



# Speaking 4 the Planet

Resource Recovery Discovery:  
**Tell the Story of Stuff in 2050**

**Information and Support Package**

Prepared by **Phil Smith**  
and **Sarwat Jahan**



S4P 2021 Event Partners



# Speaking 4 the Planet

Information and Support Package

NetWaste 2021

## Resource Recovery Discovery: Tell the Story of Stuff in 2050

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# Speaking 4 the Planet

## Event Summary

Here's a quick summary of the 2021 S4P competition.

1. The 2021 Speaking 4 the Planet competition will be held online. Below, you will find further details about the competition, about the categories and about how to submit your entry.
2. The topic for 2021 is **Resource Recovery Discovery: Tell the Story of Stuff in 2050**. Submissions in ALL categories must be based on this topic.
3. **The competition is for students in Stages 3 and 4.**
4. **The closing date for all submissions is 5 pm on FRIDAY 2 JULY 2021.**
5. Students are invited to think creatively about the possibilities of resource manufacture, resource use, and resource recovery. All participating students are strongly encouraged to research the topic. This package contains some links to relevant articles.
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 consent to having them 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.

### S4P 2021 Event Partners





## **Acknowledgement of Country**

Speaking 4 the Planet 2021 organisers and partners  
acknowledge the Traditional Owners  
of the Land and pay respects  
to Elders past, present and future.

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With support from



Design and layout by **Petur Farkas**



# 1. Purpose of this Booklet

The Speaking 4 the Planet public speaking, drama, writing, artworks, video, memes, and quikvids 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 that should aim to influence the thoughts, emotions, and actions of the audience.

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
- Curriculum links
- Links to the General Capabilities of the Australian Curriculum
- Links to relevant websites
- Useful articles
- 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. NetWaste #2021

NetWaste is a voluntary regional waste group formed in 1995 to provide collaborative approaches to waste and resource management. The organisation is funded primarily through the NSW Environment Protection Authority (EPA).

During the past two decades, our focus has evolved. Our initial aims were to ensure the essential waste service requirements were met and to deliver service efficiencies through regional contracts. NetWaste now delivers outcomes beyond regional service arrangements – through targeted waste management projects, education and community engagement programs, and member Council enablement.

Covering almost 40% of the state, NetWaste delivers benefits to its 26 member councils in regional NSW including Bathurst, Blayney, Blue Mountains, Bogan, Bourke, Brewarrina, Broken Hill, Cabonne, Central Darling, Cobar, Coonamble, Cowra, Dubbo Regional, Forbes, Gilgandra, Lachlan, Lithgow, Midwestern, Narromine, Oberon, Orange, Parkes, Walgett, Warren, Warrumbungle & Weddin.



*Message from **Sue Clarke**,  
Environmental Learning Adviser with NetWaste*

## **Resource Recovery Discovery: Lead the way and tell the story of Stuff in 2050.**

The possibilities are endless, and your imagination is the only thing that is going to limit the opportunities that you could create in the future for resource recovery. Here's a local example that we thought you may be interested in hearing about – Textile Recycling in Bathurst.

### **Background**

Have you watched any of the ABC War on Waste episodes? If not, take the time to look at Series 1 – Episode 3 in ABC iVIEW. It is all about Fast Fashion, the fastest growing waste problem in Australia. **FAST FASHION = FAST WASTE!** In this episode, we are told that Australians spend \$5 million a year on fashion and that we throw away 6 tonnes of clothes every 10 minutes. It all goes to the landfill. Imagine how much we throw every 20 minutes or every hour!

But wait. There's more: each time we throw away a cotton t-shirt we also throw away all of the resources used to make it: cotton, water, and oil. According to WWF, it takes 2,700 litres of water to make 1 cotton t-shirt. That's enough drinking water to keep one person going for 900 days.

Back to the local example mentioned above: "Textile waste presents 'untapped' potential for entrepreneurs as Bathurst runs a recycling trial. Bathurst Council has partnered with Sydney-based company Textile Recyclers Australia to offer a 3-month clothing trial, in what they believe to be the first for regional NSW." (ABC Central West/ By Mollie Gorman)

### **Key Points:**

- Only about 7% of textiles are presently recycled in Australia and that is mainly from industry, not you and me.
- Australians throw out hundreds of tonnes of textiles every year.
- Councils are finding more and more clothing waste is being thrown in their kerbside bins and going to landfill.
- There are some companies that are finding new ways to reuse fibres – including new fabrics & materials, industrial rags, or even building materials, but at the moment most of this recycling is happening overseas.
- The easiest way to recycle your unwanted clothing is to donate it to a charity shop but much of this clothing being dumped is not worth recycling thanks to the poor quality produced by the Fast Fashion industry.
- Bathurst Council's trial recycling program has been a resounding success, recycling 1600kgs of textiles from the community in the first month but that is just the tip of the iceberg.



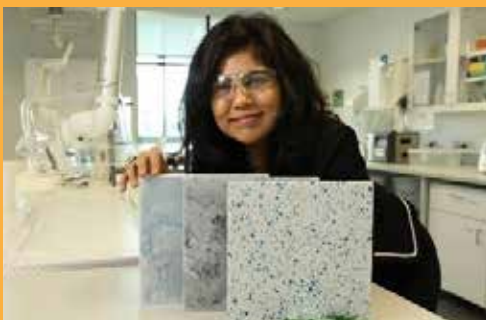
## Some Issues to Consider:

- There are a few companies building factories that hopefully will allow Australians to recycle more of our personal textiles by the end of the year.
- As textile recycling companies come on board it seems that they will be located in metropolitan areas & it will be a very expensive process if regional areas are to have access to the service because of transport costs.
- Fast fashion is not designed to last for a long time.
- Most often it is the poorest people on the planet who are exploited to make fashionable clothing.
- Why is sending unwanted clothing to landfill a problem? There are many reasons why and one relating to Fast Fashion includes: polyester will take anywhere between 20 and 200 years to break down in landfill & while that is happening it is emitting many nasty chemicals.
- You need to consider what control you as a consumer has over the Fast Fashion movement. For example, if something is made in Australia it is much more likely to have been produced ethically and will be of better quality.



◀ Sydney-based textile company Block-texx uses new technology to break down fibres so that they may be reused as raw materials in other industries. (Unsplash: Volha Flaxeco)

Much of the clothing that charity shops receive is not worth recycling thanks to the poor quality produced by the Fast Fashion ▶



◀ Veena Sahajwalla with building materials made from recycled textiles. (Supplied: University Of New South Wales)



When it comes to waste there are a lot of challenges on the horizon. The television program, 'War on Waste', raised much awareness and many people that hadn't really considered the amount of waste that we produce, were suddenly 'talking rubbish'. A scary statistic that was emphasised by the War on Waste program was that every year the waste we generate is growing at twice the rate of our population which makes Australia one of the most wasteful countries in the developed world. Wow, this is not sustainable, we are presently producing more than 67 million tonnes of waste but only about 37% of this is being recycled. It is a problem we all help to create and that is why Netwaste is proudly supporting the Speaking 4 the Planet Competition. We recognise that schools have already made an incredible contribution to providing our younger generation with an improved understanding of the need for a more sustainable future and we very much hope that your school will consider getting involved with this exciting initiative which can give students the opportunity to showcase the connection and contribution that is needed if we are to create a brighter future. If your school is interested in knowing more about the education programs, we can offer please give the Environmental Learning Adviser a call of 0400336508 or email [ela@netwaste.org.au](mailto:ela@netwaste.org.au)

### 3. Speaking 4 the Planet 2021

Speaking 4 the Planet (S4P) is an Arts-based competition for students in Stages 3 and 4. This year, the topic is Resource Recovery Discovery: Tell the Story of Stuff in 2050.

You are invited to consider what leadership looks like when it comes to using and managing resources in the future. Who will lead? Who will act? How will the materials we use to be produced and used and treated when they are not needed anymore? What will 'need' look like?

You may be familiar with the Story of Stuff website and videos. Annie Lennox and her team have created punchy and powerful videos on how we use – waste – resources in the way we manufacture and use goods. See the links further down in this package and check out those videos as a part of your research.

#### Competition Categories

There are 7 categories in this competition, with prizes for each category. All participating students will receive certificates. The competition is for students in Stages 3 and 4.

**Prepared speech** A speech with a time limit of 3minutes. This is to be videoed, and the URL is to be sent by email. Also, see instructions below for titling your work.



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 of 3-4minutes. The drama item should express 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. The piece is to be videoed, and the URL is to be sent by email. See instructions below for titling your work.

**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.

Your piece of writing must be submitted by email. See instructions below for titling your work.

**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. Please email 3 photos of your artwork – from different angles. See instructions below for titling your work.

**Waste to Art Sculptures** Use whatever waste materials you can find to create a sculpture that has a message relevant to the competition topic! No size limit on this. You will need to submit 3 photos of your sculpture – from different angles. See instructions below for titling your work.

**Quikvids** Videos can be anything up to but not longer than 2minutes (including credits). The focus must be the competition topic. A maximum of 3 students can be involved in making your video. The URL is to be sent by email.

Please read the copyright guidelines in Appendix 6.

**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. Email your submissions. See instructions below for titling your work.



## Submitting Your Work

All submissions are to be emailed to [phil@speaking4theplanet.org.au](mailto:phil@speaking4theplanet.org.au)

All submissions must be titled so that it is clear who created them. Title your files in this order: last name, first name, category, title of work. For example: smart\_jane\_art\_waterlove.jpg/doc.

## Prizes provided by



## 4. Curriculum Links

Speaking 4 the Planet helps students achieve a range of curriculum outcomes. Teachers say that Speaking 4 the Planet provides multiple opportunities to link with a wide range of curriculum requirements. Examples include:

### English

#### **Stage 3**

EN3-1A. Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.

#### **Stage 4**

EN4-2A. Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies.

EN4-4B. Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.

EN4-5C. Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.

#### **Stage 5**

EN5-4B. Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.

EN5-5C. Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.

## Geography

"I think S4P helps our students. It is a great opportunity for them to apply their content knowledge from the Geography syllabus and draw connections. I have also found that our students who participate tend to enjoy opportunities to practise/apply their creative talents e.g., art, speaking, writing etc. as well helping to build a social-environmental consciousness." Tessa, Armidale.

### **Stage 3**

GE3-2. Explains interactions and connections between people, places and environments

### **Stages 4&5**

Focus Area 4G4 is Global Issues and the Role of Citizenship. In this, students learn about the nature of the issue such as climate change. They explore the different perspectives, the responsibility of governments, actions of individuals and groups, and learn about the implications for social justice and equity. Students consider the interrelationships between people and environments. Stage 4 & 5 topics include People, Places, Environments, Management and the Future. Syllabus Concepts include place, space, environment, interconnection, scale, sustainability, change. And students are required in Stage 5 to communicate geographical information to a range of audiences using a variety of strategies.

## Science

### **Stage 4**

SC4-2VA. Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures.

### **Stage 5**

SC5-9WS. Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.

SC5-2VA. Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures.

## Creative Arts

S4P provides opportunities for students to use voice, movement, timing and use of space effectively and appropriately to the style of the piece. It requires them to work together in design and delivery of a drama piece with a specified purpose and time.



**Across all curriculum areas**, students are supported to develop original ideas, to think critically, to communicate clearly and to choose language, tone and style appropriate to the purpose of the speech or piece of writing. S4P provides opportunities for this.

## 5. 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 21<sup>st</sup> 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.

## 6. 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 the future of resource recovery.**

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.

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

UNDP’s 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.

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.

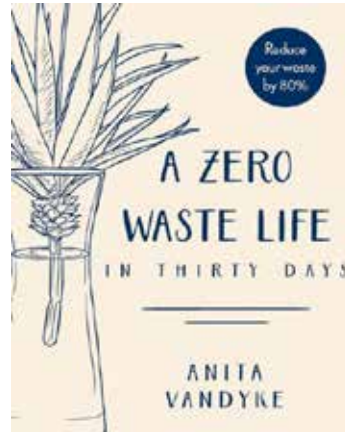
### What are the Sustainable Development Goals?



## 7. Resources

This section contains links to articles, programs and websites relevant to the competition topic.

1. [coolaustralia.org](http://coolaustralia.org)
2. [Sustainable School NSW](#)
3. [Biodegradable versus compostable – knowing your eco-plastics](#)
4. [Six Tips For Speaking Up When Called For](#)
5. [George Monbiot article](#)



6. [What does Leadership in Resource Recovery look like in the Future?](#)
7. [Leading by Example: How to Lead a Team Honestly and Authentically](#)
8. [Like It or Not, You Are Always Leading by Example](#)



### Resource Recovery

There are many resources online that can help you think about topic and your speech, writing, art, drama, sculpture, or video

9. [The story of stuff](#)

The Story of Stuff is a collection of short documentaries about the lifecycle of material goods. The documentary is critical of excessive consumerism; it promotes more sustainable use of materials.

10. [5 Items you are throwing away that you could re-use!](#)
11. [5 Useful things to do at home from waste materials](#)
12. [These are the plastic items that most kill whales, dolphins, turtles and seabirds](#)

Some plastics are deadlier than others. In 2016, experts identified four main items they considered to be most deadly to wildlife: fishing debris, plastic bags, balloons and plastic utensils.

13. [Think all your plastic is being recycled? New research shows it can end up in the ocean](#)



14. [Understanding Human Consequences](#)

15. [The Highest Impact Choices You Can Make for the Environment](#)

16. [Human impacts on the environment](#)

17. [Human impact on the environment](#)

18. [10 ways humans impact the environment](#)

19. [Effect of human activities on the environment](#)

20. [Human activities effects](#)

21. [The UN's website is always a good place to start.](#)

22. [A TV Series on WAR ON WASTE.](#)

23. [A video on the recent corona pandemic.](#)





## Appendix 1 › Judging Criteria

### a. Judging Criteria: Prepared Speech

Within time allocated (3mins) - Yes/No

Name	Fair	Good	Excellent
School			
Link to competition topic			
<ul style="list-style-type: none"> <li>• Originality of Idea</li> <li>• How the idea is developed</li> <li>• Encourages audience to think or act.</li> </ul>			
<b>Content:</b> 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			

## b. Judging Criteria: Drama

Within time allocated (3 – 4mins) - Yes/No

Name	Fair	Good	Excellent
<b>School</b>			
<b>Link to competition topic</b>			
<b>Performance Skills</b> <ul style="list-style-type: none"> <li>• Ability to use voice, movement, timing and use of space effectively (as appropriate to the style of the piece).</li> <li>• Ability to realise and sustain role or character as appropriate to the piece.</li> </ul>			
<b>Message and meaning</b> <ul style="list-style-type: none"> <li>• Clear intention and dramatic meaning</li> <li>• Sophistication of the message and meaning.</li> </ul>			
<b>Group Equity and Time limit</b> <ul style="list-style-type: none"> <li>• Each performer equally contributing to performance</li> <li>• Ability of performers to work collaboratively</li> <li>• Length of piece within specified time limit</li> </ul>			
<b>Innovation and Flair</b> Originality of the piece, characters, situations and ideas			
<b>Audience Engagement</b> <ul style="list-style-type: none"> <li>• The extent to which the audience was entertained by, or made to think about, the issue presented</li> <li>• Appropriateness of the performance for the audience (choice of style and dramatic conventions)</li> </ul>			

## c. Judging Criteria: Writing

30 words: Yes/No

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

## d. Judging Criteria: Artworks

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

## e. Judging Criteria: Waste to Art Sculpture

Name	Fair	Good	Excellent
<b>School</b>			
<b>Link to competition topic</b>			
<b>Concept</b> <ul style="list-style-type: none"> <li>• Visually engaging</li> <li>• Imaginative qualities evident</li> <li>• Theme confidently investigated.</li> </ul>			
<b>Material Practice</b> <ul style="list-style-type: none"> <li>• Waste materials used</li> <li>• Technically accomplished</li> <li>• Skilful interpretation</li> <li>• Clever use of materials.</li> </ul>			
<b>Resolution</b> <ul style="list-style-type: none"> <li>• Successfully resolved</li> <li>• Clear communication of ideas</li> <li>• Creativity evident in finished sculpture.</li> </ul>			

## f. Judging Criteria: QuikVids

Within time allocated – 2mins including credits - Yes/No

Name	Fair	Good	Excellent
<b>School</b>			
<b>Link to competition topic</b>			
<b>Introduction (By two students on the day - 1 additional minute to the film)</b> Clear explanation of the message development after the film			
<b>Message and meaning</b> <ul style="list-style-type: none"> <li>• Clear in purpose, narrative and structure</li> <li>• Sophistication of the message and meaning</li> <li>• Mood enhances the narrative and message</li> </ul>			
<b>Performance Skills</b> <ul style="list-style-type: none"> <li>• Ability to use voice, movement, timing and use of space effectively (as appropriate to the style of the piece).</li> <li>• Ability to realise and sustain role or character as appropriate to piece</li> </ul>			
<b>Innovation and Flair</b> Originality of the piece, characters, situations and ideas			
<b>Audience Engagement</b> <ul style="list-style-type: none"> <li>• The extent to which the audience was entertained by, or made to think about, the issue presented</li> <li>• Appropriateness of the performance for the audience (choice of style and dramatic conventions)</li> </ul>			

<p><b>Film Techniques</b></p> <p>Transitions</p> <ul style="list-style-type: none"> <li>• Effective editing</li> </ul> <p>Camera Work</p> <ul style="list-style-type: none"> <li>• Variety of camera angles</li> <li>• Effective use of camera angles</li> </ul> <p>Sound</p> <ul style="list-style-type: none"> <li>• Consistent level</li> <li>• No wind distortion or feedback</li> <li>• Dialogue clear and audible throughout</li> </ul> <p>Music</p> <ul style="list-style-type: none"> <li>• Consistent level</li> <li>• No wind distortion or feedback</li> <li>• Dialogue clear and audible throughout</li> <li>• Copyright – any commercial music used must be owned by the school or a film participant</li> <li>• Appropriate lyrics</li> <li>• Level of music does not conflict with dialogue.</li> </ul>			
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## g. Judging Criteria: Meme

Please add comments in the spaces provided.

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



## Appendix 2 › Expert at the Front of the Room

Humans have caused the problem of accelerating climate change; humans need to be the cause of the solutions. Individual and community actions are needed, and the research says – thankfully – that people want to contribute, want to be active, want to do something constructive. But are there barriers to participation? Yes, and perhaps deeper than it might seem.

From our earliest years, we're faced with an *expert at the front of the room*. In schools, in churches and in doctors' surgeries, we find ourselves looking up to the 'front' or across a desk at an expert. Our political structures are the same: representative democracy means we elect others to represent us. We put others forward.

Within these *experts at the front of the room* structures, processes and cultures, we are encouraged – enticed – to hand over the source of intelligence and authority to someone else, someone who can then advise, instruct, guide and reward us. We hand over, in large part, the responsibility for thinking. Bjelke-Petersen's 'Don't you worry about that, young man. We've got it under control' rules ok! And we keep saying okay.

In fact, governments come to rely on our *okay*. Election advertisements suggest that an individual's part in democracy is to vote. End of story. Vote. Hand over control to someone else. Traditional economics *externalizes* the cost of pollution and environmental damage. Traditional politics externalizes responsibility.

In the mid 90s, John McKnight wrote *The Careless Society: Community and its Counterfeits*. In it he demonstrates that the role of formerly 'competent communities' has been usurped by experts and, as a result, citizens have come to be convinced that they lack the skills to make meaningful contributions to their communities; he describes this as an example of learned incompetence.

What he saw from his perspective as a community development activist was that professionals *define* the problem, *provide* the services to address the problem, and are the only ones who can *decide when the problem is resolved*. Individuals are cast in the role of object not active participant.

John McKnight was also the co-founder of Asset-Based Community Development. Before him, Saul Alinsky founded *community organizing* – the practice of organizing communities to act in common self-interest. But, as an activist and professor at Northwestern University in Chicago, McKnight studied Alinsky's organizing practices and discovered that, by shifting the focus from *taking back power* – which was at the heart of Alinsky's tactics – to *focusing on the strengths and assets that already exist*, people come to realize their power within. This is a paradigm shift from lack of power to recognition of one's own power to effect change. This also points at the need for taking responsibility.

Given the climate change crisis and the need for action, it is imperative that each of us steps up, steps forward, digs deep, discovers capacity, competence and power and takes on responsibility. We can unlearn disengagement by getting involved; we can unlearn incompetence by taking action. About action on climate change, Monbiot put it this way:

Governments will pursue the course of inaction – irrespective of the human impacts – while it remains politically less costly than the alternative. The task of climate-change campaigners is to make it as expensive as possible. This means abandoning the habit of mind into which almost all of us have somehow slumped over the past ten years or so: the belief that someone else will do it for us.

George Monbiot *HEAT: How We Can Stop the Planet Burning* 2007

My experience in community campaigning is that, with specific support and the genuine sense of being a part of a team, individuals can not only get active, they can take on leadership roles in creative, focused and determined ways.

Our work in environmental education needs to enable individuals and communities to find the competence and power within. To recognize that power and accept responsibility for action. Education work needs to build the skills to act and the capacity to have 'fierce and courageous conversations' (Dr Janet Smith, University of Canberra) that challenge the status quo. It must enable people to make meaning, not just accept it; to build wisdom, not simply receive it; to produce knowledge, not blithely reproduce it; to be heard not herded. Our task is to build self-efficacy – the trio of beliefs that *something can be done, I can do something, and what I do will make a difference.*

Phil Smith

## Appendix 3 › 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, 'Good 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 4 › 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

[The communication habits that can undermine women's power](#)

## Appendix 5 › 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.

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**

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**

## Appendix 6 › 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](#).
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](http://www.aria.com.au)).

## SPEAKING 4 THE PLANET APPENDICES

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](mailto: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:

[Where to find CC licensed material](#)

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.

## Appendix 7 › Memes

An Internet meme, more commonly known simply as a meme (/mi:m/ MEEM), is a type of idea, behaviour, or style (meme) that is spread via the Internet, often through social media platforms and especially for humorous purposes. Memes can spread from person to person via social networks, blogs, direct email, or news sources. They may relate to various existing Internet cultures or subcultures, often created or spread on various websites. One hallmark of Internet memes is the appropriation of a part of broader culture, for instance by giving words and phrases intentional misspellings (such as lolcats) or using incorrect grammar (such as doge). In particular, many memes utilize popular culture (especially in image macros of other media), which sometimes can lead to issues with copyright.

### Here are some links that can get you started!

- [The 4 Ingredients of an Effective Meme](#)
- [A crash course on how to make a meme and win over the internet](#)
- [What makes a good meme](#)
- [Tips for creating successful memes](#)
- [6 Tips To Create A Great Meme](#)

## Appendix 8 › 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

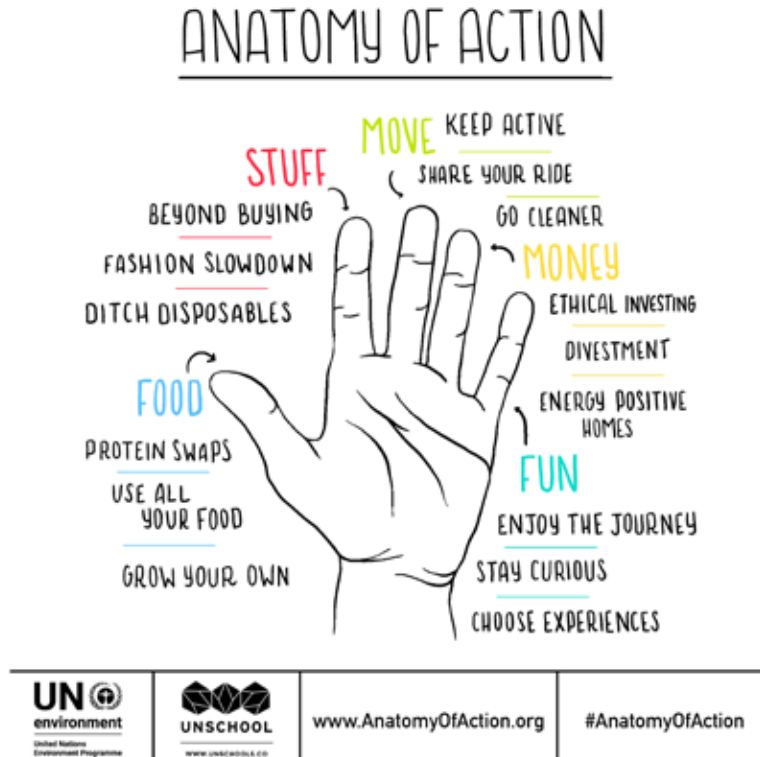
An initiative of the UN Environment Programme and the [UnSchool of Disruptive Design](#) – and a contribution to the [One Planet Network's Sustainable Lifestyles and Education Programme](#) – the anatomy of action is a pathway for individuals to combat climate change and build a more sustainable world 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](#)

[We are defined by our choices](#)

[How Small Choices You Make on a Daily Basis Impact Global Environment](#)

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 fearmongering, 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.



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