

# THE WORKPLACE LITERACY PROJECT



## Introduction to Plain English writing Trainer guide

Includes session plan and trainer prompts

Last revised 30 June 2017

## About the program

This training program is an action from the Tasmanian Disability Sector Language, Literacy and Numeracy Skills Action Plan 2016 - 2017.

The aim is to introduce support workers and team leaders to writing in Plain English.

This workshop is based on “Communicate clearly: A guide to Plain English” second edition, produced by 26TEN. The full document is available from <https://26ten.tas.gov.au/communicate-clearly/Pages/About-this-guide.aspx>.

This program is adapted from the full training program to allow an overview of Plain English to be presented during a one-hour, team-based training session.

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## Session objectives

At the end of the session, learners will be able to:

- Understand what is meant by Plain English
- Recognise the benefits of using Plain English
- Understand the steps to follow when writing Plain English

## Learner group

Disability support workers and team leaders

## Context

To be held during team meeting or as a stand-alone training session.

## Duration

One hour

## Resources required

- Whiteboard, markers and eraser
- Timer
- ‘Introduction to Plain English writing – trainer guide’ a copy for the trainer (this document)
- ‘Introduction to Plain English writing – workbook’ a copy for each learner
- Pens for learners
- Highlighters
- Name tags
- Registration form
- Evaluation forms

## Session Plan

| Time | Focus   | Aim  | Activity               | Grouping    | Resources                  |
|------|---|--|------------------------|-------------|----------------------------|
| 3    | Introduction  | Learners understand purpose of session   | Discussion             | Whole group | Workbook p 1               |
| 3    | Plain English definition  | Learners understand: <ul style="list-style-type: none"> <li>• Definition of Plain English</li> <li>• The purpose of Plain English</li> <li>•</li> </ul>  | Reading and discussion | Whole group | Whiteboard<br>Workbook p 2 |
| 5    | What does Plain English look like?<br>Read through the emails as a group, and then discuss the pros and cons of each. | Learners understands: what Plain English looks like and can identify differences a document written in Plain English.<br><br>Prompt a discussion with the learners about which email is likely to get the required response from Jack. | Reading and discussion | Whole group | Workbook p 2-3             |
| 5    | Why use Plain English?<br>This consolidates understanding derived from the discussion above                           | Learners understand why it's useful to write in Plain English.   | Discussion             | Whole group | Whiteboard<br>Workbook p 4 |



| Time | Focus  | Aim   | Activity               | Grouping    | Resources      |
|------|--|---|------------------------|-------------|----------------|
| 1    | There are 5 steps to writing Plain English   | Learners recognise the 5 steps of Plain English writing   | Discussion             | Whole group | Workbook p 5   |
| 7    | <p>Step 1 Think about your reader</p> <p>Prompts – I write emails to:</p> <ul style="list-style-type: none"> <li>• Team members</li> <li>• Team leader</li> <li>• Case manager</li> <li>• Key worker</li> <li>• The person being supported</li> <li>• The person’s family and/or carers</li> <li>• Key workers</li> <li>• Human resource department</li> </ul> <p>The purpose of writing emails is:</p> <ul style="list-style-type: none"> <li>• To share information</li> <li>• To ask for information</li> </ul> | Learners identify their readers, the readers’ characteristics, and the message they want to convey  | Writing and discussion | Whole group | Workbook p 5   |
| 7    | Step 2 Organise your information   | Learners identify how to organise their information, and practice creating headings and subheading. | Writing and discussion | Pairs       | Workbook p 6-7 |
| 7    | Step 3 Write your content  | Learners plan and write content and remember to follow steps 1 and 2 also.                          | Writing and discussion | Independent | Workbook p 8-9 |

| Time | Focus                                   | Aim   | Activity               | Grouping              | Resources       |
|------|---|---|------------------------|-----------------------|-----------------|
| 7    | Step 4 Check what you have written      | Learners edit and proofread content from Step 3 activity              | Writing and discussion | Independent and pairs | Workbook p 9-10 |
| 3    | Step 5 Design and produce your document | Learners identify accessible design features                          | Discussion             | Whole group           | Workbook p 11   |
| 2    | Everyday and concise words              | Learners recognise everyday and concise words to use in Plain English | Discussion             | Whole group           | Workbook p 12   |
| 8    | Practice writing in Plain English       | Learners apply Step 1 - 4 and use everyday and concise words          | Writing                | Independent           | Workbook p 13   |
| 2    | Close                                   | Learners know where they can find more information                    | Discussion             | Whole group           | Workbook p 12   |

