



Introduction to the **Speak Up, Speak Out** pledge

The [Speak Up, Speak Out pledge](#) is the cornerstone of Holocaust Memorial Day 2012. In enabling your students to take this pledge you are supporting them in creating a safer, better future for all.

Pupils can be allowed to understand each section of the pledge at a level which is appropriate to them. We all know that actions speak louder than words, it may well be that pupils undertaking actions (who cannot verbally make the pledge) are actually doing something more profound than people speaking the words without thought. In this lesson the sections of the pledge have been made into tasks for your pupils to carry out. In doing these things they are making their pledge and the photographs you can take of them doing it, can be their signature to the pledge.

Making this pledge, or taking part in this pledge, is contributing to making us better people and the lives of others better. We make our society better one person at a time. Small actions like learning to share, or learning to speak out, are important components of a safer, better future for everyone.

We make this pledge and carry out these actions, because we do not want the bad things of the Holocaust ever to happen again, and we will use our learning about those sad times to ensure that the future is different. We can be an example to others, a light in the darkness.

We hope you get the chance to share your student's work with their community so that they can shine as an example to others.

'I swore never to be silent whenever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented.'

Elie Wiesel, Holocaust survivor

You may choose to cue students into this lesson by lighting a candle.

	Challenge the language of hatred when I hear it and never use it myself	Carefully consider how I use my voice and will tell others how I feel in a way that does not harm or offend, whether I am speaking, online or in person	Give voice to the voiceless and use my words to draw attention to the experiences of others	Work with my friends, family, colleagues and in my community to create a society which is free from the dangers of persecution and hatred
Speaking, signing, communicating	Hear an adult or peer using unkind language and say 'Stop' using your chosen method of communication.	Look at symbols showing different emotions. Choose one to say how you feel. Discuss how to express your feelings.	Use someone else's communication system and then give it back to them (eg PECS or Bigmacs).	Share a task with an adult.
Images, art work, sound	Provide pupils with a selection of images. Pupils sort the images into situations where they would say 'stop' and situations where they wouldn't.	Expressing how you feel using art materials, or musical instruments. Think of ways we can express feelings without hurting others.	Make signs or symbols for others to use. Make a poster displaying a charity's message.	Work together in a group on one of the other tasks.
Acting, touch	Role play a situation where someone might say something unkind to someone else, and say 'stop'.	Expressing how I feel in different situations role play.	Role play taking part in a protest (shout, bang improvised drums, wave banners).	Share a circle game together.
Reading, writing, choosing symbols	Provide pupils with a selection of words, either written or in symbol form, to sort into kind/unkind. Which would they say 'Stop' to if they heard someone using them?	Choose kind speech bubbles to add to pictures. Provide images of different situations, and a choice of speech bubble for each situation, one kind, one unkind.	Sign a petition. Write a news paper report. Sign the pledge!	Work with a friend on one of the other tasks.

Speak up, Speak out – The Pledge

Learning objectives: to gain insight into the meaning of the pledge, to experience activities that relate to the meaning of the pledge and through willing participation, sign the pledge.

Introduction	Participation	Task	Plenary
<p>Today we are going to think about how we can speak in a good way.</p> <p>When we heard First they came we wanted to say 'stop'.</p>	<p>Today we are going to think about when it is good to say 'stop'.</p> <p>Hear each child speak up and speak out – saying 'stop' using their chosen method of communication.</p>	<p>Print out each line of the pledge on a sheet of A4 paper, use these to label three areas of the room, the final line of the pledge can be displayed at the front of the room. Highlight it to pupils as the people who will be working together are chosen.</p> <p>Choose a task for each line of the pledge and have this available in the area of the room designated for that line. A table of possible task ideas has been provided. Feel free to create your own to suit your students. Students can spend time on each task, like a mini obstacle course (photograph the activities being done).</p>	<p>Bring all the A4 sheets of paper together, and read through the pledge with your students.</p> <p>Reflect on whether they behaved in a way that matched each line of the pledge when they were taking part in the activities. Do they agree with the pledge? Sign the pledge together (You sign too!). Talk about how you could get other people to sign.</p>

Undertaking this work successfully is equivalent – for those without spoken language – to making the verbal pledge. Having photographic evidence is like having a signature on a document, and that we do this is an example to others.

Examples of what learning might look like:	P1-3	P4-6	P7-8
	<p>Pupils show an emerging awareness of activities relating to the pledge.</p> <p>Pupils coactively explore an activity, eg pressing a bigmac switch to say 'stop' with help.</p> <p>Pupils show interest in their own actions, eg listening to a recording of themselves saying 'Stop'.</p>	<p>Pupils begin to respond to emotions, eg making a sad face in response to a sad symbol, or laughing along with someone laughing.</p> <p>Pupils join in saying 'stop' in response to negative communication – using signs, symbols or verbal communication.</p> <p>Pupils are able to take turns in a small group, eg taking it in turns to use a glue stick to stick speech bubbles to their work.</p>	<p>Pupils move with support between pledge activities.</p> <p>Pupils show an understanding of what is right and wrong in familiar situations, eg identifying unkind words in a familiar context, or recognising unkind actions in a picture of a familiar situation.</p>