Asking for change: SDG 10 and SDG 16

Important – please read: This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons, and the student worksheets have been made available as a PowerPoint, to be used in place of the worksheet students would normally have in a physical class.

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

Topic

Speeches asking for change

Aims

- To discuss changes that learners would like to see in the world
- 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+ minutes

Materials

Asking for change PowerPoint

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

Before the lesson	**CHECKLIST**
	• Always make sure you are familiar with the online platform you are using.
	- Have you tested your microphone and camera to make sure they work? Always do this before the lesson to check for any problems.
	- Do the students need a URL to join the online classroom? Do they all have this?
	- Do you know how to 'mute' the students' microphones if you need to?
	- Do you know how to share what is on your computer screen so that the students can see it?
	- Do you know how to use 'breakout rooms' if you have this facility? Is this enabled?
	• Make sure that you have the student PowerPoint file open on your computer, and any other material you will be using during the lesson.
	• Make sure you are able to share what is on your computer screen with your students, so that they can all see it. Always check with your students that they can see what you are sharing. Most online learning platforms have a simple 'raise hand' button that can be used to check if students can see what you are showing on the screen or can hear what you are saying.
	• Most online platforms have support videos or tutorials available online. Do you know where to access these?
	• Make sure all of your students know they must arrive on time and that they have pen and paper. Many online learning platforms have a virtual waiting room. It is a good idea to tell your students to join the class at least 5 minutes before the lesson begins to avoid disruption.
1. Lead-in (10 minutes)	• Show slide 2. 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.
	• If you can use breakout rooms, put students into pairs/small groups to compare what they have written. Ask them to explain why they have chosen these things. Give a short time limit and ask them to be ready to share their ideas with the rest of the class. Alternatively, you could just nominate students to share what they have written or ask everyone to write in the chat. Get some feedback and see if any ideas are 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	• Show slide 3 with the three quotes on. Ask students to read each quote. Help with any vocabulary if necessary.

(5–15 minutes)	• Then put students into breakout rooms in pairs or small groups again and ask them to discuss these questions: - What changes do you think these people want? - Do you know/Can you guess who made these speeches? Note: You might need to make a copy of slide 3 to send to the students through the chat, so that they can refer to it when they are in the breakout rooms. Again, if you don't have that option, ask the questions and get students to write their answers in the chat, or nominate students for an open-class discussion. • Get some feedback. *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.* • Ask students if they have heard these speeches before. How effective were they? Ask them to identify and write in the chat 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=xVlRompc1yE 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=IXxdsb6jT7o Alternatively, you could ask students to watch these at home or before the final stage, where they write their own speeches. • If you want to show the clips in class, make sure that you share your audio so that students can hear the speeches.
3. Reading/ ordering (5–8 minutes)	• 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. • Show students slide 4. Tell them they need to read the texts and put them in the correct chronological order. Set a time limit and then get some feedback from students. Help with any difficult vocabulary. *Answers: C, B, A, D*
4. Listening (5–10 minutes)	• Show students slide 5. First, they should read the questions so that they are prepared for listening. Now show slide 6 and play them the clip (again, make sure you are sharing your audio), or send them a copy of the slide through the

	chat, 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.
	• After they listen, clarify any difficult vocabulary, e.g. *creed*, *former*, *sweltering*.
	• If you can, put students in breakout rooms in pairs to discuss the questions on slide 5 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)	• Show students slide 7. 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 show slide 8. Make a copy of the slide so that students can access it in the breakout rooms if you have that option. Ask students to work in pairs and for sentences 1–9 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. After 5–10 minutes, bring students back into the main room and check answers.
	Answers: ethos: 1, 4, 6; pathos: 3, 7, 9; logos: 2, 5, 8.
6. Speech preparation and delivery ideas (20–30 minutes)	• Show slide 9.
	• Students can now work in pairs in breakout rooms, or individually if you don't have that option, 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 should work on their speeches and can use the questions on slide 9 to make notes. Set a time limit of around 15 minutes.
	• Students can then practise their speeches, focusing on tone of voice, pausing and intonation. You can then put students into different breakout rooms in new pairs and they can deliver their speeches to their partners. 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. *How did they use pathos, logos and ethos?*
	• You could also upload the text of the speeches to a website/padlet (www.padlet.com) so that students can read them there.

Contributed by

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