



## Child labour: ‘What’s behind the label?’

View the video ‘*What’s behind the label?*’ (1 minute 59 seconds) and discuss the purpose of the text. Watch again and use the proforma below to describe what happens in each section and identify the language features used (see over).

Time	Description	Language features
0.00 – 0.15		
0.15 – 1.14		
1.15 – 1.30		
1.30 – 1.58		

## Possible language features used in persuasive texts:

- *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*  
A 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
- *Modality*  
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 such as '*will, must, certainly*'.
- *Personal opinion*
- *Emotive language*  
Use of words that stirs the emotions of the viewer
- *Rhetorical questions*
- *Emphasis*  
For example, punctuation (e.g. underlining, bolding, exclamation mark, capitalisation, quotation marks); use of repetition; overstatement
- *Figurative language*  
Includes alliteration, imagery, similes and metaphors, personification, idioms
- *Humour, irony and sarcasm*
- *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

## Teacher's notes

Here is an outline of possible responses to 'What's behind the label?' Show students 'Child Labour in India' (4 minutes 27 sec – see proforma PDF) and discuss similarities and differences between the two persuasive texts.

Time	Description	Language features
0.00 – 0.15	Children mispronounce 'ethical consumerism'	Use of humour
0.15 – 1.14	Single child puts on \$5 T- shirts – falls to the ground What is the real cost of <i>your</i> purchase? How many t-shirts do <i>you</i> need? Who do <i>you</i> think can make <i>you</i> a T- shirt for 10 cents?	Female narrator Rhetorical questions Use of humour Use of second person – direct address  Cuts to black and white image
1.15 – 1.30	Definition of ethical consumerism  Don't exploit people Don't exploit animals Don't exploit the environment	Narrator Use of written graphics  Use of repetition
1.30 – 1.58	Images of Indian child labourers intercut with Australian retail outlets Appeal to take action on child labour  <b>ASK</b> questions <b>Search</b> the internet <b>Track</b> down the answers <b>Find</b> out what's behind the label	Narrator Rhetorical question   High modality imperatives Use of written graphics