

# HAVING A SAY

This is a teaching resource for secondary school teachers. The aims of this resource are:

- To encourage young people to think interrogatively
- Practice and apply critical analysis
- Express original opinions and use persuasive language



## Having a Say...

- First ask your students questions that will elicit different answers, such as: 'What is your favourite style of music?' or 'What's the best snack?'
- Note answers and decide on between three and five options.
- Use a coloured spot, part of the classroom or suitable prop (a *Value Spot*) to represent this option in the classroom. Ensure it is location based.
- Introduce the *Value Spots* by showing them where they might stand if they agree strongly with one of the options – close by.
- Also demonstrate that they might stand in the middle of two places if they agree with more than one option.
- Ask the question again and ask them to move to their chosen option. Ask for the reasoning behind their choice.

Now ask the question: 'Why is it important that I have a say?'

Take suggestions for answers. Try to make sure that there are a few options that aren't obvious/not necessarily the 'correct' response, as it is good to have a range to stimulate a discussion. E.g Because it matters what I think; because it is my right; it helps to make others see different points of view etc.

Allocate each idea to a *Value Spot* and ask the students to move to their chosen response and to share their reasons for their choice.

Were there any reasons that didn't come up during the exercise? Allow students time to reflect and discuss these.

## Influence...

We've looked at having a say and why it's important, now we're going to look at power and influence, focussing on the question:

'How do those in power gain our trust and influence us?'

### Julius Caesar:

- Search for Marlon Brando's Mark Antony Forum speech (1953) and watch this with your group of students. Link [here](#).
- Ask your students to identify conventions of persuasive speech, including:
  - Monosyllables (used to stress particular points clearly)
  - Repetition (**anaphora**: repeating a sequence of words at the beginnings of neighbouring clauses and **epistrophe**: the repetition of a word at the end of successive clauses or sentences)
  - Antithesis (placing one word or phrase against another of opposite meaning)

- Ask students to reflect on the conventions identified using the following sentence starters:

#### I noticed...

- I.e: what do they immediately pick up on?

#### I liked...

- I.e: What are they drawn to?

#### I wonder...

- I.e: What questions arise from listening to the speech?

### Barack Obama:

- Now search for Barack Obama's 'Victory Speech' from 2008 and ask students to analyse in the same way. Link [here](#).
- What other conventions does Barack Obama use?
- As with the Julius Caesar speech, ask students to reflect on this using 'I notice, I like, I wonder'

Return to the question 'How do those in power gain our trust and influence us?' and ask students to think about the Obama speech. Do they trust him? Do the techniques work? Is there anything they would add if they were delivering a speech?

## Can you outline a time when you have made change happen?

In the resource so far, we have looked at leaders who have had their say and worked towards bringing about positive change.

Now it's your students turn to answer the above in a written OR oral format.

- Written: no longer than A4
- Oral: 3 minutes

Examples of the form this could take are a speech, letter, elevator pitch or article.

They may want to consider the following, when answering this question:

- When was it?
  - Where were you?
  - What motivated you?
  - How did you bring this change about?
  - Can you use the conventions of persuasive language to do this?
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We're excited to be forming our first ever Youth Board.

This group will play a vital role in steering us into the future – meeting with our dedicated core team regularly to discuss ideas, help us to make important choices and to untangle big questions.

We will be looking to our Youth Board members as leaders, change makers and influencers - we will most certainly be taking onboard their say.

If your students have enjoyed the content discussed here then our Youth Board may be the perfect opportunity for them! We're looking for young people aged 13-16yrs (from Sept 2023)

Applications will be received up until the 15th August.

For more information you can follow [this link](#) or scan the QR code.

