



Writing Speeches for the International Competition!

About

After six successful creative arts competitions to mark the centenary of the First World War, Never Such Innocence is giving children and young people from across the world the opportunity to process, respond to and reflect on all forms of conflict throughout history and consider the value of commemoration.

Never Such Innocence invites young people to have a strong and powerful voice to influence the world's decision makers. To date Never Such Innocence works with young people in 50 countries, territories and dependencies across five continents. This work will continue as we invite young people to create a poem, a speech, a song or piece of art reflecting on something they feel strongly about historically or currently, on an international scale, or within their local community or wider society.

The project will be extended to embrace our intergenerational society, encouraging young people to collaborate with older people, sharing stories and experiences.

A schools' resource will be published online, and updated year-on-year, to provide inspiration for competition entries. The resource will be thematic and will cover impacts of war and responses to war, drawing on examples throughout history.

<https://www.neversuchinnocence.com/nsi-resource-conflict-through-the-ages>

Objectives:

- To read and understand the structure of a range of speeches
- To deepen understanding of war and conflict, using a specific example of a conflict from history or the present day
- To recognise the potential impact of speeches to influence others and change the world, and identify techniques that maximise the impact of a speech
- Learn how to choose words to explore and construct meaning

Resources:

Our Stories of the First World War and our Anthology are both available on Amazon for purchase!

https://www.amazon.co.uk/Never-Such-Innocence/e/B07HOR1L59/ref=dp_byline_cont_book_1

We'd also recommend showing pupils this article from GQ, written by Jon Favreau, Barack Obama's former Director of Speechwriting, giving some top tips on writing and delivering a speech: www.gq-magazine.co.uk/article/barack-obama-speech-interview

(there is also a full transcript and video of an Obama speech at the bottom of the page)

The UK Speechwriters' Guild have produced this video of three political speechwriters giving tips for young people: www.youtube.com/watch?v=aa3BxOniKD0&feature=share

This may be more relevant for older students

The blog Manner of Speaking also has some helpful tips: <https://mannerofspeaking.org/>

Classroom activities:

Option 1 – war and conflict as inspiration

Show pupils visual cues like pictures and paintings from various aspects of a War or Conflict. Have your pupils work in groups to list words that describe how it makes them feel and words they could use to describe the picture. Share as a group, writing down new words as they hear them.

- You may find the Imperial War Museum Collections Online a helpful resource for finding images: www.iwm.org.uk/collections

Ask pupils to form a few key sentences that summarise their feelings in response to what they have seen – this could be the beginnings of a speech.

Option 2 – famous speeches

View or read some key speeches relevant to an area of study. Ask pupils to answer a few questions:

- What is the person's key message? How can you tell?
- What is the most powerful part of this speech, why?
- How do you think you might have felt to hear this speech in person?

Ask pupils to particularly note how all of the speakers use a personal story.

Ask pupils what change do they think was brought about by this speech?

Inspired by these, and Jon Favreau's tips, could everyone write a short paragraph using a personal story to highlight a broader point to affect change?

Option 3 – young speakers

Watch a speech given by a young person about issues in their communities:

- Malala Yousafzai spoke at the United Nations on her sixteenth birthday about the importance of education:
www.bbc.co.uk/news/av/world-asia-23291897/malala-yousafzai-speech-in-full
Transcript of her words here:
www.theguardian.com/commentisfree/2013/jul/12/malala-yousafzai-united-nations-education-speech-text
- Salvador Gómez Colón speaks as part of a panel of young leaders about fundraising for his community in Puerto Rico following a hurricane (beginning at 16:38, until 22:40): <https://agln.aspeninstitute.org/blogs/10/183>
The full video also contains some more amazing young people!
- See Emma Gonzalez (18) speak about gun violence:
<https://edition.cnn.com/2018/02/17/us/florida-student-emma-gonzalez-speech/index.html> (*transcript beneath*) please note, swearing is implied in this video
She also spoke in Washington DC about the impact of gun violence on her school:
www.theguardian.com/us-news/video/2018/mar/24/emma-gonzalez-powerful-march-for-our-lives-speech-in-full-video

- Bella Lack (11) led a march in London protesting trophy hunting, and delivered a speech: <https://twitter.com/BellaLack/status/1117124685463003137>
- Krtin Nithiyanandam (15), who won an award at the Google Science Fair, proposes a new Science Fair www.youtube.com/watch?v=T4CvAYg0F0s

Note particularly how he overcomes difficulties at the beginning

Discuss in groups how the speeches make the pupils feel? What do you think made the young people write their speeches? Ask pupils to share which they liked the most and why. How are the speeches different? Have they left you with a clear idea of what their message is? How do the speakers use pauses and gestures? How do they combine personal anecdotes with a 'big picture' view? How do the different formats affect how the young people deliver their speeches? Could any of the speakers improve?

Ask pupils to particularly note how all of the speakers begin. Inspired by these, and Jon Favreau's tips, could everyone write an opening sentence and three key points about an issue that is important to them?

Option 4 – Commemorating and Remembering

Discuss in groups the different ways that we commemorate:

- The Commonwealth War Graves Commission care for war memorials to remember 1.7 million people who died in the two world wars
- Many communities build memorials or hold events (e.g. Remembrance Services) – ask pupils if they are aware of local commemorations
- Visiting museums and learning about someone's life is a way of remembering them

Ask your pupils whether they think it is important to remember and commemorate people who have lost their lives in conflict and why.

Option 5 – Help shape the future about Never Such Innocence

Ask pupils to each complete a Never Such Innocence worksheet about commemoration – these can be downloaded [here](#).

- Their thoughts will directly inform the next phase of Never Such Innocence
- We hugely appreciate any completed worksheet that can be sent to us – either by post, or emailing scans.

Please be sure to enter your artwork into Never Such Innocence's International Competition! <https://www.neversuchinnocence.com/>

Please note that we accept artwork in any medium, and strongly encourage teachers not to filter entries.

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