

waste ops

/ JOIN THE MISSION /

YOU COULD WIN!

TEACHERS PACK

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REDUCE

REUSE

RECYCLE



INTRODUCTION

Cessnock and Maitland Councils are offering Year 7 and 8 students the chance to take part in an exciting short film contest in 2018!

It's a great way to engage your students, spark their imagination and creativity and improve their persuasive writing skills.

The program is fun, engaging and meets with the requirements of the NSW English syllabus, providing a full unit of work for Stage 4 English. Importantly, the program is flexible and not limited to English studies. Any students - drama, science, geography or an environment group can get involved. A maximum of 5 storyboards can be entered per school.

It's easy for teachers and fun for students!

You'll find the full unit program included in this pack, along with ideas for teaching, learning and assessment. Feel free to use

these resources, adjust them to suit or come up with your own ideas - after all, the program is all about getting creative!

Important dates for competition:

- Registrations close: 12th April 2018
- Deadline for storyboard submissions: 3rd September 2018.
- Finalists will be announced on the 10th September 2018.
- Filming of finalists commences week of 17th September 2018.
- Voting commences: 15th October 2018.
- Voting closes: 31st October 2018.

THE CHALLENGE

The challenge is to shift the way we think about waste and encourage people to reduce their waste.

People throw away tonnes of garbage each and every day.

In response, Cessnock and Maitland Councils are asking year 7 & 8 students to help them shift thinking around waste reduction.

We need your class to provide a script and storyboard for a short film of no more than 60 seconds. The film needs to persuade people living in Cessnock and Maitland regions to reduce the amount of waste they throw away each day.

Think about a film with the potential to go viral! Something that will be noticed, remembered and ultimately a message that will persuade people to change their behaviour.

The best four storyboards will be professionally filmed and hosted on the Waste Ops website. Each school will be able to enter up to 5 storyboards.

The community will then be asked to vote for their favourite video. All finalists will receive a prize. The winning school will receive \$500 to be spent on an environmental project of their choice. Cash prizes will also be awarded for 'runners up' and 'highly commended'.

GET IN TOUCH!

Registration are now open and close 12th April 2018, please see www.wasteops.com.au for further information and registration details. All entries must be submitted by email info@wasteops.com.au or mail to the following address before 3rd September 2018.

Attn: Taryn Vernoy
Channelzero

The Annex, 601 Pacific Highway,
St Leonards, NSW 2065.

If you have any query regarding any element of this program, please call Cessnock City Council on 02 4993 4245 or email environment@cessnock.nsw.gov.au

or Maitland City Council on 02 4934 9833 or email Fiona.rowan@maitland.nsw.gov.au

APPENDIX

Links to the Curriculum & Example Teaching, Learning & Assessment Activities

Learning topic:

The Power of Persuasion: Choosing To Reduce Your Everyday Waste

Stage 4 English
Indicative time: 5 - 8 weeks

Unit description:

- The focus of this unit is on the art of persuasion – persuading people to reduce their waste.
- Students will explore how words can be used to persuade and inform. A range of texts from different times and contexts will be examined.
- By composing and responding with feeling, logic and conviction, students will develop an understanding of the significance of language to people of all cultures and times.
- The skills of writing and speaking to persuade and inform, and the skill of listening for meaning and understanding will be explicitly taught.

Essential questions:

- What are the main features of persuasion employed in advertising media?
- What is the structure and form of persuasive writing and speaking?
- How are language features and form used to persuasively promote points of view and position a responder?

Overarching question:

- How & why do speakers & writers use language & form to present their point of view forcefully?

NSW Australian Curriculum Outcomes:

New NSW Syllabus (AC)
Outcomes and Content:

3 EN4-3B: A student uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts.

- Engage personally with texts: language and structures of texts in meaningful, contextualised and authentic ways; ideas and information in a range of texts; identify, discuss and reflect on the ideas and information in a range of texts.
- Develop and apply contextual knowledge: describe and analyse purpose, audience and context of texts; recognise and use appropriate metalanguage in discussing a range of language forms, features and structures; understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546); understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549); 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)
- Understand and apply knowledge of language forms and features: understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536); understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809); understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)
- Respond to and compose texts: 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 (ACELY1721, ACELY1732)

Assessments:

Assessment modes:
Reflection and Creative Persuasive Text (storyboard)

Assessment Outcomes: 3, 4 & 5 (AC)

Assessment for and as learning: Analysing features of written and spoken speeches; composing persuasive short speeches and self and peer evaluation of original speech.

Assessment of Learning Task: Storyboard and Reflection (25 marks)

4 EN4-4B: A student makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.

Engage personally with texts: recognise and appreciate the ways a wide range of texts communicate by using effective language choices.

Develop and apply contextual knowledge: explore and analyse the ways purpose, audience and context affect a composer's choices of content, language forms and features and structures of texts to creatively shape meaning.

Understand and apply knowledge of language forms and features: experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)

Respond to and compose texts: 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); plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)

5 EN4-5C: A student thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.

Engage personally with texts: describe and explain qualities of language in their own and others' texts that contribute to the enjoyment that can be experienced in responding to and composing texts; share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)

Develop and apply contextual knowledge: critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective.

Understand and apply knowledge of language forms and features: investigate and understand the ways web and digital technologies influence language use and shape meaning.

Respond to and compose texts: express considered points of view and arguments on areas such as sustainability and the environment accurately and coherently in speech or writing with confidence and fluency; discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)

Websites and YouTube Clips:

- Word Cloud Maker: <https://wordclouds.com/>
- Persuasive Techniques: <https://www.slideshare.net/LHaghighi/common-persuasive-techniques-in-advertising>
- The Story of Stuff <https://storyofstuff.org/movies/story-of-stuff/>
- The Story of Change: <https://storyofstuff.org/movies/story-of-change/>
- The Story of Bottled Water <https://www.storyofstuff.org/movies/story-of-bottled-water/>
- Transcript of The Story of Bottled Water http://storyofstuff.org/wp-content/uploads/movies/scripts/SoBottledWater_Annotated_Script.pdf

Activity 1:

Initial Perceptions - Commence the Project with a Journal

Outcomes:
EN4-4B, EN4-5C

1. Instruct the students to keep a waste journal for three days. The journal will record everything they throw away.
2. Following the 3 days, get the students to make a list of all the wastes that could have not been produced in the first place (avoided), been recycled, used again or put to another use e.g fed to chickens. What other options were there available to reduce the waste in the first place? E.g. take a drink bottle rather than buying cans of drink.
3. The students will undertake a survey at the beginning of the unit on their perceptions of waste disposal. Please ask students to complete survey
4. Think, Group, Share: What were the results of the waste diary?
 - Students discuss in small groups what their purchasing and disposal choices were and why.
 - Class discussion: students justify their purchasing and disposal choices to the whole class.

Activity 2:

Introduction of the Learning Challenge, Perceptions of Waste and Behaviours Around it

Outcomes:

4 EN4-4B, 5 EN4-5C

Resources: Learning and challenge, butchers paper/ individual whiteboards, computer + projector (for word cloud), fact sheet about waste.

1. Waste Ops

- Students are being challenged by their local council with a brief asking them to act as their creative agency and create a compelling short film story board.
- The challenge posed to the students is to shift perceptions of what defines waste and persuade people to choose to reduce their waste by making wiser choices.
- The challenge and competition plus learning materials and links can be found on the website wasteops.com.au.
- Students are provided fact sheets: "Waste Ops: How to Wipe Out Waste!", "The Art of Story Boarding" and "The Art of Persuasive Writing" to read.

2. Discussion of Perceptions of Waste Reduction

- Students form small groups or work in pairs to collect the key words from around their purchasing and disposal choices discussion.
- In groups, students can write their key words on butchers paper, small white boards etc.
- Groups/pair share with class. (Possibly creating a word cloud on wordclouds.com/)

- Discuss key beliefs about why we have so much waste and what smarter choices we could be making.
- Share important data/info about waste.
- Discuss students' reaction to information.

3. Discussion surrounding waste habits and what households throw out.

- Students form small groups or work in pairs to collect the key words from opinions.
- In groups, could write them on butchers paper, small whiteboards, etc.
- Groups/pair share with class. (possibly creating a word cloud on wordclouds.com/)
- Discuss key beliefs around why so much waste goes in the bin.
- Share important data/info about the impact of the choices around plastic bottles or food, not only how to properly dispose of it but to think about buying choices and the implications. Encourage the students to question what they buy and its impact before purchasing.
- Discuss students' reaction to information.

Outcomes:

4 EN4-4B, 5 EN4-5C

Resources: Learning Challenge Brief, butchers paper/individual whiteboards, computer + projector (for word cloud), fact sheet about waste.

4. Concluding Task/Homework

- Have a conversation with a peer (outside of this class) about their perceptions of waste and waste habits at home.
- Discuss the information gained about peoples perceptions of waste and the choices they make.
- Consider: What seemed to be most interesting/important to them about the information you shared? What do you think would make them change their view of waste and reduce the amount they dispose.

Activity 3:

Persuasive Techniques in the Story of Bottled Water

Outcomes:

3 EN4-3B, 4 EN4-4B,
5 EN4-5C

Resources: 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 (<http://storyofstuff.org/movies/story-of-bottled-water>)
2. Set up pieces of butchers paper around the room with the following headings:
 - What tricks do companies use to get us to drink bottled water?
 - How did the movie use language to convince us to drink tap water? Think about emotional words, humour, repetition, testimonials, rhetorical questions, inclusive language.
 - How did the speaker use body language, facial expressions, tone, pausing and pacing to persuade us?
 - 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.
 - What is the purpose of The Story of Bottled Water?
 - Who is the intended audience?
 - What are the main ideas presented in The Story of Bottled Water?
 - Were both sides of the issue presented to the viewer? Why was it presented like this?
 - Would you consider drinking less bottled water after watching this? Why?
 - 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?
6. Concluding Task/Homework: Discuss student responses as a class.

Activity 4:

Persuasive Techniques used in TV Commercials

Outcomes:

3 EN4-3B, 4 EN4-4B,
5 EN4-5C

Resources: 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)
2. Students to take notes on the techniques introduced (slides: 4-10)

Techniques covered in the presentation include:

 - Bandwagon
 - Repetition
 - Testimonial
 - Emotional appeal
 - Humour
 - Rhetoric question
3. Students record notes about Audience: Audience, Purpose, persuasive technique (slides: 11-25)
4. Students Reflect on Ads in Presentation
 - Which ad stuck out to you? Why?
 - Which ad had the most emotional appeal? Why?
 - What ad influenced you to make a purchase the most? Why?
5. Watch a particularly effective TV Commercial
 - Discuss the audience, purpose and persuasive techniques used in each TV commercial (students to take notes).
 - Evian TV Commercial: <https://you.tube/4EscVUOoFTw>

Activity 5:

Practising the Language of Persuasion

Outcomes:

3 EN4-3B, 4 EN4-4B,
5 EN4-5C

Resources: transcript of The Story of Bottled Water (http://storyofstuff.org/wp-content/uploads/movies/scripts/SoBottledWaterAnnotated_Script.pdf), Projector where students can display slideshows

1. Put students into groups and assign groups to each topic:
 - Bandwagon
 - Repetition
 - Testimonial
 - Emotional appeal
 - Humour
 - Rhetoric question
2. Ask each group to feedback to the whole class as the 'experts' on their topic using the following:
 - Read the transcript of The Story of Bottled Water.
 - Identify and record or highlight any examples of your group's persuasive technique.
 - Which of these examples of your persuasive technique has the biggest impact on your group?
 - How does the technique make you think? Feel? Explain why.
 - How could you use this technique to convince your peers to drink more tap water and less bottled water? How would this help to produce less waste?
3. Groups need to create short presentations on their 'findings' of the persuasive technique.
 - Name and define the technique.
 - Give at least 2 examples from the text.
 - Describe the scene in which the technique was used.
 - Describe the effect of the technique – how it makes the viewer think/feel.
 - Give one example of how this technique could be used to persuade their peers to waste less by choosing not to drink bottled water.
 - Suggestion: use of a slideshow with screenshots from the video that students 'talk to' while presenting.

Activity 6:

Call to Action: Storyboarding a 60 second TV Commercial / Short Film

Outcomes:

3 EN4-3B, 4 EN4-4B,
5 EN4-5C

Resources: campaign brief,
assessment notification.

1. Put students in pairs. Ask the students to 'think, pair, share' to find out what concerns they have about reducing their waste. How can they address these ideas and issues in their presentation?
2. Still working in pairs, ask each group to research, design and deliver their own 60 second story boarded television commercial to convince people to reduce their waste. Refer them back to the "The Art of Story Boarding" on the competition website wasteops.com.au.

*Inspired students might like to participate in, or organise, an event to encourage other students to join them in giving up plastic bags, bottles, and/or containers for a week or month.

Group Assessment:

Each group to present their story board talking to the class as if there were pitching to a client: Waste Ops.

Students should endeavour to cover the following in 3-5 minutes:

1. **Summarise the brief or task at hand & the target market.**
2. **Key considerations and rationale behind their commercial.**
3. **Discussion of key persuasive techniques employed and why.**

Rationale / Reasons behind why they chose the direction they did to convince their target market of the benefits of reducing waste

Activity 7:

Presentation of Storyboards

1. As students present their storyboards, classmates should consider the following to decide who they vote for as the best.
 - Most persuasive
 - Most likely to go viral
 - Viewer's Choice – best all-around idea and execution
 - Teacher's Choice
2. Once all the presentations are made votes are tallied and the winners of each of these categories is announced. The winners of each category are then collated and sent off for judging.

Activity 8:

Shifting Perceptions - Complete the Project with a Journal

Outcomes:
4 EN4-4B, EN4-5C

Resources: Survey and whiteboard.

Keep a diary for three days of what you throw away that could have been prevented ie. Plastic bags, food, water bottles, cans etc.

1. Students to complete survey 2. Ask the students to compare this survey with Survey 1 completed at the beginning of the term and analyse if its a different result.
 2. Think, Group, Share: What were the results of the waste diary? Were the results different today than they were at the beginning of the unit? What are some of the things you've done to reduce your waste?
- Students discuss in small groups what their choices were and why.

- Class discussion where students justify their choices.
- Has anyone changed their behavior? If so, why? (students record if opinion changes or not and justifies answer)
- Students to compare their current opinion with their opinions and surveys they had before they started this learning unit.
- Teacher to ask students to reflect on why their opinions may have changed and draw conclusions as why that has happened.

SURVEY 1

Name:

Date:

1. What do you and your household members currently do with your waste to help the environment?

2. What do you do to 'reduce' your waste disposal at home?

3. What do you 're-use' at home to help reduce your wastage?

4. What do you currently 'recycle' at home?

5. What are your current perceptions towards recycling and helping the environment?

SURVEY 2

Name:..

Date:.....

1. Has completing this waste education unit changed your and/or your household members behaviour towards waste disposal?

.....

.....

2. Do you and your household members do anything different now that you have completed this waste education unit to help 'reduce' your waste?

.....

.....

3. Do you and your household members do anything different now that you have completed this waste education unit to 're-use' at home to help reduce your wastage?

.....

.....

4. How has your perception changed now that you have completed this waste education unit towards recycling and helping the environment?

.....

.....

5. What was the most apparent lesson you have learnt throughout this course?

.....

.....

.....

TEACHER EVALUATION

Teacher Signature:.....

Date:.....

Head of Faculty Signature:.....

Date:.....

APPENDIX - Background

/ WASTE OPS MISSION /

HOW TO WIPE OUT WASTE

During 2009-10, 53.7 million tonnes of waste was generated within the Australian economy.

In 2010 the number of households in Australia was estimated to be 8.4 million with an average household consisting of 2.6 persons. Each household in Australia is estimated to produce almost 1.5 tonnes of waste each year for a total of 12.4 million tonnes.

Nearly half (47%) of all waste from households was organic waste and almost a quarter (23%) was paper and cardboard waste. From 1996 – 2015, waste generation within Australia has increased by

170%.

The best way to reduce the large amount of general waste is for each of us to do our part and reduce the amount of waste we dispose of every day.

As a part of the Waste Ops training program, here is the not so top secret tips to help wipe the waste out of your life and encourage the good samaritans around you to do the same!

01 / DITCH THE PLASTIC BAGS

Australians throw away about 7,150 recyclable plastic bags a minute. Around the world, we use and throw away 1 trillion every year.

YOUR MISSION: BYOB. Bring your own (re-useable) bag. Whether you're helping your parents out with groceries or bringing your lunch to school bring your own bag.

02 / STOP WASTING PAPER!

We throw away millions of tons of office paper every year. That's a whole load of people printing stuff they don't need, photocopying bodyparts, not using print preview or accidentally printing

duplicate copies.

YOUR MISSION: Stop and think – do I really need to print this? If so, print double sided and keep the extras to a minimum.

03 / DO YOUR PARENTS DRINK COFFEE?

In Australia, we bin 2.7 million disposable coffee cups a day. That's nearly 1 billion a year, generating over 7,000 tonnes of waste – it's insane.

YOUR MISSION: Get a reusable cup. Some cafes even give you a discount if you have one. Yew!

WASTE OPS MISSION

04 / DITCH THE DISPOSABLE PLASTIC

Approximately 100 billion disposable pieces of plastic cutlery are used and thrown out every year. Parts of the ocean are turning into a plastic soup. That's because of single use and disposable plastics. The culprits? Takeaway containers, water bottles, straws, plastic bags and plastic cups.

YOUR MISSION: Say no to bags, extra napkins and cutlery. If you're going home or to work to eat your takeaway, use the cutlery there. If you're shopping for clothes reduce the amount of bags you use by bring your own reusable bag or doubling up and using one bag for everything.

05 / SAY BYE TO BOTTLED WATER

Water has to be pumped out of the ground, packaged, transported and chilled before it gets to us. This creates over 60,000 tonnes of greenhouse gases a year in Australia alone. What makes it more crazy is that we could just get it from the tap!

YOUR MISSION: Buy a water bottle and take it everywhere you go. Refill it at cafes, restaurants or parks. It's unbelievably easy to take care of this one.

06 / GET YOUR COMPOST ON

Composting is probably the most important step of all. You'll find that most of the food you throw away on a day to day basis can be composted. All you have to do is place your 'green' scraps into the bin and let it biodegrade! Whereas, when placed in landfill, food breaks down and generates methane, which is dangerous to the environment and affects the ozone layer.

YOUR MISSION: Instead of throwing away your unwanted food, compost it. It's that simple. Don't have a compost bin? Learn how to make one here:

- http://www.cleanup.org.au/files/clean_up_australia_factsheet.pdf
- <http://www.environment.nsw.gov.au/households/gardening.htm>

07 / AIM FOR THE RIGHT BIN

Throw a can of Coke in a non-recycling bin and the can will spend the next 200 years decomposing (or not) in landfill. Recycle it and you save enough energy to power a TV for three hours. You can also get involved in the NSW container deposit scheme and receive 10c for your efforts.

YOUR MISSION: If you're out and wanting to throw away something recyclable, hold it and wait until you come across a recycling bin.

/// FIND OUR MORE ///

CHECK OUT THESE LINKS:

- 1. Beyond Reduce, Reuse, Recycle**
<http://www.greenpeace.org.au/blog/beyond-reduce-reuse-recycle/>
- 2. Food Waste Facts**
http://www.ozharvest.org/what-we-do/environment-facts/?gclid=CjwKEAiAyO_BBRDOgM-K8MGWpmYSJACePQ9CVKbj5CRB-H8HIEI5evRtMNSdl2SUgVHFTD-6WTjmORoCoZzw_wcB
- 3. Youth food Movement**
http://www.youthfoodmovement.org.au/spoonled/?gclid=CjwKEAiAyO_BBRDOgM-K8MGWpmYSJACePQ9CadMgusSt4aRX21BASPKEQWBm9LUyLerBGdKkgFL6UxoC9rrw_wcB
- 4. Plastic Bags do not belong in recycling bins**
<https://www.youtube.com/watch?v=2tv3WraWheY>
- 5. Pharell Williams: The Plastic age**
<https://www.youtube.com/watch?v=Pt6KIPCX1BU>
- 6. WWF: The Full picture**
<http://www.wwf.org.au/get-involved/change-the-way-you-live/reduce-reuse-recycle>
- 7. TED: What really happens to plastic waste**
https://www.youtube.com/watch?v=_6xINyWPpB8
- 8. Jeff Bridges talking about plastic waste**
<https://www.youtube.com/watch?v=9zmvqIkIM-A>
- 9. Small Acts, Big Change**
<http://smallactsbigchange.com.au/>
- 10. Going Zero Waste (Blog)**
<http://www.goingzerowaste.com>
- 11. Hunter Resource Recovery**
www.hrr.com.au
- 12. Recycle Right**
<http://recycleright.com.au/>
- 13. Planet Ark**
<http://www.planetark.org/>
- 14. Foodwise**
<http://www.foodwise.com.au/foodwaste/food-waste-fast-facts/>
- 15. Love Food Hate Waste**
www.lovefoodhatewaste.nsw.gov.au
- 16. NSW EPA**
www.epa.nsw.gov.au/your-environment/recycling-and-reuse NSW EPA
- 17. Return and Earn**
www.epa.nsw.gov.au/your-environment/recycling-and-reuse/return-and-earn

／ THE ART OF STORY BOARDING ／

In order to develop a good story board, you first need a clear vision of what you want to tell in your television commercial. Use the following steps as a guide to really master the art of story boarding:

Start with the brief. What is the question or problem the client is asking you to solve and how are you going to address it? State a problem in your first couple of shots, then spend the rest of your video revealing your answer, but don't give your story away too early, as you want to keep people interested.

Define your target market. Who are you speaking to?

Write down a few key points on what you want to communicate in your 60 seconds television commercial.

Consider how you can communicate these points by telling a short story that will interest your viewers/ target market?

- Consider the setting you want your story to take place (ie. Kitchen, outside, etc)
- Consider what characters you want to be in your story
- Ensure your story has a start, a middle and an end.

Take the key points and the story you want to communicate in response to the brief and write a 60 seconds script

– keep in mind you need to allow time for any sound effects needed. Ensure that there is a strong call to action at the end.

Apply the script to the story board template and draw out how you see it coming to life! This will provide a strong visual reference for when the TVC is produced. Don't forget to include the mandatories from the brief!



THE ART OF PERSUASIVE WRITING

Use the following steps as a guide to help master the art of persuasive writing:

Choose a position. You should think about the issue and in one statement clearly explain why it is important – this is your campaign tagline and will make the content surrounding it more compelling.

Understand the audience. In order to write an effective persuasive script, you need to think about how your audience will digest what you have to say. Make sure you use words and content that is relevant and that your target market will understand.

Do your research. A persuasive script depends upon solid, convincing evidence to support whatever position you might be taking. Don't rely on a single source. Go to the library and enlist the help of the librarian if you need to. Speak with community experts and even your teachers. Having a sound understanding of the topic will help you to better explain your position when you go to write your script. This will also give your audience confidence to follow along and believe what you have to say.

Final Tips for Success:

- List all of the mandatory components you need to include in the script and check them against your final script.
- Make sure your opening few lines of the script include a good "hook" to get your audience's attention. You could open with an unusual fact, statistic or a question.
- Keep your thoughts cohesive, so the audience can follow along and understand the different points you are trying to make.
- Don't forget to read through your script with fresh eyes and make sure it;
 - Presents a firm position and is supported by relevant facts, statistics, quotes and/or examples.
 - Has smooth transitions between your organised ideas on the topic.
 - State your final position (or tagline) at the end of your script to increase the impact of the message you are trying to get across.



Advertising Glossary of Terms:

TVC: television commercial

Story board: illustrations or images displayed in sequence for the purpose of pre-visualizing a motion picture, animation, motion graphic or television commercial.

Target market: a particular group of consumers at which a product or service is aimed.

Response to brief: the solution to the problem, question, or challenge posed by the client.

CTA / Call to action: instruction to the audience to provoke an immediate response, usually using an imperative verb such as "call now", "find out more" or "visit a store today".

Template: creative tool containing a standardized layout to produce consistency across the document

Visual Reference: images for the reader to refer (this helps to explain how the TVC will come to life).

Production / Produced: the process of creating the TVC – planning, shooting, editing.

Mandatories: the clients must have – usually includes logo, strong CTA, benefits of product.

Persuasive: good at persuading someone to do or believe something through reasoning or the use of temptation.

Position statement: lets people know where you stand on a topic or debate. It can be used in a variety of areas like policy, literature, ethics and legislation.

Tagline: a catchphrase or slogan, especially as used in advertising, or the punchline of a joke.

Target market: a particular group of consumers at which a product or service is aimed.

Script: a written version of a play or movie. The word comes from the Latin *scribere*, meaning 'to write'. If you audition for a movie, you will get the script to practice a scene or two.

Mandatory: the 'must have' – usually includes benefits of product, certain phrases, taglines, campaign message.