



ENGLISH
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ENGLISH: BRING BACK THE TAP!

Background Information for teachers

Curriculum focus

English: Language, Literacy.

NAPLAN: Persuasive writing.

See list of curriculum links at the end of the English activity instructions for more information.

Aim: Students use bottled water as a topic to develop an understanding of persuasive techniques.

Summary of activities:

There are seven activities in this package.

1. Set the scene with a taste test
2. Persuasive techniques in bottled water TV commercials
3. Persuasive techniques in *The Story of Bottled Water*
4. Symbols and images in *The Story of Bottled Water*
5. Practicing the language of persuasion
6. Persuasive group presentations
7. Taking action on bottled water.

Suitable for: Years 7 – 10.

Duration: About two weeks (8 – 10 lessons).

Background information

For more information and statistics on bottled water in Australia please see the bottled water background information in the introduction to this guide.

Cross-curriculum links

This guide is designed to be used as a cross-curriculum unit with many subject areas looking at the topic of bottled water from different angles. This creates opportunities for sharing across subject areas and year levels.

You could invite:

- a maths class to share calculations (e.g. cost comparison of bottled and tap water)
- a science class to share investigation results
- a geography class to share research on impacts of production and consumption.



Information shared by these subjects could be used in persuasive speeches.

You might also like to share one of your student's persuasive speeches at an assembly.

ENGLISH: BRING BACK THE TAP!

Activity Instructions

Activity 1. Set the scene with a taste test



For this activity you will need: Bottled water, tap water, clean cups and labels (e.g. A, B).

1. Set up cups; one set labelled A (filled with bottled water) and one set labelled B (filled with tap water).
2. Ask for student volunteers to taste both samples, A and B. Which one tastes better? Ask the students to record their choice without discussing it with others (as this can bias their answers). Collate the results from some, or all, of the students in your class and then reveal the answer.
3. Think, Pair, Share: What are some of the positives and negatives of tap water?



Students from Mindarie Senior College tested tap and bottled water. More than half preferred the tap water.

Activity 2. Persuasive techniques in bottled water TV commercials



For this activity you will need: A projector and computer with access to the internet and speakers.

1. View the presentation on persuasive techniques in advertising with your class. www.slideshare.net/LHaghighi/common-persuasive-techniques-in-advertising

Techniques covered in the presentation include:

- Bandwagon
 - Repetition
 - Testimonial
 - Emotional appeal
 - Humour
 - Rhetoric question.
2. Watch the Mt Franklin advertisement www.youtube.com/watch?v=YPVu6L1rZHE.
 3. As a class discuss the audience, purpose and persuasive techniques used in the Mt Franklin advertisement.
 4. Look at the website www.fijiwater.com/the-water and discuss the audience, purpose and persuasive techniques used in the Mt Franklin advertisement.
 5. Homework (optional): Ask students to collect six examples of different persuasive techniques used in advertisements (print media or commercials). Have them identify the audience, purpose and persuasive technique used in each.

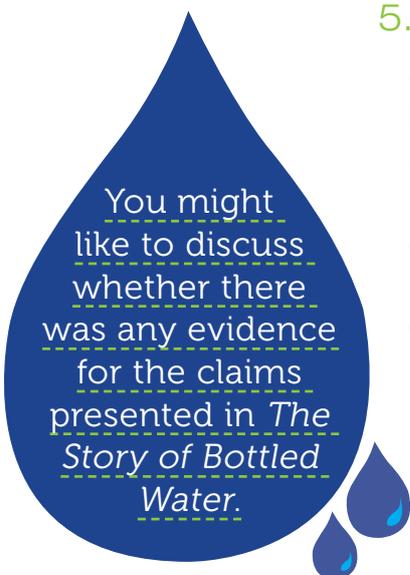
Activity 3. Persuasive techniques in *The Story of Bottled Water*



For this activity you will need:

- A projector and computer with access to the internet and speakers.
- Five sheets of butcher's paper (with questions already on them) and pens to record responses.

1. Watch *The Story of Bottled Water* www.storyofstuff.org/movies-all/story-of-bottled-water.
2. Set up pieces of butcher's paper around the room with the following headings:
 - a. What tricks do companies use to get us to drink bottled water?
 - b. What are the benefits of choosing tap water instead of bottled water?
 - c. How did the movie use language to convince us to drink tap water?
Think about emotional words, humour, repetition, testimonials, rhetorical questions, inclusive language (Year 10).
 - d. How did the speaker use body language, facial expressions, tone, pausing and pacing to persuade us?
 - e. How did the speaker use other elements (images, music, sound) to persuade us?
3. Break up class into groups. Each group spends a few minutes writing responses on the sheet of paper. Rotate groups and ask participants to read what the last group wrote and then add their own ideas.
4. Get the final group at each station to feedback to the class. Display these around the room for future reference.



5. Ask students to reflect individually:
 - a. What is the purpose of *The Story of Bottled Water*?
 - b. Who is the intended audience? (Year 9)
 - c. What are the main ideas presented in *The Story of Bottled Water*?
 - d. Were both sides of the issue presented to the viewer? Why was it presented like this?
 - e. Would you consider drinking less bottled water after watching this? Why?
 - f. Challenge: Did *The Story of Bottled Water* use first person language ('I' or 'we') or second person language ('you')? What impact does this have on the viewer?

Activity 4. Symbols and images in *The Story of Bottled Water*



For this activity you will need: A projector to display images and questions.

Ask the students to complete the following questions about the symbols and images used in *The Story of Bottled Water*.

1. Look at Image 1 to Image 4.
 - a. What symbols are common in these four images?
 - b. What do you think these symbols make the viewer think?
 - c. Who is the person meant to represent?
2. What childhood story is represented in the first image? What is this supposed to make the viewer think?
3. What is image two supposed to remind the viewer of? What characteristics are associated with the person in this image?
4. The images in this movie help to tell the story. What do you think is being shown in:
 - a. Image 3?
 - b. Image 4?
5. What makes image 5 humorous? What is this image making fun of?
6. What was the speaker talking about when image 5 was shown?
7. Why do you think humour was used for the topic shown in image 5?
8. What story is image 6 telling?
9. **Challenge:** Was any evidence quoted by the presenter to support any of these images? Which ones?

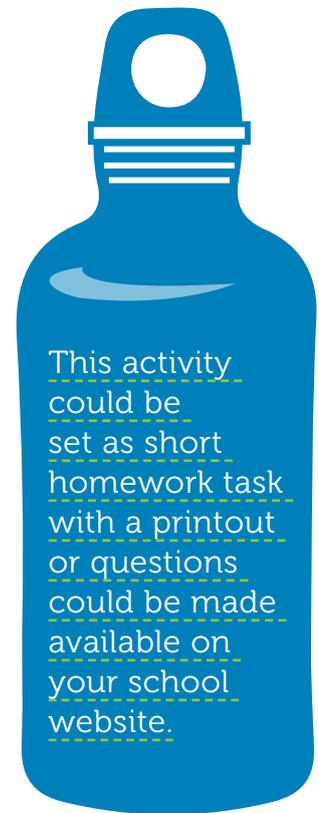
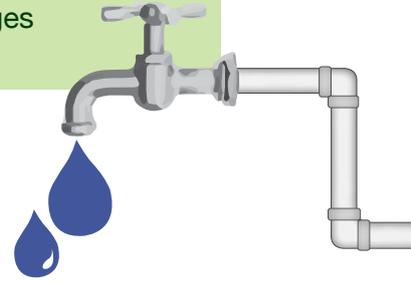




Image 1. Nestlé advertisement



Image 2. The trench coat



Image 3. Drinking fountain



Image 4. The factory

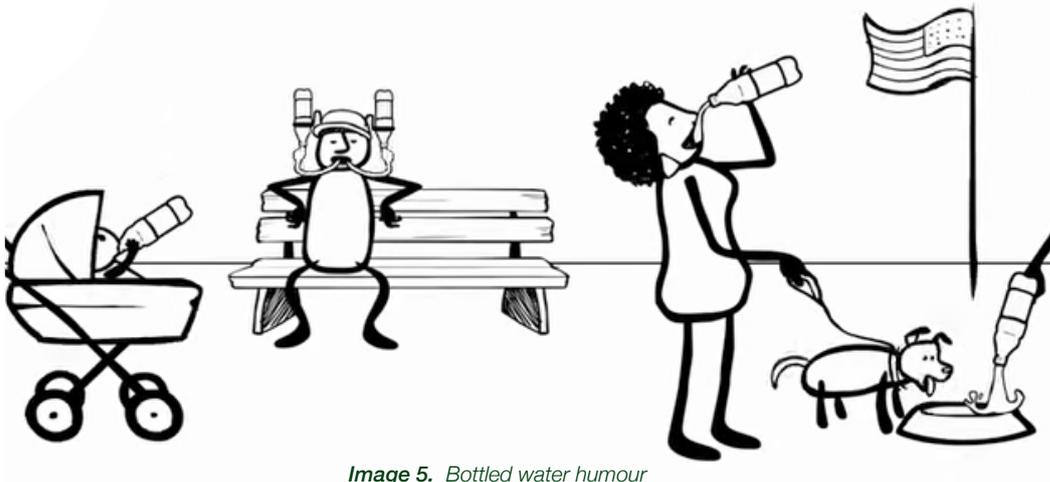


Image 5. Bottled water humour

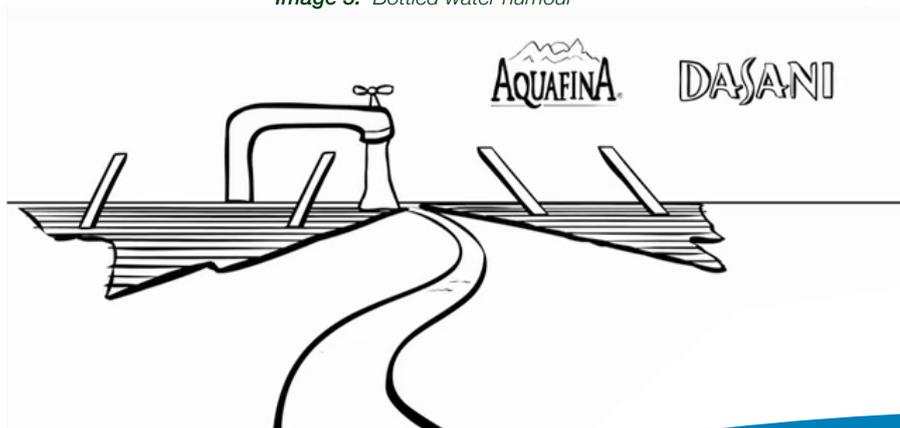


Image 6. The tap

These images were sourced from *The Story of Bottled Water*
www.storyofstuff.org/movies/story-of-bottled-water

Activity 5. Practicing the language of persuasion



For this activity you will need:

- eight sheets of butcher's paper and pens
- four copies of the transcript of *The Story of Bottled Water* (http://s.bsd.net/stuff/default/page/file/ef602537b9c44b688b_kim6iyz0t.pdf) or student access to a computer and the file, and copies of each of the questions set for Topic 1, 2, 3 and 4.

1. Put students into eight groups and assign two groups to each topic.
 - Topic 1: Rhetoric
 - Topic 2: Tone, pacing and pause
 - Topic 3: Body language and facial expressions
 - Topic 4: Emotive language.
2. Model the above persuasive techniques to students.
3. Move the students into their groups and allow them time to work through the questions.
4. Ask each group to feedback to the whole class as the 'experts' on their topic.

Topic 1. Rhetoric

- a. Read the transcript of *The Story of Bottled Water*.
- b. Identify and record or highlight any rhetorical questions used.
- c. Which of these rhetorical questions has the biggest impact on your group? What does the question make you think about? How does the question make you feel?
- d. Write as many rhetorical questions as you can to convince your class to stop using the thick plastic bags you get from clothing/shoe/electronic/other stores.
(extension: Can you vary the tone, pace or pause to give the rhetorical questions more impact?).
- e. When asked, share your rhetorical questions with the class.

Topic 2. Tone, pacing and pause

- a. Read the extract below from *The Story of Bottled Water* (or re-watch this segment),
'I was curious about where the plastic bottles that I put in recycling bins go. I found out that shiploads were being sent to India. So, I went there. I'll never forget riding over a hill outside Madras where I came face to face with a mountain of plastic bottles from California. Real recycling would turn these bottles back into bottles. But that wasn't what was happening here. Instead these bottles were slated to be downcycled, which means turning them into lower quality products that would just be chucked later. The parts that couldn't be downcycled were thrown away there; shipped all the way to India just to be dumped in someone else's backyard.'

- b. What kind of tone (happy/sad/angry/excited/other) did the presenter use in this part of *The Story of Bottled Water*? Did the presenter's tone suggest this was a good solution or bad solution to recycling?
- c. Experiment with the tone of your voice pacing (fast/slow) and pause to convince your class that it is a fantastic thing to ship plastic bottles to India.
- d. When asked, you will present this to the class.

Topic 3. Body language and facial expressions

- a. Read the extract below from *The Story of Bottled Water*,
 'There are many more things we can do to solve this problem. Lobby your city officials [local government] to bring back drinking fountains. Work to ban the purchase of bottled water by your school, organisation or entire city. This is a huge opportunity for millions of people to wake up and protect our wallets, our health and the planet. The good news is: it's already started. Bottled water sales have begun to drop while business is booming for safe refillable water bottles. Yay!'
- b. Experiment with body language and facial expression to make these solutions look fun and easy. Now experiment with body language and facial expressions to make these solutions look difficult
- c. When asked, you will present the text to make solutions look difficult (extension: Can you make your tone, pace or pause match?).

Topic 4. Emotive language

- a. Read the transcript of *The Story of Bottled Water*.
- b. Identify and record as many emotive words as you can.
- c. Which of these emotive words has the biggest impact on your group? How do the words make you feel?
- d. Write your own short speech using emotive words to convince your class to stop using the thick plastic bags you get from clothing/shoe/electronic/other stores.
- e. When asked, present your speech to the class.

Curriculum extensions

- You could extend this activity by having groups consider other devices like alliteration, metaphors, simile, hyperbole and inclusive language ('I' or 'we').
- You could study the transcript in more detail, checking for evidence of arguments.



Image provided by Sydney Water.

Activity 6. Persuasive group presentations



For this activity you will need: A projector, speakers, access to the internet.

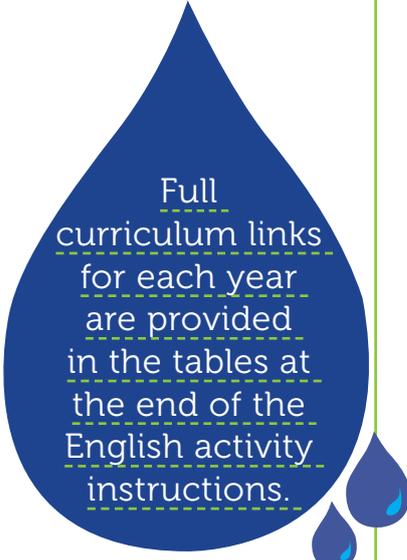
1. Watch the short clip www.wingclips.com/movie-clips/the-lorax/selling-air and discuss with students, 'Have we been conned in to buying bottled water?'.
2. Ask the students to 'Think, pair, share' to find out what concerns they and their partner have about tap and bottled water. How can they address these ideas and issues in their presentation?
3. Put students in groups of three. Ask each group to research, design and deliver their own five minute persuasive presentation to convince people to choose tap water over bottled water.

The presentations can be tailored for different year groups to meet the Australian Curriculum. In particular, focus the presentation on:

- *Year 7:* promoting the point of view of view that 'tap is best' and showing the audience a new way of seeing tap water.
- *Year 8:* reflecting the diversity of viewpoints on tap water.
- *Year 9:* presenting tap water in aesthetic and playful ways to convince people to choose tap water.
- *Year 10:* using the presentation to influence people to stop buying bottled water and to choose tap water instead.

Alternative presentation topics:

- The sale of bottled water should be banned at all schools in WA.
- Bottled water is safer than tap water.
- Companies should pay more to extract water for bottling.
- Councils should provide more drinking fountains in public places.
- Random rewards for people with reusable water bottles will help reduce plastic water bottle purchasing.



Full curriculum links for each year are provided in the tables at the end of the English activity instructions.

Presentations

Teacher facilitates timing, as guided below. Repeat until each group has done their presentation.

- 5 minutes presentation
- 2 minutes questions and answers
- 3 minutes feedback

Reflection questions

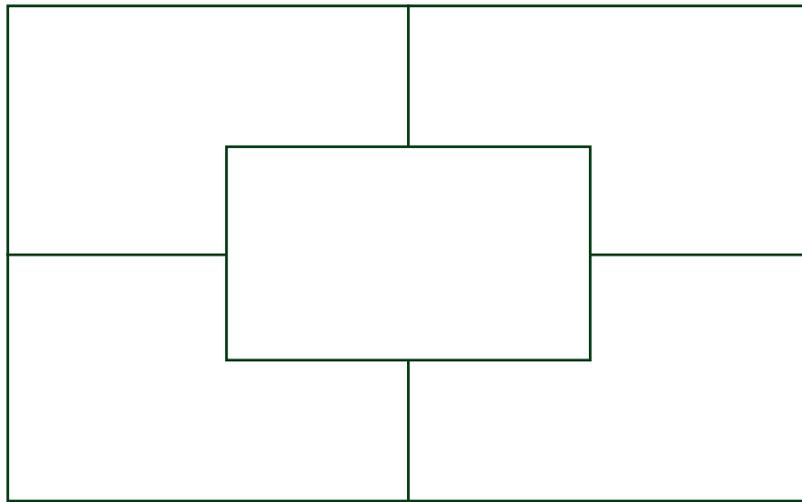
1. After the presentations, ask students to consider:
 - a. What was the purpose of your presentation?
 - b. What kind of body language did you use in your presentation?
 - c. How did you use your voice to sell the argument (e.g. tone, pitch, pace, pause)
 - d. What other elements did you include (images, music, sound) to add interest and meaning?
 - e. What persuasive/evocative language did you use in your presentation (Year 9)?
 - f. How did you use rhetoric in your presentation (e.g. irony, parody, metaphors)?
 - g. What symbols, icons and graphics did you use to add to your argument (Year 9)?

Activity 7. Taking action on bottled water



For this activity you will need: A projector, speakers, access to the internet and butcher's paper.

Placemat



1. Hand out butcher's paper and ask students to draw the placemat (above).
2. In their own corner of the placemat, students write what they think should be done about plastic water bottles at school and in the community.
3. After a few minutes they discuss their responses.
4. Ask students to agree on actions in their group and write these in the middle of their placemat.
5. Watch the ABC News report on the bottled water ban at Monte Sant' Angelo Mercy College in North Sydney at www.youtube.com/watch?v=KRth6eOO1xQ . Discuss this idea with students.

Student leadership

Inspired students might like to participate in, or organise, an event to encourage other students to join them in giving up plastic bottles for a day, a week or month. The details of this campaign are outlined in the student leadership section of this document.



Reduce comes before reuse and recycle. Start by saying no to bottled water.

Extension or Assessment

- Collect student notes and presentation preparations for assessment.
- Students write a newsletter article for your school stating what you think you should do to reduce plastic bottle waste at your school or in your community.
- Students make a mini movie for another waste topic modelled on *The Story of Bottled Water*.
- Students prepare a letter to lobby their local council to install more drinking fountains.

Useful websites and further resources

- Splash ABC – persuasive text student worksheet
http://splash.abc.net.au/res/teacher_res/8-persuasive-texts/TR_8_eng_studentsheet_persuasive_text_structures.pdf
- Gruen Transfer (ABC) www.youtube.com/watch?v=-z_NLq72cyM
 - o The Pitch – selling ice to Eskimos. Time, 15:58 - 20:18 minutes.

ENGLISH: CURRICULUM LINKS

Year 7:

LITERACY	<p>Literacy; Interacting with others</p> <p>Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)</p>	Activity 2, 3
	<p>Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements (for example music and sound) to add interest and meaning (ACELY1804)</p>	Activity 4, 5
	<p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)</p>	Activity 6
	<p>Literacy; Interpreting, analysing, evaluating</p> <p>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)</p> <p>Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)</p>	Activity 2, 3 Activity 2, 3

Year 8:

LANGUAGE	<p>Language; Language for interaction</p> <p>Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)</p>	Activity 3, 4, 5
	<p>Language; Text structure and organisation</p> <p>Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)</p>	Activity 2, 3, 4

LITERACY	<p>Literacy; Interacting with others</p> <p>Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)</p>	Activity 2, 3 4
	<p>Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)</p>	Activity 5, 6
	<p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)</p>	Activity 6
	<p>Literacy; Interpreting, analysing, evaluating</p> <p>Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)</p>	Activity 2, 3, 4
	<p>Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)</p>	Activity 2, 3, 4
	<p>Literacy; Creating texts</p> <p>Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)</p>	Activity 6

Year 9:

LANGUAGE	<p>Language; Language for interaction</p> <p>Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)</p>	Activity 4, 5
	<p>Language; Text structure and organisation</p> <p>Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)</p>	Activity 3, 4
	<p>Language; Expressing and developing ideas</p> <p>Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)</p>	Activity 3
	<p>Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)</p>	Activity 4

LITERACY	<p>Literacy; Interacting with others</p> <p>Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740)</p>	Activity 2, 3
	<p>Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)</p>	Activity 5, 6
	<p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)</p>	Activity 6
	<p>Literacy; Interpreting, analysing, evaluating</p> <p>Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)</p>	Activity 2, 3, 4
	<p>Literacy; Creating texts</p> <p>Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)</p>	Activity 5, 6

Year 10:

LANGUAGE	<p>Language; Text structure and organisation</p> <p>Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)</p>	Activity 3, 5
	<p>Literacy; Interacting with others</p> <p>Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)</p>	Activity 2, 3, 4, 5, 6
LITERACY	<p>Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)</p>	Activity 5, 6
	<p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)</p>	Activity 5, 6
	<p>Literacy; Creating texts</p> <p>Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)</p>	Activity 6