

Space Careers Wayfinder

The Artemis Exhibition |

Media Release

Background

The National Aeronautics and Space Administration (NASA) along with some of the world's leading space agencies are collaborating on a mission to return to the Moon. The ambitious mission not only intends to put humans on the surface of the Moon, but the plan includes a long-term lunar presence, which could eventually serve as a stepping stone for future missions to Mars.

Students are introduced to a persuasive text and design activity through a brief outline of NASA's Artemis Program (as above). Further detail of each of the three currently planned missions follow, along with an itemised list of exhibits which will make up a new exhibition to be housed in a space education centre.

The Task

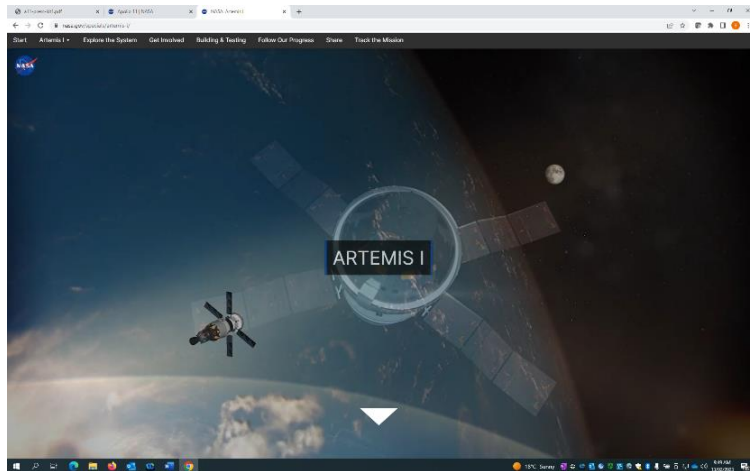
In the activity, students take on the role of marketing and communications manager for the education centre. Integral to this role is the development/management of the pre-launch advertising and marketing information for the new exhibition.

Considerations

- Who will be the target for your campaign?
- How will you engage your audience?
- What format will you use?
- How will you use language and tone?
- Will you include any historical context to your campaign?
- Will your campaign include stylistic features?

Resources / suggestions

- In July 1969, NASA released a press kit for the historic Apollo 11 mission to the Moon ([Apollo 11 Press Kit](#)). More than 50 years on, NASA now have a raft of mission resources including multimedia resources ([Artemis I Media Resources](#)).
- Analysis of the two press kits presents an opportunity for students to compare the use of text and images in engaging an audience. Explaining how and why language and the use of technical terminology has evolved to suit the audience of the era.
- The design brief allows for a number of forms, modes and mediums and provides students with an opportunity to link visual elements of the campaign with text to engage with the target audience, and demonstrate understanding of how language can be used to persuade.



Australian Curriculum

English

Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551), (ACELA1564)

Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552), (ACELA1565)

Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)

Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)

Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)

Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)

Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)

Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)

Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)