



SPEAK ACT DO: Eight Lesson Example

This is an example of how you could run Speak Act Do over eight 45 minute lessons.



It can be extended to cover longer lesson times or more lessons. This is just one way of running Speak Act Do so it can be used exactly as it is, you can use bits of it, or run it entirely your own way!

Check out our [Trello](#) with links, resources and ideas for each of these lessons.

1 LESSON ONE: LET'S GET STARTED





Note: This is a great time to invite us in as a guest speaker!

 TIME	 ACTIVITY
10 minutes	Ask students to share and discuss their observations about things that are happening locally, nationally and globally which are impacting on peoples lives.
15 minutes	Introduce Speak Act Do and outline what you are going to do over the next few lessons. Introduce Concern Worldwide by showing the video ' We are Concern Worldwide '.
10 minutes	Give students a few minutes on their own to think/draw/write about what they care about in terms of things going on in the world, or what gets them fired up. Show students the Sustainable Development Goals to help them to articulate their ideas. Explain that these are 17 goals set by the UN for people, planet and prosperity and aim to be met by 2030. These are for all countries in the world, including Ireland! Ask for feedback and students to share their thoughts.
10 minutes	Explain that Speak Act Do asks students to think about one of five topic areas that link to the work of Concern and the SDGs. Ask students to consider the five topics (hunger, conflict, climate change, poverty or gender equality). Take a vote on which topic as a class you would like to focus on.

Homework: Complete [Worksheet One: First Steps](#) to find out more about Concern Worldwide!

2 LESSON TWO: LET'S FIND OUT MORE





 TIME	 ACTIVITY
5 minutes	Ask the students to think, pair and share their responses to the following - What do we know already / think we know about the chosen topic: are there any stereotypes or misconceptions you are aware of linked to it?
5 minutes	<p>Before you get started, make sure that the whole class know exactly what you are all talking about. For this, you might want to share a definition of hunger, gender equality etc. - (whatever is relevant to your chosen topic). Or ask students to brainstorm ideas and draw it out from this.</p> <p>It may also be useful to show a video at this stage too – check out the Trello board for some useful links!</p>
10/15 minutes	<p>Choose an activity to introduce the topic. You can find all of these and more in Concern's SDG resource booklets:</p> <p><i>SDG2 Zero Hunger</i></p> <ul style="list-style-type: none"> • Hunger statistics (pg. 3 and 4) <p><i>SDG16 Peace, Justice and Strong institutions</i></p> <ul style="list-style-type: none"> • History of conflict activity (page 2 and 3) <p><i>SDG13 Climate Action</i></p> <ul style="list-style-type: none"> • Global development activity (page 3) <p><i>SDG1 No Poverty</i></p> <ul style="list-style-type: none"> • Maslow's hierarchy of needs activity (page 3) <p><i>Gender Equality</i></p> <ul style="list-style-type: none"> • Moving debate activity (page 3)
10/15 minutes	<p>SDG link activity:</p> <ul style="list-style-type: none"> • Divide students into groups of four, and give each group a set of SDG cards/a print out of the SDGs or display them on a screen • Ask students to complete Worksheet Two: SDG Link Activity filling it with all the ways they can think of that their topic links to other global issues • Elicit feedback from each group and ask students to write down ideas that the other students have come up with too.
5 minutes	<p>Reflection:</p> <ul style="list-style-type: none"> • What have we learnt from this? • What would we like to know more about?

Homework: Find out three facts about the chosen topic area that links to Ireland and find out three facts that link to a country that Concern work in based on your answer to what you would like to learn more about.

Give students a copy of the research guide from the *Speak Act Do pack* and a copy of **Worksheet Three: Information Harvesting** to support them in this task.

3 LESSON THREE: LET'S RESEARCH

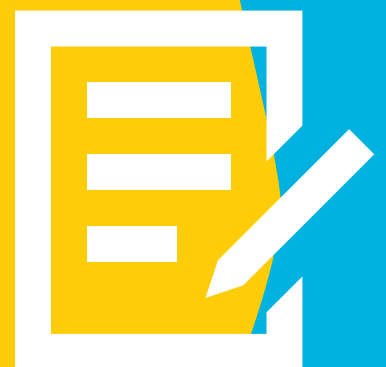


 TIME	 ACTIVITY
15 minutes	<p>Ask students to have the homework from the previous lesson in front of them and to discuss their findings in groups of four.</p> <p>Give each group A3/large paper and ask them to present all their information as a poster. This information needs to be clear to another group reading it.</p>
20 minutes	<p>Market place activity:</p> <ul style="list-style-type: none">• Students then will take part in a market place activity to share this information with the wider class. Check out this YouTube Video from The Science Museum for an example of an activity of this kind.• Each group will choose one student to stay behind and be the 'teacher' – they will need to explain the facts to other 'visiting' students• The rest of the students will take Worksheet Three: Information Harvesting and visit each group's poster and adding more facts as they go around.• Note: The students at each station will need a copy of another students notes.
5 minutes	<p>Reflection:</p> <p>Ask students to share the pieces of information they found the most interesting or shocking.</p>

Homework: Ask students to look at the information gathered, and from what they have learnt decide an area in particular to focus on (e.g. for hunger it might be food waste, for conflict it might be about how some of the products that we buy may contribute to conflicts around the world).



They should return to the next lesson with this information and be ready to pitch their idea to the rest of the class.

Note: As part of this step, if time allows, you can survey students in the wider school community to find out what they know about this issue and find out if there are any stereotypes or misconceptions to tackle!



4 LESSON FOUR: LET'S CHOOSE OUR FOCUS



 TIME	 ACTIVITY
20 minutes	<p>Divide students into groups of four and give them five to ten minutes to discuss the findings from their homework and to debate which specific area should be focused on for their project.</p> <p>Give each group a number of post-it notes and ask them to write all of their ideas down - one idea per post-it. Once they have done this, ask students to bring them up to the board to stick on it for everyone to see.</p> <p>Give students time to look over all the post-its. Encourage them to move the post-its around (to group them together, put similar ideas together etc.) during this process.</p> <p>As a class, discuss which of the ideas they would like to choose and why. Finally, at the end take a vote on what idea the group are going to focus in on. It might be that you can join two or more of the ideas together as well!</p> <p><i>Note: This idea needs to have a global focus as well as a local focus, and relate to the work of Concern.</i></p>
20 minutes	<p>Once the idea is chosen, students are going to add more information to Worksheet Three: Information Harvesting.</p> <p>Either print off/share articles with the students (check out our Trello for some of these on each topic). These may not be directly related, but the idea is that they are developing skills to extract the information needed.</p> <p>This could be done individually, in pairs or in groups.</p>
5 minutes	<p>Reflection: What makes a good source for information? What makes it reliable?</p> <p>As part of their project students are communicating information and they have a responsibility to ensure that it is accurate. How can students make sure they are using good sources? The Fake News poster from the Speak Act Do pack may be good to share with students here!</p>





5

LESSON FIVE: LET'S PLAN OUR MESSAGE AND ACTION





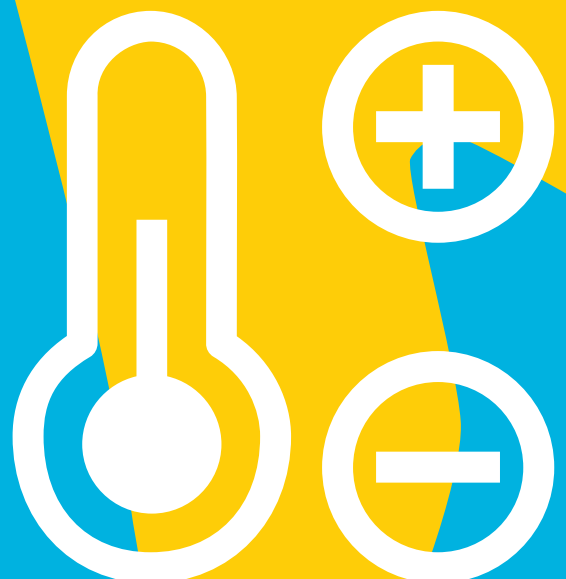
Note: One really important consideration is how people who are experiencing these issues are portrayed. It is crucial to avoid damaging stereotypes about certain countries, cultures and communities. Thinking about how we communicate these issues is essential to creating a project which builds empathy and not sympathy.

 TIME	 ACTIVITY
10 minutes	<p>Now that students have chosen their focus, the next step is to think about how they will frame the issue and which actions they will choose to do to make a change, raise awareness or stand in solidarity with others.</p> <p>Watch this Concern video focusing on girls education in Marsabit, Kenya, and ask students to complete the ‘framing the issue worksheet’ (worksheet four). This will help them to think about the tone of their own project.</p>
20 minutes	<p>Speak Act Do asks students to do two actions</p> <ol style="list-style-type: none"> 1. A local action - to engage the community/ school and demonstrate how this issue relates to them or raise awareness 2. A Concern (or global) action - to spread awareness, get people thinking and show support for others in the world who are denied rights and opportunities because of your focus issue. <p>First of all, ask students to individually brainstorm ideas/ways they can take action in two different brainstorms (one local and one global). They could also include a third one for any ideas which overlap. They can use the action menu from the resource pack to help with this!</p> <p>Next, in groups ask students to share their ideas. The group needs to decide the best idea for their local action and for their Concern action. They are then going to pitch these ideas to the class.</p> <p>As each group are pitching, students should have a copy of Worksheet Five: Action planning. They should consider if what they are hearing meets the criteria listed on the top of the sheet.</p> <p>Finally, as a class decide which are the two best actions to undertake.</p>
10 minutes	<p>Reflection and messaging: Concern is signed up to the Dóchas Code of conduct for imaging and messaging.</p> <p>Ask students to consider:</p> <ul style="list-style-type: none"> • If their chosen actions perpetuates any stereotypes • If it shows dignity and respect to the people concerned • If it is in solidarity with the global community and stands up for justice

6&7 LESSON SIX AND SEVEN: LET'S TAKE ACTION!





 TIME	 ACTIVITY
5 minutes	<p>Taking the temperature:</p> <p>Before you get started, ask students to think about where they are with their project today. Explain that you are going to take the temperature of the group so they can help one another.</p> <p>Designate one side of the room as 'super excited, high energy ready to go and know what we are doing!' and the other side 'low energy, need a bit of help, have some questions' and the middle is everything in between.</p> <p>Ask students to move to the part of the room which sums up where they are today. Use this to find out what supports people need and ask other students to think about how they can solve some of these issues too.</p>
	<p>Split the group in half – one group will focus on the local action and the other the Concern action.</p> <p>Using Worksheet Five: Action Planning, ask each group to:</p> <ol style="list-style-type: none">1. Decide on a leader2. Delegate tasks to utilise peoples strengths, gifts and talents3. Decide how the actions will be communicated to people– will you share this on social media, the school website, local newspapers?4. Get started!



8 LESSON EIGHT: LET'S EVALUATE AND REFLECT



 TIME	 ACTIVITY
15/20 minutes	<p>Ask students either individually, in pairs or in groups to consider the following questions. They can discuss, write notes or they could make a poster with their feedback:</p> <ul style="list-style-type: none">• What went well in our project• How could it have been better?• What would we change next time?• How could we take this further?• What was learnt?• How many people did we reach? (you could make cut out paper people to visually represent this)
15 minutes	<p>Complete Worksheet Six: Evaluation using the information gathered above. Send this back to the Concern schools team by emailing schools@concern.net attaching the evaluation form and any other supporting documents/videos/photos from the project! If you do this, you will be entered in for a chance to win a prize for best project or most creative project.</p>

The final step is to present your project at Agents of Change!

