

getconnected



A Global Education resource from World Vision

Persuading the world

July 2014

\$9.90

What does the global poverty gap look like?

Never heard of malaria.

Heard of malaria far too much.

Mosquito nets help close this gap.

Join with us and Close the Gap on poverty so all children can survive 5.

www.childhealthnow.org/closethegap

CHILD HEALTH NOW

World Vision

use of visual analogy/antonyms

repetition 'heard of malaria'

personal pronoun

high modality imperative

rhetorical question

repetition of 'gap' for emphasis

call to action

How can students be empowered as active citizens?
What are the language features of persuasion texts?
How can texts influence the world?

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An Ethiopian student gives a speech to her peers about the importance of good hygiene for health. Photo: World Vision 2013.

For the teacher

This issue of **Get Connected** addresses persuasion texts and six important global issues. The first page in each topic is an information text that provides background content and context. The following three pages invite students to examine persuasion texts on the issue – posters, cartoons, speeches, and digital and written texts. Australian curriculum links and all the video texts are available online at worldvision.com.au/schoolresources

The back cover, Jargon busters, is a useful reference page of language features used in persuasive texts.

For additional resources visit

worldvision.com.au/schoolresources

Your comments on this resource are welcome at

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Front cover image: Child Health Now advocacy campaign poster.

Syria

Three years on...

Death toll: 100,000+

Children killed: 11,000

Refugees: 2.5 million

Displaced people: 6.5 million

Needed to make a stand: ONE. YOU

[Learn more](#)



Join us at a global vigil for Syria, March 14, 7.30pm Federation Square Melbourne

Can I persuade you?

Every day you get bombarded with messages trying to persuade you to do something – buy a drink, vote for a political party, go to a movie, drive carefully or donate to a good cause.

Non-government organisations like World Vision use a range of strategies to persuade people to be active global citizens. They want to address issues of global poverty, climate change and human rights. Media, including social media, are important tools for influencing individuals, businesses and governments.

They use language, music and images in very deliberate ways to appeal to your emotions, your reason and/or your values. For example, the online text above demonstrates a common formula (AIDA):

Attention – the poster gains the attention with an arresting image of a child and contrasting colour

Interest – the text seeks to hold interest with confronting and simple statistics

Desire – the poster appeals to the human desire for justice, fairness and care for the vulnerable

Action – the text wants the reader to take action – “make a stand” – “learn more” – and “join us”

This issue of Get Connected explores some of these strategies and empowers you to create texts to make the world a better place.

For you to do

1. Aristotle identified three ways to persuade others – to appeal to their (i) emotions, (ii) thoughts or reason (iii) values. Place the nouns below in the table – some are emotions, some are values or hopes, and others are strategies to appeal to thoughts and reason.

emotions (pathos)	thoughts and reason (logos)	values and hopes (ethos)

truth anger statistics expert quote fear joy
 graph evidence care compassion justice sadness

2. Using Aristotle's three strategies, how does the poster above seek to persuade the reader?

Gender equality

Girls around the world face unique challenges with discrimination, violence and violations of their human rights. In order to raise awareness of these challenges, the United Nations declared an International Day of the Girl Child to be recognised in October each year.

Here are eight examples of injustice and inequality faced by women and girls around the world:

- Women own only 1-2 percent of the world's titled land.
- Women hold only 21.8 percent of seats in the world's parliaments.
- One in three women will experience gender-based violence in their lifetime.
- 142 million girls will be married before their 18th birthday this decade (by 2020).
- In southern Asia, only 77 girls for every 100 boys are enrolled in tertiary education, and in sub-Saharan Africa, only 61 girls are enrolled per 100 boys.
- 64 percent of adults who reported not being able to read and write were women.

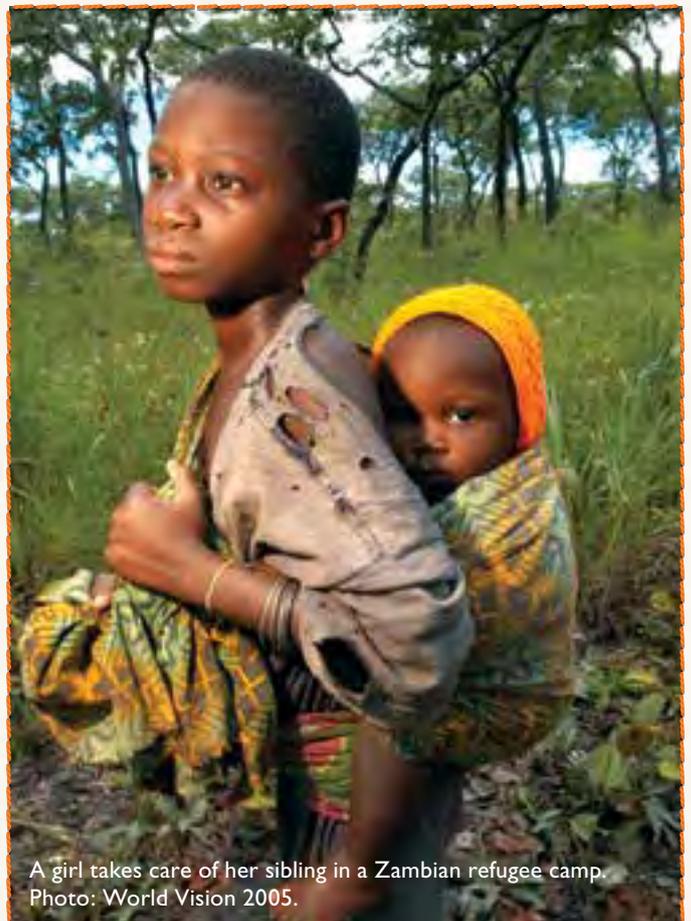
- 536,000 women die each year from pregnancy complications – one every minute.
- Women work two-thirds of the world's working hours.

The reasons for this inequality are complex, but it's often due to traditions and social norms that devalue girls. For example, in some countries it is common for girls to either not go to school, or be taken out of school at an earlier age than boys. A girl's education can be seen as an unnecessary expense, particularly if girls could be doing household chores or working to help support their family instead, or if they might be married at an early age.

When girls are treated as equals to boys, they are more likely to stay in school, and when girls do go to school their chances of getting a better job improve. According to the World Bank, a girl with an extra year of education can earn 20 percent more as an adult than a girl who didn't have that additional time at school. Education helps girls to break the cycle of poverty and discrimination.



Schoolgirls in Zambia play football.
Photo: World Vision 2008.



A girl takes care of her sibling in a Zambian refugee camp.
Photo: World Vision 2005.

Girl Rising

One girl with courage is a revolution

World Vision is proud to present *Girl Rising* – a new feature film about the strength of the human spirit and the power of education to change the world.

This internationally acclaimed film tells the stories of nine extraordinary girls born into unforgiving circumstances, including World Vision sponsored children Azmera from Ethiopia and Ruksana from India.

“It’s a simple fact,” narrator Liam Neeson tells us in *Girl Rising*. “There is nobody more vulnerable than a girl!”

Around the world, millions of girls face barriers to education: 66 million girls are currently out of school. And yet, educating a girl can break the cycle of poverty in just one generation. *Girl Rising* chronicles the struggles nine girls face in the fight for an education: early marriage, extreme poverty, child slavery and other injustices.

The nine girls come from across the world – from mountainous Peru to the squalor of urban India. They range from little Wadley, just seven when an earthquake in Haiti razes her home and school, to teenagers like Suma from Nepal, who was sold into bonded labour as a young girl and never taught to read.

10X10 PRESENTS
GIRLRISING



Azmera, from Ethiopia. Photo: 10x10, 2012.

Girl Rising is not a documentary, nor fiction – it is powerful storytelling. Each girl was paired with a renowned writer from her native country. Their stories were then narrated by actors including Oscar winners Meryl Streep, Anne Hathaway and Australia’s Cate Blanchett.

The stories are heartbreaking, but inspirational. In witnessing their daily struggles, we also see how Wadley, Ruksana, Suma and others persevere to create a better future.

Join audiences worldwide and be inspired by *Girl Rising*.

For you to do

1. With a partner, read *Girl Rising* above and discuss the following. Share with another pair.
 - What are some examples of emotive language used?
 - Why are the words “courage” and “revolution” used in the heading? What images come to your mind when you read these words? Why do you think these words were used?
 - What are other strategies used to persuade people to view this movie?
2. Watch the video clip for the *Girl Rising* film at worldvision.com.au/schoolresources and compare the video clip with the written advertisement.
 - Which method of persuasion do you think is most likely to influence people to watch *Girl Rising*? Why is one more persuasive than the other?
 - Why do you think more than one method has been used to advertise *Girl Rising*?
3. Create a text to persuade your school to recognise International Day of the Girl Child and complete the photo activity worksheet at worldvision.com.au/schoolresources

Protect a child like Namayani

As part of World Vision's campaign to address child marriage in the world, a video text was produced. An excerpt of the transcript for the video is provided below.

Namayani (voiced by Lilly) (0:00 – 0.14)

Sometimes we feel _____. Mum's always _____ about the future. I get _____ too – that I'll be _____ to be married soon. I just want to go to school.

Narrator (0:15 – 0.32)

Namayani lives in Tanzania with her mum, grandma and three brothers and sisters. She _____ reading but gets _____ because there are no books at home. All she has is a worn down pencil and a passed down school bag.

Namayani (subtitles) (0.33 – 0.43)

I _____ going to school because I can learn how to read and count. I _____ my teachers because they teach me things.

Narrator (0:43 – 0.53)

Namayani studies hard and has dreams for her future – but providing for Namayani's education is a constant _____ for her mother Nuwasa.

Nuwasa – Namayani's mother (subtitles) (0:54 – 1.26)

In the community, some parents still can't afford uniforms, fees and contributions, so the children stay at home. My _____ is that if my children want to finish school, how will I afford it? As a parent the hardest part is to feed your children and send them to school.

Cecilia – World Vision Country Programme Manager (1:27 – 2.58)

In communities like Namayani's, children often drop out of school because their parents can't afford to send them to school. Some parents also aren't aware how important education is because they never had the chance to finish school themselves. This makes children like Namayani extremely _____ to harmful practices like early marriage, as parents often see this as the only alternative to provide their daughters with security for the future.

In Tanzania, girls as young as 12 can be _____ to marry older men. When we met Namayani we learned that she was _____ she'd have to be married soon. She said she'd rather run away from home than be married.

When you sponsor a child, you can help protect children like Namayani from the _____ of early marriage...



Namayani outside her classroom.
Photo: World Vision 2011.

End child marriage campaign



Married at 14, now 18 years old and a mother of two, Shashida is determined that her own girls will not marry young. Photo: World Vision 2012.

For you to do

1. Protect a child like Namayani uses emotive words and phrases. Before watching the video clip, choose the words below that best fit to fill in the blanks. Some words are used more than once.

dangers fear forced like loves sad scared struggle trapped vulnerable

2. Watch the video clip at worldvision.com.au/schoolresources and compare the actual script with your predictions.
3. What is the purpose (think about the potential impact on the audience) of the following:
 - the introduction spoken in English by an Australian girl?
 - subtitles for Namayani and her mother, rather than a voiceover in English?
 - the role of Cecilia in the video clip?
4. The *End Child Marriage* campaign (below) is a persuasion text of four paragraphs. Number the paragraphs in the best sequence (1-4). What is the purpose of each paragraph in seeking to persuade the reader?

	<p>But together, we can end child marriage in our lifetime. Take action:</p> <ul style="list-style-type: none"> • Watch <i>Girl Rising</i> and be inspired by girls around the world who are fighting against adversity and discrimination. Find a screening near you. • Sign World Vision's End Child Marriage petition.
	<p>Early marriage is a complex cultural phenomenon, driven by factors including poverty and gender inequality. But rather than marriage being the start of a new and exciting future, for these young girls it can mean that they become trapped in a cycle of poverty, unable to get an education, earn a living and build a better future for themselves and their children. This practice also leads to psychological and physical harm to these girls, as they are not mentally or physically prepared for marriage or childbirth.</p>
	<p>Child marriage is a human rights violation that robs girls of their rights to health, to live in security, and to choose if, when and whom to marry.</p>
	<p>Every year, 13.5 million girls around the world marry before their 18th birthday. Based on current trends, 142 million girls will be married in the decade to 2020, an average of 14.2 million girls every year.</p>

5. Read the *End Child Marriage* petition and complete the worksheet at worldvision.com.au/schoolresources

Child labour

You have the right to be protected from doing any work that is dangerous or that interferes with your education or that is harmful to your health. (UN Convention on the Rights of the Child, Article 32)

Chocolate is produced from cocoa and 60 percent of the world's cocoa is produced in the African countries, Ivory Coast and Ghana. In these countries, an estimated 150,000 children work in the cocoa fields and are exposed to dangerous practices. This includes the use of pesticides, carrying heavy loads and using machetes. Approximately half of these children do not go to school.

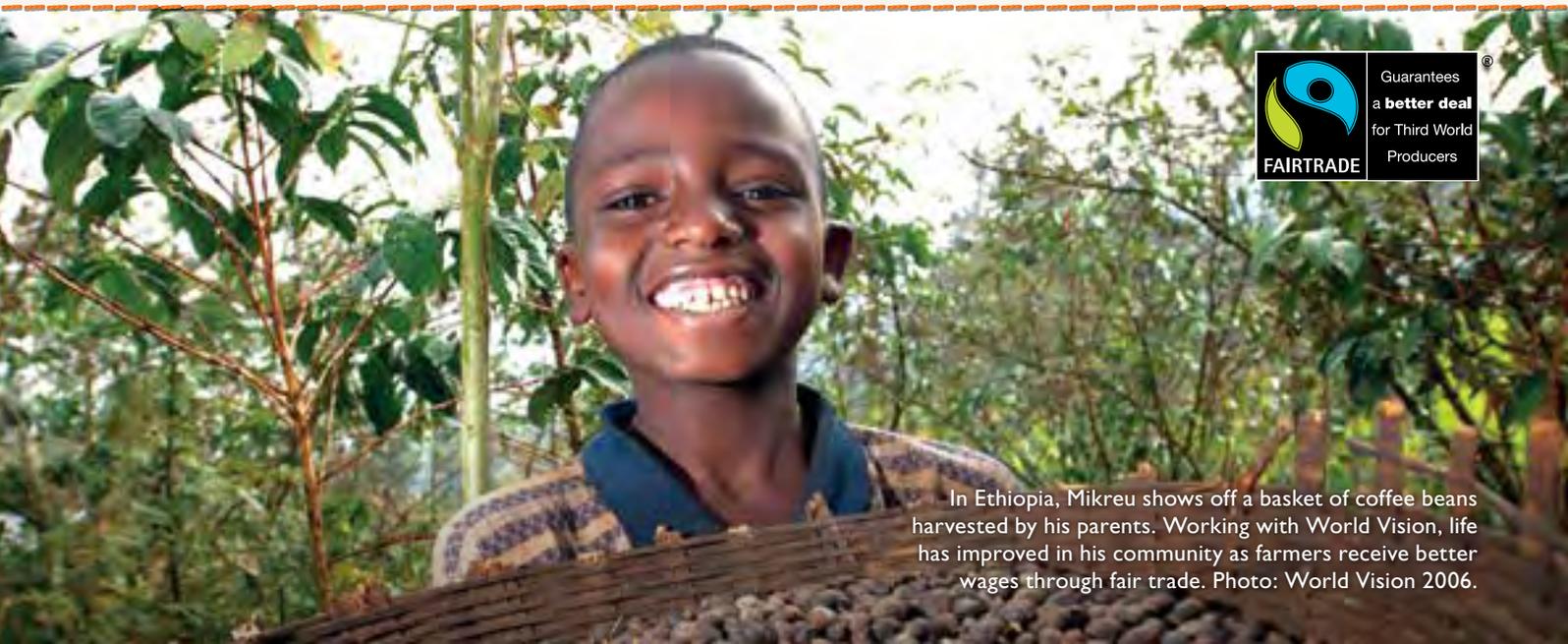
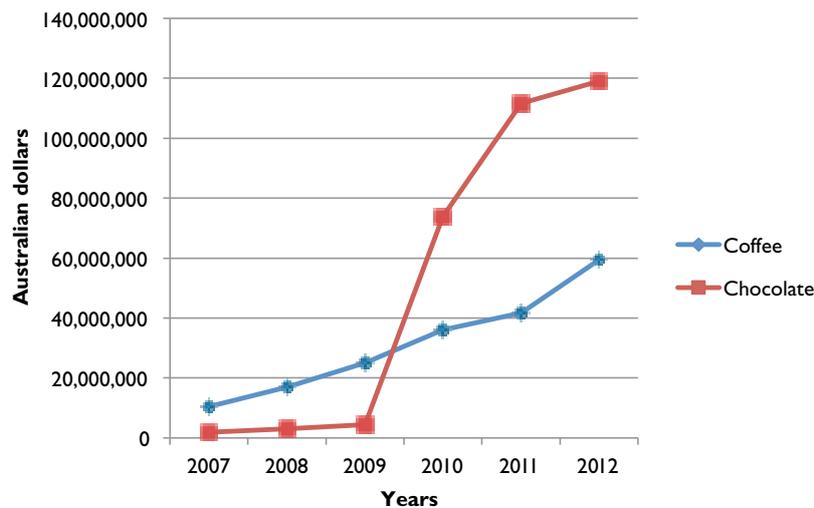
Child labour is any work done by children that is dangerous, keeps them from getting an education, and is harmful to their health or development. The International Labour Organization

estimates 218 million children in the world today are involved in child labour.

Many of the clothes, tea, coffee, jewellery, footballs and chocolate sold in Australia have been produced using child labour.

However, consumers can protect the rights of children by asking stores to stock Fairtrade products and by buying Fairtrade products when possible. The Fairtrade logo guarantees that no child labour has been used and that the workers have been paid a fair wage. The use of persuasion texts and social media has been influential in bringing about change in consumer behaviour and the way businesses source their produce.

2007-2012 Fairtrade sales in Australia



In Ethiopia, Mikreu shows off a basket of coffee beans harvested by his parents. Working with World Vision, life has improved in his community as farmers receive better wages through fair trade. Photo: World Vision 2006.

What's behind the label?

For you to do

1. View the video *What's behind the label?* (1 minute 56 seconds) without the audio and record the visual images in the left-hand column below. See worldvision.com.au/schoolresources
2. Watch the video again with the audio and discuss the purpose of the text and its intended audience. Watch again and use the proforma below to describe the language features used.

Time	Visual images	Language features
0.00 – 0.15		
0.15 – 1.14		
1.15 – 1.30		
1.30 – 1.58		

3. What does the 2007-2012 Fairtrade sales in Australia graph suggest? What questions does the graph raise?
4. Research Fairtrade chocolate and suggest reasons for the increase in sales since 2009. How might persuasion texts and social media have contributed to this?
5. Conduct a survey to find out how many teachers and students buy Fairtrade products. Complete p. 8-11 and create texts to persuade your school to consider one or more of the following:
 - buy Fairtrade footballs for Physical Education and sport
 - stock Fairtrade chocolate in the canteen
 - use Fairtrade coffee and tea in the staff room

Kajal's story

Hello, my name is Kajal. I am nine years old and I live in a city in northwest India. We have no running water or sewerage in our community.

I would love to go to school, but I cannot. When my mother died of tuberculosis a few years ago, I had to leave school and take care of my younger brother and sister. My dad said that if I continue at school, then who will do the household work? So he removed me from school.

Every day I collect rubbish on the city streets to sort through for things I can sell, like glass, plastic and metal. I leave home at 5am after drinking a cup of tea for breakfast. I walk the streets, pick up rubbish and place it in a sack on my shoulder. I often have to compete with the pigs, dogs, cows and monkeys who scavenge for food in the rubbish heaps. Sometimes I cut my hands and they get infected or I get blisters on my fingers.

When I get home, I must cook, wash and collect firewood with my sister. When my chores are done, I sort through the rubbish and prepare what I can for the men who sell the rubbish to recycling companies. I earn about 5-6 rupees a day, which is just enough to buy food for the family.

I would love to go back to school, but my community is very poor and most of the people don't know how to read or write. Not many have really been to school and most of the other kids are rag-pickers like me. I guess I will just have to keep working.



Kajal in 2007 when she was 9 years old. Photo: World Vision.

For you to do

1. Watch *Kajal's Story* at worldvision.com.au/schoolresources and find out what Kajal is doing now in 2014. How does the video text differ from the written text above?
2. Use the six De Bono Thinking Hats to discuss *Kajal's Story* as a persuasion text.



White hat: List three strategies the video uses to persuade the viewer to take action.



Red hat: How did this text make you feel? Did it make you angry, happy, sad, confused, disappointed, hopeful or something else?



Black hat: What are the ineffective features of this persuasion text? What did you dislike?



Yellow hat: What are the effective features of this persuasion text? What did you like?



Green hat: Suggest other strategies or ideas to improve *Kajal's Story* as a persuasion text.



Blue hat: Make an overall assessment of the effectiveness of the text.

Child labour in India

For you to do

- View the video *Child labour in India* (4 minutes 26 seconds) at worldvision.com.au/schoolresources and discuss the purpose of the text.
- Watch the video again and use the proforma below to describe what happens in each section and identify the language features used. Include the following:

use of narrator	direct address of viewer	music	statistics	images
written graphics	emotive language	imperative	expert	sounds

Time	Description – language/visual features
0.00 – 1.15	
1.15 – 2.40	
2.40 – 3.34	
3.34 – 4.03	
4.03 – 4.14	
4.14 – 4.27	

- Compare the three child labour texts (p. 9-11):

What's behind the label? **Kajal's Story** **Child labour in India**

- How are the texts similar and different in their approaches to persuade? How do these texts position the reader/viewer? Which digital persuasion text did you find the most effective? Why? Would it vary with a different audience? What other perspectives are not represented in these texts? What stereotypes do these texts portray?

Refugees

We live in a world where people have always been on the move – migrating to _____ in different places and even different countries. People have migrated to Australia for numerous reasons and come from many places. Australia is a multicultural country with people from over 200 _____. In 2014, one quarter or 25 percent of the Australian _____ was born overseas and 52 percent have at least one parent born overseas.

Migrants

Sometimes people choose to move because they want to _____ their economic and/or social wellbeing. They may move to work in a better paying job, to join their _____ or to find warmer weather. This is often an exciting move that has been planned, belongings carefully packed and farewells made to family and friends. Later, if the move does not work out as they had hoped or they get _____, they can always return to their _____ country. This is called voluntary migration.

Refugees

However, others are _____ to move because their home country is too dangerous. These are people who have fled their homes in order to _____ conflict or persecution. This is often a scary and _____ move, and the people may have to flee suddenly and take only the clothes on their backs. Most refugees are not able to return to their home country. This is called forced migration.



For you to do

1. Write the following words in the best spaces above:

homesick	population	live	improve	dangerous
family	escape	home	countries	forced

2. Which of the cartoon characters are examples of voluntary and forced migration?

Mais used to play in a tent for fun.

Now she lives in one.

It's a disaster that we cannot even comprehend.

Two million people have left their warm beds, jobs and loved ones to cross the Syrian border and escape the horrors of their homeland. Approximately half of them are children.

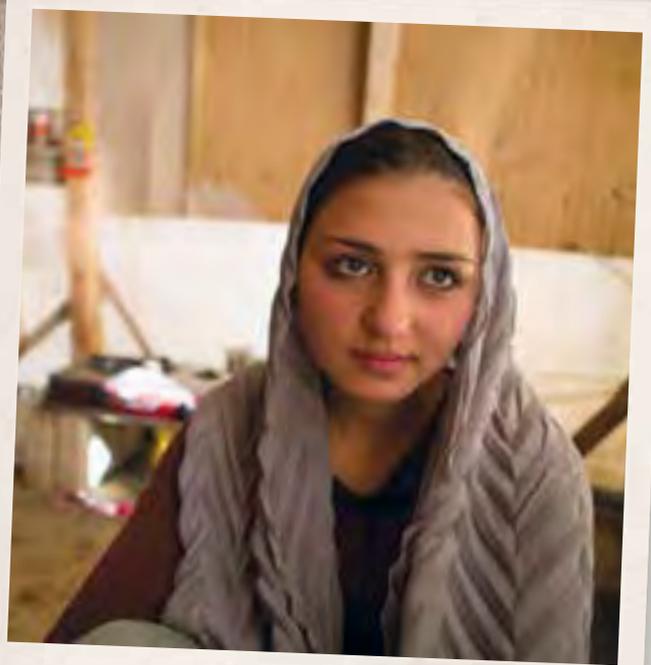
Two million is a difficult figure to get our heads around, but the other figures are just as shocking.

- More than 100,000 people have lost their lives, with an estimated 7,000 of them children.
- 4.25 million people have been displaced inside Syria – on top of the 2 million who have crossed the borders fleeing the violence.
- Before the fighting began, Syria had a population of about 23 million – which means that almost a third of Syria's population has been displaced.

It is a scale of human suffering that should be unacceptable to any of us. But these statistics aren't just numbers – they represent real people. People like Mais.

Mais is a 13-year-old Syrian refugee living in Lebanon. I was taken aback by her bubbly personality and I could tell she'd be the girl everyone would want to be friends with in school. But here, she is a refugee. Here, her brothers search bins in the neighbouring town in hope of striking lucky and finding some additional food scraps, or maybe some clothes someone has thrown out.

When living in Syria, Mais told me about pitching a tent, and having picnics outside her home. My eyes welled up with tears. That was me when I was younger. That would have been many of us – but this young dreamer has a very different experience.



"I never expected this as my life." 13-year-old Mais fled with her family to Lebanon from her home in Syria.
Photo: World Vision 2013.

"I used to have fun with my friends and talk about living in a tent, or spending time in a tent for fun. I never thought I would live in a tent for real, but it is happening for real now."

"It's like a bad dream. I couldn't believe that our house was totally destroyed." She knows that if she gets to return to her homeland, things will not be the same. "If I return to Syria, I know I will have to sleep on the ground."

The uncanny similarities of children touched me that day. Children are children. Unfortunately, these days Mais doesn't play. She's searching for any kind of work to help contribute to their dire situation when she should be in school, and pitching tents on the weekends playing house with her friends.

While we wait in hope for global leaders to negotiate a ceasefire, we can help to assist with basic needs. World Vision is a part of the humanitarian community working to respond to the urgent and growing needs of the Syrian crisis.

There are ways you can help. Please share Mais' story, or if you can, donate to World Vision's Syrian Refugee Crisis Appeal today.

For you to do

1. What impact does including the statistics about Syrian refugees in the article have on the reader? How do they serve to influence the reader?
2. Underline or highlight the personal pronouns (singular and plural) in the text. What impact does the use of personal pronouns have on the reader? How does their use change?
3. How does sharing a personal anecdote, like Mais' story of playing in tents with her friends, influence how the reader feels about the issue of Syrian refugees?

World Refugee Day

World Refugee Day is a special day when the world takes time to recognise the resilience of forcibly displaced people throughout the world. It is a time for local, national and international communities to reflect on what we can do in order to help those who are forced to flee to find safety, regain hope and rebuild their lives.

**1 Family torn apart by war
is too many.**

In 1 Minute a family can lose everything.
In 1 Minute you can help.

Learn, Share, Donate.
www.unhcr.org.au



World Refugee Day: June 20

Source: UNHCR, 2013

What would you do?



Source: UNHCR, 2012

For you to do

1. Look at the World Refugee Day poster on p. 14. How would the impact on the audience be different if the image was of an adult rather than a young child?
2. Write down five of the words covering the child's face. How do these words make you feel? What message do you think the creator of the poster is trying to make about refugees by using these words?
3. What is the "call to action" in the poster on p. 14? How does this compare with the "call to action" in the article on p. 13? Why have the readers been asked to share information about refugees with other people?
4. Look at the poster on p. 15. What emotions does it seek to stir in the reader? Make a list of the features on the poster that help convey these emotions – consider the subjects of the photo; colours; background images; layout; and writing.
5. Compare the two posters and discuss according to the AIDA formula (see p. 3):
Attention Interest Desire Action
6. Persuade your school to celebrate World Refugee Day. Use these posters as models and create your own poster for World Refugee Day. When planning your poster, think about what impact you want it to have on the audience.

Global inequality

One way of measuring global inequality is to measure the wealth of different countries – the amount of goods or products and services produced (the Gross Domestic Product or GDP). However, this doesn't mean everyone in Australia is rich and everyone in Niger is poor. There is inequality of wealth between countries and there is inequality of wealth within every country. Also, money or GDP is only one measure of global inequality.

Over the past 20 years, another way the world measures global inequality is the United Nations Human Development Index. This is a way of measuring human wellbeing around the world and includes measures for health, education and wealth.

Health – Do the people have a long and healthy life?

Measure – What is the average life expectancy of people?

Education – Do the people have access to knowledge and learning?

Measure – What is the average number of years spent at school?

Income – Do the people have a decent standard of living?

Measure – What is the national income per person?

The table below shows some of the inequalities between life in nations with a very high level of development (Australia), a middle level of development (Indonesia), and a low level of development (Niger).

Indicator	Australia	Indonesia	Niger
Human Development Index rank (out of 186)	2 nd	121 st	186 th
Life expectancy at birth (years)	82	69.8	55.1
Average years of schooling	12	5.8	1.4
Gross National Income per capita (\$US)	\$34,340	\$4,152	\$701
Population living on US\$1.25 or less per day	nil	18%	44%
Under five mortality rate (deaths per 1,000 live births)	5	31	143
Internet users (per 100 people)	75.9	28	0.8

Source: United Nations 2013 Human Development Report



An Australian family preparing food.
Photo: World Vision 2013.



A Vietnamese family preparing food.
Photo: World Vision 2011.



An Australian family accessing water.
Photo: World Vision 2013.



A Ugandan family accessing water.
Photo: World Vision 2010.

Teenage Affluenza

Teenage Affluenza has had nearly one million internet views. It is an online video that has “gone viral”. It examines the living conditions and challenges facing a fictional teenage girl from Australia, and contrasts them with some of the issues facing real people living in poverty in developing countries. It uses satire as a technique for persuasion. Here is an excerpt from the video transcript:

“Australia is home to some five million children and teenagers. A high percentage of these are at risk of what experts are calling teenage affluenza.

Deep in the south-eastern suburbs of Melbourne, lives Erin. By all appearances an average, healthy, 15-year-old student.

But at the heart of her tragic story we find an issue that’s reflected right around the country.

Erin wakes up stiff most mornings because the bed she sleeps in is the same single, timber colonial bed that her parents bought when she was 10. She’s been hounding her parents for a double bed for some time now, but her pleas fall on deaf ears.

Although meals, food, housing and education are readily available to them, many teens like Erin are forced to live on less than \$40 pocket money a week ...”

Watch *Teenage Affluenza* (5 minutes 17 seconds) at worldvision.com.au/schoolresources

For you to do

- Affluenza is a portmanteau word – a combination of two other words and their meanings.
 - Write out your own definition of the words “affluence” and “influenza” – how would you explain the meaning of these words to another person?
 - Based on the meaning of these two words, and the video clip, write your own definition of the word “affluenza”.
- Identify the different features common to humour and satire on the *Teenage Affluenza* transcript worksheet at worldvision.com.au/schoolresources
- What is the impact on the audience of the quick shifts in visual and audio content from the 2 minutes 3 second mark to the 3 minutes 40 second mark? What message is the author trying to make by including these shifts in content?
- Write a short paragraph explaining the role of humour in a persuasive text.

“The Strike” versus Hunger

Set in Australia and East Timor, “The Strike” versus Hunger (4 min 36 seconds), involves a superhero called “The Strike”.



The Strike with his crew in East Timor.
Photo: World Vision 2010.

For you to do

- Brainstorm a list of famous superheroes and identify common features (eg. a special name). After watching “The Strike”, at worldvision.com.au/schoolresources identify the features and how they were used in the clip.

Superheroes	Common features of superhero texts

“The Strike” versus Hunger has four sections. Identify the purpose of each section and the features used. These include: music, written text, narrator, characters, humour, expert, statistics and setting, emotive language, repetition.

Time	Features	Purpose
0.00 – 0.45		
0.45 – 1.40		
1.40 – 4.20		
4.20 – 4.36		

- What is the purpose of the digital text? How did it seek to achieve its purpose?
- Who is the intended audience for the text? Give reasons for your view.
- What factual evidence was presented in the digital text “The Strike” versus Hunger?
- How effective/ineffective is the video as a persuasive text to address hunger in East Timor?

A speech by Mandela



After 46 years of apartheid and racial and economic inequality in South Africa, multi-racial elections were held in 1994. At his inauguration as President of South Africa, Nelson Mandela gave a powerful and persuasive speech.

covenant that we shall build the society in which all South Africans, both black and white, will be able to walk tall, without any fear in their hearts, assured of their inalienable right to human dignity – a rainbow nation at peace with itself and the world...

We dedicate this day to all the heroes and heroines in this country and the rest of the world who sacrificed in many ways and surrendered their lives so that we could be free.

Their dreams have become reality. Freedom is their reward.

We are both humbled and elevated by the honour and privilege that you, the people of South Africa, have bestowed on us, as the first president of a united, democratic, non-racial and non-sexist South Africa, to lead our country out of the valley of darkness.

We understand that there is no easy road to freedom.

We know it well that none of us acting alone can achieve success.

We must therefore act together as a united people, for national reconciliation, for nation building, for the birth of a new world.

Let there be justice for all. Let there be peace for all.

Let there be work, bread, water and salt for all...

Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another and suffer the indignity of being the skunk of the world.

The sun shall never set on so glorious a human achievement. Let freedom reign. God bless Africa."

"Today, all of **us** do, by **our** presence here, and by **our** celebrations in other parts of **our** country and the world, confer glory and hope to newborn liberty...

That spiritual and physical oneness **we** all share with this common homeland explains the depth of the **pain we all carried in our hearts** as we saw our **country tear itself apart** in terrible conflict, and as we saw it spurned, outlawed and isolated by the peoples of the world, precisely because it had become the universal base of the pernicious ideology and practice of racism and racial oppression.

We, the people of South Africa, feel fulfilled that humanity has taken us back into its bosom, that we, who were outlaws not so long ago, have today been given the rare privilege to be host to the nations of the world on our own soil...

The time for the healing of the wounds has come. The moment to bridge the chasms that divide us has come. The time to build is upon us...

We have triumphed in the effort to implant hope in the breasts of the millions of our people. We enter into a

For you to do

1. Read the excerpt and add annotations noting the language features used: emotive language; **figurative language**; **first person plural**; repetition; high modality.
2. Identify a powerful persuasive speech on YouTube, present the speech to the class and analyse its structure, language features and effectiveness.
3. Write and present a persuasive speech on a global issue that is important to you.

CHILD MORTALITY RATE DROPS BY 50% SINCE 1990



Under-five child mortality rates in Papua New Guinea have decreased since 1990. Photo: World Vision 2010.

NEW YORK, 17 April 2014. The latest United Nations under-five mortality estimates were released today by UNICEF and they show continued progress in reducing the number of children who don't live to see their fifth birthdays.

According to these estimates, the total number of under-five deaths decreased globally from 1990 to 2012 from 12.4 million per year to 6.6 million. The global under-five mortality rate has dropped by a third over that period, from 90 deaths per 1,000 live births to 48 in 2012.

The good news is that these estimates suggest 17,000 fewer children are dying each day around the world compared to 1990. In part, this fall is due to key health interventions such as immunisations, including measles vaccinations, the use of insecticide-treated bed nets to prevent malaria and Vitamin A supplements.

However the tragedy of preventable child deaths continues. Some 18,000 children under

five still die each day, and 70 per cent of these occur in the first year of the child's life.

Under-five mortality is concentrated in a few countries. About half of global under-five deaths occurred in just five countries in 2012: India, Nigeria, Democratic Republic of Congo, Pakistan and China.

The highest rates of child mortality continue to be found in sub-Saharan Africa, where 1 in 8 children dies before their fifth birthday - nearly 20 times the average for developed regions (1 in 167). Southern Asia has the second highest rates, with about 1 in 14 children dying before age five.

Source: 2013 UN report *Levels and Trends in Child Mortality*.

	Under 5 Child Mortality Rate (per 1,000 births)	
	1990	2012
Afghanistan	176	99
Australia	9	5
Cambodia	117	40
India	126	56
Indonesia	84	31
Laos	163	72
Malawi	244	71
Papua New Guinea	89	63
Sri Lanka	21	10
East Timor	171	57
China	54	14
Nigeria	213	124

Survive 5

Child Health Now – Survive 5

I alone cannot change the world, but I can cast a stone upon the waters to create many ripples. – Mother Teresa

Throughout modern history, positive change in the world has happened when individuals decided to act together. Lives were changed when people raise their hands and said “count me in”.

For 6.9 million children this year alone, the fight is just to survive to their fifth birthday.

Today millions of children around the world need people of action like you to join with them, to raise their hands and say things can and must change. Count me in!

Now you can join with people in over 40 countries around the world through the Child Health Now campaign. When

you put your hand up, you are showing your leaders that you want significant investment so that all children can survive five.

From the 13th to the 20th of November 2012, the global week of action for Child Health Now will be bringing thousands of people together. You can get involved. Go to **www.childhealthnow.org** today and let your leader know that you care about mothers and children everywhere.

Take a picture of yourself raising your hands in support of Child Health Now, and make it your profile picture. Post your picture on our photo wall, join the thousands locally who are raising their hands for Survive Five.

Raise your hand today and transform the tomorrows of millions of children's lives, so that they too can survive five!



For you to do

1. Read p. 20 and the transcript of the video *Child Health Now – Survive 5* (above). Then watch the video at **worldvision.com.au/schoolresources** and write down the features of persuasion that are **not** in the written text.
2. In the video, what is the purpose of the quote from Mother Teresa and the images of Mahatma Gandhi, Nelson Mandela and Martin Luther King?
3. How does this text seek to persuade the characters above?

Child health and poverty

The *First 1,000 Days* is an animated digital text that innovates on the story of Peter Pan and the fairy tale genre. Watch the animation at worldvision.com.au/schoolresources and use the transcript below to identify the features used to persuade the viewer.

Once upon a time there was a little boy named Peter Pan.

He lived in Never Never Land.

Everyone knew him as the boy who may Never Never grow up,

May Never Never reach average height,

May Never Never escape the threat of infection and disease,

May Never Never do well in school,

May Never Never get a job,

Or contribute to his country's economy,

And may Never Never escape the vicious cycle of poverty,

All because he Never Never got the right nutrition in his first 1,000 days!

The first 1,000 days starts with pregnancy until the age of two.

If a child is nutritionally-deprived during this critical window, it can stunt their mental and physical growth for life.

The consequences are devastating.

The damage caused by stunting is irreversible.

If this is a life you Never Never want for a child, help us write a fairytale ending

LIKE THIS ONE.

But all was not lost.

Peter's friend Tinker Bell sprinkled her magic pixie dust and sent him back to the first of his 1,000 days.

She made sure Mama Pan had access to nutritious food,

To clean water,

To basic health services,

To micronutrients,

And education.

And from the moment he was born, Mama Pan knew to exclusively breastfeed him for six months to help protect him from illness.

Peter grew up healthy and strong.

He went to school.

He got a good job.

He gave back to his country

And had healthy children of his own.

You might even say he lived happily ever after!

Every child deserves the right to grow up healthy and reach their full potential, but millions don't.

Malnutrition is the underlying cause in at least 35 percent of all child deaths under five.

We may not have any pixie dust, but we have the power of our voices.

Join World Vision's Child Health Now campaign today and call on world leaders to urgently address poor maternal and child nutrition.

Together we can tackle the Never Never!



In Bangladesh, World Vision works with women to improve nutrition for their young children. Photo: World Vision 2012.

First 1,000 Days

For you to do

1. Identify examples of **repetition** in the text.
2. Identify examples of **emotive language** in the text. What function or purpose does this play?
3. Identify examples of **high modality language** in the text. What purpose does this play?
4. Identify examples of **first person pronoun** use in the text. When is this introduced and what purpose does it play?
5. How is **written text** used in the animation? Which words appear on the screen and why?
6. How is **music** used in the animation? How and when does the music change?
7. What does the text ask the reader to do in response? What is the **purpose** of the text?
8. Analyse this text according to the AIDA formula (see p. 3).

Attention: _____

Interest: _____

Desire: _____

Action: _____

9. What do children around the world need in the first 1,000 days of life?

Climate change

Climate change is any long-term significant change in the climate over time.

Over the past 200 years, the amount of carbon dioxide in the atmosphere has increased by 35 percent and this has changed the Earth's weather conditions. It is causing increased global temperatures, rising sea levels, more intense storms and melting ice sheets and glaciers. Global surface temperatures have risen by almost a degree in the last century (IPCC, 2013).

Continued warming will depend on the way humans respond to this evidence.

The main cause of climate change is the burning of fossil fuels (oil, coal and natural gas) and the cutting down of trees (deforestation), which convert carbon dioxide into oxygen. Human beings play a significant role in both the burning of fossil fuels and deforestation.

What are the main causes of climate change?



Increased burning of fossil fuels
(coal, oil and natural gas)



Increased deforestation

What is the impact of climate change?

Increase in temperatures

Rise in sea levels

Increased storms and
natural disasters

Melting ice sheets
and glaciers

What are the consequences for poor communities?

Health and
education suffer

Loss of habitats
and biodiversity

Food and
agricultural losses

Water shortages

Increased conflict
and migration

The Greenhouse Nightmare

Cartoons are a type of text designed to persuade or make a comment on a current social issue. They may be designed to persuade the reader to change or adopt a particular point of view. They seek to use humour about a serious issue to expose human foolishness and are common in newspapers and magazines.

Cartoons use a combination of visual elements (striking features, colour, clothing, body language, facial expressions, positioning of objects) and written text (captions, speech or thought bubbles). Common features include the use of exaggeration, stereotypes and visual symbols to communicate a message.



Cartoon by Nicholson from The Australian www.nicholsoncartoons.com.au

For you to do

1. Look at the cartoon above and complete the following:

Description: Describe what you see in the cartoon? List the possessions shown in both households.

Analysis: How has it been designed? How have the characters been drawn? How does the cartoonist use stereotypes? What colours have been used? How has the written text been presented?

Interpretation: What is the cartoon seeking to achieve? Why is the cartoon titled "A Greenhouse Nightmare"? What is the purpose of the caption?

Evaluation: How effective is the cartoon? What features make the cartoon effective or ineffective?

2. Read *What is climate change?* (p. 24). How important is this knowledge of climate change for understanding the cartoon? What is the role of information in persuading people?

Climate change in Nepal

Persuasive texts are written from a particular point of view. They reflect the position of the writer. Persuasive texts are also designed for a particular audience or reader. The intended audience will determine the language choices and the form and design of the text.

How would a climate change poster in Australia be similar and different to a climate change poster in Nepal? How would a speech from a Nepalese and an Australian Prime Minister be similar and different?

Poster

Climate Change - Take Action Now!
जलवायु परिवर्तन - अब केही गरौं ।

What causes climate change ?
की कस्ता कारकहरूले यो जलवायु परिवर्तन हुन्छ ?

What impact will climate change have on Nepal ?
जलवायु परिवर्तनले नेपालमा के कस्ता असर पार्ने सक्छ ?

What can we do about climate change ?
जलवायु परिवर्तन सम्बन्धमा हामीले के गर्न सक्छौं ?

Climate Change is our generation's greatest challenge.
जलवायु परिवर्तन हाम्रो पुस्ताको सबैभन्दा ठूलो चुनौति हो

ain Association of International NGOs in Nepal
www.ain.org.np

Source: Climate Change Task Force, Association of International NGOs in Nepal

Speech

"We have already been experiencing the effects of climate change in our lives. The consequences are numerous and severe. The seasons are shifting and the world is becoming warmer, our air is polluted, glaciers are receding and water is becoming a scarce resource. The land is being degraded.

We have to keep our planet healthy and green. We must hand over our planet to the future generation as a safe place to live, where no living things have to suffer for fresh air, water, food and shelter. We must make sure that Mother Earth remains as a planet intact with its diverse ecosystems, its purity and its beauty.

To save the planet and ecology, we need to change our lifestyle; we need to change the discourse of our consumption led development culture, a culture that ignores the ecology, tradition and people in the quest for profiteering and satisfaction of individual greed."

(excerpt from a speech by Madhav Kumar Nepal, 34th Prime Minister of Nepal, at the International Conference of Mountain Countries on Climate Change, 2012)

For you to do

1. Download a larger version of the poster *Climate Change – Take Action Now!* and complete the worksheet at worldvision.com.au/schoolresources.



A refugee camp in Kenya for people affected by the Horn of Africa drought in 2011. Climate change can lead to more frequent and intense droughts. Photo: World Vision.

Changing the climate for peace

The world's leading nations agree: combating climate change is crucial for peace in this century.

As many as 25 million people become refugees as a result of weather-related catastrophes every year.

When food and water are not readily available, people and animals move to find them. More often than not this sparks territorial conflict. Though this has been happening since people and animals began sharing the Earth, with dwindling resources and growing populations the issue is now critical.

Conflict and instability already plague many of the world's poorer countries and the reasons behind it are often complex. While environmental changes are not always the primary cause of conflict, they can contribute to and intensify the problem.

More frequent and intense droughts and other abnormal weather events could lead to serious conflict on both a local and global stage. Strong climate and environmental policies could significantly reduce the potential for conflict.

Four key areas of concern are:

- I. degradation of freshwaters
- II. decline in food production
- III. increase in storm and flood disasters
- IV. environmentally induced migration (stress migration)

Taking the lead

The issues are complex and require long-term policy commitment from leading nations. With a high likelihood of environmental emergencies and conflicts happening, it is vital for nations to develop and improve their ability to respond to events around the world.

Professor Ross Garnaut believes it is in Australia's national interest to act early and decisively on climate change and to encourage other countries to do the same. This means strong, science-based targets to cut carbon emissions here, and showing international leadership on climate negotiations, trade and overseas development assistance.

World Vision Australia Chief Executive Tim Costello agrees that Australia can do more by increasing aid funds to help countries move to low carbon development pathways, smarter agriculture and prepare for changing weather patterns.

"The gains made by rich nations must be matched by actions that help the poor to better adapt and move out of poverty," he said. "Climate change is one of the biggest moral issues of our time and we cannot afford to limit efforts to our backyard."

For you to do

1. In the section "Taking the lead", identify an example of each of the following persuasive techniques: (i) use of an authoritative source; (ii) an imperative statement; (iii) an appeal to values/ethics
2. Which audience do you think the writer of this article is trying to influence?
3. What do you think the writer of this article wants the audience to do? What action do they want people to take?

Jargon busters

Authoritative statement or an authoritative source/expert: use of statistics or an expert to provide strong evidence for the argument.

Direct address of the reader: recognised by the use of you/us/we, has the effect of drawing the reader to identify with the writer's position.

Emotive language: use of words that stir the emotions of the viewer/reader. For example, frightening, tragic, devastating.

Emphasis: for example, punctuation (underlining, bolding, exclamation mark, capitalisation, quotation marks); use of repetition; overstatement.

Figurative language: includes alliteration, imagery, similes and metaphors, personification, idioms. For example: "saw our country tear itself apart".

Imperative mood: present in statements of high modality that are used to express direct requests and

commands, either positively or negatively, for the effect of excluding argument or making a call to action.

Irony: expressing one meaning through words used but implying the opposite meaning.

Modality: covers expressions of how the world might be and should be and includes expressions of necessity, permissibility and probability. For example, low modality uses words like: might, possibly, could. High modality uses words like: will, must, certainly.

Personal voice: first person – use of I think; We believe. Second person – use of You need to; You can.

Rhetorical questions: A question where the answer is either unnecessary, obvious, or provided by the questioner. For example: Where do we go from here? Is this fair?

Sarcasm: a stinging or sneering comment and/or tone of voice.

