



'Speak Out for a Fairer World' – teacher's guide to accompany the short film

'Speak Out for a Fairer World' is a short film to inspire Key Stage 2 and 3 pupils to share their message with others.

Click on the link to watch the 3 minute film

<http://www.nickfoggdirector.co.uk/commissions/bridges-speak-out/>

In this film, pupils from primary and secondary schools show how they have been speaking out against unfairness in the world to other pupils, teachers and adults in the community.

This guide is to help teachers support pupils through the process of speaking out.

How to use the film

This film can be used:

- **In the classroom** at the beginning of an issue based topic in which sharing a message with others would be beneficial. This could be an issue in school, the local community or wider world.
- With a **school council or committee** who are responsible for bringing about change e.g. an Eco-Schools committee.
- To support primary – secondary **transition** and as part of **school cluster** activity. The film features three feeder primary schools who spoke out alongside secondary pupils at a secondary school as part of a purposeful transition day. The secondary teachers, in particular, were impressed at the skill and confidence of KS2 pupils.

The film finishes with the question 'How will you speak out to make the world fairer?' as a discussion point and challenge to pupils.

Speaking out and pupil voice

We have used the term 'speaking out' to refer to the action of pupils sharing their message on a subject or issue that they consider to be unfair and in need of action. Speaking out is an important part of pupil voice and gives students the ability to influence the school, local and wider world. Pupil voice is based on the following principles:

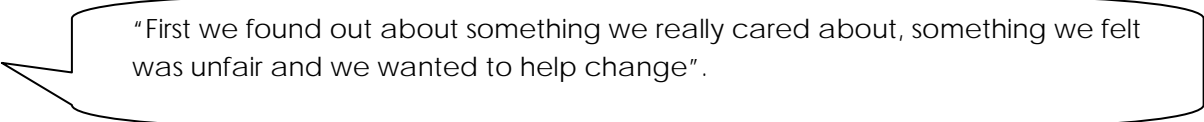
- Young people have unique perspectives
- Their insights warrant not only the attention but also the responses of adults
- They should be afforded opportunities to actively shape their world (*adapted from Cook-Sather 2006*).

Speaking out can take various forms such as short films, drama, poetry or speeches written and performed by pupils.

Supporting pupils to speak out

The film shows pupils going through four stages to help them speak out successfully. You will need to support and guide pupils through each stage.

Step 1: Get motivated – pupils find out about something they really care about



“First we found out about something we really cared about, something we felt was unfair and we wanted to help change”.

As far as possible, the teacher should act as a facilitator, enabling a pupil’s voice on a topic of their choice to be heard.

- **Allow pupils to choose, within boundaries.** Pupils taking part in the film were asked to explore the global issues raised by the 8 Millennium Development Goals www.undp.org/mdg/basics.shtml . They selected the goal that meant the most to them.
- **Use philosophical enquiry techniques** (such as Philosophy 4 Children) to encourage pupils to think more deeply about a topic or issue. These techniques usually involve a teacher choosing a stimulus, such as a powerful piece of writing or film. Pupils then generate philosophical questions and vote on which one they wish to take further and this is then discussed.
- **Help pupils articulate a clear message** by developing their thoughts through creative writing. Pupils in the film had written poems about malaria and maternal health. Ask pupils to write with their audience in mind.

Step 2: Get skilled – pupils learn how to share their message



“We learned how to share our message with our friends, adults and even people we didn’t know”

For speaking out to be a confidence building exercise, pupils must feel they have done a good job. Most pupils need to be taught how to speak out well and all pupils can improve their skills. Good speakers know that *how* something is said can be as important as *what* is said.

- Practise simple **public speaking skills**. The film shows pupils learning how to make eye contact with a room full of people. Speakers Trust list their top 10 tips for speaking in public here http://www.speakerstrust.org/docstore/Top_10_Tips_for_Speaking_in_Public.pdf .
- **Ensure pupils use their own words** – this will take time and practise, but is much more powerful for the speaker and audience. Pupils may wish to practise speaking about a topic they are very familiar with such as a sibling or pet. Practising a speech to a sibling or pet might also help!
- **Give positive feedback** about technique, e.g. ‘I really like the way you stood very firmly, it made you look confident even if you felt nervous’.

- **Avoid value judgements about pupil’s views** e.g. don’t say ‘That’s a good point’. This may lead their thinking.
- **Encourage children to use props** – they can provide a focus for speaker and audience. In the film, a pupil holds a baby doll whilst talking about maternal health.

Step 3 – Get your message across – ensure pupils have real opportunity to speak out

“We were ready to speak out to others. We showed people why we cared about things like fair trade and the health of pregnant and new mums.”

Ensure pupils have a real opportunity to speak out – ideally to those outside their peer group.

- **Invite a guest** into class or a school assembly to hear pupils speak out. Ideally this person should be relevant to the topic chosen. For example, pupils could invite the school’s Chair of Governors or a local councillor in to hear their thoughts on Climate Change and Sustainability. Ask pupils to write a letter of invitation, giving them the opportunity to practise letter writing for a purpose.
- **Speak at a community event.** Which groups in your area have a guest speaker programme? Would they like a visit from some young people? Speaking to adults has the dual purpose of educating adults about the issue chosen and conveying a positive image of young people.

Step 4 – Get Active – pupils encourage action to make things fairer

“We told everyone what they could do to make the world fairer”

Speaking out is an opportunity for pupils to actively shape their world. Speaking out should make an audience more aware and more empowered. Taking action comes in three broad categories.

Pupils may wish to encourage their audience to:

- **Give voice** by sharing what they have learned with others. This could be talking to people they know, writing to an MP or getting involved in a campaign.
- **Give time** to making a difference to a cause. Suggest things the audience could easily do at home or in the local area. Do It www.do-it.org.uk has a range of adult volunteering opportunities.
- **Giving money.** A range of charities have put together a guide to fundraising appropriately in school. www.globaldimension.org/news/item/?n=13662

Bridges can provide workshops, CPD, resources and information to support learning and action for a fairer world in your school. Visit www.bridgesglobal.org.uk , email info@bridgesglobal.org.uk or call 01952 255526.

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