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Before you begin

This learner guide is based on the unit of competency *FSKOCM03 Participate in simple spoken interactions at work*, Release 1.

How to work through this learner guide

Your trainer or assessor will tell you which parts of the learner guide you need to read, and which activities you need to finish. The learner guide has the following parts.

Part	How you use it
Learning content	Read each topic. If you cannot understand it, talk to your trainer.
Examples	This learner guide has examples of completed documents that may be used in a workplace.
Video clips	Where you see a QR code, you can use a smartphone or tablet to access video clips about the content. For information about how to download an app that will read the QR code or for more help, please visit our website: www.aspirelr.com.au/help . 
Checkpoints	Checkpoints help you make sure you understand what you have read. Your trainer will tell you which activities to do.
What you have learned	At the end of the learner guide, there is a list of what you have learned. You can use this to check you are ready for the final assessment.
Final assessment	Your assessor may ask you to do the final assessment tasks. The assessment tasks allow you to show the assessor what you have learned.

Your story

Today is the first day of your new job working at the Big River Zoo. The zoo has lots of animals such as lions, elephants, monkeys, seals and giraffes. Your job is assistant animal keeper. You will be working with the team that looks after the squirrel monkeys.

Max is your team leader. Max tells you about the tasks you will do when working with his team. The other people on the team are Ellie, Raji, Sariah and Jacob.

Your tasks are to give talks or tours for the visitors who come to the zoo; participate in team meetings; and contribute to the health and safety of the animals and visitors to the zoo. Tasks are things you do, to do your job.

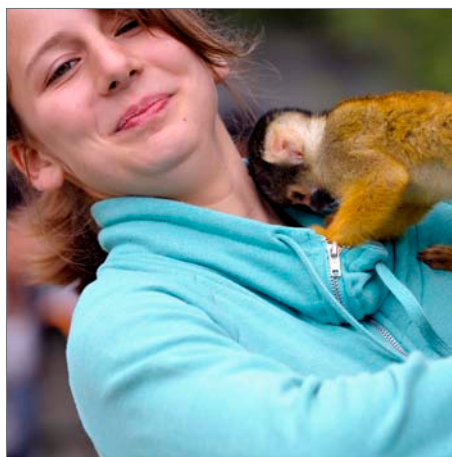


Day 1

When you arrive for work, Max shows you where you will be working. Big River Zoo has a range of ‘See the animal’ experiences for visitors. Visitors are the people who come to the zoo to see the animals.

When the visitors choose a ‘See the animal’ experience, they can go into the area the animals are kept, see what the animals eat and get close to the animals. The areas where the animals are kept are called enclosures.

Max tells you that you will be working with the squirrel monkeys. When visitors come to the ‘See the animal’ experience, part of your job is to tell the visitors about the monkeys.

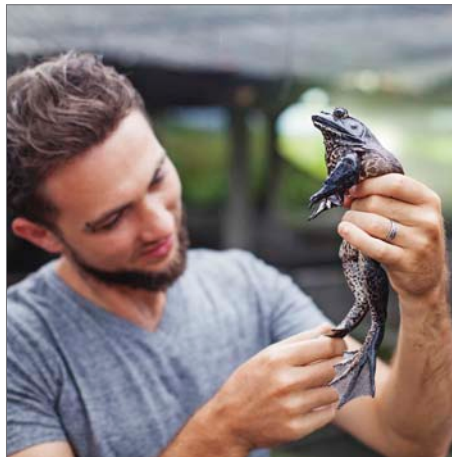


Interaction and communication

An interaction is when two or more people talk with each other to communicate. In your workplace, you may interact with different people such as your supervisor and the people you work with. When you interact with someone, you communicate with them.

At the Big River Zoo, you interact with:

- visitors who come to the zoo
- your team leader, Max
- your team members Ellie, Raji, Sariah and Jacob.



To explain

Information may be used to explain something. For example, a person you work with may need information about how to do a task. A person who is new to your workplace will need a lot of things explained to them, such as:

- how and when to do different tasks
- how to keep track of the time they work
- where things are located in the workplace
- who to ask for help.

At Big River Zoo, you may need to explain to the visitors how to dress when they go into the squirrel monkey enclosure. You explain that they should take off their earrings so the monkeys don't grab them.

- Explaining the reason for taking off earrings is the purpose of the communication.
- The visitors are the audience.



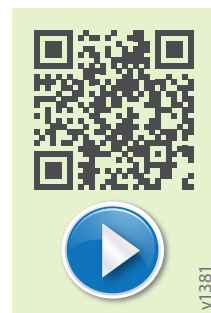
To build relationships

A relationship is the way people behave towards each other, or how they are connected. A workplace relationship relate to how people work together. If you work well together, it is a good work relationship. If you do not work well together, it is not a good work relationship.

Depending on where you work, you may need to communicate with people who supply items or people who buy items from the company you work for. To build and keep a good relationship with the suppliers and customers, you need to communicate with them respectfully and politely.

Conversations with people you work with can help build good relationships. For example, Sariah is new to the team. You help Sariah do a task, and offer to answer questions if she is unsure about anything. You talk with her about things you are both interested in.

- The purpose of this interaction is to build a relationship with Sariah.
- The audience of the interaction is Sariah because that is who you are talking to.



Examples of spoken interactions

Spoken interactions are used every day in every workplace. Here are examples of spoken interactions in the workplace.

Spoken interaction	Example
Finding information	Can you please tell me where I can find the main office?
Giving an instruction	Please remember to leave the key to the front entrance.
Responding to an instruction	I will get that job done next.
Receiving and passing on a message	Max, Raji asked me to tell you that he is still working in the monkey enclosure and he will be here as soon as he can.
Leaving a message	Max, I may be 10 minutes late for our meeting.
Talking with a team member or team leader	Ellie, I found one way to get ready for the visitors talk is to remember the questions people usually ask. It helps me think of what to include in my talk.
Participating in a team meeting	My visitors talk went very well today. People asked a lot of questions and were very happy with their experience.
Explaining a workplace procedure	If you hear the fire alarm do not panic. Wait for someone to help you.
Asking about a delivery	When will the monkey feed be delivered? What time will the visitors be here?
Reporting a problem	I have noticed that a light is not working in the monkey enclosure.
Presenting information	Today I had 10 visitors in the group.

What has happened on Day 1

On Day 1 of work at the Big River Zoo you have learned about the:

- purpose of spoken interactions and communications
- audience of spoken interactions and communications.

Checkpoint: Day 1

Read the information. Then answer the questions that follow by placing a tick ✓ inside the box in front of the correct answer.

There has been a problem with some visitors wanting to spend a longer time with the squirrel monkeys.

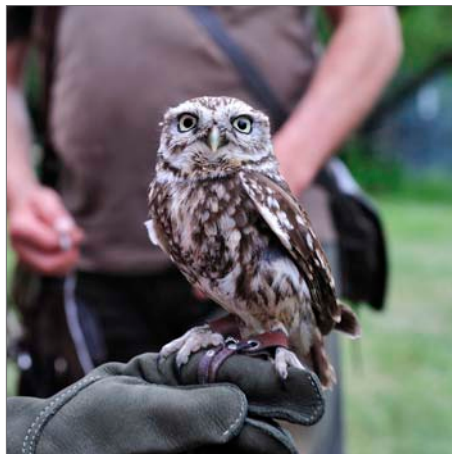
Sometimes it is difficult to get the visitors to leave the monkey enclosure on time.

At the team meeting Max talks with you, Ellie, Raji, Sariah and Jacob about ways to manage visitors so they leave on time.

1. What is the purpose of this spoken interaction?
 - ☐ To inform
 - ☐ To report
 - ☐ To listen
2. Who is the audience of this spoken interaction?
 - ☐ The visitors
 - ☐ You
 - ☐ You, Ellie, Raji, Sariah and Jacob
3. The purpose of a spoken interaction is the:
 - ☐ reason.
 - ☐ plan.
 - ☐ audience.
4. The audience of a spoken interaction is:
 - ☐ the person who is listening.
 - ☐ the person who is speaking.

Day 2

Today Max helps you prepare for your first talk with the visitors to Big River Zoo. He tells you how to speak clearly to the visitors and how to keep the visitors interested in your talk. When speaking with people you need to make sure they can understand you. Max talks to you about different ways you can do this.



Here are examples of verbal and nonverbal communication.

Type of communication	Example
Verbal	 <p>Here are two women talking. Talking is verbal communication.</p>
Nonverbal	 <p>Here are people using expressions on their faces to show how they feel. The people are also using their arms to show how they feel. They are using nonverbal communication.</p>



Verbs

A verb is a word used to describe an action. Verbs are doing words. A verb can be a:

- physical action, such as to **walk**, to **type**, to **read**
- mental action such as to **think**, to **guess**
- state of being, such as the monkeys **are** excited.

Verbs have a tense. They may be past tense, present tense or future tense. The tense used in a sentence shows the time you are talking about.

Here are some examples.

Verb	Past tense (means you have already done it)	Present tense (means you are doing it now)	Future tense (means you are going to do it)
Show	I showed Max the report.	I am showing the report to Max.	I will show the report to Max.
Talk	I talked with Max.	I am talking with Max.	I will talk with Max.

Sometimes a sentence has two verb tenses in it. Here is an example.

I **showed** Max the report while we **talked** about the problem with the gate.

‘Showed’ and ‘talked’ are the action words.

Pronouns

A pronoun is a word that takes the place of a noun. Here are examples of pronouns:

- me
- he
- she
- I
- you
- it
- this
- they

Here are examples of pronouns in a sentence.

Raji helped **me** to finish the report then **he** went back to the animal enclosure.

‘Me’ is the pronoun for the person speaking.

‘He’ is the pronoun for Raji.




I was having a hard time doing the talk today. The monkeys were excited and **they** had a hard time settling down for the visitors.

‘I’ is the pronoun for the person speaking.

‘They’ is the pronoun for the monkeys.



Examples of nonverbal communication

Nonverbal communication	Example
Using facial expressions	
Making eye contact	
Using gestures	
Posture	

What you have learned

When working at Big River Zoo, you have learned about:

- the purpose of spoken interactions and communication
- the audience of spoken interactions and communication
- communication:
 - verbal communication
 - nonverbal communication
 - listening
- seeking feedback
- reviewing performance
- knowing what you can do better.

You are now ready for the Final Assessment.

Final assessment overview

To show your competency for this unit, you must successfully complete three assessment tasks.

Complete Part A	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
Complete Part B	Part B – Project: Speaking You will demonstrate your skills and knowledge by completing a story-based project.
Complete Part C	Part C – Observation Your performance will be documented while being observed by an assessor.

Assessment plan

Complete the following form with your assessor.

Training organisation name:	
Learner name:	
Contact number:	
Date:	
Email:	
Assessor name:	

continued ...

Final assessment tasks

Part A – Questioning

Purpose	You will demonstrate a sound knowledge of the unit requirements in your responses.
Instructions to the learner	<p>All questions must be answered satisfactorily for Part A to be completed satisfactorily.</p> <p>There is no limit to the length of your responses. There is no time limit to completing the assessment.</p> <p>You may ask your assessor for advice and support.</p> <p>For all questions, place a tick ✓ in the box in front of the correct answer.</p>
Resources required	The question responses section below is the only resource required for this questioning assessment to be completed.
Reasonable adjustment	If you do not wish to respond to the questions in writing, discuss using verbal responses with your assessor.

Read the case study, then answer the questions that follow.

Case study
Today Peter and Sue have started work with you. Max asks you to tell them about what you do and how you manage the interactions with the visitors. You take Peter and Sue around the zoo to show them where you work and what you do. You talk to them about what works best for you when you are giving a talk to the visitors.

Question 1: Who is the audience of this interaction?

- ☐ Max
- ☐ Peter and Sue
- ☐ You

Marking: ☐ Satisfactory ☐ Unsatisfactory

Question 2: What is the purpose of this interaction?

- ☐ To report
- ☐ To plan
- ☐ To share information

Marking: ☐ Satisfactory ☐ Unsatisfactory