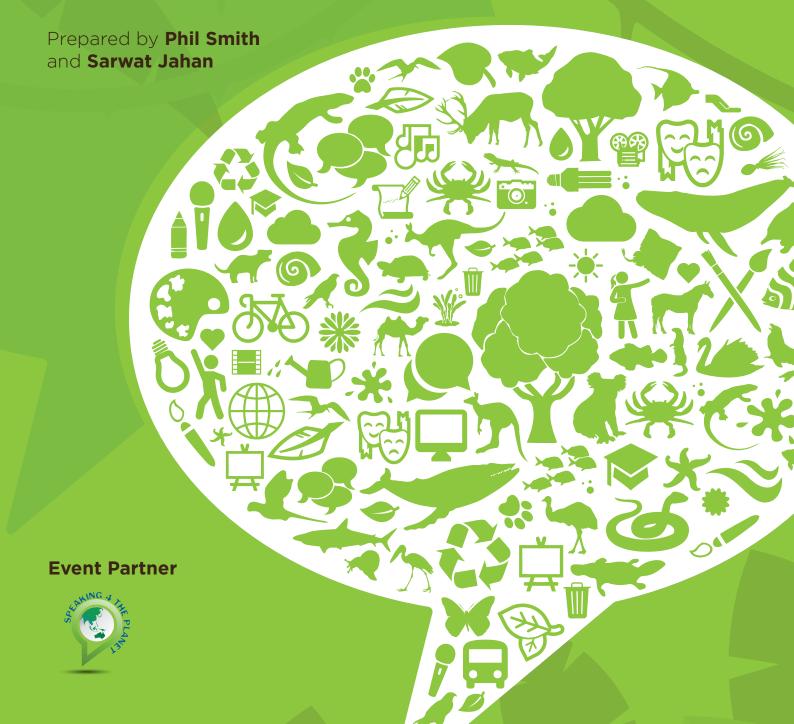
Speaking 4 the Planet

Rewind the clock –
Reverse ecosystem degradation

Information and Support Package



Speaking 4 the Planet

Information and Support Package

Sydney 2021

Rewind the clock - Reverse ecosystem degradation

Phil Smith

Director Speaking 4 the Planet

phil@speaking4theplanet.org.au



Speaking 4 the Planet Sydney 2021

Summary

- 1. This Information and Support Package provides details about the competition, about the categories, and about how to submit your entry. It also contains the judging criteria and some links to articles relevant to the theme.
- 2. The topic for the competition is **Rewind the clock Reverse ecosystem degradation**. Submissions in ALL categories must be based on this topic.
- 3. The closing date for all submissions is Friday 30 July. Students can upload their submissions from Thursday 1 July 2021.
- **4.** This competition is for high school students.
- **5.** There are six competition categories:
 - Speaking
 - Writing
 - Art (drawing, painting)
 - Meme
 - Drama
 - · Short video.
- 6. Students can enter more than one category. The total number of entries per school is 10.
- 7. Research is vital. This package contains links to useful articles and programs and talks. All participants are encouraged to do their own research.
- 8. Submissions must be original. Participants are also invited to make their work quirky.
- 9. By submitting the items, participants 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.
- **10.** Please note that no feedback will be given to individual submissions.



Rewind the clock - Reverse ecosystem degradation



When it comes to ecosystem repair, the hands of time can be your hands. Rewind the clock. Reverse the damage. Help renew, rebuild, rejuvenate, refresh and repair ecosystems.

All life depends on healthy ecosystems.
Indeed, ecosystems are life!

Contents

1.	Pι	urpose of this Booklet	. 6
		peaking 4 the Planet: Changing the World, Presentation at a Time	. 6
3.	C	ompetition Categories	. 7
4.	Sı	ubmission Details	. 8
5.	To	opic 2021	. 8
6.	Sı	ustainable Development Goals	. 9
7.	Re	esources	10
Ар	pe	endix A > Judging Criteria	15
	a.	Judging Criteria: Speech	15
	b.	Judging Criteria: Drama	16
	c.	Judging Criteria: Writing	17
	d.	Judging Criteria: Artworks	18
	e.	Judging Criteria: Meme	19
	f.	Judging Criteria: QuikVids	20
Ар	pe	endix B > Public Speaking Tips	22
		endix C > The Article: The Communication Habits can Undermine Women's Power	25
Ар	ре	endix D > Art can Change the World	27
Ар	ре	endix E > Film Copyright Guidelines	29
۸ ۸	no	andix E. Momos	21

Prepared by **Phil Smith** and **Sarwat Jahan** With support from





Design and layout by **Petur Farkas**



1. Purpose of this Booklet

Speaking 4 the Planet competitions create opportunities for participants to express their ideas for a better world. Participants 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.

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

- Information on Speaking 4 the Planet and the competition categories
- Links to relevant websites
- Useful articles
- Judging criteria.

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

2. Speaking 4 the Planet: Changing the World, One Presentation at a Time

Speaking 4 the Planet (S4P) is an arts-based approach to sustainability education. It is a competition for secondary school students that invites students to express their views on matters related to the planet and the future - their future. S4P creates space and opportunities for young people to intertwine humanities and sciences, to philosophise about human actions, and to imagine a better world while standing deep in the science of the world they live in. Youth marches and student strikes are the very public faces of (climate change) protest. Speaking 4 the Planet is an equally powerful opportunity for students to speak up and advocate for a healthy future.

The arts, humanities and sciences are at the core of S4P. Students explore the fabric of society through S4P. Poet, Mark Tredinnick, says the humanities and the arts teach us how to be human. He says,

They teach independence (of mind and speech). They teach courage and self-reliance and critical imagination. They teach justice and what it means, and how it must always be fought for, since capital and commerce will always work against it. They teach freedom. Of thought, of choice...The Arts teach one how the real world goes, and that it does not go the way the ideologues (in religion and banking) say it does. The real world has nature in it and music and fine language and forests and love. And god help us, beauty. The Humanities teach one how to be a citizen, a being, and not just a consumer or an employee; they teach you how a job is not a life, how a good life might go, how self-interest will not keep civilisation liveable, how technical knowledge, though great, is not the same thing as wisdom.



The humanities teach you how to unpack a dodgy argument, to smell a rat. To smell a crock.

https://www.marktredinnick.com/riffs-and-plaints/the-inhumanities-or-the-war-on-the-humanities-amp-why-our-humanity-is-at-stake?fbclid=IwAR0IFRrNjPypAugWiot-0mo1ku_pgD-IKwus_o2a67IMEgCOtkYcxPZgk8s

S4P events inspire young people to think creatively, independently, and courageously; they create space for students to ask challenging questions; and they provide opportunities for critical thinking – applause and jeers – about decisions made at various levels of government. S4P creates opportunities for youth voice not silence. The sustainability changes that the world needs won't occur by following existing dogma and practices. New thinking is required. Youthful thinking is required. The arts invite influential ways of communicating through school curriculum areas typically omitted from sustainability education. Speaking 4 the Planet is founded on the belief that science provides the information we need to achieve sustainability, and the arts deliver the vehicles for transformation. Science provides the data; the arts change the world.

Here's a video put together last year after S4P was nominated for an international Earth Prize. The video says more about the initiative and it shows what can be captured in just a few minutes. https://www.youtube.com/watch?v=z3CCQkdLem0

3. Competition Categories

There are 6 categories in this competition. All submissions will be made through the Speaking 4 the Planet website. Please see the information below on how to submit.

Speech Participants submit a video of their 3 minute speech on the competition topic.

Speakers will need to state clearly the problem or issue being addressed. They will also need to make links between problems and solutions. Use techniques of persuasion that can shift the way the audience thinks and feels about the issues. The time limit is important. Please avoid reading your speech.

Writing Write only 30 words on the topic of the competition. The writing must be prose, not poetry.

Artworks You may like to read 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. Students are asked to submit three (3) photos of their artworks – from different angles.

Please submit high-res publication-quality images. They must represent the work in its entirety and convey the manner in which the work is to be displayed. The digital image must be submitted in high-res JPEG format, 300dpi 2-3MB.



Meme 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.

Quikvids Videos can be anything up to but not longer than 2 minutes (including credits). The focus must be the competition topic. A maximum of 3 students can be involved in making the video. Please read the copyright guidelines in Appendix F.

Drama A team of up to 5 students can perform a short piece of up to 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 uploaded.

4. Submission Details

All submissions are to be through the Speaking 4 the Planet website. Click on the link below and it will take you to a Student Submission Form that asks for your name and the category you are competing in.

https://speaking4theplanet.org.au/sydney2021s4p

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

5. Topic 2021

In June this year, the UN will launch a Decade of Ecosystem Restoration. The Decade theme offers the topic for S4P. Students will be asked to focus on the concept and practices of Ecosystem Restoration. They will also be asked to consider the conceptual and practical connections/links/bridges between personal and global.

Ecosystem restoration can begin with you.

Learn what ecosystems are. They come in all sizes. Learn how to not damage them. Learn how to protect them and restore them.

The word ecosystem means ecological system. Ecology is the study of ecosystems. An ecosystem includes all the living things (plants, animals, and organisms) in a given area, interacting with each other, and with their non-living environments (weather, earth, sun, soil, climate, atmosphere). In an ecosystem, each organism has its own niche or role to play.



Ecosystems are the foundations of the Biosphere and they determine the health of the entire Earth system. Read more here: What is an ecosystem?

Submissions may cover elements such as:

- Understanding what ecosystems are and their importance
- Understanding ecosystem damage and degradation
- Ecosystems in backyards and schools
- Ecosystem restoration
- · Relationships amongst personal, social, environmental well-being
- Actions and leadership at personal through to global levels
- · magining healthy ecosystems.

In my years of work through Speaking 4 the Planet and other professional writing and workshops, I have promoted the idea that sustainability means *healthy people living in healthy communities on a healthy planet*. The well-being of individuals, communities, other species and the planet are deeply connected. Our challenge is to not just build the bridge between people, communities and the planet, but to act on the understanding of the connections. Ecosystems are the foundation of life. With degraded ecosystems, people and communities are also degraded – some even at the risk of disappearing.

Sustainability is about relationships. With each other; with things; with the past, present, and future; with ideas; with challenges and differences and conflicts; with trees and soils and water and air and other species and with the rest of nature. Peace matters. Cooperation and collaboration matter. Social justice and equity matter. Tolerance and acceptance matter. Clean air, healthy foods, clean water, healthy soils all matter. Biodiversity matters. A healthy planet is a pre-requisite for healthy humanity; healthy people and societies and human relationships are pre-requisites for a healthy planet. People and planet are inextricably linked.

6. Sustainable Development Goals

The Sustainable Development Goals (SDGs) 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 ecosystem restoration.

The 17 SDGs build on the successes of the <u>Millennium Development Goals</u> 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 (UNDP) policy and funding until 2030. As the



lead UN development agency, the UNDP is uniquely placed to help implement the Goals through work in some 170 countries and territories. Its 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.

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.

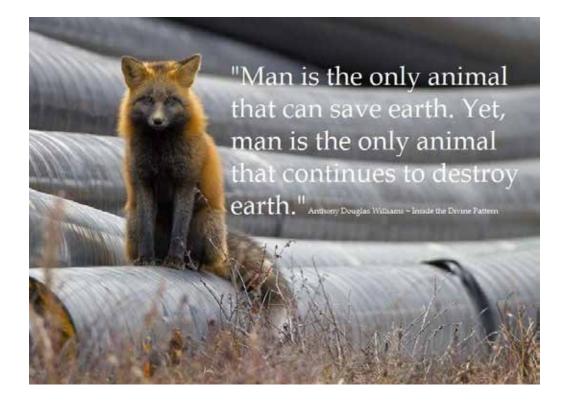
http://www.undp.org/content/undp/en/home/sustainable-development-goals.html=

7. Resources

All participants are urged to research the topic. This section contains numerous links to articles and websites that will help in the preparation of submissions. Participants are encouraged to do their own research as well.

Humans Are Destroying Animals' Ancestral Knowledge

Bighorn sheep and moose learn to migrate from one another. When they die, that generational know-how is not easily replaced.





Nature's Future, Our Future - The World Speaks

The IUCN World Commission on Protected Areas has compiled the voices of a range of global organisations and world leaders on the importance of protecting and conserving nature amidst the challenges of the COVID-19 pandemic. As the result of a global pandemic, we are witnessing an unprecedented call to transform human society and economies and thus reset the relationship between people and nature. This compilation aims to capture a critical moment, as we work together to build the momentum for transformative action to address the major crises of our planet by maintaining nature and ecosystems.

Human activity forces animals to move further to survive, study finds

Hunting and recreation found to have greater impact than urbanisation and logging.

Conservation hope: Many wildlife species can recover if given a chance

The Ethiopian wolf (Canis simensis), lives in scattered populations across distant mountain ranges in Ethiopia, and its remarkable resilience suggests recovery is possible if threats like habitat loss and degradation can be kept at bay.

How food waste is affecting our wildlife and ecosystems

Landfills, garbage, environment. All words that come to mind with the issue of food wastage. Food wastage is a problem that affects everyone, and it's not strictly a human problem either. Over 1.6 billion tonnes of food is thrown away every year, as well as dumped into our oceans. These are actions that are having severe consequences on wildlife and ecosystems worldwide.





The environmental impact of food waste

The United Nations estimates that one in nine people in the world do not have access to sufficient food to lead a healthy life. More people are reported to die from hunger every day than AIDS, malaria and tuberculosis combined. But at the same time, nearly one-third of the food that is produced in the world is lost or wasted due to one reason or the other. Food wastage, which includes both food loss and food waste, is not only morally irresponsible, but also causes huge economical losses as well as severe damage to the world around us.

Plastic planet: How tiny plastic particles are polluting our soil

The millions of tons of plastic swirling around the world's oceans have garnered a lot of media attention recently. But plastic pollution arguably poses a bigger threat to the plants and animals – including humans – who are based on land.

The Highest Impact Choices You Can Make for the Environment

Supporting clean power over fossil fuels is not only great for the planet, but also for your bottom line. Check out this graphic on the best actions you can take.



Human impacts on the environment

Humans impact the physical environment in many ways: overpopulation, pollution, burning fossil fuels, and deforestation. Changes like these have triggered climate change, soil erosion, poor air quality, and undrinkable water. These negative impacts can affect human behaviour and can prompt mass migrations or battles over clean water.



Humanity's greatest ally against climate change is Earth itself

Humanity's greatest ally against climate change is Earth itself. Ecosystems can draw down carbon and buffer us from the worst effects of climate change — but only if we protect them.



10 ways humans impact the environment

Take a look at 10 ways humans have left a footprint that has forever changed the environment and the planet.

Extinction and livelihood

One million plants and animals are 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 that 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.

A planet on the brink (Nov 2019)

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?

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



A message of thanks to COVID-19

Thank you, coronavirus, for making us stop and think about the daily hustlebustle that we were drowning in, and all the way 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 ourselves within.



Appendix A > Judging Criteria

a. Judging Criteria: Speech

Within time allocated (3mins) - Yes/No

Name		Good	Excellent
School			
Link to competition topic			
 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			



b. Judging Criteria: Drama

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

Name	Fair	Good	Excellent
School			
Link to competition topic			
Performance skills			
 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. 			
Message and meaning			
 Clear intention and dramatic meaning Sophistication of the message and meaning. 			
Group Equity and time limit			
 Each performer equally contributing to performance Ability of performers to work collaboratively Length of piece within specified time limit 			
Innovation and flair			
Originality of the piece, characters, situations and ideas			
Audience engagement			
 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) 			



c. Judging Criteria: Writing

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?			



d. Judging Criteria: Artworks

Name	Fair	Good	Excellent
School			
Link to competition topic			
Concept			
Visually engagingImaginative qualities evidentTheme confidently investigated.			
Material Practice			
Technically accomplished			
Skilful interpretation via a selected medium.			
Resolution			
Successfully resolved			
Clear communication of ideas			
Creativity evident in finished artwork.			



e. Judging Criteria: Meme

Please add comments in the spaces provided.

Name		Good	Excellent
School			
Relevant to competition topic			
Synthesis:			
Choice of imagesChoice of wordsVisually engaging			
Creativity: • Exhibits quirky, humorous content • Shows originality • Invites reflections			
 Analysis Easy to understand Imaginative qualities evident Providing a creative and reflective response to source 			



f. Judging Criteria: QuikVids

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

Name	Fair	Good	Excellent
School			
Link to competition topic			
Introduction (By two students on the day - 1 additional minute to the film)			
Clear explanation of the message development after the film			
Message and meaning			
Clear in purpose, narrative and structure			
Sophistication of the message and meaningMood enhances the narrative and message			
Performance skills			
 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 			
Innovation and flair			
Originality of the piece, characters, situations and ideas			
Audience engagement			
 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.		



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, '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.

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.

Harvard Extension School Professional Development

This link also provides some useful advice on public speaking:

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 > 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.

Artist's 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

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 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.



Appendix F > 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

The meme is at the forefront of what makes up shareable, viral content on the social web. It is a simple image, video or GIF with a witty tagline in the spirit of online commentary, but also often considered any type of content designed and packaged to be share with your friends.

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

If you're on social media, you already know what an internet meme is. Still, for the uninitiated, a meme is a funny picture that goes viral on the web. It comes in various forms, though most of them feature photos or illustrations emblazoned with witty text usually written with caps lock on. But what if you want to make your own meme? There are websites that will allow you to quickly customize your meme from a host of existing ones. All you need to do is to choose an image template, type in your desired text, and share away. However, you can also create a whole new meme from scratch and, fortunately, it's pretty easy to do.

What makes a good meme

Is there a way to quantify the quality of a meme? Probably.

• Tips for creating successful memes

Browse all the **meme templates** and release your inner meme maker today!

• 6 Tips To Create A Great Meme

Creating a meme is no longer an online meme creator's job. It's something more delicate than that and requires your entire attention to come up with a pretty cool idea and translate it into a fantastic piece of meme art. Whether you work in photoshop or paint, you need to focus on the main features to make sure your product will be the best.





Phil SmithSpeaking 4 the Planet

phil@speaking4theplanet.org.au