

Workplace Literacy Project.

Image of support worker reading a computer screen and taking notes.

This is an accessible version of the Writing with bullet points trainer guide for use with a screen reader.

This document is intended to be used by the person conducting the training session.

# Writing with bullet points – Trainer guide

## Includes session plan and trainer prompts

## Session objectives

At the end of the session support workers will be able to:

* Recognise the benefits of writing with bullet points
* Identify when to write using bullet points
* Write bullet-point lists appropriate to workplace documents

## Resources required

* Whiteboard, markers and eraser
* Timer
* ‘Writing with bullet points – trainer guide’ a copy for the trainer (this document)
* ‘Writing with bullet points – workbook’ a copy for each learner
* Pens for learners
* Highlighter pens for learners
* Name tags
* Registration form
* Evaluation forms

## Duration

One hour

## Learner group

Disability Support Workers

## Context

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

## Session Plan

| **Time** | **Focus** | **Aim** | **Activity** | **Grouping** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| 5 | Introduction | Learners understand purpose of session | Discussion | Whole group | Workbook page 1 |
| 5 | Purpose and audience influence the content needed | Learners understand:   * Why progress notes are used * Who reads progress notes * What information is needed | Discussion and written | Whole group | Whiteboard  Workbook page 2  Trainer prompts |
| 5 | Model use of bullet points | Learners understand what we mean by using bullet points and how this compares with paragraphs. | Reading and discussion | Whole group (one person read paragraph out loud) | Workbook pages 3 and 4 |
| 3 | The benefits of bullet points | Learners recognise the benefits of writing in bullet points | Discussion and written | Whole group | Whiteboard  Workbook page 5  Trainer prompts |
| 10 | Practise writing bullet points | Learners:   * Know how to get started * Can make a draft list for progress notes | Discussion and written | Pairs | Workbook pages 5 and 6 |
| 5 | Transfer skill to other document types | Learners recognise other document types where they can use bullet points | Discussion and written | Whole group | Whiteboard  Workbook page 7  Trainer prompts |
| 10 | Practise writing bullet points | Learners can apply the use of bullet points to an incident report | Discussion and written | Pairs | Workbook pages 7 to 10  Highlighters |
| 5 | Guidelines for writing bullet points\* | Learners understand that there are conventions for using bullet points | Discussion | Whole group | Whiteboard  Workbook pages 11 to 13 |
| 10 | Practise bullet point writing skills\* | Learners can fine tune their writing | Written | Individual | Workbook page14 |
| 2 | Close | Learners know where they can seek further training | Discussion | Whole group | Whiteboard |

\* These activities may be skipped if there is insufficient time – indicate to learners that they can look through these in their own time

## Trainer prompts for page 2

The purpose of writing progress notes is:

* To record events and activity
* To demonstrate what the organisation is doing to assist the person to meet the goals in their individual plan
* To communicate information with the team
* To provide evidence of events, which may be used in an investigation

The progress notes will be read and used by:

* The person being supported
* The person’s family and/or carers
* Case managers
* Team members
* Team leaders
* Key workers
* Senior practitioner
* Allied health clinicians

The information we need to include in progress notes is:

* The activity the person undertook in relation to their plan
* Any unusual events or activity

Post it note image with writing. Add in new items raised by the group. You can use these in your next session.

Add in new items raised by the group. You can use these in your next session.

## Trainer prompts for page 5

Benefits of bullet points are that they can:

* Help ‘wafflers’ develop some structure
* Help people who are stuck for words to get something down (e.g. “had a good day”)
* Help keep Information brief
* Helps to make things you are saying clear
* Helps to organise information
* Assists to provide information in a logical order, e.g. chronological
* Easier for the reader to scan information
* Break up blocks of text into short chunks
* Let the reader know that the information is a list
* Highlight specific information you want the reader to know
* Communicates information efficiently
* (Can help to plan more complex documents)

Trainer prompts for page 7

Other documents where you can use bullet points

* Incident reports
* Planning
* Workplace procedures (use numbers for actions/steps)
* Minutes
* Notes
* Reports
* Emails
* Statement of facts
* Summaries in documents