NSW RURAL FIRE SERVICE

support strategies
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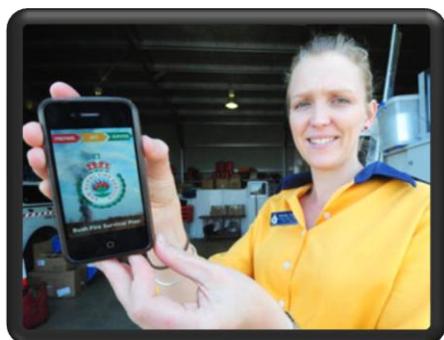
NSW RFS Guide for
Supporting members with LLN needs

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Introduction

Every workplace task involves using the skills of speaking, listening, reading or writing and often mathematical skills as well - in other words, language, literacy and numeracy (LLN).

For the purpose of learning and development in NSW Rural Fire Service (NSW RFS), the following definitions are used:

Language	The tools we used to communicate with one another in many different situations and for many different reasons. Language involves speaking, listening, reading and writing. In regards to this policy, it is specifically the ability to read and speak English with a proficiency level to be able to read and understand the learning and assessment resources provided
Literacy	The ability to read and use written information. It means being able to recognise, read and interpret documents, signs etc.
Numeracy	The ability to carry out mathematical operations, including knowing of when to use mathematics, what mathematics to use and how to complete the process

LLN skills are not separate - they are integrated within other skills required to complete a work task. Many members have weaknesses in one or more of these areas which need addressing if they are to participate effectively in training.

If LLN skills are not addressed during training, the member cannot fully engage in the training, or may enter the work place with limited skills. This could lead to a poor performance or have serious implications for such areas as workplace health and safety, effectiveness of communications, or the accuracy of calculations.

This resource looks at ways to support members who are inexperienced learners, have limited skills in reading, writing, numeracy, or oral communication, and who therefore need support during training and assessment.

For members who have severe language, literacy or numeracy problems, you may need specialist help. In this case, speak to the District Officer responsible for Learning and Development, who can obtain specialist advice or assistance.

Characteristics of members with LLN needs

The NSW Rural Fire Service (RFS) consists of volunteer and paid members from a variety of different cultures, backgrounds, experiences and education levels. A local membership that reflects the community it serves is strongly encouraged.

NSW RFS members completed training and assessment to gain the knowledge and skills they need to prepare and protect people, property and the environment when combating bush fire.

Remember that members with LLN needs are:

Trying to meet specific needs
- Their main focus will be on the reading, writing, talking or calculating they need to do their role and to successfully complete the training and assessment
- They will be motivated to get it done

Self directed
- Members are choosing to be a part of the NSW RFS and do training
- Treat members as responsible people and encourage them to take an active role in decision making and planning their learning
- Jointly set the goals for their participation in the training or assessment
- Remember you are not responsible for their learning – but you are there to help them succeed

Experienced
- Members will have a rich reservoir of experience to draw on in a new learning situation. This can be used to help support new learning by making links to what they already know and do
- Understand that areas of new learning may be slower if there is no experiences to draw on, and allow extra time or practice opportunities

Affected by self identity
- Everyone is affected by their collection of beliefs about themselves
- Members will think about what they have done before, what they can do now and what they think they can do in the future
- This may affect their attitude to trying or learning in a positive or negative way – if they are afraid of failing, or they think they can succeed

Driven by success

- Because adult learners are usually voluntary learners, we can (and do) choose not to continue if we feel we are wasting our time. Early success is important.
- Extra stress from the learning situation causes a slowing down of learning. Promoting a positive and encouraging learning environment where the member experiences success will help learning and motivation

Physical beings

- Eyesight starts to decline noticeably after about 40 years. If your member hasn't been a reader and has had no other need to do close work, they may not know that their eyesight needs attention - possibly glasses - before they can read comfortably
- Hearing starts to decline steadily from about 10 years of age. Make sure you are sitting so that your student can hear you comfortably
- Our short term memory begins to decline so we need plenty of review activities to make sure the learning goes into long term memory. We also need greater time for reflection after learning activities to reinforce learning

Identifying the LLN needs of members

You need to identify what LLN needs a member has before you can support them during training and assessment.

Due to the number of new memberships received and the values of the organisation which encourages a diverse workforce, NSW RFS does not use conduct an initial screening process to identify member's LLN levels when they first join.

Often, member's individual needs will not be clearly identified until after the member has joined and sometimes after training in a course has commenced.

There are many ways to help identify the individual needs of members, from when they first join, before training starts or even after they have already started training with you.

Be aware of risk criteria

There are certain criteria that will increase the chance that a member will need LLN support. These can be identified based on information provided by members when they join or during initial conversations with a member.

Examples include:

- Non-English speaking background (First language, home language, amount of time spent learning English)
- Schooling background (moving, large absences, highest year level completed, learning difficulties in school)
- Health issues (as a child or older, eyesight/ hearing problems)
- Personal details (Don't enjoy reading, Preference for practical occupations)

A member's schooling and family background may often help explain why they didn't learn to read and write as well as they would like. When you start to talk to them you discover that they had five different schools before they were 9 ... or spent most of second class in hospital ... or had undiagnosed deafness until they were 12 ... etc.

Ask members to complete a self evaluation

Another option is to ask members to complete a self evaluation when they join, or if you are concerned they may have LLN needs. The self evaluation lists typical basic tasks they will need to do as a member. Any areas identified as weak are potential areas for support.

Note – if a member does have LLN needs, they may also require support to complete the checklist.

An example of a general and basic self assessment checklist is provided on the following page. A similar checklist could be created for a particular course or program.

SELF EVALUATION

Below is a list of tasks you may need to do as a member of the NSW RFS.

Rate your skill level.

Task	Can do	Can do it with help	Can't do
Read the time on a clock (analogue or digital)			
Use a calculator			
Add up several numbers in my head			
Work out how long a piece of hose is in metres			
Guess how much something weighs in kilograms			
Use a street directory to find a place			
Take a phone message and write it down			
Fill in a form with personal details			
Read and follow instructions on how to do a task			
Listen to and follow instructions			
Read the labels on different containers			
Tell someone how to do something			
Speak at a meeting or in a group			
Sending an email			
Accessing a website to find information			

This information will be used to help you during your training with NSW RFS. It will be kept private.

Observe members as they work and interact

Observation of a new or existing member when they are completing different tasks or helping at events can also identify potential issues. Key things to watch out for include:

- Avoiding tasks that require writing, for example filling out logs, forms or message sheets
- Avoiding tasks that require reading, for example finding locations on the street directory
- Getting other members to complete parts of tasks that require calculations, or asking another member to calculate the right answer
- Preferring to discuss issues and not wanting to write anything down

Discuss potential concerns with the member

If you are concerned a member may not already have the needed LLN skills to complete particular training, you should discuss this with them.

You can look at skills and knowledge listed in the course/assessment guide or learner workbook and think about what LLN skills these will require.

Further information about how to identify LLN skills is covered later in this guide.

The latest versions of NSW RFS trainer and assessment materials will also contain a table that provides analysis of what skills in learning, reading, writing, speaking and numeracy will be required to successfully do the role. The example below is an extract from Bush Firefighter 2014:

Core Skill	Benchmark	For example, candidates should be able to...
Writing	1	• Fill in a form with symbols or short sentences • Write with basic punctuation and approximate spelling, with mostly legible handwriting
Numeracy	2	• Identify, interpret, measure and estimate numbers, times, dates, length, mass, volume/capacity and temperature measures • Use knowledge of directions/coordinates to follow simple maps and plans

If you compare the general requirements with what the member thinks they will be able to do with their current skill levels, you will be able to identify any particular gaps where the member may need additional support or training.

What do members actually need to do?

Language, literacy and numeracy skills are 'built-in' to units of competency in to the Training Packages.

Being able to spot these helps you as a trainer or assessor then work out what LLN skills will be needed by the member, and what extra support you may need to provide so they can learn to do the task competently and independently.

The list below is a list of trigger words to help you to identify LLN skills in different tasks or requirements. The list is not exhaustive and you might like to add your own words to it. Sometimes the words in this list might represent more than one LLN skill. For example, 'follow procedures' might be reading or speaking and listening.

Reading	Writing	Numeracy	Speaking & listening
• according to signs, codes and labels • appropriate documentation • check • comply with • directions • follow written procedures • identify • interpret and monitor • legislative requirements • marked out • obtain information from written instructions • understanding • written reporting	• chart • complete reports • document • identify • inventory • label • maintain records • marked • monitor • notes • outline • record data • report • tagged • written reporting	• according to signs, codes and labels • adjust • allowance • calculate • collect data • computations • convert • determine value • estimate • formula • interpret charts and graphs • levels • measuring • techniques • perform • size and proportion • time tolerance	• access relevant information • allocate • clarify meaning • contribute • delegate • explain • feedback • follow verbal instructions • identify • inform • liaise • monitor • refer to • supervise • team discussions • use questions • verbal reporting

Trigger word list from *"Taking the lead"* website

When you are training or assessing you need to check that the member meeting the level required within that unit, while keeping the assessment focus on the job task rather than the member's ability to read, write, speak or calculate in isolation.

What can members do already?

You need to consider not only the member's needs but also their strengths.

- Try asking them what reading and writing they already do
- Ask them to read or write something for you that they will need to do for the role or the training - starting with easy things, before asking for something longer or harder
- Tell them not to worry about perfect spelling, punctuation etc
- Try walking away while they are writing so they don't feel they are being watched
- Try and boost their confidence by finding things they can already do that will meet the requirements for the role or training

Try observing your member during training or at an event. You may be able to better determine their strengths to build on, or work out where the member is getting stuck and why.

If you have completed LLN training, you may also be able to develop a "spiky profile" for your member that shows were their strengths and possible areas for development are. An example is shown below.
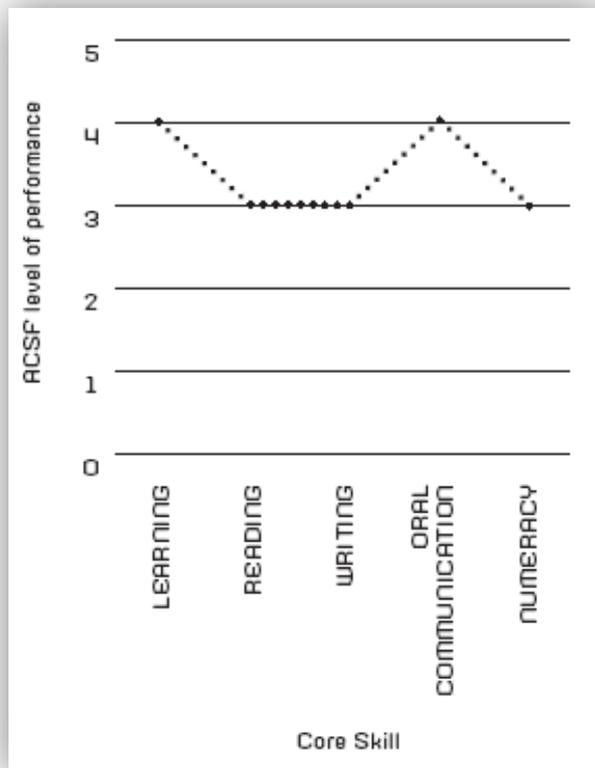
Example of a "spiky profile" for a learner

Putting it all together

Once you have a good idea of what a member can do, and what they need to be able to do to successfully complete training and fill the role, you can work out the gaps and how you can support them best. For example:

Gap area	Support strategies	Member responsibilities	Outcome
Filling out forms with technical terms	Explain terms first, provide model example	Keep list of words and what they mean	Can complete accident report form independently
Using computer to access intranet	One on one practice session. Cheat sheet	Practice logging on every week	Can download required form from MyRFS

Remember your role

As a trainer or assessor your role is to support the member with LLN needs so that they can complete training and gain competency to do a role in the NSW RFS.

You can:

1. Help identify what tasks they will need extra support for
2. Choose strategies to help them master the tasks/ skills required for the role
3. Encourage and support them during training and assessment

You can't:

1. Do the work for them
2. Make unreasonable allowances so they don't have to complete tasks
3. Change training or assessment requirements in ways that affect the qualification standards

Support strategies to try

Provide models

It is natural to use a pattern or a model for doing a task.

When you ask a learner to do a certain task that requires specific LLN skills then you should provide them with an example of how you would expect the task to be done. Learners can then use the model until they develop enough confidence to do it alone.

- Provide clear directions about what you want the final product to look like
- Discuss the purpose for the LLN skill within the particular context e.g. using questioning to collect details from your crew leader about what you need to do
- Give a learning aid that gives the member an exact example of what to say or do in a certain situation (Cheat sheet)
- When doing a writing or reading task, use the actual form and discuss the various layout features of the document and what it is used for
- Provide a filled in version of the form so learners can refer to it as support material in the future, e.g. a filled out safety checklist, an accident report form

Buddy system

A buddy system provides one-on-one support to help meet an individual's needs. Having a buddy helps ensure a learner has a friendly point of contact for any questions, provides additional individual support and guidance, and can increase confidence of the learner.

From a trainer's perspective, using a buddy helps ensure closer attention and support is provided for those learners who need it, while not reducing the amount of time able to be spent with other learners. For the people who are used as buddies, it can be a good stepping stone towards being a trainer, or just a good way to share knowledge and experience.

When choosing a buddy to support a learner with language, literacy or numeracy needs it is important to consider the personality of the buddy. The job requires patience, understanding, friendliness and a genuine willingness to want to fill the role.

Extra time and opportunities to practice

It is important to remember that learners with language, literacy and numeracy needs do not automatically have learning needs. They can be very capable and can learn ideas quickly, however having problems with language, literacy or numeracy may have created learning obstacles to be overcome.

What learners may require is extra time or opportunities to practice and master those skills that require language, literacy or numeracy to be competent.

Some of this time and opportunity may be part of normal training, however some may need to be arranged with the trainer, a buddy or another member for alternate times. Some flexibility and willingness to help the learner achieve what is required will go a long way to helping the person be successful.

During training sessions, some of the following strategies will help provide extra time and opportunities for these learners:

- Provide learning materials that require reading etc ahead of the training – to allow the learner to go though it before hand at their own pace or with support from other people
- If writing tasks are involved, allow the learner to take it home to finish or work on further and send it in later
- Allow extra time for a learner to answer a question – they may be trying to process the language in their head and provide an answer
- Use partner activities within the session so learners have a chance to read, write and talk with someone else before having to do share back or speak etc in front of a large group. This is like a mini practice session and can make a task seem less intimidating
- Offer reassurance as you move on in the session that you will review something or practice it more another time
- Save 15 minutes at the end of every session for "free practice" where each learner can work on what they need to practice most. They can work with a buddy or ask you for support. This can also reduce the need to arrange extra training with the trainer after the session

Regular check ups

You should set aside some time regularly to ask your member how they are going. Think about questions like:

- Have we achieved this goal of you being able to do this task now? ... If not, was it too ambitious or has it turned out to be unimportant after all?
- What has given most frustration?
- Why was this easy to learn? Why was this difficult?

It is important also that you focus on how your member feels about their training. Many people say they begin to feel more confident about their skills and completing training long before they have actually reached their goals. The first indication that progress is being made is often just an increase in self-confidence.

Help with reading training materials

Is your member having trouble reading and understanding the content in the training materials? There can be a number of reasons for problems here. A quick solution may be to have a "buddy" assigned to read the material to the member.

There is however other ways to provide support while encouraging the member to be more independent, and helping them develop their own support strategies at the same time.

Issue	Strategy
New concepts The information is all too new and overwhelming! The more new concepts encountered, the more difficult the reading becomes.	Reading is easiest when it's a topic you already know something about. Have a discussion or do a demonstration about the topic before doing any reading. This gives something to stick the new ideas to when reading them. Encourage looking at diagrams or pictures to help understand the concept in a different format with less text.
New vocabulary There are lots of new words and technical words to read. It makes it hard to understand when you don't know what it is about. It makes it hard to follow the ideas when you are focusing on reading the new words. It makes reading slow and hesitant.	Talk about any new words or "jargon" (technical words) that the member will read in the next section of the manual. Create a list for easy reference.
Writing style difficult to read Sometimes text book writing uses long and complex sentences, and sounds very different to normal conversations. It makes reading slow and hesitant.	Manual writers are slowly getting better at making writing easier for everyone to understand. In the meantime... Help the member practice looking for key words in the sentences Have a "buddy" near by during reading so that they can ask for clarification and help by having it rephrased.

Issue	Strategy
Organisation of the text The reference manual looks thick, heavy and scary. It's like trying to eat an elephant in one mouthful. It is discouraging to see such a large text. Sometimes you don't know how to "attack" the text and find what you need.	It helps to understand how the reference manual is organised. Talk through the structure of the manual with the member. For example, explain there is an introduction, body and revision for each chapter. Highlight other helpful features, like the glossary at the back.
Reading without thinking When it takes all your concentration to read the words, you are not paying attention to what ideas the words are trying to share. This often means a poor memory of what the text was actually about.	Where possible, find a simpler version of the text. There may be an article or a handout that covers the same or similar topic in an easier way. (Try Google!) Encourage a scan reading first to get the big ideas. Look for headings, key words, illustrations, captions etc. Try reading some text aloud so the member can follow along and concentrate more on the content than the reading. Some online learning modules have a "text to speech" feature that will read it out to the member. Ask questions during reading to help prompt thinking about the text. At the end of each section, get the member or someone else to summarise.
Remembering the content after reading It can sometimes be hours, days or even weeks before information needs to be thought about again. A quick "reread" of the manual will likely not be possible. This means it can appear like they haven't listened or haven't practiced.	At the end of reading a topic, help the member create a quick "mind map" of what was covered. The mind map will have fewer words, can use colours and quick diagrams/symbols. It will be easier to refer to and will make sense to the member as they helped create it.

Help with writing answers

Members may be able to manage everyday personal writing (a letter or a note) but have trouble with the particular type of writing required to answer workbook or assessment questions.

Workbook and assessment tasks may require short answers, that is, a sentence or maybe a paragraph, or for higher level training courses it may be longer pieces of writing.

Issue	Strategy
Not understanding what needs to be written Not clear on what the question is actually asking me to write about. Not sure what type of writing or how much writing needs to be done.	Talk through the question first. Discuss what the question is asking to be done – eg, a sentence, a paragraph, an explanation, an example. Once the member is clear on what the question is asking, get them to talk about their answer first. This gets the thinking out of the way, so they can focus on recording their answer.
Knowing the answer, but don't know how to write it down	Encouraging them to talk about the topic is a good way to build a bridge between the practical and the written task. Encourage them to be explicit. Help them to write down key words or dot points as they speak, so they can base their answer on these.
Handwriting issues Hand writing is illegible, or it takes too long to write.	Offer an alternative to submit their answers via a word document on the computer. If there is no requirement to collect written evidence, they could answer the task verbally. Offer to help with a scribe.
Embarrassed about writing ability or spelling Adult members are usually particularly aware of their LLN issues. No one likes to appear less than competent.	Consider group tasks – where everyone contributes to the answers, but not everyone needs to write. Emphasise that you don't care about the look, grammar or spelling – you care about their ideas that show they can do the job.

Help with numeracy tasks

Members may need to develop an understanding of the way in which numbers work, rather than just rote learning of the mechanics.

Helping the student to discover underlying number principles will result in much more effective learning than simply telling them the calculation, and will allow them to apply it when working in their role under different conditions.

Make sure the student understands the concepts behind the maths language which we take for granted, for example, *percentage, three quarters, ratio.* If your student is from a non-English speaking background in particular, you will need to pay attention to this.

It is important to use practical activities and hands-on materials. Ideally, use the materials the member will be using as part of the training or role.

Where possible, deal with numeracy tasks in their proper context. This usually means that the use of numeracy skills is integrated with the use of literacy skills. For example, if you are helping your student interpret maps

Issue	Strategy
Not understanding what a calculation is for (the reasoning behind it) Not clear on what I am actually trying to achieve by doing the calculation. Not sure why I do the steps, I am just following the example/rules. I can't apply this to other situations or slightly different examples because I don't understand the 'Why" of it.	Start with a concrete example if possible. Simplify the process as much as possible. If there is a way to work it out without focusing on the numbers or calculations, do this first. Then show how numbers can make it faster. Explain what it is you are trying to work out and <u>why</u> you are doing each step. Demonstrate how do to the task – model it, do a different one together, have them talk you through the steps doing another example, and give them different examples to practice on their own.
Not having the memorised numbers and answers that makes some numeracy tasks faster to complete It takes me longer to answer, because I haven't memorised time table facts. I need a calculator or notepaper to work it out. I don't trust working it out in my head.	Allow the use of a calculator or reference chart to help work out answers. If certain common answers will be used in a task, focus on memorising and highlighting these ones. Provide opportunities for drilling tasks that will require this skill to build the learners competence and confidence

Issue	Strategy
Not understanding what the question or task is asking to be done Can't pull the numeracy out from the literacy component. Not sure what different ways of saying processes mean, eg sum of, total of...	Make sure tasks and questions used relate to the job or tasks that need to be done by the learner. Discuss what the question is actually asking. Highlight or underline the part of the question or task that includes numeracy to it is easier for the learner to see. Clarify any processes eg, the question is asking you to add/subtract etc. Try rewriting the question using just numbers. Encourage the learner to draw a quick diagram to see the task or question in a different way without words.
Not knowing/understanding/remembering the format an answer needs to be given in I know the answer, and I know there is a correct way to write or say the answer, but I can never remember it or get confused.	Find mnemonics or other tricks to highlight the correct way to say or record a number answer. Link this to pictures, body parts, colours etc – anything that isn't just numbers. Provide examples to help reinforce the correct way and increase confidence. Encourage the learner to provide extra information in their answer to help them on the job, eg providing extra information or descriptions to help explain what exactly they mean or where they are talking about, rather than just a number answer.
Convinced that they are "bad" at maths and won't be able to do anything and don't want to try Poor learner attitudes towards own ability in numeracy is particularly common throughout the Australian population.	Consistently address any comment made by the learner about their skill levels. Use positive reinforcement as learners successfully complete tasks. Reinforce that they can learn how to do the task and encourage positive self image in this area.

Supporting members with specific disabilities

Some members may have specific learning or physical disabilities that affect their abilities. They will also require literacy or numeracy support.

Most of the strategies suggested previously will still be appropriate. However, there may be a number of other issues which you should be aware of. Below is a very brief overview of some of these considerations:

Visually impaired members

- Ask the member what's the best position in terms of light
- Think about the size of print that you use – you might need to increase the size of reference manuals or workbooks on the photocopier
- Use a thicker felt tipped pen as contrast on the page is easier to read
- A magnifying glass or other low vision aid may help with some activities
- The member may already have some strategies, eg getting reference manual turned into audio version

Hearing impaired members

- Concentrate on helping to develop a visual memory for words
- Make sure that you sit facing the student to maximize lip reading ability
- Keep your hands etc. away from your face and make sure your face is well lit
- Avoid speaking too quickly, always speak clearly without over pronouncing Try to use short sentences as they are easier to understand
- Cut down background noise where possible

Members with intellectual disability

- Try and link learning to experiences
- Use concrete examples and visual aids
- Break learning into smaller chunks if needed
- Practice and repeat skills. Drills are good for all members
- Set a pace that works for the member – this may be slower for some things
- Try an create a distraction-free environment where they can concentrate
- Make sure there is a lot of praise and positive reinforcement
- Provide short breaks between training tasks

Members with a learning disability

This means members who have problems processing information or who learn differently. Members who have been diagnosed with dyslexia fall into this category.

- Make use of concrete and visual. Information can be easier to remember
- Use mind maps with colour coding to help remember text and ideas
- Provide short breaks between training tasks
- Where possible, time training or assessments for when they can concentrate best (this can be affected by medication, tiredness etc)

Supporting culturally and linguistically diverse members

The NSW RFS is luck to have a diverse and multicultural workforce. Many of our members come from backgrounds where there first language was not English. Many members speak multiple languages.

Often, members whose first language is not English have extra "steps" in their reading, writing and speaking. They need to translate what is said or read from English back into the first language to process and understand it. A similar process is then followed where they translate their answer from their first language into English before speaking or writing.

Members who come from a different culture may also struggle understanding the context of texts to be read, or topics being discussed.

If your member can speak English well enough to carry on a simple conversation and can carry out most everyday transactions such as shopping without an interpreter, then the strategies in this support document are appropriate for them.

The following extra points will also help support these members:

- Provide extra supporting information to help establish the context – where the information comes from, where and when it is used
- If multiple words in a sentence are not known, then it places an additional strain on their ability to make use of this set of clues. Provide support about word meanings before and during reading/discussions
- Cultural significance of words and phrases (especially slang and common phrases) will need to be explained
- Facial expressions and body language may support understanding when the member is speaking or listening, but these supports are not there when reading and writing.
- Encourage your member to set up a personal dictionary – they can write the word in English and what it means in their first language

Be aware that different cultural expectations can lead to confusion. For example many students will nod and smile when you ask them if they understand something when in fact they do not understand. This response may be due to a variety of cultural reasons including being respectful to the teacher or not having adequate language to state explain they understand part of it but not all, etc. You will have to find other ways of gauging their understanding.

Supporting members with techno-literacy needs

Many people can have terrific literacy skills but struggle with technology. For people who also struggle with literacy, dealing with everyday technology may present a double challenge.

Since your role is to support your member with the real life literacy tasks which confront them, this may include helping with the literacy involved in using a mobile phone, sending an SMS text message, or using the internet to access information.

Using the computer

Some advantages to working on the computer:

- Tapping a key on the keyboard is easier than struggling to write legibly with a pen if you have handwriting issues
- Dealing with errors and re-drafting is also much easier as you can correct, change and rearrange information quickly and neatly
- Technology provides support in regards to spell checking, grammar checking
- Electronic text can be increased in size or changed in colour to make it easier to read
- Many software options exist to turn text into audio

Tips when helping members use the computer:

- Briefly explain the function of the various parts of the computer and use the correct computer terminology (monitor, desktop, click, drag, delete ...). This will help them communicate with others about the technology
- Show your member how to point, click, hold, drag and double click the mouse – all the things you may do automatically
- Introduce new software one piece at a time
- Show how to complete each task needed for the role (step by step instructions) and give plenty of time for practice before you move on to the next one
- Provide "How to cards" for reference or so they can practice elsewhere or use it when they are working

Note - Computers has a function for printing the whole screen which you have 'open' showing the toolbars and icons. Use 'Print Screen' to help create your own cheat sheets

Using the internet

The internet can provide a wealth of reading material of different literacy levels, not to mention audio, video, graphics and games that can all help develop your member's understanding of different topics. Many programs used by the NSW RFS are also web based, including modules of training that use e-learning strategies.

Tips for supporting members to use the internet:

- Using "how to cards" for learners so they can follow step by step is a good strategy to help them access resources online
- Providing direct hyperlinks to different things through an easier medium, eg email, is also another option to save navigation time
- If you want learners to access resources on the internet, include this in your training session so they can see a quick model of how you access it
- Identify other people they can use to help them if they get stuck at home or away from the training session
- Include some awareness about the nature of the internet, for example – you can't believe everything you read
- Explain the language of the internet that people use – for example URL, browser, plug-in, search engine, chat group, home page
- Showcase some of the features of text on the internet, for example:
  - You can sometimes access links from pictures (the mouse changes when you hover over these)
  - You don't need to read top to bottom – you can move around the page differently, and people put in arrows etc to help you navigate
  - A lot of pages use navigation menus at the top OR side
  - The use of back, forward, close tab, favourites bar etc

Techno-language

The introduction of online chats and SMS has seen a whole new language come into existence. Members who receive text messages on phone or pager, or who try and participate in the social discussion and learning that happens on social media can sometimes feel like the people around them are speaking a different language.

A glossary of common shortcuts used at the brigades when sending texts or pages, including any acronyms or jargon, can be a great tool to help members follow messages and conversations. You could start one at your brigade and built it up over time. Some examples are provided below as a starting point.

Abbreviation	Meaning
L8	Late
B4 2NTE	Before tonight
BF, VF	Internal training qualifications like Bush Firefighter, Village Firefighter
RH	Relative humidity
GR8	Great
OIC	Officer in charge

Acknowledgements

This material has been based on information from:

Literacy Face to Face
Pamela Osmond
TAFE NSW 2005

Taking the Lead
Services Skills Australia
www.takingthelead.com.au accessed May 2014

Now read this!
ANTA on behalf of Tourism Australia
TAFE NSW 2003