# 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 the following URL: <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.

## 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**  **(mins)** | **Focus** | **Aim** | **Activity** | **Grouping** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| 3 | Introduction | Learners understand purpose of session | Discussion | Whole group | Workbook p 1 |
| 3 | Plain English definition | Learners understand:   * Definition of Plain English * The purpose of Plain English | Reading and discussion | Whole group | Whiteboard  Workbook p 2 |
| 5 | What does Plain English look like?  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.  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?  This consolidates understanding derived from the discussion above | Learners understand why it’s useful to write in Plain English. | Discussion | Whole group | Whiteboard  Workbook p 4 |
| 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 | Step 1 Think about your reader  Prompts – I write emails to:   * Team members * Team leader * Case manager * Key worker * The person being supported * The person’s family and/or carers * Key workers * Human resource department   Prompts - The purpose of writing emails is:   * To share information * To ask for information | 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 |
| 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 |