

**Francis Scott Key Middle School**  
**Renaissance Celebration – Period 5 Lesson**  
**12:30 – 1:05 (or so)**

**Friday, February 10, 2017**

**Objectives: By the end of the lesson, the students will have:**

- Defined “sharing your voice” and explained why it is done
- Connected “sharing your voice” with the MYP mission statement and the 5 P’s
- Identified “things to consider” when sharing voice
- Analyzed situations and discussed how to share your voice
- Selected instructional look-fors that support students building the skills to share their voices

**Materials:**

- Handout – one handout for each group
- Class vote handout – one per class – to be turned in
- Flipchart

**NOTE: Please make sure you complete the “*Building Students’ Voices*” activity. It may mean you have to skip other activities before it.**

**Defining Voice**

1. Ask students to read the following sentence: *The citizens **voiced** their concerns about the law.*
2. Ask students to think about what the meaning of **voice** is in that sentence
3. Have students share their ideas with 2 – 3 partners and decide on a definition. Write the definition on the handout in the space provided.
4. Ask a few groups to share their ideas.
5. Show the following definition: ***to give voice – to express a feeling or opinion in words; to speak out about something***
6. Ask students to compare the definitions. Ask them if their definitions were similar to the one shown.
7. Ask groups to think about as many reasons they can in 1 minute why people share their voice. List them on the handout. Share the suggestion: *telling the principal about an idea for a special school event*
8. Provide groups time to discuss and list their brainstormed ideas on the handout.
9. Use whip around to share ideas. Record ideas on the flipchart.

**Global Context of Sharing Your Voice**

1. Tell the students that as an International Baccalaureate Middle Years Programme School, we have a mission statement that refers to idea about “sharing your voice.”
2. Ask the students to review the mission statement on the flipchart.

***The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.***

*To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

*These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

3. Tell the students to review the mission statement with their groups and identify any words or phrases that support the concept of sharing your voice.
4. Show the following quote:  
***“One voice can change a room, and if one voice can change a room, then it can change a city, and if it can change a city, it can change a state, and if it can change a state, it can change a nation, and if it can change a nation, it can change the world. Your voice can change the world.”***  
***~President Barak Obama, 44<sup>th</sup> President of the United States***
5. Ask the groups to discuss the following question, “What does this quote mean and why is it important?”

### **How to Share Your Voice**

1. Tell the students that in order for an individual’s voice to be heard, they must consider several things:
  - a. The message
  - b. The audience – who they are and what they believe (empathy)
  - c. The best way to deliver the message
2. Tell the students that using the 5 P’s can help to elevate their voice so that others will listen.
3. Ask the groups to select 3 of the 5 P’s on the handout. On the line between the 5 P and the word **voice** in the middle, explain how that 5 P can help a person’s voice be heard better.
4. As time permits, share ideas.
5. Voice Situations
  - a. Share one of the situations listed below.
  - b. Ask groups to consider how they would use one of the 5 P’s to change the situation so that the person’s voice could be heard better.
  - c. As time permits, share responses.

Situation 1 – A student thought that the school lunches should have a salad bar every day. The student stood on a table during lunch and shouted over and over “Give Us Salad!”

Situation 2 – Several high school students felt that a teacher should give them several more days to complete a challenging assignment. Before school one morning, they complained to each other about the situation.

Situation 3 – The school board decided to cut funding for middle school intramural sports (basketball, soccer, and softball). Students on one of the teams weren’t happy when they heard the news and started shouting at the coach.

### **Building Students’ Voices – Make sure you complete this activity.**

1. Tell the students that during our “Student Voice Project” we collected information from over 100 students. One of the topics that students discussed was the things that are done during classroom lessons that they feel help them build their voice. We would like to see which of these things identified by students they feel are the most important.

2. Show the flipchart slide that has the list of look-fors. Read them over for the students and answer any questions they might have about them.
3. Tell students that they need to select just one that they think is the most important.
4. Take a class vote and record the number of students who vote for each of the “look-fors” on the individual class voting sheet.

### **Group Summarizer**

1. Tell groups to think about one word that they feel is the most important for sharing your voice as a 21<sup>st</sup> century global citizen. Encourage them to have a “back-up” word, because there can’t be any repeats.
2. Ask each person, in turn, to write their word in the boxes on the handout. Each word must be different.
3. Ask the groups to use the three words to write a summary statement that explains something important about sharing your voice.
4. As time permits, share the statements.