Speaking Out

A 21st-Century Handbook for Women and Girls

By TARA MOSS

Book Summary:

An accessible and practical handbook for women on speaking out safely and confidently

Worldwide, less than one out of every four people we hear from or about in the media is female, and men outnumber women in parliament by more than three to one. If half of humanity's experiences, perspectives and possible solutions to world problems are under-represented, or entirely unheard, all of us lose out.

Tara Moss has spent 20 years in the public sphere and has had to face down nerves, critics and backlash to emerge as a leader in speaking out. In this handbook she offers advice on preparation, speaking out and negotiating public spaces. With a special focus on public speaking, writing, social media and online safety, she offers tips on how to research, form arguments, find support and handle criticism.

This is a guide for women young and old that not only helps them find their voice, but argues passionately for why it matters.

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Notes by: Rachel Ford

Curriculum Areas and Key Learning Outcomes:

English

Appropriate Ages: Secondary Students

Contents

- **Introduction**

- **About the author/illustrator**

- **Author/illustrator inspiration**

- **Study notes on themes and curriculum topics:**

The Australian Curriculum English
Year 9 English
Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA 1550)

Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA 1551)

Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to build connections and make semantic associations between ideas (ACELA 1770)

Analyse how the construction ad interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY 1739)

Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch and pace, and using elements such as music and sound effects (ACELY 1811)

Plan rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)

Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals, or groups are constructed to serve specific purposes in texts (ACELY 1742)

Use comprehension strategies to interpret and analyse texts, comparing and evaluation representations of an event, issue, situation, or character in different texts (ACELY 1744)

Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY 1745)

Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY 1746)

Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY 1747)

Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY 1748)

The Australian Curriculum English
Year 10 English
Understand that Standard Australian English in its spoken and written forms has a history of evolution and change (ACELA 1563)

Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA 1565)

Understand conventions for citing others, and how to reference these in different ways (ACELA 1568)

Evaluate the social, moral and ethical positions represented in texts (ACELY 1812)

Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience responses (ACELT 1641)

Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT 1814)

Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features fro a specific purpose and intended audience (ACELT 1815)

Analyse and evaluate how people, culture, events, objects and concepts are represented in texts including media texts, through language, structural and/or visual choices (ACELY 1749)

Identify and explore the purpose and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY 1750)

Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY 1813)

Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY 1751)

The Australian Curriculum English

Senior English: Unit 1

Investigate the relationships between language, context and meaning by:
- explaining how texts are created in and for different contexts (ACEEN001)
- analysing how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example, personification, voice-over, flashback, salience (ACEEN002)
- evaluating the choice of mode and medium in shaping the response of audiences, including digital texts. (ACEEN003)

Analyse and evaluate how responses to texts, including students' own responses, are influenced by:
- purpose, taking into account that a text's purpose is often open to debate (ACEEN008)
- personal, social and cultural context (ACEEN009)
- the use of imaginative, persuasive and interpretive techniques. (ACEEN010)

Create a range of texts:
- using appropriate form, content, style and tone for different purposes

and audiences in real and imagined contexts (ACEEN011)
- drawing on a range of technologies in, for example, research, communication and representation of ideas (ACEEN012)
- combining visual, spoken and written elements where appropriate (ACEEN013)
- using evidence-based argument (ACEEN014)
- using appropriate quotation and referencing protocols (ACEEN015)
- using strategies for planning, drafting, editing and proofreading (ACEEN016)
- using accurate spelling, punctuation, syntax and metalanguage.

(ACEEN017)

Reflect on their own and others' texts by:
- analysing textual evidence to assess the purpose and context of texts (ACEEN018)
- questioning responses to texts (ACEEN019)
- investigating the impact and uses of imaginative, interpretive and persuasive texts. (ACEEN020)

The Australian Curriculum English

Senior English: Unit 2

Analyse and evaluate how and why responses to texts vary through:
- the impact of language and structural choices on shaping own and others' perspectives (ACEEN028)
- the ways ideas, attitudes and voices are represented, for example, how events are reported differently in the media (ACEEN029)
- the interplay between imaginative, persuasive and interpretive techniques, for example, how anecdotes are used in speeches to amuse, inform or influence, or the use of characteristation in advertising (ACEEN030)
- analysing changing responses to texts over time and in different cultural contexts. (ACEEN031)

Create a range of texts:
- using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences (ACEEN032)
- experimenting with text structures, language features and multimodal devices (ACEEN033)

- developing and sustaining voice, tone and style (ACEEN034)
- selecting and applying appropriate textual evidence to support arguments (ACEEN035)
- using strategies for planning, drafting, editing and proofreading (ACEEN036)
- using accurate spelling, punctuation, syntax and metalanguage. (ACEEN037)

Reflect on their own and others' texts by:
- analysing the values and attitudes expressed in texts (ACEEN038)
- evaluating the effectiveness of texts in representing ideas, attitudes and voices (ACEEN039)
- explaining how and why texts position readers and viewers.

    (ACEEN040)

- **Questions for reading and discussion**

    Author inspiration

- **Bibliography**

- **About the author of the notes**

Introduction

> *Worldwide, less than one out of every four people we hear from or about in the media is female, and men outnumber women in parliament more than three to one. If half of humanity's experiences, perspectives and possible solutions to world problems are underrepresented, or entirely unheard, all of us lose out.*

Speaking Out offers students the opportunity to not only become aware of and critically examine the underrepresentation of women and other groups in society, but it also provides an invaluable tool for examining their own unconscious bias and developing their communication skills.

About the author

Tara Moss has spent 20 years in the public sphere and has had to face down nerves, critics and backlash to emerge as a leader in speaking out. In this handbook, she offers advice on preparation, speaking and negotiating public spaces. With a special focus on public speaking, writing, social media and online safety, she offers tips on how to research, form arguments, find support and handle criticism.

Speaking Out is Tara's 11th book and 2nd non-fiction text.

Study notes on themes and curriculum topics:

Before you begin

When I hear… I think… Because…

Ask the students to write responses to the following statements using the structure 'When I hear… I think… because…'

- Non Fiction
- Fact
- Debate
- Opinion
- Public Speaking
- Women's voices
- Men's voices
- Social media
- Trolls
- Self care

Ask the students to discuss their statements in small groups. After discussing their statements invite the students to share any of their responses with the class. After reading *Speaking Out* ask the students to repeat the activity. Working in small groups, students should evaluate and analyse their statements using a graphics organiser such as a compare and contrast chart (see the end of these notes). Invite each group to share their evaluation and analysis with the class.

Reading strategies

Summarising with Graphic Organisers
As students read each chapter, ask them to summarise the information they have learnt using a combination of note taking, summary and Annotated Visual Diagrams (AVD), Venn Diagrams, and any other graphics organiser they think is appropriate.

Connecting and applying
Divide the class into groups and ask the students to read a chapter together, out loud. After reading the chapter ask the students to take it in turns to talk about

any personal experiences that they have had, for example, after reading chapter one 'Shhh', students may talk about times that they have experienced being silenced, where the situation happened, what they were trying to talk about, how they felt when the situation happened, what they did, what they learnt etc. After all of the students have had a chance to connect the information in their chapter to their experience, they then apply the knowledge that they have learnt in the chapter and through their shared experience.

Language techniques

Anecdote and story
Anecdote and story makes the issue being discussed more personal, and helps the reader to make connections to and remember the fact and ideals are being presented to them. They also present the opportunity to use humour, show your personality as a writer and ask questions of the reader.

This rather unusual experience of public speaking – I've experienced many rooms, male-dominated and female-dominated, but nothing quite like that – again reinforced my belief that preparation is everything. If you are confident in your message, and you have done your homework, focus on that.
Tara Moss, *Speaking Out, p. 58.*

The anecdote above is part of a longer story in which Tara Moss illustrates the importance of preparation and research when 'speaking out'. This use of anecdote is more likely to persuade a reader to research and prepare for their speeches than a series of bullet points and instructions. Using anecdote shows the reader that the expert, in this case Tara, has experience in what they are talking about which develops perspicacity and authenticity between writer/expert and reader.

Activities:
As a class, identify and discuss other examples of anecdote and story in the text. Working individually or in pairs, students choose three to five anecdotes and analyse and evaluate the ways these have helped them as readers connect with the ideas being presented in the text.

Debunking
To debunk something is to show that it is not true. In highlighting the underrepresentation of women's voices, Tara Moss presents a number of misconceptions and debunks them. For example, in chapter 1, several proverbs are presented about women:

> *Women's tongues are like lambs' tails – always wagging (English proverb)*
> *Foxes are all tail and women all tongue (English proverb).*

Following these proverbs, Moss then discusses a 'fact' that was presented in the news that stated men spoke on average 7000 words a day whilst women spoke on average 20000 words. By systematically investigating the source and authenticity of this 'fact', Moss is able to prove that the claim is wholly unsubstantiated, whilst illustrating that what is presented in the media is not always accurate.

By debunking these myths, and weaving a narrative tale in doing so, Moss demonstrates to eth reader the prevalence of myths surrounding the role and perception of women as well as the importance of questioning and investigating the 'facts'.

Activities:
As a class, identify and discuss other examples of debunking in the text. Working individually or in pairs, students choose an issue that is important to them and identify and debunk myths and 'facts' associated with this issue.

Factual language
Factual language can use statistics and/or quotes to help a writer argue their point of view. Factual language is very difficult for a reader to argue against and are a powerful written tool when used effectively. Factual language positions a writer's argument within a context. The challenge with factual language is that it can come across as quite dry to the reader and so writers of social commentary and observation use factual language as one of many language tools.

Activity
Working in small groups, the students choose three to five examples of factual language and analyse these.

Observation and commentary
Observation is most often used in social commentary, comedy and editorial. Observational language allows the writer to identify and discuss social issues and values in a gentler way than factual language. This 'gentler' approach creates a rapport between the writer and the reader as well as opening a dialogue between the reader and the writer; the writer invites the reader to hear their opinion and at times, comment on the observation themselves.

Activities:
One issue that comes up again and again for the woman who speaks out publicly is a tendency to be patronisingly interrupted, or told to calm down or be silent. Surprisingly, this is true even for women who are in positions of authority, or speaking as experts… In 2013 then Australian Opposition Leader Tony Abbott told

Guardian *journalist Bridie Jabour to 'calm down' when he didn't like her line of questioning.*
Tara Moss, *Speaking Out*, p. 22
Analyse and discuss the statement above in relation to the use of observation and commentary. As a class, discuss how this observation can be applied in a greater societal context.

Students choose one observation or comment from the text that they connected to strongly. When choosing an observation or comment, the students may wish to consider: did they find the observation/comment interesting; did they learn something new; did they disagree with the observation/comment; did the observation/comment make them want to learn more? In small groups the students discuss the chosen observation with each other including their own reaction to the observation or comment.

Using questions
Using questions encourages the audience to think about the topics that are going to explored before presenting them with fact or encouraging them to consider a different point of view. *Speaking Out* begins with a series of questions for the reader:

> *Why do we need more diversity and women's and girl's voices? Why should* you *speak out?*
> p. 13

These questions position the text main focus of the text for the reader helping them prepare for what they are about to read and encouraging them to think about these issues.

Activities:
Investigate other non-fiction texts studied and identify and analyse the use of questions as a literary technique.

Identify and analyse three to five other uses of questions as a literary technique in *Speaking Out.*

Identify an issue that is important to the students and brainstorm different questions that could be used to start a paragraph/essay about the topic.

Activities

Identifying language features

Working in small groups, ask the students to complete the following:

- Choose one chapter in the text *The Fictional Woman*
- Identify the literary techniques and features used in the chapter.
- Research the purpose and effect of the identified literary techniques and features.
- Evaluate the effectiveness of the literary technique and feature giving examples.
- Write a summary sheet for the other members of the class.

How to…

Throughout the text, Tara Moss gives practical advice on the variety of topics that surround 'speaking out'. Divide the class into 15 groups (one for each chapter) and have the students complete the following:

- Summarise the chapter,
- Identify the areas of advice and the important information that would feature in a 'how to' guide,
- Using the summary as a starting point, and any other research that is required, create a multi-modal 'how to' guide based on the allocated chapter,
- Swap the draft multi-modal text with another group and provide suggested editorial feedback with a focus on fluency and accurate communication of message,
- Using the feedback refine and then publish the 'how to' guide.

Speaking Out in Six Words

Review the section 'My golden rules of writing' pp 86 – 93. Working individually, students write one statement about any aspect of 'speaking out' using no more than six words. Students share their six-word story with the rest of the class.

My Speaking Out Vine

Working in small groups, students complete the following tasks:

- Using available technologies, creating a vine on why it is important to 'speak out'. The vine could be based on the activity 'Speaking Out in Six Words' or on a specific topic from the text, for example:
    - Reducing unconscious bias,
    - The importance of a woman's voice (or the voice of anyone who is an underrepresented group),
    - Self-care etc
- Create a storyboard for the vine and share it with another person/group providing each other editorial feedback,
- Create the vine and share it with the class,

Extension: if appropriate, publish the vine, but ensure the students are aware of and prepared for how to handle social media by reviewing Chapter 12: Unsocial Media and Chapter 13: Surviving Social Media.

Vine

https://vine.co

Speaking out visually

Each chapter of *Speaking Out* starts with a single photograph or Tara Moss, a visual representation of the content to be explored. Working individually, the students choose one image that appeals strongly to them. Using available technologies, the students then create a poster/postcard/meme or other visual representation that uses the chosen chapter opening photo and conveys the message that the student has found most important or most valuable after reading *Speaking Out*.

Canva – free design software

https://www.canva.com/create-a-design

Pic Monkey – Free photo editing software

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My Speaking Out Post Card

Using available technologies, creating a postcard on any topic covered in the text *Speaking Out*. Begin by examining examples of free postcards (see Avant Card below) and discuss the use of persuasive language techniques and images in communicating a message. Design and publish the postcard.

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Speaking Social

Working in pairs or in small groups, students complete the following tasks to create a social media campaign based on a topic of interest for them from *The Fictional Woman* for example: the model (expectations of women, finding who we are, pigeon holing); the survivor (trauma experienced by women, victim blaming versus persecution of perpetrators, violence against women); gold-diggers and mean girls (changing roles of women over time, stereotyping and generalisation, rumour and gossip, a woman's independence versus her reliance/association with men) etc. The campaign should have between 3 and 5 posts in one or multiple forms of social media. The campaign should have a clear progression across from the beginning to the end of the campaign.

- Review the chosen chapter in *The Fictional Woman*,
- Summarise the main ideas and conduct further research as necessary,
- Review the following in order to prepare to create the main content for the social media campaign:
  - o Be aware of unconscious bias p 43
  - o Writing checklist pp 98 - 99
  - o Critical thinking pp 103 – 105
  - o Know your stuff checklist pp 110 – 112
  - o Finding credible sources pp 113 - 119
- XXXX

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- Summarise the main ideas and conduct further research as necessary,
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    - Be aware of unconscious bias p 43
    - Using your voice with confidence pp 55 – 56
    - Tips for rediscovering your voice pp 64 – 72
    - Using your diaphragm p 73
    - How to speak without notes pp 80 - 81
    - Writing checklist pp 98 - 99
    - Critical thinking pp 103 – 105
    - Know your stuff checklist pp 110 – 112
    - Finding credible sources pp 113 – 119
    - Speaking out from personal experience/Some tips pp 172 - 176
- Plan, research and draft the speech/spoken text along with any visual support material.
- Read the speech/spoken text for another person in the class and receive editorial feedback.
- Redraft the speech/spoken text, and any visual support material, based on the feedback received.
- Rehearse the speech/spoken text.
- Present the speech/spoken text to the class.

Factual language
Factual language can use statistics and/or quotes to help a writer argue their point of view. Factual language is very difficult for a reader to argue against and are a powerful written tool when used effectively. Factual language positions a writer's argument within a context. The challenge with factual language is that it can come across as quite dry to the reader and so writers of social commentary and observation use factual language as one of many language tools.

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Using questions encourages the audience to think about the topics that are going to explored before presenting them with fact or encouraging them to consider a different point of view. *Speaking Out* begins with a series of questions for the reader:

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- Review the chosen chapter in *The Fictional Woman*,
- Summarise the main ideas and conduct further research as necessary,
- Review the following in order to prepare to create the main content for the social media campaign:

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  o Using your voice with confidence pp 55 – 56

  o Tips for rediscovering your voice pp 64 – 72

  o Using your diaphragm p 73

  o How to speak without notes pp 80 - 81

  o Writing checklist pp 98 - 99

  o Critical thinking pp 103 – 105

  o Know your stuff checklist pp 110 – 112

  o Finding credible sources pp 113 – 119

  o Speaking out from personal experience/Some tips pp 172 - 176

- Plan, research and draft the speech/spoken text along with any visual support material.

- Read the speech/spoken text for another person in the class and receive editorial feedback.

- Redraft the speech/spoken text, and any visual support material, based on the feedback received.

- Rehearse the speech/spoken text.

- Present the speech/spoken text to the class.

Questions for reading and discussion:

Group Discussion/Exam Style Questions

1. Whilst social media has influenced the way we use our words, the economical use of language existed long before the advent of Twitter and Facebook.
Discuss with reference to *Speaking Out* and at least two other texts studied.

2. "Unconscious Bias" has resulted in a perception that a woman's voice is not worth hearing.
Analyse and evaluate the statement above giving examples from your own life and the media. Support the analysis and evaluation with examples from *Speaking Out* and your own research.

3*. Why are so many women less likely to raise their hands in public forums?*
Tara Moss, *Speaking Out*, p. 24
Evaluate and discuss the question above in relation to the text *Speaking Out* and one other text studied.

4*. Whatever your contributions are or will be, without self-care you will risk burn out, and we don't want that, you don't want that, and those who rely on you or can benefit from your contribution don't want that.*
Tara Moss, *Speaking Out*, p. 274
Discuss the importance of self care in relation to speaking out on issues of importance.

5*.* Discuss how *Speaking Out* and one other text studied demonstrate the importance of self-confidence, planning and determination in making your voice heard.

Bibliography

Tara Moss

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http://taramoss.com/book/fictional-woman/

Tara Moss – The Fictional Woman Photo shoot

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Analyse and evaluate the statement above giving examples from your own life and the media. Support the analysis and evaluation with examples from *Speaking Out* and your own research.

3*. Why are so many women less likely to raise their hands in public forums?*
Tara Moss, *Speaking Out*, p. 24
Evaluate and discuss the question above in relation to the text *Speaking Out* and one other text studied.

4*. Whatever your contributions are or will be, without self-care you will risk burn out, and we don't want that, you don't want that, and those who rely on you or can benefit from your contribution don't want that.*
Tara Moss, *Speaking Out*, p. 274
Discuss the importance of self-care in relation to speaking out on issues of importance.

5*.* Discuss how *Speaking Out* and one other text studied demonstrate the importance of self-confidence, planning and determination in making your voice heard.

Bibliography

Tara Moss

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