

CONCERN PRIMARY DEBATES

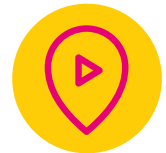
SPEAK ACT DO: SIX LESSON EXAMPLE

This is an example of how you could run Speak Act Do over six 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



 TIME	 ACTIVITY
10 minutes	Start a class discussion reflecting on the motions your students debated during the year. Did they have any favourites or were there any topics that stood out to them? Then, 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	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.
10/15 minutes	Choose an activity to introduce the topic. You can find lots of ideas for activities on our Speak Act Do webpage. It may also be useful to show a video at this stage too – check out the Trello board for some useful links!
10/15 minutes	SDG link activity: • 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	Reflection: • 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 and a copy of **Worksheet Three: Information Harvesting** to support them in this task.*

3 LESSON THREE: LET'S CHOOSE OUR FOCUS



 TIME	 ACTIVITY
20 minutes	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. 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! <i>Note: This idea needs to have a global focus as well as a local focus.</i>
20 minutes	Once the idea is chosen, students are going to add more information to Worksheet Three: Information Harvesting. 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. This could be done individually, in pairs or in groups.



NOTE:

Make sure to use our [Speak Act Do Research Guide](#) to help students gather their own information and be alert to what makes a good, reliable source!

5 minutes	Reflection: What makes a good source for information? What makes it reliable? 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?
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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!

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LESSON FOUR: 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	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.
20 minutes	Speak Act Do asks students to do two actions 1. A local action - to engage the community/ school and demonstrate how this issue relates to them or raise awareness 2. A 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. First of all, ask students at their table to brainstorm ideas they can take action in two different ways (one local and one global). They can use the action menu from our Trello board to help with this! Next, ask each group to share their ideas with the class. 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 second sheet. Finally, as a class decide which are the two best actions to undertake.
10 minutes	Reflection and messaging: Concern is signed up to the Dóchas Code of conduct for imaging and messaging. Ask students to consider: • 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

5 LESSON FIVE: LET'S TAKE ACTION!



 TIME	 ACTIVITY
5 minutes	Remember your class will be engaging in one local action and a global focused action so you will need two separate Worksheet Five: Action Planning sheets. Using Worksheet Five: Action Planning: 1. Delegate tasks to utilise peoples strengths, gifts and talents 2. Decide how the actions will be communicated to people– will you share this on social media, the school website, local newspapers? 3. Get started!

6 LESSON SIX: LET'S EVALUATE AND REFLECT



 TIME	 ACTIVITY
15/20 minutes	Start a brainstorming session with your class by writing your action in the centre of your whiteboard. Then pose the following questions to the group and write down their feedback on the board; • 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) Remember, advocacy is an action! Sharing what you have learnt with your friends, family and wider school community as well as your local area is a great way to be an advocate.
15 minutes	Complete Worksheet Six: Evaluation using the information gathered above. Share your Speak Act Do success story on social media and tag us at Concern Worldwide by using @concernactive so we can spread the word!