

Asking for change: SDG 10 and SDG 16

Topic

Speeches asking for change

Aims

- To discuss changes that you would like to see
- To practise listening skills
- To reflect on speaking skills, including use of rhetoric
- To practise writing a persuasive speech

Age group and level

B2+ secondary and adult learners

Time

60–90 minutes

Materials

Asking for change student worksheet

Introduction

This lesson plan is adapted from the British Council publication *Integrating global issues in the creative English language classroom*, which offers classroom activities that focus on the United Nations' 17 Sustainable Development Goals (SDGs). This lesson focuses on Goal 10: Reduce inequality in and among countries, and Goal 16: Promote peaceful and inclusive societies for sustainable development and build effective, accountable and inclusive institutions at all levels, and is taken from chapter 17 of the publication. In it, students will read some extracts from famous speeches asking for change, analyse the use of rhetoric (ethos, pathos and logos) in these speeches and then work to write their own persuasive speeches asking for change.

Procedure

1. Lead-in (10 minutes)

- Ask students to write down three things that they love about the world (not necessarily personal things like their families and friends, but the wider world) and then three things that they would like to change. Give them a few minutes to note down some ideas.

	<ul style="list-style-type: none"> • Then put students into pairs/small groups to compare what they have written. Ask them to explain why they have chosen these things, and then get some feedback from the groups/ pairs. • Write up some ideas on the board. Are any the same? Find out if it was easier to think of positive things or things that they would like to change.
2. Famous speeches – reading (5–15 minutes)	<ul style="list-style-type: none"> • Give students the worksheet and show them the three quotes (or project them if you have that option). Ask them to read each quote. Help with any vocabulary if necessary. • Then put students into pairs again and ask them to discuss these questions: <ul style="list-style-type: none"> - What changes do you think these people want? - Do you know/Can you guess who made these speeches? • Get some feedback. <i>Answers: 1. Greta Thunberg asking for action on climate justice, 2. Emma Watson asking for change in the area of gender equality, 3. Malala Yousafzai asking for access to education for everyone.</i> • Ask students if they have heard these speeches before. How effective were they? Ask them to identify and write down two or three things that make a good speech. • If you would like to show your students these speeches at this point, you can find the links here: Greta Thunberg (start from 0:15) https://www.youtube.com/watch?v=xVIRompc1yE Emma Watson (start from 9:15) https://www.youtube.com/watch?v=gkjW9PZBRfk Malala Yousafzai (start from 3:45): https://www.youtube.com/watch?v=IXxdsb6iT7o Alternatively, you could ask students to watch these at home, or before the final stage, where they write their own speeches.
3. Reading/ ordering (5 minutes)	<ul style="list-style-type: none"> • Show students a picture of Martin Luther King, Jr (for example: https://tinyurl.com/4msk93na). Do they know who he is? What changes was he asking for? If students don't know, tell them they are going to read about him. • Give students the four paragraphs and ask them to put them in the correct chronological order. <i>Answers: C, B, A, D</i>
4. Listening (5–10 minutes)	<ul style="list-style-type: none"> • Ask students to look at Task 3, the extract from Dr Martin Luther King, Jr's speech. Play them the clip and ask them to read and listen at the same time. The clip can be found here: https://www.youtube.com/watch?v=vP4iY1TtS3s Play from 1:58 to 3:22.

	<ul style="list-style-type: none"> • Before they listen, ask them to think about the questions on the worksheet. • After they listen, clarify any difficult vocabulary – e.g. <i>creed, former, sweltering</i>. • Ask students to discuss the questions and what they noticed about the speech. Get some feedback. • Ask them what they think it is that makes this such a powerful speech (e.g. the words, the delivery, the theme or something else – accept any answers and encourage discussion).
5. Focus on rhetoric (10–15 minutes)	<ul style="list-style-type: none"> • Show students Task 4 – explain to them that ethos, pathos and logos are three ways (devices) for making speeches more powerful and persuasive. • Ask them to read the definition for each one. • Now ask students to work in pairs and for sentences 1–9 in Task 4, decide if each one is an example of ethos, pathos or logos. In some cases, they may have doubts, so ask them to justify their ideas. You could do number 1 as an example. <p><i>Answers: ethos: 1, 4, 6; pathos: 3, 7, 9; logos: 2, 5, 8.</i></p>
6. Speech preparation and delivery ideas (20–30 minutes)	<ul style="list-style-type: none"> • Students can now work in pairs to create their own speech. Ask students to consider the things that they said they wanted to change about the world at the beginning of the class. You could give them some more ideas here and encourage them to focus on a bigger-than-self dream, e.g. university education for all or the right to breathe fresh air. Be sensitive here and be sure to avoid any topics that could cause conflict in the class. Use your judgement and, if necessary, provide a list of topics for your students. • Students can refer to the table in Task 5 (or you could project it). Encourage them to make notes on their ideas before writing their speech. • Students can then practise their speeches, focusing on tone of voice, pausing and intonation. You can then put students into new pairs, and they can deliver their speeches. Alternatively, students could record their speeches at home, and you could listen to them in a follow-up class. You could ask other students to take notes on the speeches and offer feedback on specific features, e.g. <i>How did they use pathos, logos and ethos?</i> • You could also print the speeches and include them in a classroom display.

Contributed by

Original activity by Rebeca Duriga
 Adapted for TeachingEnglish by Cath McLellan