

## Famous Speeches

### About this activity

This activity that looks at 2 speeches from well-known leaders and encourages the listeners to consider the content.

<b>Stage 1: Warm up</b>	Ask learners to name some famous, well-known or inspiring leaders. Ask who they consider to be a leader? Is this just president and prime-ministers? Could it be someone like Bill Gates or Greta Thunberg? Are there others in positions of leadership that learners may know? Ask learners to name some leaders they believe to be important. As you write these up, draw attention to the ratio of male:female.
<b>Stage 2</b>	Discuss what a speech is. When might a speech be given? What is the purpose of a speech? It could be to spread information; to convince people; to make an apology. Have any of the learners ever given a speech? Are there any speeches that they know of? Martin Luther King; Nelson Mandela; Malala might all be known or leaders from your context.
<b>Stage 3</b>	Inform learners that they will listen to two speeches on a similar theme, such as an election campaign, civil rights, or the environment. Ensure that one speech is delivered by a male and the other by a female. If audio is not available, printed copies of the speeches can be provided alongside images of the speaker and read out the speeches to the learners. Explain that as they listen, they should consider which speech they appreciate more, based on factors such as delivery or content. Allocate time for learners to share their thoughts on each speech in small, mixed-gender and mixed-ability groups, and discuss which speech moved them the most. Encourage learners to reflect on the key points raised in the speeches and identify which ones were most important to them
<b>Stage 4</b>	Take feedback from a range of learners. Listen to the reasons why a particular speech was preferred.

**Stage 5**

Ask learners to identify common themes in both speeches. Were there any differences in the themes presented? Do the themes in each speech appeal to specific genders or perpetuate gender stereotypes? For instance, does one speech discussing the need for improved family support primarily appeal to women, while the other speech addressing the need for better transportation primarily appeals to men? In reality, both issues are beneficial to all genders and society as a whole. Encourage learners to share their interpretations of the speeches and how they understand the themes presented.

**Stage 6: Plenary**

Note in a whole group discussion any gendered appeals that they have come across in the speeches.

**Gender Responsive Notes**

Ensure gender neutral language throughout; mixed gender groups to carry out reading, listening and discussion; ensure answers and feedback is taken from a variety of learners.

**Author: GLE Team**