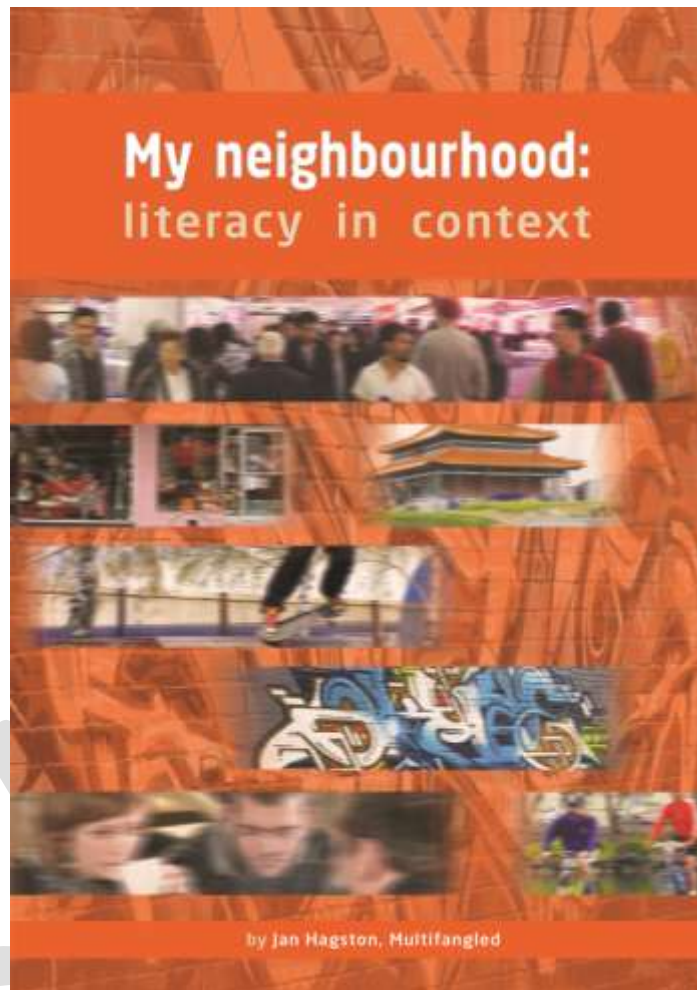


My neighbourhood: literacy in context



The following activities are taken from *My neighbourhood: literacy in context* by Jan Hagston.

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Activity 6: Literacy & numeracy in the community – a photo account

This activity is designed to make students aware of and examine the different ways words, numbers and graphics are used in the community. They take photos of a range of writing/words, numbers and graphics that are around them and then consider the effectiveness of how these are used.

Before you start

Students need to go outside the school/education provider for this activity so, if relevant, you will need to ensure that they have permission to do so.

Each group will need three copies of *Activity sheet 7: The best of ...* .

Duration

2 or 3 sessions depending on how much time is put into presenting the photos.

Materials

Activity sheet	Activity sheet 6: Words, numbers and graphics in the community Activity sheet 7: The best of ...
Facilities and equipment	Digital camera or mobile phone with a camera Means of downloading the photos from the camera Computers Access to the internet PowerPoint or similar Software to make posters eg. Microsoft Word, InDesign, etc Virtual publishing site such as issuu (http://issuu.com)

What to do

In this activity the students, working individually, in pairs or small groups, go into the community to take photos of written text, numbers and graphics. These might include road signs, signs on shops or businesses, graffiti, or notices.

Start by brainstorming where you see written text, numbers and graphics in and around the streets.

Ask some students to write these up on the board as the other students call them out.

Once the students have compiled a list, explain to them that they need to take photos of:

- 5 written ‘things’ – these can have graphics and numbers too but at least one must be just words
- 5 ‘things’ with numbers on them – these can have graphics and words too but at least one must be just numbers
- 5 ‘things’ where graphics are used to convey a message – and at least two must have no words or numbers, just a graphic.

The photos must be of different contexts or places. For example, they can’t take 5 photos of street signs or the names of shops but one of each would be OK. Encourage the students to be creative in what they take photos of.

Activity sheet 6: Words, numbers and graphics in the community provides details of what the students need to take photos of.

When the students are out taking photos, you may like to have them send you a SMS or a tweet telling you where they are and what they have taken photos of. If they are using their phones to take photos, you may like to ask them to send you a photo every 30 minutes (or so).

Choosing the best

Once the students have taken the photos have a quick discussion about the types of things they took photos of.

Each group will now need to choose one photo from each category that they think is the most effective.

You might want to start by discussing the meaning of ‘effective’. This should include discussion of the purpose of the ‘thing’ photographed, who they think the audience is and if it is suitable for the purpose and audience. A few students could check the meaning in different dictionaries (on-line, print or on their phones).

When the students have a definition of ‘effective’, ask how they would judge if the photos of text, numbers and graphics are effective. This will become the criteria for the students to judge the effectiveness of the photos.

Students can use *Activity sheet 7: The best of ...* to record their ideas about the effectiveness of the subject of their photos. Each group will need three copies of the activity sheet – one for written texts, one for numbers and the third for graphics. You can download this activity sheet from www.multifangled.com.au if you want students to digitally place their photos on the worksheet. Alternatively, you may like to have students print their photos and paste them on to the activity sheet.

Presentation and Reflection

Students now need to present the photos they have chosen. They should do this by designing a poster of their most effective photos or a PowerPoint presentation or they could negotiate with you a different format or way of presenting their photos.

However they present their photos, they should include information about the purpose of the text, numbers and graphic and why it is effective.

Assessment

The presentation or photo could form a part of the student's folio for assessment.

Extension or follow up

In groups or as a whole class, the students may like to 'publish' their photos in a virtual book using issuu (<http://issuu.com>) or similar.

To help the students think about how their 'book' should be organised and what should be included in it, they may like to 'flick' through some of the publications on the site.

Some things they may like to consider include:

- if there should be a contents page
- who will be listed as the author (all the students?)
- if anyone else should be acknowledged for their assistance
- how many photos to put on each page
- how much text will be included and where it will be placed in relation to the photo.



Words, numbers and graphics in the community

Your task is to take photos in the community.

The photos must be taken in different contexts or places. For example, you can't take 5 photos of street signs or house numbers or graffiti.

What you need to take photos of:

5 photos of written 'things'

The words must convey a message.

At least one photo must be just of words (no numbers or graphics).



5 photos of 'things' with numbers on them

The numbers in each photo must convey a message.

At least one photo must be just of numbers (no words or graphics).



5 photos of 'things' with graphics (photos, drawings, paintings, etc)

The graphics in each photo must convey a message.

At least two photos must be only of a graphic (no words or numbers).





The best of ...

Place your photo here.

What is the purpose of the text, numbers or graphic?
(e.g. sell, inform, entertain, alert).

What is it telling you?

Is it effective? Why?

Does it say it well?

Is it performing the purpose it was designed for?

Who is the audience? Is it suitable for them?

Why did you take the photo?

Did you like it? Why? Was it different from other similar ones?



About reports

What are reports?

Reports **provide information** about people, animals, things or phenomena.

Reports can:

- classify information
- describe things, people, etc
- compare information,
- record observations
- record feelings.

There are different **types of reports**:

- information reports
- descriptive reports
- investigative reports
- scientific or technical report.

Some reports will include aspects of more than one type of report.

How are reports structured?

1. They usually have a **heading** that lets the reader know the topic of the report.
2. The **introduction** is a general statement that includes the topic and the category it fits into. The introduction will also locate the topic in a place and/or a time.

E.g.



In a scientific, technical or investigative report, you would also put the aim and/or purpose of the investigation and perhaps the background to the report. If you were writing a long and detailed report, the introduction would take up a few paragraphs or even a few pages.

3. The **body of the report** has information about different facts or aspects of the topic. Depending on the length of the report, the different facts or aspects will be grouped into paragraphs or different sections.

You will need to decide the order to present the facts and aspects. Some common ways of organising these are:

- from the most important to the least important
- from the most general to the most specific
- from the earliest to the most recent event or occurrence
- what you investigated, what you found what interpretations and judgements can be made.

You might want to use **headings** at the start of each section about a new fact or aspect, particularly if the report is longer.

When you introduce a new fact or aspect, you should start the paragraph with a sentence that gives an idea of what the rest of the paragraph is about. This is called a **topic sentence**.

1. Many reports have a **conclusion**. This can be a simple comment or, in a longer report, it might include the significance of the findings and recommendations.
2. If you have gained your information from research (websites, books or people), you should list the **references** you used.

How long should a report be?

That depends. Reports can be long or short depending on their purpose and who they are written for (the audience).

Reports written for government departments are likely to be long and technical but reports in magazines that are written for the general public, are usually short.

So, a report might be pages and pages or just a couple of paragraphs.

What sort of language is used in reports?

Most reports are written:

- using objective language
e.g. **Many people believe Aussie rules is the best form of football.**
NOT **Aussie rules is the best.**
- using technical language used to talk about the topic, e.g. handball or punt kick.
- using the present tense. This means you use verbs that show that what you are talking about is happening now.

e.g. **Many people believe Aussie rules is the best form of footy.**

NOT **Many people believed Aussie rules was the best form of footy.**

BUT, where reports describe something that happened in the past, you can use the past tense.

'were' shows that it happened in the past

e.g. **The rules of the game were first written down in 1859.**

- cramming a lot of information into a few words
e.g. **ball handling skills**
NOT **skill in handling the ball**
- using verbs that are related to the topic as well as verbs like 'to be' and 'to have'

'is' is from the verb 'to be'

'played' is a verb related to the topic

e.g. **Aussie rules is a type of football played in many parts of Australia.**

You'll find some information about the verbs 'to be' and 'to have' on the next page.

A bit about the verbs 'to be' and 'to have'.

This table shows you some of the simple forms of these verbs. There are other forms. Ask your teacher if you want more information about different forms of verbs.

to be		to have	
Present tense	Past tense	Present tense	Past tense
I am	I was	I have	I had
you are	you were	you have	you had
she / he / it is	she / he / it was	she / he / it has	she / he / it had
we are	we were	we have	we had
they are	they were	they have	they had

How do I get my opinion across in a report?

Some people say that reports are objective – or should be. This means they think the writer shouldn't indicate what they personally think in a report.

However, most writers give their opinion in subtle (not direct) ways. They might do this by:

- the information they include
- the order of the information. For example, they might put information they don't agree with towards the end of the report where they think people might not read it or might just skim over it
- the words they use to present information they agree and disagree with
- the recommendations.

As a writer, you will need to decide if you want to get across your opinion in a report and, if so, how you will do that.

Have a look at the example of a short report on the next page.

A short report

Title	Australian Rules Football
Introduction	Aussie rules is a type of football played in many parts of Australia. It is a Winter sport played outdoors on an oval shaped field with an oval shaped ball.
Body of the report	The rules The aim of the game is to kick the ball through the goal posts to score points. Each team has 18 players on the field who can kick or handball the ball to each other. Throwing the ball is not allowed. Players can also run with the ball but must handball or kick the ball away if they are tackled. When a player catches the ball after it is kicked by another player, it is called a mark. This results in a free kick.
Information about different facts or aspects of the topic is put in separate paragraphs.	The AFL The highest level of competition is the Australian Football League (AFL), which currently has 18 teams. Most teams are based in Victoria but there are also teams from New South Wales, Queensland, South Australia and Western Australia.
There is a heading to introduce each new aspect.	Popularity AFL is a very popular spectator sport. In 2011, AFL attendances were more than 7 million. This makes AFL the most attended sporting event in Australia and the third most attended sport in the world. Aussie rules is also a widely played sport. In 2011, over 790,000 people played Aussie rules in community clubs in 273 leagues.
	History There are different theories about the origins of the game. Some historians believe it was influenced by Marn Grook, a game played by indigenous Australians, while others think that it developed from Gaelic football and rugby. The first recorded matches were played in 1858 and were used by cricketers to keep fit in the off-season.
	Australian rules is a very popular type of football that is widely played and watched in Australia. There are different theories about the origins of the game but, at the highest level, it has grown into the AFL – a national league with 18 teams playing a thrilling sport.
Conclusion	
Summarises the main points.	

Think about:

- Who the report might be written for
- Why it might have been written
- The language used

If you know the writer's opinion of Australian rules footy.