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Unit Overview

I’ve been proud to call my self a journalist. Yet, we the journalists have to share the responsibility for the great failures of our time. A time of enormous ferment and challenge, failures of politics, failures of journalism, failures of society in the end.

For instance 40 years after powerful evidence first kicked in that human-caused climate change threatened the world with an existential disaster, we’re still stuck in the mire of drab, dishonest arguments that will come at great cost to future generations and we the journalists have not cut through the fake news effectively. We have not properly held politicians to account.

But there is one big glaring gap in this nation’s otherwise great story that I want to spend a brief minute on tonight: the failure to reconcile Indigenous and non-Indigenous Australia.

– Kerry O’Brien, following his induction into the Logies Hall of Fame (2019)

In this unit, students think critically about the ideas and arguments of others and the use of language to persuade and influence audiences. They consider the contention of texts; the development of the argument including logic and reasoning, tone and bias; and the intended audience. Students analyse texts from a variety of sources, including editorials, letters to the editor, opinion and comment pieces, reviews, speeches or transcripts of speeches, advertisements, essays, radio or television excerpts, cartoons and other forms of print and digital media.

This unit also equips students with media literacy skills, through an inquiry into questions such as:

- What makes something ‘news’? Why do we hear about some things and not others?
- What are the differences between fact, opinion and analysis and how can you tell which is being used in a news story?
- What is spin, who uses it and how is it related to an agenda? What do you need to look for to trust a news story?
- What are misinformation and disinformation and how do they affect our news and information? How do fact checkers work?
- What's the difference between news reporting and investigative journalism? What are the characteristics of different reporting styles and when might you see them used in a news story?
- What does good journalism do for society?

Students demonstrate their learning in this unit through written close analyses on persuasive texts and through a reflection on the ‘nutritional value’ or their ‘news diet’.
News Values: What makes something ‘newsworthy’?

**Starter**

You will be presented with 10 news items from a single day. In pairs, rank them from 1 (the most important) to 10 (the least important). Each pair will present their ‘headline’ choice and justify their response.

Given the enormous scale of what could be published in any given news day, how do newspaper editors decide what is and what is not newsworthy? According to expert opinion, they apply a set of news values. This doesn’t mean that journalists refer to some kind of definitive list; rather, they are more likely to base their choice on cultivated instinct, derived from experience, and knowledge of their readership. Nevertheless, editorial choices are not acts of chance.

**Harcup and O’Neill**

In 2001, two British academics, Tony Harcup and Deirdre O’Neill, challenged the work of Galtung and Ruge. They studied over 1000 news stories in British news stories in three newspapers during one month. Harcup and O’Neill concluded that Galtung and Ruge could not entirely explain reporting in the British news media. In particular, Harcup and O’Neill argued that Galtung and Ruge failed to explain an emphasis on good news stories and entertainment.

**HARCUP AND O’NEILL: 10 NEWS VALUES**

1. **The power elite**: Includes powerful individuals and institutions
2. **Celebrity**: Famous people
3. **Entertainment**: Includes humour, human interest, sex, gossip, animals, showbiz etc.
4. **Surprise**: Includes things that are unexpected
5. **Bad news**: Conflict and tragedy
6. **Good news**: Positive news, including stories with a happy ending
7. **Magnitude**: Stories involving large number of people of that have a significant global impact
8. **Relevance**: Stories containing issues, nations, and/or groups that are relevant to the reader
9. **Follow-up**: Stories already current in the news
10. **News agenda**: These are stories that fit the news agenda of the organisation. Omission of stories is also relevant; that is, stories excluded because they may negatively impact or damage the news organisation.
The World in 22 Minutes
Exercising Your News Judgment

As the producers of the local TV newscast, The World in 22 Minutes, your team must exercise “news judgment” and select the best lineup of stories that will keep your viewers watching!

Rules of the TV News Game

Making decisions about what stories to include – and in what order – takes lots of strategic thinking. Plus you must keep in mind the following rules:

1. **Newsworthiness** – What is the importance of the story? Does the story contain critical information that your viewers should know about? What will hold your audience’s interest? Will it move them?
2. **Strive for Balance** – Include the positive as well as the negative; breaking news as well as “human interest” features; stories of success as well as stories of conflict.
3. **Timeliness** – Do you need to run the story today or will the story keep for another day?
4. **Picture Quality** – TV news needs good quality pictures and graphics to keep viewers watching. Choose wisely.
5. **Time Restrictions** – Can the story fit into the 22 minutes allotted for your broadcast?

Tips to keep in mind

- Make sure to select stories that add up to no more than 22 minutes. (commercials and promos take the other 8 minutes.)
- Your first story (the “Lead”) should be the one that is most compelling in both content and pictures. You don’t want your audience to click over to the competition!
- Please note that these sample news stories are unusually long for the purpose of this exercise. Most news stories rarely last more than two minutes and are often as short as 15 seconds.

Sample News Stories

<table>
<thead>
<tr>
<th>Story Summary</th>
<th>Picture Quality</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Community group protests toxic waste disposal site.</td>
<td>so-so</td>
<td>1.5 mins.</td>
</tr>
<tr>
<td>2. Vice President comes to visit regional high school.</td>
<td>good</td>
<td>2 mins.</td>
</tr>
<tr>
<td>3. Striking workers arrested after violent outbreak.</td>
<td>good</td>
<td>2.5 mins.</td>
</tr>
<tr>
<td>4. Opening of community center for kids at risk.</td>
<td>so-so</td>
<td>2 mins.</td>
</tr>
<tr>
<td>5. Former mayor dies suddenly of heart attack.</td>
<td>good</td>
<td>3 mins.</td>
</tr>
<tr>
<td>6. Football team makes state regionals.</td>
<td>so-so</td>
<td>2.5 mins.</td>
</tr>
<tr>
<td>7. Local insurance company charged for defrauding elderly.</td>
<td>good</td>
<td>2 mins.</td>
</tr>
<tr>
<td>8. Pop star comes home for charity event at local hospital.</td>
<td>good</td>
<td>2 mins.</td>
</tr>
<tr>
<td>9. Welfare recipients say lines are getting worse.</td>
<td>so-so</td>
<td>1 mins.</td>
</tr>
<tr>
<td>10. Weather report with pending storm graphics.</td>
<td>good</td>
<td>2 mins.</td>
</tr>
<tr>
<td>11. Profile: local citizen with a garage full of TVs.</td>
<td>good</td>
<td>2 mins.</td>
</tr>
<tr>
<td>12. Monsoon devastates rural parts of Indonesia.</td>
<td>good</td>
<td>1.5 mins.</td>
</tr>
<tr>
<td>13. Economists predict gas prices will continue to rise.</td>
<td>so-so</td>
<td>1 min.</td>
</tr>
<tr>
<td>15. New ab machine boasts more muscle for less workout.</td>
<td>good</td>
<td>2 mins.</td>
</tr>
<tr>
<td>16. Popular SUV recalled for faulty seatbelts.</td>
<td>poor</td>
<td>1.5 mins.</td>
</tr>
</tbody>
</table>
Media Literacy: Questioning News & Understanding News (ABC Online)

Fact check essentials

Interactive lesson: What is information disorder?
What are misinformation and disinformation and how do they affect our news and information? The first in a series of four essential fact-checking primers by RMIT ABC Fact Check and ABC Education.

Interactive lesson: Spotting online misinformation and disinformation
Learn some handy first steps to fact check news and information online. Part two in a series of four essential fact-checking primers by RMIT ABC Fact Check and ABC Education.

Interactive lesson: Spotting fake images and videos
Fake images and videos can be so convincing, how can you spot them? Part three in a series of four essential fact-checking primers by RMIT ABC Fact Check and ABC Education.

Interactive lesson: Fact-checking: verification and debunking
How do fact checkers work? Learn from the experts how to check stories circulated on social media. The final in a series of four essential fact-checking primers by RMIT ABC Fact Check and ABC Education.

News Basics

Interactive lesson: Fact vs opinion vs analysis
This is one interactive resource for teachers is an engaging introduction to the topic that works seamlessly in the classroom on laptops, tablets and projectors.

Spin vs agenda
What is spin, who uses it and how is it related to an agenda? What do you need to look for to trust a news story?

Fact vs opinion vs analysis
What are the differences between fact, opinion and analysis and how can you tell which is being used in a news story?

News reporting vs investigative journalism
What's the difference between news reporting and investigative journalism? What are the characteristics of different reporting styles and when might you see them used in a news story?
**Overview**

**How to take part:**

**Monitor & assess your current news diet**

∠ what kinds of stories do you consume?
∠ where and how do you find them?
∠ what kinds of news do you need more OR less of?

**Step 1**

**Try changing your diet**

∠ try using some different news sources.
∠ broaden the range of stories you normally follow.
∠ add some "new ingredients" to your usual mix.

**Step 2**

**Try following a story or topic you wouldn’t normally follow**

∠ go back to the stories in your diary from most nutritional to least nutritional.
∠ look for it on news sources you don’t usually follow.

**Step 3**

**Digest and review**

∠ did you try something new that you liked?
∠ did you notice any patterns in your news habits?
∠ were you missing important things in your diet?

**Tasks**

∠ Send us a short video about your experience!
∠ Keep a news diary for one to two days.
∠ Rank the stories in your diary from most nutritional to least nutritional.
Before you begin

Things to think about:

We want to know what kinds of news you consider to be good for you, and why. Be honest!

Remember: there are no right or wrong answers. It all depends on the information that is most important to you and the purpose it serves.

Remember: there are no right or wrong answers.

Everyone’s news diet is different.

Try thinking of some simple statements that could summarise how you feel:

- nutritional news is something that helps me…
- to understand trends that are changing society.
- gain deeper understanding about a topic or issue.
- gain new perspectives on things I care about.
- to have fun and laugh with my friends.
- understand the world I live in and be a better citizen.
- to have something to talk about with friends or family.
- feel informed and know what’s going on.
- to understand trends that are changing society.
- feel balanced.

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- to understand trends that are changing society.
- feel balanced.
STEP 1

i) Spend two days tracking the type of news stories currently in your news diet. Then, consider how nourishing your daily diet is.

Handy hint: use our worksheets to track your progress.

What kinds of news are you normally hungry for?

MOST NUTRITIONAL for me

FAIRLY NUTRITIONAL for me

LEAST NUTRITIONAL for me

E.g. News that:

- makes you think
- helps you feel deeply informed
- drives you to act
- helps you engage with society

E.g. News that:

- you are aware of, but you don’t follow
- you get the gist but don’t feel deeply informed
- helps you feel relaxed
- makes you think

E.g. News that:

- doesn’t make you think as deeply
- gives you immediate satisfaction
- gives you immediate immediate satisfaction
- doesn’t help you learn much

Use this panel to help you assess your news diet.

Your news diet profile

News Diet Diary

News Diet Nutrition Analysis

Your news diet

Monitor and assess
**Write down your normal habits.**

**Name:**
**Date:**

### News Diet Diary

<table>
<thead>
<tr>
<th>Where were you?</th>
<th>What were you doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. In bed, when I first woke up, checked news on phone</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Story Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Facebook, Twitter, Google News Feed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>News Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iron Man's suit has been stolen</td>
</tr>
<tr>
<td>Michael Carrick plays last game for United</td>
</tr>
<tr>
<td>Manchester City reaches 100 points in Premier League</td>
</tr>
<tr>
<td>Indonesia bombings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What you learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Facebook feed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How long did you spend on each story?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iron Man's suit has been stolen</td>
</tr>
<tr>
<td>[Sample]</td>
</tr>
</tbody>
</table>

If you don't consume or follow any news, then write down why!

### HANDY HINT FOR STORY SOURCES:

- Social Media
  - e.g. Instagram, Snapchat, Twitter, Facebook
- Reddit or Tumblr Mobile Apps
- Radio
- Word of mouth (conversations with family and friends)

**Where were you?**

**News Stories**

<table>
<thead>
<tr>
<th>What did you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checked news on phone</td>
</tr>
</tbody>
</table>

**Why did you do this?**

**News Diet Diary**

<table>
<thead>
<tr>
<th>What habits did you form today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Sample]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Handwritten summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Sample]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What did you learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Sample]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many times did you check your phone today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Sample]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Story Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Sample]</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>News Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Sample]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What did you read?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Sample]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many times did you turn off your phone?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Sample]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Story Sources</th>
</tr>
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<tbody>
<tr>
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<tr>
<th>News Stories</th>
</tr>
</thead>
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<tr>
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<tr>
<td>Where were you?</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Story Sources</td>
</tr>
<tr>
<td>News websites</td>
</tr>
<tr>
<td>TV News programs</td>
</tr>
<tr>
<td>Radio</td>
</tr>
<tr>
<td>YouTube</td>
</tr>
<tr>
<td>Blogs</td>
</tr>
<tr>
<td>TV News programs</td>
</tr>
</tbody>
</table>

HANDY HINT FOR STORY SOURCES:
- Social Media
- Reddit or Tumblr
- Mobile Apps
- Word of mouth (conversations with family and friends)
- News websites
- Podcasts
- Newspapers (local, national, international)
- YouTube
- Blogs
- TV News programs
- Messenger Apps (e.g. WhatsApp)
- Other sources such as podcasts, newspapers, and blogs.
How does this make you feel? Is your News Diet nourishing enough?

<table>
<thead>
<tr>
<th>LEAST NUTRITIONAL</th>
<th>FAIRLY NUTRITIONAL</th>
<th>MOST NUTRITIONAL</th>
</tr>
</thead>
</table>

Rank the stories you included in your News Diary from *least* nutritious to *most* nutritious.

Don’t forget — this is about what you think, we want your honest opinion.

---

Name: ___________________          Date: ____________

News Diet Nutrition Analysis
Monitor and assess your news diet

Step 1

Try discussing this with friends or family.

Handy hint: Think about what you have on your 'news plate'.

Contestant tips:

- Right now is a great time to make a short video diary about what you've noticed so far.
- You can also use Instagram or Snapchat stories, download these and save for later.
- You might interview other people including your friends.
- Be creative! Animators and creative geniuses can think about how they would represent their news consumption in a story. Go crazy, it doesn't need to be basic!

Tell us:

- What news sources do you have in common?
- What news sources do you have in your community?
- Do you read much news but I don't feel like I should?
- Why not?
- Is your news diet nutritional enough?
- Do you need to be basic?
- Would you change it?
- What would you do to like to change?
- What is there anything you'd like to change?

Is your news diet nutritional enough?

Try discussing this with friends or family.

- What news sources do you have in common?
- Is your news diet nutritional enough?

Tell us:

- What news sources do you have in common?
- What news sources do you have in your community?
- Do you read much news but I don't feel like I should?
- Why not?
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- What would you do to like to change?
- What is there anything you'd like to change?

Is your news diet nutritional enough?
Your News Plate

Time to plate up!
Try drawing or illustrating your news diet on a plate.

Handy hints

> cluster similar types of news stories together. Create sections on the plate for ‘most nutritional’, ‘fairly nutritious’ and ‘least nutritious’.

> you could divide your plate into wedges (like a pie chart).

> if your news diet was a meal on a plate, how would you represent it?

Show how much nutritional value you think you’re getting.

> How much variety do you have in terms of types of news stories?

> How much variety do you have in terms of types of news sources?
To help you with content for your final video entry it’s a great idea to collect snaps or video of what you are doing. It can also be useful to report on your experience live as it happens to you.

Creative geniuses may like to interpret this part as a metaphor — go on, dress up!

Use our worksheet to track your progress.

Handy hints:

- Try adding some new ingredients.
- Over one or two days, continue your normal diet, but try broadening your diet.
- Take a story that you’re interested in from your ‘Most Nutritional’ list and check how it’s covered by news services that you don’t usually follow.
- OR — try following a story or topic that you wouldn’t normally bother to learn about.

Contestant tips:

Try broadening your diet.

TASTING PLATE:

Try Broadening Your Diet

STEP 2

Taste the ingredients.

Over one or two days, continue your normal diet, but try adding some new ingredients.
Where were you?

What were you doing?
e.g. At the breakfast table, I checked the news on my phone.

Where were you?

What were you doing?
e.g. After school I checked the news on my laptop at my desk at home.

Royal Wedding photo gallery

New York judge orders man, 30, to move out of family home after parents sue

SAMPLE

How did you follow a particular story? Which platforms did you use? Did you use sources you don’t normally use?

I looked at a story on The Guardian: “It really was a black service, world reaction to royal wedding”.

I also looked at an ABC story: “Which traditions must Prince Harry and Meghan have follow and which traditions the royal wedding would be fairly standard and normal and not be controversial.”

How did you follow a particular story using sources you don’t normally use?

I just been looking at the fashion photos so decided to find other kinds of coverage! I found a story on The Guardian: “It really was a black service, world reaction to royal wedding”.

Royal Wedding

I assumed the royal wedding would be fairly standard and normal and not be controversial.

I didn’t have any ideas about the kinds of traditions that are normally followed. Some of them seem over the top. What a drag for Harry and Meghan!

I think it’s good they are dropping the word “obey”! I didn’t know that Diana and Kate did this too. I think having charities there instead of political figures is much better. It’s interesting that the ring is usually made from a particular kind of local gold.

I think it’s good they are dropping the word “obey”!

What did you notice?

Any new angles? Any new perspectives? New learnings?

I assumed the royal wedding would be fairly standard and normal and not be controversial.

I didn’t have any ideas about the kinds of traditions that are normally followed. Some of them seem over the top! What a drag for Harry and Meghan.

I think it’s good they are dropping the word “obey”!

I didn’t know that Diana and Kate did this too. I think having charities there instead of political figures is much better. It’s interesting that the ring is usually made from a particular kind of local gold.

News Stories and Sources

News Stories

Story Sources

Google News

My Facebook feed

NEW INGREDIENTS I ADDED TO MY NEWS DIET

Where were you?

What were you doing?

New York judge orders man, 30, to move out of family home after parents sue

Royal Wedding photo gallery

Sources: Google News, My Facebook feed
### News Diet Diary #2

**Where were you?**

**What were you doing?**

<table>
<thead>
<tr>
<th>Story Sources</th>
<th>News Stories</th>
<th>Sources and Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where were you?</td>
<td>How did you follow a story or topic you normally don’t follow?</td>
<td>How did you follow a particular story using sources you don’t normally use?</td>
</tr>
<tr>
<td>What you learned</td>
<td>How long did you spend on each story?</td>
<td>What did you notice?</td>
</tr>
<tr>
<td>Any new perspectives?</td>
<td></td>
<td>Any new angles?</td>
</tr>
<tr>
<td>NEW INGREDIENTS I ADDED TO MY NEWS DIET</td>
<td></td>
<td>Any new perspectives?</td>
</tr>
<tr>
<td>Story Sources</td>
<td>News Stories</td>
<td>Sources and Stories</td>
</tr>
<tr>
<td>Name:</td>
<td>Date:</td>
<td>News Diet Diary #2</td>
</tr>
</tbody>
</table>
OK students — enter the competition!
Send us a short video about your experience.

Contestant tips:

1. Enter individually, or as a group.
2. Enter a short video about your experience.
3. Tell us:
   - Did you notice any patterns in your news diet?
   - Did they change over the course of this experience?
   - What have been the biggest surprises?
   - How did you engage with news?
   - What did news still have the same kind of importance to you as it did before you did this experiment?
   - Does news still have the same kind of importance to you as before?
   - What have been the biggest surprises?
   - Why?
   - Why?
   - Why?
   - Why?
   - Did you stick to your original habits and routines?
   - Did you notice any patterns in your news diet?

We will be looking for creative entries that describe your experience of the news diet challenge.

We will be looking for creative entries that describe your experience of the news diet challenge.

Entires need to be 90 seconds or less, but other than that it’s up to you.

Digestion + Review

ABC Education: News Diet Challenge

Step 3
Pulling Apart Opinion in the Media

Improving your vocabulary for analysis

**CONTENTION:**
- Viewpoint
- View
- Opinion
- Outlook
- Observation
- Stance
- Stand
- Standpoint
- Position
- Perspective
- Perception
- Side
- Angle
- Take
- Belief

**ARGUES:**
- Claims
- Reasons
- Maintains
- Contends
- Puts forward
- Suggests
- Implies
- Asserts
- Affirms
- Declares
- Proclaims

**SHOWS:**
- Demonstrates
- Highlights
- Evidences
- Showcases
- Portrays
- Conveys
- Depicts
- Illustrates
- Represents
- Expresses
- Indicates
- Presents

**USES:**
- Employs
- Adopts
- Utilises
- Appropriates
- Exercises
- Applies

**PERSUADES:**
- Positions
- Compels
- Urges
- Encourages
- Manipulates
- Influences
- Prompts
- Coaxes
- Cajoles
- Situates

**SUPPORTS:**
- Enforces
- Reiterates
- Hammers home
- Strengthens
- Reinforces
- Consolidates
- Intensifies
- Concretises
- Augments
- Compounds
- Abuts
Words to describe tone

- calm
- controlled
- convincing
- diplomatic
- reasonable
- sensible
- moderate
- forthright
- frank
- matter of fact
- unequivocal
- admiring
- amicable
- appreciative
- approving
- benevolent
- conciliatory
- friendly
- liberal
- open-minded
- respectful
- supportive
- sympathetic
- understanding
- earnest
- humble
- modest
- courageous
- determined
- jingoistic
- patriotic
- amused
- humorous
- ironic
- ridiculing
- sarcastic
- satirical
- cynical
- negative
- pessimistic
- cautious
- conservative
- guarded
- stubborn
- traditional
- complaining
- critical
- defensive
- arrogant
- boastful
- condescending
- patronising
- self-righteous
- snide
- abusive
- aggressive
- attacking
- confrontational
- forceful
- hostile
- annoyed
- appalled
- outraged
- didactic
- moralising
- pedantic
- punctilious
- alarmed
- astonished
- baffled
- bewildered
- confounded
- shocked
- apathetic
- indifferent
- unmoved
- detached
- artful
- calculating
- circumspect
- heavy-handed
- self-important
- banal
- bland
- cliched
- dull
- insipid
- conservative
- stubborn
- traditional
- authoritative
- educated
- expert
- measured
- formal
## Persuasive Techniques

<table>
<thead>
<tr>
<th>Metalanguage</th>
<th>Examples</th>
<th>Possible purposes and impacts/effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>active and passive voice provides subjective or objective tone</td>
<td>active: they released the report</td>
<td>• active: direct, clear</td>
</tr>
<tr>
<td></td>
<td>passive: the report was released</td>
<td>• passive: indirect, detached</td>
</tr>
<tr>
<td>adjectives describing words or phrases</td>
<td>'A stirring speech' 'Her perplexing approach'</td>
<td>• adds detail to make text more interesting — provides description</td>
</tr>
<tr>
<td></td>
<td>'Sydney's slippery slide' (alliteration) 'The elite meet and greet' (assonance)</td>
<td>• can imply something positive/negative</td>
</tr>
<tr>
<td>alliteration and assonance repetition of initial consonant sounds (alliteration) and vowel sounds (assonance)</td>
<td>'Long-range weapons don’t discriminate, we are all a target' (appeal to a sense of insecurity) 'Sadly, Aboriginal health and education are responsibilities we have still to address' (appeal to a sense of social justice)</td>
<td>• adds emphasis, reinforces meaning</td>
</tr>
<tr>
<td></td>
<td>'Teachers must be held accountable for these appalling literacy levels' (scapegoating)</td>
<td>• draws attention to key words or ideas</td>
</tr>
<tr>
<td></td>
<td>'Her comments are little more than adolescent gibberish' (mudslinging, ridicule)</td>
<td>• can create an emotive image</td>
</tr>
<tr>
<td></td>
<td>'A gold medal performance by the athletes' 'Take a bow, West Coast Eagles' 'World-class city'</td>
<td>• memorable</td>
</tr>
<tr>
<td>attacks attempt to persuade through emotional manipulation targeting of particular interests or concerns</td>
<td></td>
<td>• triggers an emotional response</td>
</tr>
<tr>
<td>attack means of criticising or opposing an individual or idea</td>
<td>'Her comments are little more than adolescent gibberish' (mudslinging, ridicule)</td>
<td>• evokes feelings of guilt, shame, concern, fear or conversely of pride, honour, satisfaction, etc.</td>
</tr>
<tr>
<td>bias event preference or sympathy for a particular point of view</td>
<td>an advertisement for the Federal Liberal Party announcing benefits of its changes to Australia’s workplace legislation an opinion piece critiquing Australia’s involvement in Iraq written by an aid volunteer</td>
<td>• belittles opponent’s arguments, may lend weight to those of author</td>
</tr>
<tr>
<td>cliché overused or “hackneyed” phrase or opinion that shows a lack of original thought</td>
<td>'A gold medal performance by the athletes' 'Take a bow, West Coast Eagles' 'World-class city'</td>
<td>• can help author argue from position of authority</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• can offend or alienate audience if overdone</td>
</tr>
<tr>
<td>colourful language vulgar or rude language; particularly unusual or distinctive expressions</td>
<td>'They are certainly up the creek now' 'Who gives a toss about the Queen anyway?' 'The whole policy is a dog’s breakfast'</td>
<td>• can strengthen argument if bias seems relevant and within context, and if author has some authority</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• can undermine argument if disproportionate to context</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• can sway audience by appealing to something with which they are familiar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• may make audience feel informed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• may alienate sophisticated audience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• can provide humour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• may offend a conservative audience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• establishes informal register (friendly, one of us, on the level)</td>
</tr>
</tbody>
</table>
| **connotation** | 'The children were slaughtered as they slept'  
| positive/negative | 'Her reckless behaviour was questioned'  
| Implications, preparative phrases; 'loaded' language that evokes an idea or feeling, either positive or negative | 'The Anzac legend'  
| • encourages audience (either subtly or overtly) to accept an implication  
| • seeks to persuade audience to share particular view of person or event |  

| **design, structure** | a letter from a principal on formal school letterhead paper  
| the appearance and layout of a text, including colour, font selection and page presentation | a website's appearance; consideration of how presentation appeals to certain demographics  
| • persuades through association  
| • establishes genre and context  
| • can manipulate audience emotions |  

| **evidence** | 'The city's 1.5 million households used over 500 billion litres of water' (statistics)  
| material used in support of an argument:  
| • facts and statistics  
| • expert testimony  
| • research findings  
| • anecdotal evidence | 'Wind power generates fewer pollutants than the burning of fossil fuels' (fact)  
| • can lend argument weight and author credibility if employed responsibly  
| • can undermine argument if used inappropriately or if overused |  

| **formal, informal language** | 'Success can be facilitated only through the employment of sound educational principles in a supportive learning environment' (formal)  
| formal: more elaborate, precise, sophisticated; adhering to Standard Australian English  
| informal: colloquial, everyday or slang terms | 'How do you like them apples?' (informal)  
| 'She'll be right, mate' (informal) |  
| • formal: creates sophisticated, often authenticative style, can lend weight to argument and command respect; can sound pretentious out of context  
| • informal: conversational, establishes a rapport with audience, humorous, appeals to sense of identity, can alienate if overused or out of context |  

| **generalisation** | 'This poor behaviour was modelled by the parents, and it is therefore ultimately a parental responsibility'  
| breadth statements inferred from specific cases | 'It is clear from the evidence at this school that all girls benefit from single-sex VCE classes'  
| • seeks to validate a theory or contention, sometimes dubiously  
| • can be inferred to be evidence by a naive audience  
| • can detract from or undermine an argument if unrealistic or illogical |  

| **gesture** | an interviewee folding his arms and crossing his legs to indicate dissatisfaction  
| use of the body and face to communicate meaning and positive or negative sentiments | a speaker pointing to an idea on a slide  
| • helps to convey arguments and moods  
| • can influence a subject by making them feel either welcome or intimidated |  

| **humour** | 'George Dubya Bush and his weapons of mass distraction'  
| the quality of being amusing, through the use of puns, irony, sarcasm, satire, wit, etc. | 'Gillard and Rudd came out of the conference room licking their lips like a couple of lovestruck Cheshire cats'  
| • often denigrates the subject  
| • can provide a more engaging and friendly tone  
<p>| • can sway an audience by having them enter into the joke |</p>
<table>
<thead>
<tr>
<th><strong>Language Strategies (continued)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hyperbole, exaggeration</strong></td>
</tr>
<tr>
<td>exaggeration or</td>
</tr>
<tr>
<td>overstatement used to imply</td>
</tr>
<tr>
<td>something is better, worse,</td>
</tr>
<tr>
<td>more/less important, etc.</td>
</tr>
<tr>
<td>'Every weekend the city's overrun by beggars'</td>
</tr>
<tr>
<td>'We're all being brainwashed by mind-numbing reality TV shows'</td>
</tr>
<tr>
<td>creates dramatic effect, often through imagery</td>
</tr>
<tr>
<td>argues through employment of 'shock tactics'; appeals to fear</td>
</tr>
<tr>
<td>can undermine argument if taken too far</td>
</tr>
<tr>
<td><strong>Imagery, figurative language</strong></td>
</tr>
<tr>
<td>use of images and metaphorical</td>
</tr>
<tr>
<td>(non-literal) language to illustrate points and make comparisons: similes, metaphors, etc.</td>
</tr>
<tr>
<td>'Australia is a tapestry woven of many colours' (metaphor)</td>
</tr>
<tr>
<td>'Citizenship was tossed around like confetti' (simile)</td>
</tr>
<tr>
<td>'Bodies were piled up in makeshift roadside graves and in gutters' (imagery)</td>
</tr>
<tr>
<td>paints 'word picture' for audience; helps to illustrate point visually and by comparison</td>
</tr>
<tr>
<td>author may appear sophisticated, well-spoken</td>
</tr>
<tr>
<td>can have an emotional impact</td>
</tr>
<tr>
<td><strong>Inclusive and exclusive language</strong></td>
</tr>
<tr>
<td>use of personal pronouns (I, you, we, they, their, our, etc.) to either involve (inclusive) or distance/alienate (exclusive)</td>
</tr>
<tr>
<td>'We all have a role to play in the conservation of our precious resources' (inclusive—positive)</td>
</tr>
<tr>
<td>'We are destroying this planet all by ourselves' (inclusive—negative)</td>
</tr>
<tr>
<td>'Their/their policies' (exclusive—alienating)</td>
</tr>
<tr>
<td>'They had their own laws, their own beliefs' (exclusive—distinguishing)</td>
</tr>
<tr>
<td>targets or accuses particular groups</td>
</tr>
<tr>
<td>can create a sense of solidarity</td>
</tr>
<tr>
<td>can create an 'us and them' mentality</td>
</tr>
<tr>
<td>can encourage a sense of responsibility</td>
</tr>
<tr>
<td><strong>Irony</strong></td>
</tr>
<tr>
<td>humour found in contradictory situations, often highlighted through the use of sarcasm</td>
</tr>
<tr>
<td>'The war on terror has produced a volatile environment more susceptible to terrorist forces'</td>
</tr>
<tr>
<td>'In order to ensure our freedoms, more control is required'</td>
</tr>
<tr>
<td>can engender support through use of humour</td>
</tr>
<tr>
<td>can evoke emotional response</td>
</tr>
<tr>
<td>encourages audience to see flimsy logic in situation or statement</td>
</tr>
<tr>
<td><strong>Logic</strong></td>
</tr>
<tr>
<td>reason; the use of justifiable and valid arguments to sway an audience</td>
</tr>
<tr>
<td>'Research has proven that a prison term for a minor offence only hampers rehabilitation; therefore we must adopt a new approach, as locking people up simply does not work'</td>
</tr>
<tr>
<td>appeals to reason rather than emotions; therefore lends credibility</td>
</tr>
<tr>
<td>sound logic is hard to refute</td>
</tr>
<tr>
<td>often offers proof and solutions</td>
</tr>
<tr>
<td><strong>Nouns</strong></td>
</tr>
<tr>
<td>naming words or phrases</td>
</tr>
<tr>
<td>'An Australian legend'</td>
</tr>
<tr>
<td>'Terrorist' versus 'freedom fighter'</td>
</tr>
<tr>
<td>adds detail to make text more specific—provides a label/name</td>
</tr>
<tr>
<td>can imply something positive/negative</td>
</tr>
<tr>
<td><strong>Repetition</strong></td>
</tr>
<tr>
<td>reuse of words or phrases for effect</td>
</tr>
<tr>
<td>'We cannot imagine the horrors they faced; cannot imagine the strength of their spirit. And we cannot allow it to happen again'</td>
</tr>
<tr>
<td>Martin Luther King's famous repetition of 'I have a dream' in his 1963 address</td>
</tr>
<tr>
<td>memorable; enables a word or phrase to be held and recalled</td>
</tr>
<tr>
<td>highlights main ideas</td>
</tr>
<tr>
<td>creates a hypnotic rhythm</td>
</tr>
</tbody>
</table>
| **Rhetorical Question** | *Did anyone listen to the garbage he was spouting? Was anyone awake? And do I really have to walk another four years for this baboon to leave office?*  
*And why do we do this? Because we are fair.* | *Encourages audience to consider issue and accept author’s answer*  
*Can imply that answer is obvious and that anyone who disagrees is foolish*  
*Can evoke emotional response* |
| **Sarcasm** | *Great—we can now look forward to longer ticket queues, sweater rides and more train rage. I for one am excited beyond belief!*  
*Why stop at 30 students to a class when we can cram at least 15 more in?* | *Can provide humour*  
*Serves to mock or question the logic of a situation; undermines its validity*  
*Can backfire if used excessively or in the wrong context* |
| **Satire** | Television programs such as *Real Stories*, *The Chaser’s War on Everything* and *Summer Heights High* are satirical in nature  
Political cartoons | *Makes a point in a humorous fashion*  
*Serves to mock or question a situation*  
*Can engender hostility in a sensitive audience* |
| **Sensationalism** | *Overseas fee-paying students stealing our university places!*  
*Juvenile hoodlums terrorise community!*  
*Paris Hilton “exposed” again!* | *Appeals to an audience’s curiosity and prejudices*  
*Reinforces stereotypes*  
*Can offend or alienate critical audiences* |
| **Sound and Sound Effects** | Background music during a current affairs report to create a particular mood  
Song playing on a website to associate a product with a particular mood or demographic | *Manipulates audience’s emotions*  
*Persuades through association (e.g. classical music = ‘sophisticated’)*  
*Sound effects can make a text seem either more ‘realistic’ or more exciting* |
| **Verbs** | *She sprayed her response at the audience!*  
*As he staggered down the aisle it became clear—he was a man who had lost all control!* | *Adds detail to make text more specific*  
*Provides the action*  
*Can imply something positive/negative* |
| **Vocabulary Choice** | *Terrorist* versus *‘freedom fighter’*  
*Health issue* versus *‘health crisis’* | *Points a subject in a flattering or unflattering light*  
*Subtly or overtly supports a particular point of view* |
Greta Thunberg & School Strike for Climate

AND WE WOULD’VE GOTTEN AWAY WITH IT TOO, IF IT HADN’T BEEN FOR THOSE MEDDLING KIDS!

– Dave Whamond (Canada)

– Terry Denton
I stepped up for the planet. So can you.

In Australia, Mila, Harriet and I started the strikes in my hometown, Castlemaine. We may have started something, but it’s frustrating to see all the people who didn’t, go back to school. When they didn’t listen to the science. If they didn’t just take school strikes.

As the strikes have grown in size, our voices have been heard. The people are speaking up, and they’re getting stronger. It’s not just the strikers, it’s all the others around them.

I was sitting around a campfire at the beach when I decided to organise a strike for the first time. Six months later, I was standing on the stage at the biggest rally of my life. People are speaking up and voicing what they believe in power of the people. When we speak, we can make a difference.

As a girl, I have stepped up as a leader, and so can you. You can be the one stepping on the stage, speaking your voice heard and changing the world.

Niamh O’Connor Smith is a year 11 student of the Melbourne High School Strike for Climate.

The Age, October 10 2019
Thunberg circus is a complete farce

Amanda Vanstone

It’s a measure of where we’ve come to in public debate that I have thought more than twice about writing this piece. The days of civilised debate, of accepting different opinions, seem to be disappearing.

None of us likes being yelled at or chastised for our views. The pleasure of exchanging opinions, exploring them and in the process better understanding or modifying our own, is one of the hallmarks of a free society.

The Greta Thunberg circus has become a complete farce. Travelling across oceans in emissions-free boats (excluding the making thereof) and doing one’s ablutions into a bucket lined with a biodegradable bag that then gets ditched into the ocean is firstworld fake melodrama at its best.

If Thunberg wished to address any meeting worldwide without spewing carbon emissions from either jet or ocean liner travel she could easily do so: The New York Times reports that internationally famous choreographer Jerome Bell has decided to refuse air travel and now works via Skype.

It’s a personal choice but I don’t think telling people they’ll never be forgiven, berating them with, “How dare you?” does much to bring people on board. Usually it has the opposite effect. It’s just another sad example of serious and complex political issues being reduced to “I’m right and you’re an idiot”. That kind of discourse just pollutes the town square. It’s fractious and shuts others out.

The whole trip, the hype and the expense was one big media circus. One can’t help but think it’s more to promote the person than the issue. Given the over-dramatisation of global warming by some, including Thunberg, we now have a generation of children worried about being burnt to a crisp.

Of all the 16-year-olds in the world, why is it that just one features in the media worldwide? There are other kids who care as much, are just as articulate, just as concerned. If you think the world focusing on this one young girl was just some happy accident you are plugged into a faulty socket.

I’ve seen the photo of her outside her school on her first climate strike. Posed to draw on the haunting concept of the lonely outsider who – surprise, surprise – becomes the involuntary hero. Who took that photo and, more importantly, why?

Now we have kids all over the world skipping school for the day to show how much they care. I’d be more impressed if they gave up their free time to make their statement. Even more impressive would be if they organised to collectively make a lasting statement by doing something useful. If everyone who skipped school had planted a tree in preagreed areas that needed revegetating, that would have made an impressive statement. If all the protesters focused on a few areas, whole suburbs could be made better places in which to live. All it would take is commitment and elbow grease. Just skipping school gives you no skin in the game.

Per capita emissions tell a part of the story and ours are on the higher end. Perhaps the Australian protesting kids could decide to not own a car and to use public transport. At home they could not use airconditioning: my generation grew up without it. Individually they could give up all devices, bar a simple phone and use a shared family tablet or computer. While they’re at it they might ditch the idea of trendy clothes that are discarded long before they’re worn out. Would these striking
students be able to pass a simple test on the positive things both sides of politics have done in
Australia?

Everyone should play their part. More to the point is how globally we address this. The fact is
China and the US produce more than 40 per cent of world emissions followed by India and Russia.
The top 15 countries produce more than 70 per cent of emissions. Unless these countries change
their ways what we do will make little difference. Our per capita emissions are high but our total
contribution is way down the scale. That’s not a reason to shrug our shoulders and walk away. But
it does provide some perspective.

Thunberg seemed angered at the presence of President Trump arriving at the UN. She may have
just been realising the missed opportunity to get more headlines by berating him. That’s what she
does. People are tired of that trick.

_Amanda Vanstone is a former Coalition minister._
Thunberg has changed the game

In handling the fallout after her landmark speech, the Swedish teen was flawless, writes Claire Kimball.

Didn’t teenage climate activist Greta Thunberg cause a stir last week? Whether you welcomed her emotional speech to the United Nations Climate Action Summit in New York or rolled your eyes, it was impossible to ignore her. And it’s going to be harder to ignore her in the future.

As a communications professional, it’s been fascinating to watch the “arc of outrage” over the past week. With the aim of making a significant impact, her setting up of the issue and its execution, Greta scores a 10 out of 10. And her handling of the fallout – flawless.

It was a stroke of genius to hold the most recent climate strike on the Friday before the summit. Not only did 300,000 Aussie kids and adults turn out around the country, organisers say four million people went to 6000 events held in more than 1000 cities across 185 countries.

Getting people to transition from expressing concern via a keyboard to doing something that requires actual effort is hard. What Thunberg and her allies achieved was quite a power move.

She then absorbed the attention of the world’s media around the daylong meeting by first filing a human rights complaint against Germany, France, Brazil, Argentina and Turkey for failing to take adequate action to combat climate change. And her “how dare you” speech will go down as one of the more significant moments of the year. An interesting aside – Thunberg’s speech was just 495 words. She certainly got a lot of bang for her per-word buck.

And then there was the blowback. From sarcastic tweets from US President Donald Trump to PM Scott Morrison’s “let kids be kids” assessment, Thunberg copped criticism from every possible angle. Her response? “I guess they must simply feel so threatened by us,” she tweeted.
She also treated the adulation from likeminded Hollywood celebrities, politicians and business leaders with the same quasiindifference. She says she’s just a kid “promoting science”, a position that is so obvious and possibly unremarkable to her she can’t accept why anyone would believe or behave differently.

It was that strength of belief in the cause that allowed her to pull off what many couldn’t – a zero-carbon emissions voyage to the Big Apple to attend the summit. On anyone else, it would look like a flimsy stunt. But her uncompromising position on the issue and commitment to the cause makes her very difficult to counter.

So what do those who are less pure on the issue do to navigate this increasingly tricky space? What, for example, do the airlines do when Greta has clearly pointed out to them they are a source of the problem by taking a boat rather than a plane for her international travel?

You can imagine this very discussion happening around the boardrooms and management teams of the major aviation companies internationally as we speak. And you can also see how those who sought to counter her hardline “climate emergency” message fared last week, and how they might wonder how they’re going to plot a way through it. And for that, here’s a three-point plan.

The first thing to understand is what your exposure to the problem is. In raw numbers, the global aviation industry produces about 2 per cent of all humaninduced carbon dioxide emissions – more than Australia’s contribution. For the airlines, managing carbon emissions is a growing problem. For example, a report out last week said aviation is likely to become the biggest source of greenhouse gas emissions in the UK by 2050.

Then, you need to work out what your customers think. It would be likely that the majority of the airlines’ customers are concerned about the price they pay for their ticket and convenience of the service when they’re choosing one flight over another. A slim segment would look at the airlines’ environmental credentials as the thing that guides their choices. It’s safe to assume that segment will grow, but it’s by how much that the airlines will want to know.

Which leads to the final point: who do the airlines need to talk to? Who needs to know that “we’re taking this seriously and we’re doing something about it”? Chances are it’s regulators, customers, shareholders and activists. That’s a lot of stakeholders who need attention.

One thing is certain in an exercise like this; communicating complicated messages requires persistence and patience. And you have to have little expectation of a pat on the back.

Most people will think that what you’re spruiking are things you should be doing anyway. But it is better to be known for taking care of business than be caught flat-footed. That has never been more true than now, with game-changers like Greta Thunberg throwing down the gauntlet and refusing to play by the rules.

Claire Kimball is the founder of The Squiz, a weekday news email. She was formerly press secretary to Tony Abbott and communications director for Woolworths Group.
Constitutional Recognition of Indigenous Australians

David Pope’s cartoon offers a ray of sunshine on the announcement by the Minister for Indigenous Australians, Ken Wyatt that he would work towards a referendum on constitutional recognition for Indigenous Australians. Using a popular movie reference, Pope inserts politicians from both sides to show the bipartisan support for recognition in the constitution. Ken Wyatt drives the bus that wears the face of Scott Morrison, while ALP Senator Pat Dodson sits in the bus giving a hand to the next generation, symbolised by the child, and Linda Burney, ALP member of the House of Representatives pushes the bus from behind.
The Uluru Statement from the Heart outlines the path forward for recognising Indigenous Australians in the nation’s constitution.

It was endorsed with a standing ovation by a gathering of 250 Aboriginal and Torres Strait Islander leaders on May 26, 2017, following a four-day First Nations National Constitutional Convention held at Uluru.

The consultation process that led to the statement was unprecedented in Australian history for its scale. A Referendum Council, appointed by then-prime minister Malcolm Turnbull and recently departed Labor leader Bill Shorten, was tasked with charting the next steps for constitutional reform in 2015. Over a six month period, it engaged more than 1200 Aboriginal and Torres Strait Islander representatives in a dozen regional dialogues across the country.
Those discussions culminated with Indigenous Australians “from all points of the southern sky” reaching a consensus position on constitutional recognition for the first time.

The statement itself is 12 paragraphs and has been noted for its succinct and powerful wording.

Unlike historic documents of Indigenous aspirations that came before it and were addressed to the Parliament, the Uluru Statement from the Heart is directed to the Australian public.

It asks Australians to change the constitution to allow Indigenous Australians a voice in the laws and policies that are made about them.

Throughout the consultations, delegates overwhelmingly rejected symbolic recognition in the form of a simple acknowledgement in the constitution, as had been advanced by the “Recognise” campaign. The statement instead lays out their vision for substantive and structural reform that will make a difference in their communities.

**What is the Voice?**

The Uluru Statement proposes three key elements for sequential reform: “Voice, Treaty, Truth”. The first and most significant of these is the Voice: the proposal for a First Nations Voice to Parliament enshrined in the constitution.

This would be an advisory body of First Nations traditional owners to advise Parliament on policy affecting Aboriginal and Torres Strait Islander people. The Voice would offer a way to include Indigenous Australians’ cultural authority in matters of law that affect them, and constitutionally guarantees them a say in their own affairs.

The precise model for the Voice - including whether its members are elected or selected - has yet to be designed. The Morrison government has set aside funds for a “co-design” process to take place with First Nations leaders. However, proponents of the idea have suggested the Voice would sit separately to Parliament and its advice would not be binding.

The Australian constitution must be amended to allow Parliament to legislate for such a body.

The statement’s second recommendation is a Makarrata Commission. ‘Makarrata’ is a concept belonging to the Yolngu people in Arnhem Land, and means to come together after a struggle to heal divisions of the past.
Since the 1980s, ‘Makarrata’ has frequently been used as an alternative term to “treaty”. A Makarrata commission would oversee agreement making between the Australian government and Indigenous people, and facilitate the statement’s final proposal: truth-telling.

**What does the artwork mean?**

The Uluru Statement is an artwork as well as a political document, following in the tradition of documents such as the Yirrkala Bark Petition and Barunga Statement.

The artwork was led by senior Maruku artist and Uluru traditional owner Rene Kulitja, and painted by Mutitjulu artists Christine Brumby, Charmaine Kulitja and Happy Reid.

![Image of artists working on the artwork](image)

**Lead artist Rene Kulitja (third from left) supervises artists Christine Brumby, Charmaine Kulitja and Happy Reid.** CLIVE SCOLLAY

Two Tjukurpa creation stories of the Anangu people, who are the traditional owners of Uluru, are represented in the painting.

One is the story of Kuniya (top left), the woma python with eggs from the north-east, and Liru (bottom right), the poisonous snake from the south-west, who are involved in a fight to the death at the Mutitjulu Rockhole, which then shapes Uluru’s landscape.

The second is that of the Mala people, represented by rufous hare-wallaby prints, who were holding a ceremony atop Uluru when they became involved in a dispute with men who approached from the west. Those men went away and created Kurpany, the Devil Dingo, represented by the dog prints.
Ms Kultija said Uluru’s power comes from the Tjukurpa stories that converge there. "This painting shows all the stories of Uluru and the statement is placed at the centre where the power resides," she said.

Surrounding the statement are signatures of more than 250 delegates who came to historic consensus at Uluru. Many signatories also wrote the name of the nation they belonged to, so over 100 different first nations are represented on the artwork.

**What were key landmarks on the way to the statement?**

A number of representative bodies, political protests, petitions and broken promises precede the Uluru statement. The following highlights key moments leading to the historic consensus reached in May 2017.

**1937**  Yorta Yorta elder William Cooper collects 1800 signatures to petition King George VI for Aboriginal representation in federal Parliament.

**January 26, 1938**  The Aboriginal Progressive Association holds a “Day of Mourning” in Sydney to protest the “callous” treatment of Aboriginal Australians and demand full citizen status and equality.
February 13, 1958 Aboriginal lobby groups form the Federal Council for Aboriginal Advancement, which becomes the first united national body for Aboriginal interests. They begin a 10-year campaign to change the constitution.

June 18, 1962 Indigenous people gain the vote in Commonwealth elections. By the end of 1965, all Indigenous people have equal voting rights after Queensland extends state voting rights to Indigenous people.

August 14, 1963 The Yolngu people from Arnhem Land present the federal government with the Yirrkala bark petition, in response to mining leases taken out on their traditional lands. The petition combines bark painting with typed text and is the first traditional document to be recognised by Australian Parliament.

February 12, 1965 Indigenous student Charles Perkins leads freedom rides through towns in north-western NSW to expose discrimination against Aboriginal people.

May 27, 1967 Over 90 per cent of Australians vote "yes" in a referendum that allows the federal government to make laws for Aboriginal people and enables their inclusion in the national census.

January 26, 1972 The Aboriginal Tent Embassy in Canberra begins with four men crouched under a large beach umbrella in the rain, protesting the Liberal party’s policy on land rights.

October 20, 1972 One thousand Aboriginal people sign the three-metre long Larrakia Petition calling for land rights, and it is posted to Queen Elizabeth.

April, 1979 The National Aboriginal Conference, established in 1973, resolves a treaty should be made between Aboriginal people and the federal government. It uses the Yolngu word “Makarrata” for the process and sets up a special committee.

June 12, 1988 Labor prime minister Bob Hawke is presented with the Barunga Statement, a painted declaration of Aboriginal aspirations on a 1.2-metre-square sheet of wood. He responds by calling for a treaty to be negotiated.

March 5, 1990 The Aboriginal and Torres Strait Islander Commission (ATSIC) is established as a government body to represent Indigenous people, elected by Indigenous people.

April 15, 1991 The Royal Commission into Aboriginal Deaths in Custody presents its report, recommending a formal process of reconciliation between Indigenous and non-Indigenous Australia be undertaken.

June 3, 1992 The High Court’s Mabo decision rejects ‘terra nullius’ and recognises the existence of native title.

February 6, 1995 The ATSIC report Recognition, Rights and Reform says constitutional reform is a priority and finds overwhelming support for recognising Indigenous Australians in the constitution.
May 27-28, 2000 A gathering of Indigenous people present prime minister John Howard and the Governor-General with a “Roadmap for Reconciliation”. The next day, over 250,000 people walk across the Sydney Harbour Bridge to show support for reconciliation in the largest political demonstration held in Australia.

March 24, 2005 ATSIC is abolished following corruption investigations.

![The Barunga Statement, presented to prime minister Bob Hawke in 1988. ANDREW TAYLOR](image)

October 16, 2007 Howard pledges to hold a referendum on constitutional recognition for Indigenous Australians and Labor leader Kevin Rudd promises bipartisan support.

February 13, 2008 Labor prime minister Kevin Rudd says “Sorry” to the Stolen Generations for damage caused by government policies.

November 8, 2010 Prime minister Julia Gillard announces plans for a referendum to acknowledge Indigenous Australians in the constitution.

December 7, 2015 The Referendum Council is jointly appointed by prime minister Malcolm Turnbull and Labor leader Bill Shorten to advise on next steps for a referendum.

May 25-26, 2017 Over 250 Aboriginal and Torres Strait Islander delegates gather at Uluru to craft the Uluru Statement from the Heart, which is an historic consensus position on Indigenous constitutional recognition.
Woe and behold, imagine you are an Indigenous person observing the annual Closing the Gap speech. Before you is a rich, powerful man who does not fall under the constitution’s race power as you do. Rather, he wields his power with the Parliament he stands in. He stands to speak, telling you how much he desires to do different next year — how he will listen. But you’ve heard it before. He has failed, and you fear he will fail again. Believe me, it doesn’t feel good.

After all, the gap between Indigenous and non-Indigenous Australians is immense, and for 12 years of the same rhetoric, very little has changed. Again, there is as much regression as there is progress. The adult Indigenous population is barely 2 per cent of the total population, yet we are 27 per cent of the prison population. We are not an innately criminal people.
Our children still die at twice the rate of non-Indigenous children. This cannot be because we have no love for them. A quarter of our children’s deaths are by suicide. They should be our hope for the future.

I didn’t sense that Prime Minister Scott Morrison, as he delivered his speech on Wednesday, felt the torment of our powerlessness. Perhaps it’s because this speech to the Parliament has become ritual. Perhaps it is as simple as the fact he is not Indigenous, and therefore it is not his family he is speaking of, not his kin or his community.

I felt a disconnect in the speech. Like the Closing the Gap report, it was full of glossed-over realities a world away from the real suffering that comes with those shameful statistics that define the relationship that Australia has with its First Peoples.

But hang on. Am I being too critical? Morrison said we must do better. He said he supports a Voice. He respects our “honest yearn for constitutional recognition”. So if he is listening, has he really heard?

I am a signatory of the Uluru Statement from the Heart. I can tell you, he has only heard what he wants to hear.

As an elected representative from the Darwin regional constitutional dialogue in May 2017, I was a part of an unprecedented process in this country. More than 1300 Aboriginal and Torres Strait Islanders from all points of the southern sky poured our collective experiences and perspectives into a wonderful consensus at the most spiritual place on the continent — Uluru. We wrote the Uluru Statement from the Heart.

From the heart of the nation, we called for the establishment of a First Nations Voice enshrined in the constitution. Not a legislated Voice to the government and a separate referendum on symbolic constitutional recognition, as the Morrison administration proposes.

Let me say it again for my people. Indigenous people are disinterested in a symbolic form of constitutional recognition. This will be as useless as a Closing the Gap speech. We want and need the power to hold the operatives of Parliament accountable.

Indigenous people don’t want an act of Parliament to merely legislate the Voice. From the Australian Aboriginal Progressive Association in the 1920s through to the First Peoples Congress more recently, the fate of Indigenous political organisations has always been the same. Hostile governments will destroy any Indigenous Voice that has ever spoken up with any power or authority. We want to go that vital step further — make it the rule that we are heard, not by the grace of indifferent politicians.

A Voice to government? Where the hell has this come from? We have already had many voices to government. With decorum we have met government people, always behind closed doors. Our many voices to many different governments and their ever-interchanging representatives have failed. A constitutional Voice to the Parliament is different. We want Indigenous perspectives in the centre of decision-making — no longer on the fringes.
In the same week that the Closing the Gap report has been tabled and the Prime Minister has said he is listening, the leaked terms of reference for the advisory group on the government’s model for a Voice, appointed by the Minister for Indigenous Australians, Ken Wyatt, has exposed that – more than not wanting to listen – the government has gone further and muzzled the group. It has been restricted from supporting constitutional enshrinement of the model.

Actions speak louder than words in a Closing the Gap speech. Repression of Indigenous voices has led to the statistics in the report. If Scott Morrison is serious about closing the gap, he will lift those restrictions and listen. If the advisory group wants to be true to the people its decisions will affect, it will accurately report what we say.

It is time Morrison heard and felt what we called for at Uluru. Indigenous people want him to accept the invitation to walk with us, as so many Australians have already done without his leadership.

**Thomas Mayor, a Torres Strait Islander, is signatory to the Uluru Statement from the Heart. He is the author of *Finding the Heart of the Nation - The Journey of the Uluru Statement towards Voice, Treaty and Truth*. He is also the national Indigenous officer of the Maritime Union of Australia.**
Letters to the Editor, Sydney Morning Herald
(3 November 2019)

Constitution will remain incomplete without a Voice

The government’s refusal to enshrine a Voice to Parliament in the constitution is completely at odds with Ken Wyatt’s declaration that “the best outcomes are achieved when Indigenous Australians are at the centre of decision-making” (“Ken Wyatt launches Voice to Parliament consultation”, October 30).

No way forward exists to remove any lingering mutual distrust other than to establish a treaty that constitutionally recognises the indissoluble link between the destinies of our two peoples.

Vincent Zankin, Rivett

As Minister Ken Wyatt says, governments have “failed to adequately engage and work with Indigenous Australia at a local level” (“An Indigenous voice is crucial”, October 30).

But unless the Voice to Parliament is enshrined in the constitution, any progress on local engagement surely risks history repeating, and governments too easily disbanding yet another halfhearted consultative process.

Jill Napier, Phegans Bay

Congratulations to Ken Wyatt for coming up with a feasible road map for Indigenous recognition. It may not be all the Uluru Statement wanted, but it sets up a consultative process that should come up with proposals we can all support, including provision for truth-telling and treaties.

Andrew Macintosh, Cromer

I do not understand how the Prime Minister can make a judgment call and not allow any recognition of Indigenous Australians in the constitution. What authority, moral or otherwise, does he have to make that call? I was, and still am, disgusted and dismayed that the Uluru Statement from the Heart was summarily dismissed by Malcolm Turnbull and continues to be ignored by Scott Morrison.

It feels like a symptom of how Australia is losing its moral compass. Decisions based on fear of outcome rather than adherence to a decent set of morals and humanity need to be condemned.

Michael Stephenson, North Sydney

Enshrining Aboriginal recognition in the constitution may be symbolic, but it is important to Indigenous Australians. That the PM is not in favour is a given. Ken Wyatt is therefore hamstrung. But this constitutional change will happen. Also, peak Aboriginal advisory bodies for all houses of parliament will be created in the fullness of time. While such bodies cannot have any ultimate power to influence legislation, as upper houses do, their advice will carry weight.

Geoff Black, Caves Beach

Another blunder by our Prime Minister, another quick repair job. Poor Ken Wyatt is sent out with a hymn sheet again to announce yet another talk-fest on an Indigenous Voice to show Morrison still cares.

Bert Candy, Glenvale Qld
The announcement of discussions to determine the design for a Voice to Parliament deserves its frontpage headline. But this can be either a significant step in our nation’s history or simply a case of going through the motions. As Wyatt acknowledges, the government has already refused to enshrine an Indigenous voice in the constitution.

It remains to be seen what model the government is prepared to support.

**Philip Cooney, Wentworth Falls**

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**Letters to the Editor, Sydney Morning Herald (15 November 2019)**

**Indigenous recognition overdue**

Australia Day is the most disrespectful act white Australia has continued to observe (“Inner city council axes Australia Day”, November 14).

Indigenous people have inhabited this land for thousands of years and they must be given several acts of recognition.

The Aboriginal culture is rich and complex. The Dreaming shaped the beliefs and customs of these people. The story of the Rainbow Serpent is the starting point in time for Indigenous people. They should decide if and when this is celebrated.

Australia’s constitution was thrust upon the Indigenous population by white invaders. Indigenous people must be given the opportunity to outline a constitution that encapsulates Indigenous culture and how the white Australian occupation can be integrated into a constitution that recognises the history. Indigenous people should drive the wording that gives them the opportunity to state that they are the original owners.

The rewording of the present constitution to recognise Indigenous people is a travesty. They should be asked to recognise and invite white Australians into this land.

**Anthony O’ Hara, Terrigal**
Steps to success: Strategies to guide your analysis

1) How to analyse a persuasive piece

Essentially, there are 6 major points you need to look for when analysing a persuasive piece. To identify these points, you first need to dissect the page in front of you. Pull out a few highlighters and some coloured pens and begin to:

Read and annotate

Read the text or texts at least twice. The first time you read, try to establish the writer’s contention: what are they saying? On your second reading, think about how the texts are positioning you to agree with the writer.

Tip: Note your own responses. Reflecting on your own reactions to the language can be a useful way to work out how the writer is being persuasive. For example, if you think ‘Oh, that’s terrible, I feel sorry for that person’, write this down and underline the words in the text that make you feel this way.

Now that your dissection is underway, complete the following steps:

1) Identify the form and features of the text(s)

Media texts vary in form and may be print (e.g. newspapers) or non-print (e.g. radio, television, online, speech). This means that you need to be familiar with a range of text types including blogs, opinion pieces, letters, interview transcripts and cartoons. Different texts employ different features to suit the intended audience and purpose. For example, online texts will often invite readers to ‘click here’ or ‘join now’ – consider how the writer uses these features to achieve their purpose.

In future examinations you will probably be looking at print texts, but it is possible that these could be transcripts of speeches or presentations. In other words, the audience will have been listening to the text in its original form. Keep this in mind as you are analysing the language and thinking about its possible effects on the audience.

2) Identify the contention – this is the main ‘thing’ or ‘opinion’ that an author is arguing. Typically, this is either:

- A belief that something is positive (e.g. Tourism is good for our region), or
- A belief that something is negative (e.g. Tourism is harmful for our region).

3) Identify the central arguments – you need to go beyond merely identifying the contention and now identify which arguments the author has used to support their
contention throughout their piece. Using the contentions outlined previously, possible central arguments might be:

- The economic benefits that come from tourism
- The way tourism harmfully exploits cultural traditions and artefacts

4) Identify the audience – although students often write that a piece is a directed at a ‘general audience’, this is rarely the case. You need to highlight and annotate any features of the text that point toward a target audience and record these below:

- Think of the method of delivery, media outlet, title, images, language used, content discussed
- Make inferences if necessary. For example, consider the target audience for an opinion piece about the harmful effects of energy drinks on children, posted to an online blog on a website called: www.cautious_parent.com. It is not always this obvious, but look for the clues!

5) Identify the intention – So far you have worked out what the main opinion (contention) of the author is and why they think that (the central argument). You have also identified the audience and their interests. Now you need to have something to say about how the author wants the audience to act and feel in response to the persuasive piece – this is the author’s intention. You need to do more than just state that the “author intends the audience to agree”.

Generally, there are two ways an author might lead their audience towards their intention:

a) First experience an emotional response to the author’s argument and then acknowledge there is a logical action to take, or
b) First acknowledge the logic of a case and then be directed to an emotional response.

Take this example:

“In her piece, Furter contends that ‘we should ban the sale of energy drinks to children’ and focuses on the public health advantages of such a ban. The intention of her persuasive piece is to alarm the parents who read her blog about the unhealthiness of energy drinks and move them to recognise the logic of a ban”.

6) Examine how persuasive language is used to express the argument

Language and argument are not separate entities; they work together. You need to explore the ways in which persuasive language is used to express an argument and to position the audience to agree.

Do not fall into the trap of listing a series of techniques without examining the reasoning behind each technique. To avoid this trap, ask:
- Who is saying it?
- Why are they saying it?
- How are they saying it?

**Tip:** Verbs are your friends. Effective verbs form the foundation of a strong analysis. Expand your vocabulary beyond ‘argues’ and ‘shows’ to include more powerful verbs such as ‘posits’, ‘incites’ and ‘elucidates’. This will make your writing more engaging and help to ensure you are not simply offering a recount. Build up a list of verbs to use in your practice analysis pieces. Refer back to your bank of persuasive appeals, metalanguage and tone words to assist you.

### 2) How to plan your analysis

There are a number of ways to plan an appropriate analysis. Your teacher may show you another more suitable way. However, if you find yourself lost, refer to the tables below to help you. Use the blank boxes as planning space.

<table>
<thead>
<tr>
<th>Introduction – What is the writer saying?</th>
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<tbody>
<tr>
<td>What important issue does the text address?</td>
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<th>Body Paragraphs (2-3) – What are the arguments and how are they conveyed?</th>
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<tr>
<td>What?</td>
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<tr>
<td>What is the argument?</td>
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<td>P1)</td>
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</tbody>
</table>


Conclusion – *Sum up your observations*

<table>
<thead>
<tr>
<th>What?</th>
<th>How?</th>
<th>Why?</th>
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<tbody>
<tr>
<td>Provide a summary of your</td>
<td>How is the argument conveyed? (Language, structure, appeals, visual/s)</td>
<td>Why has this language been employed? Consider the impact it has on the</td>
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<td>major points of analysis</td>
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<td>audience.</td>
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