

Stage 4 – English – The power of persuasion

Teacher lesson plan - The brand without a bottle

The power of persuasion: choosing tap water over bottled water

Sydney
WATER

Essential questions

- How and why do speakers and writers use language and form to present their point of view?
- What are the main features of persuasion employed in advertising media (using bottled water as an example)?
- 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?

Duration: 2-3 Weeks

Lesson length: ~ 60 min each

Unit overview

- The focus of this learning topic is on the art of persuasion. Students will discover how persuasion is used in marketing bottled water and how it can be used to shift perception to choosing tap water.
- Through responding and composing, students will explore how words and images can be used to persuade and inform. Students will examine a range of texts from different contexts.
- Students will develop an understanding of the significance of language to people of all cultures and times by composing and responding with feeling, logic and conviction.
- The skills of writing and speaking to persuade and inform, and the skill of listening for meaning and understanding will be explicitly taught.

Learning across the curriculum

Students will investigate and use persuasive techniques used in advertising to design, develop and produce a short film. Students will learn what techniques bottled water companies use and apply this to their idea.

The learning across curriculum areas integrated in this unit include: information and communication technology, critical and creative thinking, ethical understanding

Outcomes

EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

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

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

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

EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning.

Assessment overview

During the course of this unit students will:

- keep a journal of what was covered in each lesson and progress made
- contribute to class discussions and ideas
- in small groups develop an advertisement script and storyboard and present product to the class
- reflect on their learning in the unit.

| Teaching and learning | Resources |
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| <p>Lesson 1: Set the scene with a taste test</p> <p>Introduction Many people prefer the taste of either bottled water or tap water. Is it really the taste or does advertising influence peoples' choices?</p> <p>Body</p> <ol style="list-style-type: none"> 1. Ask the students to make a prediction. <ul style="list-style-type: none"> Q. Do you think you can tell the difference between tap and bottled water?' Why or why not? Q. Which do you think you will choose? 2. Conduct the blind taste test. <ul style="list-style-type: none"> • Split the students into small groups. • Using the Water taste test worksheet, conduct a blind taste test using room temperature bottled and tap water in cups labelled A and B (try the same test with chilled water). • Collate the results and reveal what type of water was in each cup. 3. Discuss the results. <ul style="list-style-type: none"> Q. Was your prediction correct? Q. Ae you surprised by the results? Q. Did you change your opinion? If so, why? Q. What might influence the test results? A. Water served warm, cold or in different cups. 4. Compare the results. <ul style="list-style-type: none"> • Watch the Bottled water vs. tap water: can you tell the difference? <ul style="list-style-type: none"> Q. How do those results compare with ours? • Watch the ABC 'Selling air' clip about buying bottled air. <ul style="list-style-type: none"> Q. What do you think about the idea of selling air? Q. Is it different from selling water? Q. Are we being persuaded? <p>Conclusion Journal entry: How have some bottled water brands convinced you to drink bottled water?</p> | <p>Materials Paper cups 4L of bottled water 4L of tap water Marker pen</p> <p>Sydney Water resources Water taste test worksheet (Student pack)</p> <p>Other resources</p> <p>Bottled water vs tap water: can you tell the difference?</p> <p>ABC 'Selling air'</p> <p>ABC 'Farming air'</p> |

| Teaching and learning | Resources |
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| <p>Lesson 2: Perceptions and practices of drinking water</p> <p>Introduction Beliefs, perceptions and cultural practices also influence drinking water choices. This activity examines existing personal practices and perceptions by asking students to share their drinking water choices.</p> <p>Body</p> <ol style="list-style-type: none"> 1. Discuss and share. <ul style="list-style-type: none"> Q. Ask the students to share if they mainly drink tap water or mainly drink bottled water and why. <ul style="list-style-type: none"> • Create two mind maps (you could use wordcloud.com) and record key words from the students' opinions (beliefs) and practices on drinking tap or bottled water. Consider reasons like cost, health, convenience, taste, temperature and brand. Q. Does one taste better or look better. If so, why? Q. Is one healthier or more convenient? Q. Do they switch drinking one or the other? If so, why and when? Q. Ask the students to consider whether different cultures have different perceptions and beliefs about tap water and bottled water. <ul style="list-style-type: none"> • Watch Sydney Water: My water stories by Abby Lau from Malaysia and Azam Muhammed from Pakistan to help understand different perspectives. 2. Investigate tap water. <ul style="list-style-type: none"> Q. Ask the students where their water comes from. <ul style="list-style-type: none"> • Watch the Sydney Water: Your drinking water video and explore Sydney Water's Education webpages: Drinking water and Sydney Water: Tap versus bottled water fact sheet. 3. Investigate bottle water. <ul style="list-style-type: none"> Q. Ask the students to investigate their favourite bottled water and where the water is sourced. <ul style="list-style-type: none"> • Use the Life cycle of a plastic bottle in the Student pack to discuss the process in producing and transporting bottled water. 4. Discuss the results. <ul style="list-style-type: none"> Q. Ask the students which facts surprise them or challenge their understanding or beliefs about tap water or bottled water? <p>Conclusion Journal entry: What was the most surprising thing you learned about tap water or bottled water?</p> | <p>Sydney Water resources</p> <p>Sydney Water: My water stories videos Abby Lau from Malaysia</p> <p>Azam Muhammed from Pakistan</p> <p>Sydney Water: Your drinking water quality video:</p> <p>Sydney Water: Drinking water</p> <p>Sydney Water: tap versus bottled water</p> <p>Life cycle of a plastic bottle (Student pack) and on the The brand without a bottle webpage: Resource tab</p> <p>Other resources Wordclouds</p> <p>Choice: Is bottled water safer than tap water?</p> <p>Choice – series of articles</p> <p>War on waste</p> |

| Teaching and learning | Resources |
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| <p>Lesson 3: Introduce the challenge</p> <p>Introduction Introduce the challenge: We have a problem. Bottled water is on the rise and all those plastic bottles create huge amounts of waste. Yet, Sydney has some of the best drinking water in the world. To help us, we are asking students across Sydney to convince people to choose tap water over bottled water. Your students will act as our creative agency and develop a compelling 60 second short film to share with their family, friends and school community.</p> <p>Body</p> <ol style="list-style-type: none"> 1. Watch The brand without a bottle introduction video to set the scene. 2. Read the Sydney Water client brief and discuss the task assigned to create a 60 second short film. 3. Break students into groups and ask them to brainstorm ideas about how to persuade their peers to choose tap water over bottled water. Consider peoples' beliefs and perceptions about tap and bottled water. <p>Conclusion Journal entry: What do you think might be the most challenging part of creating a short film?</p> | <p>Sydney Water resources</p> <p>The brand without a bottle introduction video</p> <p>Sydney Water client brief (Student pack) and on the The brand without a bottle webpage: Getting started tab</p> |

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| <p>Lesson 4: Investigate perceptions and practices of drinking water</p> <p>Introduction Understanding what people think and feel can shape our communications (how and what we say). This activity aims to gather information about what others think and feel about tap water and bottled water.</p> <p>Body</p> <ol style="list-style-type: none"> 5. Discuss what a survey is and how it is used to gather information. 6. Conduct a survey. <ul style="list-style-type: none"> • Ask the students to survey people who are not involved in this project (students could conduct survey at the school canteen). Use the Drinking water survey form in the Student pack to record their data. • Survey at least one person who mainly drinks bottled water and one who mainly drinks tap water. Record why they mainly choose one over the other (e.g. convenience, temperature, taste, cost). • Ask the bottled water drinkers what would persuade them to choose tap water over bottled water. 7. Discuss the results. <ul style="list-style-type: none"> • Share the results in class by listing the survey answers and ask the students: Q. What were the most common answers for each question? Q. where any of the answers a surprise? <p>Conclusion Journal entry: What do you think would be the most persuasive argument to convince a bottled water drinker to choose to tap?</p> | <p>Sydney Water resources Drinking water survey (Student pack)</p> |

| Teaching and learning | Resources |
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| <p>Lesson 5: Persuasive techniques in the Story of bottled water</p> <p>Introduction Use the Story of bottled water to explore some of the main features of persuasion employed in advertising.</p> <p>Body</p> <ol style="list-style-type: none"> 1. Watch the Story of bottled water video and discuss persuasive language and techniques used and its influences on the viewer. <ol style="list-style-type: none"> Q. Did the story use first person language ('I' or 'we') or second person language ('you')? Q. What impact does this have on the viewer? 2. Discuss what persuasive language and techniques companies use to get us to drink bottled water. 3. Set up pieces of paper around the room or record on a whiteboard with the following headings: <ol style="list-style-type: none"> Q. How did the movie use language to convince us to drink tap water? Think about emotional words, humour, repetition, testimonials, rhetorical questions, irony, parody, metaphors or inclusive language Q. How did the speaker use tone, pitch and pacing to persuade us? Q. How did the speaker use body language to persuade us? Think about facial expressions, eye movement and hand gestures. Q. How did the movie use audio- visual techniques to persuade us? Ask students to consider images, animation, music and sounds. 4. Break the students into groups. <ul style="list-style-type: none"> • Each group spends a few minutes writing responses on the sheet of paper or whiteboard. • Rotate groups and ask participants to read what the last group wrote and then add their own ideas. • On the final rotation ask students to share the ideas with the class. 5. Ask students to reflect individually and record. <ol style="list-style-type: none"> Q. What is the purpose of the Story of bottled water? Q. Who is the intended target market/audience? <p>Conclusion Journal entry: Were both sides of the issue presented to the viewer? Why was it presented like this?</p> | <p>Other resources Story of stuff: Story of bottled water</p> <p>Transcript of the Story of bottled water and video</p> |

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| <p>Lesson 6: Persuasive techniques used in media advertising</p> <p>Introduction Use the Persuasive techniques PowerPoint and worksheet to explore the main features of persuasion employed in advertising media.</p> <p>Body</p> <ol style="list-style-type: none"> 1. Use the Persuasive techniques PowerPoint and worksheet to help the students understand and identify persuasive techniques used in media. Techniques covered in the presentation include: <ul style="list-style-type: none"> • bandwagon • repetition • testimonial • emotional appeal • humour • rhetorical question. 2. Ask the students to identify and record the audience, purpose and persuasive techniques used. 3. Ask the students to reflect on and discuss: <ul style="list-style-type: none"> • which advertisement stood out to them and why • which advertisement had the most emotional appeal and why • which advertisement influenced them the most and why. 4. Watch these particularly effective videos from Evian, Fiji Water and Bobble and ask students to identify, analyse and record the audience, purpose and persuasive techniques used in each video. <p>Conclusion Journal entry: Which persuasive technique might work best on you?</p> | <p>Sydney Water resources Persuasive techniques PowerPoint on the The brand without a bottle webpage: Resource tab</p> <p>Persuasive techniques worksheet (Student pack)</p> <p>Other resources Evian Bottle Service</p> <p>Where does Fiji Water come from?</p> <p>Bobble: Live for Once</p> |

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| <p>Lesson 7: Identify persuasive techniques used in media advertising</p> <p>Introduction The students explore their favourite brands or advertisements and gain experience and practice identifying techniques employed to persuade them.</p> <p>Body</p> <ol style="list-style-type: none"> 1. Ask the students to choose advertisements that they like and identify which techniques are employed. 2. Break the students into groups and share which advertisements they like and what techniques are employed: <ul style="list-style-type: none"> • bandwagon • repetition • testimonial • emotional appeal • humour • rhetoric question. 3. Ask each group to select two advertisements and answer the following: <ul style="list-style-type: none"> Q. What is the persuasive technique? Q. Which example has the biggest impact on the audience and why? Q. How does the technique make the audience think/feel and why? Q. Can sound, voice tone or images give more impact? Q. Could you use this technique to persuade your peers to choose tap water over bottled water? <p>Conclusion Journal entry: Which persuasive technique did you like the most and why?</p> | <p>Sydney Water resources Persuasive techniques worksheet (Student pack)</p> |

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| <p>Lesson 8: Storyboarding a 60 second short film</p> <p>Introduction Students will use knowledge they have gained to compose a compelling script and storyboard for a 60 seconds short film persuading their peers to choose tap water over bottled water.</p> <p>Body</p> <ol style="list-style-type: none"> 1. Revisit The brand without a bottle introduction video and read the Sydney Water client brief. <ul style="list-style-type: none"> • We have a problem. Drinking bottled water is on the rise and all those plastic bottles create huge amounts of waste. Yet, Sydney has some of the best drinking water in the world. To help us, we are asking students across Sydney to convince people to choose tap water over bottled water. Your students will act as our creative agency and develop a compelling 60 second short film to share with their family, friends and school community. 2. Break the students into groups and ask them to brainstorm ideas. Ask the students to choose their best idea and create a script and storyboard for a short film. <ul style="list-style-type: none"> • Use the How to video: Brand without a bottle (The art of creating a script and storyboard) to help plan and focus their thoughts. • Use the Storyboard template to refine and record their ideas. 3. Ask the students to consider: <ul style="list-style-type: none"> Q. Who is the target market/audience? Q. What are some of the beliefs and perceptions of bottled water drinkers? Q. How can you use persuasive language such as humour, testimony, emotional language, rhetoric, irony, parody or metaphors to persuade? Q. Are there other techniques such as body language or voice tone, pitch, pace or pause which could be used? Q. Would other elements, such as images, music or sound to add interest and meaning? Q. Is there a strong message or call to action? Does the audience know what you want them to do? <p>Conclusion Journal entry: Why will your idea be so convincing?</p> | <p>Sydney Water resources</p> <p>The brand without a bottle introduction video</p> <p>Sydney Water client brief (Student pack) and on the The brand without a bottle webpage: Getting started tab.</p> <p>The art of creating a script and storyboard (Student pack)</p> <p>How to video: Brand without a bottle (The art of creating a script and storyboard)</p> <p>Storyboard Template (Student pack) on the The brand without a bottle webpage: Resource tab</p> |

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| <p>Lesson 9: Shooting a 60 second film</p> <p>Introduction The student plan and prepare to shoot their 60 second film.</p> <p>Body</p> <ol style="list-style-type: none"> 1. Use the art of film making to help the students plan and prepare for the film shoot. 2. Decide roles and responsibilities. <ul style="list-style-type: none"> Q. Who is the director, actors, narrator, prop and costume coordinator, sound, lighting and camera operators? 3. Gather or make props and costumes. <ul style="list-style-type: none"> • Don't forget to 'dress' the scene and consider backdrop and foreground. 4. Allow students time to familiarise themselves with the camera. <ul style="list-style-type: none"> • Consider and test a range of shot types before the day of filming. 5. Plan music and sounds effects. <ul style="list-style-type: none"> Q. Will it be recorded on the camera on the day or added post-production? 6. Allow students time to walk through the storyboard and each scene. <ul style="list-style-type: none"> • Consider where to place the camera for each scene. Play with camera angles. Does the camera move? Is it a wide shot, mid shot or close up? 7. Practice, practice, practice. <ul style="list-style-type: none"> • Rehearse the script in front of the camera. • Ask the actors to practice expression, body language, tone of voice that best suits the scene and conveys the message. 8. Filming day! <ul style="list-style-type: none"> • Ask students to walk through script and each scene. • Prepare props, costumes and locations. • Speak the lingo: 'camera set', 'action', 'cut', and 'take'. • Review the footage after each scene to see if it worked or needs to be reshot. 9. In the editing room. <ul style="list-style-type: none"> • Edit with a movie software for cutting, cropping, scene transitions, visual and sound effects. Don't forget to include titles and credits. • Use the script and storyboard as a reference, to guide the edits. <p>Conclusion Journal entry: What worked well? What would you do differently?</p> | <p>Materials costumes and props</p> <p>Sydney Water resources The art of film making (Student pack)</p> <p>IT/AV resources video camera or mobile phone</p> |

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| <p>Lesson 10: Use the power of persuasion to choose tap water</p> <p>Introduction Your students were imaginative, creative and very persuasive. They met the brief! It's now time to share and get the word out.</p> <p>Body</p> <ol style="list-style-type: none"> 1. Share the films in class (with popcorn) and ask the students to vote for their favourites. <ul style="list-style-type: none"> • It's hard to pick one, so create categories, for example, <ul style="list-style-type: none"> - message on target: Is the message delivered well? Does it have good use of facts or strong call to action? - most Original: Is it creative, original, clever or unexpected? - most persuasive: Does it use persuasive tactics well, such as humour, emotive appeal or testimonials? - most appealing: Is it the best all-rounder, most likeable or memorable? 2. Showcase winning short films during school assembly and/or on school digital channels. 3. Develop movie posters to go along with the films to post around the school. 4. Don't stop there – can your students develop a persuasive digital piece in 280 characters? Challenge the students to create a persuasive piece for social media and post on Instagram, Twitter or Facebook. <p>Conclusion Journal entry: Which films were the standout films and why? What did you like best in the whole project?</p> | |

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| <p>Lesson 11: Group assessment - Present scripts and storyboards</p> <p>Each script, storyboard and short film is presented to the class by its composers as if they are pitching to their client, Sydney Water. The students should cover the following in 3-5 minutes:</p> <ul style="list-style-type: none"> • summarise the brief and the target market/audience (teenagers) • identify key considerations and reasons behind their script and storyboard • discuss other key persuasive techniques used and why • identify the reasons behind the direction they chose to convince their target market in the benefits of choosing tap water. <p>Assessment modes: Reflective and creative persuasive text (script and storyboard).</p> <p>Assessment outcomes: EN4 – 1A, EN4 – 5C, EN4 – 3B</p> <p>Assessment for and as learning: Analysing features of written and spoken speeches;</p> <ul style="list-style-type: none"> • composing persuasive short speeches, and • self and peer evaluation of original speech. <p>Assessment of learning task: Script, storyboard and reflection.</p> | <p>Other resources</p> <p>NESA English K-10 (2012): Sample assessment activity- 7 -10</p> |

Storyboard template

| Exposition | Conflict | Rising action |
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| | | |
| | | |
| Climax | Falling action | Resolution |
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