

Informative Texts

Informative texts are texts that wants to **advise** or **tell you** something.

Examples of Informative Texts

- Newspaper articles
- Rules of a game
- Calendars
- Safety posters
- Government fact sheets
- Website information pages
- Explanations (e.g., *why storms happen*)

✓ Common Features of Informative Texts

1. Headings and Subheadings

- Show what the text is about
 - Help you find information quickly
- Example:** *How to Stay Safe from Scams*

2. Facts (not opinions)

- True information
 - Can be checked or proved
- Example:** "Scammers often pretend to be from the government."

3. Clear, simple language

- Easy to read and understand
- Short sentences
- Uses real-life examples

4. Diagrams, pictures or charts

- Help explain information
- Show *how something works* or *what something looks like*

5. Lists or bullet points

- Break information into small pieces
- Make steps clear

Example:

- Stop
- Think
- Check

6. Labels and Captions

- Words next to pictures
- Tell you what the picture is showing

7. Glossary or Key Words

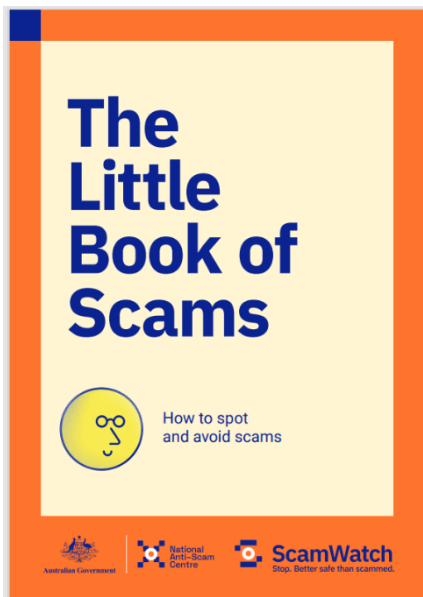
- Important words and their meanings
- Usually at the end or in a box

8. Formal tone

- No slang
- Straightforward and professional

Example: “Contact your service provider for support.”

Informative Text: Little Book of Scams



Here is a small book that the Government made to help protect people from scams.

What are some things you think might be in the book.

Discussion

1. What do you think a scam is?
2. What do you already know about scams?
3. Have you heard about a scam? How did it work?
4. Have you ever been scammed? What happened?



Vocabulary for the topic

Here is some vocabulary (words) you need to know to talk about scams

Mix and match the words with the meaning.

scam	service provider	protect	fake
contact information	seek	warn	verify

- _____ to look for
- _____ keep safe
- _____ your name, email and phone number
- _____ A group that can help like Centerlink
- _____ not real
- _____ double check something is true
- _____ tell someone something bad is could happen
- _____ a criminal way of getting money or details with emails or texts

Read the text on the next page.

Protect yourself from scams by following these 3 steps:

Stop



Don't give money or personal information to anyone if unsure.

Scammers will offer to help you or ask you to verify who you are. They will pretend to be from organisations you know and trust like service providers, the police, your bank or government services.

Check



Ask yourself could the message or call be fake?

Never click a link in a message. Only contact businesses or government using contact information that you find yourself from their official website or app. If you're not sure, say 'no', hang up or delete.

Protect



Act quickly if something feels wrong.

Contact your bank if you notice unusual activity or if a scammer gets your money or information. Seek help and report the scam to ReportCyber and Scamwatch. When you report scams, you help us stop the scam and warn others.



About the Text

1. What is the writing about?

2. Circle these in the writing

A question mark

A full stop

Page number

A picture

A heading

A capital letter

A comma

3. What are the three steps to avoiding scams?

What do these symbols stand for?



Stop. Don't give _____

_____.



Pr_____. Ask y_____





This is where you can access the resource:

[The Little Book of Scams](#)

The Little Book of Scams can be used across all reading writing levels from ACSF1–4. It is a great printable and digital resource. Here are some activities based on the **Protect Yourself from Scams** page.

This small activity goes through:

1. **What is an Informational text.** Examples and features. Collect the paper copies or put information in a PowerPoint with digital pictures of the different types of informational texts, highlighting the features.

2. **Prediction activity.** Student answers should highlight the purpose, the picture, the logos to work out what it is for.

3. Discussion activity

Students could work in small groups or as a class. You could think, pair, share activity and then have teacher write notes. From this discussion, teacher could model some sentences from responses or draw up a vocabulary brainstorm.

4. Vocabulary work

You can use this as an activity for individual before and after the student looks at the text on pg 5. Alternatively, words can be printed and cut out to use as a hands-on matching activity (Activity 1).

Extension Vocabulary work

The new words can also be used for a close activity (Activity 2) or a cooperative crossword. (Activity 3)

NB Verify is an interesting word that is important with two step verification, a whole activity could be based around this.

5. Focus Text: Protect yourself from scams

Read through. Paraphrase. Discuss the “big words”. Practise some strategies such as predicting, sounding out, rereading.

6. Basic comprehension and features of text.

Can be done individually and discuss as a group.

7. Free writing on topic of scamming

Get students to write 2–5 sentences depending on their level with a title. Edit and rewrite. This could be typed on computer with a image and used as a class display on scamming.

Activity 1

Vocabulary task Print and cut out 1 per group

scam	to look for
service provider	keep safe
fake	your name, email and phone number
contact information	A group that can help like Centerlink
seek	not real
protect	double check something is true
warn	tell someone something bad is could happen
verify	a criminal way of getting money or details with emails or texts

Activity 2

Fill in the blanks with the missing words

Stop



Protect yourself from scams by following these 3 steps:

Check



Stop

Don't give _____ or personal information to anyone if unsure.

Protect



Scammers will offer to help you or ask you to _____ who you are. They will _____ to be from organisations you know and trust like _____, the police, your bank or government services.

Check

Ask yourself could the message or call be _____?

Never click a link in a message. Only contact businesses or government using _____ that you find yourself from their official website or app. If you're not sure, say 'no', hang up or delete.

Protect

Act quickly if something feels wrong.

Contact your bank if you notice unusual activity or if a scammer gets your money or information. _____ help and report the scam to ReportCyber and Scamwatch. When you report scams, you help us stop the scam and _____ others.

**fake/ money/ pretend/ seek/ contact information
verify/ warn/ service provider**

Activity 3 Communicative Crossword

Instructions

1. Work with a partner.

Sit together, but **do not look at each other's crossword sheet.**

2. Each person has different missing words.

You have some words your partner doesn't have.
Your partner has some words you don't have.

3. Take turns giving clues.

Give your partner a clue for one of the words they need.
You can:

- Describe the word
- Explain what it means
- Use it in a simple sentence
- Give an example

(But **do not say the word!**)

4. Your partner guesses the word.

They listen to your clue and try to guess the correct word.
If they are not sure, they can ask questions like:

- "Can you explain it another way?"
- "Can you give me an example?"
- "What is the first letter?" (if allowed)

5. Swap roles.

Now your partner gives you a clue.
You guess the word and fill it in on your crossword.

6. Keep going until all the missing words are filled in.

7. Check together.

Look at both crosswords and make sure the spelling matches.

Name:

Class:

Date:

communicative crossword

Protect yourself from scams



across:

- 1:
- 2:
- 4:
- 7:
- 9:
- 10:

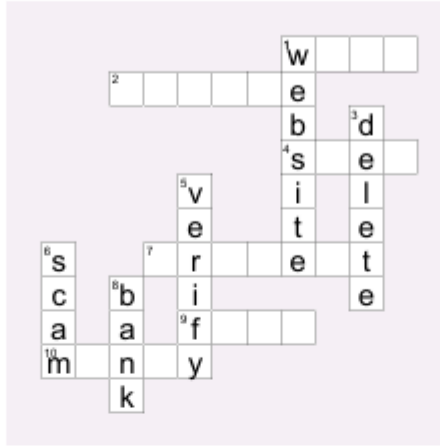
Name:

Class:

Date:

communicative crossword

Protect yourself from scams



down:

- 1:
- 3:
- 5:
- 6:
- 8:

Activity 4 Writing on the subject.

Choose a topic and write 2-4 sentences .

- What is a scam?
- A time I have been scammed.
- What do you do if you are scammed.

My Topic: _____

Now edit with your teacher and write a good copy below.

