

Speaking 4 the Planet

Advocates for the Earth...and all its beings.

Information and Support Package

NSW 2020

All choices have implications!

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Speaking 4 the

Planet

Event Summary

1. Here's a quick summary of the 2020 online event.
2. The 2020 Speaking 4 the Planet event will be an online event. Below, you will find further details about the competition, about the categories and about how to submit your entry.
3. The topic for 2020 is, **All choices have implications!** Submissions in ALL categories must be based on this topic.
4. **The closing date for all submissions is 5 pm on 26 June 2020.**
5. Students are invited to think widely about the various types of choices individuals and societies make, and the implications and impacts of those choices. This information and support package provides explanations, ideas and links to relevant articles and resources. All participating students are strongly encouraged to research the topic.
6. Let your imagination run free! All categories invite students to be quirky, original, divergent in their thinking/presentation, and well-researched.
7. Judging criteria are provided in this package.
8. By submitting your items, you give permission for them to be placed on the Speaking 4 the Planet website and/or used on the Speaking 4 the Planet YouTube channel.
9. Please note that no feedback will be given to individual submissions.

All choices have implications!



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Prepared by Phil Smith and Sarwat Jahan.

With support from



1. PURPOSE OF THIS BOOKLET

The Speaking 4 the Planet public speaking, drama, writing, artworks, video, memes, and tiktok competitions create opportunities for students to express their ideas for a better world. Students are invited to prepare and deliver punchy, quirky, creative and pointed submissions. They should seek to influence the thoughts, emotions and actions of the audience around the choices they make.

This information package is designed to help students prepare quality entries for the competition. It provides:

- Information on Speaking 4 the Planet and the competition categories
- Links to the General Capabilities of the Australian Curriculum
- Links to relevant websites
- Useful articles (appendices)
- Judging criteria.

The links in the package are a start. Students are encouraged to research widely and build evidence-based, powerful, personal and global messages.

2. SPEAKING 4 THE PLANET 2020

Speaking 4 the Planet (S4P) is an Arts-based competition for high school students. This year, the topic is **All choices have implications!**

You are invited to think broadly and deeply about this topic. Choices you make. Choices others make. Food, clothing, travel, relationships, health, voting (well, not yet but soon!), values, how you spend your time.... Our days and lives are full of choices.

Think about the capacity to make choices - remembering that even having choices is largely a luxury.

Think also about the implications of the choices and decisions you make. Those implications could extend from personal to global. Think about whether or not the implications influence your decisions. And if so, how?

3. COMPETITION CATEGORIES

There are 7 categories in this competition, with prizes for each. All participating students will receive certificates.

Prepared speech One student from each school will deliver a 5-minute speech on the competition topic. This is to be videoed and sent.

Speakers will need to state clearly the problem or issue being addressed. They will also need to make links between problems and solutions. Students are encouraged to use techniques of persuasion that can shift the way the audience thinks and feels about the issues. It's important that the students keep their talks within the time limit. And please....do not read your speech!

Remember original, well-researched, innovative, and quirky!

Drama A team of up to 5 students can perform a short piece (3 – 5 mins) that expresses a point of view on the competition topic. If you are getting together to do this as a small team, you will need to maintain the required social distances. You may think of ways to use technology to present a 'team' performance. You may choose to do a solo performance.

For the drama, students are required to wear black and keep within the time limit.

Writing This category requires you to write only 30 words on the topic of the competition. The writing must be prose. Not poetry.

R D Walshe, a prolific writer, reminded us that, "The art of writing is in the re-writing." Thirty words sound simple. Start with as many words as you need. Hundreds, even! Then enjoy the process and the 'art' of refining your piece to 30 words.

Artworks Have a read of the article in the appendices about how art can change the world. Artworks need to be related to the competition topic. Artworks can be paintings or drawings. Paint, charcoal, ink, graphite, pen, etc. may be used. The

artworks must be done on framed canvas. The maximum size is 20" x 20" (approx. 50cm x 50cm). Students may choose to do smaller artworks.

Students are asked to submit three (3) photos of their artworks.

Video Videos must be linked to the competition topic. They must be no longer than 3 minutes including credits. A maximum of 3 students can be involved in making your video.

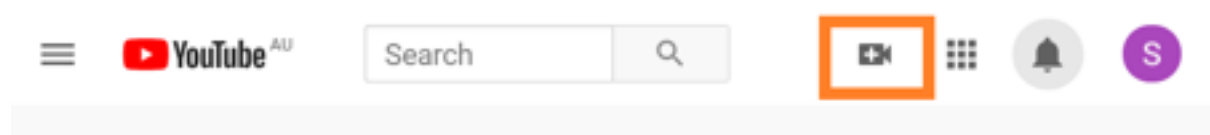
Please read the copyright guidelines in Appendix E. Note also the requirements for submitting the video.

Here's a link to a short video with suggestions about how to make a great video. (It's about bikes, but your video will be about choices!)

<https://vimeo.com/264924637>

Details for submitting videos to the Speaking 4 the Planet YouTube channel.

- First login to YouTube using your google account/ Gmail account. Create one if you do not already have one.
- After logging into YouTube, click on the 'create a video or post' button in the top right corner of the page.



- From the drop down menu, select the 'Upload video' option to be taken to the upload page.
- While choosing a privacy setting option, select the option of "Unlisted", that way others can't view it. Once the uploading completed, add a title and a short description of your video.
- After finalising the video, send the URL to us.

Memes Memes need to be related to the competition topic. Memes need to be short and simple, address the issue, and convey a witty message to the audience.

Here are some links that can get you started!

The 4 Ingredients of an Effective Meme

<https://www.brianhonigman.com/meme-best-practices/>

A crash course on how to make a meme and win over the internet

<https://www.digitaltrends.com/computing/how-to-make-a-meme/>

What makes a good meme/

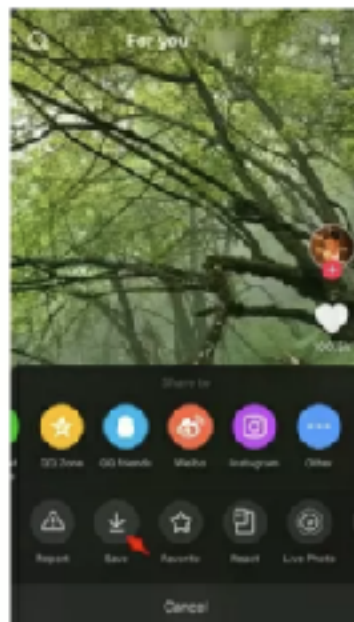
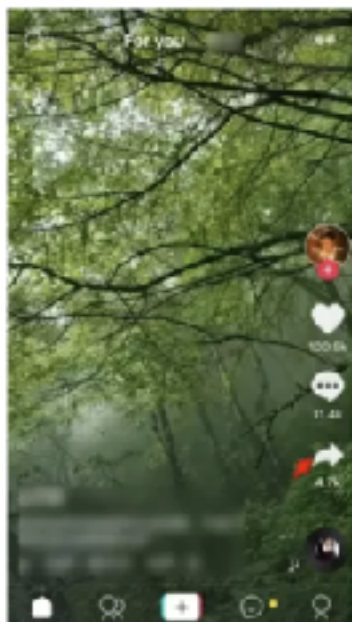
<https://www.ubyssey.ca/culture/what-makes-a-good-meme/>

TikTok TikTok is a short-form video application. These short videos are designed to make comments on particular issues. For the S4P event, videos must be no longer than 30 seconds. TikTok can be solo, or it can involve others. The focus must be the competition topic

1 Use Tik Tok app

The first way on how to save Tik Tok video in gallery is by using the tool's default saving function with just a few taps. So everytime you see an entertaining video from a certain publisher, you can grab it right away. But since the video will be saved directly onto your device, be sure that you have enough memory space for saving it. Here are the exact steps:

- Get and install the Tik Tok app from Play Store or App Store.
- Once installed, log into your account and browse for the video that you wish to save.
- After that, press the "Share" icon located at the lower right portion of your screen and tap "Save Locally". Now wait for a moment and your video will be saved directly in your phone's gallery.



Here are some links to help in your preparation of a TikTok.

TikTok: Powerful Teaching Tool or Classroom Management Nightmare?

<https://www.edweek.org/ew/articles/2019/11/13/tiktok-powerful-teaching-tool-or-classroom-management.html>

TikTok for Education

<https://churn.sutori.com/blog/tiktok-for-education>

High Schools to TikTok: We're Catching Feelings

<https://www.nytimes.com/2019/10/19/style/high-school-tiktok-clubs.html>

Prizes provided by



4. S4P AND GENERAL CAPABILITIES

Speaking 4 the Planet helps students achieve key elements of the General Capabilities in the Australian Curriculum.

In particular...

Literacy: S4P provides students with an opportunity to extend their literacy skills through research, analysis, synthesis and communication. S4P focus areas open up new and globally-important topics and their associated vocabularies. For example, climate change, biodiversity, and lifestyle choices each have language and concepts necessary for conversations, discussions and writing in the 21st century.

S4P invites communication and representation in a range of media: speaking, drama, writing, art, digital. Students learn to use the nuances of language and communication to explain and persuade.

Critical and Creative Thinking: S4P does not invite students to regurgitate what they read or hear. Instead, it invites them to understand and present a personal perspective on the matter in a quirky way. It invites them to weigh their own views and opinions against the evidence and against the views and opinions of others. It provides an opportunity for students to think critically even about their own creative solutions to sustainability challenges. Students may consider possible, preferable and preferred futures and critically evaluate ideas – including their own.

Personal and Social Capability: S4P creates space and opportunities for students to build their leadership skills. They have a chance to help shape thinking through their informed and personal representation of their concerns and of their ideas for solutions. These opportunities also help build a sense of agency – a sense of participating in the world, participating in vital social conversations, and a sense of making contributions to building a more sustainable world. S4P topics also invite students to empathise with those from other countries and cultures. For example, the climate change theme helped students better appreciate the residents of islands in the Pacific Ocean.

Ethical Understanding: S4P reminds participants that we live not just in our homes and communities, but in a country and in a world with multiple other people and communities. It reminds students of the importance of ethical decision making (e.g. purchases) and the implications of our choices on other people, other species, and the natural environment. S4P emphasises responsibilities, not just rights. It treats students as citizens, not customers; as participants, not spectators. S4P invites creative thinking about ways to act on responsibilities as citizens and participants in the world. S4P invites students to take a critical view of the systems that shape society.

Intercultural Understanding: Each S4P competition requires students to be connecting local, regional and global. In both directions. They need to consider environmental and sustainability issues and the diversity of lifestyles, choices, and values that impact on the planet and people and other species. Students need to appreciate human needs and how people in different contexts meet those needs – even though some of those actions are deemed “illegal” by other countries and cultures. For example, the illegal trade in wild species of flora and fauna. Also, the students’ presentations at S4P events are to a very multicultural audience, so they need to be aware of cultural sensitivities.

5. SUSTAINABLE DEVELOPMENT GOALS

The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. **Please consider these SDGs as you think about and prepare your submission on choices and their implications.**

These 17 Goals build on the successes of the Millennium Development Goals while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities. The goals are interconnected – often the key to success on one will involve tackling issues more commonly associated with another.

What is UNDP's role?

The SDGs came into effect in January 2016, and they will continue to guide UNDP policy and funding until 2030. As the lead UN development agency, the United Nations Development Programme is uniquely placed to help implement the Goals through our work in some 170 countries and territories.

Our strategic plan focuses on key areas including poverty alleviation, democratic governance and peacebuilding, climate change and disaster risk, and economic inequality. UNDP provides support to governments to integrate the SDGs into their national development plans and policies. This work is already underway, as we support many countries in accelerating progress already achieved under the Millennium Development Goals.

Our track record working across multiple goals provides us with a valuable experience and proven policy expertise to ensure we all reach the targets set out in the SDGs by 2030. But we cannot do this alone.

Achieving the SDGs requires the partnership of governments, private sector, civil society and citizens alike to make sure we leave a better planet for future generations.

<http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

6. RESOURCES

Our everyday choices matter.

<https://www.unenvironment.org/news-and-stories/story/our-everyday-choices-matter>

Everyone can be a changemaker... What is your anatomy of action?

By 2050, the world's population will reach a whopping 10 billion people, and with more people comes more consumption—of food, fashion, travel... In a world stretched thin for resources and under the threat of global climate change, it is high time we, as individuals, make choices that move us away from a take-make-waste economy.

The future is made up of the cumulative outcomes of our actions today. The way we move, what food we eat and how we treat our clothes are all crucial to determining the impact we have on the planet. We are all citizen designers, with the power to effect positive change through our everyday actions, no matter who we are, or where we live.

But how do we know which actions to focus on? Individuals can make more sustainable choices in everyday decisions while asking governments and companies for more information and options. With 2 to 3 billion new consumers coming online in the near future—most of them young and in urban contexts—harnessing the power of today's trendsetters and tomorrow's decision-makers could be the game-changer.

Activate your anatomy of an action

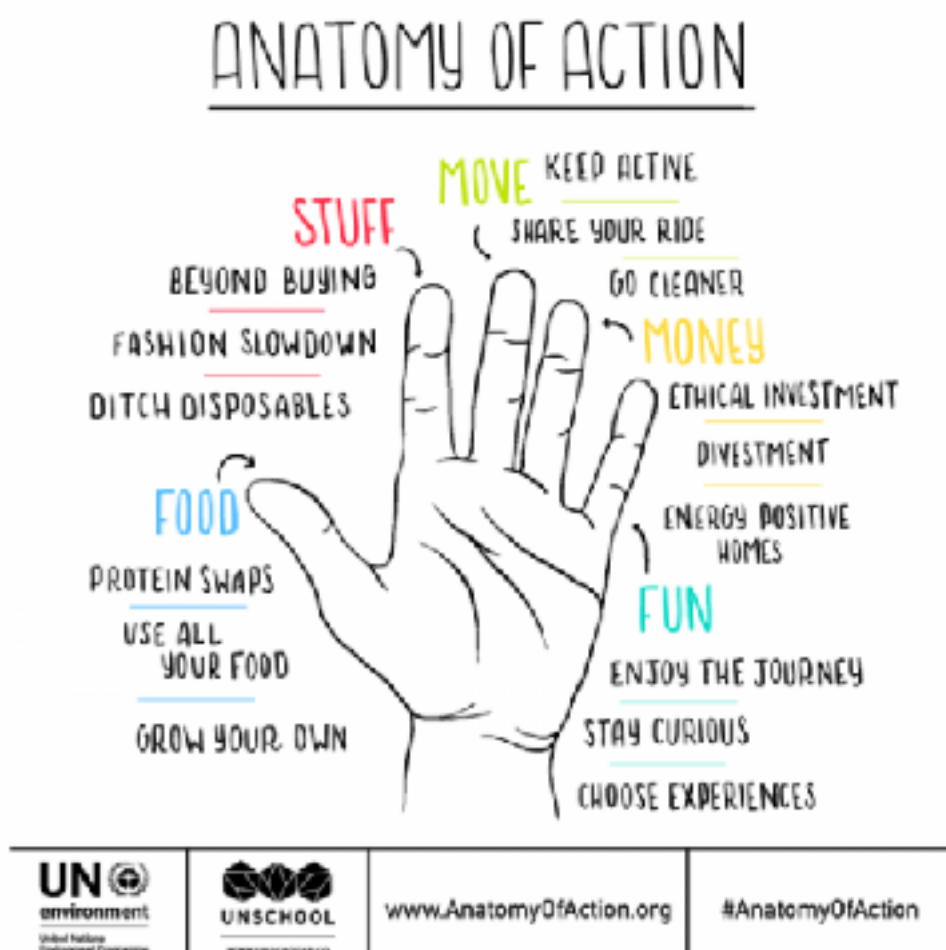
An initiative of the UN Environment Programme and the UnSchool of Disruptive Design—and a contribution to the One Planet Network's Sustainable Lifestyles and Education Programme—the anatomy of action is a pathway for individuals to combat climate change and build a more sustainable world by swapping their current behaviours to more sustainable, planet-friendly ones.

The initiative highlights five key lifestyle domains where any individual can make top-level changes to contribute to the global shift towards sustainability: **food, stuff, move, money and fun**. Under each domain, the anatomy of action outlines three evidence-based actions with how-to's.

Examples include buying food with no or little packaging; buy from companies that provide spare parts for repair, take-back options, or use recycled materials in production; cycle, walk or use electric vehicles for getting around.

Until 30 September, take the action challenge and join our lead challenge activators who are making lifestyle changes in the areas of food (@sibamtongana), stuff (@katherine_ormerod), move (@luislarrain), money (@lk_laurent and @brycelandston), and fun (@ihssanebenalluch).

What action will you commit to? Share your #AnatomyOfAction and challenge 3 friends!



We are all connected, and the choices we make impact many lives

<https://www.gosanangelo.com/story/life/faith/2019/09/28/choices-we-make-impact-many-lives/3775040002/>

We are defined by our choices

Quotes on Choices and Consequences

<https://everydaypower.com/quotes-about-choices-and-consequences/>

How Small Choices You Make on a Daily Basis Impact Global Environment

<https://infonile.org/en/2018/07/environmental-consciousness-a-guide/>

By: Maha Khalil

It may be hard to believe that small choices you make on a daily basis, such as how you commute to work, what you eat, how long your shower time is, or where you travel to on holidays, can actually have a significant impact on global environmental issues. This way of thinking is an illustration of the concept of “The Tragedy of the Commons”: If each person believes that his/her consumption of resources cannot possibly affect the planet – and there are 7.5 billion of us sharing finite resources and thinking in the same way – the collective impact of our careless consumption becomes enormous! The “tragedy” is that this way of thinking works against the common good of humanity and, ultimately, your own. In this age of constant inundation by bad news and media-led fear-mongering, it’s also easy to feel overwhelmed and hopeless about environmental issues, perhaps reaching a degree of deliberate indifference for the sake of self-preservation and peace of mind. But the truth is that there is a lot that each of us can do every day to help slow down and eventually stop the demise of our planet. Many of these Earth-friendly choices, with time, simply become habits that you don’t have to think about all the time, and so, you will suffer no constant anxiety or inconvenience. Living an environmentally conscious life will simply become second nature.

Understanding Human Consequences

<https://www.nap.edu/read/1792/chapter/6>

The Highest Impact Choices You Can Make for the Environment

<https://relaypower.com/the-highest-impact-choices-you-can-make-for-the-environment/>

Human impacts on the environment

https://www.nationalgeographic.org/topics/resource-library-human-impacts-environment/?q=&page=1&per_page=25

Human impact on the environment

https://en.wikipedia.org/wiki/Human_impact_on_the_environment

10 ways humans impact the environment

<https://interestingengineering.com/10-ways-humans-impact-the-environment>

Effect of human activities on the environment

<https://education.seattlepi.com/effect-human-activities-environment-3653.html>

Human activities effects

<https://www.sciencedirect.com/topics/social-sciences/human-activities-effects>

The UN's website is always a good place to start. <http://www.worldenvironmentday.global/>

Everything you need to know about Air Pollution. <https://www.nrdc.org/stories/air-pollution-everything-you-nee>

An article on how cities around the world are tackling air pollution.

<https://www.theguardian.com/environment/2016/may/17/how-are-cities-around-the-world-tackling-air-pollution>

The role of political will in tackling air pollution in China.

<https://www.theguardian.com/environment/2019/mar/14/pollutionwatch-china-shows-how-political-will-can-take-on-air-pollution>

Watch this video. Can you imagine what it would be like if the air we breathed became so polluted that we couldn't go outside? This is what happened in India in November 2016. The air pollution was so bad that people were advised to stay indoors and some schools were shut down. What were the causes of this air pollution? How do you think these causes should be addressed?

<http://education.abc.net.au/home#!/media/2528529/air-pollution>

Things you can do to reduce air pollution.

<https://www3.epa.gov/region1/airquality/reducepollution.html>

Australian Geographic: Air pollution, explained.

<https://www.nationalgeographic.com/environment/global-warming/pollution/>

Solutions to improve air quality <https://solarimpulse.com/air-pollution-solutions>

More than a million people are thought to die a year from air pollution in China, but now the country is fighting back with innovative solutions.

<https://news.nationalgeographic.com/2017/05/china-air-pollution-solutions-environment-tangshan/>

<https://www.youtube.com/watch?v=0bhILqZ23sU>

One million plants and animals on the brink of extinction, threatening economies and livelihoods

A landmark UN biodiversity report details that an unprecedented 1 million plants, insects and animal species are currently at risk of extinction. Many species will disappear within decades, a decline which could threaten economies and livelihoods across the world, according to the report released on May 6, 2019. The most

exhaustive look yet at the decline in biodiversity and the first inter-governmental global assessment – says people are to blame.

Sustainability is all about relationships! In a sustainable world, people have healthy relationships with each other, with nature, with stuff, with the past and present and future, with ideas and with change. And with the air, they breathe!

Watch this UN video on air pollution

<https://youtu.be/UF1GzWSzsss>

Our planet's diverse, thriving ecosystems may seem like permanent fixtures, but they're actually vulnerable to collapse. Jungles can become deserts, and reefs can become lifeless rocks. What makes one ecosystem strong and another weak in the face of change? Kim Preshoff details why the answer, to a large extent, is biodiversity.

Why is biodiversity so important?

https://www.youtube.com/watch?v=GK_vRtHJZu4

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A landmark UN biodiversity report details that an unprecedented 1 million plants, insects and animal species are currently at risk of extinction. Many species will disappear within decades, a decline which could threaten economies and livelihoods across the world, according to the report released on May 6, 2019. The most exhaustive look yet at the decline in biodiversity and the first inter-governmental global assessment – says people are to blame.

<https://www.sciencedaily.com/releases/2020/01/200121112922.htm>

New research calls for action to minimize the risk of the platypus vanishing due to habitat destruction, dams and weirs.

Animals on the brink of extinction (NB: this is from 2009)

<https://www.theguardian.com/environment/2009/apr/07/wildlife-extinction-endangered>

Jake Richardson, from Eco worldly, part of the Guardian Environment Network, lists 10 animals on the verge of extinction and the reasons behind the reduction in their numbers.

Our Planet is on the brink. Here's how we save it. (January 2018)

<https://www.weforum.org/agenda/2018/01/it-s-time-to-bring-our-planet-back-from-the-brink-together-now/>

As world leaders gather in Davos this week to discuss how to better shape our future through strengthened cooperation, it's imperative to also focus on how to prevent the health of our planet from failing. This is not "doom and gloom" – the risk is real.

The main theme of this year's World Economic Forum Annual Meeting is the role of technology in solving the world's biggest problems. We are already embarking on a new phase of the technological revolution that will fundamentally change the way we live, work, relate to one another and interact with the external world. The speed, breadth and depth of current breakthroughs have no historical precedent and is disrupting almost every sector in every country.

A planet on the brink (Nov 2019)

<https://www.facebook.com/watch/?v=2759762014061952>

Global temperatures are expected to rise over 3°C, resulting in mass extinctions and large parts of the planet becoming uninhabitable unless we take urgent #ClimateAction now to stop the climate emergency.

'Tip of the iceberg': is our destruction of nature responsible for COVID-19?

https://www.theguardian.com/environment/2020/mar/18/tip-of-the-iceberg-is-our-destruction-of-nature-responsible-for-covid-19-a-o-e?CMP=Share_AndroidApp_News_Feed

As habitat and biodiversity loss increase globally, the coronavirus outbreak may be just the beginning of mass pandemics.

https://amp.abc.net.au/article/11882584?fbclid=IwAR2-C-DPvMcy4v9-lj919SO_t30d7RI7-sFj5c_fP0XWEZ9IHt-GQIU8lcE

Australia's iconic platypus is on the brink of extinction, according to a new study by the University of New South Wales.

<https://www.smh.com.au/environment/conservation/wildlife-survey-of-dam-flood-zone-found-wanting-leaked-report-says-20200318-p54b8w.html>

World heritage zone at risk of flooding due to plans of raising the height of Warragamba Dam. Thorough surveys are not being conducted to evaluate the aftermath of the raise.

A video on the recent corona pandemic.

https://www.youtube.com/watch?v=sgm9E_cmvWA

Thank you coronavirus to make us stop and think about the daily hustle-bustle that we were drowning in, and all the ways that we are polluting the planet. The earth is in crisis and thanks to you for making us understand that it is the time we should stop, evaluate and work on us within.

Appendices

Appendix A

Judging Criteria for S4P

Judging Criteria Prepared Speech

Please add comments in the spaces provided.

Within time allocated (5 mins) - Yes/No

Name	Fair	Good	Excellent
School			
Link to competition topic			
<ul style="list-style-type: none">• Originality of Idea• How the idea is developed• Encourages audience to think or act.			
Content: clear communication of problem and solution that the idea is trying to address			
Choice of style, persuasive techniques and body language appropriate to the speech			

Judging Criteria Drama

Please add comments in the spaces provided.

Within time allocated (3 – 5 mins) - Yes/No

Name	Fair	Good	Excellent
School			
Link to competition topic			
<p>Performance Skills</p> <ul style="list-style-type: none"> • Ability to use voice, movement, timing and use of space effectively (as appropriate to the style of the piece). • Ability to realise and sustain role or character as appropriate to the piece. 			
<p>Message and meaning</p> <ul style="list-style-type: none"> • Clear intention and dramatic meaning • Sophistication of the message and meaning. 			
<p>Group Equity and Time limit</p> <ul style="list-style-type: none"> • Each performer equally contributing to performance • Ability of performers to work collaboratively • Length of piece within specified time limit 			
<p>Innovation and Flair</p> <p>Originality of the piece, characters, situations and ideas</p>			

Audience Engagement			
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- The extent to which the audience was entertained by, or made to think about, the issue presented
- Appropriateness of the performance for the audience (choice of style and dramatic conventions)

Judging Criteria Writing

Please add comments in the spaces provided.

30 words: Yes/No

Name	Fair	Good	Excellent
School			
Link to competition topic			
Purpose Is the purpose of the writing clear?			
Impact Does the piece move the mind or imagination of the reader and prompt a response?			

Judging Criteria**Artworks**

Please add comments in the spaces provided.

Name	Fair	Good	Excellent
School			
Link to competition topic			
Concept <ul style="list-style-type: none">• Visually engaging• Imaginative qualities evident• Theme confidently investigated.			
Material Practice <ul style="list-style-type: none">• Technically accomplished• Skilful interpretation via a selected medium.			
Resolution <ul style="list-style-type: none">• Successfully resolved• Clear communication of ideas• Creativity evident in finished artwork.			

Judging Criteria Video

Please add comments in the spaces provided.

Within time allocated – 90 seconds including credits - Yes/No

Name	Fair	Good	Excellent
School			
Link to competition topic			
<p>Introduction (By two students on the day - 1 additional minute to the film)</p> <p>Clear explanation of the message development after the film</p>			
<p>Message and meaning</p> <ul style="list-style-type: none"> • Clear in purpose, narrative and structure • Sophistication of the message and meaning • Mood enhances the narrative and message 			
<p>Performance Skills</p> <ul style="list-style-type: none"> • Ability to use voice, movement, timing and use of space effectively (as appropriate to the style of the piece). • Ability to realise and sustain role or character as appropriate to piece 			
<p>Time limit (3 minutes including credits)</p> <p>Length of piece within specified time limit</p>			

<p>Innovation and Flair</p> <p>Originality of the piece, characters, situations and ideas</p>			
<p>Audience Engagement</p> <ul style="list-style-type: none"> • The extent to which the audience was entertained by, or made to think about, the issue presented • Appropriateness of the performance for the audience (choice of style and dramatic conventions) 			

Film Techniques

- Transitions
- Effective editing
- Camera Work
- Variety of camera angles
- Effective use of camera angles
- Sound
- Consistent level
- No wind distortion or feedback
- Dialogue clear and audible throughout
- Music
- Consistent level
- No wind distortion or feedback
- Dialogue clear and audible throughout
- Copyright – any commercial music used must be owned by the school or a film participant
- Appropriate lyrics
- Level of music does not conflict with dialogue.

Judging Criteria Meme

Please add comments in the spaces provided.

Name	Fair	Good	Excellent
School			
Relevant to competition topic			
Synthesis: <ul style="list-style-type: none"> • Choice of images • Choice of words • Visually engaging 			
Creativity: <ul style="list-style-type: none"> • Exhibits quirky, humorous content • Shows originality • Invites reflections 			
Analysis <ul style="list-style-type: none"> • Easy to understand • Imaginative qualities evident • Providing a creative and reflective response to source 			
Ethical Source Use Successfully cites			

Judging Criteria

TikTok

Please add comments in the spaces provided.

Name	Fair	Good	Excellent
School			
Relevant to competition topic			
Synthesis: <ul style="list-style-type: none"> • Presentation well formulated • Visually engaging 			
Creativity: <ul style="list-style-type: none"> • Exhibits quirky, humorous content • Insightful, compelling discerning • Shows originality • Invites reflections 			
Analysis <ul style="list-style-type: none"> • Clearly connects to a specific real-life situation • Imaginative qualities evident • Providing a creative and reflective response to source 			
Quality of video			
Ethical Source Use Successfully cites			

Appendix B.

Public Speaking Tips

De Bono, one of the world's most renowned critical and creative thinkers, says, 'There's the car, and there's how you drive it.' For the Speaking 4 the Planet competition, we can say, 'There's the speech and there's how you deliver it.'

Content and delivery matter. Evidence and expression matter. Argument and performance matter. Good public speakers are convincing with the power of their material and the manner in which they present it.

This competition encourages you to research your material thoroughly. If you have good ideas relevant to the topic, research them – see what you can find. High quality content matters. And when you have put the words together, practice them. Ask others to listen to you. Get feedback on the written and spoken words. Refine what you say and how you say it.

Please remember that reading a speech aloud is not giving a speech. You may want to use cue cards. If you do, treat them only as prompts – don't have the whole speech written on them!

In opening the Armidale Speaking 4 the Planet event in 2016, Dr Ian Tiley, the Administrator of the newly amalgamated councils, said, 'G0od speeches are succinct and original, and they contain viewpoints substantiated with evidence.' He also observed that good speakers are prepared even though they might be nervous. It's good to be nervous because nerves can keep you focused.

Here are some hints on improving public speaking. Students entering the Prepared and Impromptu Speech sections of the competition will benefit from reading these carefully.

10 Tips for Improving Public Speaking

1. Nervousness Is Normal. Practice and Prepare!

All people feel some physiological reactions like pounding hearts and trembling hands. Do not associate these feelings with the sense that you will perform poorly or make a fool of yourself. Some nerves are good. The adrenaline rush that makes you sweat also makes you more alert and ready to give your best performance.

The best way to overcome anxiety is to prepare, prepare, and prepare some more. Take the time to go over your notes several times. Once you have become comfortable with the material, practice—a lot. Videotape yourself, or get a friend to critique your performance.

2. Know Your Audience. Your Speech Is About Them, Not You.

Before you begin to craft your message, consider who the message is intended for. Learn as much about your listeners as you can. This will help you determine your choice of words, level of information, organization pattern, and motivational statement

3. Organize Your Material in the Most Effective Manner to Attain Your Purpose.

Create the framework for your speech. Write down the topic, general purpose, specific purpose, central idea, and main points. Make sure to grab the audience's attention in the first 30 seconds.

4. Watch for Feedback and Adapt to It.

Keep the focus on the audience. Gauge their reactions, adjust your message, and stay flexible. Delivering a canned speech will guarantee that you lose the attention of or confuse even the most devoted listeners.

5. Let Your Personality Come Through.

Be yourself, don't become a talking head—in any type of communication. You will establish better credibility if your personality shines through, and your audience will trust what you have to say if they can see you as a real person.

6. Use Humour, Tell Stories, and Use Effective Language.

Inject a funny anecdote in your presentation, and you will certainly grab your audience's attention. Audiences generally like a personal touch in a speech. A story can provide that.

7. Don't Read Unless You Have to. Work from an Outline.

Reading from a script or slide fractures the interpersonal connection. By maintaining eye contact with the audience, you keep the focus on yourself and your message. A brief outline can serve to jog your memory and keep you on task.

8. Use Your Voice and Hands Effectively. Omit Nervous Gestures.

Nonverbal communication carries most of the message. Good delivery does not call attention to itself but instead conveys the speaker's ideas clearly and without distraction.

9. Grab Attention at the Beginning, and Close with a Dynamic End.

Do you enjoy hearing a speech start with "Today I'm going to talk to you about X"? Most people don't. Instead, use a startling statistic, an interesting anecdote, or concise quotation. Conclude your speech with a summary and a strong statement that your audience is sure to remember.

10. Use Audio-visual Aids Wisely.

Too many can break the direct connection to the audience, so use them sparingly. They should enhance or clarify your content, or capture and maintain your audience's attention.

Practice Does Not Make Perfect

Good communication is never perfect, and nobody expects you to be perfect. However, putting in the requisite time to prepare will help you deliver a better speech. You may not be able to shake your nerves entirely, but you can learn to minimize them.

<http://www.extension.harvard.edu/professional-development/blog/10-tips-improving-your-public-speaking-skills>

And here are some more links to great ideas and advice on public speaking.

Toastmasters

<https://www.toastmasters.org/Resources/Public-Speaking-Tips>

Appendix C

The Article: The communication habits that can undermine women's power

I spent years working on my confidence, and knew the ins and outs of assertive communication. I was all about girl power. Apologise for taking up space? Not this lady.

But then I read Tara Mohr's book *Playing Big: Practical Wisdom for Women Who Want to Speak Up, Create and Lead*. Mohr argues that women constantly diminish their power with speech habits that make us appear apologetic, surprised or even uncertain about what we're saying. This means our ideas and opinions are unappreciated and not valued.

Studying Mohr's list of culprits, I realised I was guilty of letting more than one of them slip into my words. It was a humbling and disconcerting discovery. If Mohr was right, I'd been seriously undermining myself with the language I used. This did not gel with the confident, educated feminist image I thought I had cultivated. Yet it seems that a lot of women are walking around feeling powerful on the inside but presenting an entirely different picture to the outside world with how we communicate. So if you're like me, and in need of some speech-tweaking, here are some habits to ditch.

Just

My emails open with "I'm just checking in", which Mohr says is a no-no: " 'Just' shrinks your power." I always thought it was a polite way to start an electronic conversation, but apparently this, and lines such as "I just wanted to add" and "I just think", aren't helping. "It's time to say goodbye to the 'justs'," she says.

Actually

Using the word "actually" to announce you have a question or want to add to a discussion suggests this is a surprise both to you and anyone about to hear it. "I actually have something to add" or "I actually have a question" haven't been doing us any favours when it comes to being heard. "Drop the 'actually'," says Mohr. "Of course you want to add something. Of course, you have questions. There's nothing surprising about it."

Time limits

"I wanted to add something quickly" is a line I used in my last team meeting, which would have disappointed Mohr. If you find yourself assuring people that you won't take up much of their time, with phrases such as "This won't take long" or "Can I talk to you for just a minute?", the inference is that you aren't worth the time for people to stop and listen to you.

Uptalking

According to Mohr, many women diminish their power by raising their pitch at the end of their sentences, with the result that a statement sounds like a question. It makes us sound like we're questioning our own ideas and we risk not being taken seriously. This verbal tic means many females don't present very convincingly in important workplace discussions and job interviews.

Amanda Blesing, a Melbourne expert on women's leadership, says these language choices aren't necessarily bad in social settings. Women like to feel connected to others, and using passive language can help us do this, as well as increase our chances of being liked. "Everybody wants to be liked," Blesing says. "As women, we don't want to offend. We're brought up to be good and nice, and to not rock the boat."

But she recommends women undertake a verbal audit with professional situations. "We need to take ourselves seriously. Language and words are tools, and we can use them to our advantage. They can be powerful, or they can undermine us." Both Mohr and Blesing say awareness of speech habits is the first step in overhauling how we speak. Blesing recommends listening to a recording of your speech to discover what needs to change, while Mohr suggests working through one habit at a time, to avoid becoming overwhelmed.

Once I caught on to my excessive "justs" and uptalking, it was all I could do not to hear the bad habits, which made them easier to weed out. Do I sound more powerful? I'm waiting for my next team meeting to put the girl power in me to the test.

Breaking the habit

- Slow down and pause, conveying confidence and authority.
- Remove shrinkers like "just" and "actually" before sending emails to make your statements appear stronger.
- Use eye contact to show kindness, while keeping your power.

Karina Lane

November 2017

<http://www.smh.com.au/lifestyle/health-and-wellbeing/how-bad-speech-habits-are-diminishing-womens-power-20171110-gzip27.html>

Appendix D

Essay: Art can Change the World

Art does not stand apart from the society in which it is created. Art emerges directly from the time and culture, the priorities and expectations, the challenges and opportunities, and the changes and experiences of the surrounding society. It mirrors these things for that society – sometimes in supportive ways, sometimes in critical ways. Art invites – and occasionally forces – reflection about values, beauty, directions, lifestyles and achievements. Minds and hearts are touched by art. Change may follow as a result.

Art has the capacity to uplift and provoke. Art is an expression of passion. We live and breathe inside art, whether it's an item of clothing, a dance, the design of an old steam engine, or a well-composed photograph. Art is a frontier of free expression – about what's happening in our world and what needs to happen. Art crosses linguistic and cultural boundaries because it can speak to the soul and inspire change.^a

Artists question everything. They help us visit places unknown. Artists rather than politicians lead some of the most important discussions about the state of the world. As an example, cartoonists poke fun and simultaneously point in new directions. Artists challenge us to re-evaluate and reinterpret social, historical and political events. They invite us to reshape society.

Here's what a few artists have said about the role of art in society.

The artist records history for future generations, art reaches out & touches people around the world, it can lift people when they are down or create controversy, art is a very important part of society. Pearl Rogers, Australia

Artists see things in a totally different way; they challenge the boundaries of rules, society and imagination yet also keep us in touch with the past. Linda Hoey, UK

Art takes us out of ourselves. It allows us to address the big questions in life. It makes us think of ourselves and mortality. Alice Helwig, Canada

Art has always embodied the relationship between humans and the natural environment. Artists address concerns about the way we interact with nature. In the 21st century – as in other times – art can and must play a role in focusing humanity on social and environmental issues and on dealing with the sustainability problems of our time. It can and must encourage discussion about community concerns, how we relate with the planet and each other, and possible solutions to sustainability problems.

Art is a compulsory subject in Australian schools. It plays an important role in deepening students' engagement with learning. Through engaging in productive art lessons children develop high order skills of analysis, synthesis and evaluation as well as critical thinking, problem-solving and decision making. Art also enhances literacy and numeracy skills in children. Art allows children to grasp and appreciate not only their culture but other cultures and traditions. It exposes children to different societies and beliefs. Children learn to respect and appreciate diversity and become more tolerant of different cultures, all through art.

Phil Smith

A TEDx talk by Katerina Gregos

<https://www.youtube.com/watch?v=UPk56BR1Cmk>

This talk was given at a local TEDx event, produced independently of the TED Conferences. Katerina Gregos is convinced that contemporary art has an important role to play in society, as one of the last frontiers of free expression. Today, artists and cultural practitioners, rather than politicians, are leading some of the key discussions about the state of the world. Contemporary artists challenge each and every one of us to reinterpret social and political events, and crack cemented opinions as well as dominant narratives propagated by the media and those in power. As an internationally respected curator, Katerina has curated a number of exhibitions dedicated to exploring the relationship between art, politics, democracy, the new global production circuits, and human rights. Let yourself be inspired by Katerina's talk at TEDxGhent 2014, and find out what contemporary art can contribute to society.

The Role of Art in Modern Society

<https://www.youtube.com/watch?v= ZS4FKbQUuw>

Appendix E

Film Copyright Guidelines

Films produced for the Speaking 4 the Planet must be original work as not to infringe the copyright of another person.

It is important that all schools entering Speaking 4 the Planet abide by copyright law when using existing, non-original music in their films.

With this in mind, please note the copyright guidelines below for using music when preparing your film.

If you are using copyright protected music please note the following:

1. You must make sure that any music you use comes from a legal source. This can be a commercially purchased CD or a legal online provider. If you're not sure if you are using a legal online provider, check the Pro-Music website: <http://www.pro-music.org/legal-music-services-australasia.php>
2. If you are choosing a song from a movie or musical (including Disney) you must make sure that your film is not portraying any themes, characterisations, theatrical elements or storyline from that movie or musical. This includes using similar costuming that is used in the movie or musical.
3. If you need to adapt the music for any purpose (i.e. to fit into time constraints) then it is important to note the following:

You cannot:

1. Mix/remix: For example, restructure or combine the music with other sounds to create a new version or alter a sound recording so that it is different to the original by adding, removing or using elements of the existing sound recording

2. Sample: For example, take a portion of the sound recording or musical work and reuse it in a new context
3. Segue: For example, blend the end of a song with the beginning of another, which includes cross fading
4. Debase: For example, alter the meaning or quality of the song or subject it to derogatory treatment
5. Arrange: For example, change the structure, instrumentation, melodic content or lyrics of the music

Please note: If you want to do any of the above, you must seek permission from the record company label to do so. The relevant record label will be noted on the back of the CD or in the album details on a legal digital download next to the copyright protection mark (i.e. the © notice). If you are unsure of who the record label is, you can contact ARIA (www.aria.com.au).

If you plan on using your film outside of the Speaking 4 the Planet screening – for example putting it on your school Facebook page or website – and it contains copyright music, you must seek permission from the copyright owner to use their work. This is usually a publisher and APRA AMCOS can assist you in getting in touch with them if you email mechres@apra.com.au

If you need to seek further permission for any of your music, please ensure you do so with ample time available to you. Permissions are not always granted which means you may be required to use a different work or copyright-free music.

If you want to use non-copyright protected music, you will be able to find information on Creative Commons music use online here:

<http://smartcopying.edu.au/open-education/open-education-resources/where-to-find-cc-licensed-material/where-to-find-cc-licensed-music>

If you have any questions, please contact the Copyright Division of the DoE Legal Services Department or the Educational Licensing Department at APRA AMCOS on 02 9935 7900.