the history of the UN and SDGs by exploring the [United Nations Sustainable Development Goals \(SDGs\)](#) tutorial. (30 to 40 minutes)
- Check out the [Sustainable industries: festivals and events](#) page to learn more about making events greener. (3 to 5 minutes)

# CREATING YOUR OWN SUSTAINABILITY GOALS

---

You can incorporate sustainable practices into your everyday life by creating sustainability goals for yourself. See how Sammie teaches a festival volunteer to come up with their own goals...



Nico, a volunteer at the Salty Creek Community Festival, is interested in sustainability and what he can do to be more sustainable in his day-to-day life. He notices that the festival co-lead, Sammie, is involved in the festival's sustainability planning. He decides to approach Sammie and ask them and ask for advice on how he can live more sustainably.

Read Sammie's response.



“I’m glad you asked! I’m always happy to talk about sustainability and help others make sustainable practices part of their everyday lives.

My advice? Start by coming up with some of your own sustainability goals. The United Nations has a great list of sustainable development goals (**SDGs**) that you can use for inspiration. Some of them are a bit tricky to tackle as an individual, but they’re a great reference when trying to think of your own goals. The SDGs cover a range of areas as well — I suggest having a look through them all and picking the topics you are most passionate about, and then working from there.

There’s a trick to creating your own goals. When I first created mine, I wanted to do something related to SDG 14 – Responsible consumption and production, but I had no idea how to create a goal and hold myself accountable. I just made vague promises to myself, like “I’m going to buy more clothes second-hand to reduce fashion waste”. I didn’t write it down or anything, so within a few weeks, I had forgotten my goal and didn’t stick to it.

After that, I realised the best way to come up with a

sustainability goal that you will commit to is by breaking it down into sections and being specific about **what** you want to achieve, **how** you will achieve it, and **when** you want to achieve it by. That way, you'll be more likely to follow through with it. I even created a template for myself with different sections to fill out for each personal goal I come up with. I can send it to you if you want.”

---

Nico decides to go off and write his own goal, using Sammie's template. He starts by looking at the SDGs on the UN's website for ideas. He then thinks about how much money and spare time he has, what his responsibilities are at work and home, his influence in the community, and what he can realistically achieve.

After some careful consideration, Nico comes up with his new goal.

Select each section to see how Nico has written out his goal.

—



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=1342#h5p-76>

### [Nico's sustainability goal transcript](#)

## **Reflect**

Think about things you can do in your day-to-day life to be more sustainable (you can have a look at the UN's SDG site for inspiration). Try and think of two or three things you could be doing differently. Remember, coming up with your own goals doesn't have to be time-consuming, expensive, or difficult. You can start off with something small, like buying and using a reusable water bottle or coffee cup to help reduce waste, and work your way up to bigger things, like going completely plastic-free.

Now that Nico's created his first personal sustainability goal, he's excited to start putting it into practice. Nico might not



be able to achieve all of the SDGs on his own, but he knows his goals help contribute to some of the larger sustainability targets, like reducing global food waste.

Making your own sustainability goals is a great way of incorporating sustainable practices into your life and holding yourself accountable. It also helps expand and demonstrate your **sustainability literacy**, which is a very valuable skill in many courses and workplaces. You can set goals for work, study, or your day-to-day habits at home. Remember, sustainability is not just about the environment either — you can set goals that contribute to things like gender equality, fair and inclusive work, and/or ending hunger.



- Sammie's trying to teach all the volunteers about sustainability. Check out the [Making a festival sustainable](#) page to see their presentation. (10 to 15 minutes)

## Learn more on Learning Lab

- Visit the [Make your own sustainability goal](#) page to write and download a copy of your own goals. (10 minutes).
- Explore [United Nations Sustainable Development Goals \(SDGs\)](#) to learn more about the UN and the original 17 SDGs. (10 minutes)

# MINIMISING FESTIVAL WASTE WITH A SYSTEMS THINKING APPROACH

---

The Salty Creek Community Festival planners are committed to running a sustainable festival, and minimising waste is a high priority. Check out the online content Bo creates to promote the festival's sustainable approach to food waste management...



The Salty Creek Community Festival is a few weeks away, and the Budget and Marketing Advisor, Bo, is creating some digital material to advertise the festival and promote its sustainability focus.

Here is Bo's to-do list:

## TASK:

- Create content on our approach to waste reduction for the festival website and the local council newsfeed

## TO-DO:

- ☐ Interview Sammie about how we're approaching waste reduction
- ☐ Find out what's being done to reduce food waste at the festival
- ☐ Create a graphic for the website

### [Bo's to-do list transcript](#)

Read Bo's interview with one of the festival organisers, Sammie, to learn more about how they're using a systems thinking approach to minimise waste at the festival.



## From Farm to Table and Beyond: The Salty Creek Community Festival Wastes Not

**Bo: Hi Sammie, thanks for taking the time to talk about running a sustainable festival. First, can you tell us your approach to minimising waste at the upcoming Salty Creek Community Festival?**

Sammie: Absolutely! We've used a systems thinking approach to design a waste management system that promotes sustainable practices.

**Can you explain what you mean by a systems thinking approach?**

Sure. It basically means that we're taking a big-

picture view of the festival and thinking about all the different things that contribute to waste. So, rather than just focusing on one part of the process, like encouraging attendees to recycle their plates, we're looking at the whole system – from start to finish – and seeing where we can make changes.

**Can you give me an example of how this approach influenced your waste management plan for food waste? Sounds like it's a lot more complicated than just organising composting.**

Totally. If you investigate food waste as a system, there's much more to it than just composting. There's waste that happens along the entire journey of the food supply chain. Systems thinking can help organisers figure out why there's often so much food waste at festivals and come up with solutions that address the problem at its source.

For example, not doing a proper estimate of the number of attendees can lead to too much food being ordered and produced. Poor management of the food while in transit or insufficient storage

could result in food going off. These things contribute to waste, not just how attendees dispose of their leftovers. By thinking about the whole process, we can come up with solutions that tackle the root causes, like doing in-depth estimations of attendees and ensuring food storage is up to scratch before the event. Then, of course, there's the composting [laughs].

**That sounds like a really smart approach. What other strategies are you using to reduce waste when it comes to food?**

We're working with our food truck vendors to make sure that they're sourcing their ingredients as sustainably as possible. We're looking into how we can optimise food preparation, like pre-preparing ingredient portions to reduce the amount of food that might go to waste. And while there will be vegan and gluten-free food options, the trucks will have limited menus. We're creating signage to encourage attendees to be mindful of food waste and providing compost and recycling bins. I'm also really pleased about the local connections we've made with farmers and charities who will be taking

food scraps, compost, and leftover produce and using it to serve the community.

**Wow, that's really impressive!**

Thanks! And that's just a few examples of our waste management strategies.

**Have you faced any challenges in implementing these strategies?**

No major issues yet. I think the systems thinking approach has helped us identify potential roadblocks and come up with solutions before they've become problems. Raising awareness and educating stakeholders, staff, and volunteers has required a bit of extra effort, but overall people have been supportive. We're really hoping our system will be able to stand as a model for future sustainable festivals.

Next on Bo's to-do list is creating a graphic for the website about the festival's food waste strategy. After chatting to Sammie and looking through the festival sustainability plan, Bo decides to make an interactive infographic for the website that will show the steps the festival organisers are taking to reduce waste at each stage of the food supply chain.

Check out the interactive infographic Bo has created for the website. Select the '+' icon to read more detail about what is being done to reduce waste at each stage.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=1383#h5p-77>

### [Interactive infographic transcript](#)

## **Reflect**

Could you use a systems thinking approach to reduce waste and live more sustainably?

Expand the stages below to read some reflection questions about the food you buy, consume, and dispose of in your daily life.





*An interactive HSP element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=1383#h5p-78>

[Expandable sections transcript](#)

In the interview, Sammie mentions the systems thinking approach, which looks at things from a holistic perspective. In other words, it looks at the **whole** rather than separate individual parts. Systems thinking is essential when it comes to developing sustainable solutions, which you can see from how Sammie and the team have implemented waste solutions using the approach.

Having an understanding of systems thinking provides you with a framework for solving complex problems. It teaches you to think critically and to consider how our societies and systems are interconnected. This understanding is also a significant part of **sustainability literacy**, which is essential for modern life, and will only become more important in the future.



- The festival organisers are tackling much more than food waste at the festival. Check out the [Making a festival sustainable](#) page to find out more ways they plan to make the event as environmentally friendly as possible. (10 to 15 minutes)
- It won't just be the food truck vendors who are reducing waste at the festival. Want to know more? Over at the market stalls, Cara is [talking about fast fashion and sustainability](#). (15 to 18 minutes)

## Learning more on Learning Lab

- Explore the [Systems thinking](#) tutorial to learn more about how this way of thinking relates to the world we live in and how it can contribute to global sustainability goals. (5 to 10 minutes per page)
- Now that you know about waste reduction, check out this [quick read on sustainable festivals and events](#) to learn about some other ways to minimise the environmental impact of events. (3 minutes)

# TALKING ABOUT FAST FASHION AND SUSTAINABILITY

---

Discover why the market stalls at the Salty Creek Community Festival will only be selling things that are pre-loved, recycled, or locally made...



Cara, a member of the festival planning team, is setting up the market stalls and gallery space. She's chatting with a volunteer, Haley, about the different stall owners and artists who will be using the space on the festival weekend.

Haley asks whether the biggest clothing retailer in town, a chain store called Eternal Teen, will have a stall in the market.

Read Cara's comment on the topic of Eternal Teen.



“We’ve only invited people who sell secondhand, recycled, and locally made products to have stalls at the festival. Eternal Teen is an example of **fast fashion**, which isn’t very sustainable, so they won’t have a stall this year. It’s part of our mission to keep the festival as sustainable as possible and show locals that there are ways to source clothing that don’t harm the environment.”

How much do you already know about fast fashion’s impact on the environment? Test your knowledge with the quiz below.



*An interactive H5P element has been excluded from this version of the text. You*

*can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=146#h5p-37>

### [Sustainability in fashion quiz transcript](#)

Cara tells Hayley that she'd like to have information around the market and gallery space that attendees can look at to get more information about sustainability in fashion and art. One of her ideas is a timeline showing the history of fast fashion, but there's not much space on the wall. Hayley offers to help Cara make a digital interactive timeline and create a QR code. That way, attendees can use their phones to look at the timeline and re-share it on social media.

Look through the timeline to learn more about the history of fast fashion and then answer the questions below to see what you remember.

(If you're having trouble viewing this interactive on your mobile device, select the full screen icon and view in landscape.)



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=146#h5p-38>

### [Timeline transcript](#)



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=146#h5p-39>

### [History of fast fashion quiz transcript](#)

## **Reflect**

- Has anything from the quiz questions or timeline surprised you?
- Do you know whether the brands you usually

- buy from follow any sustainability guidelines?
- How do you think pressure can be put on the industry to adopt more sustainable and transparent practices to reduce the negative impact of fashion?
  - What do you think the ‘slow fashion’ movement might be about?

Thanks to Cara, Haley now understands much more about fast fashion and the fashion industry’s impact in general and is fully on board with the festival’s goal of raising locals’ awareness of sustainability. In fact, she was so shocked by some of the facts Cara shared with her, that she has decided to look more into the idea of ‘slow fashion’ and learn to sew.

**Sustainability literacy** is an increasingly important skillset and mindset, which will be important to your community, and benefit you in your future studies, work, and everyday life. Understanding how sustainable or *unsustainable* different processes and industries are (such as fast fashion), gives us more control as individuals to make decisions which align with our principles.



- Sammie and Hayden want to hold a sustainable festival, but that means more than just selling second-hand clothes. Over at the office, they are sharing their many ideas for [making a festival sustainable](#) with the festival volunteers. (10 to 15 minutes)
- Fashion isn't the only area where the festival is tackling waste. Check out how the organisers are [minimising festival waste with a system thinking approach](#). (15 to 20 minutes)

## Learn more on Learning Lab

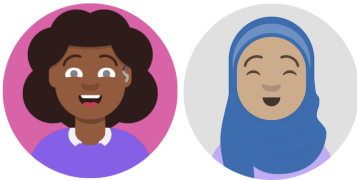
- Check out the [SDGs in your life](#) tutorial to learn more about [fashion and sustainability](#) (10 minutes) and some of the principles developed to understand the [sustainability of different types of fabric](#). (10 minutes)



# USING ECO-FRIENDLY PRACTICES IN ART

---

Afra is showing Cara the things she does to make her art more eco-friendly. Check out some of her sustainable practices...



Cara, the festival's Community and Engagement Advisor, has taken an interest in the central sculpture for the Salty Creek Community Festival. Cara's always been passionate about art, and she's impressed by the sculpture and its use of recycled materials. After chatting with Hayden, one of the festival co-leads, Cara finds out the name of the artist behind the piece – Afra – and decides to reach out to learn more about her eco-friendly creative process.

Check out the text conversation between Cara and Afra.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=1522#h5p-82>

### [Text conversation transcript](#)

Cara meets Afra at her studio and the artist shows her around. Afra goes through all the eco-safe materials and green practices she uses when creating new art.

Select the '+' symbols on the image to learn the different ways Afra makes eco-friendly art.





*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=1522#h5p-72>

### Hotspot transcript



“As an artist, you also have to think about things like the packaging materials come in, or how to dispose of waste. You even need to consider the life of your art over a long time!

To give you an example, Hayden and I talked about what would happen to my sculpture after the festival. Since the sculpture was made for the festival, what would we do with it once the event was over? We decided that the stand will be taken apart and the materials will be recycled. The hands will be donated to the Salty Creek art gallery for display, and since they are made from biodegradable materials, they will fall apart in time (I’ve instructed the art gallery staff not to try and preserve it).

These are just some of the ways I try to make my art practice more sustainable, but there are many more ways to be eco-friendly as an artist. Sometimes having an eco-friendly art practice is as simple as working during the day to make use of natural light and reduce power!”

---

After much talking, Cara and Afra realise they have a lot in common. Not only are they both interested in eco-friendly art and sustainability, but they also share some of the same influences. Their approaches to art are informed by artists like Kokatha and Nukunu woman Yhonnie Scarce, a prominent contemporary artist, and Agnes Denes, who is well-known for her environmental works.

## DID YOU KNOW?

Agnes Denes is a famous Hungarian-American artist who started out in the 1960s and '70s. She's an important figure in environmental art and creates pieces that focus on issues like climate change and inequality. She even has a work of public art in Australia – 'A Forest for Australia' (1998), where she planted 6000 trees of native endangered species (River Red Gum, Drooping She-oak and the Salt Paperbark) in five spiral formations at the Altona Treatment Plant.

Denes's best-known work is 'Wheatfield – A Confrontation' (1982). Over four months, between spring and summer, Denes planted two acres of golden wheat in a landfill near Wall

Street in lower Manhattan. The land was worth US\$4.5 billion, which Denes said at the time created ‘a powerful paradox’.

‘Wheatfield was a symbol, a universal concept; it represented food, energy, commerce, world trade, and economics. It referred to mismanagement, waste, world hunger and ecological concerns. It called attention to our misplaced priorities.’ (Denes n.d.)

The project lasted four months. Afterwards, the wheat was harvested and travelled around the world as part of an exhibition titled ‘The International Art Show for the End of World Hunger’, which was organised by the Minnesota Museum of Art (1987-90).

### **Sources:**

Denes, Agnes (n.d.) *Agnes Denes*, Agnes Denes website, accessed 20 March 2023. <http://www.agnesdenesstudio.com/index.html>

Greening the West (circa 2015) *A Forest for Australia – Altona Treatment Plant*, Greening the West website, accessed 20 March 2023. <https://greenthewest.org.au/projects/forest-australia-altona-treatment-plant/>

Whether you like to create art for a living or just dabble in your spare time, applying green practices is a great way to make your art more sustainable. It also demonstrates your resourcefulness and **sustainability literacy**. These two skills are especially important in tertiary education and the workforce – not just in art but in every discipline and industry. Thinking about the things we do and the materials we use for different tasks or pastimes leads to understanding the impact we have on the environment and how we can minimise that impact. This is true not only for artists, but everyone.



- Visit the [Making a festival sustainable](#) page and check out Sammie's presentation on sustainability. (10 to 15 minutes)
- Cara's not only interested in sustainability in art – head over to the market stalls where she's [talking about fast fashion and sustainability](#). (15 to 18 minutes)

## Learn more on Learning Lab

- Artists use a lot of different materials in their work, and not all of them can be recycled. [The Higg Materials Sustainability Index](#) is one resource that think about the

environmental impact of the materials you use. (10 minutes)

- Sustainability doesn't just mean being eco-friendly. The [Sustainable creative practice](#) page demonstrates other ways you can be more sustainable in your art. (10 minutes)





## PART VI

# ORGANISING THE ECONOMICS AND MARKETING INDUSTRY BOOTH



Hi, I'm Bo. Welcome to Salty Creek Festival's Economics and Marketing Industry Booth.

I have a degree in marketing and I'm currently studying economics. I'm helping to organise this industry booth.

Here visitors will find a range of information and activities to help them learn more about studying and working in the field of economics.

Do you want to check out what I've got planned so far? [Start with my Q&A poster](#) to find out more about my life as an economics student.

## See what else is happening at the booth:

- [Test your online learning skills](#) (10 minutes)
- [Read a blog post on time management](#) (8 minutes)
- [See how an economics student improves a presentation](#) (5 minutes)
- [Read about how a marketing intern evaluates information](#) (15 to 20 minutes)
- [Browse the job board](#) and read advertisements for innovative and in-demand roles in the industry (5 to 45 minutes)

# STUDYING ECONOMICS Q&AS

---

Is studying economics just about money? What does economics have to do with sustainability? What kind of job can you get with an economics degree?

These are some of the questions the Salty Creek Community Festival's resident economics expert, Bo, has answered on this Q&A poster for the Economics and Marketing Industry Booth.



Bo discovered a passion for environmental economics during their first degree (bachelor's) and is now doing a second degree in the area (master's).

Listen to Bo's answers or read their responses in the

graphic below for some insight into higher education and economics.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=156#h5p-108>



**@chrisjenavasar asked:  
is economics just about money?**

It's so much more than that! Economics is actually a multidisciplinary subject, meaning it incorporates a bunch of other subjects. An economics student might study financial literacy and trade, but also trends in other areas like immigration, equality, sustainability, and sociology.

**@dontbsalty asked:  
What do you like about studying economics?**

My area of interest is economic sustainability. I'm really passionate about helping rural and regional economies grow, without negatively impacting the environment and certain groups of people. Economic growth doesn't mean much if it damages our planet and only benefits the few.



**@adamsmith1729 asked:  
Any advice for people studying online?**

If you're starting an online course, my advice is to focus on improving your online communication and collaboration skills. Many of us grew up using social media and are comfortable online. But being able to have class discussions and work together online is a different skill. You'll have a head start if you **build your online learning skills** as early as possible.

**@martymcgoat asked:****How is your study life different now to when you did your first degree?**

Well, the subjects in my master's degree are pretty much the same, we just get to explore them in greater detail, which is cool. Something I've noticed is that I'm better at managing my time now. During my first degree I struggled with procrastination, but I made a conscious effort to **improve my skills in time management** and that's definitely paying off now.



**@freya2900 asked:**  
**What kind of job can you get with your degree?**

There are positions for economists in many areas of industry, government, and education. Plus, the skills you learn studying economics can be valuable in other types of jobs too. I'm starting a job as a consultant for a growing agricultural company next year. I'll be advising them on economic sustainability.

**@a562009 asked:****I'd like to study at university, but I live really far away and I'm not sure I can afford it. Do you have any advice?**

I was actually in the same boat! Luckily, I was able to get a regional scholarship, which was a huge weight off my shoulders financially. My advice is to research the support available. There are all kinds of scholarships and financial support schemes out there. You can look online or reach out to the university. Also, if you don't want to move, there are many degrees which are fully online these days.



### [Infographic transcript](#)

Take Bo's advice and get a head start building your time management and online learning skills by following these links:

**Take this quiz to test your [online learning skills](#) (10 minutes)**

**Read Bo's blog post: [‘Catching the thief of time: How I improved my time management skills’](#) (8 minutes)**

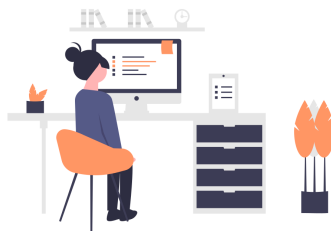
# TESTING YOUR ONLINE LEARNING SKILLS

---

Even if you're great at using social media, communicating with others online in an academic or professional environment is a separate skill that needs to be learnt and practised.

You might be almost ready to start successfully working with others online right now. Or perhaps you need some tips to set you on the right path.

Take the quiz below to assess your online learning skills.



Don't forget to check the answer to each question and read the feedback as you go. (10 minutes)



*An interactive H5P element has been excluded from this version of the text. You*

*can view it online here:*

<https://rmit.pressbooks.pub/lcc/?p=159#h5p-40>

### Quiz transcript

Online collaboration skills are essential in higher education and are in growing demand in the workforce. Working with classmates online at uni will allow you to develop these skills and help you navigate digital interactions with your future colleagues.



- Online skills are important at uni, and also professionally. Cara is a bit nervous about a virtual presentation she needs to give to festival stakeholders. Check out the tips Sammie gives her on [\*\*presenting in an online meeting\*\*](#). (10 to 20 minutes)

## Learn more on Learning Lab

- Boost your online learning skills and gain more confidence communicating and collaborating with

others online by exploring the tutorials in the [Online learning skills](#) module.

- Working with others online can be tricky, but it's a skill you can improve. The [Working well together online](#) tutorials will help you succeed in online group work and delivering presentations. (20 to 30 minutes for each tutorial)
- Check out the [Using discussion boards](#) tutorials to learn more about posting on academic discussion boards and how to give your classmates feedback on their work. (35 minutes)



# MANAGING YOUR TIME AT UNI

---

Time management skills don't come naturally to everyone. In fact, many uni students really struggle with organising their schedules and keeping up to date with assessments, especially in the first few semesters of a course. Like anything else, with practice and some conscious effort you can improve your time management skills.



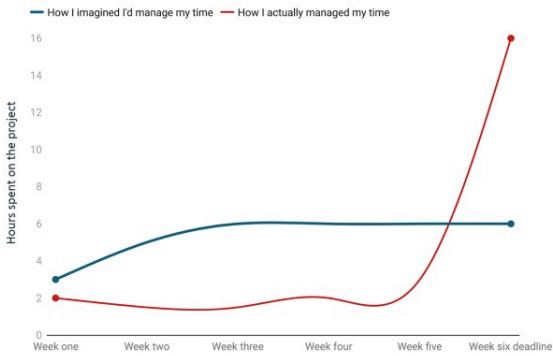
Read a blog post Bo wrote during the third year of their marketing degree about how they boosted their time management skills.

### **Catching the thief of time: How I improved my time management skills**

I was talking to a classmate recently about our busy assessment schedule at this time of the year. She told me she wished that staying focused and managing her time came as naturally to her as it does to me. I laughed and corrected her – it's taken a lot of conscious effort and habit-breaking strategies to get to the point where the end of each semester isn't utter chaos.

I thought back to a project I'd had in first year. Our lecturer told us we'd need to work on it over the course of six weeks. I wasn't worried. I told myself that I'd dedicate about five hours each week (starting the following week), and the bulk of it would be out of the way long before the due date.

It went more like this:

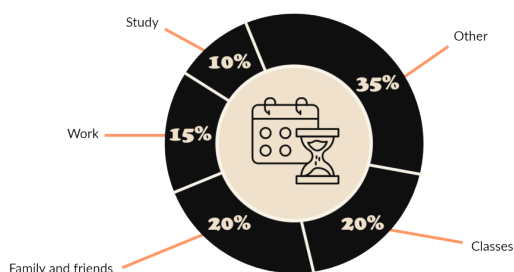


Whenever I sat down to work on the project, I'd find that I was distracted or unmotivated to work and would tell myself that I could just do it later, no big deal. Soon, week five arrived, and I'd barely started. To make matters worse, I quickly realised that I'd underestimated how long the project would take to complete. It was a stressful, chaotic week – I even had to give up a couple of shifts at work to finish the project in time. In the end, I wasn't even satisfied with what I handed in.

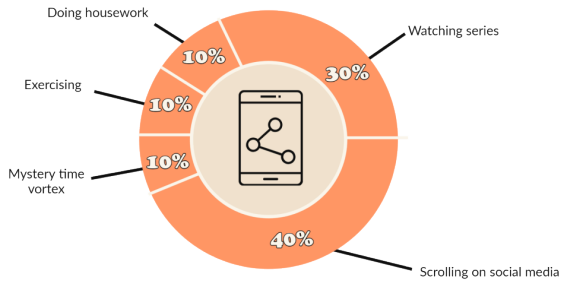
I made a conscious decision that this wouldn't happen again. Once the project was safely submitted, I spent an afternoon trying to work

out where my time had gone. I factored in the hours I spent working at the restaurant, attending classes, and socialising, plus the small amount of time I had actually spent working on the project before week five.

My time looked something like this:



Most of my time was going to some mysterious 'other'. But what had I been doing instead? After looking at my calendar, my screen-time breakdown, and the TV series I'd completed in the past month, I was able to estimate where my time had really gone.



Right. Now that I knew where my time was going when I wasn't studying, [I decided to use a study planner](#), rather than just telling myself 'You will spend five hours a week on this'. I started intentionally overestimating how long it would take me to do a task so that I wouldn't run out of time again. For some people, having a strict routine isn't helpful, but I found that having specific chunks of time set aside for study worked for me. It didn't solve all my time management problems, though. Even once I had the planner sorted out, I'd still procrastinate sometimes.

Procrastination is common, and although we have so many distractions these days, it isn't a modern concept. Almost two thousand years

ago, in his book of essays *On the Shortness of Life*, the Roman philosopher Seneca wrote:

**“Putting things off is the biggest waste of life: it snatches away each day as it comes, and denies us the present by promising the future.”**

So, I spent some time reading about the different reasons why people procrastinate, and I started to reflect on why I was doing it. Then I was able to use some strategies to help me change my habits, like learning how to set goals and studying with other people. Lots of unis organise group study sessions, and I found these really helpful. I study from home now, so I use my webcam and join online study sessions with people from all over the world!

## DID YOU KNOW?

In early 2022, a popular ‘anti-procrastination café’ opened in Tokyo. Customers, generally writers and artists, must commit to a creative goal upon entry and the owner then holds them to their goal for the time they have said they’d like to work for.

### Source:

McCurry J, (29 April 2021) [‘No excuses: testing Tokyo’s anti-procrastination café’](#), The Guardian

In second year, I got serious about setting goals to help me make the most of my study time. I’d started the year with some goals to study in the mornings, try to finish assessments earlier, and avoid procrastinating during study time. I was complaining to a friend about my lack of progress, and he pointed out how vague my goals were, and how easy it was for me to ignore them without clear steps.

“You know the whole idea of a ‘five-year plan?’” he said, “It’s not just thinking about what you want to have in five years’ time. It’s planning out the steps to get to that point. What you have right now are optimistic dreams, not goals. You need SMART goals!”

**SMART** is an acronym for goals which are specific, measurable, attainable, relevant, and time bound.

S	M	A	R	T
Specific	Measurable	Attainable	Relevant	Time bound
a clear and precise goal with details	a description of how you'll measure success	a justification of why your goal is possible for you to achieve	an explanation of the goal's relevance to your life	a specific, time-based plan

My friend had a point. I've always loved making lists and coming up with goals, but I never thought much about how I would achieve them. I decided to try writing my own SMART goals. Here's an example:



**Vague goal:** I want to study more in the morning

### SMART goal

**Specific:** I want to spend three hours working on assessments on Wednesday mornings

**Measurable:** I will set my alarm for 8am and study from 9am-12.05pm using the Pomodoro technique (this works out to be: six twenty-five-minute study blocks, each followed by a five-minute break. The fourth break can be fifteen minutes).

**Attainable:** I don't have a late night on Tuesdays, and I don't have classes until 2pm on Wednesdays, so I have enough free time to study for three hours and have a lunch break before class

**Relevant:** I organised my timetable so I would have this study time in the mornings this semester and I have not

been taking advantage of it. Using this time would give me more free time on Thursday and Friday every week.

**Time-bound:** There are six more weeks in the semester. I will study for three hours each Wednesday morning until my assessments are complete for the semester.

I've been on this journey for two years now. Am I perfect at managing my time? Nope! Am I much better than I was as an overwhelmed first-year student navigating a whole new environment? Definitely.

**Time management isn't just a uni skill – it's a life skill!** We all work towards deadlines at some point, whether it's at uni, at work, or in daily life – but we can learn how to manage them in ways that work for us. Focusing on improving these skills has made my life much easier. At the start of this post, I mentioned my stressed classmate. After I'd spilled my secret

(that time management isn't a natural talent) she decided to follow some of my steps and start better organising her time.

Are you struggling to meet deadlines too? Maybe it's time you [wrote some SMART goals](#) or tried some [anti-procrastination techniques](#).

**Good luck!**

The image shows the word 'Bo' written in a casual, handwritten style using orange ink. The letters are slightly slanted and connected, with a small loop at the end of the 'o'.

Being able to plan and manage your time allows you to minimise stress, complete high-quality work, and maximise your free time. What's more, it's a highly valued skill in the workplace. Employers want people who can meet deadlines and who are aware of the ways in which they work most productively. Whatever future course or career you are interested in, time management skills will help you succeed.

## Learn more on Learning Lab

- Planners and schedules can help you organise your time.

Have a look at the [Time management tools](#) page to get some ideas. (3 minutes)

- The [Goal setting and focus](#) tutorial is full of useful tips and includes an activity that will help you set your own SMART goals. (10 minutes)
- What is procrastination? Why do people do it? What can we do about it? The [Procrastination](#) page offers some answers to these questions and suggests strategies like the Pomodoro technique mentioned in Bo's blog post. (7 minutes)

# GIVING A PRESENTATION

---

Hayden has asked a uni student, Andrew, to give a presentation on his experiences studying economics and his plans to enter the field of economic sustainability. See what feedback Hayden gives him to help improve his presentation...



One of the organisers of the Salty Creek Community Festival, Hayden, has asked Andrew to give a short presentation at the Economics and Marketing Industry Booth about his studies, areas of interest, and potential career paths. Andrew is thrilled that he's been asked to talk but isn't sure his public speaking skills are up to scratch. He organises to do a practice run with Hayden as his audience.

Turn the cards below to see which parts of Andrew's presentation Hayden thinks need improvement and what feedback Hayden's given him.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=170#h5p-41>

### Cards transcript

Hayden's feedback has helped Andrew make some great changes to his talk for the festival. What he's learnt will benefit him at uni, as students often have to give presentations as part of their studies. Delivering effective presentations is also a valuable skill that helps with communication in everyday life.



- Andrew isn't the only one who is after some presentation tips. One of the festival advisors, Cara, is nervous about an upcoming online meeting. Read the tips Cara receives about **presenting in**

## Learn more on Learning Lab

[an online meeting](#). (10 to 20 minutes)

- The [Understanding your audience](#) tutorial covers the audience characteristics to consider when choosing the best way to convey your message and keep your audience engaged. (15 minutes)
- [Writing concisely](#) shows how to use plain language to make your talk easy to understand. (10 minutes)
- The [Presentations](#) tutorial provides pages on the standard structure of a presentation, strategies to keep your audience interested, and how to present effectively. (10 minutes)

# EVALUATING MARKET INFORMATION

---

Bo has asked Kayla along to the festival so she can tell students what it's like to work in market research. Discover how Kayla analysed market data to help a local winery promote their new sustainable wine...



The Salty Creek Community Festival's budget and marketing advisor, Bo, is organising the Economics and Marketing Industry Booth for the festival, and has asked Kayla to come and talk about her work. Kayla is an Analyst Intern at a small market research firm and has recently finished a project with Gumtree Hill Wines, a vineyard and winery located outside of Salty Creek. Gumtree Hill was making a switch to sustainable growing and wine production practices, but they



weren't sure what they should do differently to advertise their new wines. Kayla investigated the data to help them decide how to best bring their new wine to market.

Read through the case study and the tips for evaluating information that Kayla plans to share with festival visitors.



“My firm started working with Gumtree Hill Wines last year, right around the start of my internship. Like many of us, the winery owners have been growing more concerned about climate change, so they set a goal to make their grape growing and wine production more sustainable. They also hoped to attract new customers interested in sustainable wine, but they weren't sure how to market their new offerings. That's where I came in.

Gumtree Hill didn't have the budget to conduct their own market survey, so I needed to explore the market data that was already available and evaluate it with a critical eye. Whenever I'm evaluating information, I start with the CRAAP test, which means looking at the **currency**, **relevance**, **authority**, **accuracy**, and **purpose** of the information. I also ask the following questions, which are related to currency and accuracy and are specific to evaluating data and statistics:



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=176#h5p-42>

This resource has been adapted from: [Information Literacy in Action: Evaluating Statistics](#). Authored by: Marla Lobley.

License: CC BY: Attribution 4.0

#### [Expandable sections transcript](#)

“To carry out the work for Gumtree Hill, I brainstormed some questions I wanted to answer:

- Who is interested in or already buying organic and sustainably produced wine?
- What else is important to these wine drinkers, when it comes to selecting a wine?
- What kinds of packaging and advertising might attract the target audience?



I found several sources that might be useful, but I needed to **think critically** about each one to determine whether it would give me the insights I was looking for.”

Read the short excerpts from Kayla's sources and consider how you would evaluate them based on her criteria and questions above. Then, turn each card to read Kayla's thoughts about the source and how she used it in her research.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=176#h5p-43>

### Cards transcript

“Based on what I learnt from my research, I proposed a marketing plan for Gumtree Hill that focused on online marketing channels, creative packaging that tells the winery’s sustainability story, and the development and advertising of winery tours focusing on sustainability.”

---

We encounter data and statistics every day, and we use them to determine everything from which brands we should buy to

who we should vote for. Kayla's project with Gumtree Hill Wines shows that even data that is accurate and collected by a reputable source needs to be examined critically before it can be used to draw conclusions. Bo hopes that visitors to the booth will be inspired to learn more about analysing market research after hearing Kayla's process.

## Learn more on Learning Lab

- Interested in learning more about determining if information can be trusted? Check out the explanation (5 minutes) and video (2 minutes) on [Evaluating information sources using the CRAAP test.](#)

# ECONOMICS AND MARKETING JOB BOARD

---

Read the economics and marketing job board and start preparing for your future career...



Some of the people who come to the industry booths at the Salty Creek Community Festival will be looking for jobs, and some will just be looking for inspiration.

Bo, the festival's budget and marketing advisor, is in charge of running the Economics and Marketing Industry Booth. They've put together a job board for the booth that shows how varied the roles in economics and marketing can be. They've put the roles up on a tablet so that visitors to the booth can read the job advertisements and ask Bo any questions they have.

Bo has already considered what visitors to the booth might ask and has prepared some answers ahead of time. They've also got some suggestions prepared to help guide people to online tutorials that can help improve the skills mentioned in the ads.

Select the advertisements on the job board Bo has prepared for the booth and see whether any of them appeal to you.



# JOB ADVERTISEMENT: BUSINESS RESILIENCE OFFICER

---



Are you the type of person who anticipates future challenges and comes up with potential solutions? Have you thought about a career helping industries and businesses prepare for potential disasters?

Read the job advertisement for a Business Resilience Officer to get an idea of what this kind of role involves, and what employers look for in applicants.

You will find explanations for text marked with an asterisk (\*) below the advertisement. Select the question to reveal the answer. You can also build on some of the skills mentioned in

the ad by following the Learning Lab links at the bottom of the page.



## Business Resilience Officer

Salty Shire Council, Victoria, Australia

- 9-day/72.5 hour fortnight
- \$77,900 – 84,360 **pa**
- up to 12% **superannuation** + leave loading\*
- Discounted health insurance
- Location: Salty Shire region, personal vehicle required

Do you want to use your degree to help a diverse community thrive?

The Salty Shire Council serves the townships and urban centres in this diverse region spanning



more than 1000 square kilometres. Employing over 400 people, the council is dedicated to servicing the needs of local communities, improving the lifestyle of residents, and helping the local economy thrive.

Would you like to be part of the new economic development team at the Salty Shire Council? As a Business Resilience Officer, you will collaborate with the Economic Development Branch, focusing on ways to address the changing needs of the community.

### **You will;**

- contribute to building a more resilient economy in the region, providing individual support and enabling local businesses to grow and survive in the face of challenges such as climate change, natural disasters, geopolitical conflict affecting trade\*, and pandemics
- conduct research to find vulnerable local industries and businesses and design interventions.

### You will have;

- a recognised undergraduate qualification relevant to economic development, business management, commerce or marketing; or 8+ years of relevant experience
- a desire to solve problems and implement solutions, promote collaboration, and facilitate small work groups
- highly developed interpersonal skills with the ability to communicate persuasively, engage in active listening\*, consult with a wide range of people at all levels
- the ability to prepare professional business communication such as reports, presentations, and project documents.

### How to Apply

Please upload your current resume and cover letter demonstrating how you meet the requirements of this role.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=187#h5p-44>

## FAQ transcript

### Reflect

The job advertisement mentions a range of specific skills which are considered ‘transferable’. This means they’re skills that will be useful in many different types of jobs and in day-to-day life. Transferable skills are highly valued by employers in all industries.

- Can you identify the transferable skills mentioned in the advertisement?
- Do you already have some of these skills?
- How could you further develop these skills?

## Learn more on Learning Lab

- The same skills you need to work with small groups of peers at university can help you succeed in the workplace too. Learn more about [planning and facilitating group work](#). (5 minutes)
- Check out the [Writing a report](#) tutorial to learn the basics.
- Watch a video tutorial to see what high-level [professional report writing](#) involves. (10 minutes)

**[Return to the job board...](#)**

# JOB ADVERTISEMENT: HEALTH ECONOMICS RESEARCH ASSISTANT

---



Are you the type of person who often thinks about how things could be done better? Do you like exploring statistics, and searching for answers to interesting questions? Have you thought about a career as a researcher?

Read the job advertisement for a Research Assistant in Health Economics to get an idea of what this kind of role involves, and what employers look for in applicants.

You will find explanations for **text marked with an asterisk**

(\*) below the advertisement. Select the question to reveal the answer. You can also build on some of the skills mentioned in the ad by following the Learning Lab links at the bottom of the page.



## Health Economics Research Assistant

Nova University, Victoria, Australia

- Entry level
- Higher Education
- Melbourne – online and on site

Working hours: This is a full-time position, part-time may be considered by negotiation; **Fixed term\*** for 12 months

Faculty: Health and Biomedical Sciences

Salary: \$75,300 – \$102,163 (range) plus 17%  
**super**

We are seeking to fill a position in the Economics Research team at the Centre for Health Economics Research and Policy (CHERP). The position offers the opportunity to work on various projects within the field of economic evaluation, collaborating with specialists and clinical studies in infectious disease intervention and global health.

As part of the Economics Research team, the successful applicant will be expected to support and contribute to a program of health economics research under the direction of senior researchers.

### Key Selection Criteria

- Strong quantitative research skills
- A tertiary qualification in a quantitative discipline\* or a health-related discipline with a demonstrated interest in pursuing economic research.
- Demonstrated high-level communication skills (written and verbal)

- A demonstrated capacity to work collaboratively within a multidisciplinary team, both online and in person

If you feel this role is right for you, please submit your application by uploading your CV and a cover letter responding to the **Key Selection Criteria**.\*



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=191#h5p-45>

[FAQ transcript](#)



## Reflect

Look at the Key Selection Criteria in the advertisement:

- Would you like to do this type of job?
- Do you already possess some of the skills needed for this position?
- What skills would you need to develop to apply for a position like this in the future?
- What type of study, work, or life experiences could help you apply for a position like this?

A university degree in your area of interest can help you gain this experience and knowledge and support your KSC. A written assessment, such as an essay, could be evidence of your high-level communication skills, and group tasks offer the opportunity to show you can work collaboratively.

## Learn more on Learning Lab

- Knowing how to make a good impression and choose the best digital tools when collaborating online can be tricky, but it's nothing you can't handle once you know

the basics. Explore the [Working well together online](#) and [Using collaboration tools](#) tutorials. (approximately 25 minutes each)

- Writing to your colleagues and professional collaborators is quite different to writing to your friends and teachers. Check out the [Writing for the Workplace](#) tutorials to boost your professional communication skills.

**[Return to the job board...](#)**

# JOB ADVERTISEMENT: DIGITAL MARKETING ASSISTANT

---



Are you the type of person who loves interacting with others on social media? Do you like creating digital content like short-form articles or videos, and then checking analytics to see how successful it is? Have you thought about a career in digital marketing?

Read the job advertisement for a Digital Marketing Assistant to get an idea of what this kind of role involves, and what employers look for in applicants.

You will find explanations for **text marked with an asterisk**

(\*) below the advertisement. Select the question to reveal the answer. You can also build on some of the skills mentioned in the ad by following the Learning Lab links at the bottom of the page.



## Digital Marketing Assistant

La Inventiva Marketing

\$63,000 – \$71,000 + **superannuation**

Start building your career in digital marketing with La Inventiva Marketing (LIM) – huge learning opportunities and clear pathways to advance quickly + WFH!

Melbourne, Victoria, Australia

- Full time
- Flexibility to WFH\* or in our Melbourne office

- Optional mentor program

### WHO ARE WE?

LIM is a vibrant and exciting marketing agency based in Victoria. Since 2016 we have specialised in social media, website design, PPC\* and SEO\*.

We're looking for a passionate, early-career marketing assistant who is ready to start making a name for themselves in the industry.

### **In this role you will be responsible for:**

- providing all-round digital marketing support to the Digital Marketing Manager and team
- creating social marketing campaigns across various platforms
- creating short and long-form content including emails, articles, and websites
- reviewing digital analytics and recommending changes to reach outcomes.

### **The ideal candidate will have the**

### **following attributes and experience:**

- a tertiary qualification in a related field (Bachelor of Marketing, Business, etc.) — recent graduates welcome!
- a demonstrated understanding of social content development and awareness of what's trending on social media (Facebook, Instagram, LinkedIn, etc.)
- preliminary understanding of digital privacy guidelines, website analytics, and website management
- ability to complete tasks both autonomously and collaboratively
- ability to manage priorities and deliver work within project deadlines
- strong communication skills, both verbal and written
- intermediate to advanced knowledge of online graphic design tools.\*

### **INTERESTED?**

To apply, submit your cover letter and CV. Please include your portfolio or links to any digital sites

which showcase your work and support your application. Interviews will be held online.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=195#h5p-46>

### FAQs transcript

There are many pathways which can lead to a career in digital marketing. This company is looking for an applicant with a university qualification in a related area. Having a degree in something like business, marketing, advertising, or communication design is a great first step into digital marketing. A relevant qualification indicates to employers that an applicant has had the opportunity to learn about the latest industry tools, regulations, and marketing strategies, and has already developed their skills through coursework. Uni courses also give students the chance to improve the skills mentioned in this advertisement, like communication, collaboration, and time management.

## Learn more on Learning Lab

- Managing priorities and meeting deadlines can be tricky. Check out this [Time management video](#) (2 minutes) and some [strategies to help you stay focused](#) and get things done. (15 minutes)

**[Return to the job board...](#)**



## PART VII

# ORGANISING THE ENGINEERING INDUSTRY BOOTH



Welcome to the Salty Creek Festival's Engineering Industry Booth. I'm Mia.

I work as an environmental engineer, and I'm doing the planning for this industry booth, which is sponsored by my employer, Doug Fardle Mining.

If visitors want to learn more about studying or working as an engineer, this is the place to be. We'll have plenty of information and activities about different skills related to engineering.

## Have a look at what's happening at the booth:

- [Check out the engineering job board](#) and read advertisements for innovative and in-demand roles in the industry. (5 to 45 minutes)
- [Learn how Mia recognises flawed arguments.](#) (12 minutes)
- [Explore innovations and sustainability in agricultural technology.](#) (15 to 30 minutes)

# RECOGNISING FLAWED ARGUMENTS

---

Mia spends a surprising amount of time debating with people about the value of her job and environmental sustainability. Read about the types of flawed arguments she faces...

Mia is the engineering and safety advisor for the Salty Creek Community Festival, but she's also in charge of running the Engineering Industry Booth. While she is setting up the booth for the festival, a volunteer asks about her career as an environmental engineer, and her new role as the Head of Environmental Sustainability at a large mining company.

The volunteer asks Mia whether anything has surprised her about her new role as an advisor.

Read Mia's response to the volunteer.



“Yes! I spend a lot more time debating people than I did before.

When I propose new sustainable changes at work, I often have to debate their importance with my superiors.

Sometimes I also need to reassure my colleagues that these changes are what’s best for us all in the long run. Everyone seems to have opinions on what I do and its value, so I end up having to defend my role a lot.

I actually don’t mind debating, but these discussions are often with people using logical fallacies. Once you’re able to recognise logical fallacies, which are flawed, deceptive, or false arguments, you can generally use **critical thinking** and reasoning to prove them wrong.

Sometimes, people don’t even know they’re using logical fallacies in their argument. When you’re in a role like mine, being able to identify logical fallacies is an important and valuable skill!”

Look at the cards below to learn about three logical fallacies.

—



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=200#h5p-47>

### Cards transcript

Read some conversations Mia has had with different people about her job and the environment. Try to identify the logical fallacies they've used.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=200#h5p-48>

### Quiz transcript

Understanding logical fallacies gives Mia an edge when it comes to talking about her job and the environment. Being able to recognise a logical fallacy makes it easier for her to

address someone's argument, point out its weaknesses, and then present them with facts. It also means she's able to see through flawed reasoning in other places like social media posts, news items, and in general discussions.

Logical fallacies are everywhere. Being aware of their existence and how people use them to avoid evidence, distract from the main issue, or manipulate emotions, will help you break down these arguments. This type of critical thinking is an advantage within education, in the workforce, and in our day-to-day lives, as it makes us much less likely to fall prey to things like propaganda, misleading news, and marketing ploys.

## Learn more on Learning Lab

- There are many more types of logical fallacies – explore the [Logical fallacies](#) tutorial to read about them, see examples, and test your knowledge. (25 minutes each)

# EXPLORING INNOVATION AND SUSTAINABILITY IN AGRICULTURAL TECHNOLOGY

---

Mia's friend Ewan is a specialist in sustainable innovations in agriculture, and she's asked him to put some information together for the Engineering Industry Booth. Explore Ewan's contributions...



Part of Mia's role as the Engineering and Safety Advisor for the Salty Creek Community Festival is organising the Engineering Industry Booth. She knows that many of the attendees come from farming communities and will be

interested in information related to agriculture. Mia has reached out to her good friend, Ewan, who works for an **agricultural technology (AgTech)** company specialising in sustainability, and has asked him to contribute to the booth.

Ewan is keen to take part – talking about using tech to make sustainable change in agriculture is his passion. He and Mia meet up over coffee to talk about how they will include information about agricultural innovation at the industry booth. They decide to focus on three main topics:

1. How new technologies are solving problems in the agricultural industry
2. the types of engineers who work in AgTech, and what they do
3. how AgTech contributes to the **UN Sustainable Development Goals**.

They start by putting together a presentation that will be shared on a screen at the booth while Ewan is there to answer visitors' questions.

Check out Ewan's presentation to learn more about agricultural innovations and the positive impact they can have.





*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=2050#h5p-93>

### Presentation transcript

Ewan and Mia are hoping that after visitors to the booth have learnt a bit about the exciting developments in AgTech, they might be inspired to consider pursuing a career in engineering.

As Ewan says;

“A good engineer loves solving problems. They’re interested in how things work and how to make them better, and they generally have a good understanding of science, maths, and design. They’re vital players in the agriculture industry and the progress it’s making towards sustainability.”

Mia and Ewan decide to write brief descriptions of the various engineering roles related to technology and sustainability in the agriculture industry.

Check out the information below to see what they'll be displaying on the wall of the booth.



### **Agricultural engineers      Environmental**

**engineers** are the  
have a deep knowledge of how farms work, and often sustainability specialists.  
have a background in the They work on designing  
agricultural industry. They systems that help conserve  
can advise companies on resources, minimise waste,  
how engineering principles and reduce environmental  
and technology can be impact. They might then  
applied to solve agricultural work with farmers to  
issues. They might also be implement these systems  
involved in designing successfully.  
machinery and processes,  
and the day-to-day  
operations and supervision  
of farms.



**Mechanical engineers** design and develop machinery, tools, and equipment for various agricultural applications. They create electronic devices like tractors and harvesters, and systems that help and smart irrigation systems. **Electrical and electronics engineers** design and develop electronic systems for various agricultural applications. They create electronic devices like tractors and harvesters, and systems that help improve efficiency and automate agricultural processes. So, while the mechanical engineer builds the irrigation system, the electrical engineers work on its automation. Electrical engineers work on the energy systems that power farms, often using renewable energy to improve sustainability and efficiency in agriculture.



**Software engineers** design and build the software programs and applications that help manage and analyse data related to agricultural operations. So, as the **Chemical engineers** develop and optimise chemical processes. They work on developing solutions for fertiliser production and other agricultural processes. So, as the **mechanical engineer** builds reactions. This can involve the irrigation system and the developing products that are electronic engineer safer and more automates it, the software environmentally friendly, engineer creates the program which can then be used in that helps farmers collect precision agriculture. and understand the data. **Reflect**

Which of these engineering roles sound the most interesting to you? Why?

Mia and Ewan met while doing a Sustainable Operations course, so she knows that it's a topic of interest for him. She asks him about how his industry contributes to sustainable development.



“I find so much passion in my role because I’m helping farmers make their work more sustainable and preparing them to respond to natural disasters. And in turn, these

changes also contribute to preventing future environmental disasters. The technology that AgTech companies develop, and the research that's done into sustainable agricultural technology, will have a huge global impact on so many levels!"

"I know you're aware of the UN Sustainable Development Goals. Well, work being done in the AgTech area will, and already is, going a long way towards making a significant positive contribution to several of the SDGs."

Mia and Ewan put together an interactive visual for the booth on how advancements in agricultural technology are contributing to the SDGs.

Select the '+' icon to read about how AgTech can help work towards achieving the targets of these SDGs.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/lcc/?p=2050#h5p-95>

[Hotspot transcript](#)

Mia is pleased with the content she and Ewan have put together for the booth, and she's also learnt a lot. She wants to know even more about agriculture technology and engineering in Australia. After all, **the Aussie agricultural industry is valued at over \$71b, and 50% of Australian land is used for agricultural purposes** – including a fair amount of the Salty Shire region where she lives. Mia is sure that the visitors to the booth will find the info exciting and also relevant to their lives. Hopefully, they'll be keen to start careers in the industry, or, at the very least, tell their families about the sustainable innovations in agriculture.

**Source:**

ABS (Australian Bureau of Statistics) (2022) Value of Aussie Agriculture hits \$71 billion in 2020-2021, ABS, Canberra, accessed 3 May 2021. <https://www.abs.gov.au/articles/value-aussie-agriculture-hits-71-billion-2020-21>

## Reflect

Can you think of any examples of how environmental issues have impacted agriculture in Australia?

How did that impact affect different people's daily lives?

For example, consider a time when a farm-produced item was expensive or hard to find in supermarkets because of an event negatively affecting farming regions.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=2050#h5p-94>

### Accordion transcript

Read the list below and think about some ways these things might impact agriculture and global societies:

- dependence on fossil fuels
- climate change
- water scarcity
- water pollution
- loss of biodiversity
- soil degradation.

How do these issues relate to the UN SDGs mentioned above?

Example: “To remove dependence on fossil fuels

we'll need to use more renewable energy. That could relate to SDG 9 and sustainable industrialisation because..."

Climate change and sustainable development are topics that affect modern society and will only become more important in coming years. Problems and innovations in an industry like agriculture are not isolated from other areas. They also impact industries like information technology, trade, retail, hospitality, and tourism. They even play a role in politics. Understanding the relationship between sustainable development and any industry builds your **sustainability literacy**. This will help you contribute to important conversations about trade, the economy, and global issues. It makes you a valuable employee and gives you the knowledge to make informed decisions and positive choices for yourself and your community.



- Mia and Ewan aren't the only ones interested in how technological innovations can make industries more sustainable. James is [highlighting the sustainable benefits of health technology](#) (15 to 20 minutes) over on



## Learn more on Learning Lab

- Check out the [rest of the UN](#)
- his blog.
- A local agricultural company is hiring! Explore the [Mechanical Engineer position](#) (5 to 10 minutes) to learn more about this type of job and its prerequisites. To find out more about other types of engineering positions, check out the [booth's job board](#).

[Sustainable Development Goals](#) (10 minutes) and the [real-life projects being undertaken to reach them](#). (10 minutes)

# ENGINEERING JOB BOARD

---

Check out the engineering job board and start preparing for your future career...



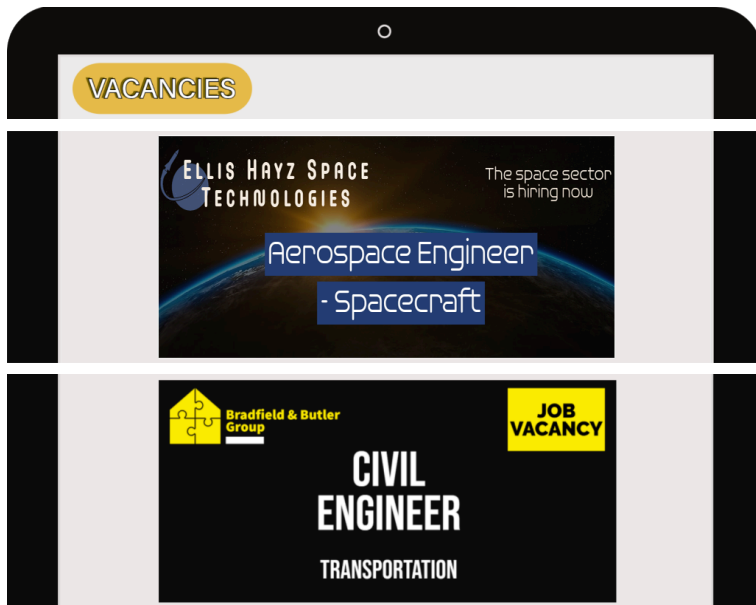
Engineering is a large and diverse field, and Mia, who is organising the industry booth, is keen to show visitors the exciting roles that exist in the engineering world. She has put together a job board displaying advertisements for different types of roles. Mia hopes that visitors to the booth will browse the job board to get a better idea of the skills and qualifications they might need if they want to apply for these types of positions now or in the future.

Mia knows there will be lots of high school students and other young adults at the booth who might not have worked in the industry or had their first professional role yet. She expects there to be some questions, so she's put together Q&As for each job advertisement.

The job advertisements will be shown on a tablet, and

visitors to the booth can look through them, read the extra information, and ask Mia any additional questions. She's also included some links to online tutorials which can help improve the skills mentioned in the ads.

Select a job advertisement on the job board tablet  
Mia has prepared to read more about the role and  
find out if it's something that might interest you.





[Engineering job board](#) Copyright © 2022 by RMIT University. All Rights Reserved.

# JOB ADVERTISEMENT: AEROSPACE ENGINEER - SPACECRAFT

---



Are you the type of person who wants to know how things work and likes solving maths problems? Would you like to design, develop, and test drones, aircraft, spacecraft or rockets? Maybe you've even dreamt of going to space! Why not think about a career in mechanical or aerospace engineering?

Read the job advertisement for an aerospace engineer to get an idea of what this kind of role involves, and what employers look for in applicants.

You will find explanations for **text marked with an asterisk (\*)** below the advertisement. Select the question to reveal the

answer. You can also build on some of the skills relevant to the position by following the Learning Lab links at the bottom of the page.



## Aerospace Engineer – Spacecraft

Ellis Hayz Space Technologies

Victoria

Full-time

Entry Level+\*

Salary: \$86,000 – \$104,000 + **Super**

Benefits: health insurance, leave entitlements\*, salary packaging\*

Ellis Hayz is taking Australia ad astra (to the stars) with innovative new propulsion technologies for launch vehicles\*.

### **Why you should join our mission:**

At Ellis Hayz, the stars are the limit! Our team is working together to take humanity higher and further than ever. With us, you'll be working in a dynamic environment where you're continuously learning new things and developing new skills. Ellis Hayz's culture thrives on curiosity and bold new ideas – we encourage you to think outside the box.

### **How you will contribute to our mission:**

Below are just some of the things you'll be doing within your role:

- Helping to design hardware suitable for flight on a rocket motor system
- Helping to develop and test rocket engines and other components of launch vehicles
- Researching propulsion system optimisation
- Analysing and interpreting data collected

through testing

- Supporting the Lead Propulsion Engineer and collaborating with colleagues in Queensland and South Australia

### **Minimum qualifications, skills and knowledge:**

- Recognised Bachelor's degree in a relevant engineering discipline\*
- Capability to obtain and clear an NV Level 1 Security Clearance\*
- Good working knowledge of the propulsion industry, or a willingness to learn

### **Desired skills and experience:**

- Excellent written and verbal communication skills
- Able to work both independently and as part of a team
- Good working knowledge of and experience using CAD, SolidWorks\*
- Excellent time management skills and an



ability to effectively prioritise and manage projects

- Proficient in Microsoft Office applications
- Strong **critical-thinking** and problem-solving skills
- An interest in long-term engineering solutions to sustainability issues

We understand you might not meet all the desired criteria, but don't let that stop you! We're looking for dedicated workers to join our team. What are you waiting for?

Apply Now!

If you are a passionate and hard-working team player who wants to help send Australia to the stars, please apply now by submitting your resume and cover letter.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=207#h5p-49>

[FAQ transcript](#)

## DID YOU KNOW?

**The Australian Space Agency states that by 2030 Australia aims to have grown a A\$12 billion space industry employing 30,000 people.**

Would you like to work in the space sector, but you're not sure about a role as an aerospace engineer? The space industry is a workforce with a range of skills and interests.

Here is a list of some other future space careers you might like to research:



- Astronaut
- Avionics Technician
- Earth Observation Scientist
- Flight Surgeon
- Robotics Engineer

- Space Business Development Manager
- Space Communicator
- Education Outreach Officer
- Space Lawyer
- Space Policy Analyst
- Space Scientist

### Sources:

Australian Space Agency (2019), [Advancing Space: Australian Civil Space Strategy 2019-2028](#), Department of Industry, Science and Resources, Australian Government, accessed 21 November 2022.

Australian Space Discovery Centre (c. 2019) [Pathways for a career in space](#), Australian Government Department of Industry, Science and Resources website, accessed 21 November 2022.

NASA (2016) [Cosmic 'Winter' Wonderland](#) [photograph], Wikimedia Commons website, accessed 22 November 2022.

## Learn more on Learning Lab

- Time management skills include goal setting, effectively prioritising tasks, and meeting deadlines. Check out [this tutorial on SMART goals](#) (10 minutes) and some

[strategies to help you stay focused](#) and get things done.  
(15 minutes)

- Being able to think and act ‘critically’ is an important and necessary skill for your academic success as well as your future employment. Learn the basics in the [Introduction to critical thinking](#) tutorial. (10 – 60 minutes)
- Mathematics is important to all engineering disciplines. Why not [explore some maths tutorials](#)? If you’re interested in aerospace engineering, you could focus on [algebra](#) and [trigonometry](#) first, and then [vectors](#), which are used to represent velocity and acceleration – important when you’re building a rocket!

**[Return to the job board...](#)**

# JOB ADVERTISEMENT: CIVIL ENGINEER - TRANSPORTATION

---



Are you the type of person who notices what makes things work and doesn't overlook the details? Do you have a talent for anticipating and solving problems before they happen? You might find it rewarding to design and develop infrastructure to improve the built environment. Why not consider a career in civil engineering?

Read the job advertisement for a Civil Engineer in the transportation sector to get an idea of what this kind of role involves, and what employers look for in applicants.

You will find explanations for text marked with an asterisk (\*) below the advertisement. Select the question to reveal the answer. You can also build on some of the skills relevant to the position by following the Learning Lab links at the bottom of the page.



## Civil Engineer – Transportation

Bradfield & Butler Group

\$70,000 – \$79,368 + **superannuation**

Waldein, Victoria, Australia

- Full-time
- Hybrid work\*
- Position suitable for graduates

Connecting communities...

Bradfield & Butler is a leader in infrastructure consultation. Our clients can count on us to bring

innovative new ideas to the table when it comes to projects in transportation, construction, water, energy and more. We aim to build a better tomorrow for future generations.

### **Are you a recent civil engineering graduate?**

We're offering the opportunity for civil engineering graduates to join our transport team to work on the new Salty Shire Rail Line. The project is an important upgrade for the community which will see the line expanded, as well as improve its safety, and freight\* and transport efficiency. It will also connect residents to growing areas of employment, attract new people to the area, and help expand the Salty Shire economy.

### **Minimum requirements:**

- Excellent written and verbal communication skills
- A demonstrated ability to maintain relationships and work well within a team and with external stakeholders\*, both

online and in person

- Demonstrated ability to manage time and strong organisational and prioritisation skills
- An open mind, a willingness to learn, and a strong sense of commitment

### **Qualifications:**

- Bachelor's degree (or higher) in civil engineering

How to Apply:

To apply for this position, send us your resume and a short cover letter (no longer than two pages) which addresses the requirements and qualifications as outlined in the position description.



*An interactive H5P element has been excluded from this version of the text. You*



*can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=209#h5p-50>

## FAQ transcript

### **DID YOU KNOW?**

To keep up with Australia's growing freight demands, there is currently a freight rail line being constructed to connect Melbourne and Brisbane. The extremely long rail corridor, called Inland Rail, will eventually be 1700km and run through regional Victoria, New South Wales, and Queensland. Construction began in 2018 and is expected to be completed around 2027.

#### **Some facts and stats:**

- Transit time between Melbourne and Brisbane will be less than 24 hours when the Inland Rail is completed, and rail distance will be cut by 200km.

- Up to 21,500 direct and indirect jobs will be created during construction.
- Almost 70% of freight carried on Inland Rail will be for domestic use, like household goods and groceries for supermarkets in our cities and towns, but the rail will also connect more regional producers and farmers to global markets.



**Sources:**

ARTC Inland Rail (2023) What is Inland Rail – Benefits, ARTC

Inland Rail website, accessed 9 January 2023.

<https://inlandrail.artc.com.au/what-is-inland-rail/benefits/>

Macallan T (2022) Plans for Inland Rail in 2023, Infrastructure Magazine Website, accessed 9 January 2023.

<https://infrastructuremagazine.com.au/2022/12/09/plans-for-inland-rail-in-2023/>

Porjo (2017) *Inland Rail* [diagram], Wikimedia Commons

website, accessed 9 January 2023. This image is licenced

under the Creative Commons [Attribution-Share Alike 3.0](#)

[Unported](#) licence.

## Learn more on Learning Lab

- Managing priorities and meeting deadlines can be tricky. Check out this [Time Management video](#) (2 minutes) and some [strategies to help you stay focused](#) and get things done. (15 minutes)
- Check out the [Writing for the Workplace](#) tutorials to boost your professional communication skills. (10 to 20 minutes each)
- Collaborating online isn't intimidating once you know the basics. Explore the [Working well together online](#) and [Using collaboration tools](#) tutorials. (approximately 25 minutes each)

- Mathematics is important to all engineering disciplines. Why not [explore some maths tutorials](#)? If you're interested in civil engineering, start by focusing on [algebra](#), [trigonometry](#), and [vectors](#).

**[Return to the job board...](#)**

*[Job advertisement: Civil Engineer - Transportation](#) Copyright © 2022 by RMIT University. All Rights Reserved.*

# JOB ADVERTISEMENT: MECHANICAL ENGINEER

---



Have you ever wondered about the design of a machine and what powers it? Do you like figuring out how things work and fixing them? Are you a creative person, who is good at visualising a process or an object before it becomes a reality? If you like maths, solving problems, and are curious about how machines work, a career in mechanical engineering might suit you.

Read the job advertisement for a mechanical engineer in the agricultural sector to get an idea of what this kind of role involves, and what employers look for in applicants.

You will find explanations for text marked with an asterisk (\*) below the advertisement. Select the question to reveal the answer. You can also build on some of the skills relevant to the position by following the Learning Lab links at the bottom of the page.



## Mechanical Engineer

TRK Farming

Salty Creek, Victoria, Australia

- Full-time position
- \$85,000 – \$120,000 **pa** (plus **Super**)
- 3-year Fixed Term Contract

TRK Farming is Salty Creek's best agricultural engineering company. We've been developing and delivering quality agricultural equipment\* for over 100 years. We strive to deliver specialist

equipment that suits our clients' individual needs.

### **What is the role:**

TRK Farming offers an exciting opportunity for a **hands-on Mechanical Engineer\*** in Salty Creek.

The role is essential for providing engineering support and efficient manufacturing to all areas of our agriculture business. By joining our team of engineers, you'll help to maintain and develop custom TRK equipment for our clients.

### **What you'll do:**

- Use **CAD software like SolidWorks\*** to design and draft product components for new and existing projects
- Create and maintain work instructions for our clients
- **Liaise with procurement officers\*** and suppliers for things like the cost, design and/or quality issues of projects and materials
- Utilise **FEA\*** to develop better machinery and structures that can withstand harsh

weather conditions on a farm

- Consider potential maintenance issues and implement early solutions
- Pursue training opportunities and strive to continuously develop knowledge and learn new skills.

### **What you bring:**

1. A Bachelor's degree in mechanical, manufacturing, agricultural engineering, or similar.
2. Working knowledge of SolidWorks
3. Excellent written and verbal skills
4. Good interpersonal skills, with a proven ability to work well within a team and individually, as well as excellent customer service skills
5. Well-developed prioritisation, organisational and project management skills
6. Intimate knowledge of and commitment to **OHS work practices\***
7. A current, valid Australian driver's licence



At TRK, our culture thrives on creative thinking and helping our employees to excel in everything they do. If you want to be part of an organisation that is revolutionising agriculture, we'd love to hear from you. Send us your CV and cover letter.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=211#h5p-51>

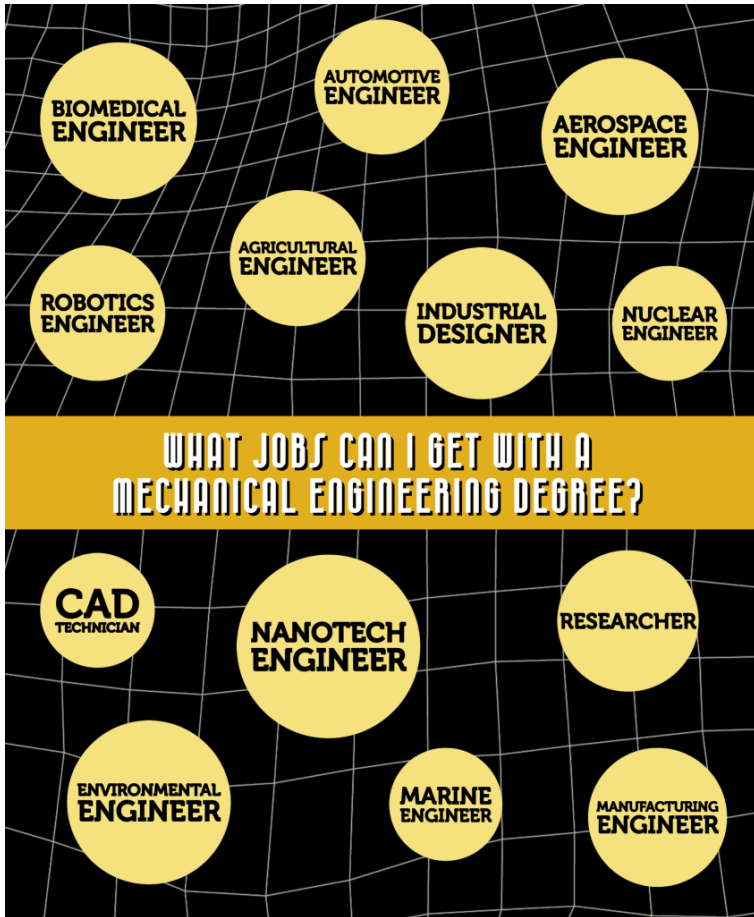
[FAQ transcript](#)

## Reflect

- Would you like to do this type of job?

Perhaps you're a creative, detail-oriented, problem solver but agricultural engineering isn't for you.

That's okay. Mechanical engineering is a field which offers a range of different career options. Maybe a [role helping to develop spacecraft would](#) appeal to you, and if not, there are plenty of other options. Here are some of the positions people who studied mechanical engineering might end up working in:



[Infographic transcript](#)



- Interested in engineering and sustainability? Elsewhere in the Engineering Industry Booth, Mia's

friend Ewan is [exploring innovation and sustainability in agricultural technology](#). (15 to 30 minutes)

## Learn more on Learning Lab

- Whether they're strategic, financial, or physical, there are risks which need to be assessed in any endeavour. A risk assessment matrix is a tool which helps people to assess these risks and is often used in health and safety contexts. Check out the [Risk Assessment Matrix](#) page to learn more and see an example. (5 minutes)
- Prioritisation and organisation are time management skills you can learn at uni and then apply to future positions. Check out some [strategies to help you stay focused and get things done](#) (15 minutes) and a [video on time management](#) with tips on organising your schedule and meeting deadlines. (2 minutes)
- Emails are an important form of written communication in the workplace. Learn how to structure and write clear and concise professional emails in this [Writing emails](#) tutorial. (20 minutes)
- Mathematics is important to all engineering disciplines. Why not [explore some maths tutorials](#)? If you're interested in studying mechanical engineering, you

could get a head start by focusing on [algebra](#) and [statistics](#).

**[Return to the job board...](#)**

*[Job advertisement: Mechanical Engineer](#) Copyright © 2022 by RMIT University. All Rights Reserved.*



## PART VIII

# ORGANISING THE SOCIAL SECTOR INDUSTRY BOOTH



G'day, I'm Cara. Welcome to the Salty Creek Festival's Social Sector Industry Booth.

I'm very excited to be organising this booth. I've been working in the social sector for years and I think it's a really rewarding area to get into. I'm a Youth and Community Advisor in Salty Shire, and I'm the Community Engagement Advisor for the festival.

If you want to find out more about the social sector, you've come to the right place – we've got lots of things planned for the booth.

## Check out what's happening at

## the booth:

- [Listen to my Q&A](#) to get an idea of what the social sector is and how to get into it. (10 to 15 minutes)
- [Check out how my friend Meagan manages social media responsibly](#) for her job at a local not-for-profit. (8 to 12 minutes)
- [Check out the social sector job board](#) and read advertisements for innovative and in-demand roles in the industry. (5 to 45 minutes)



# WORKING IN THE SOCIAL SECTOR Q&AS

---

Cara has agreed to do an interview on her experiences working in the social sector. Check out her responses to learn what the social sector is, how to enter it, and what kind of jobs it includes...



While organising the Social Sector Industry Booth for the Salty Creek Community Festival, Cara strikes up a conversation with one of the festival volunteers. The volunteer admits to not knowing much about the social sector. Cara, who has worked in the industry for years, realises that a lot of people attending the festival might not know much about it either. Cara and the volunteer decide to record an interview where she explains the basics of working in the social sector, and her own experiences working there.

Listen to Cara's interview below to find out more about the social sector. You can also read the key takeaways from each of her responses.

### What is the social sector?



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=598#h5p-103>

### Key Takeaways:

- The social sector includes all the social and economic services that aim to benefit society.
- There are roles in areas like aged care,

disability, youth work and mental health.

- The sector also involves services that address issues like homelessness, poverty, domestic violence and addiction.

What kind of jobs are  
in the social sector?



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=598#h5p-104>

## Key Takeaways:

- The social sector offers many different job

opportunities – you could work in law as a policy officer, or work directly with people as a counsellor.

- The social sector has roles working for federal, state or local government, schools, not-for-profits, hospitals and more!

How did you get into the  
social sector?  
What did you study at  
university?



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=598#h5p-105>

## Key Takeaways:

- There are different pathways available when it comes to studying social work:
  - You might get a relevant vocational certificate first. Alternatively, you might choose to go to uni and do a degree in social work or a specialised area like youth work.
  - You can do a bachelor's degree in another area, like arts or music, and then do an MA in Social Work.

What kind of skills do you think would be useful in the sector?



*An interactive H5P element has been*



*excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=598#h5p-106>

## Key Takeaways:

- Social work means working with a diverse range of people, so communication and interpersonal skills are key (this includes being able to communicate and collaborate well online).
- Other vital skills include time management to help stay on top of your workload, and **critical thinking** to help decide the best course of action when doing casework.

[Interview transcript](#)

## DID YOU KNOW?

One way to get into the social sector is to do some volunteering at your local not-for-profit or charity.

You can search for charities on the Australian Charities and Not-for-profits Commission's [Search for a Program page](#). Their [Helping a Charity page](#) also has some useful information about how you can get involved, either through volunteering or making donations.

In 2020:

- Australian charities received \$12.7 billion in donations
- 3.4 million people volunteered for charities in Australia
- The charity sector employed 1.38 million people. That's 10.5% of the working population in Australia for that year!

### Sources:

Australian Charities and Not-for-profits Commission (2022)  
*Australian Charities Report*, 8th edition, Australian Charities

and Not-for-profits Commission, Australian Government, accessed 17 January 2023. <https://www.acnc.gov.au/tools/reports/australian-charities-report-8th-edition>



- If you found Cara's interview interesting and want to read some advertisements for different roles in the social sector, why not check out the social sector booth's [job board?](#)

## Learn more on Learning Lab

- Critical thinking is an important and valuable skill to have in the social sector. Learn more about what it means to think and act 'critically' in the [Introduction to critical thinking](#) tutorial. (10 to 60 minutes)
- The social sector is moving increasingly online, so it's necessary to have good digital skills. Check out the [Online learning skills](#) module to learn more about communicating and collaborating in a virtual environment. (20 to 60 minutes)
- The [Time management](#) tutorial can teach you how to



set effective goals, use tools to make your time more productive, and beat procrastination! (20-30 minutes)

# MANAGING SOCIAL MEDIA RESPONSIBLY

---

Cara has asked Meagan, the communications manager at a local refugee support organisation, to help her create a poster about the role of social media in not-for-profits. Learn how Meagan uses critical thinking before sharing information on social media...



As someone who works in the social services sector, Cara knows that social media is a key way for not-for-profit organisations to build awareness, raise funds, and engage the community in a cause. Cara has invited Meagan, who works for a local organisation as a part-time social media manager, to prepare a presentation on her work for the Social Sector Industry Booth at the Salty Creek Community Festival. For

Meagan, managing the social media accounts for the organisation where she works and sharing relevant content with the community is a fun and rewarding job—but it also comes with the responsibility of representing her organisation well and ensuring everything she shares comes from reputable sources.

Meagan has prepared a short talk for visitors to the festival who are interested in social media and what a day in the life of a social media manager looks like. She's also shared her strategy for evaluating information online in a digital poster that will be available at the festival and on the festival website.

Meagan's practising what she plans to tell the festival visitors about how she uses social media at her job with the Rural Refugee Outreach Centre. Listen to her run-through or read the text below.





*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=2062#h5p-97>



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=2062#h5p-96>

### Talk transcript

Meagan has also prepared an interactive poster about how she engages with information on social media and the SIFT method, which she uses to decide what is worthy of sharing.

Check out the poster that Meagan has created about evaluating online information. Select the '+' icon to expand each section and read more detail.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=2062#h5p-101>

This resource has been adapted from: [Check, Please!](#) Authored by: Michael Caulfield. License: CC BY: Attribution 4.0

### [Poster transcript](#)

Cara hopes that visitors to the social sector booth will be inspired by Meagan's work, and also walk away with a better understanding of responsible social media use in their own lives.

## DID YOU KNOW?

According to research conducted at the Massachusetts Institute of Technology in 2018, fake news travels faster on social media than real, factual information.

Researchers looked at a data set of approximately 126,000 stories spread on Twitter

between 2006 and 2017 by about 3 million people. They found that falsehoods travelled faster than the truth and reached far more people, in all categories of information, though false political news saw the worst effects. The researchers believe that the emotional reactions evoked by the fake stories might have led people to share them more often than true news (Vosoughi et al. 2018).

**Source:**

Vosoughi S, Roy D, Aral S (2018) 'The spread of true and false news online', *Science*, 359(6380):1146-1151, doi:10.1126/science.aap9559.

Social media is important in the not-for-profit world as a way of connecting with the community, although it's vital to make sure that anything shared is reputable information from reliable sources. This is true for any company or public-facing group, too—anything posted online can have a big impact on the reputation of the organisation. Unreliable information is something you are bound to come across online in your studies and everyday life. Learning to evaluate online information is an important part of developing your digital literacy skills, which

can help you share information responsibly and conscientiously.



- SIFT is an important tool in many industries, including health. Check out James's advice for using SIFT when [investigating the reliability of online health information](#). (15 to 20 minutes)
- Evaluating information is a part of many different job roles. As part of the [Economics and Marketing Industry Booth](#), Bo has invited Kayla, a market research intern to talk about her work [evaluating market information](#) for a winery in Salty Shire. (15 minutes)

## Learn more on Learning Lab

- Delve deeper into SIFT, the method Meagan uses to determine whether a news story is worthy of reposting. Check out these resources on [Engaging critically with social media](#). (12 minutes)
- Have a look at our page on how to [Evaluate information sources using CRAAP](#), another useful method for judging whether information is reliable and appropriate for inclusion in academic work. (10 minutes)

# SOCIAL SECTOR JOB BOARD

---

Explore the social sector job board and start preparing for your future career...



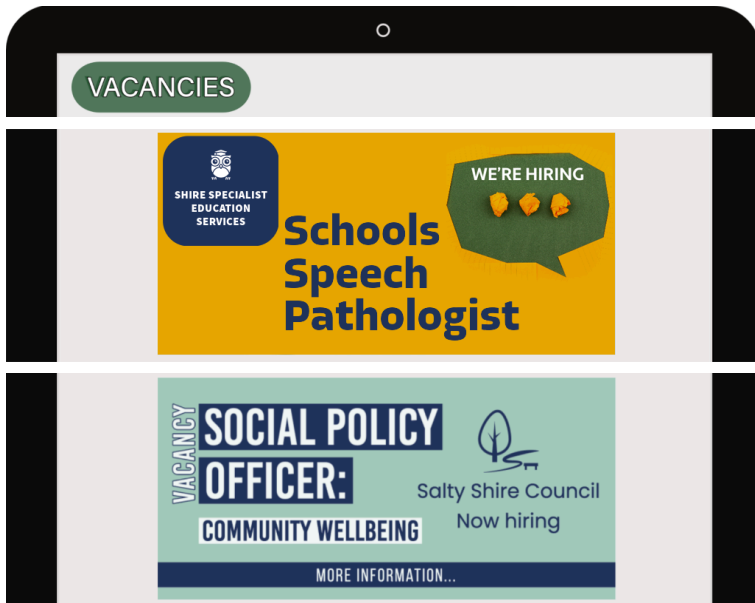
Cara, who is a Youth and Community specialist, has put together a selection of advertisements for the job board at the Social Sector Industry Booth. Not everyone will be looking for a job at the festival, but she knows there will be people looking for inspiration. Cara wants to show visitors that the industry has a broad range of professions and opportunities, and that at the heart of the social sector is the guiding principle of wanting to help individuals and communities.

Cara has spent years talking to people about the social sector, so she's already anticipated lots of the questions she might be asked. She's prepared some answers ahead of time to make sure nobody is put off by 'job speak', acronyms, or new concepts. What's more, she's collected resources that visitors



can explore and start developing vital industry skills and knowledge.

Select an advertisement on the job board tablet to read about the role and find out more about what the social sector involves. You might even discover your future career path!





[Social sector job board](#) Copyright © 2022 by RMIT University. All Rights Reserved.

# JOB ADVERTISEMENT: SCHOOLS SPEECH PATHOLOGIST

---



Are you a patient and empathetic person who likes to help people overcome challenges? Are you interested in topics like language, health, education and psychology? Would you like to work with people of different ages and backgrounds? A career in speech pathology might be for you!

Read the job advertisement for a speech pathologist to get an idea of what this type of role involves, and what employers look for in applicants.

You will find explanations for **text marked with an asterisk**

(\*) below the advertisement. Select the question to reveal the answer. You can also build on some of the skills relevant to the position by following the Learning Lab links at the bottom of the page.



## Schools Speech Pathologist\*

Shire Specialist Education Services (SSES)

Salty Shire & surrounding areas

Job Type: 0.8 FTE\*

Salary: \$77,323 – \$102,520 + **super**

Seven weeks paid annual leave

New grads welcome to apply

### About SSES

Shire Specialist Education Services is a growing company servicing Salty Shire and surrounding

areas. We provide regional and remote schools and their communities with access to a range of services and advice. We have a multidisciplinary team of specialist educators, youth workers, counsellors, and a music therapist. We are now looking to expand our team and the services we offer to include speech pathology.

### **About the job**

The speech pathologist's role involves delivering a range of services and support at private and public educational institutions in Salty Shire and surrounding areas. This might include kindergartens, primary and secondary schools, and specialist education organisations which provide education designed for students with specific disability and complex needs.

### **What you will do in the role:**

- Provide speech, language, and literacy intervention\* to students, either one-to-one, in small groups, or in a classroom environment
- Collaborate with school leaders, teachers,

and parents to decide upon and implement strategies

- Use **data to track progress\*** and make decisions leading to the best outcomes
- Assist in the design of personalised activities and lessons for teachers to support their students' speech and language needs
- Assist in professional development to increase teacher understanding, skills, and confidence to support students

## About you

### Essential Criteria

- Bachelor of Speech Pathology **or equivalent\*** with a focus on literacy and oral language development
- Eligibility for Speech Pathology Australia membership
- A current **Working with Children Check\*** and Australian driver's licence
- Strong critical thinking skills and an ability to collect and analyse data to drive

outcomes

- High standard of written, verbal, and interpersonal communication, including the ability to prepare professional written reports, assessment documentation, and case studies.
- Ability to collaborate with a multidisciplinary team and maintain positive professional relationships
- Confidence with technology and using digital meeting and collaboration tools

### **Desirable Criteria**

- Experience and/or qualifications in education
- Experience in musical and play-based assessment techniques
- Willingness to support the SSES Music Therapist two days a fortnight

To apply for this position, please submit your CV and a cover letter (3 pages maximum) demonstrating how you meet the above criteria.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=216#h5p-58>

### FAQ transcript

This job advertisement is for a company that works with schools, but speech pathologists work with a wide variety of people in many different settings.

Some places where speech pathologists are employed include:

- Childcare centres, schools, and universities
- Hospitals and private practices
- Aged care facilities
- Rehabilitation facilities
- The justice system

Look through the cards below  
to get an idea of some of the



different people speech  
pathologists help.



*An interactive H5P element has been  
excluded from this version of the text. You  
can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=216#h5p-59>

[Cards transcript](#)

## Learn more on Learning Lab

- Critical thinking skills are useful in all aspects of your life. Learn more about these skills and how you can develop them in the [Introduction to critical thinking](#) tutorial. (10 to 60 minutes)
- Explore the [Choosing communication tools](#) and [Using collaboration tools](#) tutorials to build your confidence collaborating online. (approximately 20 minutes each)
- Develop a stronger understanding of the forms of

writing mentioned in this advertisement by checking out the [Writing a case study](#) and [Writing a report](#) tutorials.

**[Return to the job board...](#)**

*[Job advertisement: Schools Speech Pathologist](#) Copyright © 2022 by RMIT University. All Rights Reserved.*

# JOB ADVERTISEMENT: SOCIAL POLICY OFFICER - COMMUNITY WELLBEING

---



Are you passionate about your community? Do you want to work in an area where you can have a direct impact on social justice and equity for your neighbours and local residents? As a social policy officer, you could shape programs and initiatives that make a difference in the everyday lives of others.

Read the job advertisement for a Social Policy Officer to get an idea of what this type of role involves, and what employers look for in applicants.

You will find explanations for text marked with an asterisk (\*) below the advertisement. Select the question to reveal the answer. You can also build on some of the skills relevant to the position by following the Learning Lab links at the bottom of the page.



## Social Policy\* Officer: Community Wellbeing

Salty Shire Council, Victoria, Australia

- Part-time permanent role (4 days per week)
- \$53.59 – 56/hr
- **superannuation** + leave loading\*
- Discounted health insurance

### About the role:

This position plays an important role in

influencing organisational policies, plans, strategies and initiatives that help to create a healthy, resilient and interconnected community.

Our dedicated and passionate team is responsible for the development, review, reporting and implementation of a variety of initiatives, including:

- Gender equality
- Social and affordable housing
- Prevention of family and domestic violence
- Community safety and wellbeing

and other initiatives and plans that may be developed by the Council.

As the Social Policy Officer for Community Wellbeing, you will focus on implementing and monitoring our social and affordable housing and our community safety and wellbeing initiatives. You will also be supporting the team with the Council's other social policy strategies.

**Your main responsibilities include:**

- Engaging with key external stakeholders\*

on social policy issues and initiatives to support the development of **integrated responses to community needs\***.

- Developing and implementing a variety of **evidence-based policies and strategies\*** to deliver social outcomes.
- Building partnerships with stakeholders and internal staff to effectively implement gender equality, wellbeing and other social policy plans.

### About you:

You are proactive, resilient, and resourceful. In this role, you will focus on results and be able to effectively prioritise your workload, communicate well, work independently, and collaborate within a team environment, as well as with key stakeholders.

### You will also have:

- A tertiary qualification in social sciences, health promotion or public policy
- Experience in researching, developing, analysing, implementing and reviewing

social policy (preferably in a local government setting, although not required)

- An ability to think outside the box and be open-minded
- Strong analytical and conceptual skills
- Strong written communication skills, with a capacity to write accurate, timely and audience-appropriate documents
- A **Working with Children Check\*** (or a willingness to obtain one).

**Additional important information:**

The successful candidate must also be willing to undergo a police check before they are employed.

**About Salty Shire Council:**

The Salty Shire Council serves the townships and urban centres in this diverse region spanning more than 1000 square kilometres. Employing over 400 people, the council is dedicated to servicing the needs of local communities,

improving the lifestyle of residents, and helping the local economy thrive.

### **How to apply:**

Please attach your resume along with a cover letter detailing your qualifications and experience and how they relate to the role.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=218#h5p-65>

### [FAQ transcript](#)

## **DID YOU KNOW?**

Policy development is just one of many job areas



in local government. Cities, councils, parishes, shires and other small administrative areas employ people in disciplines ranging from finance and human resources to transportation, engineering, urban planning and public safety.

There are many benefits to working in local government:

- **You have the chance to make a significant impact on your community.**

According to The Office of the High Commissioner for Human Rights at the United Nations, “Local governments are in contact with people in the most direct way. They receive demands, claims, and complaints from residents, while developing and enacting policies that directly affect lives.” If you are passionate about improving the daily lives of people in your community, you can make a difference by working in local government.

- **As a government employee, you will often have access to mentoring, training and professional development programs.** Some roles also

participate in cross-disciplinary work, which means you can collaborate with people in multiple fields to achieve a common goal. These opportunities allow you to broaden your skills and advance your career.

- **Government jobs generally provide a high level of job security and stability.**

Pay and benefits, such as annual leave entitlements and superannuation benefits, are also competitive.

**Source:**

Office of the High Commissioner for Human Rights (2023)  
Cities, local and regional governments and human rights. UN  
Human Rights Office website, accessed 16 February 2023.  
[https://www.ohchr.org/en/about-us/what-we-do/  
partnership/local-governments](https://www.ohchr.org/en/about-us/what-we-do/partnership/local-governments)

## Learn more on Learning Lab

- Knowing how to write audience-appropriate documents is a highly beneficial skill. Learn more about preparing information for different audiences with the overview

and examples on the [Understanding your audience](#) page.  
(15 minutes)

- Analytical skills are important at university and in most professions. Practice [analysing an argument](#) with this set of tutorials and improve your ability to critically assess a writer's or speaker's position.
- Explore the [Choose valid sources](#) tutorials to learn how to find credible and high-quality information when doing research, which is an important skill in many fields. (15 to 65 minutes)

**[Return to the job board...](#)**

*[Job advertisement: Social Policy Officer - Community Wellbeing](#) Copyright ©  
2022 by RMIT University. All Rights Reserved.*

# JOB ADVERTISEMENT: MENTAL HEALTH PROMOTION OFFICER

---



Do you have an interest in working directly with people and building positive relationships? Are you a compassionate person who enjoys communicating with and helping others from different backgrounds? If you're passionate about helping your community and improving the lifestyles of individuals, you might consider a career in health promotion.

Read the job advertisement for a Mental Health Promotion Officer to get an idea of what this type of role involves, and what employers look for in applicants.

You will find explanations for text marked with an asterisk (\*) below the advertisement. Select the question to reveal the answer. You can also build on some of the skills relevant to the position by following the Learning Lab links at the bottom of the page.



## Mental Health Promotion Officer

Rural Refugee Outreach Centre

Waldein, VIC, Australia

- Full time
- \$90,885 gross salary\* p.a.
- Generous **superannuation** contribution
- Leave loading and salary packaging\*
- Based in Waldein, with regular travelling (personal vehicle required)

### About the role:

The Mental Health Promotion Officer's role will be focused on increasing the **mental health literacy\*** of the refugee population in Salty Shire and surrounding areas. They will do so by working with our Health Team to deliver **mental health promotion\*** initiatives. They will also be responsible for working directly with community members with a refugee background, building positive relationships and providing support.

### Key responsibilities include:

- Developing and strengthening partnerships between **state and national support foundations\*** and the local refugee community, focusing on mental health promotion
- Collaborating with local healthcare providers to deliver mental health services
- Delivering mental wellbeing workshops and group programs, as well as providing support to community members on an individual level

- Researching the latest data and studies on mental health (with a focus on the refugee community) to support the Centre's work in mental health education and promotion
- Helping to plan, evaluate and report on our Mental Health Promotion Strategy to ensure any project plans and other work are in line with the strategy's principles, goals, and objectives
- Coordinating with external stakeholders\* to obtain funding for mental health programs and workshops

### About you:

You have a degree in health promotion, public health, or social work. You are committed to mental health promotion, human rights issues, and refugee rights. You can work collaboratively with a diverse range of people (peers, colleagues, community members, and external stakeholders) both online and in-person. You have good interpersonal and cross-cultural communication\* skills and can work effectively both within a team and independently. You have excellent

organisational and time management skills. An ability to communicate effectively in any additional community languages is also desirable.

To be considered for this role, applicants must provide a satisfactory Police Check, a current Employee **Working with Children Check**<sup>\*</sup>, a current valid driver's licence, and proof of the right to live and work in Australia.

Applicants must submit:

- Their resume
- A brief cover letter that addresses the selection criteria (no more than two pages).



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=220#h5p-57>



## DID YOU KNOW?

Mental health promotion is just one small area of health promotion. Health promotion refers to “the process of enabling people to increase control over, and to improve, their health” (International Conference on Health Promotion, 1986).

The World Health Organisation (WHO) has divided health promotion into four elements:

1. **Good governance:** The idea is that governments should prioritise legislation that protects people from illness and/or injury (for example, passing legislation to reduce pollution, or introducing taxes on things like tobacco).
2. **Health literacy:** giving people the knowledge, skills and information to make their own healthy choices (for example, what food they should eat). This also allows people to help improve the health of others in their community and hold

governments accountable when it comes to creating health equity.

3. **Healthy settings/healthy cities:**

Healthy cities are a gateway to healthier countries, and ultimately, a healthier world. Healthy cities mean using urban planning and local governance to build up and maintain the healthy lifestyles of communities (for example, making your local area more walkable to promote fitness and **accessibility**).

4. **Social mobilisation:** raising awareness of and demand for better health care. It also includes things like delivering resources and services and managing individual and community involvement (for example, a group of young people advocating for better sexual health education at their school).

**Sources:**

International Conference on Health Promotion (1986),  
Ottawa Charter for Health Promotion, World Health  
Organisation website, accessed 30 January 2023.

<https://www.who.int/publications/i/item/ottawa-charter-for-health-promotion>

World Health Organisation (circa 2016), Health promotion, World Health Organisation website, accessed 30 January 2023. [https://www.who.int/health-topics/health-promotion#tab=tab\\_1](https://www.who.int/health-topics/health-promotion#tab=tab_1)

World Health Organisation (2016), Health promotion (Q&A), World Health Organisation website, accessed 30 January 2023. <https://www.who.int/news-room/questions-and-answers/item/health-promotion>



Health promotion is also linked to the **United Nations’ Sustainable Development Goals** (SDGs). It particularly relates to SDG 3, ‘Good Health and Wellbeing’, which means ensuring healthy lives and promoting wellbeing for all at all ages. Some targets include things like reducing the number of deaths and illnesses caused by hazardous chemicals and air, water and soil pollution and contamination by 2030.

**Source:** United Nations (2022), Goal 3: Ensure healthy lives and promote wellbeing for all at all ages, United Nations

SDGs website, accessed 30 January 2023. <https://sdgs.un.org/goals/goal3>.

## Learn more on Learning Lab

- Time management skills are not only important in the workplace but in your studies and everyday life as well. Explore the [Time management](#) tutorial to learn how to effectively manage your time. (20 to 30 minutes)
- The [Working well together online](#) and [Using collaboration tools](#) tutorials will equip you with the right skills to communicate and collaborate effectively in a digital environment. (Approximately 25 minutes each)
- Check out the [Writing for the workplace](#) tutorials to learn more about how to communicate professionally. (45 to 60 minutes)
- Researching skills are essential in many professions and at university. The [Researching your assignment](#) tutorials can teach you about proper practice when finding information and ensuring you're choosing the right sources. (45 to 60 minutes)

## [Return to the job board...](#)

## PART IX

# ORGANISING THE HEALTH SECTOR INDUSTRY BOOTH



Hello, my name's James. Welcome to Salty Creek Festival's Health Sector Industry Booth.

I've been working as a GP here in Salty Creek for a while now, and I'll be the on-site GP and health advisor for the festival. I'm really passionate about innovative new developments in the health sector, which I'll hopefully get to showcase at this industry booth.

There will be plenty of information and activities at this booth to help visitors learn more about the health sector.

## Here's what's happening at the job booth:

- [Check out the health sector job board](#) and read advertisements for innovative and in-demand roles in the industry. (5 to 45 minutes)
- [Read my blog post on the sustainable benefits of health technology](#). (15 to 20 minutes)
- [Check out my advice on investigating the reliability of online health information](#). (15 to 20 minutes)

# HIGHLIGHTING THE SUSTAINABLE BENEFITS OF HEALTH TECHNOLOGY

---

How can innovative health technology be used in the healthcare sector? Read James's blog post to discover how artificial intelligence and virtual reality can help reach sustainability goals in global health...

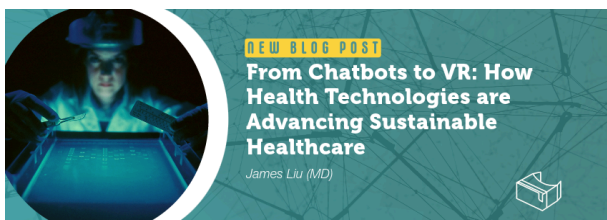


James is the on-site GP and Health Advisor for the Salty Creek Community Festival, and he's organising the Health Sector Industry Booth. James loves talking about cutting-edge innovation in health — he even writes a popular blog on the topic.

James knows that one of the festival's main goals is to raise awareness of sustainability, so he's decided to write a blog post on how health technologies can contribute to sustainability.

Check out James's blog post to read his thoughts on where healthcare, technology, and sustainability meet.

### [Text-only version](#)



JamesLiuSaltyDoc | healthtech enthusiast – 2d ago

I've recently taken on a role helping to organise and run a community festival in my hometown, Salty Creek. The festival's focuses are sustainability, local talent, and the future of our town. As readers of this blog will know, 'the future' is my favourite thing to write about, especially when it comes to new developments in health tech. The festival role has given me a



chance to think about the ways health technology innovation is supporting global sustainability efforts.

Sustainability in health isn't just about clean air, safe drinking water, and responsible disposal of waste, though all these things are vital to human health and healthy societies. Sustainability in health is also about ensuring that expertise is shared globally, research and services are resourced, patients can afford quality care, and medical professionals are given what they need to do their job well.



The United Nations' Sustainable Development Goal 3 (**SDG 3**) aims to ensure healthy lives and promote wellbeing for all ages.

It seeks to end

preventable deaths, fight diseases, promote mental health, reduce road deaths and those caused by pollution, prevent and treat substance abuse, and strengthen the capacity of all

countries to provide affordable and safe access to quality healthcare, family planning and education, medicines, and vaccines.



*An interactive H5P element has been excluded from this version of the text.*

*You can view it online here:*

[https://rmit.pressbooks.pub/  
lcc/?p=1196#h5p-67](https://rmit.pressbooks.pub/lcc/?p=1196#h5p-67)

The global pandemic showed us that healthcare systems in both developing and developed countries can be pushed to breaking point by unexpected circumstances. Many systems have been shown to be **unsustainable**, meaning that they can't continue functioning properly under pressure. Many hospitals are understaffed because there aren't enough qualified specialists, and existing employees spend a lot of time doing paperwork, all of which places a large burden on the system. These issues limit the quality of treatment options and attention patients receive.

**Health tech can make healthcare more**

**sustainable by supporting these systems and removing the burden on medical practitioners and hospitals.**

There are so many fascinating ways health technologies are contributing to SDG 3 and plenty of opportunities for greater improvement and innovation. Like with many new technologies, there are ethical issues to consider when it comes to health tech, and we must remember that things like AI aren't a fix-all. That said, this post is about the ideal ways tech innovations can help make healthcare sustainable.



***AI research and diagnostic tools***

AI-based tools are computer programs that use artificial intelligence to analyse images, videos, sound recordings, and other health data to detect and predict medical issues. The part that excites me the most about AI in healthcare is the great strides that are being made and will be made in health research.

AI can scan data at a much faster rate than we

can. It can be used to review large amounts of data, speeding up the process of medical discovery. It can also be used to generate detailed models of diseases and drug interactions to help develop more precise treatments. Research programs in these areas can help us fight communicable and non-communicable diseases and increase the global quality of healthcare services.

AI can help ease the burden on medical professionals and bridge the skills gap in places where there are shortages of training opportunities and specialised medical practitioners. It can also be used to help diagnose patients quickly and accurately, as well as offer guidance and quality control.

**For example:**

- Powerful machines and AI programs can analyse scans [150 times faster than radiologists](#) and can work 24 hours a day.
- AI can be [an excellent support tool in the diagnosis of melanoma](#), especially in areas without specialists, and smartphone

applications will soon be able to accurately diagnose a photo of a skin lesion.

- AI can be utilised to help screen patients for eye conditions in areas with a critical shortage of health practitioners and facilities. Check out the case study below to learn more. You might be interested to know that I actually used an AI program to help me draft and format it!



*An interactive H5P element has been excluded from this version of the text.*

*You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=1196#h5p-68>



## **Virtual reality**

Virtual Reality devices can be used to create immersive learning environments and simulate medical procedures, allowing doctors to practise before performing the actual procedure. VR

programs can also be created to train medical professionals in areas where there may be a skill shortage. Of course, this technology has limitations, as it requires good internet infrastructure, meaning developing areas may not be able to use it.

VR is also a promising tool for treating addiction. It can be used to simulate real-life situations that may trigger cravings or other addictive behaviours. This allows the user to practise coping strategies in a safe environment. What's more, putting on a headset and being immersed in different environments can act as therapeutic support for hospitalised patients, and those suffering from mental health issues such as anxiety, depression, and phobias, as well as drug and alcohol addiction.



## **Chatbots**

A chatbot is a computer program that uses AI to simulate conversations with humans through text, audio, or video. You might have seen basic versions pop up in the corner of websites asking

if they can help you. They're getting more sophisticated and knowledgeable by the day.

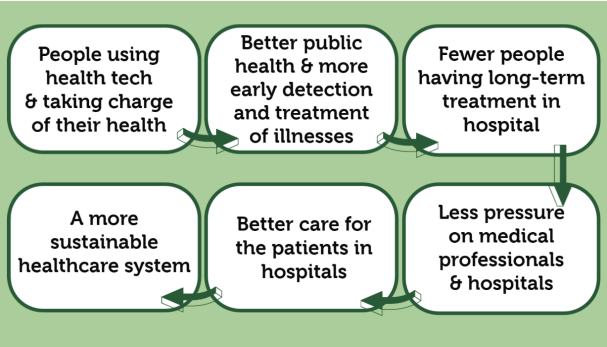
Chatbots can help support patients while also making medical professionals' workloads more sustainable. They are now being used to respond to patients' queries and give basic health advice, reducing the workload of medical staff in hospitals. There are also chatbots that can help users with depression and anxiety by giving them a safe space to talk through topics. This is extremely useful where there might be a lack of affordable mental health care and/or in-person therapists. Chatbots can also resolve language barriers, and provide 24/7 support.



## ***Wearable devices***

Wearable devices are tech gadgets designed to be worn on the body. They capture and monitor data, such as fitness and health information. Some well-known examples include smartwatches and fitness trackers. They can help track patients' health conditions and collect health data that can be used with a personalised

treatment plan. These devices can also give users reminders to take medication or make a medical appointment, and users can choose to have information sent to their care providers. Devices like these can empower people to take charge of their own health before illnesses develop, tackling non-communicable diseases and easing the strain on healthcare providers.



**DID YOU KNOW?**

**People aged 80 years and over are part of the fastest-growing age**



**group. The number of people in this demographic is projected to triple between 2018 and 2050, reaching 426 million.**

Sustainable healthcare systems will only become more important with the aging of the global population. Reducing the number of elderly patients who require expensive long-term hospital treatment is crucial. Wearable devices, VR, and AI make patients more aware of their health and how to maintain their wellbeing. These improvements mean in the future, more patients can find answers to their questions and receive support without going to the hospital. They can also be treated at home, which will reduce medical wait times, prevent the spread of hospital-acquired diseases, and therefore reduce the burden on hospitals.

**Statistic source:**

Population Division of the United Nations (UN)  
Department of Economic and Social Affairs (2019)

*World Population Prospects 2019: Highlights*, UN website, accessed 15 February 2023.  
[https://population.un.org/wpp/Publications/Files/WPP2019\\_10KeyFindings.pdf](https://population.un.org/wpp/Publications/Files/WPP2019_10KeyFindings.pdf)

Health tech is an evolving field and a thrilling frontier – and I’ve only included a few examples in this post (next time I’ll delve into AR, robotics, and 3D printing as well). I hope you find these innovations as exciting as I do and can see the many ways they can contribute to global healthcare and sustainability. They offer more sophisticated remote care and training and give medical professionals more time to focus on quality health care. They make it easier to sift through information, find answers faster, and give accurate diagnoses.

I think it’s vital for healthcare specialists to keep up to date with new developments in the sector, and we should also be building our knowledge of sustainability. The need to protect our planet and patients through sustainable innovation won’t

be going away, and an understanding of the SDGs can give us a more complete view of the many ways sustainability, health, and technology are interconnected.

### **Sources:**

United Nations (2015) *Goal 3: Good Health and Well-being* [graphic], United Nations SDGs website, accessed 30 January 2023. <https://www.un.org/sustainabledevelopment/news/communications-material/>

The Economist (2019) 'Is this the future of health?' (video), *The Economist*, YouTube, accessed 15 February 2023. <https://www.youtube.com/watch?v=jZg5QhL3Ckc>

Sweeney, C., Potts, C., Ennis, E., et al. (2021). 'Can Chatbots Help Support a Person's Mental Health? Perceptions and Views from Mental Healthcare Professionals and Experts', *ACM Transactions on Computational Healthcare*, 2(3):1-15, doi:10.1145/3453175.

Mar, V.J. and Soyer, H.P. (2018) 'Artificial intelligence for melanoma diagnosis: how can we deliver on the promise?', *Annals of Oncology*, Elsevier, doi:10.1093/annonc/mdy193.

## Reflect

How can the technologies James has written about in his blog post help support the SDG 3 targets (which are listed in the drop-down menu above)?

What are some barriers that might stand in the way of using these technologies to reach SDG 3?



For example, **Target 3.8 is to help people access medical care no matter where they are in the world.**

- How could a chatbot or wearable device help people receive the health care they need, even if they live in remote and/or developing areas?
- What if the area doesn't have a reliable internet connection, or the local population cannot afford wearable devices like smartwatches?

James mentions that AR, robotics, and 3D printing are also health tech developments. What do you know about these technologies? In what ways could they be used in healthcare?

Health tech is only one of the many professional areas where innovations are being used to help address global inequalities in health and quality of life. **Sustainability literacy** is a skill that is growing in importance in all areas, especially in **STEM**, and is highly valued in higher education and by forward-thinking employers. Being aware of the Sustainable Development Goals, and the needs and opportunities which exists in these multiple, interconnected areas will help you make informed and positive choices for yourself and your community.



- Want to see how Sammie and Hayden explain sustainability to the volunteers and share their ideas for running a sustainable festival? Check out the [Making a festival sustainable](#) page. (10 to 15 minutes)
- Now that you've learnt all about how technology can make healthcare more future-focused and sustainable, you might want to check out the exciting developments in other areas. Head over to the Engineering Industry Booth where Mia's friend Ewan is [exploring innovation and sustainability in agricultural technology](#). (15 to 30

## Learn more on Learning Lab

minutes)

- Now you know more about Sustainable Development Goal 3, why not learn more about the other [UN SDGs](#)? (20 minutes)
- Read about the ways [RMIT University is working towards Goal 14 – Life Below Water](#). (10 minutes)

# INVESTIGATING THE RELIABILITY OF ONLINE HEALTH INFORMATION

---

When a volunteer shows up with a suspicious health article found on social media, James steps in to offer advice on evaluating online medical information. Learn how James applies critical thinking skills to determine what health articles can be trusted...



While James is setting up the first aid tent for the Salty Creek Community Festival, a concerned volunteer comes in with a suspicious article claiming that prescription drugs cause dementia. The volunteer tells James, the festival's On-site GP and Health Advisor, that his grandmother saw the article on

social media and now doesn't want to take her medication. He thinks the website seems a bit suspicious, but he doesn't want his grandmother to get dementia, either. Can the article be trusted?

Read James's response to learn how he encourages his patients to think about the health information that they find online.



“As a doctor, my patients show me articles like this all the time. The internet has a lot of useful health information, but also a lot of scaremongering and articles that are written from an anti-science perspective. Sometimes it's hard to tell the difference.

Medical professionals love acronyms, and there's a specific one I use, and recommend my patients use, when investigating the reliability of online information, called the SIFT method. SIFT stands for: **Stop, Investigate the source, Find better coverage, and Trace claims, quotes and media back to their original context.** Let's try it with your article.”





*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=2064#h5p-109>

This resource has been adapted from: [Check, Please!](#) Authored by: Michael Caulfield. License: CC BY: Attribution 4.0

### [Presentation transcript](#)



“You can apply the SIFT method to anything you find online. It doesn’t take long to do a quick Wikipedia search of a website, and another search or two can lead you to better coverage of the issue or claim.

Remember, if you’re not sure whether some health information you’re reading can be trusted, you can always ask your doctor—and of course, you shouldn’t change any medications you’re taking without proper medical advice. Tell your grandmother to come and see me if she’s still concerned.”

Consider the articles below, and use the SIFT

method to determine whether their claims can be trusted.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=2064#h5p-110>

### Quiz transcript

James has reassured the volunteer and armed him with some information he can share with his grandmother about the suspicious article she found. When sorting through the many sources of health information online, the SIFT method can help you feel more confident about whether a health article, or any online information, can be trusted. In fact, using this method will help you separate fake news from trustworthy information in all areas of your life, from articles and reviews you might read while planning a holiday, to the links you might include in your own blog post.



- Check out how Meagan, a social media manager with the Rural Refugee Outreach Centre, uses the SIFT method to [manage social media responsibly](#). (8 to 12 minutes)

## Learn more on Learning Lab

- Learn more about the SIFT method and how it can be used to evaluate online information with this resource on [Engaging critically with social media](#). (12 minutes)
- A different approach for judging whether information is reliable, particularly in academic contexts, can be found on the [Evaluate information sources using CRAAP](#) page. (10 minutes)

# HEALTH SECTOR JOB BOARD

---

Explore the health sector job board and start preparing for your future career...



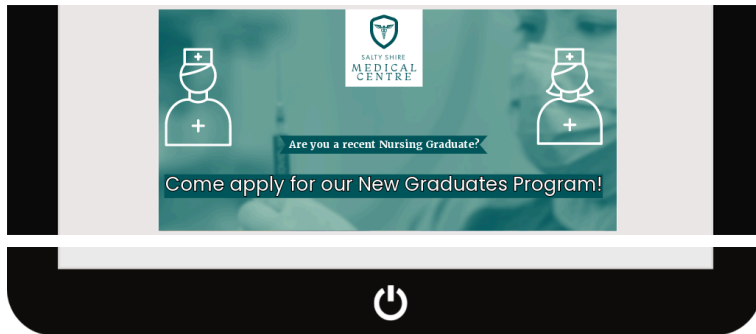
James, a community GP who is organising the Health Sector Industry Booth, knows that Health Care and Social Assistance is one of the biggest employing industries in Australia. In fact, in 2021 it was **the** largest employing industry in Australia, making up 14.5% of the workforce.<sup>1</sup> The industry is only getting bigger. James also knows how rewarding working in the health industry can be. With new studies and technological developments, there are more exciting opportunities than ever.

James has selected a few job advertisements for roles in the industry. He wants to show visitors to the booth that there's a need for qualified workers in traditional health roles, as well as space for innovation. A lot of the attendees will likely be students or people who haven't worked in the health sector

before. They might not be familiar with some of the terminology and concepts, so James has prepared explanations. He's also included links to helpful websites and tutorials for people who are interested in learning more about the skills and knowledge necessary for these roles.

Select a job advertisement from the board James has put together to read more about the role – maybe you'll discover your dream career!





1. Australian Bureau of Statistics (2021) *Income and work: Census*, ABS, Canberra, accessed 17 January 2023. <https://www.abs.gov.au/statistics/labour/earnings-and-working-conditions/income-and-work-census/2021>

[\*Health sector job board\*](#) Copyright © 2022 by RMIT University. All Rights Reserved.

# JOB ADVERTISEMENT: GRADUATE RADIOGRAPHER

---

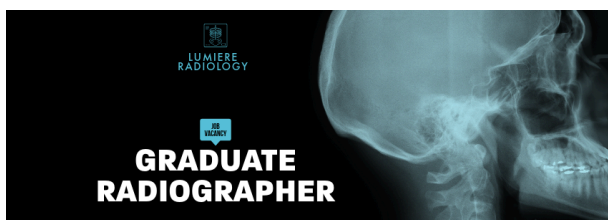


Do you have an interest in both healthcare and the cutting edge of technology? Are you a detail-oriented person, who is good at making others feel comfortable and communicating with people from different backgrounds? Would you like to use technology to help people? Have you considered a career in radiography?

Read the job advertisement for a graduate radiographer to get an idea of what this type of role involves, and what employers look for in applicants.

You will find explanations for **text marked with an asterisk**

(\*) below the advertisement. Select the question to reveal the answer. You can also build on some of the skills relevant to the position by following the Learning Lab links at the bottom of the page.



## Graduate Radiographer\*

Lumiere Radiology

Rudd Valley, Western Australia

- Full-time position
- \$40/hr + **superannuation**

### Benefits include:

- Up to \$2000 relocation allowance\*
- Annual flu vaccinations
- Uniform allowance
- High-quality training



## Make your mark in the medical imaging industry

Join us at Lumiere and work as part of a hard-working team, using state-of-the-art diagnostic medical imaging equipment. We're looking for graduates who share our drive and passion for helping others. In this role, you'll start in general X-ray, and then gain experience in ultrasound and CT\* imaging, ensuring and maintaining a high standard of patient care and professional ethics.

### You will:

- Explain processes and procedures to patients, providing compassionate care and taking responsibility for the welfare and confidentiality of each patient
- Operate equipment to produce diagnostic images
- Develop film and process digital images, storing them, and correcting and reviewing them for quality control
- Consult with radiologists in person, via

email, and using online platforms.

### **About you:**

You will have current **AHPRA\*** registration and radiation use licences, and a degree in **radiography, medical imaging or equivalent\***.

### **You will also have:**

- A commitment to ongoing professional development
- Demonstrated ability to actively engage with patients and clients to understand their needs and enhance their experience
- Excellent clinical and non-clinical communication skills, including written, verbal and interpersonal
- Demonstrated ability to work collaboratively, and experience using online collaborative platforms
- Working rights in Australia and a current Working with Children Check.

If you want to be part of a team committed to excellent patient care, please apply now.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=225#h5p-52>

[FAQ transcript](#)

## DID YOU KNOW?

**November 8th is International Day of Radiology. It celebrates the radiography and radiology industry and its workers and promotes innovation in modern medical imaging.**

Why that date? Well, on that day in 1895, the German physicist Wilhelm Conrad Röntgen discovered the existence of X-rays, electromagnetic waves which can pass through materials, which he later used to take the first X-ray image (of his wife's hand). His work changed the medical world forever and earned him a Nobel Prize in Physics in 1901.



### Sources:

General Stabens Litografiska Anstalt, (1901) [\*Wilhelm Conrad Röntgen, Discoverer of X-Rays in 1895\*](#) [photograph], Wikimedia Commons website, accessed 18 January 2023. This image is in the US Public Domain.

ESR (European Society of Radiology) (2023) *International Day of Radiology 2022*, WHO website, accessed 18 January 2023. <https://www.internationaldayofradiology.com>

Nobel Prize Outreach (2023) *Wilhelm Conrad Röntgen* –

*Biographical*, NoblePrize.org accessed 18 January 2023.

<https://www.nobelprize.org/prizes/physics/1901/rontgen/biographical/>

## Learn more on Learning Lab

- Collaborating online isn't intimidating once you know the basics. Explore the [Working well together online](#) and [Using collaboration tools](#) tutorials. (approximately 25 minutes each)
- Emails are an important form of written communication in the workplace. Learn how to structure and write clear and concise professional emails in the [Writing for the workplace](#) tutorials. (20 minutes)
- Radiographers need an understanding of how X-ray physics relates to the medical imaging equipment they use. Check out this video tutorial on [Inverse Square Law](#) (2 minutes), which determines the intensity of radiation reaching the patient and medical staff.

## [Return to the job board...](#)

*[Job advertisement: Graduate Radiographer](#) Copyright © 2022 by RMIT University. All Rights Reserved.*

# JOB ADVERTISEMENT: RESEARCH ASSOCIATE - VIROLOGY

---



Are you a curious person who likes exploring topics in detail and finding out the facts? Do you look at topics from different angles and perspectives when searching for answers to your questions? Are you passionate about health and science, and making discoveries that will help people? You might be well-suited to a future career in scientific or medical research.

Read the job advertisement for a research associate to get an idea of what this kind of role involves, and what employers look for in applicants.

You will find explanations for text marked with an asterisk (\*) below the advertisement. Select the question to reveal the answer. You can also build on some of the skills relevant to the position by following the Learning Lab links at the bottom of the page.



## Research Associate – Virology\*

University of Waldein

Waldein, Victoria, Australia

Job type: Full Time

Remuneration: \$76,927 – \$99,302 **p.a.** plus 17% **super**

University of Waldein's Virology lab is conducting leading research on the formation of viruses related to human health. It strives to answer questions as to how these pathogens

develop and evolve by utilising **structural biology software\***. The lab, which is part of the School of Biochemistry and Molecular Biology, collaborates with local government and commercial partners in the vaccine field.

The Research Associate will assist the **Research Fellow\*** in experimentation and analysis to support and expand UoW's research efforts. The Associate will help the Fellow conduct their own specialist research.

### **Key responsibilities:**

- Assistance in the conduct of research, either independently with the Research Fellow or as part of a wider team
- Assistance in performing administrative tasks, and contribution to the production of conference and seminar papers
- Involvement in professional activities such as attending meetings, seminars, and conferences (both online and in-person)
- Assistance in the experimental design and operation of advanced laboratory and technical equipment



## Key selection criteria:

### Education/Qualifications:

The appointee will have:

- A Bachelor's degree or higher qualifications in the relevant discipline\*

### Knowledge and skills:

1. Good understanding of structural and molecular biology, preferably specialising in molecular virology
2. Demonstrated ability to analyse information and prepare research papers and manuscripts\*
3. Ability to **think critically**, with demonstrated problem-solving skills
4. Excellent planning and organisational skills, with a demonstrated ability to effectively prioritise multiple tasks and set and meet deadlines
5. Excellent written communication, with a demonstrated ability to write clear and concise research reports and documents

6. Ability to work well collaboratively and interact in an appropriate, professional manner both online and in person
7. Demonstrated computer skills and proficiency in utilising structural biology software to produce high-quality work, with a willingness to learn new programs and software as necessary

#### **Other job-related information:**

- You may be required to travel between other campuses of the University
- During peak periods of work, leave-taking may be restricted

To apply for this position, please submit your CV, along with a cover letter outlining how you meet each of the key selection criteria.



*An interactive H5P element has been excluded from this version of the text. You*

*can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=227#h5p-56>

### FAQ transcript

Drag the slider to see some examples of 3D models of viruses made using computer software.



*An interactive H5P element has been excluded from this version of the text. You*

*can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=227#h5p-55>

## Reflect

- Which parts of the 'key skills' and 'key selection criteria' do you think could apply to any type of research associate position?
- Which parts do you think are specific to this role?

This is just one example of the type of research position in the health sector. If viruses aren't your area of interest, but you think you'd like to do research in another area, keep this career in mind.

Here are just a few other areas of health and medical research being undertaken in Australia in 2022 and 2023:

- How Indigenous primary health care services can be improved
- Using phone applications to improve youth mental health
- Autoimmune diseases and human genome sequencing.

### Sources:

National Health and Medical Research Council (2022) *Thirteenth Edition 10 of the Best NHMRC Research Projects*, NHMRC

website, accessed 19 January 2023. <https://www.nhmrc.gov.au/about-us/publications/10-best-nhmrc-research-projects-thirteenth-edition>

Black Dog Institute (2023) *Youth mental health*, Black Dog Institute website, accessed 23 January 2023.

<https://www.blackdoginstitute.org.au/research-areas/youth-mental-health/>

## Learn more on Learning Lab

- Being able to think and act critically is an important and necessary skill for your studies, career, and everyday life. Learn more about this skill and how you can develop it in the [Introduction to critical thinking](#) tutorial. (10 – 60 minutes)
- Explore the [Choose valid sources](#) pages to learn how to find credible and high-quality information when doing research. (15 – 65 minutes)
- When putting together a presentation or a written task, it's vital to consider the characteristics of your audience. The [Understanding your audience](#) tutorial will give you some tips on choosing the best way to convey your message and keep your audience engaged. (15 minutes)
- Academic researchers frequently present their work to colleagues and larger audiences, and these days that is

often online. Check out the [Online presentations](#) tutorial to start learning the basics. (25 minutes)

**[Return to the job board...](#)**

*[Job advertisement: Research associate - Virology](#) Copyright © 2022 by RMIT University. All Rights Reserved.*

# JOB ADVERTISEMENT: GRADUATE NURSE PROGRAM

---



Are you a calm and caring person with good critical thinking and communication skills? Can you adapt to new situations quickly and like it when every day is different? Would you like to work in a role that allows you to help people? Have you considered a career as a nurse?

Read the job advertisement for a graduate nurse to get an idea of what this type of role involves, and what employers look for in applicants.

You will find explanations for **text marked with an asterisk**

(\*) below the advertisement. Select the question to reveal the answer. You can also build on some of the skills relevant to the position by following the Learning Lab links at the bottom of the page.



# Graduate Nurse Program

Salty Shire Medical Centre

Victoria

\$39.47 per/hr

Full time

The first few weeks of working as a qualified nurse can be a bit daunting, but at Salty Shire Medical Centre, we're here to guide you. Our highly experienced team can provide the best support and mentorship as you develop your



knowledge and confidence in nursing. We're looking for enthusiastic, compassionate, and motivated **graduate registered nurses\*** to join our team as a member of our New Graduates Program.

### **About the program:**

Commencing next year, the 12-month program will be divided into two six-month rotations through **periop\*** and urgent care. You will have plenty of opportunities to gain exposure and experience in a variety of health care settings and consolidate your nursing knowledge and skills. Grads will be assisted in the transition from study to practice and will have a Clinical Nurse Educator and mentors to support them.

### **About the Centre:**

Salty Shire Medical Centre is the main medical hub for residents in the rural and regional area. It provides a range of health care services across facilities, including community and primary health care, mental health services, medical and

surgical care, cancer services, maternity, paediatrics, theatre, and urgent care.

### **About you:**

Program applicants should have

- high-level interpersonal, verbal and written communication skills
- critical thinking and problem-solving skills, particularly within the clinical environment
- the ability to work and communicate effectively within a team
- a high standard of ethical and professional practice, and an understanding of the legal requirements of the nursing role.

To be eligible for the program you must be able to receive an **AHPRA\*** registration and provide an Employee Working with Children's Check, and a National Police Check.

Ready to apply? Please complete the digital application form and the required documentation.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=229#h5p-54>

## FAQ transcript

### Reflect

**Critical thinking skills** are highly valued in many careers, especially those in the health sector. Nurses who can think critically are able to accurately assess problems, prioritise concerns, and come up with solutions based on evidence.

- Can you think of some examples of how critical thinking might be used in nursing? You can look at the cards below to get some ideas.



*An interactive H5P element has been*



*excluded from this version of the text. You can view it online here:*

<https://rmit.pressbooks.pub/llcc/?p=229#h5p-53>

### Cards transcript



- Want to have a go at using critical thinking in a nursing situation? Check out what James has to say about [thinking critically when treating patients](#). (5 to 8 minutes)

## Learn more on Learning Lab

- Being able to think and act critically is an important and necessary skill for your studies, career, and everyday life. Learn the basics in the [Introduction to critical thinking](#) tutorial. (10 – 60 minutes)
- A case study is an examination of a specific person, event, or situation within a real-world context to learn something or solve a problem. Case studies are used in many fields, like education, finance, and healthcare. To learn more about writing a case study for nursing, check out the [Case study report for nursing](#) video tutorials. (8

minutes)

**[Return to the job board...](#)**

*[Job advertisement: Graduate Nurse Program](#) Copyright © 2022 by RMIT  
University. All Rights Reserved.*



## PART X

# ACCESSIBILITY DOCUMENTS

This section provides transcripts for the interactive activities that appear throughout the resources.





# TRANSCRIPT: CHARACTER PROFILES

---

## Sammie's full introduction:

Hi, I'm Sammie. I'm the Event Organiser Co-Lead for the Salty Creek festival.

I'm originally from Salty Creek but I've been living in the city for a few years now, for my studies. I'm in my last year of a double degree, Bachelor of Laws and Bachelor of Business, and next year I'll be going on to do postgraduate studies. My areas of interest are event management and environmental law.

I'm really good at planning. You have to be when you're taking a double degree – I learnt that early on. I'm the type of person who likes writing lists and checking off tasks, and making sure things run smoothly. I don't mind managing people and dealing with conflict, so I'll be doing some troubleshooting and task-setting while we're in the organisation stage of the festival. I'll also be making sure that the event is as accessible as possible. It's important to us that everyone can enjoy themselves and feel welcome.

My family lives here in Salty Creek, and even though I enjoy all the excitement of living in the city, Salty will always be

my hometown. I'm really proud that our festival proposal was chosen. I can't wait to put on an inspiring, sustainable festival for the community and anyone who makes the trip.

---

## Hayden's full introduction:

Hi, I'm Hayden. I'm a uni student from the city. I'm doing my last year of a Bachelor of Design and I'm majoring in Communication Design. I'm in charge of organising the Salty Creek festival with Sammie, who's one of my best mates.

As the Festival Organiser, I'll be a bit of a 'Jack of all trades', I reckon. But my main focus will be communication – contacting businesses, staying in touch with the festival director, letting other people know about the festival and its progress, stuff like that.

Sammie and I came up with the proposal for the festival together, so obviously I'm really passionate about it. My family lives in the area, so the feeling of community in Salty Creek is really important to me. I'm planning to use the communication skills I've developed at uni to get the locals involved and enthusiastic about the festival.

I love meeting new people and doing things that require creative thinking. I'll be doing a lot of the prep work from the city, but I'll travel to Salty Creek now and then to catch up

with the other people organising the festival. Together, we're going to make the community proud!

---

## Mia's full introduction:

Hi, my name's Mia and I'm an environmental engineer here in Salty Creek. I'm going to be assisting the festival planners with anything that's related to my skill set and experience. Like, checking the safety of temporary structures we put up, and working with the stage crew. I'll also be organising the Engineering Industry Booth, which is sponsored by my employer, Doug Fardle Mining.

Apart from the time I was away studying at uni, I've lived in Salty Creek my entire life. Sammie, who's my younger sibling, encouraged me to join the festival planning team. And, this is going to be a completely new thing for me, since my background is in research and reporting, and I've also always worked independently. But I think it'll be an interesting experience and I'm looking forward to helping where I can. I do think that this will be a really great opportunity for Salty Creek.

---

## James' full introduction:

Hi, I'm James. I'm a GP in Salty Creek and I've volunteered to help out with the upcoming festival. I'm responsible for the first aid tent and preparing the volunteer nursing students to handle some things they might face during the festival. I'll also be organising the Health Sector Industry Booth, which I'm looking forward to.

I grew up in Salty Creek, so I've known some of my patients since I was a child. I returned as soon as I'd finished my nursing degree, and then I decided to study to become a doctor. I was lucky enough to do my intern and resident years here and I've been working as a community medical practitioner ever since. One thing I struggled with when I first started working was not letting personal feelings get in the way of professional judgement. So that's something I'm keen to focus on with the volunteers – evidence, facts, and critical thinking!

The Salty Creek festival is a great opportunity for me to support the community in new ways. I'm really interested in the future of the medical industry, so I'm looking forward to sharing that knowledge in the Booth. Hopefully others will be interested in areas such as robotics, virtual reality and 3D printing!

---

## Bo's full introduction:

Hi, I'm Bo. I have a degree in marketing and I'm currently completing my master's degree in economic sustainability. I'll be organising the Economics and Marketing Industry Booth at the festival and helping out with anything related to budgeting and marketing.

When I read Sammie and Hayden's proposal for the festival, I was excited to join the project because of the focus on sustainability! I'm currently researching ways to help regional economies grow sustainably, so it seemed like it was meant to be.

I live in regional Queensland, so I'll be working with the rest of the team remotely. I don't think online communication will be a problem, because I've studied online for years. I'll get to meet everyone in person when I fly down for the festival weekend to see how all our plans have come to life.

---

## Cara's full introduction:

G'day, my name's Cara. I'm a Youth and Community Specialist, helping out with the Salty Creek festival. I'll be the 'engagement person', so I'm responsible for contacting community leaders, local businesses and schools, and inviting them to take part in the festival. I'm hoping to bring different

community groups together to share their culture and abilities in the local talent gallery and market and I'll also be organising the Social Sector Industry Booth. I was born and raised here in town – it's the land my mob's always lived on. I'm passionate about art and storytelling... and the locals here have so much to share. People have told me that I'm very calm and patient – I guess that's a good thing, since my job's all about active listening, consulting, and mentoring. I should admit, though, that I'm not very tech-savvy, so the online parts of organising this festival might be new to me. I think the Salty Creek festival is a great opportunity to uplift the town in terms of community engagement and connection. I'm very excited to be playing a role and giving back to my community in the ways I can.

*Transcript: Character profiles Copyright © 2022 by RMIT University. All Rights Reserved.*

# TRANSCRIPT: EMERGENCY EVACUATION DOCUMENT FILL IN THE BLANKS ACTIVITY

---

Read or listen to the excerpt of Hayden and Sammie's emergency evacuation document. There are numbers placed directly before a word or section which can be simplified. How do you think they can improve each numbered section?

The pipes indicate which words or phrases need to be replaced.

## Emergency Evacuation Excerpt

### MEDICAL EMERGENCY

| **1. In the event that** | personal injury or a medical emergency occurs which | **2. may have a requirement for** | an immediate response;

- | **3. Try to remain** | calm and consider your actions.
- Notify the event manager of the number of casualties and the nature and seriousness of the injuries.
- Contact the onsite first aider to attend to the incident.
- If serious, | **4. request the immediate attendance of** | an ambulance by dialling 000.

## ALCOHOL AND VIOLENCE EMERGENCY

Anyone who is intoxicated will be refused entry and, if already on site, will be asked to leave the event. If they refuse to leave or exhibit violent or disturbing behaviour, the staff/volunteers | **5. are authorised to** | contact the police if necessary.

## ACCESSIBILITY ARRANGEMENTS

An accessible event can ensure safety in case of an emergency for people with disabilities, older adults, and parents with prams. | **6. During the period of** | an evacuation;

- Assist any person in danger, though only if safe to do so.
- | **7. Provide assistance to** | people with reduced mobility to leave via the appropriate exits.
- | **8. Ensure at all times** | that people do not carry personal belongings or parcels with them as they may be dropped and cause obstructions.



- Do not increase the danger by leading people past or close to the emergency point when going towards the exit routes.

## Hayden and Sammie's edits:

Now that you know which areas of the draft can be improved, and match the simplified alternatives (letters) with the part of the text which needs improving (numbers). The first one has been done for you.

- Stay. **Number: 3**
- Needs.
- Can.
- During.
- Call.
- Help.
- Always ensure.
- If.

## Answers:

- Stay – Number 3.
- Needs – Number 2.

- c. Can – Number 5.
- d. During – Number 6.
- e. Call – Number 4.
- f. Help – Number 7.
- g. Always ensure – Number 8.
- h. If – Number 1.

*Transcript: Emergency evacuation document fill in the blanks activity*

*Copyright © 2022 by RMIT University. All Rights Reserved.*

# TRANSCRIPT: SIMPLIFIED EMERGENCY EVACUATION DOCUMENT

---

## Emergency Evacuation Document Final Version

### **MEDICAL EMERGENCY**

If personal injury or a medical emergency occurs which needs an immediate response;

- Stay calm and consider your actions.
- Notify the event manager of the number of casualties and the nature and seriousness of the injuries.
- Contact the onsite first aider to attend to the incident.
- If serious, call an ambulance by dialling 000.

## ALCOHOL AND VIOLENCE EMERGENCY

Anyone who is intoxicated will be refused entry and, if already on site, will be asked to leave the event. If they refuse to leave or exhibit violent or disturbing behaviour, the staff/volunteers can contact the police if necessary.

## ACCESSIBILITY ARRANGEMENTS

An accessible event can ensure safety in case of an emergency for people with disabilities, older adults, and parents with prams. During an evacuation;

- Assist any person in danger, though only if safe to do so.
- Help people with reduced mobility to leave via the appropriate exits.
- Always ensure that people do not carry personal belongings or parcels with them as they may be dropped and cause obstructions.
- Do not increase the danger by leading people past or close to the emergency point when going towards the exit routes.

# TRANSCRIPT: CALCULATING TICKET SALES MEDIAN AND MODE QUIZ

---

Remember, Hayden and Bo have already tallied the tickets so far. Based on their tally, we know that:

- 346 tickets were purchased by people aged 11 to 15;
- 390 tickets were purchased by people aged 16 to 20;
- 219 tickets were purchased by people aged 21 to 25;
- 240 tickets were purchased by people aged 26 to 30;
- 119 tickets were purchased by people aged 31 to 35;
- 129 tickets were purchased by people aged 36 to 40;
- 22 tickets were purchased by people aged 41 to 45;
- 42 tickets were purchased by people aged 46 to 50;
- 24 tickets were purchased by people aged 51 to 55;
- and 31 tickets were purchased by people over the age of 55.

## Question 1:

Which age range represents the mode of the ticket sales so far?

- a) 11 to 15;
- b) 16 to 20;
- c) 21 to 25 or;
- d) 26 to 30.

## Hint:

In a set of numbers, the mode is the one that appears most frequently. Here, we want to know which age range was selected most often. You can figure this out by looking for the age range that has the most tickets sold.

## Question 2:

Which age range represents the median of the ticket sales so far?

- a) 16 to 20;
- b) 21 to 25;
- c) 26 to 30 or;
- d) 31 to 35.

## Hint:

The median is the value in the middle. Imagine all 1562 tickets sold lined up in a row, starting with the lowest age range and going to the highest. The middle of the row, which will be the halfway point of all 1562 tickets, is between the 781st and 782nd tickets (since 1562 is an even number, and 1562 divided by 2 equals 781).

To find tickets 781 and 782, add up the number of tickets sold in each group until you get to the ticket numbers you're looking for. What age range has the middle value?

## Answers:

Question 1 – b) 16 to 20.

Question 2 – b) 21 to 25.

*[Transcript: Calculating ticket sales median and mode quiz](#) Copyright © 2022  
by RMIT University. All Rights Reserved.*

# TRANSCRIPT: CALCULATING TICKET SALES MEAN QUIZ

---

Remember, in order to find the mean, Hayden and Bo have determined the middle value of each range to help them calculate the weighted average.

Their new table shows that:

The middle value for the 11 to 15 age range is 13.

The middle value for the 16 to 20 age range is 18.

The middle value for the 21 to 25 age range is 23.

The middle value for the 26 to 30 age range is 33.

The middle value for the 31 to 35 age range is 38.

The middle value for the 36 to 40 age range is 43.

The middle value for the 41 to 45 age range is 43.

The middle value for the 46 to 50 age range is 48.

The middle value for the 51 to 55 age range is 53.

The middle value for the over 55 age range is 58.

We know Bo has begun calculating the weighted average for the first two age ranges. He adds a fourth column to the table to represent this data. In the first row of the fourth column, it shows that the weighted value of the 11 to 15 age range is



4498, which Bo got by multiplying the middle value (13) by the number of tickets sold (346). In the second row, it shows that the weighted value of the 16 to 20 age group is 7020 (18 times 390).

## Question 1:

Knowing that the weighted average can be found by multiplying the middle value of the age range by the number of tickets sold to that age range, help Bo and Hayden complete the table.

Part 1: What is the weighted value of the 21 to 25 age range, if the middle value is 23 and the number of tickets sold is 219?

Part 2: What is the weighted value of the 26 to 30 age range, if the middle value is 28 and the number of tickets sold is 240?

Part 3: What is the weighted value of the 31 to 35 age range, if the middle value is 33 and the number of tickets sold is 119?

Part 4: What is the weighted value of the 36 to 40 age range, if the middle value is 38 and the number of tickets sold is 129?

Part 5: What is the weighted value of the 41 to 45 age range, if the middle value is 43 and the number of tickets sold is 22?

Part 6: What is the weighted value of the 46 to 50 age range, if the middle value is 48 and the number of tickets sold is 42?

Part 7: What is the weighted value of the 51 to 55 age range, if the middle value is 53 and the number of tickets sold is 24?

Part 8: What is the weighted value of the over 55 age range, if the middle value is 58 and the number of tickets sold is 31?

Part 9: Once you have worked out all of the individual weighted values, add them together to determine what the total is.

## Question 2:

Which age range represents an estimate of the **mean** ticket sales so far?

- a) 16 to 20;
- b) 21 to 25;
- c) 26 to 30 or;
- d) 31 to 35.

## Hint:

To find the mean, divide the total of the weighted value column by the total number of tickets sold.

## Answers:

### Question 1:

Part 1 – The weighted value is 5037.

Part 2 – The weighted value is 6720.

Part 3 – The weighted value is 3927.

Part 4 – The weighted value is 4902.

Part 5 – The weighted value is 946.

Part 6 – The weighted value is 2016.

Part 7 – The weighted value is 1272.

Part 8 – The weighted value is 1798.

Part 9 – The sum total of weighted values is 38,136.

### Question 2:

b) 21 to 25.

# TRANSCRIPT: BO AND CARA'S DATA VISUALISATION

---

## Graph 1: Histogram

The data in this graph demonstrates the various year levels of all the respondents. The X axis represents the year level of each student respondent, and the Y axis represents the frequency of responses — or how many students in each year level responded to the survey.

The results in the graph show that, of the 361 respondents, 47 are in Year 7, 45 are in Year 8, 54 are in Year 9, 69 are in Year 10, 70 are in Year 11, and 76 are in Year 12.

## Graph 2: Pie chart

The data in this graph demonstrates student respondents' plans after high school. The results are calculated as percentages.

The results in the graph show that, of the 361 respondents,

27% said they will enter a Bachelor degree program, 16% said they will undertake TAFE or vocational education, 10% said they will start working, and 47% said they were not sure yet.

## Graph 3 and 4: Bar charts (vertical and horizontal)

The data in the first bar chart — which is vertical — represents student respondents' interest in different industries. The X axis represents the industries students might be interested in, and the Y axis represents the respondents — or how many times respondents selected a particular industry (remember, respondents were able to choose up to 3 industries each).

The results in the graph show that; Economics was selected 118 times, Education was selected 83 times, Engineering was selected 133 times, Healthcare was selected 138 times, Information technology was selected 59 times, Marketing was selected 72 times, Social services was selected 91 times, and Visual art and design was selected 49 times.

The data in the second bar chart — which is horizontal — represents student respondents' questions of interest. The X axis represents the respondents — or how many times respondents selected a question (remember, respondents were able to choose multiple). The Y axis represents the questions students would like answered or explored.

The results in the graph show the following:

- 'What should I know about studying online?' was selected 187 times
- 'What can I do to manage my time better?' was selected 152 times
- 'What kinds of jobs can I do with a university degree?' was selected 239 times
- 'How do job advertisements work?' was selected 220 times
- 'What skills should I work on to get the job that I want?' was selected 131 times
- 'What kind of work is available here in Salty Shire?' was selected 143 times
- 'What are some careers that will help create a better world?' was selected 195 times
- 'What new and innovative jobs will exist when I graduate?' was selected 165 times.

# TRANSCRIPT: DIFFERENT TYPES OF GRAPHS AND CHARTS HOTSPOT ACTIVITY

---

## Bar chart or bar graph

**Data types:** Categorical and numerical

**Example uses:** the frequency of different colours of cars sold in one month; the number of visitors to a website for each month of a year.

Bar charts and bar graphs are common ways of visualising data. Each bar represents the value of a certain variable\* or category. The bars can be vertical or horizontal, though horizontal bars are more likely to be used for categorical data.

Note that this type of visual is technically called a ‘bar chart’ when the data is categorical and a ‘bar graph’ when the data is numerical, though sometimes the terms are used interchangeably.

\*variable: something measurable or observable.

## Histogram

**Data type:** Numerical

**Example uses:** the number of samples falling into different size or concentration ranges; the ages of participants in a study.

A histogram, also called a ‘frequency graph’, is a bar graph with special formatting used to represent numerical data. There is no space between the bars, and the labels along the x-axis are consecutive\* numbers or number ranges. The height of a bar indicates the frequency of that bar’s numerical value, i.e., how often that value occurs in the data set. Histograms are useful for visualising the shape and range of a dataset.

\*consecutive: following each other continuously.

## Pie chart

**Data type:** Categorical

**Example uses:** countries of origin for a group of people; the relative abundance of different elements in a rock sample.

A pie chart is used to show values that add up to 100%. Each slice of the pie represents a category, and the size of the slice indicates the percentage value of the category—a large piece of the pie, for example, means a large percentage. Pie charts can make it easy to visually compare the values across different categories of data.



## Line graph

**Data type:** Numerical

**Example uses:** the number of bacteria in a culture at different points in time; the price of a stock over the course of a year.

Line graphs are used to show changes in a value over time. These graphs can also have multiple lines for comparison, with each line representing a different set of measurements.

## Scatter plot

**Data type:** Numerical

**Example uses:** the height and weight of a group of individuals; level of water pollution and number of fish in different bodies of water.

Scatter plots show the relationship between two variables. Each point on the graph represents a single observation, measurement, or other point of data. Clusters of points or points that appear roughly in a line can provide more information about the data being plotted on the graph.

## Box & whisker plot

**Data type:** Numerical

**Example uses:** the spread of student scores on different assessments; the reaction times of participants in a study under different conditions.

Also called a box plot, this type of graph is used to show how sets of numerical data are spread out across different values.

Each set of data is represented by a box with whiskers; the rectangle in the middle is the box, and the lines extending from the box are the whiskers. The box represents the middle 50% of the data, with the median line separating the upper 25% and the lower 25% of the data. The whiskers show the highest and lowest values in the data set.

\*median: the middle value in a set of numbers.

# TRANSCRIPT: SAMMIE'S REPORT NOTES Q1

---

Based on this information, which of these things should Sammie do to cater to their audience? Select all that apply.

- a) Use formal language to convey meaning to the readers in a clear and professional manner.
- b) Include acronyms and industry-specific jargon to show specialised knowledge of the industry.
- c) Use emotive language to elicit an emotional response from readers.
- d) Include popular culture references to help readers relate to the report content.
- e) Assume the readers don't know anything about the Salty Creek Community Festival and explain the festival's focus and purpose in detail.
- f) Keep the report as clear and concise as possible while also including the relevant details.

## Feedback:

**If you selected A:**

Yes. As a report is a form of professional communication, formal language is the most appropriate.

**If you selected B:**

The people reading the report are not necessarily experts in festival organisation, data collection, or event management. Sammie can assume they have a basic knowledge of these things, but they should keep the report as clear as possible by explaining acronyms and avoiding jargon.

**If you selected C:**

Reports are supposed to convey information in a clear, concise, and objective manner. Emotional language might undermine the objectivity of the report, as it is used in writing to influence the reader to feel a certain way. It can also give the impression that the writer is biased and is writing with a personal agenda rather than giving factual information.

**If you selected D:**

Popular culture references might be a good way to connect to a reader of a blog post or article, but it is not appropriate to include them in a formal document like a report. Sammie doesn't need to make the report more intriguing or engaging, they just need to include the information that covers the committee's reporting requirements.

**If you selected E:**

Although Sammie should avoid using complicated jargon and acronyms that the readers might not be familiar with, they shouldn't over-explain every detail. The festival committee has been involved since the beginning, so they don't need a lot

of background information, just the things relevant to the industry booths.

**If you selected F:**

Yes. Sammie should make sure that the report is straight to the point and offers only relevant details. Reports should be straightforward and not require the reader to infer any information. Reports shouldn't be longer than necessary as they are generally read for business purposes rather than leisure. Readers want to gain the necessary information in as little time as possible.

# TRANSCRIPT: SAMMIE'S REPORT NOTES Q2

---

Based on Sammie's answer above, what type of writing style should they use to write the report?

- a) Factual
- b) Narrative
- c) Persuasive
- d) Reflective.

## Feedback:

### **If you selected A:**

Yes. Also known as an expository writing style, factual writing is an accurate and objective presentation of information. This type of writing style is common in academic and professional settings.

### **If you selected B:**

Narrative writing style is not appropriate for a report. This style is used to tell stories or recount events and is too descriptive and subjective for a report.

### **If you selected C:**

Persuasive writing style is not appropriate for a report. This style is used to convince people of something and is common in speeches, proposals, and advertising. It is not objective enough for a report.

**If you selected D:**

Reflective writing style is not appropriate for a report. This style is used to reflect on and analyse personal experiences, beliefs, and emotions. Some reports involve analysing past events, but the writing style remains focused on facts rather than personal evaluations.

# TRANSCRIPT: SAMMIE'S REPORT NOTES Q3

---

Based on this information, which of these sentences would be most appropriate in the report?

a) The survey revealed that high school students in the region are interested in a range of industries, with economics, engineering, and healthcare being the most popular.

b) The survey revealed that among 361 students in the region, enrolled in year seven to ten, there is interest in a range of industries. Economics was selected 118 times, engineering was selected 133 times, and healthcare was selected 138 times.

## Feedback:

### **If you selected A:**

Yes. This sentence offers the required information.

### **If you selected B:**

Sammie has mentioned that the readers don't need all the details. Stating that the three areas were the most popular is sufficient and keeps the report concise.



# TRANSCRIPT: SAMMIE'S REPORT NOTES Q4

---

Based on this information, which of these structures and section headings do you think would work best for Sammie's report?

a)

- Title
- Introduction
- Survey Information
- Findings
- Decisions
- Conclusion

b)

- Title
- Importance of booths
- Budget and expenditure
- Recommendations
- Conclusion

c)

- Title page
- Introduction
- Objectives
- Hypotheses
- Method
- Results
- Discussion
- Conclusion
- Appendices
- References

## Feedback:

### **If you selected A:**

This is a great structure for Sammie's report. The section headings reflect the content of each paragraph, and they're ordered in a logical way.

### **If you selected B:**

This structure would be appropriate for a short business report requesting a larger budget, but the section headings don't match the type of information Sammie needs to include in the report.

### **If you selected C:**

This structure would be a great option for a science report, especially a long one. Sammie's business report only needs to be 1-2 pages and doesn't need so many sections.

# TRANSCRIPT: SAMMIE'S REPORT EXPANDABLE SECTION

---

## Report on the Organisation of the Salty Creek Community Festival's Industry Booths

### **Introduction**

As part of the event's 'future' focus, this year's Salty Creek Community Festival will feature industry booths. These booths will offer a space where attendees can learn about emerging roles in innovative and in-demand industries in the Salty Shire region and beyond. To ensure the booths align with the interests of attendees, members of the planning team conducted a survey and the data collected has been used to guide planning decisions for the booths. The aim of this report is to inform the Salty Creek Community Festival Board of the decisions that have been made based on this data.

### **Survey Information**

Analysis of ticket sales at previous local events and current predictions of attendee age demographics indicates that the

largest age demographic at the festival will be young adults between sixteen and twenty. To ensure that the industry booths will benefit and engage this demographic, the planning team conducted a survey in three local high schools. 361 students responded to the survey, with the majority being between sixteen and eighteen years old. The survey asked respondents to indicate their year level, plans after high school, the industries they are most interested in, and areas they would like to learn more about.

### **Findings**

The survey results showed that many students are interested in tertiary education, but the majority are unsure of their plans after secondary school. Many respondents are already interested in tertiary education and pathways, but the majority (47%) indicated that they were not sure yet what they will do after secondary school. However, even students who were unsure of their plans nominated areas of interest in the next part of the survey, indicating they are interested in finding out more.

According to the survey data, local high school students are interested in a range of industries, with economics, engineering, and healthcare being the most popular. Education and marketing were also popular results. Information technology and visual art and design had the lowest selections, but still received significant interest from students, with fifty-nine and forty-nine selections respectively.

The most nominated areas of interest for students were:

“What kinds of jobs can I do with a university degree?”, “How do job advertisements work?”, “What kind of work is available in this area?”, and “What new and innovative jobs will exist when I graduate?”. Respondents also showed interest in highly valued skills in the workforce, like time management and digital literacy. Finally, a significant number of students (55%) said they would like to find out more about careers that could help them make a difference in the world, like those related to sustainability.

### **Decisions**

Based on the survey results, the planning team has tailored the industry booths to align with the interests of the survey respondents.

There will be four industry booths: Economics and Marketing, Engineering, Health Sector and Social Sector. Information about the education industry will be included in the Social Sectors Industry Booth. While there was some interest in the marketing industry, the response did not justify establishing an individual booth. However, marketing information will be incorporated into the economics booth as they are related industries. Additionally, as technology plays a crucial role in most industries, each booth will include information on technology within that specific industry. Furthermore, booth organisers and guests have been engaged to develop informational material and sessions on sustainability within these industries and transferable skills such as online communication and time management.

The decision has been made to establish a job board at each booth to address the interest students expressed in understanding job advertisements and requirements, the types of innovative and in-demand jobs in the region, and the skills required to apply for such positions. The job board will display current vacancies, and booth organisers will provide attendees with information on the terminology and requirements of the jobs. Finally, free resources will be made available to attendees who want to learn more about the skills highlighted in the job advertisements.

### **Conclusion**

The survey conducted by the planning team provided valuable insights into the interests of high school students and helped the team make informed decisions regarding the organisation of the industry booths at the festival. The Salty Creek Community Festival's industry booths are poised to be an informative and engaging part of the festival.

# TRANSCRIPT: EXAMPLES OF REPORT TOPICS EXPANDABLE SECTION

---

**Business:** product performance, market research, sales projections, marketing strategies, marketing campaign outcomes.

**Scientific research:** experiment findings, needs analysis, project methodology, progress evaluation, case study analysis.

**Social policy and services:** social issues research, policy reviews, demographic reports, needs analysis, pilot program evaluations, social impact of past and present initiatives.

**Technology:** needs analysis, new software development, cybersecurity dangers, trends in digital products and marketing, effects of technology on users or markets.

**Sustainability and the environment:** company sustainability practices, environmental impact of activities, resource use and conservation, supply chains, proposed policies.

**Human resources:** employee satisfaction, employee survey



results, training needs, diversity and inclusion in the workplace, hiring and recruitment processes.

# TRANSCRIPT: CARA'S VOICEMAIL

---

“G’day Sammie, Cara here. I’m just calling about the online meeting next week. So, I’ve got all my notes together and I know what I’m going to say, but I’m just a little concerned about presenting online. It’s not really the presenting part that’s an issue – you know I have plenty of experience talking about my work professionally. I’ve just never presented in a virtual meeting before, so I’m not as familiar with the platforms and the tools as I’d like to be. But I want to make sure the presentation goes well, so I was wondering if you or Hayden could help me out with some tips and maybe a run-through? I thought I’d ask since you two are the tech whizzes. So, yeah, I’d really appreciate it – give us a call back when you can, okay? Thanks, bye!”

# TRANSCRIPT: ONLINE PRESENTATION TIPS QUIZ

---

## Tip 1:

Test logging into the meeting platform from the location you plan to give your presentation.

**Is this helpful advice?**

- **YES**
- **NO**

## Answer:

**YES:** This is helpful advice. Some virtual meeting platforms take up more internet bandwidth than others. This means that if your internet connection is very slow, you might need to find another location with stronger internet to give your presentation from or request the meeting be held on a different platform.

## Tip 2:

Check your camera and audio plenty of time before the meeting.

**Is this helpful advice?**

- **YES**
- **NO**

## Answer:

**YES:** This is helpful advice. Tech hiccups happen to everyone and it's always better to be prepared. Give yourself enough time to sort out any issues before the meeting starts.

## Tip 3:

Write notes on flashcards to use during your presentation.

**Is this helpful advice?**

- **YES**

- **NO**

Answer:

**NO:** This is good advice for an in-person presentation, but there are better options when presenting online. You can include your notes on the screen next to the webcam, that way your audience won't notice you looking away to read flashcards.

Tip 4:

Print extra handouts in case more people than expected turn up.

**Is this helpful advice?**

- **YES**
- **NO**

Answer:

**NO:** As the presentation is online, there's no need for physical

handouts. But you might like to save a PDF or other non-editable version of your slides or digital materials that you can share with the audience.

## Tip 5:

Think about what can be seen behind you before you start your presentation.

**Is this helpful advice?**

- **YES**
- **NO**

## Answer:

**YES:** This is good advice. You don't need a picture-perfect background setting but try to find somewhere with a background that is not distracting to your audience – a plain wall is usually fine. Alternatively, most online meeting platforms give you the option to hide your background or use a virtual background.

## Tip 6:

Make sure your device has enough battery and you have a charger.

**Is this helpful advice?**

- YES
- NO

Answer:

**YES:** This is helpful advice. It's best to avoid your laptop running out of battery halfway through a presentation or having to excuse yourself to run around trying to find your charging cords before your computer dies.

## Tip 7:

Find somewhere quiet to present from and learn how to use the mute function.

**Is this helpful advice?**

- YES
- NO

## Answer:

**YES:** This is helpful advice. Background noise is distracting, and it can make it especially difficult for participants who are deaf or hard of hearing and those using assistive listening devices. If participants have noisy backgrounds, you can ask them to mute themselves.

## Tip 8:

Try to sit facing a window.

**Is this helpful advice?**

- **YES**
- **NO**

## Answer:

**YES:** This is helpful advice. Rather than having a bright window or light shining from behind you, try to sit somewhere where the light is cast towards your face as this will



help your audience see you clearly. Natural light is great! If you have a bright window, try to set up in front of it.

## Tip 9:

Move around the room to keep your audience engaged.

**Is this helpful advice?**

- **YES**
- **NO**

## Answer:

**NO:** Moving around the room while you're in an online meeting can affect the quality of your audio and video and be distracting for your audience. Remember to stay within the webcam view, and close enough to the microphone. You can sit down, stand at your desk, and use gestures and facial expressions, but avoid pacing around the room.

## Tip 10:

Use high contrast colours on your presentation slides to make them easier to read.

**Is this helpful advice?**

- **YES**
- **NO**

Answer:

**YES:** This is helpful advice. Online presentations can be more difficult than in-person ones for some people, particularly those with low vision. Using high contrast colours on your slides will be appreciated by people with low vision or colour blindness. A quick internet search will find lots of websites that can help you figure out the best colours to use.

# TRANSCRIPT: RISK ASSESSMENT MATRIX

---

## Y-Axis (Left-hand column) – Consequence

If the event occurs, how seriously could it harm people?

**Severe:**

Fatality or permanent disability.

**Major:**

Serious injury requiring medical attention.

**Moderate:**

Minor injury requiring medical attention.

**Low:**

On-site first aid required.

**Negligible:**

Minor discomfort or inconvenience.

## X-Axis (Top row) – Likelihood

How likely is the hazard event to occur?

**Very likely.**

**Likely.**

**Possible.**

**Unlikely.**

**Very unlikely.**

## Risk ratings:

- Hazard consequence is **Severe** and likelihood is **Very likely** – Risk rating is **Extreme**.
  - Hazard consequence is **Severe** and likelihood is **Likely** – Risk rating is **High**.
  - Hazard consequence is **Severe** and likelihood is **Possible** – Risk rating is **High**.
  - Hazard consequence is **Severe** and likelihood is **Unlikely** – Risk rating is **High**.
  - Hazard consequence is **Severe** and likelihood is **Very unlikely** – Risk rating is **Medium**.
- 
- Hazard consequence is **Major** and the likelihood is **Very likely** – Risk rating is **High**.
  - Hazard consequence is **Major** and the likelihood is **Likely** – Risk rating is **High**.
  - Hazard consequence is **Major** and the likelihood is **Possible** – Risk rating is **High**.

- Hazard consequence is **Major** and the likelihood is **Unlikely** – Risk rating is **Medium**.
  - Hazard consequence is **Major** and the likelihood is **Very unlikely** – Risk rating is **Medium**.
- 
- Hazard consequence is **Moderate** and the likelihood is **Very likely** – Risk rating is **High**.
  - Hazard consequence is **Moderate** and the likelihood is **Likely** – Risk rating is **Medium**.
  - Hazard consequence is **Moderate** and the likelihood is **Possible** – Risk rating is **Medium**.
  - Hazard consequence is **Moderate** and the likelihood is **Unlikely** – Risk rating is **Medium**.
  - Hazard consequence is **Moderate** and the likelihood is **Very unlikely** – Risk rating is **Medium**.
- 
- Hazard consequence is **Low** and the likelihood is **Very likely** – Risk rating is **Medium**.
  - Hazard consequence is **Low** and the likelihood is **Likely** – Risk rating is **Medium**.
  - Hazard consequence is **Low** and the likelihood is **Possible** – Risk rating is **Medium**.
  - Hazard consequence is **Low** and the likelihood is

**Unlikely** – Risk rating is **Low**.

- Hazard consequence is **Low** and the likelihood is **Very unlikely** – Risk rating is **Low**.
- Hazard consequence is **Negligible** and the likelihood is **Very likely** – Risk rating is **Medium**.
- Hazard consequence is **Negligible** and the likelihood is **Likely** – Risk rating is **Medium**.
- Hazard consequence is **Negligible** and the likelihood is **Possible** – Risk rating is **Low**.
- Hazard consequence is **Negligible** and the likelihood is **Unlikely** – Risk rating is **Low**.
- Hazard consequence is **Negligible** and the likelihood is **Very unlikely** – Risk rating is **Low**.

# TRANSCRIPT: FESTIVAL HAZARD LIKELIHOOD QUIZ

---

**Hazard:** A drunk and disorderly attendee.

**Question 1:** What do you think is the likelihood of this hazard occurring?

**Considerations:** We're not going to provide alcohol at the festival, but there are always a few who think it's a good idea to sneak alcohol in, right? There will be someone checking bags at the front, so it won't be easy, but I guess some could slip through.

**Likelihood of hazard:**

- a) Very likely;
- b) Possible;
- c) Very unlikely.

## ANSWER

b) Possible.

### Question 2: How severe do you think the consequences would be if this hazard occurred?

**Considerations:** It'd be annoying for other attendees and staff, and might involve having to remove people from the festival or providing drunk attendees with water and a place to sit.

**Severity of hazard consequences:**

- a) Negligible (minor discomfort or inconvenience);
- b) Low (on-site first aid required);
- c) Severe (fatality or permanent disability).

## ANSWER

a) Negligible (minor discomfort or inconvenience).



## Question 3: What risk rating should this hazard be given?

- a) Medium;
- b) High;
- c) Low.

## ANSWER

- c) Low.

# TRANSCRIPT: POTENTIAL HAZARDS AT THE FESTIVAL EXPANDABLE SECTIONS

---

## Bushfire:

**Hazard:** A bushfire spreads rapidly through the area and the festival grounds.

**Consequence:** Damage to property, injuries, and loss of life.

**Considerations:**

- Salty Creek is located in an area prone to bushfires in the summer months.
- The festival is being held in the summer.
- There are no current bushfires in the area.
- The festival will be held in an open field with some surrounding bush areas.

## Food poisoning:

**Hazard:** Food from a food truck is contaminated.

**Consequence:** Mass food poisoning.

**Considerations:**

- The food trucks and prep areas all have refrigeration.
- All food providers are from the local area and will not be travelling long distances to get to the festival.
- Food providers contracted for the festival are professional operators with the correct permits, licenses and food handling training.

## Dehydration:

**Hazard:** An unexpected lack of safe drinking water.

**Consequence:** Dehydration.

**Considerations:**

Drinking water will be/can be supplied from multiple sources:

- The festival grounds have access to the municipal water supply.
- There will also be water filtration systems and mobile water stations.

- Water bottled in plastic will not be sold at the festival, but it is held in large quantities in local supermarkets.

## Sunstroke:

**Hazard:** High temperatures.

**Consequence:** Contractors, organisers, volunteers, and/or attendees suffer from sunstroke.

**Considerations:**

- The average summer high in Salty Creek is 27 degrees, but temperatures have been known to reach the high 30s on occasion.
- People of all ages will be coming to the festival, but 16-20 is the age group likely to have the most attendees.
- Symptoms of sunstroke can range from a headache and red skin to loss of consciousness and damage to organs.
- There is natural shade offered by trees and bush surrounding the festival grounds, but the grounds themselves are exposed to the sun.

## Slips, trips, and falls:

**Hazards:** Slippery surfaces, exposed cords, uneven surfaces etc.

**Consequence:** Contractors, organisers, volunteers, or attendees slip, trip, or fall during set up or the event and are injured.

**Considerations:**

These accidents could be due to things like:

- Slippery surfaces after rain.
- Exposed cords and construction equipment.
- Uneven surfaces (the festival grounds are in a field with natural slopes).
- Damaged or poorly maintained equipment like lighting, tents, or stage equipment.
- Children and the elderly, people under the influence of alcohol, or suffering from dehydration, sunstroke, or other issues may be unstable on their feet.
- Stairs and ramps can be tripping hazards, especially for those with mobility limitations.

## Crowd crush:

**Hazard:** Overcrowding at the front of the stage.

**Consequence:** Attendees are injured.

**Considerations:**

- Crowd crush injuries can range from bruises and cuts to much more severe injuries such as broken bones, and internal organ damage.
- The artists in the festival lineup are local talent rather than famous musicians with large followings.
- The standing area at the front of the stage is not fenced, allowing the audience to spread out if necessary.
- While music festivals in large cities often draw crowds of 20-50,000 per day, the Salty Creek Community Festival is only expecting approximately 2000 attendees over the weekend.

# TRANSCRIPT: SALTY CREEK FESTIVAL RISK ASSESSMENT MATRIX ACTIVITY

---

## Hazard 1: Bushfire

### **Where should this go on the matrix?**

- a) Consequence – Severe; Likelihood – Possible (Risk rating = High);
- b) Consequence – Major; Likelihood – Likely (Risk rating = High);
- c) Consequence – Major; Likelihood – Very unlikely (Risk rating = Medium);
- d) Consequence – Moderate; Likelihood – Unlikely (Risk rating = Medium);
- e) Consequence – Low; Likelihood – Likely (Risk rating = Medium);
- f) Consequence – Low; Likelihood – Unlikely (Risk rating = Low).

## Hazard 2: Sunstroke

### **Where should this go on the matrix?**

- a) Consequence – Severe; Likelihood – Possible (Risk rating = High);
- b) Consequence – Major; Likelihood – Likely (Risk rating = High);
- c) Consequence – Major; Likelihood – Very unlikely (Risk rating = Medium);
- d) Consequence – Moderate; Likelihood – Unlikely (Risk rating = Medium);
- e) Consequence – Low; Likelihood – Likely (Risk rating = Medium);
- f) Consequence – Low; Likelihood – Unlikely (Risk rating = Low).

## Hazard 3: Crowd Crush

### **Where should this go on the matrix?**

- a) Consequence – Severe; Likelihood – Possible (Risk rating = High);
- b) Consequence – Major; Likelihood – Likely (Risk rating = High);
- c) Consequence – Major; Likelihood – Very unlikely (Risk rating = Medium);



d) Consequence – Moderate; Likelihood – Unlikely (Risk rating = Medium);

e) Consequence – Low; Likelihood – Likely (Risk rating = Medium);

f) Consequence – Low; Likelihood – Unlikely (Risk rating = Low).

## Hazard 4: Slips, trips, and falls

### **Where should this go on the matrix?**

a) Consequence – Severe; Likelihood – Possible (Risk rating = High);

b) Consequence – Major; Likelihood – Likely (Risk rating = High);

c) Consequence – Major; Likelihood – Very unlikely (Risk rating = Medium);

d) Consequence – Moderate; Likelihood – Unlikely (Risk rating = Medium);

e) Consequence – Low; Likelihood – Likely (Risk rating = Medium);

f) Consequence – Low; Likelihood – Unlikely (Risk rating = Low).

## Hazard 5: Dehydration

### Where should this go on the matrix?

- a) Consequence – Severe; Likelihood – Possible (Risk rating = High);
- b) Consequence – Major; Likelihood – Likely (Risk rating = High);
- c) Consequence – Major; Likelihood – Very unlikely (Risk rating = Medium);
- d) Consequence – Moderate; Likelihood – Unlikely (Risk rating = Medium);
- e) Consequence – Low; Likelihood – Likely (Risk rating = Medium);
- f) Consequence – Low; Likelihood – Unlikely (Risk rating = Low).

## Hazard 6: Food poisoning

### Where should this go on the matrix?

- a) Consequence – Severe; Likelihood – Possible (Risk rating = High);
- b) Consequence – Major; Likelihood – Likely (Risk rating = High);
- c) Consequence – Major; Likelihood – Very unlikely (Risk rating = Medium);

d) Consequence – Moderate; Likelihood – Unlikely (Risk rating = Medium);

e) Consequence – Low; Likelihood – Likely (Risk rating = Medium);

f) Consequence – Low; Likelihood – Unlikely (Risk rating = Low).

## ANSWERS:

### **Hazard 1: Bushfires**

a) Consequence – Severe; Likelihood – Possible (Risk rating = High).

### **Hazard 2: Sunstroke**

b) Consequence – Major; Likelihood – Likely (Risk rating = High).

### **Hazard 3: Crowd crush**

c) Consequence – Major; Likelihood – Very unlikely (Risk rating = Medium).

### **Hazard 4: Slips, trips, and falls**

e) Consequence – Low; Likelihood – Likely (Risk rating = Medium).

### **Hazard 5: Dehydration**

f) Consequence – Low; Likelihood – Unlikely (Risk rating = Low).

### **Hazard 6: Food poisoning**

d) Consequence – Moderate; Likelihood – Unlikely (Risk rating = Medium).

# TRANSCRIPT: SKIMMING QUIZ

---

Now that you have ‘skimmed’ the cover letter, determine which option you think covers the main points.

1. The applicant has relevant educational background and skills. They have experience working at a medical centre and are flexible in terms of their availability.
2. The applicant has relevant educational background but does not have any volunteer experience.
3. The applicant is in their first year of university. They have previous volunteer experience and are flexible in terms of their availability.

## Option 1

Correct!

## Option 2

Oops! The applicant has mentioned in their cover letter that they have volunteer experience at a medical centre.

## Option 3

Oops! The applicant has mentioned in their cover letter that they are in the final year of their nursing degree.

*[Transcript: Skimming quiz](#) Copyright © 2022 by RMIT University. All Rights Reserved.*

# TRANSCRIPT: SCANNING QUIZ

---

Identify the information you can find in the resumé (you can choose multiple options).

1. Name and contact details.
2. Previous professional experience.
3. The start and end dates of previous work experience.
4. Referee contact details.
5. Qualifications and education.
6. Current job title and employer.
7. The start and end dates of current job.

## Option 1

Correct!

## Option 2

Correct!

## Option 3

Correct!

## Option 4

Oops, this information is not included in the resumé!

## Option 5

Correct!

## Option 6

Oops, this information is not included in the resumé!



## Option 7

Oops, this information is not included in the resumé!

*[Transcript: Scanning quiz](#) Copyright © 2022 by RMIT University. All Rights Reserved.*

# TRANSCRIPT: VOLUNTEER PREFERENCES FILL IN THE BLANKS ACTIVITY

---

Hayden has already tallied the total number of volunteers and their preferences:

- 9 volunteers prefer to work in the Health area only.
- 4 volunteers prefer to work in the Cleaning area only.
- 6 volunteers prefer to work in the Ticketing area only.
- 8 volunteers prefer working in Health or Cleaning.
- 12 volunteers prefer working in Cleaning or Ticketing.
- 5 volunteers prefer working in Ticketing or Health.
- And 4 volunteers are happy to work in any of the three areas.

In order to visualise this information, Sammie has drawn three overlapping circles to represent the three areas. One circle has the heading 'Cleaning', another circle has the heading 'Health' and the last circle has the heading 'Ticketing'. There are seven blank spaces in the Venn diagram where Sammie needs to fill out the number of volunteers according to their preferences.

1. What number should go into the blank space within the 'Health' circle?
2. What number should go into the blank space within the 'Cleaning' circle?
3. What number should go into the blank space within the 'Ticketing' circle?
4. What number should go in the blank space in the area where 'Cleaning' and 'Health' intersect?
5. What number should go in the blank space in the area where 'Cleaning' and 'Ticketing' intersect?
6. What number should go in the blank space in the area where 'Ticketing' and 'Health' intersect?
7. What number should go in the blank space in the area where all three circles intersect?

## Hint:

Use the information provided from Hayden's tally to determine the correct solutions.

## Answers:

1. 9
2. 4
3. 6
4. 8
5. 12
6. 5
7. 4

*Transcript: Volunteer preferences fill in the blanks activity Copyright © 2022 by  
RMIT University. All Rights Reserved.*

# TRANSCRIPT: TOTAL VOLUNTEER INTEREST FILL IN THE BLANKS ACTIVITY

---

What is the total number of volunteers interested in each of the three areas?

Cleaning:

Health:

Ticketing:

## Hint:

To calculate the total number for an area using the Venn diagram, add up all the numbers that appear inside the circle for that area. Don't forget to include numbers that also appear inside overlapping areas with other circles.

## Answer:

Cleaning: 28

Health: 26

Ticketing: 27

*Transcript: Total volunteer interest fill in the blanks activity Copyright © 2022  
by RMIT University. All Rights Reserved.*

# TRANSCRIPT: VOLUNTEER ALLOCATION IMAGE SLIDER

---

## Image 1:

The image depicts three overlapping circles. At the top of the left-hand circle is the title 'Cleaning'. At the top of the right-hand circle is the title 'Health'. At the end of the bottom circle is the title 'Ticketing'. Within the 'Cleaning' circle are four figures, representing four volunteers. Within the 'Health' circle are nine figures, representing five volunteers. Within the 'Ticketing' circle are six figures, representing six volunteers.

In the space where the 'Cleaning' and 'Health' circles intersect, there are eight figures. In the space where 'Cleaning' and 'Ticketing' intersect, there are twelve figures. In the space where 'Ticketing' and 'Health' intersect, there are five figures. At the very centre, where all three circles intersect, there are four figures.

## Image 2:

The image is the same as before, except there are different colours added to indicate the different areas. The 'Cleaning' title is pink, and all of the four figures only within the 'Cleaning' circle have been made pink. The 'Health' title is blue, and all of the nine figures only within the 'Health' circle have been made blue. the 'Ticketing' title is purple, and all of the six figures only within the 'Ticketing' circle have been made purple.

## Image 3:

The final image depicts how Sammie has used colours within the Venn diagram to allocate enough volunteers to each area. On top of the colour allocation in the previous image, they have made the following changes:

In the space where the 'Cleaning' and the 'Health' circles intersect, four of the figures have been made pink and the other four have been made blue.

In the space where 'Cleaning' and 'Ticketing' intersect, all twelve figures have been made pink.

In the space where 'Ticketing' and 'Health' intersect, four figures have been made purple, and one figure has been made blue.

In the space where all three circles intersect, two figures have



been made pink, one figure has been made blue, and one figure has been left unchanged.

*[Transcript: Volunteer allocation image slider](#) Copyright © 2022 by RMIT University. All Rights Reserved.*

# TRANSCRIPT: PATIENT TREATMENT AND CRITICAL THINKING QUIZ

---

## Scenario:

Three patients arrive at the first aid tent at the same time:

1. A hysterical child with a lollipop stuck in their ear, accompanied by very impatient and distressed parents;
2. A middle-aged woman with chest pain and nausea who looks very pale;
3. And an elderly man with a sprained ankle who is in a lot of pain.

Which patient do you think should be treated first?

1. The child
2. The woman
3. The elderly man

## Option 1: The child

Incorrect. Although the child is upset, their condition is not life-threatening. While the child and their parents are being tended to, the middle-aged woman could be suffering a heart attack.

Perhaps you chose this option because you feel sorry for the child, or because you want to avoid being criticised or getting into an argument with the parents. That's understandable, but in a medical emergency it is important to put aside attitudes and feelings which may prevent you from thinking critically.

## Option 2: The woman

Correct. That's right, you have used a critical and conscious approach to prioritising patients. Although she is not crying or elderly, and she is in less pain than the other two patients, the woman's symptoms suggest that she may be at greater risk of a life-threatening condition, so she requires immediate treatment.

## Option 3: The elderly man

Incorrect. Although the elderly man is in pain, his condition is not life-threatening. While the elderly man is being tended to, the middle-aged woman could be suffering a heart attack.

Perhaps you chose this option because you feel that the elderly should be highly respected in society, and you didn't want to keep him waiting in that painful condition. While that's understandable, in a medical emergency it is important to put aside feelings, beliefs, and values which may prevent you from thinking critically.

*[Transcript: Patient treatment and critical thinking quiz](#) Copyright © 2022 by RMIT University. All Rights Reserved.*

# TRANSCRIPT: CALCULATING MEDICINE DOSAGE CARD ACTIVITY

---

## Question:

The sick child at the festival has a body mass of 30 kilograms. The recommended dosage for the medicine to treat food poisoning is 60 milligrams per kilogram. What dosage does the child require?

## Answer:

weight in kilograms times dosage in milligrams.

30 times 60 equals 1800 mg.

*[Transcript: Calculating medicine dosage card activity](#) Copyright © 2022 by RMIT University. All Rights Reserved.*

# TRANSCRIPT: AFRA'S MIND MAP IMAGE SLIDER

---

## Image 1:

In the centre of the page is a cloud with 'My Artist Statement: Warm Reception' written inside. The centre cloud has five arrows branching off, pointing to five bubbles with the headings 'Who am I?'; 'Why did I make it?'; 'Who is going to see it?'; 'How did I make it?'; and 'What is it?'.

## Image 2:

There are arrows branching off from the topic 'What is it?'. Notes from these sub branches say: sustainable – all found objects, donations; sculpture – big, can walk under it; materials – fabric, flyers, wood, cardboard, newspaper; two hands holding each other.

## Image 3:

There are arrows branching off from the topic 'How did I make it?'. Notes from these sub branches say: process – 1. sketched image, 2. sourced local objects, 3. built scaffolding, 4. construction; took 7 weeks altogether; used papier-mâché.

## Image 4:

There are arrows branching off from the topic 'Who is going to see it?'. Notes from this branch say: tourists/visitors to the area; other refugees/immigrants; Salty Creek locals – people who welcomed me; festival attendees.

## Image 5:

There are arrows branching off from the topic 'Why did I make it?'. Notes from this branch say: people's encouragement; share my personal experience; meeting place; for people to enjoy; express community values; show love for Salty Creek – "thank you" to community.

## Image 6:

There are arrows branching off from the final topic, 'Who am I?'. Notes from this branch say: refugee – arrived in Aus 2015, felt scared, no English, no friends; kind moment with local woman – felt welcomed, embraced, warmth, friendship.

## Image 7:

The final image shows the complete mind map with all of Afra's notes, as well as a rough sketch of her idea for the sculpture – two hands grasping each other – at the top of the page.

*[Transcript: Afra's mind map image slider](#) Copyright © 2022 by RMIT University. All Rights Reserved.*



# TRANSCRIPT: WRITING AN ARTIST STATEMENT FILL IN THE BLANKS ACTIVITY

---

Read or listen to Afra's draft below. Hayden has placed numbers directly before a word or section which he thinks could be improved. What do you think could be improved about each numbered section?

The pipes indicate which words or phrases need to be replaced.

## Afra's Artist Statement

Warm Reception is an | **1. iconic** |, larger-than-life sculptural installation of two hands reaching out to grasp each other. They were constructed over several weeks using recycled wood, cardboard, cloth, and a | **2. very groundbreaking** | papier-mâché technique.

Arriving in Australia as a refugee in 2015 was initially an intimidating experience. I wondered whether I would ever find

my place and be accepted there. | **3. The inspiration for this piece comes from a moment in my first, tumultuous week in Salty Creek, when a community elder grasped my hand between hers and spoke to me, and I struggled to understand her words, but I could feel the warmth of them through her touch, and it gave me a sense of comfort and from that moment on, Salty Creek has become a home which has** | | **4. embraced** | me and my family and enveloped us into the community.

| **5. This piece has been created by** | me because I wanted to show how I feel about the community that embraced me.

| **6. Hands which hold each other with palm to palm** | are universally understood | **7. by people everywhere** | to represent assistance, comfort, friendship, and connection.

| **8. I arrived in Salty Creek eight years ago and the community offered me these things.** |

I hope this installation will become the | **9. cynosure** | of the festival, a place for the people of Salty Creek to meet their family and friends, interact with the installation, take photos, and feel the warmth of the community.

## Hayden's feedback

Now that you know which areas of the draft Hayden thinks need to be improved, and match his feedback sentences below

(letters) with the part of the text which needs improving (numbers). The first one has been done for you.

a. Passive voice is unnecessary here – it will sound more natural if you start this sentence with ‘I’ (the subject pronoun).  
Feedback number: 5

b. This sentence is too long – try breaking it up into three shorter sentences to make the paragraph clearer.

c. This word is not commonly used in English, and I’m not sure many festivalgoers will know it – is there another word you could use?

d. Isn’t this an exaggeration? Try to avoid using hyperbole in your artist statement.

e. This adjective is overused in artist statements and can sound a bit cliché – your sentence doesn’t need this word.

f. You have used this word twice in the artist statement – maybe you could change it to ‘welcomed’

g. You can rephrase this into two words to help keep your sentence concise.

h. These words are not necessary – the adverb you used has the same meaning, so you are repeating ideas.

i. You have already given this information in the second paragraph, so you can remove this sentence.

## Activity answers:

a – 5

b – 3

c – 9

d – 2

e – 1

f – 4

g – 6

h – 7

i – 8

*Transcript: Writing an artist statement fill in the blanks activity Copyright ©  
2022 by RMIT University. All Rights Reserved.*

# TRANSCRIPT: AFRA'S ARTIST STATEMENT FINAL VERSION

---

Afra Akbari, Warm Reception, 2023, Salty Creek Festival

Warm Reception is a larger-than-life sculptural installation of two hands reaching out to grasp each other. They were constructed over several weeks using recycled wood, cardboard, cloth, and a papier-mâché technique.

Arriving in Australia as a refugee in 2015 was initially an intimidating experience. I wondered whether I would ever find my place and be accepted there. The inspiration for this piece comes from a moment in my first, tumultuous week in Salty Creek, when a community elder grasped my hand between hers and spoke to me. I struggled to understand her words, but I could feel the warmth of them through her touch, and it gave me a sense of comfort. From that moment on, Salty Creek has become a home which has welcomed me and my family and enveloped us into the community.

I wanted to create a piece which would show how I feel about the community that embraced me. Grasp hands are universally understood to represent assistance, comfort, friendship, and connection.

I hope this installation will become the heart of the festival, a place for the people of Salty Creek to meet their family and friends, interact with the installation, take photos, and feel the warmth of the community.

©Copyright Afra Akbari

*Transcript: Afra's artist statement final version Copyright © 2022 by RMIT University. All Rights Reserved.*

# TRANSCRIPT: CALCULATIONS FOR AN ACCESS RAMP FILL IN THE BLANKS ACTIVITY

---

## Question 1:

Image of a right triangle. The height is 1, the base is 14, and the angle is indicated by a lowercase theta symbol.

What angle corresponds to a 1:14 gradient? Give your answer to two decimal points.

theta =

## Question 2:

Image of a right triangle. The height is 0.5 metres, the hypotenuse is  $x$ , and the angle is indicated by a lowercase theta symbol.

Using the angle found in question 1, if the entrance to the building sits 0.5 metres off the ground, how long will the ramp need to be? Round your answer to the nearest metre.

$x =$

## Hints:

### Calculating question 1:

Gradients are written as a ratio of the height of a right triangle over the length of the base, or the “rise over run”.

Because we know the value of the sides opposite and adjacent to our unknown angle, we can use the inverse tangent function to find the angle:

$\theta = \text{inverse tangent function of } (1 \text{ over } 14)$

$\theta = \text{inverse tangent function of } (0.0714)$

$\theta = 4.09$

### Calculating question 2:

Now that we know the value of the angle and the side opposite, we can use the sin formula to solve for the length of the ramp, which is the hypotenuse of the triangle:

$\sin \theta = \text{opposite over hypotenuse}$

$\sin (4.09) = .5 \text{ over } x$

$0.0713 = .5 \text{ over } x$

$0.0713 x = .5$

$x = .5 \text{ over } 0.0713$

$x = 7.01 \text{ m}$  which is approximately equal to 7 metres



## Answers:

### Question 1:

$\theta = 4.09$  degrees

### Question 2:

$x = 7$  metres

*[Transcript: Calculations for an access ramp fill in the blanks activity](#) Copyright  
© 2022 by RMIT University. All Rights Reserved.*

# TRANSCRIPT: CALCULATING THE TROLLEY FORCE QUIZ

---

**Diagram:**

A right triangle is formed by the ground, the stage, and the ramp, with the ramp as the hypotenuse sitting at 30 degree angle to the ground. Sitting on the hypotenuse of the triangle is the trolley. A vector pointing downward from the front of the trolley, parallel to the hypotenuse, represents  $F_p$ , or the force pulling the trolley down the ramp. A vector extending upward from the trolley perpendicular to the hypotenuse represents  $F_N$ , the normal force. A vector extending downward from the trolley perpendicular to the ground represents the weight force, expressed as  $m \times g$ . The weight force and the force of the trolley on the ramp create another right triangle. The angle at which these vectors extend from the trolley is 30 degrees, and the second acute angle of the triangle is 60 degrees. The sum of the normal force and the weight force make up  $F_p$ , the force pulling the trolley down the ramp.

## Question

The mass of one speaker (40kg) plus the trolley (14kg) is 54kg. Using the diagram above, where  $m$  represents the mass,  $g$  is gravity, and  $F_p$  is the pulling force down the ramp, calculate the kilogram-force required to pull the speakers up a 30-degree ramp. You can assume friction is inconsequential.

Force =

## Hint

In order to figure out how much force a volunteer will need to exert to pull the trolley up the ramp, we first need to know how much force is pulling the trolley **down** the ramp,  $F_p$ . Our human power will need to be just greater than  $F_p$  to pull the trolley up the ramp.

We can see from the image that  $F_p$  is the sum of the force on the trolley from the ramp below, known as the normal force ( $F_N$ ), and the weight force, represented by the mass ( $m$ ) times the gravity constant ( $g = 9.8m/s^2$ ). In order to calculate  $F_p$ , we can use the right triangle created by the weight force and the force of the trolley on the ramp, which is always equal and opposite to the normal force.

With right triangle trigonometry, we can determine that

$$\sin 30 = F_p \div mg$$

$$F_p = mg(\sin 30)$$

$$F_p = 54kg \times 9.8m/s^2 \times 0.5$$

$$F_p = 264.6kgm/s^2 = 264.6N$$

Remember that force is measured in newtons ( $N$ ), but that's not how we think about human effort in everyday situations. We'll need to convert from newtons to kilogram-force, which means we need to divide our result by  $9.8m/s^2$ :

$$264.6N \div 9.8m/s^2 = 27kg$$

## Answer

Force = 27kg

# TRANSCRIPT: CALCULATING THE RAMP ANGLE QUIZ

---

**Diagram:**

A right triangle is formed by the ground, the stage, and the ramp, with the ramp as the hypotenuse sitting at an unknown angle to the ground, represented by the theta symbol. Sitting on the hypotenuse of the triangle is the trolley. A vector pointing downward from the front of the trolley, parallel to the hypotenuse, represents the force pulling the trolley down the ramp, which is 16 kilograms. A vector extending upward from the trolley perpendicular to the hypotenuse represents  $F_N$ , the normal force. A vector extending downward from the trolley perpendicular to the ground represents the weight force, expressed as  $m \times g$ . The weight force and the force of the trolley on the ramp create another right triangle. The angle at which these vectors extend from the trolley is again unknown and represented by the theta symbol, and the second acute angle of the triangle is  $90^\circ - \theta$ .

## Question

If the total mass to be pulled up the ramp is 54kg, and the pulling force is 16kg, calculate the angle of the ramp. Assume friction on the ramp is negligible. Round your answer to the nearest degree.

$$\theta =$$

## Hint

We can apply the same formula in question 1 to calculate the angle of the ramp. First, we need to convert the 16kg of force to newtons by multiplying by the gravity constant,  $9.8m/s^2$  :

$$16kg \times 9.8m/s^2 = 156.8N$$

$$\sin \theta = 156.8N \div mg$$

$$\sin \theta = 156.8N \div 54kg \times 9.8m/s^2$$

$$\sin \theta = 28.456 \text{ (note that all unites cancel out)}$$

$$\sin^{-1} \theta = 17.2 \text{ degrees}$$

## Answer

$$\theta = 17^\circ$$

# TRANSCRIPT: CALCULATING HAND SANITISER SUPPLY NEEDS FILL IN THE BLANKS ACTIVITY

---

## Question:

We know from ticket sales that around 2000 people will be attending the festival. On average, each attendee will use the toilet twice, and each squirt of hand sanitiser is about 4.3 millilitres.

How many millilitres of hand sanitiser does the festival need?

## Hint:

First, calculate the number of likely trips to the toilet. There will be 2000 people taking two trips each.

We can assume each trip will include one squirt of hand

sanitiser, so that means we can multiply the number of trips by the amount of hand sanitiser in one squirt. That will give us the total volume of hand sanitiser needed.

## Answer:

The festival will need 17200 millilitres of hand sanitiser.

*[Transcript: Calculating hand sanitiser supply needs fill in the blanks activity](#)*

*Copyright © 2022 by RMIT University. All Rights Reserved.*



# TRANSCRIPT: CONVERTING BETWEEN HAND SANITISER UNITS FILL IN THE BLANKS ACTIVITY

---

## Question 1:

We'll first need to convert millilitres into litres. Remember that there are 1000 millilitres in 1 litre. How many litres of hand sanitiser do we need to buy?

Answer:

17200 divided by 1000 equals 17.2 litres.

## Question 2:

Image of a large blue jug representing 1 US gallon on the left

side of an equals sign. On the right sign are three litre bottles and one partial bottle, representing 3.785 litres.

If 1 US gallon equals 3.785 litres, how many gallon bottles will Mia need to purchase?

Answer:

17.2 litres divided by 3.785 equals 5 gallon bottles.

Note: the exact quantity is 4.54 gallon bottles, but since Mia can't order part of a bottle, the answer is rounded.

### Question 3:

At \$50 per bottle, what is the total cost of the order?

Answer:

5 times \$50 equals \$250.

*Transcript: Converting between hand sanitiser units fill in the blanks activity*

*Copyright © 2022 by RMIT University. All Rights Reserved.*

# TRANSCRIPT: ESTIMATE SOUND LEVELS MULTIPLE CHOICE

---

Image of speaker with curved lines indicating sound radiating from the front. The lines are small and thick close to the front of the speaker, and become long and thin as they move away.

## Question:

According to the sound technician, the sound level of the stage speakers will be 100 decibels from 1 metre away, which is the standard volume for an outdoor concert. Using the inverse square law rule for estimating sound levels, which of the following ranges represents the volume of the music at 75 metres away?

- a. 45-55 decibels;
- b. 55-65 decibels;
- c. 65-75 decibels;
- d. 75-85 decibels.

## Hint:

Since the sound decreases about 6 decibels every time the distance doubles, we can estimate the sound level at different distances from the stage like this:

1 metre = 100 decibels

2 metres = 94 decibels

4 metres = 88 decibels

8 metres = 82 decibels

16 metres = ...

and so forth. Continue the pattern until you can estimate the sound level at 75 metres from the stage.

## Answer:

b. 55-65 decibels

*[Transcript: Estimate sound levels multiple choice](#) Copyright © 2022 by RMIT University. All Rights Reserved.*

# TRANSCRIPT: CALCULATE SOUND LEVEL OVER DISTANCE FILL IN THE BLANKS

---

Remember:  $SPL_2 = SPL_1$  minus 20 times the log of ( $R_1$  over  $R_2$ )

where R is the **distance in metres from the source of the sound** and SPL is the **sound level in decibels at that distance**.

## Question

We know that at 1 metre away ( $R_1$ ) the sound level is 100 decibels ( $SPL_1$ ). Use the formula above to solve for the sound level at the first aid tent ( $SPL_2$ ), if the tent is placed 75 metres from the speaker ( $R_2$ ).

How loud will it be at the first aid tent?

## Hint

First, let's fill in the values that we know:

$$\text{SPL}_2 = 100 \text{ minus } 20 \text{ times the log of } (75 \text{ over } 1)$$

We can simplify this as follows:

$$\text{SPL}_2 = 100 \text{ minus } 20 \text{ times the log of } (75)$$

$$\text{SPL}_2 = 100 \text{ minus } 20 \text{ times } 1.875$$

$$\text{SPL}_2 = 100 \text{ minus } 37.5$$

$$\text{SPL}_2 = 62.5 \text{ decibels}$$

## Answer

The sound level in the first aid tent is 62.5 decibels.

*Transcript: Calculate sound level over distance fill in the blanks Copyright ©  
2022 by RMIT University. All Rights Reserved.*

# TRANSCRIPT: CALCULATE MINIMUM DISTANCE FOR FIRST AID TENT FILL IN THE BLANKS

---

Remember:  $SPL_2 = SPL_1$  minus 20 times log times ( $R_1$  over  $R_2$ )

where  $R$  is the **distance in metres from the source of the sound** and  $SPL$  is the **sound level in decibels at that distance**.

## Question

Use the formula to determine how far away the first aid tent will need to be ( $R_2$ ) for a sound level ( $SPL_2$ ) of 60 decibels.

How far away should James set up the first aid tent?

## Hint

This time we're solving for  $R_2$ . Again, we'll begin by filling in the values that we know:

$$60 = 100 \text{ minus } 20 \text{ times log times } (R_2 \text{ over } 1)$$

We can simplify this as follows:

$$\text{negative } 40 = \text{negative } 20 \text{ times log times } (R_2)$$

$$2 = \text{log times } (R_2)$$

To solve this, we'll need to rewrite it as an exponential equation. Remember that when no base is written, we are working with the common log, which is base 10.

$$10 \text{ squared} = R_2$$

$$R_2 = 100 \text{ metres}$$

## Answer

James will need to set up the first aid tent 100 metres from the stage.

*Transcript: Calculate minimum distance for first aid tent fill in the blanks*

*Copyright © 2022 by RMIT University. All Rights Reserved.*



# TRANSCRIPT: CREATING COLOURED LIGHT MULTIPLE CHOICE (PART 1)

---

## Question:

What colour do you think Hayden has created on the stage wall?

- a. Red;
- b. Black or;
- c. White.

## Answer:

C. White.

# TRANSCRIPT: CREATING COLOURED LIGHT MULTIPLE CHOICE (PARTS 2, 3 AND 4)

---

## Question 1:

Green light plus Blue light equals...

- a) Yellow;
- b) Cyan;
- c) Magenta or;
- d) Brown.

## Question 2:

Blue light plus Red light equals...

- a) Purple;
- b) Yellow;
- c) Brown or;
- d) Magenta.

## Question 3:

Red light plus Green light equals...

- a) Yellow;
- b) Blue;
- c) White or;
- d) Brown.

## Answers:

Question 1 – b) Cyan.

Question 2 – d) Magenta.

Question 3 – a) Yellow.

# TRANSCRIPT: COLOUR ACCESSIBILITY CARD ACTIVITY

---

## Card 1:

Front of card:

**Red text on a dark green background.**

Does this pass or fail accessibility standards?

Back of card:

**Contrast checker result: FAIL**

This background and text combination is not fully accessible.

## Card 2:

Front of card:

**Black text on a yellow background.**

Does this pass or fail accessibility standards?

Back of card:

**Contrast checker result: PASS**

This background and text combination is accessible.

## Card 3:

Front of card:

**Light pink text on a black background.**

Does this pass or fail accessibility standards?

Back of card:

**Contrast checker result: PASS**

This background and text combination is accessible.

## Card 4:

Front of card:

**Red text on a black background.**

Does this pass or fail accessibility standards?

Back of card:

**Contrast checker result: FAIL**

This background and text combination is not fully accessible.

## Card 5:

Front of card:

**Green text on blue background.**

Does this pass or fail accessibility standards?

Back of card:

**Contrast checker result: FAIL**

This background and text combination is not fully accessible.

## Card 6:

Front of card:

**Yellow text on a white background.**

Does this pass or fail accessibility standards?

Back of card:

**Contrast checker result: FAIL**

This background and text combination is not fully accessible.

## Card 7:

Front of card:

**Blue text on a yellow background.**

Does this pass or fail accessibility standards?

Back of card:

**Contrast checker result: PASS**

This background and text combination is accessible.

## Card 8:

Front of card:

**Magenta text on a blue background.**

Does this pass or fail accessibility standards?

Back of card:

**Contrast checker result: FAIL**

This background and text combination is not fully accessible.

## Card 9:

Front of card:

**White text on a dark green background.**

Does this pass or fail accessibility standards?



Back of card:

**Contrast checker result: PASS**

This background and text combination is accessible.

# TRANSCRIPT: SAMMIE'S SUSTAINABILITY PRESENTATION

---

## Slide 1:

### **What is the UN?**

The United Nations, or UN for short, is a global organisation formed in 1945. It includes ambassadors from 170 countries who make decisions on international issues like human rights and peacekeeping.

## Slide 2:

### **What does the UN have to do with sustainability?**

In 2016, the UN created the Sustainable Development Goals (SDGs). These are 17 goals intended to be achieved by 2030. They include things like conserving our oceans and

responsible consumption and production. There are 169 targets and 232 indicators that are intended to help measure the success of the goals.

## Slide 3:

### **Is sustainability just about the environment?**

No. Sustainability is often associated with the environment, but it isn't only about being eco-friendly. The UN SDGs cover many different aspects of life around the world, from poverty to gender inequality.

## Slide 4 and 5:

### **What is the difference between sustainability and sustainable development?**

Sustainability and sustainable development can often get confused with each other, but they are different. Sustainability is the thing we are working towards – the thing we want to achieve. “Sustainable development is a broad term to describe

policies, projects and investments that provide benefits today without sacrificing environmental, social and personal health in the future.” (WHO n.d.)

Even though it uses the word ‘development’, sustainable development doesn’t necessarily mean growth or expansion. It’s about making progress while balancing the needs of the economy, environment, and society. For example, solar energy is a sustainable development because it gives us power without polluting the environment – so it is beneficial economically (jobs are created to make solar panels and install them etc.), environmentally (doesn’t pollute the environment or use up limited resources) and socially (still gives us power so that we can complete our daily tasks, and doesn’t damage our health with pollution).

**Source:**

World Health Organization (WHO) (n.d.) Sustainable Development, WHO website, accessed 27 February 2023.  
[https://www.who.int/health-topics/sustainable-development#tab=tab\\_1](https://www.who.int/health-topics/sustainable-development#tab=tab_1)

# TRANSCRIPT: SUSTAINABLE FESTIVALS CARD ACTIVITY

---

## Card 1:

### Front of Card:

#### **WATER**

To reduce plastic waste, Sammie and Hayden plan to set up water refill stations around the festival grounds and encourage patrons to bring their own water bottles. They also want to set up a stand at the market selling reusable cups and water bottles in case some people need to buy one.

### Back of Card:

Initiatives like BYOBottle are a great example of this. BYOBottle is a global campaign that encourages artists, venues, festivals, and fans to cut back on plastic waste in the music industry by bringing their own reusable water bottles to

events. Artists are encouraged to include requests in their riders (a list of wants and needs) that concert venues provide water refill stations instead of plastic water bottles. Fans are encouraged to make their own commitment to bringing a reusable bottle to events, and to posting about it on social media so that the message can become more widespread. The 2022 Adelaide Festival is one of the events that have encouraged their artists and contributors to take part in this campaign.

**Sources:**

BYOBottle (n.d.) About BYOBottle, BYOBottle website, accessed 9 February 2023. <https://byobottle.org/about/>

Adelaide Festival (2022) Sustainability, Adelaide Festival website, accessed 9 February 2023. <https://www.adelaidefestival.com.au/about/sustainability/>

## Card 2:

### Front of Card:

**WASTE**

Festivals can produce a lot of waste, especially when they provide food and beverages for their attendees. While it's important to make sure the festival produces as little waste as possible, it's likely that there will still be some rubbish. Hayden and Sammie plan to manage this by providing bins for

different types of waste. There will also be signage to show attendees the correct bins to use (for example, recycling paper and cardboard rubbish, and disposing of food waste in the compost). They will also recruit some volunteers to help sort through the waste and make sure everything is being disposed of correctly.

## Back of Card:

Some music festivals, like Golden Plains, offer different bins that are clearly labelled and have corresponding colours to encourage their patrons to put the right waste in the correct bin. The staff at Golden Plains also collect and sort through the rubbish on-site to make sure it all goes where it's supposed to.

Some festivals even go a step further to encourage recycling. In 2011, the organisers of the Field Day festival started a recycling deposit scheme. As part of the scheme, patrons paid a \$1 deposit with every drink, which was refunded when they recycled their drink containers after use.

### **Sources:**

Golden Plains (2015) Take Your Footprint Into Your Own Hands, Golden Plains website, accessed 9 February 2023. <http://2015.goldenplains.com.au/supernatural-amphitheatre/take-your-footprint-into-your-own-hands/>

Field Day (2022) Sustainability, Field Day website, accessed 9 February 2023. <https://fieldday.com.au/event-info/>

## Card 3:

### Front of Card:

#### **ENERGY**

Festivals use a lot of power. To lessen the environmental impact of their power usage, Sammie and Hayden plan to install solar panels to help keep the lights on and the music playing.

### Back of Card:

From 2015 to 2017, OFF.the.GRID was Australia's first and only music festival that was entirely solar-powered. The festival used a five-metre-high solar-powered stage and a battery bank to power the event.

Now other festivals are using renewable energy too – like Meredith Music Festival, which uses solar-powered lighting systems throughout the campgrounds.

#### **Sources:**

Gillespie, K. (06 October 2016) 'Off the Grid is Australia's Only Music Festival Powered By the Sun', VICE, accessed 9 February 2023. [https://www.vice.com/en\\_au/article/53kz78/this-solar-powered-music-festival-makes-the-most-of-australias-summer](https://www.vice.com/en_au/article/53kz78/this-solar-powered-music-festival-makes-the-most-of-australias-summer)



Meredith Music Festival (n.d.) Green Practices, Meredith Music Festival website, accessed 9 February 2023. <https://aunty.mmf.com.au/supernatural-amphitheatre/green-practices/>

## Card 4:

### Front of Card:

#### **TRANSPORTATION**

The Salty Creek Community Festival is being held in a paddock on a local farm. It's not easy to get to on foot so a lot of the attendees may be tempted to drive, which would create carbon emissions. Sammie and Hayden plan to reduce the number of vehicles by encouraging people to carpool and organising shuttle buses to pick up and drive people to the festival.

### Back of Card:

Splendour in the Grass encourages its attendees to rideshare or use their bus network to reduce their carbon footprint. Patrons are rewarded for carpooling with a discount for the festival campsite.

#### **Source:**

Splendour in the Grass (2022) Environment Initiatives,

Splendour in the Grass website, accessed 9 February 2023.

<https://web.archive.org/web/20220714200311/>

<https://splendourinthegrass.com/info/environment-initiatives/>

# TRANSCRIPT: NICO'S SUSTAINABILITY GOAL

---

Which UN SDG/s would you like to use?

- **3 – Good health and wellbeing:** Ensure healthy lives and promote well-being for all at all ages.
- **12 – Responsible consumption and production:** Ensure sustainable consumption and production patterns.
- **15 – Life on the land:** Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

UN (United Nations) (n.d.) *The 17 Goals*, UN website, accessed 28 March 2023. <https://sdgs.un.org/goals>

Why are these SDGs important to you?

I love animals and nature. My son does too, but I worry that

when he's my age, a lot of the animals that he loves won't be around anymore – same with the trees and the plants. I want my son to have a future on a healthy planet. I want him to be healthy too and live a good life.

## What is your goal?

My goal is to eat better food and provide my son with healthier options. I also want to reduce food waste and stop encouraging unsustainable food production.

## What is the action you want to take?

**I will build a veggie patch to grow organic fruits and vegetables for my son and me.**

- Start off with a few veggies that are easy to grow.
- Do research and talk to local farmers about what can grow in the area.
- Try growing more difficult and seasonal crops in the future.

**I will reduce the amount of food I buy at the supermarket.**

- Buy only things I cannot grow or make myself.
- Avoid buying products with too much plastic packaging.
- Write a shopping list and plan meals in advance to avoid overbuying.

**I will reduce the amount of food waste I produce.**

- Freeze food that won't be eaten straight away to keep it fresh.
- Keep leftovers for lunch or dinner the next day or freeze them to eat another time.
- Compost all food scraps and use that compost for my garden.

**Add a time frame for your goal so you know when you have achieved your target.**

In one year, I will be cooking meals using mostly organic ingredients that I have grown myself.

# TRANSCRIPT: BO'S TO-DO LIST GRAPHIC

---

## TASK:

- Create content on our approach to waste reduction for the festival website and the local council newsfeed.

## TO-DO:

- Interview Sammie about how we're approaching waste reduction.
- Find out what's being done to reduce food waste at the festival.
- Create a graphic for the website.

# TRANSCRIPT: WASTE REDUCTION INTERACTIVE INFOGRAPHIC

---

## SOURCING AND SUPPLY

- Partnerships with local farmers and vendors.
- Detailed attendance projections.
- Specialised and limited menu.

**Reducing waste starts long before the food hits your plates at the festival, with sourcing and supply.**

To reduce waste before the festival even starts, we've focused on figuring out how many people will come to the festival and how much food we're likely to need. This has involved surveys, research into attendance at past festivals, and insights from early ticket sales.

We have partnered with local farmers and food truck vendors to ensure we'll have the best quality in-season ingredients, and to share information on attendance estimations to ensure the right amount of food is ordered.

Food vendors will serve curated, limited menus, which will not only reduce waste but also lessen our reliance on non-local supplies and avoid having excess food and greater waste. With fewer options, vendors are more likely to sell the food they have rather than needing to discard excess food.

## TRANSPORT AND STORAGE

- Local produce.
- Short delivery routes.
- Reusable bulk containers.
- Temperature-controlled storage.

**To make sure food doesn't spoil and go to waste before you can try it, we've considered how the food will be transported and stored.**

Proper storage, both in transit and at the festival, is crucial to preventing food waste. Having local food providers means there will be less transport time required to get food from point A to B. This means less possibility of it going bad on the way. By taking these steps, we're able to reduce the amount of food that needs to be thrown out. Additionally, working with providers to ensure the routes their delivery vehicles will take also reduces carbon emissions.

All crates and packaging used to transport and store food will be reusable to reduce plastic waste. And food will be kept



in temperature-controlled storage facilities both in transit and at the festival so it stays fresh for as long as possible.

We have ensured that all food truck vendors possess the required licences and permits and follow strict health and safety standards. This includes the frequent maintenance and testing of their storage equipment.

All trucks at the festival are equipped with the necessary temperature-controlled storage to keep food fresh so that it does not spoil. The trucks will be able to maintain this equipment even in the case of a local power outage.

## PREPARATION

- Compostable and reusable serving ware.
- Pre-portioned servings.
- Cooked-to-order items.

**Our mission to reduce food waste continues. The preparation stage offers plenty of opportunities to make sustainable choices while getting your food ready.**

We are working with our food truck vendors and staff to implement various strategies to optimise food preparation. Compostable or reusable cooking and serving ware will be used wherever possible to cut down on the use of plastic waste generated by vendors during the festival.

Vendors will be offering two serving sizes of dishes on their

menus. This means that less food will go to waste, as people can opt to order a smaller, cheaper serving.

The limited menu also makes it a lot easier for pre-portioned ingredients to be prepared to ensure that serving sizes are consistent.

Meals will be cooked-to-order in small batches rather than cooked early and left on display for hours. This will mean there will be much less cooked but unconsumed food going in the bin at the end of the day, and leftovers will be in good condition to donate to local food banks.

## CONSUMPTION

- Posters to encourage waste mindfulness.
- Clear serving sizes and ingredients listed on menus.
- Compostable take-home containers.
- Clear signs around special bins.

**It's finally time to order your food and dig in! We've thought about the things that can reduce waste at this point, too.**

Posters will be on display to show attendees the journey of the food they are eating, including the local businesses involved and the effort put into designing the menu. This will raise more awareness of the festival's sustainability mission.

We will be putting up signs and menus to make attendees

aware of the serving sizes and the ingredients in each meal. This will encourage mindfulness when deciding which serving size to choose and hopefully minimise ordering mistakes, as attendees will have a clear idea of what is in the meal they have ordered.

Vendors will also be making attendees aware of optional, compostable take-home containers, which will allow people who can't finish their food in one sitting to enjoy their leftovers later in the day or at home, rather than throw them away.

## DISPOSAL AND REUSE

- Composting, recycling, and reusing waste.
- Disposal areas manned by friendly volunteers.
- Partnerships with waste management advisors, local farms, charities, and the council.

**Once you've finished your food, you'll want to dispose of your plates, utensils, and food scraps, and at the end of each day, vendors might have some leftovers. We've got it covered!**

Clear signage will direct attendees to designated bins where they can recycle items, help us collect plates and utensils for reuse, contribute food scraps for composting, and dispose of general waste. Friendly volunteers will be posted in these areas

to help attendees with any questions about how to dispose of their waste and what will happen to it next.

We have partnered with waste management companies to ensure that as little waste as possible ends up in landfills, and we are particularly excited about collaborating with the local council to share compost created from the festival's food waste. This compost will be used as fertiliser in the Salty Shire public gardens. We will also be delivering food scraps to local farmers for animal feed.

Finally, although we have carefully estimated how much food we're likely to need, there may still be some leftovers that could serve the community. We have facilitated a partnership with our vendors and two food bank charities. These charities will collect unused produce and unsold meals and distribute them to those in need in the area.

# TRANSCRIPT: WASTE REDUCTION IN DAILY LIFE EXPANDABLE SECTIONS

---

## Supply and sourcing

- Do you estimate how much food you will need for a day or a week?
- Do you write a shopping list before heading to the supermarket?
- Do you eat in-season, locally grown or made products when you can?
- Do you choose options without plastic packaging when possible?

## Transport and storage

- Do you consider where the food you're buying or eating has come from, and how it has got to you?

- Do you store food to keep it as fresh for as long as possible?
- Do you use environmentally friendly storage containers?

## Preparation and consumption

- Do you plan the meals you are going to make and use the food you have bought?
- Do you cook in batches when possible?
- Do you always eat the quantity of food you have bought and prepared?
- Do you get creative about using ingredients that will go bad if you don't eat them soon?
- Do you keep leftovers for the following day, or freeze food so you can eat it later?

## Disposal and reuse

- Do you separate your waste?
- Do you use your food scraps to make compost or use an organic waste bin?

# TRANSCRIPT: SUSTAINABILITY IN FASHION QUIZ

---

## Question 1:

True or false: Fast fashion items are usually basic pieces of clothing which people need for school and work.

Answer:

This statement is FALSE. Fast fashion garments are usually 'trendy' pieces of clothing copying popular styles from fashion shows and celebrity culture.

## Question 2:

How many kilograms of unwanted clothing ends up in landfill each year in Australia?

- a) 260 million kilograms;

- b) 185 million kilograms or;
- c) 76 million kilograms.

## Answer:

The answer is A – 260 million kilograms.

### Source:

Kelly C (20 July 2022) 'Australians buy almost 15kg of clothes every year and most of it ends up in landfill, report finds', *The Guardian*, accessed 01 December 2022. <https://www.theguardian.com/australia-news/2022/jul/20/australians-buy-almost-15kg-of-clothes-every-year-and-most-of-it-ends-up-in-landfill-report-finds>

## Question 3:

True or false: Fast fashion is one of the world's largest polluters of clean water.

## Answer:

This is TRUE. Fast fashion pollutes the water with cheap, toxic dyes, hazardous chemicals, and microfibres.

### Source:



Rauturier S (2022) 'What Is Fast Fashion and Why Is It So Bad?', Good On You website, accessed 1 December 2022. <https://goodonyou.eco/what-is-fast-fashion/>

## Question 4:

How many litres of water are used to make a single pair of jeans?

- a) 20,000 litres;
- b) 7,500 litres or;
- c) 1,200 litres.

## Answer:

The correct answer is B. It can take up to 7,500 litres of water to make one pair of jeans – that's what the average person drinks over 7 years.

**Source:**

United Nations (2019) 'UN launches drive to highlight environmental cost of staying fashionable', United Nations website, accessed 1 December 2022. <https://news.un.org/en/story/2019/03/1035161>

## Question 5:

How many cubic meters of water does the fashion industry use annually?

- a) 93 billion cubic metres of water;
- b) 93 million cubic metres of water or;
- c) 903 thousand cubic metres of water.

## Answer:

The answer is A – 93 billion cubic metres of water. Per year, the fashion industry uses enough water to meet the needs of five million people.

**Source:**

United Nations (2019) ‘UN launches drive to highlight environmental cost of staying fashionable’, United Nations website, accessed 1 December 2022. <https://news.un.org/en/story/2019/03/1035161>

## Question 6:

True or false: If a clothing company says they are ‘eco-conscious’ it means that their business and products are all sustainable.

## Answer:

The answer is – FALSE. Many clothing companies know that consumers like to buy things that have been produced sustainably and may make misleading statements about how environmentally friendly their products really are. This is called ‘greenwashing’.

### **Source:**

Changing Markets Foundation (2021) ‘Synthetics Anonymous: Fashion brands’ addiction to fossil fuels’, Changing Markets Foundation website, accessed 1 December 2022. [https://changingmarkets.org/wp-content/uploads/2021/07/SyntheticsAnonymous\\_FinalWeb.pdf](https://changingmarkets.org/wp-content/uploads/2021/07/SyntheticsAnonymous_FinalWeb.pdf)

*Transcript: Sustainability in fashion quiz Copyright © 2022 by RMIT University. All Rights Reserved.*

# TRANSCRIPT: CARA'S HISTORY OF FAST FASHION TIMELINE

---

## 1690: The pre-industrial thrift shop.

In Britain and North America, the popularisation of ready-made clothing began with 'slop shops'. These were second-hand clothing stores that supplied ready-to-wear clothes to the lower and working classes who did not have the income to get their garments custom tailored. The word 'slops' was originally used to describe the ready-made clothing worn by sailors.

**Source:**

Linden A R (2016) An Analysis of the Fast Fashion Industry [undergraduate's dissertation], Bard College, accessed 26 October 2022. [https://digitalcommons.bard.edu/senproj\\_f2016/30/](https://digitalcommons.bard.edu/senproj_f2016/30/)

## 1760 to 1840: The western world has its first industrial revolution.

During this period, the sewing machine was invented, as well as other textile machinery such as the spinning jenny, the power loom, and the flying shuttle. These helped speed up the garment production process and made mass production possible. The rise of factory production and urbanisation modernised clothing manufacturing and created a consumer class to benefit from it. Now, the masses could access good quality clothing at affordable prices.

### **Source:**

Linden A R (2016) An Analysis of the Fast Fashion Industry [undergraduate's dissertation], Bard College, accessed 26 October 2022. [https://digitalcommons.bard.edu/senproj\\_f2016/30/](https://digitalcommons.bard.edu/senproj_f2016/30/)

## 1936: In the United States, the 'PBS' emerges.

By World War II, factories had begun adopting the 'progressive bundle system' (PBS). The progressive bundle system is a type of assembly line where each worker is responsible for one part of the process of putting together a garment. The worker would receive a 'bundle' of the same garment parts (such as

the collar), then pass them along to another worker when they were finished to add the next part. The PBS shifted the production of garments toward large manufacturers, as they could supply large amounts of stock at lower prices.

**Sources:**

Linden A R (2016) An Analysis of the Fast Fashion Industry [undergraduate's dissertation], Bard College, accessed 26 October 2022. [https://digitalcommons.bard.edu/senproj\\_f2016/30/](https://digitalcommons.bard.edu/senproj_f2016/30/)

Stone N I (1938) Productivity of Labor in the Cotton-Garment Industry, Department of Labor, United States Government, accessed 2 November 2022. [https://fraser.stlouisfed.org/files/docs/publications/bls/bls\\_0662\\_1939.pdf](https://fraser.stlouisfed.org/files/docs/publications/bls/bls_0662_1939.pdf)

## 1989: The formal birth of outsourcing.

The idea of 'outsourcing' was only formally introduced in 1989. This means companies started hiring third parties to create goods that were normally produced within the company by its own staff. Most large American clothing retailers had, by the mid-80s, already been outsourcing manufacturing to developing countries in order to increase profitability. It was the beginning of the supply chain as we know it today. Companies could look to developing countries as a source of

cheap labour, tax breaks, and more lenient labour laws and regulations.

**Sources:**

Linden A R (2016) An Analysis of the Fast Fashion Industry [undergraduate's dissertation], Bard College, accessed 26 October 2022. [https://digitalcommons.bard.edu/senproj\\_f2016/30/](https://digitalcommons.bard.edu/senproj_f2016/30/)

Mullin R (1996) 'Managing the Outsourced Enterprise', Journal of Business Strategy, 17(4):28-36, doi:10.1108/eb039792

## 1989: Zara opens its first New York store.

In an article about the opening of the store, a journalist for the New York Times coined the term 'fast fashion' to describe Zara's quick turnover of products. The term was inspired by a quote from Juan Lopez, then the head of Zara's US operations: "the stock in the store changes every three weeks. The latest trend is what we're after. It takes 15 days between a new idea and getting it into the stores."

**Source:**

Schiro AM (31 December 1989) 'Two New Stores That Cruise Fashion's Fast Lane', The New York Times, accessed 25 October 2022, Factiva database.

## 1994: The emergence of online shopping.

In 1994, the first retail purchase was made on the Internet. Since then, fashion has transitioned onto an online platform, which has allowed fast fashion to flourish. New brands emerged that exist exclusively online, such as Shein and ASOS, and quickly began to dominate the fast fashion industry, and continue to grow in popularity today.

### **Sources:**

Lewis, P H (12 August 1994) 'Attention Shoppers: Internet Is Open', The New York Times, accessed 3 November 2022, Factiva database.

Williams E (2022) 'Appalling or Advantageous? Exploring the Impacts of Fast Fashion from Environmental, Social, and Economic Perspectives', Journal for Global Business and Community, 13(1), doi:10.56020/001c.36873

## 2018: The establishment of the United Nations Alliance for Sustainable Fashion.

Made up of several United Nations organisations, the Alliance was established to help promote sustainability in fashion. The Alliance also advocates for the achievement of the UN's 17



SDGs within a fashion context. Its objectives include promoting active collaboration, sharing knowledge, strengthening the relationship and collaboration between existing initiatives, and achieving outreach and advocacy to promote a sustainable fashion industry.

**Source:**

Meier L (2021) Synthesis Report on United Nations System-wide Initiatives related to Fashion, UN Alliance for Sustainable Fashion website, accessed 2 November 2022.

<https://unfashionalliance.org/>

## 2022: Fashion continues to cruise the fast lane.

Despite a growing awareness of the dangers of fast fashion, it's still extremely popular. In the US, 88% of customers still prefer fast fashion retailers, and the accessibility of cheap, trendy clothing is hard to resist. Gen Z in particular continue to consume fast fashion – in a survey by Vogue Business of 105 Gen Zs, over half said they bought most of their clothing from fashion e-tailers. Of those e-tailer consumers, half said they would continue to shop at a retailer despite learning [allegations of malpractice](#) by the brand's supplier in Leicester. Fast fashion brands are projected to create a \$40 billion global market by 2025.

**Sources:**

Knošková L' and Garasová P (2019) 'The Economic Impact of Consumer Purchases in Fast Fashion Stores', *Studia commercialia Bratislavensia*, 12(41):58-70, doi:10.2478/stcb-2019-0006

Maguire L and Arnett G (10 July 2020) 'Gen Z still loves fast fashion, but Boohoo investors are spooked', *Vogue Business*, accessed 27 October 2022. <https://www.voguebusiness.com/consumers/gen-z-still-loves-fast-fashion-but-boohoo-investors-are-spooked>

*Transcript: Cara's history of fast fashion timeline* Copyright © 2022 by RMIT University. All Rights Reserved.

# TRANSCRIPT: THE HISTORY OF FAST FASHION QUIZ

---

## Question 1:

True or false: The term 'fast fashion' was first used, with its contemporary meaning, in 1950.

Answer:

This statement is FALSE. 'Fast fashion' was first used in 1989 by a journalist writing about the brand Zara.

## Question 2:

True or false: Since the 1990s, the growth of fast fashion brands has slowed down significantly.

Answer:

It's FALSE. Since the first online retail purchase in 1994, the fast fashion industry has grown enormously as a result of the popularity of online shopping.

### Question 3:

True or false: 'Slop shops' were where wealthy people's clothing was made in the 17<sup>th</sup> century.

Answer:

The answer is – FALSE. 'Slop shops' were secondhand clothing stores. The wealthy had their clothes tailored.

### Question 4:

In 2018 the UN Alliance for Sustainable Fashion was established.

## Answer:

This statement is TRUE. The Alliance is committed to changing the path of fashion and reducing its negative impacts. You can find out more at [unfashionalliance.org](https://unfashionalliance.org).

## Question 5:

True or false: In 2022, fast fashion retailers began losing money in most countries.

## Answer:

It's FALSE. Despite a growing awareness of the lack of sustainable practices in the industry, as of 2022, fast fashion brands were projected to reach a \$40+ billion global market by 2025.

*[Transcript: The history of fast fashion quiz](#) Copyright © 2022 by RMIT University. All Rights Reserved.*

# TRANSCRIPT: AFRA AND CARA'S TEXT CONVERSATION

---

**Cara:**

Hi Afra! I'm Cara, I'm part of the Salty Creek festival team (you might have seen me floating around the grounds at some point).

I hope it's OK, Hayden gave me your number to reach out. I was hoping we could talk about your sculpture for the festival – I think it's really cool!

**Afra:**

Hey! Yes, Hayden said you might message.

Thank you! I'm really proud of that piece. I'm glad you like it.

**Cara:**

How did you get the materials to make it? They're all recycled, right?

**Afra:**

It was actually easy! I put an ad in the local newspaper

and posted on the community social media group asking for donations of old clothes, newspapers, magazines, and wood that people didn't want anymore. I also collected some materials from the local hard rubbish. It didn't cost me any money to create it either, and I helped reduce some of the town's waste.

**Cara:**

Wow! I'll have to remember that for next time I need some materials.

**Afra:**

Yeah, I like the idea of reusing rubbish to create something that's beautiful and has meaning. It's like giving it a second life.

**Cara:**

I like that.

I'm curious, are there other things you do to make your art more sustainable? I'm always keen to learn about other artists' green practices.

**Afra:**

Absolutely. Why don't you come over to my studio next week? I can show you around and we can share ideas.

Studio sounds very professional, but it's just the shed in my family's backyard!

**Cara:**

Sounds good!



# TRANSCRIPT: AFRA'S ART STUDIO HOTSPOT ACTIVITY

---

## Eco-friendly solvents

“Sometimes I use oil paint in my artwork, which means I need a solvent to thin out the paint and clean the brushes. Some solvents can be pretty toxic, because they contain harsh chemical components, but I always use eco-friendly alternatives that are made from natural and non-toxic ingredients.”

## Recycling and upcycling material

“You already know that the sculpture I created is made from recycled materials. A lot of my work includes recycled materials like wood, paper, and old clothes. My easel is second-hand too! And I don’t only use old things in my art – I collect old fabric and rags for wiping my hands and cleaning canvases. I also wear second-hand clothes when I’m working, and sometimes I

use flat pieces of wood as palettes. I reuse old canvases as well and keep old tins, jars and containers to hold my brushes and pencils.”

## Ethically-sourced paintbrushes

“All of my paint brushes are vegan and have handles made from recycled wood or sustainable materials like bamboo. I’m not comfortable using brushes that have animal hair, as some brands that sell these don’t pass ‘cruelty-free’ standards.”

## Natural and non-toxic paint

“As you know, paints can sometimes contain a lot of bad things, like toxins, which can harm the environment (for example, washing your brushes can cause paint toxins to enter the water system). There are many kinds of non-toxic paints online or in art supply stores. I don’t buy paints with VOCs. That stands for volatile organic compounds, things like formaldehyde and acetone. I try to use paints with natural pigments that are made from plants. Before washing my dirty brushes, I wipe them against the palette and use a special comb to brush out the extra paint. This means less paint ends up in the water system.”

## Sourcing local

“Salty Creek has a small, but very good art store that I go to a lot. I try to buy most of my supplies from there instead of ordering from overseas. It reduces my carbon footprint because I’m not getting things delivered from far away, and also I’m supporting a local business! If I do need to order something online, I choose sustainable stores. I also try to buy in large amounts, in bulk, if I think I’m going to use something a lot, so that there won’t be so many deliveries.”

# TRANSCRIPT: BO Q AND A INFOGRAPHIC

---

Master's student, Bo, answers your questions.

**@chrisjenavasar asked: Is economics just about money?**

Bo's answer: It's so much more than that! Economics is a multidisciplinary subject, meaning it incorporates a bunch of other subjects. An economics student might study financial literacy and trade, but also trends in other areas like immigration, equality, sustainability, and sociology.

**@dontbsalty asked: What do you like about studying economics?**

Bo's answer: My area of interest is economic sustainability. I'm really passionate about helping rural and regional economies grow, without negatively impacting the environment and certain groups of people. Economic growth doesn't mean much if it damages our planet and only benefits the few.

**@adamsmith1729 asked: Any advice for people studying online?**

Bo's answer: If you're starting an online course, my advice is to focus on improving your online communication and collaboration skills. Many of us grew up using social media and

are comfortable online. But being able to have class discussions and work together online is a different skill. You'll have a head start if you build your online learning skills as early as possible.

**@martymcgoat asked: How is your study life different now to when you did your first degree?**

Bo's answer: Well, the subjects in my master's degree are pretty much the same, we just get to explore them in greater detail, which is cool. Something I've noticed is that I'm better at managing my time now. During my first degree I struggled with procrastination, but I made a conscious effort to improve my skills in time management and that's definitely paying off now.

**@freya2900 asked: What kind of job can you get with your degree?**

Bo's answer: There are positions for economists in many areas of industry, government, and education. Plus, the skills you learn studying economics can be valuable in other types of jobs too. I'm starting a job as a consultant for a growing agricultural company next year. I'll be advising them on economic sustainability.

**@a562009 asked: I'd like to study at university, but I live really far away and I'm not sure I can afford it. Do you have any advice?**

Bo's answer: I was actually in the same boat! Luckily, I was able to get a regional scholarship, which was a huge weight off my shoulders financially. My advice is to research the support available. There are all kinds of scholarships and financial

support schemes out there. You can look online or reach out to the university. Also, if you don't want to move, there are many degrees which are fully online these days.

*Transcript: Bo Q and A infographic Copyright © 2022 by RMIT University.  
All Rights Reserved.*

# TRANSCRIPT: ONLINE LEARNING SKILLS QUIZ

---

## Question 1: Multiple choice with one correct answer

Your first online tutorial is at 9am tomorrow. You haven't used this particular virtual lesson tool before. As you get ready for bed, you mentally plan for tomorrow. What time do you plan to log in to the university website?

1. 9am (it'll only take a minute to join the virtual lesson)
2. 8:45am (lots of time to spare)
3. 8:55am (5 minutes early just in case something goes wrong)

### **Option 1:**

You open the university website and follow the links to the virtual lesson, but there is a problem – you've forgotten to set up your webcam and headphones. It's 9:15am when you finally get into the lesson, your classmates are in the middle of an activity, and you have to wait for them to finish.

By logging in early you can:

- Manage potential technical problems like equipment or log in issues
- Meet classmates online prior to class.

**Option 2:**

Nice! You open the website, log into your account and follow the link to the virtual meeting, but there is a problem – you’ve forgotten to set up your webcam and headphones. You enter the virtual lesson, with all your equipment working, at exactly 9am. Lucky you gave yourself that extra 15 minutes!

By logging in early you can:

- Manage potential technical problems like equipment or log in issues
- Meet classmates online prior to class.

**Option 3:**

You open the website and follow the link to the virtual lesson, but there is a problem – you’ve forgotten to set up your webcam and headphones. You manage to get into the lesson at 9:10am. Your class is about to start an activity, but you’ve missed the instructions and need to ask your group to repeat them for you.

By logging in early you can:

- Manage potential technical problems like equipment or log in issues



- Meet classmates online prior to class.

## Question 2: Multiple choice with multiple correct answers

In class your tutor divides everyone into discussion groups and recommends turning on cameras to make conversation more natural and engaging. You are keen to participate, but you aren't comfortable with your classmates seeing your living room right now. What could you do? (Determine all possible options)

1. You should check to see whether the online lesson platform offers the option of a virtual background.
2. Tell your group that you will join them in two minutes and move to a location where you are more comfortable turning on your camera.
3. Explain to your group that now is not a good time for you to turn on your camera, but that you are present, listening, and keen to discuss the questions with them.

### Option 1:

Great idea! If you can't use a background, any of the other options are fine as well. The most important thing is that you let your group members know that you're there.

**Option 2:**

Good idea! However, if there's nowhere that you can move to, any of the other options are fine as well. The most important thing is that you let your group members know that you're there.

**Option 3:**

This is a good option, especially if there's nowhere else for you to study and you can't use a virtual background. The most important thing is that you communicate with your classmates and explain that you're there even though your camera is off.

## Question 3: Multiple choice with one correct answer

Back in the main room of the virtual lesson (with 35 students), your classmate is talking about a topic that you are passionate about. You want to add a relevant point that your classmate has missed but they're still speaking. What is your best option?

1. Physically raise your hand, to show you want to speak, and wait for your tutor to call on you.
2. Unmute yourself, and interrupt your classmate briefly to say you'd like to add a point when they've finished speaking.
3. Use the 'raise hand' function and wait for your tutor to

call on you.

4. Write your comment in the chat box.

### **Option 1:**

This is a good option because you have your camera on, and it feels natural. However, your video image is not visible on your tutor's screen right now, and it takes some time before the tutor realises you're waiting.

Next time: you could use the 'raise hand' function as well.

### **Option 2:**

Okay! Your classmate nods and continues, but before they can finish their sentence another person interrupts to say they want to add a point too. When your turn arrives you barely get to finish your point before someone else interrupts to give their opinion.

Online discussions don't always work the same way as in-person discussions, especially when you're in a large group.

Next time: you could use the 'raise hand' function.

### **Option 3:**

Perfect! Your tutor calls on you next and you add your point. In a smaller group you might not do it this way, but you know that things will get chaotic if all 35 people speak whenever they want.

### **Option 4:**

This is a good option if your comment is directly relevant to what is being said and you want to express it before the discussion moves on. However, now people are responding to

your comment in the chat box, and it is hard to participate in the chat and listen too.

Next time: you could write 'I'd like to add something relevant' in the chat box or use the 'raise hand' function.

## Question 4: Multiple choice with one correct answer

After class, you post on the unit discussion board. When you check it again, you see that your classmates have been active on the thread. There are 12 posts already! You read the post directly after yours and completely disagree with what your classmate has said. What should you do next?

1. Immediately write your response to your classmate, saying why you disagree and give clear examples to highlight your points.
2. Read all the other replies and then send private messages to the people you agree with.
3. Read all the replies first and then add your ideas referring to other people's comments and adding examples.

### **Option 1:**

You have written a clear and well-justified post. However, when you start reading the replies to your post, you realise that a few people have already made the same points you have.

Remember: It's a good idea to read the posts you've missed before writing your response.

**Option 2:**

Reading all the replies before replying was a good move because now you are well-informed. You make some great points in your private messages, but the discussion thread has become very quiet and the classmates who have different opinions are missing out on your great ideas.

Remember: Learning from others and learning to clearly express your own opinions is part of what university life is all about.

**Option 3:**

Fantastic! You have made a valuable contribution to the thread by expressing your opinions and showing your classmates that you have read and considered their opinions.

## Question 5: Multiple choice with one correct answer

As part of your first assessment, you have written a short report and posted it on the board to be reviewed by a classmate before final submission. You see that your classmate has left some feedback, suggested ways you could improve your work, and pointed out some problematic areas. Your classmate's comments are polite, but you don't agree with everything they have said. How should you respond?

1. Thanks for taking the time to give me feedback on my report. You've given me some things to think about, especially your suggestions about the second paragraph.
2. Great! More work for me.
3. Thanks for your comments. However, I don't really agree with what you have said, so I am not going to change my report before submission.

**Option 1:**

Great response! Even though you don't agree with all of their feedback, you have acknowledged the time they've spent reviewing your work and said that you will consider making changes based on their suggestions – which doesn't mean you have to.

When you respond to feedback, it's a good idea to:

- thank the person
- acknowledge the time they have spent
- show that you have read it carefully by referring to something they have commented on.

**Option 2:**

Oops. You were joking, but it's hard to convey tone in online comments, especially when you don't know someone personally. Your classmate spent a lot of time reviewing your work and they think your response is rude and ungrateful.

When you respond to feedback, it's a good idea to:

- thank the person
- acknowledge the time they have spent
- show that you have read it carefully by referring to something they have commented on.

**Option 3:**

You have given an honest answer and thanked your classmate for their feedback. However, when they read it, your classmate is disappointed. They spent a lot of time considering how to phrase the suggestions, and they feel like you haven't considered their feedback at all.

When you respond to feedback, it's a good idea to:

- thank the person
- acknowledge the time they have spent
- show that you have read it carefully by referring to something they have commented on.

## Question 6: Multiple choice with one correct answer

Now it's your turn to leave feedback on a classmate's report. You immediately see that even though the points your classmate has included are supported by excellent examples, they have missed a couple of the task questions completely.

You're not sure your classmate will pass the assessment if they submit the report without including the missing information. What should you do?

1. Write a bullet-point list of the problems you have noticed and your suggestions.
2. Comment only on the things your classmate has done well. You are not an expert on the topic they have chosen for their report, and you don't want to upset them by making any critical comments.
3. Include both positive feedback and constructive criticism in your comments, giving specific examples of how they could improve their report.

**Option 1:**

This is a clear and efficient way to give feedback. Your classmate will probably be glad you have pointed out the problems, but they might also be embarrassed and disappointed that you have not made any positive comments on their work.

Don't forget: Constructive criticism is important to help students improve, but positive feedback builds their confidence and improves motivation. Try to provide both.

**Option 2:**

This is a great way to build your classmate's confidence and they will probably be thrilled with your feedback. However, they might end up getting a low mark on the task because they



missed those important points that you noticed but didn't mention.

Don't forget: Try to provide both positive feedback and suggestions for improvement. Your classmate's work won't improve if you only give them compliments.

**Option 3:**

Perfect! You've found the right feedback balance. Your classmate will probably be grateful that you pointed out the questions they'd missed- that could have been a disaster for them! They will also feel more confident adding the new information thanks to your positive comments about their examples.

## Question 7: Multiple choice with multiple correct answers

You have been given a group project to do with two other students and your group needs to decide how to stay in contact online while you're working on the project. Read the points below and then decide which communication tools would suit all of you (you can choose multiple options):

- You often have problems with your internet connection because you share it with many people.
- One of your group members is a very private person and dislikes using social media.
- Another classmate lives in a completely different time

zone to everyone else.

1. Unit Discussion Board
2. Instant Messaging Service (E.g., WhatsApp)
3. Social Media Group (E.g., Facebook)
4. Videoconferencing platform (E.g., Zoom, Teams)
5. Email.

### **Option 1:**

Yes! This is a good option for the whole group. Group members can contribute to the board at any time, and you can use your phone when your WIFI is slow. There's also the option to set up email notifications so that nobody misses a post.

### **Option 2:**

Yes! This is a good option if everyone is comfortable sharing their phone numbers. By creating an instant messaging group, and muting the notifications, anyone can contribute to the group at any time without waking someone up, and you can access the messages using your phone data rather than slow WIFI.

### **Option 3:**

Oops! One of your group members doesn't like using social media, so this isn't a great choice. Private social media groups are an option if everyone is comfortable with sharing their personal social media accounts, but it's important to consider everyone's preferences.

**Option 4:**

Oops! One group member will be sleeping when you are free to meet, and your slow WIFI makes it hard to participate unless you use your phone data. Video meetings are a great way to bring a group together for online face-to-face communication, but don't forget that they might not always be the most convenient or accessible collaboration method for everyone.

**Option 5:**

Yes! This is a good option for your group.

## Question 8: Multiple choice with one correct answer

You suggest that your group use a co-authoring tool to edit the same document, so that everyone can easily see what has been changed by other group members. One of your classmates isn't familiar with this term and asks you what a 'co-authoring' tool is. What would you reply?

1. "It's a tool that allows us to create documents stored online rather than on our own separate devices. We can share access to the documents and collaborate in real time if we want to. For example, a Google or Microsoft Word 365 document."
2. "It's an online storage folder where we can all upload

documents. We can download things other people put in the folder when we are online and read them when we are offline. For example, OneDrive and Google Drive.”

3. “It’s a live video-based meeting between multiple people in different locations with audio, video, and functions like chat and screen sharing – like Zoom, Collaborate Ultra, and Microsoft Teams.”
4. “It’s a web-based platform where we can contact university administration, collaborate with each other on discussion boards, view our unit guides, reading guides, and unit modules online.”

**Option 1:**

That’s right! Using a collaborative document will make group work more efficient for your group.

**Option 2:**

Oops! That’s actually the definition of online cloud storage, which is a place to store and share files on the internet. An online folder is a great place to keep the co-authoring documents your group is going to use.

**Option 3:**

Oops! That’s actually the definition of a virtual meeting (or video conferencing).

**Option 4:**

Oops! That’s actually the definition of a Learning Management System (LMS). This is where your group can

find everything related to their course. RMIT uses an LMS called Canvas.

## Question 9: Multiple choice with multiple correct answers

Uh oh...there's a bit of trouble in your group. You sent your classmate some questions three days ago and haven't received a response yet. There's one week left to work on the project. You and your other group members are getting a bit stressed about the upcoming due date. What are your best options?

1. Send the message to them again, this time in capital letters.
2. Find your classmate's personal social media accounts and message them there.
3. Send them another message asking whether they received the previous one and keep working on the project with your other group members.
4. Send them another message, wait another day, and then send your professor an email explaining the situation.

### **Option 1:**

Oops! Did you know that some people consider TYPING IN CAPITALS to be YELLING?

Your classmate might be going through a difficult time, so you don't want to seem aggressive.

You should:

- Try calling your classmate or sending them a message asking if they're okay
- Keep working on the project with your other group members
- Update your professor on the situation if you haven't heard from your classmate by the following day.

### **Option 2:**

Some people might be fine with this, but others may consider it an invasion of privacy. Your classmate wasn't keen to use social media for group communication, so this would probably make them uncomfortable.

You should:

- Try calling your classmate or sending them a message asking if they're okay
- Keep working on the project with your other group members
- Update your professor on the situation if you haven't heard from your classmate by the following day.

### **Option 3:**

Great decision! They might have just missed the first

message or have a personal problem preventing them from getting in contact. Hopefully, they will message you soon, and if not, you should email your professor and update them on the situation.

**Option 4:**

Absolutely! It's a good idea to send them a reminder and give them a bit more time to reply. In the meantime, you should keep working on the project with your other group members.

## Question 10: Multiple choice with one correct answer

You create a fantastic infographic for the group project and upload it to the shared folder. One of your classmates is really impressed and tells you that they are going to post it on their Instagram account. However, you feel uncomfortable with this and ask them not to post your creation publicly. It is important to respect people's digital privacy. Which of these other things should not be shared without permission?

1. A recording of a video meeting or audio conversation in which the participants did not realise they were being recorded or were not aware that the recording might be shared.
2. A funny screenshot that someone took of their

classmates in an online meeting without their knowledge.

3. An old essay of a classmate, which was shared with the group to help them structure one of their tasks.
4. A screenshot of a conversation between the group members, which shows their names.
5. All of the above.

**Option 1:**

You are correct about your selection. However, people should ask permission before sharing any of the things on this list, so the best answer was 'All of the above'.

**Option 2:**

You are correct about your selection. However, people should ask permission before sharing any of the things on this list, so the best answer was 'All of the above'.

**Option 3:**

You are correct about your selection. However, people should ask permission before sharing any of the things on this list, so the best answer was 'All of the above'.

**Option 4:**

You are correct about your selection. However, people should ask permission before sharing any of the things on this list, so the best answer was 'All of the above'.

**Option 5:**

That's right! People need permission before sharing any of these things online.



*[Transcript: Online learning skills quiz](#) Copyright © 2022 by RMIT University.  
All Rights Reserved.*

# TRANSCRIPT: GIVING A PRESENTATION CARD ACTIVITY

---

## Card 1:

### Front of card:

Andrew uses very formal words and grammar in his presentation. Hayden doesn't think the language is appropriate for Andrew's target audience, who are mainly high school students.

Here's a part of Andrew's talk about renewable energy costs which Hayden feels is too wordy:

"Due to the fact that renewable energy costs are higher than fossil fuel costs per unit of energy, the main arguments in support of renewable energy, thus far, are functionally nonmarket in character, i.e., environmental, political, and/ or social." \*

### Back of card:

### **Feedback:**

Hayden points out the importance of understanding your audience. He suggests that Andrew make some changes to the language so that it's simpler, clearer, and more appropriate for high school students.

For example: instead of saying 'Due to the fact that', he could use 'because', and instead of 'thus far', he could use 'until now'. He could also explain that 'functionally nonmarket in character' means 'focused on benefits other than making a profit'.

## Card 2:

### Front of card:

Andrew's presentation is well structured but not as engaging as it could be for the high school students he's presenting to.

### Back of card:

#### **Feedback:**

Hayden suggests Andrew include some content to grab the audience's attention, like a visual aid. He could also try presenting a question, telling an anecdote, or adding fun facts and statistics.

Taking Hayden's advice, Andrew has included an interesting fact in his talk:

“According to a report by the World Bank, waste management can be the single highest budget item for many local administrations! In fact, in low-income countries, it can make up 20% of council budgets, on average.” \*\*

## Card 3:

### Front of card:

Andrew doesn't use engaging body language, voice techniques, or eye contact during his presentation which makes it monotone and dry.

### Back of card:

#### **Feedback:**

Hayden gives Andrew some tips on keeping his audience engaged:

- smile at the audience and have an open, friendly facial expression
- make eye contact
- vary the stress, volume, and pace of speech

## Sources:

\*Sustainability and Non-Market Enterprise Authored by: Erich Schienke, Provided by: Penn State's College of Earth and Mineral Sciences. License: CC BY: Attribution 4.0 \*\*Kaza, Silpa, Lisa Yao, Perinaz Bhada-Tata, and Frank Van Woerden. 2018. What a Waste 2.0: A Global Snapshot of Solid Waste Management to 2050. Urban Development Series. Washington, DC: World Bank. doi:10.1596/978-1-4648-1329-0. License: Creative Commons Attribution CC BY 3.0 IGO What a Waste 2.0: A Global Snapshot of Solid Waste Management to 2050

*[Transcript: Giving a presentation card activity](#) Copyright © 2022 by RMIT University. All Rights Reserved.*

# TRANSCRIPT: QUESTIONS FOR EVALUATING DATA AND STATISTICS EXPANDABLE SECTIONS

---

## When was the data collected?

When it comes to research, I've learnt that it's not uncommon for data to be collected over several years before it's analysed and published. I always make sure to find out when the data was collected and to consider if anything might have changed since then.

## What were the data collection methods?

A major reason why statistics might be inaccurate is because of the way the data was collected. It's important to consider how many people were surveyed, and how they were chosen. Do

the people surveyed reflect the whole population, or are only certain demographics (characteristics of a population, such as age, income, or education level) represented? The data collector should explain their methods in detail. I make sure to think critically and look for information about what was or was not included in the data collection.

## Is there other data that supports this?

I always try to compare the statistics in one source with other sources. Do different sources provide similar numbers? Some major sources for statistics are government agencies, like the Australian Bureau of Statistics, and independent, non-partisan (not biased toward any particular political group) research centres such as the Australia Institute or the Pew Research Center in the United States.

## Can I trust the story the authors are telling with these statistics?

Just because a statistic seems accurate, it doesn't mean the entire argument is true. Statistics can be misused, for example, if an author assumes the results from one study under specific

circumstances will always be true in other contexts as well. Even multiple accurate statistics may not necessarily “prove” an argument if they’re used out of context. A solid argument needs to be logically consistent and should not be based on statistics alone.

*Transcript: Questions for evaluating data and statistics expandable sections*

*Copyright © 2022 by RMIT University. All Rights Reserved.*



# TRANSCRIPT: SOURCE EXCERPTS AND ANALYSES CARD ACTIVITY

---

## Card 1:

Front of card:

### Source 1 Excerpt

Wine Enthusiast

15 December 2020

**“Millennials and Gen Z Could Save the Wine Industry”** by Amber Lucas\*

“In the ’90s, the wine consumer was asking, ‘Who made this?’” says [Martin] Reyes. “In the past decade, it was, ‘How was it grown?’ I believe the next question, the one that Gen Z will ask is, ‘How did my wine get here?’ The ethics of farming and the wine’s carbon footprint will be in question. The bottom line will be accountability.”

\*<https://www.winemag.com/2020/12/15/millennial-wine-market/>

## Back of card:

### Analysis

Wine Enthusiast is an American magazine for both consumers of wine and people in the wine industry. It's been around for over 30 years.

The person quoted in the article, Martin Reyes, is the founder of an education and consultancy group for those associated with the wine industry. Reyes is only one person, and he isn't specifically citing any research. He might be on the right track, but I'll need to see if there's any other information or statistics to back up his opinion.

## Card 2:

## Front of card:

### Source 2 Excerpt

Wine Intelligence

9 February 2022

**“What will happen to Australia’s new millennial wine drinkers in 2022?”** by Serina Aswani\*

The biggest change in the population post-pandemic is the growth of Millennials as a major and meaningful driver of behaviour in wine.

This group differs from their elders in that they are looking

more for variety and experiences, and are less moved by low prices, and/or reliable and familiar brands. Brands still move, and promotions are still important; yet newer consumers also appear to value the idea of buying something more personal, unusual, and meaningful, which is typically more artisanal, and more expensive.

\*<https://www.wineintelligence.com/what-will-happen-to-australias-new-millennial-wine-drinkers-in-2022/>

## Back of card:

### **Analysis**

Wine Intelligence is a large international firm focusing on wine market research. They have an office in Australia, and Australia is one of their research markets. This information is available for free on their website, and appears to be based on a research study from July 2021 with 1000 “regular Australian wine drinkers”.

It’s not clear how the study participants were recruited or how they are distributed across age demographics. If only 20 of the 1000 people in the study are Millennials, I might be sceptical of the results. But this information is similar to what I read in Source 1, so I can conclude from my related reading that Millennials likely are interested in having a personal connection and meaningful experience with the wine they drink.

## Card 3:

Front of card:

### Source 3 Excerpt

International Wineries for Climate Action

24 November 2022

#### **“Bottled Up: Unpacking the Facts about Wine Bottles and Climate Change”\***

As it stands, packaging and transportation are some of the biggest culprits: combined, they account for **over 40% of wineries’ climate emissions** (an average calculated from IWCA members’ GHG emissions data).

Emissions from **packaging** largely come from outsourced glass production. The heavier a bottle, the higher its environmental impact; the less recycled glass in a bottle, the higher its environmental impact.

\*<https://www.iwcawine.org/post/wine-bottles-glass-weight-and-climate-change>

Back of card:

### Analysis

The owners of Gumtree Hill were inspired in their sustainability transformation by information from International Wineries for Climate Action (IWCA). The organisation was founded in 2019 and calls itself “a

collaborative working group of environmentally committed wineries”. The information in this article comes directly from their members.

This source shows me that bottle weight and buying bottles locally are very important in winery sustainability. I know Gumtree Hill gets their bottles from an Australian supplier and is switching to lighter-weight bottles, so I will recommend they include this information on their label.

## Card 4:

### Front of card:

#### Source 4 Excerpt

Wine Business

28 Aug 2019

**“Gen Z Wine Consumers: What Do They Want from the Wine Industry?”** by Liz Thach\*

A major open-ended question on the survey asked Gen Zers: “What should the Wine Industry do to market better to Gen Z?”

The number one piece of advice was more online advertising cited 62 times by the sample.

The second highest scoring suggestion had to do with better packaging and design. . . The responses also showed that Gen

Z desired clearer labelling of wines so that consumers could tell what was in the bottle and how the wine tastes.

\*<https://www.winebusiness.com/news/article/218675/>

## Back of card:

### **Analysis**

The author of the article is a professor at Sonoma State University who studies the business aspects of wine and wineries. This article is based on research that she published in the peer-reviewed International Journal of Wine Business Research.

According to the article, the survey had 158 Gen Z participants who answered questions about their preferences and perceptions of wine. This isn't a very big number, and the research is a couple of years old now—a lot has changed in the world since 2019. Even still, this gives me a starting point when considering how to market wine to Gen Z consumers.

*[Transcript: Source excerpts and analyses card activity](#) Copyright © 2022 by RMIT University. All Rights Reserved.*

# TRANSCRIPT: BUSINESS RESILIENCE OFFICER FAQs

---

## What is leave loading?

If an employer offers leave loading, it means you will get an extra 17.5% on top of your normal holiday pay. It's intended to help you pay for extra expenses while on leave.

## Could you give an example of 'geopolitical conflict affecting trade?'

The income of businesses here can be affected by political conflict on the other side of the world. For example, in June 2022 many bakeries in Australia began experiencing financial stress due to an increase in the price of wheat, an essential ingredient for their pies! The cause of this issue was far from home. A large percentage of the world's wheat comes from Russia and Ukraine, but the war in the region meant that exports stopped, leading to a shortage of wheat. The price

of products is driven by supply and demand, so since lots of people wanted wheat and there wasn't as much of it as usual, the existing suppliers raised their prices. This led to economic impact all the way to regional Queensland. \*

## What is 'active listening'?

Active listening is a method which leads to better comprehension and more effective communication between people. It involves concentrating on understanding what someone is saying, rather than planning a response before they have finished talking. It might also mean considering the body language and non-verbal cues the speaker is using, like facial expressions, and asking the person speaking to clarify points.

## Sources:

\*Pengilley V and Chen D, (25 June 2022) 'Global wheat shortage may cause meat pie price rise as cost of living continues to bite', ABC Western Queensland.  
<https://www.abc.net.au/news/2022-06-25/global-wheat-shortage-drives-meat-pie-cost-increase/101180186>



# TRANSCRIPT: HEALTH ECONOMICS RESEARCH ASSISTANT FAQS

---

## What does 'fixed term' mean?

A fixed-term contract is an agreement to work for a specific amount of time. It might be weeks, months, or years, but there is an end date. Sometimes these contracts are extended for additional periods of time. Fixed-term employees have the same rights as permanent employees, such as sick leave and predictable working hours.

## What's a quantitative discipline?

An area of study which focuses on collecting and analysing numerical datasets, graphs, and charts. Examples of quantitative disciplines include economics, mathematics, statistics, and engineering.

## What does 'Key Selection Criteria' mean?

Key Selection Criteria (KSC) are the qualifications, skills, and experience an applicant would ideally need to do a specific role.

Addressing the KSC involves writing a statement, which is usually one or two pages long, responding to each criterion by explaining how you fulfil the requirements and giving specific examples. It helps the employer or recruiter narrow down applications before the interview stage. Not all jobs ask you to respond to a KSC, but it is a common requirement for government roles.

**Tip:** Many universities run workshops and offer support to help students learn how to write KSC and look for jobs.

*[Transcript: Health Economics Research Assistant FAQs](#) Copyright © 2022 by RMIT University. All Rights Reserved.*

# TRANSCRIPT: DIGITAL MARKETING ASSISTANT FAQs

---

## What does WFH mean?

WFH stands for working from home. If an advertisement says you will be WFH, it means you will probably be working online.

## What do PPC stand for?

PPC stands for 'Pay-per-click'. It's an important and common model of digital marketing which drives traffic to websites. If you've ever seen an influencer asking viewers to click on the ads on their content, it's because of PPC! Basically, the advertiser pays a specific amount to the publisher every time a user clicks their ad and is taken to their website.

## What does SEO stand for?

SEO stands for 'search engine optimisation', which is all about

getting websites to show up on the first page of online search results. Most people use the results from the first page of a search and don't bother looking at page 2, so optimising a website for search engines means more views. It involves checking multiple aspects of a website, such as researching the target audience, considering key words in the language, and updating images and links.

## What are some examples of graphic design tools?

A few examples include Adobe Illustrator, Figma, and the free design tool Canva.

*[Transcript: Digital Marketing Assistant FAQs](#) Copyright © 2022 by RMIT University. All Rights Reserved.*

# TRANSCRIPT: FOUR LOGICAL FALLACIES CARD ACTIVITY

---

## Card 1:

Front of card:

Anecdotal.

Back of card:

An anecdotal fallacy is an informal argument in which a personal experience is used to make an argument rather than evidence and facts.

## Card 2:

Front of card:

Genetic Argument.

## Back of card:

The genetic argument attempts to ignore the claim based on the source of the evidence instead of the evidence itself.

## Card 3:

### Front of card:

Slippery Slope.

### Back of card:

The slippery slope fallacy is used to avoid engaging with the issue by shifting attention to extreme outcomes and ignoring the middle ground.

*[Transcript: Four logical fallacies card activity](#) Copyright © 2022 by RMIT University. All Rights Reserved.*

# TRANSCRIPT: EXAMPLES OF LOGICAL FALLACIES MULTIPLE CHOICE QUIZ

---

## Question 1:

Mia is chatting with a local at the pub.

**Local in the pub:** You work at Fardle Mining, right? What's it like working there?

**Mia:** Yeah, I'm an environmental engineer and advisor there. There's a lot to be done to reduce damage to the environment, so I'm pretty busy, but lots of good changes are being made.

**Local in the pub:** Oh, you're one of those environmental fanatics! Want to introduce a carbon tax? I'll tell you something, once that happens, it won't be long until everyday folk can't even afford to heat their homes in the winter, let alone petrol for their cars.

**What type of argument is the local man making in response to hearing about Mia's role?**

a) Anecdotal;

- b) Slippery Slope or;
- c) Genetic Argument.

## Question 2:

Mia is discussing the merits of solar panels with a colleague.

**Colleague:** Solar power isn't a good idea – I've heard that solar panels take more energy to make than they produce.

**Mia:** Actually, research shows that the energy involved in making a solar panel is recovered by its third year of use, and these days they're made to last more than twenty-five years.

**Colleague:** Ha! I saw that article in The Shire Advocate too. Fake news! They can't be trusted. Everyone knows they post nothing but propaganda.

**What type of logical fallacy is Mia's colleague trying to use to rebut her comments?**

- a) Slippery Slope;
- b) Anecdotal;
- c) Genetic Argument.

## Question 3:

Mia is talking to her uncle about her role as an environmental advisor at Doug Fardle Mining.



**Uncle:** Sammie tells me you've got a new position over at Fardle...

**Mia:** Yeah, I've been doing some environmental advising there for a while, and they've just made me Head of Environmental Sustainability.

**Uncle:** Hmm, what's that involve?

**Mia:** I think it's going to be pretty varied, but I've been doing audits and making sure the company is meeting guidelines and following policy. This week I actually delivered some new policy proposals! There was a bit of hesitance from the company, but it feels like I'm in a good position to push for change.

**Uncle:** If you ask me, you're wasting your time and effort. I worked for a company like that and tried to make positive change and they just ignored me. They paid me to do the research and advising, but they didn't consider any of my proposals. It'll be the same for you. All big companies are like that.

**Mia:** Wow. Sounds like a pretty disillusioning experience you had in that role. It's a pity they didn't appreciate your insight. It's your personal experience, though. It doesn't mean that my role will be the same. In fact, two years ago the company designed a framework for sustainable reporting and last year they actioned 60% of the proposals made by my predecessor. So, I'm pretty optimistic.

**What type of argument is Mia's uncle using to say her job is a waste of time?**

- a) Slippery Slope;
- b) Genetic Argument;
- c) Anecdotal.

## Answers:

Question 1 – a) Slippery Slope.

Question 2 – c) Genetic Argument.

Question 3 – c) Anecdotal.

*[Transcript: Examples of logical fallacies multiple choice quiz](#) Copyright © 2022  
by RMIT University. All Rights Reserved.*

# TRANSCRIPT: GAME-CHANGERS IN AGRICULTURE PRESENTATION

---

## Slide 1:

Title page: 'Game-changers in Agriculture'.

## Slide 2:

### **The Problem: Unsustainable Agricultural Practices**

The agriculture industry is crucial. It provides food and essential products to people worldwide. However, as agricultural areas expand to meet demand, they require a larger labour force and become difficult to manage using traditional methods.

Traditional farming looks at entire agricultural areas as a single unit to manage, ignoring the variations in soil type, topography, and other factors that impact crop growth. This approach often leads to an over-application of water, fertiliser,

or pesticides in some areas and an under-application in others, resulting in a range of issues like low-quality crops, pollution, soil degradation, waste, and increased costs for farmers.

## Slide 3:

### **The Solution: Precision Agriculture Part 1**

Precision agriculture is a farming technique that uses technology to improve the production and harvest of crops, reduces waste, and increases profitability for the farmer. It involves collecting and analysing data from various sources, like satellite imagery, drone data, and digital sensors placed in the soil. This data is then analysed by computer programmes and algorithms to provide insights into the condition of the crops and help farmers make informed decisions about when to plant, fertilise, irrigate, and harvest them.

#### **Sources:**

National Geographic (10 July 2014) 'What Happens When Farming Goes High-Tech' (video), *National Geographic*, YouTube, accessed 3 May 2022. <https://www.youtube.com/watch?v=tbkTi3zNN9s>

Davis, G, Casady W, Massey, R (1998) *Precision Agriculture: An Introduction*, University of Missouri Extension website, <https://extension.missouri.edu/publications/wq450>

## Slide 4:

### **The Solution: Precision Agriculture Part 2**

Automated equipment, like drones and unmanned tractors with GPS, can then be used to apply water, fertilisers, and pesticides precisely. Rather than uniformly spraying large areas, farmers using this technique can make sure the crops get the right amount of water, nutrients, and pesticides, and minimise the environmental impact by using less water and reducing the amount of chemicals being sprayed.

#### **Source:**

Goedde L, Katz J, Ménard, A, and Revellat, J (9 October 2020) 'Agriculture's connected future: How technology can yield new growth', *McKinsey & Company*, accessed 3 May 2023. <https://www.mckinsey.com/industries/agriculture/our-insights/agricultures-connected-future-how-technology-can-yield-new-growth#/>

## Slide 5:

### **Did You Know?**

Approximately 4,986 km<sup>2</sup> (498,629 hectares) of farmland was negatively affected by high rainfall and flooding in Victoria in 2022. For reference, the entire city of Adelaide only covers 3,260 km<sup>2</sup>.

#### **Source:**

Victoria State Government (2023) *Farm management: Flood and storm impacts in late 2022*, Agriculture Victoria website, accessed 1 May 2023. <https://agriculture.vic.gov.au/farm-management/emergency-management>

Precision agriculture can be used in many ways to minimise the impact of flooding, and drones are a great tool. Check out a few ways drones can be used on the next slide.

## Slide 6:

### **The Solution: Precision Agriculture Part 3**

- Drone data and images can create detailed maps of the elevation of fields. These maps help programs figure out the areas most prone to flooding. Farmers can then take action to build up these areas or plan interventions.
- These maps can also show the ideal places for farmers to put drainage systems to move excess water away from the crops.
- If flooding does occur, drones can quickly cover a large area and take detailed photographs to assess the condition of crops and livestock, so that farmers can quickly see where intervention is needed. This is especially useful on large farms.

**Source:**

Queensland Government Department of Agriculture and Fisheries (8 February 2023) 'The flight of drones in farming', *Department of Agriculture and Fisheries*, accessed 26 April 2023. <https://www.daf.qld.gov.au/news-media/campaigns/agtech/action/future/drones>

## Slide 7:

**The Problem: Ineffective Irrigation**

Irrigation is when water is artificially directed to crops, plants, or soil. It's a crucial part of growing a healthy crop, but when irrigation isn't managed effectively it can lead to issues like waterlogging, which damages plant roots and the soil, washing away nutrients. Crops can be wasted, it's a huge waste of energy and water, and it risks damaging ecosystems. That's where smart irrigation systems come in.

**Source:**

Queensland Government Department of Agriculture and Fisheries (8 February 2023) 'The flight of drones in farming', *Department of Agriculture and Fisheries*, accessed 26 April 2023. <https://www.daf.qld.gov.au/news-media/campaigns/agtech/action/future/drones>

## Slide 8:

### **The Solution: Smart Irrigation**

Smart irrigation uses in-ground sensors and data to monitor things like temperature, moisture levels, and water content. The system can then automatically adjust the flow of water to certain areas or crops. Smart irrigation is linked to satellites, weather forecasts, and historical weather patterns, so it can change watering schedules to match the seasons. And farmers can keep track of all this from anywhere on their smartphones.

#### **Source:**

Jeffery, C and Becker, J (18 March 2021) 'Smart irrigation technology hailed as 'game changer' by researchers', *ABC Rural*, accessed 3 May 2023. <https://www.abc.net.au/news/rural/2021-03-18/smart-irrigation-hailed-as-game-changer-by-researchers/13252238>

## Slide 9:

### **Did You Know?**

Drought is the single biggest cause of agricultural production loss. In times of drought, the agriculture sector absorbs 82% of the impact.

#### **Source:**

FAO (Food and Agriculture Organization of the United Nations) (2021) *The impact of disasters and crises on*



*agriculture and food security: 2021*, FAO website, accessed 3 May 2023. <https://www.fao.org/3/cb3673en/cb3673en.pdf>

Precision agriculture and smart irrigation systems cannot prevent drought from occurring, but they can help farmers prepare and conserve the most precious resource – water.

## Slide 10:

### **The Solution in Use: Smart Irrigation and Drought**

Water is a precious resource, and even more so in times of drought and fire risk. Smart irrigation systems have helped farmers in Australia and many other countries conserve water by ensuring they only use what is necessary. Smart irrigation systems can be used as early warning systems that crops are at risk, as they can monitor soil moisture levels and temperature. Since smart irrigation and sprinkler systems can be remotely monitored, so farmers can stay at a safe distance during extreme weather.

#### **Sources:**

Farmers for Climate Action (FCA) (2023) *Climate Smart Agriculture Toolkit*, FCA website, accessed 3 May 2023. <https://farmersforclimateaction.org.au/climate-smart-agriculture-toolkit/>

Mugisha, J (11 April 2022) ‘Smart irrigation saves water, improves farming practices in Rwanda’s remote drought-

stricken region', *InfoNile*, accessed 3 May 2023.  
<https://infonile.org/en/2022/04/smart-irrigation-saves-water-improves-farming-practices-in-rwandas-remote-drought-stricken-region/>

## Slide 11:

**If you're keen to explore more ways innovation is changing the agricultural sector, here are a few topics you can research:**

- self-watering soil
- laser scarecrows
- vertical farming
- agricultural biotechnology
- AI-powered farming robots

# TRANSCRIPT: SDGS AND AGTECH HOTSPOT ACTIVITY

---

## SDG 2: Zero hunger

**SDG 2 aims to create a world free of hunger.**

**Target 2.4** seeks to implement sustainable food production systems and resilient agricultural practices globally by 2030. This will improve land and soil quality, increase productivity and production, help maintain ecosystems, and strengthen capacity for adaptation to deal with climate change, extreme weather, drought, flooding, and other natural disasters.

As the global population grows and the negative impact of climate change poses challenges to growing crops and raising animals, it's vital to work to end food scarcity. Enough food needs to be produced to feed everyone, but unlike our agricultural past, this needs to be done without damaging the environment.

**Some ways AgTech can help:**

- Techniques like precision farming, supported by innovations like farm management software, drones,

sensors, and smart water systems, will help make farming more efficient and crops more robust.

- Biotechnology can be used to develop crops that are more resilient to pests and climate change.
- Digital platforms can now give farmers in remote areas access to more markets and buyers, best practice information, online training to improve their skills and knowledge, and the opportunity to build their network.

**Sources:**

Joint SDG Fund (2023) *Goal 2: Zero Hunger*, Joint SDG Fund website, accessed 20 April 2023. <https://jointsdgfund.org/sustainable-development-goals/goal-2-zero-hunger>

Nathan, T (20 Jan 2023) 'True prosperity will be found in the embrace of the digital economy. These farmers prove it', *World Economic Forum website*, accessed 3 May 2023, <https://www.weforum.org/agenda/2023/01/embrace-digital-economy-farmers-africa-davos-2023/>

Department of Agriculture and Water Resources (2018) *Biotechnology and agriculture in Australia: policy snapshot*, Department of Agriculture and Water Resources, Australian Government, accessed 3 May 2023. <https://www.agriculture.gov.au/agriculture-land/farm-food-drought/biotechnology/biotechnology-agriculture-australia-policy-snapshot#benefits>

## SDG 9: Industry, innovation and infrastructure

**SDG 9 aims to build resilient infrastructure, promote inclusive and sustainable industrialisation, and foster innovation.**

**Target 9.4** focuses on upgrading infrastructure to make industries more sustainable, with a more efficient use of resources, and greater adoption of clean and environmentally sound technologies and industrial processes.

Agricultural production relies on infrastructure like roads and buildings, livestock processing facilities, and systems running irrigation, energy, waste, pest control, and water management. Strong, modern, and sustainable infrastructure can help farmers cope with unexpected events like power shortages, extreme weather or economic downturn.

### **Some ways AgTech can help:**

- Precision agriculture and developing and installing digital systems which monitor soil health, water use, and weather patterns can help farmers see when interventions need to take place.
- Infrastructure that reduces a farm's carbon footprint, like renewable energy sources and systems, also saves farmers money, makes farms more energy independent, and increases agricultural resilience.
- Upgrading farms with digital platforms can improve

farmers' agricultural practices. This is especially important for those in rural and remote communities.

- Indoor and vertical farming allows for more efficient use of space and reduces the environmental impact on crops.

### Sources:

Joint SDG Fund (2023) *Goal 9: Industry, Innovation, Infrastructure*, Joint SDG Fund website, accessed 20 April 2023. <https://jointsdgfund.org/sustainable-development-goals/goal-9-industry-innovation-infrastructure>

FAO (Food and Agriculture Organization of the United Nations) (2018) *Transforming Food and Agriculture to Achieve the SDGs: 20 interconnected actions to guide decision-makers*, FAO website, accessed 2 May 2023. <https://www.fao.org/3/I9900EN/i9900en.pdf>

## SDG 12: Responsible consumption and production

**SDG 12 is about ensuring that production and consumption are sustainable.**

**Target 12.3** aims to halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains by 2030.

Agricultural production includes activities like growing crops, raising livestock, and harvesting fruit and vegetables.

This process can have a significant impact on the environment. In some areas, poor farming methods are depleting nutrients in the soil faster than they can form. What's more, every year, the world loses, or wastes, about a third of the food it produces. When produce is lost, it can affect society greatly by causing price increases and threatening food security. Not to mention the waste of resources like water and energy that were used to produce the food in the first place.

**Some ways AgTech can help:**

- Farm management software and precision agriculture practices allow farmers to collect data on crop health and analyse food loss in past seasons. This enables them to take action to prevent future losses.
- AgTech can help prevent soil damage from occurring in the first place, which is much cheaper and more sustainable than trying to restore degraded soil.
- Renewable energy sources and smart energy systems improve the sustainability of production in farming.
- Agriculture uses the most water worldwide, but innovations like smart irrigation reduce unnecessary water use, preserving this vital resource and making farming more sustainable.

**Sources:**

Joint SDG Fund (2023) *Goal 12: Responsible Consumption, Production*, Joint SDG Fund website, accessed 20 April 2023.

<https://jointsdgfund.org/sustainable-development-goals/goal-12-responsible-consumption-production>

FAO (Food and Agriculture Organization of the United Nations) (2018) *Transforming Food and Agriculture to Achieve the SDGs: 20 interconnected actions to guide decision-makers*, FAO website, accessed 2 May 2023. <https://www.fao.org/3/I9900EN/i9900en.pdf>

## SDG 15: Life on land

**SDG 15 is focused on protecting, restoring, and promoting sustainable use of ecosystems, forests, and biodiversity.**

**Target 15.3** relates to halting and reducing land degradation and biodiversity loss.

Land degradation is when the quality of land, soils, or ecosystems is damaged, usually due to human activities like intensive farming, deforestation, and mining. This makes it more difficult to grow crops in the soil, damages ecosystems forcing animals and insects out of their habitats, and because plants are cut down and soil loses its ability to store carbon, there are more greenhouse gas emissions.

### **Some ways AgTech can help:**

- Precision agriculture involves the targeted use of pesticides, limiting their impact on the environment. It



can also tackle the issue of land degradation by providing systems that allow for early intervention.

- Biotechnology can reduce the need for pesticides and make crops more resistant to pests and climate.
- Sensors monitor soil health and alert farmers to at-risk areas.
- Smart irrigation systems prevent waterlogging and soil erosion due to excess water.

**Source:**

Joint SDG Fund (2023) *Goal 15: Life on Land*, Joint SDG Fund website, accessed 20 April 2023.  
<https://jointsdgfund.org/sustainable-development-goals/goal-15-life-land>

# TRANSCRIPT: QUEENSLAND BANANAS DID YOU KNOW ACCORDION

---

## Did you know...?

Queensland produces over 90% of Australia's bananas. Extreme weather events have affected the banana supply a handful of times over the years. 2006's Cyclone Larry was one of the most destructive. The cyclone destroyed \$300 million worth of fruit. 2011's Cyclone Yasi was even worse. These two events caused the cost of bananas in Australia to reach \$14 a kilogram (for reference, in 2023 bananas were approx \$2 per kilogram).

### **Sources:**

AAP (21 March 2006) 'Cyclone devastates Australia's banana crop', *The Sydney Morning Herald*, accessed 27 April 2023. <https://www.smh.com.au/national/cyclone-devastates-australias-banana-crop-20060321-gdn733.html>

Sexton-McGrath K (29 March 2011) 'Cyclone sends banana prices soaring', *ABC News*, accessed 27 April 2023.

<https://www.abc.net.au/news/2011-03-29/cyclone-sends-banana-prices-soaring/2638406>

# TRANSCRIPT: AEROSPACE ENGINEER FAQS

---

## What is 'entry level'?

If a role is referred to as 'entry level', it means it's suitable for applicants who don't have a lot of experience. Often, entry-level roles still require a formal qualification, but not always. This entry-level role requires a higher education qualification and is looking for specific skills and knowledge, but not years of experience. It might suit a young professional who has recently finished their degree or someone who is re-entering the workforce in a new field.

## What are 'leave entitlements'?

'Leave entitlements' are the hours and days of paid leave that full-time and part-time workers receive. In Australia, full-time employees have the right to a minimum of four weeks of paid leave every year, in addition to other types of paid leave like sick leave and carer's leave.

## What is 'salary packaging'?

'Salary packaging' is when employers take money from your salary to pay for other benefits you receive before your money is taxed. Everyone pays tax on the money they earn, but by salary packaging, you pay less tax on your income and still receive the goods or services that you want or need. It's commonly used for things like superannuation, vehicles, electronic devices, and insurance.

For example, if you package a salary of \$100,000 so that you receive:

- \$80,000 as income
- and a \$20,000 car allowance

you will only pay tax on the 80k income instead of \$100k – meaning you will be able to put more of your income in the bank. Without salary packaging, you would pay tax on the 100k and still need to spend money on a car.

## What are launch vehicles?

Launch vehicles are rocket-powered vessels used to carry spacecraft or satellites out of Earth's atmosphere at very high velocity and into lower orbit around the planet, or into outer space!

## What counts as an engineering discipline?

The engineering disciplines most relevant to this job role would be aerospace or mechanical engineering.

There are five traditional engineering disciplines which you might have heard of before – civil, chemical, electrical, structural and mechanical. But these days there are plenty of specialised engineering areas you can study and work in, like aerospace, biomedical, environmental, and agricultural engineering, just to name a few.

## What is an NV Level 1 Security Clearance?

NV (Negative Vetting) Level 1 is a type of security clearance used by the Department of Defence. This type of security clearance gives employees access to classified information. To apply for NV1 clearance, the applicant needs to be an Australian citizen and provide references and in-depth background information going back at least 10 years.

This job's requirement for NV1 clearance indicates that the role may involve working with government agencies and handling sensitive information.

## What are CAD and SolidWorks?

CAD stands for ‘computer-aided design’, which is using computer-based software to build 2D and 3D models of designs. It’s a popular tool among many design-based professionals – like engineers, architects, and artists – because it allows them to put in exact information and see whether an idea is viable. CAD can also help find solutions to potential problems before something is even built. Using computer-based software means that it’s a lot easier and quicker to update design drafts than the traditional 2D plan drawn by hand.

CAD skills are an important part of modern engineering and design courses, and many universities offer units on them as part of their courses.

SolidWorks is a CAD software application. It allows users to create 3D models which can be used to test, display, and collaborate on the parameters, design, and features of a project.

*[Transcript: Aerospace Engineer FAQs](#) Copyright © 2022 by RMIT University.  
All Rights Reserved.*

# TRANSCRIPT: CIVIL ENGINEER FAQs

---

## What is hybrid work?

‘Hybrid work’ refers to a flexible working approach that allows employees to do their work from different locations. Employees may spend some days working in an office environment and other days working from home or another offsite location.

Hybrid work has become more popular and common in Australia in recent years. In a report published in 2022, which surveyed people in a range of skilled industries in Australia, the US, the UK, and Canada, 44% of participants said their workplace allowed for hybrid or remote working. Source:

Adaptavist (2022) Digital Etiquette: Reinventing Work Report – Rethinking work and wellbeing for a hybrid world, Adaptavist Ebooks and Whitepapers website, accessed 9 January 2023. <https://www.adaptavist.com/ebooks-whitepapers/digital-etiquette>



## What does 'freight' mean?

'Freight' is a general term for goods being transported between places. Typically, 'freight' is used for goods transported overland, so by train or truck (you might be familiar with the word 'cargo' which refers to goods transported by ship or plane).

## What is an example of an 'external stakeholder'?

An external stakeholder is a person, business, or group who has an interest in what you are working on but is not involved in the day-to-day operations of the project. They are usually people who will be affected by the project or benefit from its success and their input and assistance could be very useful.

In this role, some examples of external stakeholders could be the government, future passengers, businesses and companies who will use the line to move freight, suppliers of materials, the local council and residents, and workers' unions.

# TRANSCRIPT: MECHANICAL ENGINEER FAQS

---

## What are some examples of agricultural equipment?

Agricultural equipment refers to the things used to carry out agricultural tasks, like cultivating land and managing livestock. Some examples could be tractors, harvesters, self-propelled machines to spray crops with pesticides, and irrigation technology which brings water to the crops. It might also include equipment that is programmed to run itself, perhaps using artificial intelligence, such as robotic harvesters or drones.

## What does the ad mean by 'hands-on mechanical engineer'?

Mechanical engineering is more hands-on than other types of engineering. This means you might be working directly with the machine, rather than just working on designs. Being a

‘hands-on mechanical engineer’ means that you will be actively fixing and testing machinery. You might be overseeing technicians doing maintenance on machinery and stepping in to help them with the trickier aspects.

Some mechanical engineers don’t have hands-on roles, meaning they don’t work directly with the machinery and its operators. They might spend their time using design software and developing simulations or communicating with clients.

## What are CAD and SolidWorks?

CAD stands for ‘computer-aided design’, which is using computer-based software to build 2D and 3D models of designs. It’s a popular tool among many design-based professionals – like engineers, architects, and artists – because it allows them to put in exact information and see whether an idea is viable. CAD skills are an important part of modern engineering and design courses, and many universities offer units on them as part of their courses.

SolidWorks is a CAD software application. It allows users to create 3D models which can be used to test, display, and collaborate on the parameters, design, and features of a project.

## What does 'Liaise with procurement officers' mean?

This means that part of the mechanical engineer's role at the company will include working closely and exchanging information with procurement officers. A procurement officer is a person whose role is to obtain good quality products or services at the best prices for their company.

For a farming company like this, a procurement office might be responsible for sourcing the parts necessary to develop something a mechanical engineer is working on. The parts might come from different locations and be a range of prices, so the procurement officer will negotiate with suppliers to get the best deal.

## What is FEA?

FEA stands for Finite Element Analysis (FEA) which is a mathematical method used to solve a variety of engineering problems. This involves dividing a problem into smaller parts, aka finite elements. FEA is carried out using computer software and involves using mathematical calculations and simulations to predict how different objects respond to different physical conditions.

Core units on FEA are taught within aerospace, mechanical, and manufacturing engineering degrees, so it's something you

will learn about during your studies if you decide to do engineering at university.

## What are OHS work practices?

The person applying for this job is required to have a solid understanding of safe workplace practices. OHS stands for Occupational Health and Safety. It is commonly used in the state of Victoria and its practice involves all aspects of ensuring workplaces are safe and free of potential hazards and health risks which might affect people working there. OHS standards set out regulations, duties, and workers' rights, which workplaces and employees are legally obligated to follow.

Different Australian states have different workplace health and safety regulations. In other states you might find these regulations under the term WHS (Work Health and Safety).

For more information on the OHS Act, which is used in Victoria, visit [worksafe.vic.gov.au](https://worksafe.vic.gov.au)

# TRANSCRIPT: MECHANICAL ENGINEERING JOBS INFOGRAPHIC

---

**What jobs can I get with a mechanical engineering degree?**

- biomedical engineer
- automotive engineer
- robotics engineer
- agricultural engineer
- industrial designer
- aerospace engineer
- nuclear engineer
- CAD technician
- nanotech engineer
- researcher
- environmental engineer
- marine engineer
- manufacturing engineer.

# TRANSCRIPTS: SOCIAL SECTOR INTERVIEW

---

## What is the social sector?

**CARA:** The social sector refers to social and economic services that aim to benefit society. People in the sector might work with young people, adults, families or individuals. There are roles in areas like aged care, disability, mental health, and youth work... and also those that tackle issues like homelessness, poverty, domestic violence, and addiction. It's a broad industry incorporating a lot of different things, but it basically involves working with and helping ordinary people, something I believe is crucial to society.

## What kind of jobs are in the social sector?

**CARA:** There's a wide range of jobs in the social sector – so you've definitely got options. If you're passionate about making change and advocating for new laws and legislation, you might want to consider working as a policy officer. Or, if you prefer to work with people and are interested in helping

them directly, you could look at getting into social work or counselling. In any of these roles you could be working for the government or local councils, schools, not-for-profits, hospitals, and more!

## How did you get into the social sector? What did you study at university?

**CARA:** Well, after secondary school I started working as a Youth Support Assistant and my manager encouraged me to do a Cert III in Community Services at the local TAFE. Uni wasn't really on my radar until my cousin became the first one in my family to do a degree. Whenever I saw her, she'd talk about her course and the new friends she's made. So, in my late twenties, I decided to work towards tertiary qualifications! I started by getting a Diploma of Youth Work, and then went on to do a Master's Degree in Social Work part-time. There are many different tertiary pathways you can take to get into the social sector, though. You could study a straight-up Bachelor of Social Work, or a more specialised degree like a Bachelor of Youth Work and Youth Studies. Lots of people do their first degrees in other areas, like a Bachelor of Arts, or a Bachelor of Music, and then do an MA in Social Work. There's no 'right way'. You just have to find the path that works best for you.



## What kind of skills do you think would be useful in the sector?

**CARA:** Well, social sector roles are really diverse, so the skills required in the industry are too. Social work involves working with people from all different kinds of backgrounds, so you'd want to have good communication and interpersonal skills for those roles. My work can get pretty intense sometimes, so good time management skills help me keep on top of my workload. I'd say strong critical thinking skills are vital too, especially when figuring out the best course of action for each person and case. These days there's definitely more of a need for digital skills than when I first started. Being able to work in a team has always been important in my roles, but now a lot more of my collaborative work is being done online. A lot of social services are being offered online now too. I'm still developing these skills, but I can already see how useful they'll be in the long run.

# TRANSCRIPT: MEAGAN'S RUN-THROUGH OF HER TALK

---

“Monitoring our social media accounts and sharing content is a daily task for me at the Rural Refugee Outreach Centre, or RROC for short. We get a lot of direct messages, sometimes from people wanting to donate or get involved in our work, sometimes from other organisations who want to be partners with us, and sometimes from people who need refugee services themselves. The first thing I do every morning is read through our new messages so that I can help send everyone to whichever part of our organisation can give them the best information or support.

“Next, I meet with my manager, who’s in charge of all RROC communications, to look over any new requests for social media posts that have come through from our colleagues in other departments. Whenever there’s a new event coming up, like a volunteer drive or a fundraising dinner, the organisers submit a communication request with all the details, then we design a campaign for spreading the word. These campaigns always involve a social media component to draw attention to the event. Just last week, we held a clothing

drive where people could drop off gently used clothes for newly arrived refugees. Lots of people who came with bags of clothes told us that they'd heard about the drive on social media—so that's one way I know that my work is making a difference!

“After meeting with my manager, I have a look over the news headlines. Sometimes things will be happening in Australia or around the world that directly connect to the work we do at RROC. Sharing these news stories keeps our community informed and also builds interest in refugee affairs. I only select the most interesting and relevant news to share with our followers, and I always include a little explanation about the connection between the news and what's happening here in Salty Shire.

“One of the most interesting—but also trickiest—parts of my day is looking through our social media feeds and deciding what's worthy of re-posting. Other not-for-profit organisations in the area reshare our content to their audiences, so I try to do the same for them, when their content is relevant to our community. I also moderate our online social media community pages, and sometimes our followers share interesting things that I might have missed in the news.

“Sadly, these days there's so much fake news out there, too. I use the SIFT method to evaluate online information whenever I'm considering sharing something with our community. You can check out my interactive poster to learn more about SIFT. I have to be extremely careful about what I share, because

posting content that's untrue or presents a very biased opinion puts the reputation of RROC at stake!

“Whenever I’m not actively managing our accounts or planning campaigns, I work on data analysis. We have different long-term strategies for engaging volunteers, for communicating with donors, and of course, for making our services known within the refugee community of Salty Shire. I try to understand how people interact with RROC on social media, and I look for trends to see what kind of content our community prefers, and which communication campaigns have been the most successful.”

# TRANSCRIPT: MEAGAN'S INTERACTIVE POSTER

---

## Should I share it?

### STOP

**Stop! What am I looking at?**

I use the SIFT method to think about all the information I come across online. The first step of SIFT is to **stop** and figure out what I'm looking at. Is it a news article, or just someone's opinion? Does it come from a source I know? If I'm certain I can trust the information—for example, it's about a local event posted by another organisation in Salty Shire—then I don't need to do any more investigating. But if I don't recognise the source, I move on to the next step.

### INVESTIGATE

**Where did this come from?**

Sometimes I see an interesting post but the source is unfamiliar. The second step of SIFT is to **investigate the source**, so before I even read the whole story, I try to figure out

if it's worth my time—if the source is trustworthy. Usually, I do a quick search for the Wikipedia page about the website to get a sense of who is publishing this content. For example, one time, I saw a story from the World News Daily Report, and when I did a search for 'world news daily report Wikipedia', I learned that the site publishes satire! I could have accidentally posted this article, thinking it was real, if I hadn't done my research.

## FIND

### **What are other news sources saying?**

Sometimes I'm worried a story might be biased, so I'll check other news sources to find out if there's coverage of the story from a website I trust. This is the third step of SIFT: **find better coverage**. If I see the same topic reported on multiple reliable websites in a similar way, then I usually feel more confident in sharing the information.

## TRACE

### **Is anything here being taken out of context?**

Every so often, people will take quotes or photographs out of context and intentionally distort their meaning. The final SIFT step is to **trace content back to its original context**. Once, I saw a story that I simply couldn't believe, so I did a reverse image search on the picture used to support the

controversy. The photo was years old, and it didn't even come from the location where the story took place!

?

### **Is the content relevant to the community?**

Finally, even after I've determined that I can trust the information that I've found, I need to decide if it's worthy of posting to our online community. I don't want to overwhelm our followers with posts, so it needs to be useful and relevant for me to share it. I try to strike a balance between interesting news content and posts about RROC and our community events.

# TRANSCRIPT: SCHOOLS SPEECH PATHOLOGIST FAQS

---

## What does a speech pathologist do?

Speech pathology is the study of speech and communication and includes training and treatment for people with speech disorders and communication problems. A professional in this area is called a speech pathologist, and their role might include working with people who have difficulties speaking clearly and communicating effectively. Here are just a few examples of people a speech pathologist might work with:

- People who stutter
- people who have suffered a brain injury or stroke
- people who are neurodiverse
- young people with social or behavioural issues which may be intensified by difficulty communicating.

**Source:** Speech Pathology Australia (2022) What is a Speech Pathologist fact sheet, Speech Pathology Australia website:



Resources for the Public, accessed 24 January 2023  
<http://www.speechpathologyaustralia.org.au/>

## What does 0.8 FTE mean?

FTE stands for ‘full-time equivalent’. And the measurement indicates your workload.

A full-time workload is represented as 1.0FTE or FTE 100% and is commonly 40 hours a week in Australia.

Half a full-time workload is represented as 0.5 or 50%, so if the full-time workload is 40 hours, 0.5FTE would be 20 hours a week.

0.8 means you would be working 80% of a full-time workload. Generally, that works out to 32 hours a week, which is usually divided into 4 8-hour days.

## What does ‘speech, language, and literacy intervention’ mean?

‘Intervention’, in this context, refers to actions taken to improve someone’s speech, language, and literacy. In schools, this might include playing sound and language games with young children, doing mouth and tongue exercises to help with pronunciation, and the modelling of correct grammar and vocabulary by the teacher or specialist.

Speech, language, and literacy are related but they focus on different things.

**Speech** is the physical production of sound. It includes how clearly we pronounce sounds in words (articulation), how loudly or softly we speak (voice), and the rhythm of our speech (fluency). We use different parts of our body (our vocal cords, throat, tongue) to make sounds which are speech. It's how we express language.

**Language** is a social tool that people use to communicate with each other. Language skills include understanding the meaning of words and how they are used and adapted. It can be written, spoken, and signed, as well as communicated using gestures, sounds, and facial expressions. The words and the way we use language usually change depending on where we are and who we are talking to.

**Literacy** is the ability to read and write. A person may be able to communicate using oral language, but not read and write if they do not understand how to identify and use the symbols of their alphabet. In Australian education, literacy studies and support include speaking and listening, reading, and writing.

**Sources:**

Australian Curriculum, Assessment and Reporting Authority (ACARA) (2023) National Literacy Learning Progression, Australian Curriculum 8.4 website, accessed 24 January 2023. <https://www.australiancurriculum.edu.au/>

resources/national-literacy-and-numeracy-learning-progressions/national-literacy-learning-progression/

American Speech-Language-Hearing Association (2023) What is Speech? What is Language? ASLHA website, accessed 25 January 2023. <https://www.asha.org/public/speech/development/speech-and-language/>

## What does 'use data to track progress' mean?

Data is information that speech pathologists collect while they are working with someone. This information reflects how the patient, client, or student is progressing. For example, a speech pathologist working with a primary school student might have a chart of the sounds and words the child is aiming to be able to make. Over several weeks, they might repeat the same exercises and make a note of the new sounds and words the student can make each session. This is using data to track progress.

It's important that speech pathologists collect data to see what is and isn't working in their professional practice and cater their treatment to suit individual needs. They may also need to report on the data they have collected, by informing the student's teachers, school, or parents of how they have improved.

## What other degrees would be counted as 'equivalent'?

To do this role, and any Speech Pathology role in Australia, you will need to take a university course that meets Speech Pathology Australia accreditation standards, which you can find on their website.

Equivalent qualifications could be a science or health degree with a specialisation in speech pathology or language therapy. There are also bridging programs into master's degrees in speech pathology for people who have studied something completely different before deciding to become a speech pathologist.

### **Source:**

Speech Pathology Australia (2023) University Programs, Speech Pathology Australia website: Resources for the Public, accessed 24 January 2023.  
<http://www.speechpathologyaustralia.org.au/>

## What is a Working with Children Check?

If you are interested in work that involves interacting with children and young adults, you will need to obtain a Working with Children Check (WWCC). This screening program uses information from police and background checks to make sure

you are a suitable candidate for working with minors. Each state and territory in Australia runs their own WWCC program, so even if you have a valid WWCC, you will need to undergo a new screening if you move to a different state. The WWCC is valid for a limited time and must be renewed. There are also different registration categories for paid and voluntary work. You can learn more by visiting the WWCC website for your state or territory.

# TRANSCRIPT: SPEECH PATHOLOGY CASE STUDY CARD ACTIVITY

---

## Card 1:

### Front of Card:

Child with speech and language delay.

### Back of Card:

Alex is a five-year-old child whose family moved to Australia two years ago. Although Alex has been going to childcare and kindergarten since he arrived in Australia, his vocabulary has not grown at the expected rate for his age, and he only speaks in short sentences. Alex gets frustrated and upset easily, especially when he is trying to communicate something and is unable to do so. This behaviour is isolating him from his friends at kindergarten. Alex has been diagnosed with a speech and language delay and will be working with a speech pathologist to help him communicate and participate in the same activities as other kids his age.

## Card 2:

### Front of Card:

Woman recovering from a stroke.

### Back of Card:

Joanna is a fifty-one-year-old woman who works as a university tutor. Just over three months ago she had a stroke and developed aphasia, which is a language disorder caused by injury to specific parts of the brain. Joanna has recently returned to work and has noticed that she struggles to pronounce words she could say easily before, and sometimes she uses words she didn't intend to say. This has caused her to lose confidence at work and develop anxiety around communication. Joanna has consulted with a speech pathologist and together they are designing an intervention program to meet her needs and rebuild her confidence.

## Card 3:

### Front of Card:

Teenager unable to use verbal language.

### Back of Card:

Mica is a thirteen-year-old boy who is unable to use verbal language to communicate due to Cerebral Palsy. He communicates with his family using sign language but wants ways to communicate with people who do not know sign language. The speech pathologist at Mica's school has organised some sessions to teach Mica how to use assistive technology to communicate. Together, they are practising using devices and apps that allow Mica to communicate more easily with people who do not know sign language.



# TRANSCRIPT: SOCIAL POLICY OFFICER FAQs

---

## What is social policy?

Social policy refers to guidelines and practices that address social issues in areas such as education, housing, poverty, healthcare, and employment. These policies are adopted by governments to improve the welfare of members of the community, with equity and social justice in mind.

## What is leave loading?

If an employer offers leave loading, it means you will get an extra 17.5% on top of your normal holiday pay. It's intended to help you pay for extra expenses while on leave.

## What are some examples of 'external stakeholders'?

An external stakeholder is a person, business, or group who has an interest in what you are working on but is not involved

in the day-to-day operations of the project. They are usually people who will be affected by the project or benefit from its success and their input and assistance could be very useful.

In this role, some examples of external stakeholders could be other government agencies, social service organisations, charities and advocacy groups, and research institutions.

## What are some examples of 'integrated responses to community needs'?

Local government can't do everything alone. Luckily, many not-for-profit groups are happy to partner with government to support the needs of community members. In some communities, drug and alcohol counsellors from a local agency might go to public schools and meet with students in need during the school day. Immigrant and refugee support organisations might work with public libraries to provide language classes or practice interviews for job-seekers. These partnerships extend the reach of local government to better meet community needs.

## What makes a policy or strategy 'evidence-based'?

There are lots of different ways that social issues can be

addressed. In many fields, especially where funding is limited, it is important to implement policies that have been shown to work, or which will likely work based on the circumstances. Solutions that are evidence-based have been developed by looking at prior research and data, or previous outcomes to similar situations, and can be defended using this evidence rather than assumptions or anecdotal information.

## What is a Working with Children Check?

If you are interested in work that involves interacting with children and young adults, you will need to obtain a Working with Children Check (WWCC). This screening program uses information from police and background checks to make sure you are a suitable candidate for working with minors. Each state and territory in Australia runs their own WWCC program, so even if you have a valid WWCC, you will need to undergo a new screening if you move to a different state. The WWCC is valid for a limited time and must be renewed. There are also different registration categories for paid and voluntary work. You can learn more by visiting the WWCC website for your state or territory.

# TRANSCRIPT: MENTAL HEALTH PROMOTION OFFICER FAQs

---

## What does gross salary mean?

Gross salary, sometimes called gross pay or gross income, is the total amount of money that you earn as an employee before taxes and other deductions are taken out. This may include things like income tax or a 2% contribution to Medicare (which are required by the government). Other deductions may include any benefits that you've chosen to package into your salary (see below). Your payslip will generally include details of deductions made from your pay.

## What is leave loading and salary packaging?

If an employer offers leave loading, it means you will get an extra payment on top of your normal holiday pay. It's intended to help you pay for extra expenses while on leave.

Salary packaging is when employers take money from your

salary to pay for other benefits you receive before your money is taxed. Everyone pays tax on the money they earn, but by salary packaging, you pay less tax on your income and still receive the goods or services that you want or need. It's commonly used for things like superannuation, vehicles, electronic devices, and insurance.

For example, if you package a salary of \$100,000 so that you receive:

- \$80,000 as income
- and a \$20,000 car allowance

you will only pay tax on the 80k income instead of \$100k – meaning you will be able to put more of your income in the bank. Without salary packaging, you would pay tax on the 100k and still need to spend money on a car.

## What is mental health literacy?

Having mental health literacy skills means having a solid knowledge and understanding of what mental health is, and what it means to obtain and maintain good mental health. An understanding of mental health can enable people to employ positive and healthy coping behaviours. It also allows people to identify when others are struggling, so that they can offer the help and support they may need.

## What is mental health promotion?

Mental health promotion means helping people understand and improve their mental health. One way to do this is by helping individuals to identify and take control of the factors in their life that may be impacting their mental wellbeing, and to reduce the risks that may lead to them developing a mental disorder or illness. Mental health promotion also involves helping to create and foster healthy living conditions and environments that support the mental health of individuals and enable them to lead a healthy lifestyle.

## What are some examples of state or national support foundations?

There are a lot of different foundations and organisations, both state-wide and nationally, that serve different causes. In this context, an example might be Embrace Multicultural Mental Health, a national organisation run by Mental Health Australia. Also known as the Embrace Project, this organisation enables multicultural communities to access resources, services and information. Another example is Victorian Transcultural Mental Health, which works with various sectors like public health, education, human service

and more to deliver mental health support to Victorian communities.

**Sources:**

Embrace Multicultural Mental Health (n.d.), About us, Embrace Multicultural Mental Health, accessed 25 January 2023. <https://embracementalhealth.org.au/about-us>

Victorian Transcultural Mental Health (n.d.), Our Purpose, Victorian Transcultural Mental Health website, accessed 25 January 2023. <https://vtmh.org.au/about/our-purpose/>

## What are external stakeholders?

An external stakeholder is a person, business, or group who has an interest in what you are working on but is not involved in the day-to-day operations of the program or initiative. They are usually people who will be affected by the work, or will benefit from its success, and their input and assistance could be very useful. In this role, external stakeholders may include the local council or state government, other refugee organisations, hospitals, and charities, just to name a few.

## What does it mean to have interpersonal and cross-communication skills?

Interpersonal skills, also known as people skills, refer to the

ability to build good relationships with others and communicate effectively. Some examples of interpersonal skills include things like active listening, teamwork, empathy, and flexibility. These skills are valuable not only in the workplace but also in day-to-day life, as they can help you navigate different social situations.

Someone with cross-cultural communication skills is good at interacting with other people from different cultural backgrounds. Like interpersonal skills, cross-cultural communication skills are useful in any context, as they help build positive connections with others. Part of communicating effectively across cultures is having the ability to recognise the differences and similarities among different cultural groups and using that understanding to engage with people in the appropriate way. It could involve overcoming a language barrier, or addressing other differences or similarities in race, ethnicity, religious beliefs, societal beliefs, or styles of working and/or living.

## What is a Working with Children Check?

If you are interested in work that involves interacting with children and young adults, you will need to obtain a Working with Children Check (WWCC). This screening program uses information from police and background checks to make sure you are a suitable candidate for working with minors. Each



state and territory in Australia runs their own WWCC program, so even if you have a valid WWCC, you will need to undergo a new screening if you move to a different state. The WWCC is valid for a limited time and must be renewed. There are also different registration categories for paid and voluntary work. You can learn more by visiting the WWCC website for your state or territory.

# TRANSCRIPT: JAMES'S BLOG POST (TEXT-ONLY VERSION)

---

## From Chatbots to VR: How Health Technologies are Advancing Sustainable Healthcare

I've recently taken on a role helping to organise and run a community festival in my hometown, Salty Creek. The festival's focuses are sustainability, local talent, and the future of our town. As readers of this blog will know, 'the future' is my favourite thing to write about, especially when it comes to new developments in health tech. The festival role has given me a chance to think about the ways health technology innovation is supporting global sustainability efforts.

Sustainability in health isn't just about clean air, safe drinking water, and responsible disposal of waste, though all these things are vital to human health and healthy societies. Sustainability in health is also about ensuring that expertise is shared globally, research and services are resourced, patients

can afford quality care, and medical professionals are given what they need to do their job well.

The United Nations Sustainable Development Goal 3 (SDG 3) aims to ensure healthy lives and promote wellbeing for all ages. It seeks to end preventable deaths, fight diseases, promote mental health, reduce road deaths and those caused by pollution, prevent and treat substance abuse, and strengthen the capacity of all countries to provide affordable and safe access to quality healthcare, family planning and education, medicines, and vaccines.

## Read the targets and methods of SDG 3

### **Targets:**

3.1: Reduce global maternal mortality (deaths due to pregnancy-related causes)

3.2: End all preventable deaths under 5 years of age

3.3: Fight communicable diseases (such as HIV, tuberculosis, and malaria)

3.4: Reduce mortality from non-communicable diseases (such as heart disease, diabetes, and cancer) and promote mental health and wellbeing

3.5: Strengthen the prevention and treatment of substance abuse (such as narcotic drugs and alcohol)

3.6: Reduce the global number of injuries and deaths caused by traffic accidents

3.7: Ensure universal access to sexual and reproductive care, family planning and education

3.8: Achieve universal health coverage (affordable access to quality medical care for all)

3.9: Reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination

### **Methods:**

- Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries
- Support the research and development of vaccines and medicines for the communicable and non-communicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines
- Substantially increase health financing and the recruitment, development, training and retention of the health workforce, especially in least developed countries
- Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks

### **Sources:**

SDG Tracker (2023) *Good health and well-being*, SDG-

Tracker website, accessed 20 February 2023. <https://sdg-tracker.org/good-health>.

Joint SDG Fund (2023) *Goal 3: Good health and well-being*, Joint SDG Fund website, accessed 20 February 2023. <https://jointsdgfund.org/sustainable-development-goals/goal-3-good-health-and-well-being>.

The global pandemic showed us that healthcare systems in both developing and developed countries can be pushed to breaking point by unexpected circumstances. Many systems have been shown to be **unsustainable**, meaning that they are not able to continue functioning properly under pressure. Many hospitals are understaffed because there aren't enough qualified specialists, and existing employees spend a lot of time doing paperwork, all of which places a large burden on the system. These issues limit the quality of treatment options and attention patients receive.

**Health tech can make healthcare more sustainable by supporting these systems and removing the burden on medical practitioners and hospitals.** There are so many fascinating ways health technologies are contributing to SDG 3 and plenty of opportunities for greater improvement and innovation. Like with many new technologies, there are ethical issues to consider when it comes to health tech, and we must remember that things like AI aren't a fix-all. That said, this post is about the ideal ways tech innovations can help make healthcare sustainable.

## AI research and diagnostic tools

AI-based tools are computer programs that use artificial intelligence to analyse images, videos, sound recordings, and other health data to detect and predict medical issues. The part that excites me the most about AI in healthcare is the great strides that are being made and will be made in health research.

AI can scan data at a much faster rate than we can. It can be used to review large amounts of data to identify new relationships and patterns, speeding up the process of medical discovery. It can also be used to generate detailed models of diseases and drug interactions to help develop more precise treatments. Research programs in these areas can help make discoveries to fight communicable and non-communicable diseases and increase the global quality of healthcare services.

AI can also help ease the burden on medical professionals and bridge the skills gap in places where there are shortages of training opportunities and specialised medical practitioners. It can also be used to help diagnose patients quickly and accurately, as well as offer guidance and quality control.

For example:

- Powerful machines and AI programs can analyse scans 150 times faster than radiologists and can work 24 hours a day.

- AI can be an excellent support tool in the diagnosis of melanoma, especially in areas without specialists, and smartphone applications will soon be able to accurately diagnose a photo of a skin lesion.
- AI can be utilised to help screen patients for eye conditions in areas with a critical shortage of health practitioners and facilities. Check out the case study below to learn more. You might be interested to know that I actually used an AI program to help me draft and format it!

## CASE STUDY: Using AI to reduce blindness in Zambia

### **Background:**

Diabetic retinopathy (a condition that affects the eyes of people who have diabetes) is a major cause of blindness in many developing countries. This includes Zambia, where the shortage of ophthalmologists and eye care professionals has made it difficult to provide adequate screening and treatment for patients with the condition. Artificial intelligence (AI) technology offers a potential solution and a way to work towards sustainability in healthcare.

### **Method:**

The program was implemented in partnership with a local health clinic in Zambia and an AI technology provider. The AI algorithm was trained using a diverse set of retinal scans. The algorithm was then integrated into the clinic's existing

screening process, with patients' retinal images being captured using a portable camera (often by non-medically trained technicians) and passed through the AI system for analysis and diagnosis.

**Results:**

The AI-based screening program was effective in detecting diabetic retinopathy and other eye health issues. Compared to traditional screening methods, the program was able to screen a larger number of patients in a shorter amount of time and at a lower cost. Patients with cases of diabetic retinopathy were referred to an ophthalmologist.

**Impact:**

The implementation of the AI-based screening program shows the potential for several positive impacts on the sustainability of the local healthcare system. By reducing the workload of ophthalmologists and eye care professionals, the program helped to address the shortage of these professionals in the community. Additionally, the program contributed to reducing the environmental impact of the healthcare system by minimizing the number of in-person visits required for screening and follow-up. The program also had a positive impact on the health and wellbeing of the local population by improving access to eye care.

**Conclusion:**

The use of AI technology in healthcare offers a promising solution to many of the sustainability challenges faced by healthcare systems in developing countries. This case study



demonstrates the potential of AI-based screening programs to improve access to eye care for patients with diabetic retinopathy, while also addressing the shortage of eye care professionals. With further development and implementation of programs like these, it is possible to achieve a more sustainable and equitable healthcare system for all.

Summarised and formatted by OpenAI's ChatGPT, personal communication, 27 February 2023.

**Source:**

Bellemo, V., Lim, Z. W., Lim, G., Nguyen, Q. D., Xie, Y., Yip, M. Y. T., et al. (2019) 'Artificial intelligence using deep learning to screen for referable and vision-threatening diabetic retinopathy in Africa: a clinical validation study', *The Lancet Digital Health*, 1(4), doi:10.1016/S2589-7500(19)30004.

## Virtual reality

Virtual Reality devices can be used to create immersive learning environments and simulate medical procedures, allowing doctors to practice before performing the actual procedure. VR programs can also be created to train medical professionals in areas where there may be a skill shortage. Of course, this technology has limitations, as it requires good internet infrastructure, meaning developing areas may not be able to use it.

VR is also a promising tool for treating addiction. It can be

used to simulate real-life situations that may trigger cravings or other addictive behaviours. This allows the user to practice coping strategies in a safe environment. Putting on a headset and being immersed in different environments can act as therapeutic support for hospitalised patients, and those suffering from mental health issues such as anxiety, depression, and phobias, as well as drug and alcohol addiction.

## Chatbots

A chatbot is a computer program that uses AI to simulate conversations with humans through text, audio, or video. You might have seen basic versions pop up in the corner of websites asking if they can help you. They're getting more sophisticated and knowledgeable by the day.

Chatbots can help support patients while also making medical professionals' workloads more sustainable. They are now being used to respond to patients' queries and give basic health advice, reducing the workload of medical staff in hospitals. There are also chatbots that can help users with depression and anxiety by giving them a safe space to talk through topics. This is extremely useful where there might be a lack of affordable mental health care and/or in-person therapists. Chatbots can also resolve language barriers, and provide 24/7 support.

## Wearable devices

Wearable devices are tech gadgets designed to be worn on the body. They capture and monitor data, such as fitness and health information. Some well-known examples include smartwatches and fitness trackers. They can help track patients' health conditions and collect health data that can be used with a personalised treatment plan. These devices can also give users reminders to take medication or make an appointment, and users can choose to have information sent to their care providers. Devices like these can empower people to take charge of their own health before illnesses develop, tackling non-communicable diseases and easing the strain on healthcare providers.

**People using tech and taking charge of their health leads to better public health and more early detection and treatment of illnesses, which leads to fewer people having long-term treatment in hospitals. This means less pressure on medical professionals and hospitals, which in turn leads to better care for the patients in hospitals. The ultimate outcome is a more sustainable healthcare system.**

### DID YOU KNOW?

People aged 80 years and over are part of the fastest-growing age group. The number of people in this demographic is

projected to triple between 2018 and 2050, reaching 426 million.

Sustainable healthcare systems will only become more important with the aging of the global population. Reducing the number of elderly patients who require expensive long-term hospital treatment is crucial. Wearable devices, VR, and AI make patients more aware of their health and how to maintain their wellbeing. These improvements mean in the future, more patients can find answers to their questions and receive support without going to the hospital. They can also be treated at home, which will reduce medical wait times, prevent the spread of hospital-acquired diseases, and therefore reduce the burden on hospitals.

**Statistic source:**

Population Division of the United Nations (UN) Department of Economic and Social Affairs (2019) *World Population Prospects 2019: Highlights*, UN website, accessed 15 February 2023. [https://population.un.org/wpp/Publications/Files/WPP2019\\_10KeyFindings.pdf](https://population.un.org/wpp/Publications/Files/WPP2019_10KeyFindings.pdf)

Health tech is an evolving field and a thrilling frontier – and I've only included a few examples in this post (next time I'll delve into AR, robotics, and 3D printing as well). I hope you find these innovations as exciting as I do and can see the many ways they can contribute to global healthcare and sustainability. They offer more sophisticated remote care and training and give medical professionals more time to focus

on quality health care. They make it easier to sift through information, find answers faster, and give accurate diagnoses.

I think it's vital for healthcare specialists to keep up to date with new developments in the sector, and we should also be building our knowledge of sustainability. The need to protect our planet and patients through sustainable innovation won't be going away, and an understanding of the SDGs can give us a more complete view of the many ways sustainability, health, and technology are interconnected.

### **Sources:**

United Nations (2015) *Goal 3: Good Health and Well-being* [graphic], United Nations SDGs website, accessed 30 January 2023. <https://www.un.org/sustainabledevelopment/news/communications-material/>

The Economist (2019) 'Is this the future of health?' (video), *The Economist*, YouTube, accessed 15 February 2023. <https://www.youtube.com/watch?v=jZg5QhL3Ckc>

Sweeney, C., Potts, C., Ennis, E., et al. (2021). 'Can Chatbots Help Support a Person's Mental Health? Perceptions and Views from Mental Healthcare Professionals and Experts', *ACM Transactions on Computational Healthcare*, 2(3):1-15, doi:10.1145/3453175.

Mar, V.J. and Soyer, H.P. (2018) 'Artificial intelligence for melanoma diagnosis: how can we deliver on the promise?', *Annals of Oncology*, Elsevier, doi:10.1093/annonc/mdy193.

# TRANSCRIPT: USING THE SIFT METHOD PRESENTATION

---

## SIFT – Stop

Dealing with information that you find online is a lot like dealing with a potential emergency situation. We always say to stop and assess the danger first, and that's similar to the **stop** of SIFT: before you even read the article, stop and have a look at where it comes from. If you recognise the source as trustworthy, you might feel comfortable going ahead and reading it.

Your article, titled 'Many cases of "dementia" are actually side effects of prescription drugs or vaccines, according to research', is from a website called The Common Sense Show. I'm not familiar with this website and the trustworthiness of its articles, so that's my clue to move to the next step of SIFT.

## SIFT – Investigate

To **investigate** the source, I use a little trick a librarian taught me—I look up the website on Wikipedia. This gives me some general knowledge about the site and the organisation that created it.

When I search for The Common Sense Show on Wikipedia, I get a result for Republic Broadcasting Network (RBN), a producer of radio shows based in the United States.

Wikipedia says that RBN has “loose ties” to a radical right-wing newspaper and that one of their former hosts was connected to an anti-government group. It seems like an organisation with a strong agenda, which means they could be biased, but I’m not certain that makes the article untrustworthy.

Source:

Wikimedia Foundation (2022) *Republic Broadcasting Network*, Wikipedia website, accessed 17 May 2023.  
[https://en.wikipedia.org/wiki/Republic\\_Broadcasting\\_Network](https://en.wikipedia.org/wiki/Republic_Broadcasting_Network)

## SIFT – Find

At this point, I’ll usually read the article to try and understand its claims, even though I know the information might not be reliable. Then, I try to **find better coverage**. If other

trustworthy news sources are sharing the same information, I'll be more inclined to believe what I've read.

With your article, this is where it gets interesting. A quick web search shows me that this article was reposted from another website called Natural News. According to Wikipedia, Natural News is classified as a “fake news website”. Not only that, but a reliable fact-checking website called Health Feedback has analysed this article already and found it to be “not credible and potentially harmful”.

Sources:

Teoh F (28 Jan 2019) ‘The most popular health articles of 2018, a scientific credibility review’, *Health Feedback*, accessed 17 May 2023. <https://healthfeedback.org/the-most-popular-health-articles-of-2018-a-scientific-credibility-review>

Wikimedia Foundation (2023) *Natural news*, Wikipedia website, accessed 17 May 2023. [https://en.wikipedia.org/wiki/Natural\\_News](https://en.wikipedia.org/wiki/Natural_News)

## SIFT – Trace

The fact-checking website has made it easy for us to decide the article is unreliable, but if we still weren't certain, we could go to the final step of SIFT and **trace claims**, quotes, and media back to their original context.

For your article, that would mean looking at the studies that are cited and seeing if any of the information has been taken



out of context and twisted to mean something different than what the researchers intended.

The Health Feedback analysis of the article has already looked at the original context of the claims the article makes, and noted that the legitimate sources cited by the article are used “in a manner that draws erroneous conclusions meant to mislead the reader”.

Like the analysts from Health Feedback, I think we can safely say **this article cannot be trusted!**

Source:

Teoh F (28 Jan 2019) ‘The most popular health articles of 2018, a scientific credibility review’, *Health Feedback*, accessed 17 May 2023. <https://healthfeedback.org/the-most-popular-health-articles-of-2018-a-scientific-credibility-review>

# TRANSCRIPT: ARE THESE ARTICLES TRUSTWORTHY QUIZ

---

## Question 1:

**Headline: Anti-Vaccine Japan Has World's Lowest Child Death Rate & Highest Life Expectancy**

**URL:** <https://healingoracle.ch/2018/08/08/anti-vaccine-japan-highest-life-expectancy/>

Is this information trustworthy?

- a) Yes;
- b) No;
- c) Maybe.

Answer:

b) No

**Feedback:**

The source of this article, healthyoracle.ch, has a “very low” reliability rating on the Iffy Index of Unreliable Sources, which provides information on credibility from the fact-checking

organisation Media Bias/Fact Check. If you decide to try and find better coverage, you'll also find that many other fact-checking sites have debunked this article.

Source:

Golding B (2023) Iffy index of unreliable sources, Iffy.news website, accessed 17 May 2023. <https://iffy.news/index/>

## Question 2:

**Headline:** The food supplement that ruined my liver

**URL:** <https://www.bbc.com/news/stories-45971416>

Is this information trustworthy?

- a) Yes;
- b) No;
- c) Maybe.

Answer:

- a) Yes

**Feedback:**

The BBC is generally a well-respected source of news. If you do some online searching to find better coverage, you will also find that the fact-checking site Health Feedback has reviewed this article and deemed it “highly credible”, stating that the article’s “explanation of how green tea supplements could

cause problems is well explained and detailed” while “it is careful to balance this out with information about the general lack of harm from green tea consumption” (Teoh 2019).

Source:

Teoh F (28 Jan 2019) ‘The most popular health articles of 2018, a scientific credibility review’, Health Feedback, accessed 17 May 2023. <https://healthfeedback.org/the-most-popular-health-articles-of-2018-a-scientific-credibility-review>

## Question 3:

**Headline: Hand Dryers Spread Bacteria So Dramatically That Scientists Think They’re A Public Health Threat**

**URL:** <https://www.iflscience.com/hand-dryers-spread-bacteria-so-dramatically-that-scientists-think-theyre-a-public-health-threat-49657>

Is this information trustworthy?

- a) Yes;
- b) No;
- c) Maybe.

Answer:

- a) Yes

**Feedback:**

Investigating the source with Wikipedia leads to some unflattering information about the founder of the site but does not give much information about its current credibility. Finding better coverage, however, by searching for ‘hand dryers spreading germs’, leads to an article from the Harvard Medical School health blog. This source, in turn, links to multiple peer-reviewed journal articles that reached the same conclusion: hand dryers do spread bacteria.

Sources:

Ross, J (11 May 2018) ‘The bacterial horror of hot-air hand dryers’, Harvard Health Blog, accessed 17 May 2023. <https://www.health.harvard.edu/blog/the-bacterial-horror-of-the-hot-air-hand-dryer-2018051113823>

Wikimedia Foundation (2023) Elise Andrew, Wikipedia website, accessed 17 May 2023. [https://en.wikipedia.org/wiki/Elise\\_Andrew](https://en.wikipedia.org/wiki/Elise_Andrew)

## Question 4:

**Headline: Everything You Know About Obesity Is Wrong**

**URL:** <https://highline.huffingtonpost.com/articles/en/everything-you-know-about-obesity-is-wrong/>

Is this information trustworthy?

- a) Yes;
- b) No;

c) Maybe.

## Answer:

c) Maybe

### **Feedback:**

According to Wikipedia, HuffPost has been the winner of a Pulitzer Prize for journalism as well as a site that posts user-generated content from unpaid bloggers. Searching for better coverage reveals that this particular article has been the subject of some online debate. An analysis of the article by several scientists found that it failed to “place the (accurately-cited) scientific findings in the appropriate context”, overstated scientific confidence, and displayed some bias (Teoh 2018). The reviewers agreed, however, that other aspects of the article made it an important piece of social commentary.

### Sources:

Teoh F (2018) ‘Scientists discuss the widely shared Huffington Post article “Everything You Know About Obesity Is Wrong”’, Health Feedback, accessed 17 May 2023. <https://healthfeedback.org/evaluation/scientists-discuss-widely-shared-huffington-post-article-everything-you-know-obesity-wrong-michael-hobbes/>

Wikimedia Foundation (2023) HuffPost, Wikipedia website, accessed 17 May 2023. <https://en.wikipedia.org/wiki/HuffPost>

# TRANSCRIPT: GRADUATE RADIOGRAPHER FAQs

---

## Are a radiographer and a radiologist the same thing?

Even though the names are similar, a radiographer and a radiologist do not do the same thing. Basically, radiographers take the scan, and radiologists interpret it.

Radiographers are also known as medical imaging technologists. They usually study radiography, medical imaging, and/or applied science at university. They are trained to operate the special equipment that is used to take medical images. Communicating with patients and using technological tools are the main aspects of a radiographer's job. When images have been processed, the radiographer generally passes them to a radiologist.

A radiologist is a doctor who has specialised in reading medical images. They look at and analyse the medical images to diagnose illnesses and injuries. Radiologists often inform and advise patients' primary doctors (the ones who sent them to get the scan) of diagnoses and further tests the patient might

need. Candidates must be a qualified medical doctor with experience working in the field before they can start training to become a radiologist.

## What is a relocation allowance?

A relocation allowance is an amount of money paid to an employee when they are required to move for a job. The money is intended to cover things like flights, moving expenses, insurance, and the cost of accommodation while the employee is settling in. Unless they are written into a contract, employers are not required to pay relocation allowances. They are a benefit used to encourage applicants, and are common when the role is in a rural area or an area with a skills shortage.

## What's the difference between general X-ray, ultrasound, and CT?

X-ray, ultrasound and CT are types of medical imaging. Each type uses different equipment and specific technologies to diagnose different illnesses and injuries.

X-rays are the most common type of medical imaging. A picture is taken of the inside of the body using an X-ray machine which puts out a small amount of electromagnetic radiation (also called 'X-rays'). General X-ray images are used



to detect illnesses and injuries like infections, breast cancer, and swallowed items.

**Source:** Health Direct (2022) X-rays, Healthdirect Australia website, accessed 18 January 2023.  
<https://www.healthdirect.gov.au/x-rays>

An ultrasound device uses high-frequency sound waves which show real-time images of the organs and structures within the body. Unlike X-rays and CT, ultrasound doesn't use radiation. Ultrasounds are often used to monitor pregnancies, as well as for diagnosing issues such as breast lumps and kidney or bladder stones.

**Source:** Health Direct (2022) Ultrasound, Healthdirect Australia website, accessed 18 January 2023.  
<https://www.healthdirect.gov.au/ultrasound>

CT stands for Computed Tomography. When someone gets a CT scan, they are positioned in a device which looks a bit like a large doughnut. The device has an inner X-ray tube that rotates 360 degrees around them, taking multiple X-ray captures. These produce layers of images which can show details of the bones, organs, tissue and tumours. CT scans are often used to detect illnesses and injuries such as cancers, bone fractures, and bowel disorders like Crohn's disease.

**Source:** Health Direct (2021) Ultrasound, Healthdirect Australia website, accessed 18 January 2023,  
<https://www.healthdirect.gov.au/ct-scan>

## What is AHPRA?

AHPRA stands for Australian Health Practitioner Regulation Agency. To work as a health practitioner, like a radiographer, in Australia you need to register with this agency. The agency's role is to review your qualifications and documentation to make sure you meet the standards required to work in a health role. To register, you'll need to show you've completed a relevant degree, passed your exams and done any practical component (like workplace training), and have passed a criminal history check.

## What are some examples of degrees I could take to apply for a position like this?

- Bachelor of Applied Science (Medical Radiations)
- Bachelor of Radiography and Medical Imaging
- Bachelor of Applied Science (Diagnostic Radiography)
- Bachelor of Medical Radiation Science
- Bachelor of Medical Imaging
- Master of Diagnostic Radiography
- Master of Magnetic Resonance Technology.

# TRANSCRIPT: RESEARCH ASSOCIATE - VIROLOGY FAQs

---

## What is virology?

Virology is the scientific study of biological viruses. There are many types of viruses with different structures and effects on hosts. Several well-known examples of viruses that infect humans are hepatitis, chicken pox, HIV, Zika, COVID-19, and the flu.

A scientist researching viruses (a virologist) might study their origin and how they evolved, their structure, how they spread, and how they affect the host. Virologists might also study, test, and advise on antiviral treatments, and their work contributes to the development of vaccines.

## What is 'structural biology software'?

Structural biology software refers to computer programs that help scientists and researchers visualise biological data and test

theories. These programs are often used in virology to help generate high-resolution 3D models of the individual components of a virus.

Think of the well-known images of viruses you may have seen – the spikey ball of coronavirus, for example. One way to create a model like that is for many images to be taken of the virus from different angles. These images can then be entered into computer programs that will analyse the images and assemble a detailed 3D model.

## What is a 'Research Fellow'?

Research Fellow is the job title of a person employed by a university or other research institution to do academic research. A research fellow might work by themselves doing research for their own project or work on a larger study supervised by a senior scholar. Research fellows have usually completed the highest level of education, a PhD (Doctor of Philosophy), in their research area and have had academic papers published.

## What is a 'relevant discipline' for this role?

This research role is in an area that requires knowledge of science, specifically structural and molecular biology, and

molecular virology. So, the relevant disciplines would be biological science, and health and medical science. These disciplines are studied in courses such as biomedicine, biomedical science, or biotechnology.

## What are research manuscripts?

Research manuscripts, also called ‘scientific manuscripts’ in the scientific field, are an important part of research projects. The manuscript is written to communicate the process and outcome of the research to an audience and is often published. A research manuscript includes what the study wanted to find out or prove, how the research was approached, conducted and analysed, the results and findings, and the researchers’ thoughts on the findings.

How to write research papers and manuscripts is something you will learn and practise if you do research projects during your university studies. There are also many step-by-step guides to this type of academic writing online.

# TRANSCRIPT: GRADUATE NURSE PROGRAM FAQs

---

## What do I need to do to become a 'graduate registered nurse'?

Your first step is to complete a nursing qualification (like a Bachelor of Nursing). Then, you will go through a registration process to be allowed to practise nursing in Australia. All nurses and midwives need to register with AHPRA (explained below). Once you have been registered, you will be able to apply for 'graduate registered nurse' programs such as the one in this advertisement.

## What is 'periop'?

'Periop' is short for 'perioperative' which means 'around the time of surgery'. Periop includes the time from when a patient decides to have surgery right up to when they eventually return home after the surgery. It's split into three stages: before surgery (preoperative), the surgery (intraoperative), and

returning home and recovery (postoperative). Working in perioperative care could include carrying out pre-surgery tests, helping patients feel comfortable, assisting surgeons in the operating theatre, monitoring a patient's vitals during surgery, and providing patients with aftercare advice during their recovery.

## What's AHPRA?

AHPRA stands for Australian Health Practitioner Regulation Agency. To work as a health practitioner, like a nurse, in Australia you need to register with this agency. The agency's role is to review your qualifications and documentation to make sure you meet the standards required to work in a health role. To register, you'll need to show you've completed a relevant degree, passed your exams and done any practical component (like workplace training), and have passed a criminal history check.

# TRANSCRIPT: CRITICAL THINKING AS A NURSE CARD ACTIVITY

---

## Card 1

Front of card:

The grumpy patient.

Back of card:

A patient is grumpy and doesn't greet their nurse. Using critical thinking, the nurse might remind themselves that it's not personal, and the patient is likely upset because of the situation they are in. The nurse acts as a detective and asks questions to gain more information and find a solution.

E.g. Is the patient acting this way because they are in pain?  
Have they been unable to sleep?



## Card 2

Front of card:

The mistake.

Back of card:

A graduate nurse makes a mistake which negatively affects a patient. The nurse uses critical thinking to reflect on the incident, asking themselves questions to figure out how it happened and how they can prevent it from happening again.

E.g.

**Q:** I didn't feel confident doing the procedure, so why didn't I ask for help?

**A:** everyone was busy, and I was too embarrassed to ask for help.

**Q:** Would asking for help have been worse than making this mistake?

**A:** No. In future, I will ask for help regardless of my pride.

## Card 3

Front of card:

The personal bias.

Back of card:

A nurse with a busy caseload is assigned a patient whose values and beliefs are very different to those of the nurse. The nurse might be tempted to spend less time with this patient as they feel upset and uncomfortable around the patient. But the nurse reminds themselves that this is an unhelpful bias when it comes to treating a patient, and that they must set aside personal beliefs and think critically as a health professional. The nurse will then make a conscious effort to divide time between patients based on their health needs.

# OBJECT INDEX

---

Use the table below to search for learning objects which focus on a specific subject and/or skills and knowledge. You can sort each column of the table, or use the search bar to get a list of one category.

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#"><u>Assigning volunteers to work areas</u></a>	Event management	Maths	<ul style="list-style-type: none"> <li>• <a href="#"><u>Sample spaces</u></a></li> </ul>
<a href="#"><u>Calculating medicine dosage</u></a>	Health	Maths	<ul style="list-style-type: none"> <li>• <a href="#"><u>Dosage by weight activity</u></a></li> <li>• <a href="#"><u>Medication dosage by body weight</u></a></li> </ul>
<a href="#"><u>Calculating noise levels</u></a>	Event management, Engineering	Physics	<ul style="list-style-type: none"> <li>• <a href="#"><u>Logarithms</u></a></li> <li>• <a href="#"><u>Inverse Square Law</u></a></li> </ul>
<a href="#"><u>Constructing an access ramp</u></a>	Event management, Engineering	Maths	<ul style="list-style-type: none"> <li>• <a href="#"><u>Right triangle trigonometry</u></a></li> </ul>
<a href="#"><u>Evaluating market information</u></a>	Marketing	Critical thinking, Research skills	<ul style="list-style-type: none"> <li>• <a href="#"><u>Evaluate information sources using CRAAP</u></a></li> </ul>

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#">Giving a presentation</a>	Communication	Presenting	<ul style="list-style-type: none"> <li>• <a href="#">Understanding your audience</a></li> <li>• <a href="#">Use clear and concise language</a></li> <li>• <a href="#">Oral presentations basics</a></li> </ul>
<a href="#">Job advertisement: Aerospace Engineer – Spacecraft</a>	Careers, Engineering	Critical thinking, maths, time management	<ul style="list-style-type: none"> <li>• <a href="#">Goal setting and focus</a></li> <li>• <a href="#">Procrastination</a></li> <li>• <a href="#">Introduction to critical thinking</a></li> <li>• <a href="#">Algebra</a></li> <li>• <a href="#">Trigonometry</a></li> <li>• <a href="#">Vectors</a></li> </ul>
<a href="#">Job advertisement: Business Resilience Officer</a>	Careers, Economics	Writing, collaboration	<ul style="list-style-type: none"> <li>• <a href="#">Writing a report</a></li> </ul>
<a href="#">Job advertisement: Digital Marketing Assistant</a>	Careers, Marketing	Time management	<ul style="list-style-type: none"> <li>• <a href="#">Time management</a></li> <li>• <a href="#">Procrastination</a></li> </ul>

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#">Job advertisement:</a> <a href="#">Health Economics Research Assistant</a>	Careers, Economics, Health	Writing, collaboration	<ul style="list-style-type: none"> <li>• <a href="#">Working well together online</a></li> <li>• <a href="#">Using collaboration tools</a></li> <li>• <a href="#">Writing for the workplace</a></li> </ul>
<a href="#">Ordering hand sanitiser</a>	Event management	Maths	<ul style="list-style-type: none"> <li>• <a href="#">Units and conversions</a></li> </ul>
<a href="#">Mind mapping an artist statement</a>	Art & Design	Writing, study skills	<ul style="list-style-type: none"> <li>• <a href="#">Artist statement - mind mapping</a></li> <li>• <a href="#">Writing process</a></li> </ul>
<a href="#">Recognising flawed arguments</a>	Sustainability, Communication	Critical thinking	<ul style="list-style-type: none"> <li>• <a href="#">Logical fallacies</a></li> </ul>
<a href="#">Studying economics Q&amp;As</a>	Economics	Online skills, Time management	

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#">Talking about fast fashion and sustainability</a>	Sustainability	Critical thinking, sustainability literacy	<ul style="list-style-type: none"> <li>• <a href="#">Sustainable development goals in your life</a></li> <li>• <a href="#">Sustainable industries: fashion</a></li> <li>• <a href="#">Fashion: the Higg materials sustainability index</a></li> </ul>
<a href="#">Skimming and scanning</a>	Communication	Reading	<ul style="list-style-type: none"> <li>• <a href="#">Skimming and scanning</a></li> <li>• <a href="#">Strategies for skimming and scanning</a></li> </ul>
<a href="#">Thinking critically when treating patients</a>	Health	Critical thinking	<ul style="list-style-type: none"> <li>• <a href="#">Introduction to critical thinking</a></li> <li>• <a href="#">What is critical thinking</a></li> <li>• <a href="#">Becoming a critical thinker</a></li> </ul>
<a href="#">Using clear and concise language</a>	Communication	Writing	<ul style="list-style-type: none"> <li>• <a href="#">Workplace writing basics</a></li> <li>• <a href="#">Writing clearly</a></li> </ul>

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#"><u>Working out a marketing budget</u></a>	Accounting, Marketing	Maths	<ul style="list-style-type: none"> <li>• <a href="#"><u>Mean, mode, median</u></a></li> </ul>
<a href="#"><u>Working with coloured lights</u></a>	Engineering, Art & Design	Critical thinking, Colour theory	<ul style="list-style-type: none"> <li>• <a href="#"><u>Additive and subtractive colour</u></a></li> </ul>
<a href="#"><u>Writing an artist statement</u></a>	Art & Design	Writing	<ul style="list-style-type: none"> <li>• <a href="#"><u>Artist statement - vocabulary tips</u></a></li> </ul>
<a href="#"><u>Job advertisement: Civil Engineer = Transportation</u></a>	Careers, Engineering	Maths, collaboration, online skills	<ul style="list-style-type: none"> <li>• <a href="#"><u>Time management</u></a></li> <li>• <a href="#"><u>Procrastination</u></a></li> <li>• <a href="#"><u>Writing for the workplace</u></a></li> <li>• <a href="#"><u>Working well together online</u></a></li> <li>• <a href="#"><u>Using collaboration tools</u></a></li> <li>• <a href="#"><u>Algebra</u></a></li> <li>• <a href="#"><u>Trigonometry</u></a></li> <li>• <a href="#"><u>Vectors</u></a></li> </ul>



Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#">Job advertisement: Mechanical Engineer</a>	Careers, Engineering	Maths, time management, writing	<ul style="list-style-type: none"> <li>• <a href="#">Risk Assessment Matrix</a></li> <li>• <a href="#">Procrastination</a></li> <li>• <a href="#">Time management</a></li> <li>• <a href="#">Writing emails</a></li> <li>• <a href="#">Algebra</a></li> <li>• <a href="#">Statistics</a></li> </ul>
<a href="#">Working in the social sector Q&amp;As</a>	Careers, Social studies	Critical thinking, online skills, time management	<ul style="list-style-type: none"> <li>• <a href="#">Introduction to critical thinking</a></li> <li>• <a href="#">Online learning skills</a></li> <li>• <a href="#">Time management</a></li> </ul>
<a href="#">Job advertisement: Graduate Radiographer</a>	Careers, Health	Online skills, writing, physics	<ul style="list-style-type: none"> <li>• <a href="#">Working well together online</a></li> <li>• <a href="#">Using collaboration tools</a></li> <li>• <a href="#">Writing for the workplace</a></li> <li>• <a href="#">Inverse Square Law</a></li> </ul>

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#">Job advertisement: Research associate – Virology</a>	Careers, Health	Critical thinking, research skills, presenting	<ul style="list-style-type: none"> <li>• <a href="#">Introduction to critical thinking</a></li> <li>• <a href="#">Online presentations</a></li> <li>• <a href="#">Choose valid sources</a></li> <li>• <a href="#">Understanding your audience</a></li> </ul>
<a href="#">Job advertisement: Graduate Nurse Program</a>	Careers, Health	Critical thinking, writing	<ul style="list-style-type: none"> <li>• <a href="#">Introduction to critical thinking</a></li> <li>• <a href="#">Case study report for nursing</a></li> </ul>
<a href="#">Presenting in an online meeting</a>	Communication	Online skills, presenting	<ul style="list-style-type: none"> <li>• <a href="#">Online presentations</a></li> <li>• <a href="#">Preparing for online presentations</a></li> <li>• <a href="#">Mistakes and the lessons learnt</a></li> <li>• <a href="#">Oral presentations basics</a></li> </ul>

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#">Job advertisement: Schools Speech Pathologist</a>	Careers, Health, Social studies	Critical thinking, writing, online skills	<ul style="list-style-type: none"> <li>• <a href="#">Introduction to critical thinking</a></li> <li>• <a href="#">Choosing communication tools</a></li> <li>• <a href="#">Using collaboration tools</a></li> <li>• <a href="#">Writing a case study</a></li> <li>• <a href="#">Writing a report</a></li> </ul>
<a href="#">Job advertisement: Social Policy Officer – Community Wellbeing</a>	Careers, Social studies	Critical thinking, writing, research skills	<ul style="list-style-type: none"> <li>• <a href="#">Understanding your audience</a></li> <li>• <a href="#">Analysing an argument</a></li> <li>• <a href="#">Using collaboration tools</a></li> <li>• <a href="#">Choose valid sources</a></li> </ul>

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#">Job advertisement: Mental Health Promotion Officer</a>	Careers, Social studies, Health	Sustainability literacy, collaboration, research skills	<ul style="list-style-type: none"><li>• <a href="#">Time management</a></li><li>• <a href="#">Working well together online</a></li><li>• <a href="#">Using collaboration tools</a></li><li>• <a href="#">Writing for the workplace</a></li><li>• <a href="#">Researching your assignment</a></li></ul>
<a href="#">Using a risk assessment matrix</a>	Engineering, Event management	Critical thinking	<ul style="list-style-type: none"><li>• <a href="#">Risk Assessment Matrix</a></li></ul>
<a href="#">Using accessible colour in design</a>	Art & Design, Communication	Colour theory	<ul style="list-style-type: none"><li>• <a href="#">Colour blindness</a></li><li>• <a href="#">Accessible colour</a></li></ul>

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#"><u>Making a festival sustainable</u></a>	Sustainability	Sustainability literacy	<ul style="list-style-type: none"> <li>• <a href="#"><u>Introduction to sustainability</u></a></li> <li>• <a href="#"><u>United Nations Sustainable Development Goals (SDGs)</u></a></li> <li>• <a href="#"><u>Sustainable industries: festivals and events</u></a></li> </ul>
<a href="#"><u>Creating your own sustainability goals</u></a>	Sustainability	Sustainability literacy	<ul style="list-style-type: none"> <li>• <a href="#"><u>Make your own sustainability goal</u></a></li> <li>• <a href="#"><u>United Nations Sustainable Development Goals (SDGs)</u></a></li> </ul>
<a href="#"><u>Minimising festival waste with a systems thinking approach</u></a>	Sustainability, Event management	Sustainability literacy	<ul style="list-style-type: none"> <li>• <a href="#"><u>Systems thinking</u></a></li> <li>• <a href="#"><u>Sustainable industries: festivals and events</u></a></li> </ul>

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#">Highlighting the sustainable benefits of health technology</a>	Health, Sustainability, Careers	Sustainability literacy	<ul style="list-style-type: none"><li>• <a href="#">United Nations Sustainable Development Goals (SDGs)</a></li><li>• <a href="#">Sustainable development goals: life below water</a></li></ul>
<a href="#">Using eco-friendly practices in art</a>	Sustainability, Art & Design	Sustainability literacy	<ul style="list-style-type: none"><li>• <a href="#">Fashion: the Higg materials sustainability index</a></li><li>• <a href="#">Sustainable creative practice</a></li></ul>
<a href="#">Visualising survey data with charts and graphs</a>	Event management	Maths	<ul style="list-style-type: none"><li>• <a href="#">Data</a></li><li>• <a href="#">Statistics</a></li></ul>
<a href="#">Writing a report</a>	Communication, Event management	Writing	<ul style="list-style-type: none"><li>• <a href="#">Writing a report</a></li><li>• <a href="#">Workplace writing basics</a></li><li>• <a href="#">Understanding your audience</a></li></ul>

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#"><u>Exploring innovation and sustainability in agricultural technology</u></a>	Sustainability, Engineering	Sustainability literacy	<ul style="list-style-type: none"> <li>• <a href="#"><u>United Nations Sustainable Development Goals (SDGs)</u></a></li> <li>• <a href="#"><u>Sustainable development goals: life below water</u></a></li> </ul>
<a href="#"><u>Moving heavy equipment safely</u></a>	Event management, Engineering	Maths, physics	<ul style="list-style-type: none"> <li>• <a href="#"><u>Forces on slopes</u></a></li> <li>• <a href="#"><u>Right triangle trigonometry</u></a></li> </ul>
<a href="#"><u>Managing social media responsibly</u></a>	Communication, Social Studies	Critical thinking, online skills, research skills	<ul style="list-style-type: none"> <li>• <a href="#"><u>Engaging critically with social media</u></a></li> <li>• <a href="#"><u>Evaluate information sources using CRAAP</u></a></li> </ul>

Object Name	Subject	Skills and Knowledge	Learning Lab Alignment
<a href="#">Investigating the reliability of online health information</a>	Communication, Health	Critical thinking, online skills, research skills	<ul style="list-style-type: none"><li>• <a href="#">Engaging critically with social media</a></li><li>• <a href="#">Evaluate information sources using CRAAP</a></li></ul>



# GLOSSARY

---

## Accessibility

Accessibility refers to the design of products, services, and spaces that are usable by as many people as possible, accounting for a diverse range of individuals, including people with disabilities and temporary limitations, the elderly, pregnant people, neurodivergent people, and people with literacy difficulties. Accessibility benefits everyone, as it aims to remove barriers and provide equal access to information, technology, and physical spaces for all individuals.

## agricultural technology (AgTech)

AgTech or AgriTech is short for Agricultural Technology. It refers to the use of scientific techniques and innovative technologies that aim to improve the efficiency, profitability, and sustainability of the agriculture industry.

## Critical thinking

Critical thinking means examining (analysing) a situation in detail and using evidence to make a judgement

(evaluating) from an objective point of view. Critical thinking doesn't have to be negative all the time, nor does it mean always pointing out the faults in an issue. A good critical thinker asks good questions, recognises and challenges biases (including their own), doesn't accept everything as true, finds credible sources, and reflects on their own understanding of ideas.

## Fast fashion

'Fast fashion' refers to clothing that is mass-produced quickly to keep up with the latest trends and sold cheaply. The fast fashion industry encourages a high level of consumerism and is known to be detrimental to the environment.

## Mean

The average of a set of numbers

## Median

The middle value in a set of numbers

## Mode

The number that appears most often in a set of numbers

p.a.

Per annum = each year

## STEM

STEM is a commonly used term in education and is used to refer to a collection of interrelated technical disciplines. It stands for Science, Technology, Engineering, and Mathematics.

## Superannuation

Referred to either as 'superannuation' or just 'super'. During your working life, your employer/s must pay an amount of money into a special account every time you are paid your salary. For example, in 2023, if you make \$70,000 per year, Australian employers must pay at least \$7,350 per year into your super, on top of your salary. This money is for you to live on when you reach pension age and retire.

## Sustainability literacy

A person who possesses the knowledge, skills, and mindset of sustainability literacy recognises the importance of building a sustainable future. They can make informed and effective decisions to this end by

considering a balance between social wellbeing, economic stability, and care for the environment.

## UN SDG

The United Nations Sustainable Development Goals are a collection of goals with targets and methods, shared by a global partnership of developed and developing nations. They focus on a range of interconnected issues and aim to improve sustainability and quality of life globally.

## Web Content Accessibility Guidelines (WCAG)

The Web Content Accessibility Guidelines (WCAG) are technical standards that help designers create content that is accessible and can be easily used by everyone. WCAG 2.1 has three levels of accessibility compliance: A, AA, and AAA.

Level A compliance means that the content meets the most basic accessibility requirements, while Level AA meets more advanced criteria and is often the standard requirement in design. Level AAA is the highest, and preferable, level of accessibility compliance.

While the WCAG guidelines were originally developed for digital content, the principles and techniques can also be applied to non-digital products and services, such as physical spaces, customer service processes, and product design.