

Listening 2 the Planet

Kids 4 the Planet - NSW 2024
Information and Support Package



With support from

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Speeches	<p>Prepared: One three-minute prepared speech per school. Impromptu: One two-minute speech per school. Students will be given a specific topic related to the theme. They will be given time to prepare.</p> <p>Theme: Listening 2 the Planet.</p>
Visual Arts	<p>Three artworks per school. Theme: Listening 2 the Planet. Artwords: Students are to write a 100 word explanation to accompany the artwork.</p>
Video	<p>One two-minute video per school. This must be introduced on the day. Five students can participate in making the video; two students will introduce the video.</p> <p>Theme: Listening 2 the Planet.</p>
Writing	<p>A 30 Word Challenge! This will be impromptu. Each school can have two students working on the topic given on the day. Each school submits one piece of writing.</p> <p>Theme: Listening 2 the Planet</p>
STEM	<p>Each school can have one STEM team with up to 5 members. The specific task will be given to the STEM team on the day. It will be related to the competition theme, Listening 2 the Planet.</p>

Kids 4 the Planet 2024 Competition Summary

1. The event will take place at Lakemba Public School on Thursday 27th June 2024 (Term 2 Week 9).
2. Starting time is 9.30am and finish time is 2.30pm.
3. In the table above are summaries of what is required. Please read the more detailed descriptions of the categories in section 3 below.
4. All speeches, art, video, writing and STEM activities are to be based on the topic, Listening 2 the Planet.
5. Let your imagination run free! Speeches, video, writing and art are meant to be quirky, original, divergent in their thinking/presentation, and researched.
6. Speeches will be timed.
7. Judging criteria are provided below. Have a look at them in your planning.
8. To those doing the speeches...please avoid reading.
9. Students bring their own morning tea, drinks and snacks. Lunch is provided.
10. Morning tea and lunch are provided for teachers.
11. All students will be required to complete a Permission to Publish form.
12. If students cannot be photographed or videoed, teachers need to let the organisers know on the day and help ensure this doesn't happen. (Thanks.)

A special note for teachers: This package contains information to help the students begin their thinking and research. Many of the resources in section 4 will inspire teaching activities! See section 5 for examples of teaching/learning activities.



Dear Planet. I am Actively Listening.

Imagine applying these 10 tips as we learn to listen to the Earth.

1. Face the Earth and have eye contact.
2. "Listen" to non-verbal cues. What does the waterway look like? What are the animals doing?
3. Don't interrupt! The Earth is speaking!
4. Listen without judging, or jumping to conclusions. Listen with empathy.
5. Don't start planning what to say next. Listen carefully.
6. Show that you're listening. Sit down and look. Be still. Be quiet.
7. Don't impose your opinions or solutions. Both may be valuable, but listen to the Earth's ideas first.
8. Stay focused. Put that phone away.
9. Ask questions. Ask with words and your mind and your eyes and your heart.
10. Paraphrase and summarise.

And remember....practice makes perfect. Get out into nature often. Pay attention. Listen.



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With support from



<https://www.ssec.org.au>



<https://www.paddypallin.com.au>

S4P competitions are supported by the Australian Association for Environmental Education and the World Environmental Education Congress Secretariat



<https://www.aaee.org.au>



<https://weecnetwork.org>

Design and layout by **Petur Farkas**

1. Purpose of this package

This information and support 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
- Links to Judging criteria
- Links to tips for speaking and writing.

The Kids 4 the Planet public speaking, video, writing, art and STEM competitions create opportunities for students to express this single precious planet on which we all live. The topic, *Listening 2 the Planet*, invites students to prepare and deliver punchy, quirky, creative and pointed presentations and ideas designed to influence the thoughts, emotions and actions of the audience. Items that will strengthen or re-shape thinking about the importance hearing what the planet is telling us about its condition.

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

2. Speaking 4 the Planet and Kids 4 the Planet

Speaking 4 the Planet is an arts-based competition for young people. Since its origins in 2013, S4P has enabled many young people to find a voice, to ponder different kinds of futures, and to honour ways of being in our world that are respectful and inclusive. S4P competitions have included a range of arts categories, including speaking, writing, art, drama, video, meme and poetry.

Kids 4 the Planet grew out of S4P in 2017. It is for Stage 3 students. Every K4P event has been held at Lakemba Public School. At LPS, all classes investigate the competition theme and prepare posters and artworks and models to decorate the school hall, where the competition takes place.

Here's an article that says more about S4P:

[Speaking 4 the Planet, changing the world – one presentation at a time](#), The New Bush Telegraph.

And here's a short video on S4P:

[Advocates 4 the Earth - S4P - YouTube](#)

3. Competition categories and judging criteria

There are 5 categories in this competition.

SPEAKING

Each school can provide one speaker for the Prepared Speech and one speaker for the Impromptu Speech.

Participants give a prepared speech of no more than 3 minutes. It must be on the competition theme and it must not go over time. Time will be provided for students to prepare for the impromptu speech.

Speakers will need to clearly state the problems or issues being addressed. They will 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. Give your speech a title.

The topic for the 2minute impromptu speech will be given on the day. Students will have time to prepare.

Check the [Tips for Improving your Public Speaking](#).

Judging criteria

A small panel of judges will use the following criteria to judge the Prepared and the Impromptu speeches and find a winner. You should use them in your preparation.

On topic.

Within the time limit.

Idea:

- Originality of idea.
- How the idea is developed.
- Encourages audiences to think or act.

Content:

- Clear communication of problem and solution that the idea is trying to address.
- Structure: coherent, logical, clear.

Choice of style:

- Engaging.
- Persuasive techniques.
- Body language appropriate to the speech.



WRITING

This category requires you to write no more than 30 words on the competition topic. The topic will be given on the day and students will be given time to prepare. The writing must be prose. Submissions that exceed 30 words will not be considered.

Two students from each school can work on the writing piece.

Be sure to include your name, age and location at the top of your piece of writing. Give your work a title.

Here's a tip for writing [Tips for Better Writing – Speaking 4 the Planet](#)

Judging criteria

A small panel of judges will use the following criteria to judge your writing submission. You should use them in your preparation.

On topic.

Within word limit. The writing must be prose.

Clarity of purpose.

Accuracy:

- Spelling.
- Grammar.
- Sentence structure.

Resolution Impact:

- Does the piece move the mind or imagination of the reader and prompt a response?

VISUAL ARTS

Artworks need to be related to the competition topic. Artworks can be paintings or drawings. Paint, charcoal, ink, graphite, pen, etc. may be used. Give your artwork a title. Each school can provide up to 3 artworks.

Art can change the world: Check this essay [here](#). Use your art to challenge the thinking of your audience.



Judging criteria

Your artwork will be judged against these criteria. You should use them in your preparation.

On topic.

Concept:

- Visually engaging.
- Imaginative qualities evident.
- Theme confidently investigated.

Material Practice:

- Technically accomplished.
- Skilful interpretation via a selected medium.

Resolution:

- Successfully resolved.
- Clear communication of ideas.
- Creativity evident in finished artwork.

VIDEO

Videos can be anything up to but not longer than 2 minutes (including credits). The focus must be the competition topic. One video per school. A maximum of 5 students students can be involved in making the video. Two students from each school will introduce the video (1minute). Give your video a title. **Please read the copyright guidelines [here](#)**

Judging criteria

On topic

Within time frame (2mins)

Message and meaning

- clear in purpose, narrative and structure
- sophistication of the message and meaning
- mood 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

STEM

Each school can have one STEM team with up to 5 members. The specific task will be given to the STEM team on the day. It will be related to the competition theme, Education 4 All. Each team will be required to give its work a title.

Judging criteria

Here are the judging criteria. Read them and know them before the day so that you can have them in mind when you are doing your STEM activity.



STEM Marking Rubric: Stage 3

Criteria	1	2	3	4
Communicating	Used everyday language and diagrams to describe their investigation or innovation	Used some mathematical and scientific language, symbols and diagrams, along with some everyday language to explain their investigation or innovation	Used a variety of mathematical, scientific language, symbols, diagrams, tables and graphs to accurately communicate their mathematical/scientific strategies and results	Used more sophisticated mathematical/scientific language, symbols, tables, graphs to enhance their mathematical strategies and results
Problem Solving	Attempted to use mathematical strategies and scientific knowledge to solve problems within their investigation or innovation	Used some mathematical strategies and scientific knowledge to solve problems within their investigation or innovation	Selected and applied mathematical strategies and scientific knowledge to formulate and explore problems within their project Identified problems throughout the planning and designing stage and solved most of them	Demonstrated evidence of more sophisticated strategies used to plan and develop their project Identified problems and throughout the planning and designing stage and solved all the problems
Reasoning	Provided some reasoning for the plan selected but offered limited explanation for the mathematical/scientific concepts used	Attempted to explain the mathematical/scientific thinking and the strategies used Offered some explanation for the mathematical/scientific concepts used	Explained their mathematical thinking, justified their choices and the conclusions they reached Identified how their design demonstrated their knowledge and supported their conclusions	Effectively explained their mathematical thinking and justified strategies used to compare their ideas and conclusions reached Made valid conclusions based on thorough knowledge of mathematical/scientific concepts
Understanding	Demonstrated minimal understanding of mathematical and scientific concepts	Demonstrated basic understanding of the mathematical and scientific concepts applied	Connected mathematical and scientific ideas, represented concepts in different ways and accurately interpreted information	Adapted and transferred scientific and mathematical concepts, made connections between related concepts and accurately interpreted mathematical/scientific information
Teamwork	Some of the students worked together	Most of the students worked together	Majority of students worked together and assigned roles ensuring clear communication	All students worked together, assigned roles and clearly communicated their understandings as a team to resolve problems within their design thinking
The Design Process	Students followed some of the steps of the Design Process to complete the STEM Challenge.	Students followed and reflected on some of the steps of the Design Process to complete the STEM Challenge.	Students followed and reflected on most of the steps of the Design Process to complete the STEM Challenge.	Students effectively followed and reflected on each step of the Design Process to complete the STEM Challenge.

4. Prompts and resources

Listen to the Earth

<https://www.youtube.com/watch?v=x0L8HM0VBc0>

The sounds of the Earth tell me, as a scientist, stories about how it is changing. Sounds from the tops of mountains, from our glistening oceans, to the planet's oldest forest, contain haunting information about the condition of Earth. Come travel with me and open your ears to the sounds of coral reefs, melting glaciers and to a prehistoric rainforest, and learn about the wonders of the world's natural sonic expressions and why everyone should just stop and listen.

The Earth is speaking: are we listening?

<https://www.youtube.com/watch?v=QPLpG6SXDzg>

Climate change refers to long-term shifts in temperatures and weather patterns, mainly caused by human activities, especially the burning of fossil fuels.

Listen to the Earth

<https://www3.nhk.or.jp/nhkworld/en/ondemand/program/video/listen-earth/?type=tvEpisode&>

"Listen to the Earth" is a disaster prevention series where children and adults alike are encouraged to give serious thought to the topic. Japan is often struck by various natural disasters, with many people having lost their lives in the Great Hanshin and Great East Japan Earthquakes. Both children and adults alike should consider how to protect themselves in such disasters by understanding how these natural disasters occur, and practice preventive measures. This series aims to foster correct understanding of disasters by demonstrating the damage they can cause, and how they occur in the first place. The audience can consider what measures to take to protect themselves and their family if they are ever in a disaster situation while learning from specialists and taking part in quizzes.

How to be a good listener

<https://www.bhf.org.uk/information-support/heart-matters-magazine/wellbeing/how-to-talk-about-health-problems/active-listening>

Listening is an important skill in all areas of life, whether you're supporting a loved one through health problems, dealing with colleagues or in family relationships. But most of us aren't as good at listening as we'd like to think.

Here are 10 easy ways to make your communication more effective and make the other person feel more valued.

If the Earth could talk, what would it say?

<https://edurev.in/question/2841049/THE-EARTH-COULD-TALK-WHAT-WOULD-IT-SAY-#:~:text=It%20would%20ask%20humans%20to%20respect%20and%20protect%20the%20environment,others%20to%20do%20the%20same.>

Read more at: <https://edurev.in/question/2841049/THE-EARTH-COULD-TALK-WHAT-WOULD-IT-SAY-#>

What Would Planet Earth Say if It Could Speak to Us? Real-Time Campaign Gives Earth a Voice

<https://www.lbbonline.com/news/what-would-planet-earth-say-if-it-could-speak-to-us-real-time-campaign-gives-earth-a-voice>

The project, which launched for Earth Day was conceived as a way of turning dry and unrelatable numbers into an emotional and meaningful message. Personifying planet earth, the agency believes, is the most effective way to drive home the impacts of climate change.

“After 4.543 billion years the earth has its own voice. As its inhabitants, it is our duty to listen carefully, regardless of our country of origin, to take the necessary measures to care for it and preserve it before it’s too late. That’s the goal of this idea,” says Sebastián Benitez, General Creative Director of Grey Colombia

How listening more closely could save the planet

<https://www.muchbetteradventures.com/magazine/natural-sound/#:~:text=Wherever%20you%20are%2C%20stop%20for,the%20light%20patter%20of%20raindrops.>

Wherever you are, stop for a moment and listen.

Step into your garden or open your window, and listen to the sounds of the outside world. To the wind rustling through the trees, the high trilling of bird song, or the light patter of raindrops. Relaxing, isn’t it? But you might hear other manmade sounds too, like the hum of traffic, or the distant whine of construction, which aren’t quite as pleasant.

To Protect the Planet, We Must Be Better at Listening

<https://www.wired.co.uk/bc/article/noise-pollution-planet-rolax>

The perception of sound is shared by all living creatures on Earth. So the study of these sounds allows us to take the pulse of nature – and to understand the threats that nature is facing.

Listening to The Earth : what the artists and scientists tell us

<https://www.globallisteningcentre.org/listening-to-the-earth-what-the-artists-and-scientists-tell-us/>

This is a time of cataclysmic climate change, with raging fires across the western US landscape, the threat of life-threatening floods to coastal regions worldwide, and numerous other effects. A basic premise of this paper is that in searching for remedy, we must listen to the Earth, and through listening, discover what it is that ails the planet, and seek restorative action. Our journey in this article takes us into the realms of poetry, philosophy, and restorative justice, as well as the science of ecology. Ecosystems theory, an approach that unites truths from both art and science, is the guiding framework for this paper.

As citizens of Mother Earth, whose welfare depends on the health of the world around us, we can look to nature to be our teacher.

Listening to our planet

<https://edition.cnn.com/videos/tv/2022/09/26/listening-to-our-planet-c2e-spc-intl.cnn>

The environment is full of sound, from the calls of animals to man-made noise pollution. In this program, CNN meets the people using sound to protect the Earth.

Listening to the Earth

Connecting to our environment through sound

<https://www.sydney.edu.au/sydney-environment-institute/our-research/environmental-imaginaries-and-storytelling/listening-to-the-earth.html>

Listening to the Earth is a project focused on listening, connecting, and understanding our environment through the medium of sound. The project will deploy a speculative process to the discipline of listening via the design of unique instruments that listen. The goal of the project is to engage with environmental concerns through the medium and metaphor of sound.

Ever wondered what a starfish sounds like?

<https://www.smh.com.au/culture/music/ever-wondered-what-a-starfish-sounds-like-20240213-p5f4ic.html>

Climate scientists struggle to sell the urgency of getting the story out. There's a movement for creative artists to create empathic bridges to allow the environment to tell its story through media other than the written word. This deep listening experience allows the environment to speak to us in a deep visceral way.

Sustainable Development Goals

All we do in relation to building a sustainable world is related to the UN's Sustainable Development Goals. Here are some links to the 17 SDGs.

<https://www.youtube.com/watch?v=Tu-ijw4dLzo>

<https://www.undp.org/sustainable-development-goals>

<https://www.youtube.com/watch?v=0XTBYMfZyrM&t=4s>



5. Teaching ideas

The topic and the resources in Section 4 open doors for many teaching and learning activities, including:

- Listening activities in different environments.
- Recording sounds.
- Duplicating sounds.
- Turning what students hear into words. A STEM/drama activity could be developing a sort of Google sound translator.
- Meditation and imagination in different environments.
- Identifying sounds the students make on the planet.
- The role of silence in our lives.
- What voices are heard in our communities? What voices are not heard?

And students could learn what it means to *really* listen. And learn the difference between listening and hearing? They can consider the language of listening. For example, they can consider this expression:

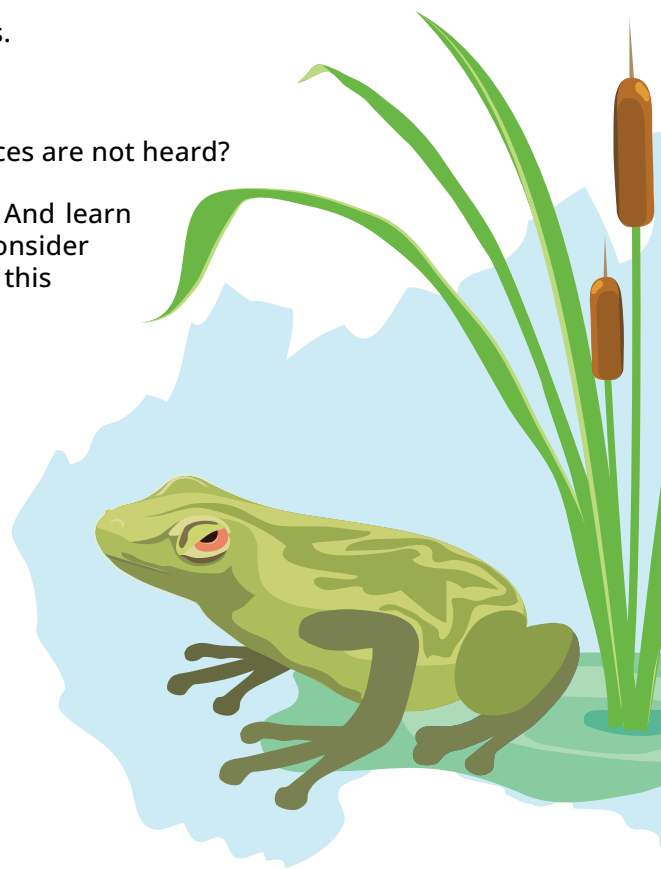
'I hear you'.

Check out the 17 Sustainable Development Goals in Section 4. These all invite classroom activities!

Here are more teaching/learning ideas.

Mindfulness in nature

Teachers engage their class in various mindfulness activities outdoors. The following website has some ideas: <https://childsplayabc.wordpress.com/2022/06/27/nature-therapy-and-mindfulness/>



Earth Day Expressions, Grades K-5

Want to get your students excited about saving our planet? Let them express themselves by writing and performing a [song](#) or rap about our planet. Challenge your students to write educational lyrics that speak to issues such as climate change, pollution, deforestation, or water scarcity. If your students are poets at heart, let them compose a poem instead. The following poems are excellent examples:

[“Earth Day”](#) by Jane Yolen

[“Remember”](#) by Joy Harjo

[“Thirteen Ways of Looking at a Glacier \(after Wallace Stevens\)”](#) by Craig Santos Perez

Idea from: <https://www.hmhco.com/blog/earth-day-activities-games-for-elementary-students>

Go to Earth School

A collaboration between TEDEd and the United Nations, Earth School invites your students to embark on a whole month of daily quests.

These adventures take you through real-world concepts, from the t-shirt-making process to how food reaches our plates. Help your students develop empathy and connect with nature with interactive resources, videos, quests, and activities.

Idea from: <https://www.teachstarter.com/au/blog/10-excellent-earth-day-classroom-activities-and-resources/>

Nature Scavenger Hunt

We know that children learn through play, and learning to be more sustainable and caring for the environment follows that same trend. Then add in the fact that spending time in nature can help children develop a connection to the environment, making them more aware of the beauty, diversity and interdependence of natural systems, and a nature scavenger hunt is a great way to get kids thinking more sustainably.


Connecting kids to nature can foster a sense of stewardship for the natural world, leading our students to think more carefully about how their actions impact the environment.

Creative Writing

Students inspired by sounds in nature.

Journal Writing

Provide students with journal prompts daily to encourage them to think about our planet.



*“ Trees are sanctuaries.
Whoever knows how to speak to
them, whoever knows how to listen
to them, can learn the truth. ”*

Hermann Karl Hesse, (1877-1962) German-born Swiss novelist. He was awarded the Nobel Prize for Literature in 1946.