Summer Institute for Global Educators Project Outline

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**Analyzing Public Speaking Through Protests**

Purpose:

Public speaking can take on many shapes, and one of those types of discord can be speaking out about “conflict” and/or “controversial” issues. In this classroom activity, you are going to analyze a public protest of a “conflict” in a region outside of the United States.

Learning Outcomes:

* Create and follow community guidelines for discussing conflict in the classroom.
* Identify and research protest “speeches” in an area outside of the United States
* Define the different perspectives the “speech” can affect
* Analyze the rhetorical situation of the “speech” using the SOAPSTone method.

Pre-Readings for Instructor:

* Chapter(s) in Public Speaking Textbook on understanding the rhetorical situation in public speaking and/or analyzing and adapting to audiences.
* SOAPSTone reading (Example: <https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/English-Language-Art/Resources-for-English-Language-Arts/Grade-11-12-SOAPSTONE.pdf.aspx>)
* Readings on a protest/conflict of the instructor’s choice.
	+ Example: Hong Kong’s Sticky Note/Post-it Note revolution. Examples include:
		- Hou, Jeff. “Hong Kong’s Sticky-Note Revolution.” *Smithsonian Magazine*, 24 Jan. 2020, <https://www.smithsonianmag.com/travel/hong-kongs-sticky-note-revolution-180974042/>
		- “How Post-it notes became a colorful weapon of protest.” *The Week*, 10 Jul. 2019, <https://theweek.com/102193/how-post-it-notes-became-a-colourful-weapon-of-protest>

Pre-Reading for Students:

* Chapter(s) in Public Speaking Textbook on understanding the rhetorical situation in public speaking and/or analyzing and adapting to audiences.

Handouts:

* Hou, Jeff. “Hong Kong’s Sticky-Note Revolution.” *Smithsonian Magazine*, 24 Jan. 2020, <https://www.smithsonianmag.com/travel/hong-kongs-sticky-note-revolution-180974042/>
* “How Post-it notes became a colorful weapon of protest.” *The Week,* 10 Jul. 2019, <https://theweek.com/102193/how-post-it-notes-became-a-colourful-weapon-of-protest>
* Perspective Wheel: <https://fyi.extension.wisc.edu/financialcoaching/files/2011/01/Perspective-Wheel.docx>

Length:

* Two class periods or three with a guest speaker about Hong Kong

Notes:

* The lesson can be adapted for classes beyond public speaking including English composition, technical writing courses, literature courses, and social media courses.

**Day 1 (Class length 1:30 hours)**

* Instructor to give a short lecture on understanding rhetorical situations and adapting messaging/speaking to audiences.
* Introduce students to the SOAPSTone method.
* Apply SOAPSTone method to a speech example(s) in class. As a class, watch a public speaking engagement or a speech from a movie, such as *Mean Girls*.
* Apply the SOAPSTone method to an example of a “protest.” An example can be Hong Kong’s Sticky Note Protest.
	+ Break students into small groups (3-4 students per group)
	+ Have students read “Hong Kong’s Sticky-Note Revolution” and “How Post-it notes became a colorful weapon of protest” and summarize what the articles were about. Have each group report back on their summaries.
	+ Can have a guest speaker speak to students about Hong Kong.
	+ Have students analyze the effectiveness of the sticky note protest in Hong Kong based on the SOAPSTone method:
		- S: Who is the speaker? Whose voice is being heard?
		- O: What is the occasion? Time and place/context of the “speech”
		- A: Who is the audience? Who is receiving the message? Is it one person or a specific group?
		- P: What is the purpose? The reason behind the speech
		- S: What is the subject? Summarize in a few words or sentences
		- Tone: What is the tone? What is the attitude the speaker wants the audience(s) to feel?

**Day 2: (Class length 1:30 hours):**

* Discuss with students that the activity for today’s class is to work in groups to analyze a “protest” about a “conflict.”
* Develop guidelines for respectful engagement- what will be accepted and not accepted and write on the front of the classroom board for the remainder of class. Have students verbally agree that they will adhere to the guidelines during class.
* Break students into groups (3 or 4 students each). They can be the same groups as Day 1 or different groups. Students will work for most of the class on the following activity:

The Activity:

1. Identify a public speaking “protest” or “conflict” outside the United States. The medium of the public speaking event can be a traditional speech but can be much more, including songs, art installations, public acts, etc. Examples:
	1. Music:
		1. <https://www.freedomforum.org/modern-protest-songs/>
	2. Art:
		1. Haifa Subay: Yemeni graffiti and street artist and activist. <https://haifasubay.com/>
	3. Moment of Silence at Glastonbury:
		1. Performance artist Marina Abramović: https://www.bbc.com/news/articles/crg40vr2p0vo
2. Write down a summary of the background of the “conflict/protest.” Stress the fact that the goal is to explain the “conflict/protest” and not justify it.
3. Using the Perspective Wheel handout, brainstorm a list of the perspectives/audiences who have a stake in the conflict and put them around the wheel. Then consider what each might be thinking about the topic.
4. Analyze the message of the “conflict/protest” in terms of SOAPSTone:
	1. S: Who is the speaker? Whose voice is being heard?
	2. O: What is the occasion? Time and place/context of the “speech”
	3. A: Who is the audience? Who is receiving the message? Is it one person or a specific group?
	4. P: What is the purpose? The reason behind the speech
	5. S: What is the subject? Summarize in a few words or sentences
	6. Tone: What is the tone? What is the attitude the speaker wants the audience(s) to feel?
5. Students will then give brief presentations on the above to the entire class.
6. Instructor to wrap up class talking about how protesting can be, but not always, a form of public speaking- depending on the country.