

FIGHTING FOR OUR RIGHTS

FFR5

Writing a Speech Campaign

Subject/theme:

English

Year Group:

Year 5 and 6

Cross curricular links:

PSHE

Learning Objectives:

The groups will be planning a speech for their own campaign to argue what needs to be implemented to make a place accessible.

Success Criteria:

To be able to use previous research to come up with ideas in your groups for an introduction, three arguments and a conclusion to persuade why changes need to be made to make a place accessible.

Resources:

- iPads
- Videos of campaigns
- Fighting for our Rights website – www.kingstonfightingforourrights.co.uk
- CIRP website
- <http://www.cirp.org/library/ethics/UN-declaration/>
- Planning speech sheet

Strategies for pupils with specific learning difficulties and disabilities:

- Support from other members in their groups
- Plan layout to assist organisation and structure of ideas

Implications from previous learning:

- Pupils will use information learnt from the discussion based PSHE lesson (FFR2) about disability to ensure they are sensitive and appropriate to the topic
- Pupils will use research used from their computing lesson to plan for their campaign (FFR4)

NC Ref:

English composition – planning;

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary

LESSON OUTLINE

TIME

Starter

- Ask children to get into their campaign groups and to reflect and discuss what they learnt from the previous lesson for two minutes.

Display these questions on the board:

- 'What is put in place to make places accessible?'
 - 'What issues would arise if these were not put in place?'
 - 'How would this make people with disabilities feel?'
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- Get children to discuss these questions for a few minutes before asking for feedback
 - Write key words and ideas on the board

10 minutes

Main Activity

- Explain to children that they will be 'going back in time' to create a speech for their campaign. Using the research from the previous computing lesson to create an introduction of a problem, why this is a problem, how this makes you feel and how this can be resolved (for accessibility input in the place they are focusing on in their groups; library, supermarket, school, train, cinema, theme park) and a conclusion.
- Model an example plan on the board. Highlight the fact that pupils will be using notes and key words in each box, they are not to be writing the speech yet.
- Using the key words from the starter activity sort them into each part of the speech plan (see resource below for model plan and speech structure sheet).
- Send pupils to sit on a table in their groups, give an A4 structure plan to each child and give 15 minutes to write their individual ideas.
- Stop children after this time and ask them to share their ideas on their plans with one another and then give each group an A3 plan. Get pupils to put each of their best ideas onto the plan. Go round the room and make sure all pupils are having input

30 minutes

Plenary

- Get pupils to put all their groups work together in the middle of the table. Advise them that in their next lesson they will be writing a section of the speech each

2 minutes

OPPORTUNITIES FOR AFL

- Children will reflect on issues relating to basic human rights and campaigning
- Children will reflect on now and the past and compare their situation to others
- Children will demonstrate awareness on writing effective words/ speeches in support of human rights



Jane Campbell and Ann Macfarlane
with the proposal for an
independent living scheme