



Spoken Language

Teaching Pack for English Language

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Teacher's Introduction

The GCSE Spoken Language Teaching Pack is an eight-lesson scheme of work which includes worksheets to support your students' preparation and delivery of an individual presentation. This resource will support your students to meet the requirements of the 2015 GCSE Spoken Language non-exam assessment for the following boards: AQA, OCR, Edexcel and CIE. It does not directly cater for the WJEC Spoken Language component, which is different from the other assessment, WJEC teachers may still find this resource useful.

The lessons provided in this resource have been designed for you to mix and match to suit your needs and the needs of your students. The sequence of lessons as provided in this pack is a guide only. This is a pack that offers photocopiable activities that can be used in many different ways.

Each lesson includes starter, main and plenary activities, as well as homework tasks and notes to cater for students of all abilities. The activities in the pack are varied and include writing, speaking, listening, presentation planning, skills practice and self- and peer assessment.

In addition, throughout the pack you will find time-saving ideas such as activities that link to the English Literature exam.

All resources are provided. All worksheets are numbered and follow straight after each other.

Further templates, applicable to all lessons, are located in the Appendix.

I hope you and your students enjoy using this resource, and it leads to the success of your students.



A web page containing all the links listed in this resource is conveniently located on Zig Zag Education's website at **zzed.uk/9749**

You may find this helpful for accessing the websites rather than typing in the addresses.

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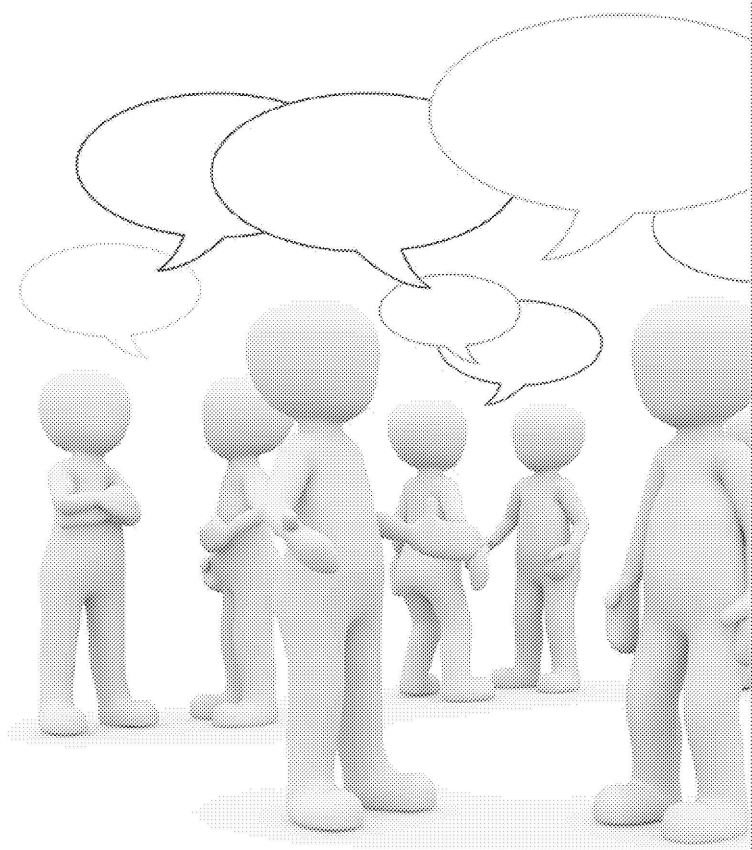
Top Tips for Teaching Spoken Language

Psychology and neuroscience research tell us that spaced practice is better than cramming. This is why presentations should be designed as a set of 'micro presentations'. This way, students will have significant time for their brains to process the learning. In some ways this is intuitive – the longer you wait, the less threatening it becomes, so do try and 'drip feed' prepared presentation practice.

If you have students who need significantly more support in presenting, you may want to provide a particular topic or prompt for their presentation. This will reduce the cognitive load and support each other more effectively, as well as pooling their resources. For example, if the topic is *My Hero*, it would be straightforward to guide students in identifying a person they admire. It is likely be easier to find example texts as models. Where students are more able, let them have free choice as possible; this will ensure they are dealing with topics they are interested in, a key way to sustaining motivation and engagement.

As soon as possible, students should complete presentation activities standing in pairs or – preferably – a small group. In this way, students will become accustomed to the act of doing so for the assessment will be familiar and (more) comfortable.

Double up the assessment as a review for a set text that will appear in the Literature exam. You could give students a 20- to 30-line extract from a literary text (or a complete poem or short story) and ask them to give an analysis to their peers. This will offer the perfect opportunity for meaningful presentation practice and 'teaching' the rest of the class. Because the students are obliged to ask questions of the presenter, they will be forced to clarify understanding. If you do not feel confident selecting appropriate texts or papers, even from defunct courses. Alternatively, you could use unseen extracts, or even your own, in relevant ways too.



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Lesson 1: Introduction to Assessment

	Procedure	
1.	PRIMING THE BRAIN FOR LEARNING: Students complete Task 1 on Resource 1: Thinking about Learning as per instructions. As they are doing this, you can ask them to put their homework (if any) on their desk so you can collect it as you walk around. When they are finished, ask them to put their sheets away for now and you will be revisiting them at the end of the lesson.	
2.	FRAME THE LEARNING: Share Resource 2: Churchill Quote: Oratory with the students. Explain 'oratory' as the practice of formal (or public) speaking. Explain unknown terms and paraphrase if necessary. Discuss the prompt briefly in terms of the extent to which they agree and their reasoning. Tell students they are about to embark on a learning journey through the skill of oratory in preparation for their GCSE assessment, but this is learning that will take them much further than a mere exam – it is learning for life! Consider those YouTube stars who have made millions. You can be sure that although it might not seem it, they have studied how to reach their audiences through speaking effectively.	
3.	<p>ACKNOWLEDGING THE IMPORTANCE OF FEELINGS: Distribute the Resource 3: Checking in with Myself handout¹ to all students and allow them five minutes to complete quietly and <i>individually</i>, without discussion. When finished, display the four signs (Agree, Strongly Agree, Disagree, Strongly Disagree) in the four corners of the room. Have students stand in the middle of the room and read out each statement. As you finish reading each statement, students should move to the sign that best fits their feelings. As students move to each corner, for each statement note relevant information such as widespread differences or similarities. Use as many statements as you see fit.</p> <p>Take time to discuss any responses that really stood out to you (or the students). Allow students space and time to voice their concerns and reassure them you empathise with many of their feelings. If students are already aware of the speaking component, tell them you will be coaching them to feel more confident and positive about this assessment.</p>	<p>Asking students to complete the penicillin first discussion following the lesson.</p> <p>If lessons could be before the physical could be great way gauge of statement</p>
4.	ASSESSING PRIOR KNOWLEDGE: Distribute Resource 4: Everything I Know about Presenting , and read the instructions. Set a timer for students to individually jot, doodle, write or illustrate what they know about presenting.	<p>This could be homework before the collection it should be students as they prepare</p>

¹ You may set a reminder for yourself to revisit this activity at a mid- and end point of this unit. In this growing confidence and skills.

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	Procedure	
5.	<p>UNDERSTANDING THE ASSESSMENT: Distribute the Resource 5: Tune in to Assessment handout, and read the transcript aloud. Students are to complete Resource 5. When students have finished, check answers whole-class and encourage students to ask questions for clarifying understanding.</p> <p>Either collect the handouts or ask students to put them away. (This is because they will be asked to recall this information at the end of the lesson, and should do so without reference to their written responses and corrections.)</p>	<p>Support for any issues students given of the Support compa partner the cla</p>
6.	<p>FAMILIARISATION WITH THE AOs: Tell students the assessment is based on three assessment objectives or AOs. It is important they understand these, so now you will explore them.</p> <p>Divide students into small groups. Aim to have three members per group and a total of three, six, nine or twelve groups.² Each group member should assign themselves as a, b or c.</p> <p>Distribute the Resource 6: Zooming in on the AOs handout, giving all members of the same group the same AO.</p> <p>Tell students they have five to ten minutes³ to discuss the prompts and take notes, before they will be asked to <i>individually</i> share their ideas with another student or group. (If more time is needed, extend by up to a further five minutes.)</p>	<p>Support groups range maxim Teacher monito prompt to get Techno timer t studen remind have ju minute</p>
7.	<p>LOW-PRESSURE PRESENTING: Now regroup students so that each new group contains ideally (or at least) one person with each of the AOs. Explain that students will now take turns to present their ideas to the rest of their new group. The listeners should take notes, and be ready to ask questions at the end of the short presentation.⁴</p>	<p>As stud getting to othe pressur encour questio prepar of ques assess</p>
8.	<p>RETRIEVAL PRACTICE: Distribute a new copy of the Resource 5: Tune in to Assessment handout. Allow students no more than three minutes to complete <i>individually</i> and quietly, and then reveal the answers.</p>	<p>Remem retriev proven likeliho remem</p>
9.	<p>REFLECTION (and homework distribution): Students return to the Resource 1: Thinking about Learning activity and complete Task 2.</p>	

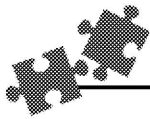
Suggested Homework:

- **Homework: Presentation Rubric – Distinguishing the Levels** (in lieu of

² This assumes a class size no larger than 36 so adjust as necessary. This will make regrouping students of AOs they are exploring. If this isn't possible, make sure there are at least three members in each

³ Decide this time limit before the lesson. Time is kept deliberately tight to keep students focused on any possible misconceptions.

⁴ There is evidence that this form of retrieval practice (i.e. teaching others) has benefits for learning



Resource 1: Thinking about Learning

Read each of the lesson goals in the table below.

TASK 1 Use these symbols to complete the 'Lesson Start' column.

TASK 2 At the end of the lesson, reflect on what you've discovered and enter it in the 'Lesson End' column.



I know nothing about this.



I know a fair bit about this.



I know something about this.



I know a lot about this (a lot).

I know how my feelings about presenting relate to others in my class.

I understand the assessment task details for GCSE speaking and listening.

I know exactly what skills I will be assessed on (the assessment objectives) for GCSE speaking and listening.

Things to remember from this lesson:

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Resource 2: Churchill Quote: C

‘Of all the talents bestowed upon
is so precious as the gift of orator
enjoys it wields a power more du
that of a great king. He is an inde
force in the world.’

‘Of all the talents bestowed upon
is so precious as the gift of orator
enjoys it wields a power more du
that of a great king. He is an inde
force in the world.’

‘Of all the talents bestowed upon
is so precious as the gift of orator
enjoys it wields a power more du
that of a great king. He is an inde
force in the world.’

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1. I look forward to the challenge of presenting.
2. While thinking about presenting, I get nervous and tense.
3. When I am presenting, my thoughts get mixed up.
4. After presenting, I usually feel I've done a good job.
5. I enjoy presenting.
6. Once I've started presenting, I calm down and go with the flow.
7. When I hear about a presentation task, I feel tense and nervous.
8. I have a shaky voice when presenting.
9. I feel confident when I hear I need to present something.
10. I get sweaty when presenting.
11. Although I feel nervous about presenting, I usually do fine (or better) on the day.
12. I'd rather go first than last when presenting.
13. I am calm and relaxed when presenting.
14. I worry I will forget what I have to say.
15. When presenting, I tend to read off notes or slides.
16. I can think clearly and calmly when presenting.
17. I feel my heartbeat speed up when presenting.
18. I can control my nerves when presenting.
19. I feel it's OK to make a mistake during a presentation.
20. I rehearse in front of family or friends before presenting.

The first step in the process of developing a business plan is to conduct a thorough market research. This involves identifying the target market, understanding the needs and preferences of the customers, and analyzing the competitive landscape. Once the market research is complete, the next step is to develop a clear and concise business model. This model should outline the company's value proposition, revenue streams, and cost structure. The third step is to create a detailed financial plan, which includes a budget, cash flow projections, and a break-even analysis. The final step is to write a compelling executive summary and a full business plan document. The executive summary should provide a high-level overview of the business, while the full business plan should provide a detailed analysis of the market, the business model, and the financial projections. The business plan is a critical document for securing financing and guiding the company's strategic decisions.

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**Strongly
Agree**

Disagree

**S
D**

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Resource 4: Everything I Know Presenting

Research suggests that thinking about what you already know and linking it to new learning increases the likelihood that the new learning will 'stick'.

Use the space below to write, doodle, draw or list all you know about public speaking. You can include:

- the difference between an effective and ineffective presentation (before and after)
- how it makes you feel
- useful tips you have picked up in the past
- examples of brilliant presentations or talks you've seen
- famous speeches or speakers
- illustrations of key concepts
- questions you have
- your own strengths and areas for improvement

These are just suggestions. The aim of this activity is for you to demonstrate what you know about public speaking. Write anything relevant on the topic. (Notice there is no box or border, and you can use the other space creatively to show what you know!)

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Resource 5: Tune in to Assess

1. It is possible to gain a GCSE grade without the speaking endorsement: True/False.	1. It is possible to gain a GCSE grade without the speaking endorsement: True/False.
2. What are the levels you can achieve in this assessment? PASS, _____, _____ or NOT CLASSIFIED	2. What are the levels you can achieve in this assessment? PASS, _____, _____ or NOT CLASSIFIED
3. It lasts no more than _____ minutes including questions and answers at the end.	3. It lasts no more than _____ minutes including questions and answers at the end.
4. The presentation is formal/informal.	4. The presentation is formal/informal.
5. You must use slang / standard English / a mix of both.	5. You must use slang / standard English / a mix of both.
6. It is necessary to agree the topic of your presentation with your teacher: True/False.	6. It is necessary to agree the topic of your presentation with your teacher: True/False.
7. The presentation is planned/unplanned.	7. The presentation is planned/unplanned.
8. It is necessary to use visuals such as PowerPoint: True/False.	8. It is necessary to use visuals such as PowerPoint: True/False.
9. If you plan well, you can read from slides or notes: True/False.	9. If you plan well, you can read from slides or notes: True/False.
10. After your presentation you sit down / respond to audience questions / breathe a sigh of relief.	10. After your presentation you sit down / respond to audience questions / breathe a sigh of relief.
11. The presentation should be planned for just your teacher / a live audience / your mates.	11. The presentation should be planned for just your teacher / a live audience / your mates.
12. How can you ensure the best result possible? Hope/preparation/luck	12. How can you ensure the best result possible? Hope/preparation/luck

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Resource 5: Tune in to Assessment (Transcript)

Welcome to the spoken language endorsement for GCSE English. If you think that you'd be mistaken, as you cannot get your GCSE grade without it. However, the assessment is reported separately as pass, merit, distinction or not classified. Getting a distinction is actually very possible with the preparation your teacher will guide you. A 'not classified' grade is if you put in zero effort.

The assessment takes the form of a presentation and lasts for a maximum of 10 minutes for the audience to ask questions at the end, so you are not expected to talk for 10 minutes. You will get more information on this as you move through your preparation. You are designed for a live audience though it is likely you will do it in front of your teacher. For this reason, it is a formal talk and you will be expected to use standard English throughout.

Before you start preparing, you will need to get approval of your topic from your teacher. You will have time to plan your presentation over a number of days or even weeks – it is not a last-minute task.

While you can use visuals such as PowerPoint, it is not necessary and if you do use them, you should have a good reason for doing so, and not just because it's what the experts do. Expert presenters avoid PowerPoint altogether. Not to worry though – you will learn to use it well if you think it is needed. What you must never do is put all your text on the slides and read off the page. This is not effective presentation!

As with all things in life, careful preparation will allow you to achieve your goals. Watch examples of how the experts do it and start planning your topic, the better. Success comes from preparation rather than luck.

Enjoy the experience and take pleasure in knowing you are developing skills you will use for the rest of your life.

Good luck!

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Resource 6: Zooming in on the

AO7: Demonstrate presentation skills in a formal setting.	AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.	AO9: Present ideas and arguments clearly and logically, using appropriate language and structure.
<ul style="list-style-type: none">• What will this <i>look</i> like?• What will this <i>sound</i> like? How can you prepare effectively for this?• What do you know from previous learning that could help you achieve well in this area?• What will be the difference between an 'OK' and an 'excellent' performance in this area?• What should be avoided?• How can you demonstrate your ideas from this activity when sharing what you've discussed with others in the class?	<ul style="list-style-type: none">• What will this <i>look</i> like?• What will this <i>sound</i> like? How can you prepare effectively for this?• What do you know from previous learning that could help you achieve well in this area?• What will be the difference between an 'OK' and an 'excellent' performance in this area?• What should be avoided?• How can you demonstrate your ideas from this activity when sharing what you've discussed with others in the class?	<ul style="list-style-type: none">••••••

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Homework: Presentation Rubric – Dist

Underline, highlight or circle the key words for each level of achievement. An example has been done for

	PASS	MERIT
IDEAS	Ideas presented are clear and <u>straightforward</u> .	Ideas presented are clear and <u>challenging</u> .
PRESENTATION	Body language and visuals are appropriate.	Body language and visuals are clear and effective.
STRUCTURE	Structure and organisation are evident.	Structure and organisation are clear and appropriate.
PURPOSE AND ENGAGEMENT	Some attempt to engage the audience and achieve purpose. ⁵	Success in engaging the audience and achieving purpose.
RESPONSE	Listens to questions and feedback and provides a straightforward response.	Listens to questions and feedback and provides a formal, detailed response.
LANGUAGE	Appropriate vocabulary is used with standard English.	Varied vocabulary is used with appropriately formal standard English.

Adapted from Spoken Language Endorsement for GCSE English Language

⁵ For example: to entertain, to inform, to evoke sympathy, etc.

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Lesson 2: Examples and Proposals

	Procedure	
1.	PRIMING THE BRAIN FOR LEARNING: Students complete Task 1 of Resource 1: Thinking about Learning 2 as per instructions. As they are doing this, you can ask them to put their homework (if any) on their desk so you can collect it as you walk around. When they are finished, ask them to put their sheets away for now and you will be revisiting them at the end of the lesson.	
2.	FRAME THE LEARNING: Display Resource 2: Churchill Quote: Learning and allow students a couple of minutes to react and share their thinking on it. Explain that today's lesson is about getting to understand what the assessment really involves.	
3.	(Optional) UNDERSTANDING THE ASSESSMENT: If not done for homework, distribute Homework 1: Presentation Rubric from Lesson 1 to each student and read the instructions. Look at the first example together. Once sure students understand the task – underlining the key words that indicate the differences between each level – direct them to start. Set the timer for four minutes and extend by one if needed. Monitor them through the activity to decide if a whole-class feedback session is needed. If so, quickly review the key words that change between the descriptors. Ask and respond to questions to ensure students understand the terminology, e.g. <i>What is the difference between 'appropriate' and 'effective'?</i>	<i>Support can choose to complete following (more or small or challenge)</i>
4.	KNOWING WHAT THE ASSESSMENT LOOKS LIKE: Choose a merit-level video from your standardisation materials ⁶ to show students. Using the Presentation Rubric from Lesson 1, students decide which level it hits (holistically or for each criterion). ⁷ (Perhaps surprisingly, students tend to judge with a harsher – rather than a more lenient – grade, so it may provide relief when they realise this is a merit-level response! If the opposite happens, and watching the example induces anxiety, point out the student has obviously prepared well in advance, that s/he is not necessarily a straight A student and that you have every faith they can achieve the same with effort, preparation and your full support.) ⁸ When students have completed their assessments, reveal the actual level awarded and share relevant parts from the rationale (exam-board-provided commentaries) with them.	<i>Technological possibilities access to rewatch should be case, so alert students three-m</i>
5.	PRESENTATION PROPOSALS: Explain to students the requirement (from the exam board) that their presentations be proposed and approved before they start preparing. Distribute Resource 3: Presentation Proposal and read through it. Answer any questions students have and make it clear there is no point preparing for the presentation until it has been fully approved – doing so may well be a waste of time. Tell students that before they fill this out, you will spend some time considering topics. For now, they should keep the Presentation Proposal safe and tidy.	<i>If you can Present this will later if papers You may handover student involve about</i>

⁶ For example, the AQA materials here (and all the exam boards use the same assessment criteria):

⁷ To reduce the cognitive load, students could be assigned one or two criteria to focus on. After deciding results with others who were assigned the same, before deciding an overall grade.

⁸ The reason for choosing a merit-level response is so students will have a good starting point for comparison examples in the future. Starting with a distinction-level response may inadvertently cause a 'ceiling' effect as students are capable of extending themselves beyond the criteria on the rubric (as I've seen many well-prepared students with a pass-level example may encourage students to 'settle' and aim lower than they might otherwise).

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	Procedure	
6.	(Optional) WATCHING THE PROS: Choose one (or more) of the videos from Homework 1: Watch and be Inspired . Distribute the Resource 4: Talk like a Pro graphic organiser and allow students to complete and feed back.	<i>This c home benef inspir creati topics</i>
7.	GENERATING TOPICS: Either: Distribute Resource 5: Topic Generator and allow students up to 10 minutes to jot down their ideas. If they finish early, consider allowing them to discuss their ideas with friends so they can refine their lists. OPTIONAL: Have students share some of their top ideas in small groups or whole-class. Or: An alternative activity to this is Resource 6: Crowdsourcing Ideas , where students can post their topics on the wall for others to annotate, or simply swap them a number of times to gather ideas from their peers. (See example here .)	
8.	(Optional) RETRIEVAL PRACTICE: You could redistribute the Resource 5: Tune in to Assessment activity from the previous lesson, if time allows. The more students try to recall the information, the deeper the learning goes. Remember, you are not aiming for perfect scores – it's the activity itself that is of value in learning.	
9.	LOW-PRESSURE PRESENTING: Distribute the Resource 7: Micro Presentation Rubric instructions and have students set a target. Use the Resource 8: Talk about It 1 or Resource 9: Talk about It 2 ⁹ list to assign presentation topics to each student. Allow 10 minutes for preparation and then have students present in small groups (or pairs). At the end, the listener(s) should ask at least one follow-up question each, and the speaker must respond with an extended answer (i.e. not simply 'yes' or 'no'). NB: You may or may not decide to complete this activity using Resource 7: Micro Presentation Rubric. If you do, make sure there is enough time to check instructions and for students to provide peer feedback.	<i>Exten could indivi their the p (with each</i>
10.	REFLECTION (and homework distribution): Students return to the Resource 1: Thinking about Learning 2 activity and complete Task 2.	

Suggested Homework:

- **Homework 1: You're the Assessor!**
Using the **Presentation Rubric** from Lesson 1, assign another standardisation task to assess the student. You can then either collect the completed assessments to compare and discuss their results before revealing actual grades.
- **Homework 2: Watch and be Inspired** with **Resource 4: Talk like a Pro**
- **Resource 5: Topic Generator**


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⁹ Note that version 1 contains more lighthearted prompts (perhaps less challenging), and version 2 contains more serious topics (which might also require research and more preparation time). You might decide to use version 1 in order to support or challenge them.



TASK 1 Use these symbols to complete the 'Lesson Start' column.

 I know nothing about this.



 I know something about this.



I understand the features of a pass, merit and distinction level presentation.

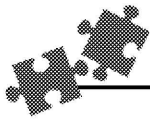
I know what the assessment 'looks' like in practice.

I am clear about the requirements for a presentation proposal.

Things to remember from this lesson:

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Resource 2: Churchill Quote: I

I am always ready to learn although
always like being taught.

I am always ready to learn although
always like being taught.

I am always ready to learn although
always like being taught.

I am always ready to learn although
always like being taught.

I am always ready to learn although
always like being taught.

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Resource 3: Presentation Pro

Student Details

Name:

Topic and Possible title:

I want to discuss this topic because:

.....

I believe it is a mature,¹⁰ complex and important topic because:

.....

Points I plan to make/discuss include:

Parent Agreement

(Tick all that apply.)

- ☐ We approve of the plan above.
- ☐ We give permission for the video to be kept by the teacher and shown to future classes (online).
- ☐ We give permission for the video to be shown to other current classmates who are not in our class.
- ☐ We would like a copy of any recording of the talk (if available – we understand that you will provide a pen drive for this purpose).

Parent Signature(s): Date:

Student Signature: Date:

Teacher Agreement

This topic has been approved. Please keep a copy of this agreement and the teacher's signature. You can now start your preparation – good luck! If you change your topic, you must complete a new Proposal.

Teacher signature: Date:

¹⁰ 'Mature' means it is a topic you can 'dig deep' into and pull out some meaningful and important material.

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Resource 4: Talk like a

Talk like a Pro!

Source:

Title:

Topic/Genre:

Main Speakers:

Audience:

Length:

What technique does the speaker use to open the talk?

Is this something you might use? Why (not)?

What visuals (if any) are used?

Is this something you might use? Why (not)?

What str

Do you thi

Explain yo

Note at lea
may be som

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Resource 5: Topic Genera

Use this sheet to help you come up with ideas for a topic to present on:

	List as many as you can!
In the last few weeks, I have searched online for...	
I could spend all day reading about...	
I would love to know more about...	
A really interesting thing I came across recently is...	
Predictions I have about the future are...	
Something I've learnt but forgotten now is...	
Something unique about me is...	
I think differently to most people on the topic of...	

From the information above, the three areas that appeal to me most are:

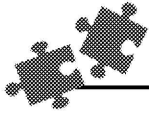
1.
2.
3.

Now, discuss these with your friends and family to decide which topic you could present on with interesting ideas.

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Resource 6: Crowdsourcing Ideas

Name: _____

TOPIC: _____

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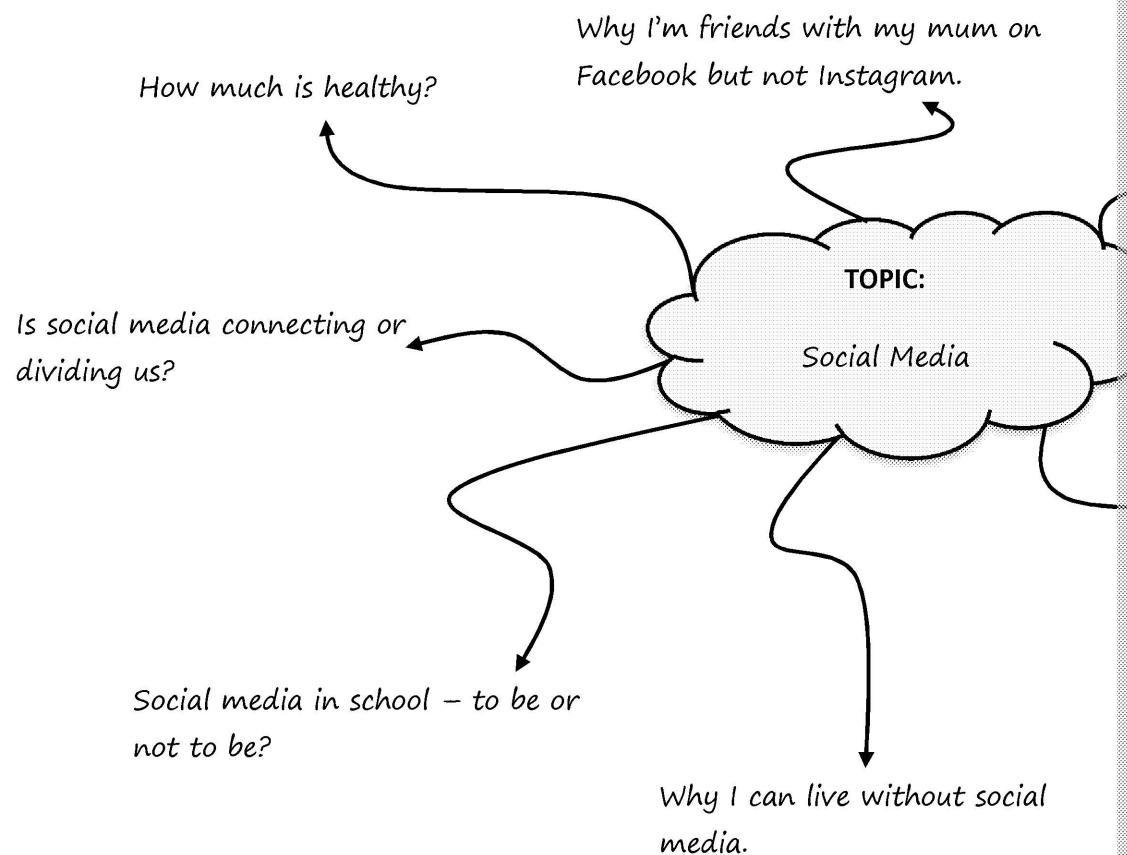
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Resource 6: Crowdsourcing Ideas

Name: *Joe Bloggs*



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Resource 7: Micro Presentat

When you are ready to begin, give this page to your partner. Your partner will:

- listen to your presentation and decide if it meets or exceeds the pass level for each area
- ask questions about your ideas
- provide feedback on your chosen practice area for today¹¹

	Description of PASS level	YES	
IDEAS	Ideas presented are clear and straightforward.		
PRESENTATION	Body language and visuals are appropriate.		
STRUCTURE	Structure and organisation are evident.		
PURPOSE AND ENGAGEMENT	Some attempt to engage the audience and achieve purpose. ¹²		
RESPONSE	Listens to questions and feedback and provides a straightforward response.		
VOCABULARY	Appropriate vocabulary is used with standard English.		

¹¹ You should, of course, try your best to meet the description for every area!

¹² For example: to entertain, to inform, to evoke sympathy, etc.

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Resource 8: Talk about It

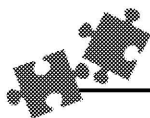
Be imaginative! It doesn't matter if your topic is real or not, whether a certain thing exists or not. What matters is that you focus on the delivery, engaging your audience and all the objectives call for. Remember, the more you practise, the more you improve!

1. How to succeed at failing tests.	2. What's wrong with being offensive?)
3. Motivational talk to get the audience ready for action.	4. Thank-you speech
5. Testimonial for a new (or utterly pointless) product.	6. Explain why you should be in the honour of _____. (E
7. Pick an area of learning and explain to the audience why they should care about it.	8. How to appear in
9. Someone you admire.	10. Something that in
11. A memory you will never forget.	12. An event from the
13. The value of silence.	14. The value of kindn
15. This may look like an ordinary ____ but it saved my life. Here is the story...	16. Whenever I see a time...
17. The evil nature of nursery rhymes.	18. Why _____ should
19. What most people don't know about _____.	20. The secret to happ
21. Just as Trump says, global warming is media hype (or not).	22. How I beat my add other non-addictiv
23. Why violin players (or some other inoffensive group) should be rounded up and imprisoned.	24. The importance of
25. What teachers really get up to on holiday.	26. What not to say to on.
27. The relationship between cheese and the weather.	28. Everything I need CBBC.
29. Ways you've never thought of using duct tape.	30. Who wants to be
31. The role of mayonnaise in our lives.	32. Everyone underes
33. Britain's got talent? Not as much as me!	34. Why my life is mor Kardashians.
35. Five uses for socks that you never knew.	36. Five things I've lea
37. The best homework excuses.	38. The person I'd mo island with is ____
39. Beware autocorrect!	40. Procrastinate like
41.	42.
43.	44.
45.	46.
47.	48.
49.	50.
51.	52.

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Resource 9: Talk about It

1. When I think about the future, I'm concerned about...	2. Happiness is all in
3. Being 'green' is about survival.	4. TV won't teach us
5. Animal testing is plain wrong.	6. Animal testing is n
7. If you can resist the pull of advertising, you can resist the pull of anything.	8. The true meaning money.
9. The world is getting smaller and smaller every day. This is why.	10. The more we com really connect.
11. Maturity is an attitude.	12. Struggle is an esse
13. The most difficult life lesson I've had so far is...	14. Put me in charge
15. Academic grades will only get you so far.	16. If we forget how to
17. Discipline is worth more than you think.	18. The unsung heroes
19. Poverty is a state of mind.	20. What characteristi why?
21. Can anyone really be an average person?	22. Adults overrate yo
23. It's never OK to lie, except...	24. What makes the w
25. We need to talk about mental illness.	26. Why real listening
27. The value of a friend in need.	28. The importance of
29. If you think the media doesn't influence you, you're mistaken and here's why.	30. Junk food ads that banned.
31. You can only learn so much in a classroom.	32. The difference bet wisdom.
33. Why humour is more important than luck.	34. Why it's still impor
35. Bring back pedestrianised city centres.	36. Bring back scoopa where you bring y by weight.)
37. I have a dream.	38. We will never give
39. The most iconic items of our times.	40. Before I die...
41.	42.
43.	44.
45.	46.
47.	48.
49.	50.

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Homework: Watch and be Inspired

Here is a selection of public speaking examples. They have been chosen for their quality and popularity and range from around three to twenty minutes (while your talk will be around five to seven minutes). Hopefully, they give you ideas for your presentation topics and style!

Title
1. Looks aren't Everything (https://www.ted.com/talks/cameron_russell_looks_aren_t_everything_believe_me_a_model)
2. A Teen Just Trying to Figure It Out (https://www.ted.com/talks/tavi_gevinson_a_teen_just_trying_to_figure_it_out)
3. Try Something New for 30 Days (https://www.youtube.com/watch?time_continue=4&v=JnfBXjWm7hc)
4. Your Body Language Shapes Who You Are (https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are)
5. The Power of Introverts (https://www.youtube.com/watch?time_continue=2&v=c0KYU2j0TM4)
6. Why Videos Go Viral (https://www.youtube.com/watch?time_continue=2&v=BpxVlwCbBK0)
7. The Hidden Power of Smiling (https://www.youtube.com/watch?time_continue=1&v=U9cGdRNMdQQ)
8. Grit (Perseverance) (https://www.youtube.com/watch?time_continue=1&v=H14bBuluwB8)
9. Five Ways to Listen Better (https://www.youtube.com/watch?time_continue=1&v=cSohjIYQI2A)
10. How I Harnessed the Wind (https://www.ted.com/talks/william_kamkwamba_how_i_harnessed_the_wind?refer=playlist-ted_under_20)
11. Feats of Memory (https://www.ted.com/talks/joshua_foer_feats_of_memory_anyone_can_do?refer=playlist-the_complexity_of_memory)
12. Don't Eat the Marshmallow! (https://www.ted.com/talks/joshua_foer_feats_of_memory_anyone_can_do?refer=playlist-the_complexity_of_memory)
13. How to Structure a Speech (https://www.youtube.com/watch?v=dFMLzJEmQl4)
14. How to Know Your Life Purpose (https://www.youtube.com/watch?v=vVsXO9brK7M)
15. The Power of Belief – Mindset (https://www.youtube.com/watch?v=pN34FNbOKXc)
16. How to Keep Your Audience's Attention (https://www.youtube.com/watch?v=BmEiZadVNWY)
17. Before I Die (https://www.ted.com/talks/candy_chang_before_i_die_i_want_to)
18. Love Letters to Strangers (https://www.ted.com/talks/hannah_brencher_love_letters_to_strangers)
19. How I Overcame My Fear of Public Speaking (https://www.youtube.com/watch?v=80UVjkcxGmA)
20. How My Mind Came Back to Life...and No One Knew (https://www.ted.com/talks/martin_pistorius_how_my_mind_came_back_to_life_and_no_one_knew)

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Lesson 3: Structure and Organ

This lesson will be most effective if students have chosen their topics. If they are it any time.

	Procedure
1.	<p>PRIMING THE BRAIN FOR LEARNING: Students complete Task 1 of Resource 1: Thinking about Learning 3 as per instructions. As they are doing this, you can ask them to put their homework (if any) on their desk so you can collect it as you walk around. When they are finished, ask them to put their sheets away for now and you will be revisiting them at the end of the lesson.</p>
2.	<p>FRAMING THE LEARNING: Tell students humans have two main ways of sharing their ideas and these are speaking and writing. Explain there is a lot of overlap. One of those overlaps is the need for structure. Just like you would plan the structure of an essay (remind them of any structures you've used), you also need to plan the structure of a presentation. When preparing a presentation there are many options, and today we will explore just a few to get started.</p>
3.	<p>INTRODUCTION TO STRUCTURE: Distribute Resource 2: Cathcart's Simple Structure to each student. Before you show the video, give students the background – that this man (Jim Cathcart) was told to do a sermon in his church at the last minute because the preacher was called away. He had to think quickly how to structure his talk and this is what he came up with. As students watch, they should extract the structure and be ready to share their ideas. Play the video or audio from 1:14 – How to Structure a Speech (https://www.youtube.com/watch?v=dFMLzJEmQl4)</p> <p>Allow students a couple of minutes to write the structure and why (he says) it worked better than any other speeches he'd given – aim for four ideas.</p> <p>Nominate a student to share what they wrote. Invite other students to refine it until you have an accurate note of it on the board. It should be close to this:</p> <p>Point 1 – Story to support/illustrate Point 1 Point 2 – Story to support/illustrate Point 2 Point 3 – Story to support/illustrate Point 3 Conclusion</p> <p>Why it works:</p> <ol style="list-style-type: none"> 1. It's tightly focused. 2. It's clearly structured (so people could understand and relate to it). 3. It's illustrated with a story for each of the points. 4. It's concluded with a call to action. <p>Ask students to reflect for a moment and consider whether this structure might work for their presentations. If not, what structure might be better? They can then share their thoughts in pairs, groups or whole-class.</p> <p>Extension: Can students identify one <i>essential</i> feature of a presentation he <i>didn't</i> mention? (Hint: it's from the beginning of the presentation.)</p> <p>Answer: There should be a hook to engage the audience!</p>

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Procedure	
4.	<p>(Optional) THE ART OF STORYTELLING: If time allows, you could replace or supplement the previous activity with Resource 3: The Art of Storytelling, which provides students with an alternative structure, shared through a longer video and examples from Steve Jobs and Martin Luther King.</p> <p>Either of these activities could also be used for homework.</p>
5.	<p>LOW-PRESSURE PRESENTING: Students have five minutes to plan how they will present what they've learned about structure in this lesson, and how they might apply it to their learning. Use Resource 7: Micro Presentation Rubric from the previous lesson or the full Presentation Rubric from the Appendix, depending on which will best suit the students at this stage.</p> <p>Present in pairs or small groups. As always, students should give and receive specific feedback on their performance.</p>
6.	<p>DRAFTING: If students don't yet have a copy, give them Resource 4: Presentation Organiser. Once completed to the best of their ability, students work on the text of their presentation as the teacher circulates and supports where needed.</p>
7.	<p>REFLECTION (and homework distribution): Students return to the Resource 1: Thinking about Learning 2 activity and complete Task 2.</p>

Suggested Homework:


Homework 1: Different Structures or **Homework 2: Engagement Strategies**

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TASK 1 Use these symbols to complete the 'Lesson Start' column.

 I know nothing about this.



 I know something about this.



I can write down reasons why structure is important in a speech.

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Resource 2: Cathcart's Simple S

Write or illustrate the structure you hear below.

You may choose to use bullet points, a flowchart or some other method.

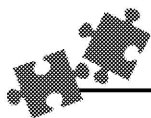
What reasons does Cathcart give for this being a better structure than any he had

1.
.....
.....
2.
.....
.....
3.
.....
.....
4.
.....
.....

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Resource 3: The Art of Storytelling

There are limitless ways you can structure a presentation and the way you plan your content and purpose. This presentation from Nancy Duarte (a well-known public-speaking expert) uses stories to engage our audience.

https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks

If time is short, you can start from 5:41. As you watch and listen,¹³ consider the content.

Vocabulary

What do you need to show at the beginning of a presentation?

.....

.....

.....

What do you then need to compare this with?

.....

.....

Sketch the shape Duarte shares, and annotate it to explain what the different parts represent.

.....

.....

What other techniques does Duarte mention (in relation to Steve Jobs and Martin Luther King Jr.)?

.....

.....

.....

.....

¹³ The transcript of the talk is also available on the TED site:

https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks/transcript

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Resource 4: Presentation Org

Purpose:

Hook (circle the technique(s) you will use):

Prop/humour / provocative question / problem / shocking statement / tell a story

Main Body:¹⁴

Use bullet points / notes/flowchart or another way to lay out your presentation structure:

My ideas are: clear ☐ challenging ☐ sophisticated ☐ (choose 1)

I have used mostly: ethos ☐ pathos ☐ logos ☐ (choose 1)

Conclusion (circle the technique(s) you will use):

Call to action / moral of the story / solution to problem / summary / inspirational

Visuals (if any):

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¹⁴ If you need more space, use the other side of this sheet or ask for more paper.



Homework 1: Different Structures

There is no one right way to structure your presentation, but for sure it should have a clear beginning, middle and end (or a hook, main body and conclusion). Explore the videos below and think about how the speakers organise the stages of their talks.

Cause and Effect	Original Video
Explore a topic by presenting the causes and effects.	https://www.youtube.com/watch?v=3333333333
	https://www.youtube.com/watch?v=4444444444
	https://www.youtube.com/watch?v=5555555555
Test–Teach–Test Open your presentation by testing the audience. Then teach them something new. Test again so they can see how they've improved (and hopefully think you're a superstar too!).	https://www.youtube.com/watch?v=6666666666
Narrative Tell an inspirational story (probably including a life lesson or 'moral of the story').	https://www.ted.com/talks/arnold_schwarzenegger_harnessed_the_wind
	https://www.ted.com/talks/arnold_schwarzenegger_how_i_came_back_to_life_and_reinvented_myself

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Homework 2: Engagement Str

Look at the table below, which shows 12 ways to keep your audience engaged and saying. Create your own example for each technique. Your teacher also has a card you remember the names of these techniques.

Technique	Description	Example
repetition	When an idea is included more than once to emphasise it.	We need more kindness in the world. It is kindness that brings us together and kindness that keeps us together.
quotation	When words from another text are used in a speech to clarify or make a point.	Just like Einstein said, ' You cannot judge a fish on its ability to climb a tree. ' So too must we avoid judging with measures that make no sense.
rhetorical question	Posing a question to make people think rather than to get an answer.	Ask yourself, ' Is this really what I want for my future? '
audience participation	A technique where the audience has to respond in some way, e.g. raise their hands, stand up or some other action.	Raise your hand if you think the answer is A.
emotive language	Language that makes the audience feel emotions such as pity, gratitude, horror, anger or happiness.	The fear is that if we don't change, our water will be full of micro plastics, polluted and unsafe to drink.
hyperbole	Using extreme exaggeration to make a point.	We've heard this thousands of times.
metaphor	Talking of one thing as if it were another to indicate one or more shared qualities.	This is our golden ticket.
anecdote	A personal story illustrating an idea.	I know exactly what this feels like, because when I was younger... [insert story here].
fact	A detail that is undisputed and true, e.g. a historical event or a statistic.	Global life expectancy is now 70 years.
juxtaposition	Placing two concepts near each other so they contrast greatly.	It seems like now we have smart phones and dumb people.
anaphora	Starting adjacent clauses with the same word or phrase for emphasis.	We can't afford to ignore this issue. We can't afford to turn away. We can't afford to pretend it's someone else's problem.
allusion	Referring to something from another text within your own text.	There will be no fairy godmother to solve our problems with a magic wand.

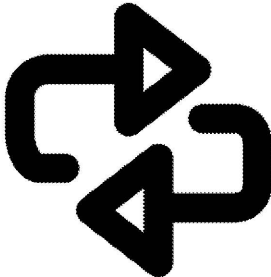


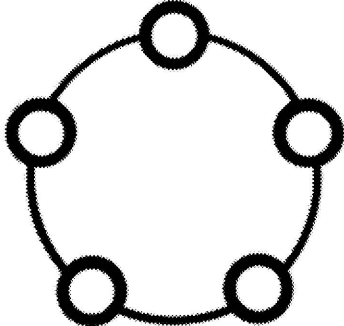


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Homework 2: Card Match Ac

REPETITION 	QUOTATION 	RH 
We need more kindness in the world. It is kindness that brings us together and kindness that keeps us together.	Just like Einstein said, ' You cannot judge a fish on its ability to climb a tree. ' So too must we avoid judging with measures that make no sense.	Ask wh
METAPHOR 	PERSONAL ANECDOTE 	FA 
This is our golden ticket .	I know exactly what this feels like, because when I was younger... [insert story here].	Glo no

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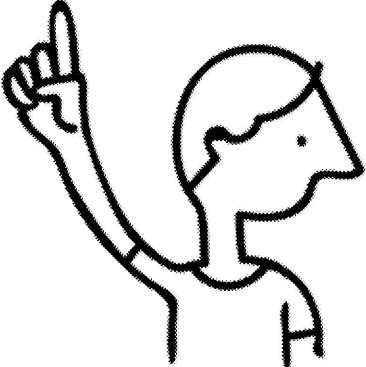
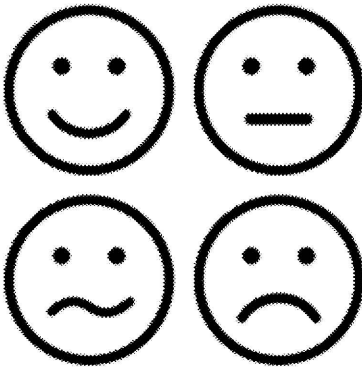
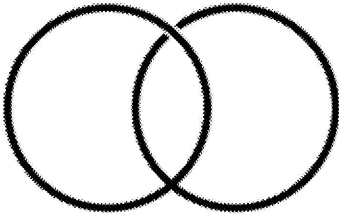
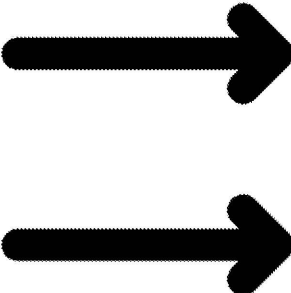
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<p>AUDIENCE PARTICIPATION</p> 	<p>EMOTIVE LANGUAGE</p> 
<p>Raise your hand if you think the answer is A.</p>	<p>The fear is that if we don't change, our water will be full of micro plastics, polluted and unsafe to drink.</p>
<p>JUXTAPOSITION</p> 	<p>ANAPHORA</p> 
<p>It seems like now we have smart phones and dumb people.</p>	<p>We can't afford to ignore this issue. We can't afford to turn away. We can't afford to pretend it's someone else's problem.</p>

Lesson 4: Achieving Purpose

	Procedure	
1.	PRIMING THE BRAIN FOR LEARNING: Students complete Task 1 of Resource 1: Thinking about Learning 4 as per instructions. As they are doing this, you can ask them to put their homework (if any) on their desk so you can collect it as you walk around. When they are finished, ask them to put their sheets away for now and you will be revisiting them at the end of the lesson.	
2.	FRAME THE LEARNING: Tell students that achieving their purpose is part of the assessment, and this will not be possible if: <ol style="list-style-type: none"> they have no clear idea of their purpose the audience is not listening <p>In this lesson, students will confirm their purpose and explore how to capture the audience's attention and keep them engaged throughout their talk.</p>	You may find this difficult if students do not have time to think about their purpose.
3.	IDENTIFYING PURPOSE: Share the first example of the Resource 2: Finding Purpose handout. Give students the opportunity to discuss what the purpose might be in pairs or small groups, before revealing the suggested answer.	EAL students may find it difficult to be precise in their purpose. (NB: A clear purpose is more important than a precise one.)
4.	LOW-PRESSURE PRESENTING: Arrange students into teams of four. Give each student one of the remaining Resource 2: Finding Purpose outlines. Allow 10 minutes for students to work out the purpose, and plan their mini presentation. They then stand and present their example in pairs, small groups or whole-class. As group members listen, they should complete the table and indicate their agreement or if they have anything to add.	
5.	APPLYING THE LEARNING: Students share their topics with a partner and identify their purpose. They should ask themselves, <i>What do I want my audience to think, do or feel at the end of my talk?</i> <p>This should be refined through discussion and then recorded on the Presentation Organiser (Resource 4) from Lesson 3.</p>	
6.	DRAFTING: As students work on their drafts, the teacher circulates and checks the presentation organisers, focusing on the students who may not yet have completed the relevant section.	
7.	REFLECTION: Students return to the Resource 1: Thinking about Learning activity and complete Task 2. OR Ask students to indicate through a thumbs up, middle or down how clear they feel they are about their purpose. Note any mid and down thumbs and talk to these students individually as soon as possible.	

Suggested Homework:

Homework 1: Learning from Alanna Shaikh or **Homework 2: Learning from Winston Churchill**

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Resource 1: Thinking about Learning

Read each of the lesson goals in the table below.

TASK 1 Use these symbols to complete the 'Lesson Start' column.

TASK 2 At the end of the lesson, reflect on what you've discovered and enter it in the 'Lesson End' column.



I know nothing about this.



I know a fair bit about this.



I know something about this.



I know a lot about this (a lot).

I can define 'purpose' in a speech.

I can identify the purpose of a speech.

I can write the purpose of my own speech.

Things to remember from this lesson:

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Resource 2: Finding Purpose

For each of the TED talks below¹⁵, read the descriptions and identify the speaker's purpose. There may

Description from Website	Title
'Each year, the world loses enough food to feed half a billion people to fungi, the most destructive pathogens of plants. Mycologist and TED Fellow Mennat El Ghalid explains how a breakthrough in our understanding of the molecular signals fungi use to attack plants could disrupt this interaction - and save our crops.'	How Fungi Recognise and Infect Plants (https://www.ted.com/talks/mennat_el_ghalid_how_fungi_recognize_and_infect_plants)
"To be African is to be inspired by culture and to be filled with undying hope for the future," says designer and TED Fellow Walé Oyéjidé. With his label Ikiré Jones (you'll see their work in Marvel's 'Black Panther'), he uses classic design to showcase the elegance and grace of often-marginalized groups, in beautifully cut clothing that tells a story.'	Fashion That Celebrates African Strength and Spirituality (https://www.ted.com/talks/wale_oyejide_fashion_that_celebrates_african_strength_and_spirituality)
'Scott Dinsmore quit a job that made him miserable, and spent the next four years wondering how to find work that was joyful and meaningful. He shares what he learned in this deceptively simple talk about finding out what matters to you — and then getting started doing it.'	How to Find Work You Love (https://www.ted.com/talks/scott_dinsmore_how_to_find_work_you_love?referrer=playlist_talks_to_help_you_find_work)
'Things are pretty shocking out there right now -- record-breaking storms, deadly terror attacks, thousands of migrants disappearing beneath the waves and openly supremacist movements rising. Are we responding with the urgency that these overlapping crises demand from us? "The shocking events that fill us with dread today can transform us, and they can transform the world for the better," Klein says. "But first we need to picture the world that we're fighting for. And we have to dream it up together."	How Shocking Events Can Spark Positive Change (https://www.ted.com/talks/mi_klein_how_shocking_events_can_spark_positive_change)
'There are people who can quickly memorize lists of thousands of numbers, the order of all the cards in a deck (or ten!), and much more. Science writer Joshua Foer describes the technique -- called the memory palace -- and shows off its most remarkable feature: anyone can learn how to use it, including him.'	Feats of Memory Anyone Can Do (https://www.ted.com/talks/joshua_foer_feats_of_memory_anyone_can_do)

¹⁵ www.ted.com

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Resource 2: Finding Purpose –

(Suggestions Only; Other Responses are Possible)

Description from Website	Title
‘Each year, the world loses enough food to feed half a billion people to fungi, the most destructive pathogens of plants. Mycologist and TED Fellow Mennat El Ghalid explains how a breakthrough in our understanding of the molecular signals fungi use to attack plants could disrupt this interaction - and save our crops.’	How Fungi Recognise and Infect Plants (https://www.ted.com/talks/mennat_el_ghalid_how_fungi_recognize_and_infect_plants)
“To be African is to be inspired by culture and to be filled with undying hope for the future,” says designer and TED Fellow Walé Oyéjidé. With his label Ikiré Jones (you'll see their work in Marvel's ‘Black Panther’), he uses classic design to showcase the elegance and grace of often-marginalized groups, in beautifully cut clothing that tells a story.’	Fashion That Celebrates African Strength and Spirituality (https://www.ted.com/talks/wale_oyejide_fashion_that_celebrates_african_strength_and_spirituality)
‘Scott Dinsmore quit a job that made him miserable, and spent the next four years wondering how to find work that was joyful and meaningful. He shares what he learned in this deceptively simple talk about finding out what matters to you — and then getting started doing it.’	How to Find Work You Love (https://www.ted.com/talks/scott_dinsmore_how_to_find_work_you_love?referrer=playlist_talks_to_help_you_find_work)
‘Things are pretty shocking out there right now -- record-breaking storms, deadly terror attacks, thousands of migrants disappearing beneath the waves and openly supremacist movements rising. Are we responding with the urgency that these overlapping crises demand from us? “The shocking events that fill us with dread today can transform us, and they can transform the world for the better,” Klein says. “But first we need to picture the world that we're fighting for. And we have to dream it up together.”	How Shocking Events Can Spark Positive Change (https://www.ted.com/talks/mi_klein_how_shocking_events_can_spark_positive_change)
‘There are people who can quickly memorize lists of thousands of numbers, the order of all the cards in a deck (or ten!), and much more. Science writer Joshua Foer describes the technique -- called the memory palace -- and shows off its most remarkable feature: anyone can learn how to use it, including him.’	Feats of Memory Anyone Can Do (https://www.ted.com/talks/mi_klein_how_shocking_events_can_spark_positive_change)

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Homework 1: Learning from Alanna

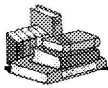
https://www.ted.com/talks/alanna_shaikh_how_i_m_preparing_to_get_alzheimer

How does Alanna start her speech? What is the effect?	
Statistics	
Metaphor	
Rhetorical questions	
Personal pronouns	
How does Alanna set the audience up for the third way?	

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Homework 2: Learning from V Churchill

Read these extracts from Churchill's speeches (and watch them online if you can).

Extract 1

We shall not flag or fail. We shall go on to the end. We shall fight in France, and oceans, we shall fight with growing confidence and growing strength in island, whatever the cost may be, we shall fight on the beaches, we shall fight on the beaches, we shall fight in the fields and in the streets, we shall fight in the hills; we shall fight on the beaches, which I do not for a moment believe, this Island or a large part of it were surrendered, our Empire beyond the seas, armed and guarded by the British Fleet, would survive God's good time, the New World, with all its power and might, steps forth to the defence of the old.

Extract 2

But if we fail, then the whole world, including the United States, including all that we care for, will sink into the abyss of a new dark age made more sinister, and perhaps more protracted, by the lights of perverted science. Let us therefore brace ourselves to our duties, and so bear ourselves, that the British Empire and its Commonwealth last for a thousand years, men will honour.'

ACTIVITY 1

Match the strategy to the definition:

Logos

Appealing to the audience's sense of fact and reason. This is not always – done through the use of facts, statistics and logical information.

Ethos

Appealing to the audience's need for trust. You can do this by making clear you are someone who knows what they are talking about, including quotes or information from experts.

Pathos

Appealing to the audience's emotions. This is done through stories (often stories) that make people feel strong emotions of affection, humour or anger.

Does each extract rely mostly on **pathos**, **ethos** or **logos**?

ACTIVITY 2

Where or if you see them used, comment on the use of:

- fact
- metaphor
- juxtaposition
- allusion
- personal pronouns
- repetition
- alliteration
- emotive language
- any other rhetorical strategies

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Lesson 5: Keeping the Audience

	Procedure	
1.	PRIMING THE BRAIN FOR LEARNING: Students complete Task 1 of Resource 1: Thinking about Learning 5 as per instructions. As they are doing this, you can ask them to put their homework (if any) on their desk so you can collect it as you walk around. When they are finished, ask them to put their sheets away for now and you will be revisiting them at the end of the lesson.	
2.	FRAME THE LEARNING: Write 'Keeping the Audience Engaged' on the board. Ask students why this might be important. Encourage discussion. If students are reluctant or don't know what to say you could prompt them, with questions such as: <ul style="list-style-type: none"> What does 'engaged' mean? What might be the connection between being engaged and listening? After leaving the talk, how might someone who was engaged act differently from someone who wasn't engaged? What does an engaged audience member look like? And a disengaged audience member? Who is more likely to ask questions at the end of a talk? 	<i>As usual, explore, activate, schema, thinking, content, the less</i>
3.	HOOKS: Share the first example of Resource 2: Opening Hooks . Give students the opportunity to discuss what the purpose might be in pairs or small groups, before revealing the suggested answer. Allow time for the students to complete the activity before revealing the suggested answers (although others are possible).	<i>If done, encourage, discuss, present, or familiar, to refine</i>
4.	KEEPING THE AUDIENCE ENGAGED: Distribute Resource 3: Keep the Audience Engaged , play the video (from 1.29) and allow time for the students to complete the activities. When the video has ended, allow students a couple of minutes to reflect before discussing their responses in pairs (three minutes). After the discussion, ask students to share their top tip from the video.	<i>In case, playing, use any, at the, handou</i>
5.	(Optional) INJECT SOME LIGHT RELIEF: If you have time, show students this four-minute video on The Worst Presentation Ever (https://www.youtube.com/watch?v=69JZD60eR6s).	<i>The link, on the, if you, it for h</i>
6.	DRAFTING: Students work on their scripts, considering ways they can engage the audience using the techniques explored in the lesson.	
7.	(Optional) PRESENTING: As time allows, this is a good opportunity for students to practise developing skills.	<i>They co, Micro, from Le, rubric, (with st, elemen, another, takes o, and pu</i>
8.	REFLECTION: Students return to the Resource 1: Thinking about Learning activity and complete Task 2.	


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
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TASK 1 Use these symbols to complete the 'Lesson Start' column.

 I know nothing about this.

 I know a fair bit about the

 I know something about this.

 I know a lot about this (and

I can identify engagement strategies in the speeches of others.

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Resource 2: Opening Hooks

Look at the openings of these talks. Decide which technique(s) the speaker has used.

a) Audience participation	b) An anecdote (story)	c) A quotation
e) A surprising or shocking fact	f) A rhetorical question	g) An imagination

- ☐ 1. **Emilie Wapnick:**
https://www.ted.com/talks/emilie_wapnick_why_some_of_us_don_t_h
'Raise your hand if you've ever been asked the question "What do you want to be when you grow up?"'
- ☐ 2. **Shawn Achor:**
https://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_performances
'When I was seven years old and my sister was just five years old, we were told to be happy.'
- ☐ 3. **Pamela Meyer:**
https://www.ted.com/talks/pamela_meyer_how_to_spot_a_liar?language=en
'Okay, now I don't want to alarm anybody in this room, but it's just common sense: the person to your right is a liar.'
Read more at <http://blog.visme.co/how-to-start-a-presentation/#miCpY>
- ☐ 4. **Andrew Solomon:**
https://www.ted.com/talks/andrew_solomon_depression_the_secret_within
'I felt a Funeral, in my Brain, and Mourners to and fro kept treading -- till the Sense was breaking through -- And when they all were seated, a Service, beating -- till I [thought] my Mind was going [...]'
- ☐ 5. **Jamie Oliver:**
https://www.ted.com/talks/jamie_oliver
'Sadly, in the next 18 minutes when I do our chat, four Americans that are going to eat the food that they eat.'
- ☐ 6. **Apollo Robbins:**
https://www.ted.com/talks/apollo_robbins_the_art_of_misdirection?language=en
'Do you think it's possible to control someone's attention? Even more than you think human behavior?'
Read more at <http://blog.visme.co/how-to-start-a-presentation/#miCpY>
- ☐ 7. **Ric Elias:**
https://www.ted.com/talks/ric_elias
'Imagine a big explosion as you climb through 3,000 ft. Imagine a plane falling going clack, clack, clack. It sounds scary.'
- ☐ 8. **Larry Smith:**
https://www.ted.com/talks/larry_smith_why_you_will_fail_to_have_a_successful_business
'I want to discuss with you this afternoon why you're going to fail to have a successful business.'
- ☐ 9. **Daniel Pink:**
https://www.ted.com/talks/dan_pink_on_motivation?language=en
'I need to make a confession at the outset here. A little over 20 years ago I did something that I'm not particularly proud of. Something that, in many ways, I know, but here I feel kind of obliged to reveal.'
Read more at <http://blog.visme.co/how-to-start-a-presentation/#OoYyU>
- ☐ 10. **Jane McGonigal:**
https://www.ted.com/talks/jane_mcgonigal_the_game_that_can_give_us_a_better_life?language=en
'You will live seven and a half minutes longer than you would have otherwise if you talk.'
Read more at <http://blog.visme.co/how-to-start-a-presentation/#miCpY>

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Resource 2: Opening Hooks – An

1. Emilie Wapnick: 'Raise your hand if you've ever been asked the question "What do you want to grow up?"'
a) AUDIENCE PARTICIPATION
2. Shawn Achor: 'When I was seven years old and my sister was just five years old, we had a bunk bed...'
b) ANECDOTE
3. Pamela Meyer: 'Okay, now I don't want to alarm anybody in this room, but it's important to know that the person to your right is a liar.'
e) SURPRISING FACT / d) BUILD CURIOSITY
4. Andrew Solomon: 'I felt a Funeral, in my Brain, and Mourners to and fro kept coming -- [and] seemed] that Sense was breaking through -- And when they all were seated, [and] beating -- beating -- till I [thought] my Mind was going [...]'
c) QUOTATION
5. Jamie Oliver: 'Sadly, in the next 18 minutes when I do our chat, four Americans will die through the food that they eat.'
e) SHOCKING FACT
6. Apollo Robbins: 'Do you think it's possible to control someone's attention? Even without predicting human behavior?'
f) RHETORICAL QUESTION
7. Ric Elias: 'Imagine a big explosion as you climb through 3,000 ft. Imagine a plane engine going clack, clack, clack. It sounds scary.'
g) IMAGINARY SCENE
8. Larry Smith: 'I want to discuss with you this afternoon why you're going to fail.'
d) BUILD CURIOSITY
9. Daniel Pink: 'I need to make a confession at the outset here. A little over 20 years ago, I regret, something that I'm not particularly proud of. Something that, in many ways, I don't know, but here I feel kind of obliged to reveal.'
d) BUILD CURIOSITY
10. Jane McGonigal: 'You will live seven and a half minutes longer than you would have if you watched this talk.'
e) SURPRISING FACT / d) BUILD CURIOSITY

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In this video, the speaker presents techniques you can use to keep your audience techniques are relevant to you. As you listen, note the techniques you could use, adapt the techniques you can't.

Technique	Notes <i>Description/Example / How I m</i>
Arrive 30 minutes early.	<i>I can't do this because of lesson time, but I could in the classroom in advance so I am not rushing</i>

Which of the techniques above do you think you'd like to try? Which parts of you use them in?

[illegible]

Want more?

- <https://www.youtube.com/watch?v=k8GvTgWtR7o&t=51s>
- <https://www.youtube.com/watch?v=SbSDUOAuQO8>
- <https://www.youtube.com/watch?v=AxLGWfjBt8c>

And finally...how NOT to do it:

The Worst Presentation Ever – <https://www.youtube.com/watch?v=69JZD60eR6s>

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Lesson 6: Body Language and

	Procedure	
1.	PRIMING THE BRAIN FOR LEARNING: Students complete Task 1 of Resource 1: Thinking about Learning 6 as per instructions. As they are doing this, you can ask them to put their homework (if any) on their desk so you can collect it as you walk around. When they are finished, ask them to put their sheets away for now and you will be revisiting them at the end of the lesson.	
2.	FRAMING THE LESSON: Tell students that there is a statistic knocking around the Internet about what percentage of communication is body language. Invite students to guess the percentage. (It's 93%.) Explain that while that percentage may or may not be based on scientific evidence, it certainly <i>can</i> make the difference between a great speech and a flop. Whatever people <i>see</i> , they expect to hear your voice and <i>that</i> is a tool we can learn to use better. Today's lesson is all about how to harness body language and use our voices to improve our public speaking skills.	
3.	LOW-PRESSURE PRESENTING: (Optional) You may wish to distribute Resource 2: Script for Practising Voice Tools and have students deliver the short speech to their partner.	If the (p be cor 'be thi
4.	TALK SO PEOPLE WILL LISTEN: Video 4.22–7.20 https://www.youtube.com/watch?v=elho2S0Zahl Tell students they will watch an extract of a TED talk called 'How To Talk So People Will Listen'. Distribute Resource 3: Our Voice Toolbox and allow students two minutes to discuss what the words in the tool tray might mean. Play the video from 4.22 to 7.20, pausing after each section to allow students time to write definitions and reminders. When finished, students compare their notes in pairs or small teams before sharing whole-class. Be ready to demonstrate each of the techniques in case students are still not clear.	The vid her htt to ow _p n/t
5.	PREPARING THROUGH ANNOTATION: Distribute or look again at Resource 2: Script for Practising Voice Tools . Allow students five minutes to annotate the script, indicating where they will use some or all of the techniques from their toolbox. Discuss how they might mark the text, e.g. underline for emphasis, a forward slash (/) for a pause, highlighting in different colours for increased or decreased volume. When done, have students present the speech to a partner or small group, applying the techniques learnt from the video. Students should provide each other with feedback, and recipients should apply it immediately to a line or section from the speech.	If rec sta ref per sch enc ma sta alik cla

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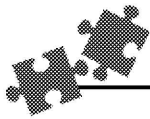
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	Procedure
6.	<p>EXPLORING BODY LANGUAGE: Ask students what we mean by ‘body language’. Some ideas:</p> <ul style="list-style-type: none"> • eye contact • head/hands/feet / body movement • stance • shoulder position • facial expression <p>Distribute Resource 4: Body Language and tell students to watch the upcoming video and annotate the graphic with advice they hear.</p> <p>Play the three-minute video:  Go to zzed.uk/9749 https://www.youtube.com/watch?v=bt8YFCveNpY</p> <p>Students compare their responses and identify their target for the next rehearsal.</p> <p>Again, in pairs or small groups, students present the short speech in Resource 2: Script for Practising Voice Tools, telling the audience what their target is. The audience should provide feedback to help the presenter reach their goal.</p>
7.	<p>REFLECTION: Students return to the Resource 1: Thinking about Learning activity and complete Task 2.</p>

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Resource 1: Thinking about Learning

Read each of the lesson goals in the table below.

TASK 1 Use these symbols to complete the 'Lesson Start' column.

TASK 2 At the end of the lesson, reflect on what you've discovered and enter it in the 'Lesson End' column.



I know nothing about this.



I know a fair bit about this.



I know something about this.



I know a lot about this (a lot).

I understand the term 'body language' and how it relates to public speaking.

I can list at least five aspects of body language.

I can name at least three ways to use my voice effectively when speaking in front of an audience.

Things to remember from this lesson:

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Resource 2: Script for Practising V

LEARNING

Good day [name of school] students. This is [your name] with some words I would like to share with you.

Jiddu Krishnamurti (1895–1986) was an Indian philosopher, speaker and writer.

There is no end to education. It is not that you read a book, pass an examination, and then you stop.

The whole of life, from the moment you are born to the moment you die, is a process of learning.

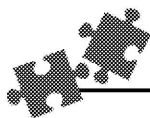
We should not think of learning as something we only do in school. We learn all the time from our own experience. If we reflect on this, we can benefit from it every single day.

This is [your name] signing off. Use the words from today to make the world a little better. Your choice is yours.

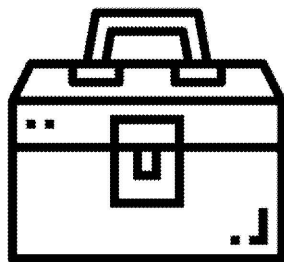
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Resource 3: Our Voice Tools

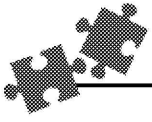


Register	Timbre	Prosody
Pace	Pitch	Volume

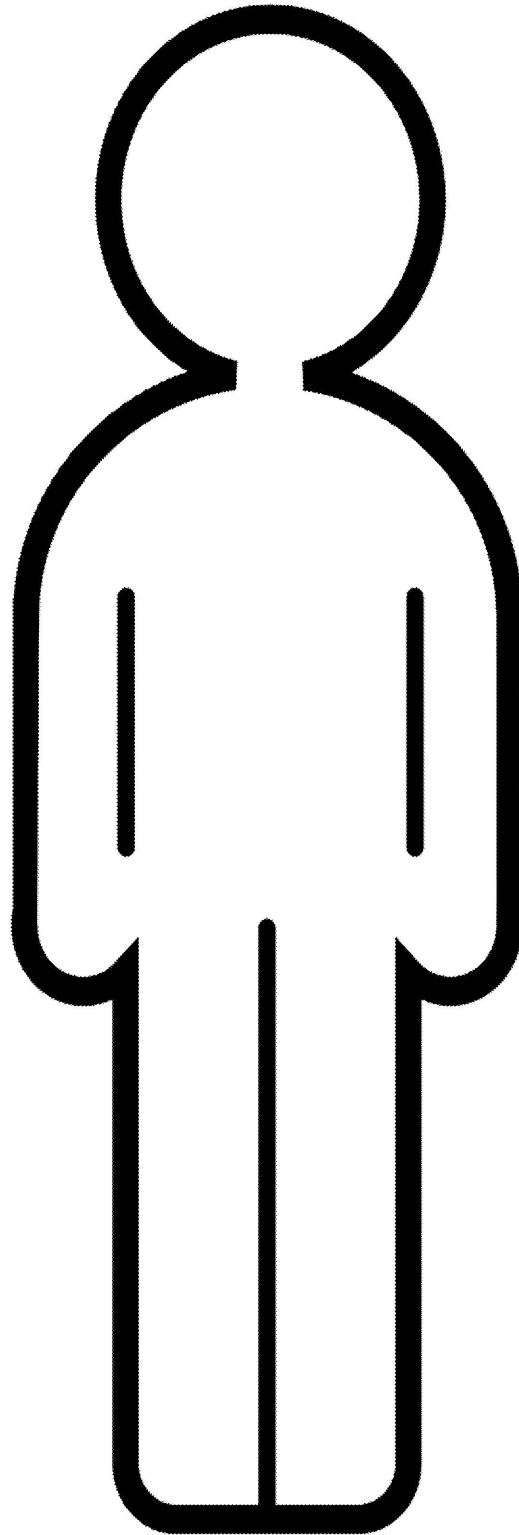
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Resource 4: Body Language



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Lesson 7: Standard English and F

	Procedure
1.	<p>PRIMING THE BRAIN FOR LEARNING:</p> <p>① Students complete Task 1 of Resource 1: Thinking about Learning 7 as per instructions. As they are doing this, you can ask them to put their homework (if any) on their desk so you can collect it as you walk around. When they are finished, ask them to put their sheets away for now and you will be revisiting them at the end of the lesson.</p> <p>② Display some local or national slang phrases or words on the board, perhaps collected from listening to or reading writing from your students over the past weeks – ask your colleagues for help beforehand if needed. (This will obviously be different dependent on your location.) Ask students to identify which are slang and which are standard English. Of course, all are slang and hopefully they realise this. Either way, let them know that these phrases would not be suitable for a talk in ‘standard English’ – can they think of a standard English equivalent?</p>
2.	<p>FRAMING THE LEARNING: Ask students what slang is. Refer them to AO9 about the use of standard English and explain that this is the focus of today’s lesson.</p>
3.	<p>FIND SOMEONE WHO: Give each student Resource 2: Find Someone Who. Set a timer. Allow 5–10 minutes for students to rotate pairs and try to find someone who fits the description on the handout. When they find a person who does (which won’t be every pair), they should write the name in the right-hand column. One name can only be used once. If it is a knowledge question (6, 9 or 10), the student must prove they have the knowledge by saying it aloud. Encourage students to ask questions as they mingle, e.g. Why do you believe that?</p> <p>At the end of the activity, select volunteers or nominate people to read out each statement. You may or may not ask students to raise their hand to indicate agreement. Discuss each one whole-class to gauge the students’ thinking and understanding on this topic.</p>
4.	<p>PRACTICAL CONSIDERATIONS: Ask students why slang might be a problem. Discuss how they don’t know who will be listening to their speaking assessment – moderators are from all over the country, and possibly even other countries in the UK. These people may not understand local terms. Try to provide examples if possible.</p>

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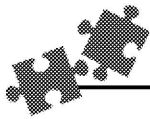
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Procedure	
5.	<p>TO SLANG OR NOT TO SLANG: Video: https://www.youtube.com/watch?v=dbnUsp7Gn3Y</p> <p>Ask students if they've ever listened to a Kid President speech. 'Love him or loathe him, he has been very successful. The fact he's a kid means that if he can do it, you teens certainly can!'</p> <p>Play at least the first minute of the three-minute video and ask students to notice his use of standard English and slang. Try to elicit:</p> <ul style="list-style-type: none"> • He does not generally use slang. • He is easy to understand even though we are in a different country. • When he does <i>rarely</i> use informal terms (such as 'cool') they are general enough for most people in the world to understand; they are also used carefully for effect rather than every sentence. • His use of informal language is a <i>skill</i>, rather than an accident; it can help us connect with him. <p>If this becomes a controversial topic (or students are being pedantic), you can express sympathy and refer students back to the assessment objective: AO9: Use spoken standard English effectively in speeches and presentation.</p>
6.	<p>LOW-PRESSURE PRESENTING: (Optional) Have students pair up and read aloud their scripts to see if they have used slang or local language. Have them put examples on a Post-it and gather them on the board. This can be used to have a discussion about (in)appropriate use of slang.</p>
7.	<p>DRAFTING: Students continue working on their presentations, as the teacher monitors and circulates to support students.</p>
8.	<p>REFLECTION: Students return to the Resource 1: Thinking about Learning activity and complete Task 2.</p>

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Resource 1: Thinking about Learning

Read each of the lesson goals in the table below.

TASK 1 Use these symbols to complete the 'Lesson Start' column.

TASK 2 At the end of the lesson, reflect on what you've discovered and enter it in the 'Lesson End' column.



I know nothing about this.



I know a fair bit about this.



I know something about this.



I know a lot about this (a lot).

I can write a definition of standard English.

I understand why standard English is important in public speaking.

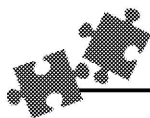
I can identify slang and change it to standard English when needed.

Things to remember from this lesson:

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Resource 2: Find Someone

Find someone who...	Name
1. ...has used slang in their script	
2. ...has totally avoided all slang in their script	
3. ...believes that slang is a way to show your identity	
4. ...believes we should never use slang	
5. ...believes we should always avoid slang in presentations	
6. ...can explain the difference between slang and standard English	
7. ...believes standard English is the way the Queen speaks	
8. ...believes standard English is better than local English	
9. ...can name three words understood here but not in another English-speaking city or country	
10. ...can name two groups of people who speak English but would not understand local slang	

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Lesson 8: Polishing the Performance

The length of this lesson will depend on how much time you have available.

	Procedure
1.	<p>PRIMING THE BRAIN FOR LEARNING: Students complete Task 1 of Resource 1: Thinking about Learning 8 as per instructions. As they are doing this, you can ask them to put their homework (if any) on their desk so you can collect it as you walk around. When they are finished, ask them to put their sheets away for now and you will be revisiting them at the end of the lesson.</p>
2.	<p>FRAMING THE LEARNING: Tell students that this lesson will help them address a number of common issues in public speaking including:</p> <ul style="list-style-type: none"> • how to control nerves • how to use slides effectively (although they are not at all necessary) • how to deal with mistakes • how to open and close a presentation effectively <p>Explain that to do this, they will watch a series of videos at different stations. Show them Resource 2: Station Cards and explain the videos are accessible by scanning the QR code (where a device and a QR code scanning app is available) or by entering the web link provided.</p>
3.	<p>STATIONS¹⁶ (including retrieval practice. Rhetorical strategies): Decide beforehand which stations (if not all) you will include. Duplicate stations you feel will need more than one. I recommend duplicating the non-QR code stations (except for 'Teacher Consultation' unless you have more than one teacher available). If you cannot trust your class to work without your constant supervision, swap out the 'Teacher Consultation' for another 'Peer Review' station.</p> <p>Allocate students to the stations. It is fine to have duplicate stations as long as these are clearly indicated. For example, you might have red and blue stations whereby a student sticks to one colour to avoid repetition.</p> <p>Try to set up enough stations so there are at least two free when the activity begins.</p> <p>Students watch the videos at their given stations and use the Resource 3: Key Takeaways organiser (Resource 4) to record the ideas they feel are most useful. There is no particular order to the stations, so students should move to whichever one is free. It is important that students are aware they should leave their current stations as soon as they are finished, so it is available to others.</p> <p><i>Managing the movement: If students find there is no available station for them to move to, they should rehearse their presentations, preferably in a separate space from the stations. If in pairs, students should now be using the full rubric to peer and self-assess. If rehearsal is not possible, they should work on polishing their presentation scripts.</i></p>
3.	<p>SELF-ACCESS (Optional): You can give students who do not finish the stations a link to the playlist (Resource 4: Station Playlist Link) so they can access the videos outside of class time. You may choose to ask for a submission of notes to ensure viewing.</p>
7.	<p>REFLECTION: Students return to the Resource 1: Thinking about Learning activity and complete Task 2.</p>

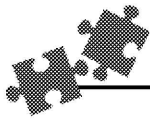
¹⁶ I recommend students move between stations as the movement itself can enhance learning (and where not possible (or desirable), students can simply stay in one location and work their way through the stations).

¹⁷ The videos range in length from one to eight minutes, so this activity can be done in one session, or as a series of lessons.

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Resource 1: Thinking about Learning

Read each of the lesson goals in the table below.

TASK 1 Use these symbols to complete the 'Lesson Start' column.

TASK 2 At the end of the lesson, reflect on what you've discovered and enter it in the 'Lesson End' column.



I know nothing about this.



I know a fair bit about this.



I know something about this.



I know a lot about this (a lot).

I understand how video tutorials can help me work on my personal goals for public speaking.

I have a list of specific steps I can take to achieve my public-speaking goals.

I am ready to use specific strategies to improve my public-speaking skills.

Things to remember from this lesson:

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Resource 2: Station Cards






Cut these cards up and place one at each station. Ensure students have headphones and the station card doesn't cross over.

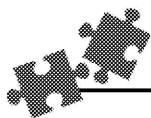
<p>Presentation Skills – How to improve Your Presentations</p> <p>https://www.youtube.com/watch?v=bt8YFCveNpY&t=20s</p>   Go to zzed.uk/9749	<p>How NOT to Use Power</p> <p>https://www.youtube.com/watch?v=bt8YFCveNpY&t=20s</p> 
<p>How to Control Nerves</p> <p>https://www.youtube.com/watch?v=EoKGff7aQLY&t=6s</p>   Go to zzed.uk/9749	<p>How to Avoid Uhms and</p> <p>https://www.youtube.com/watch?v=EoKGff7aQLY&t=6s</p> 
<p>How to Have Good Eye Contact</p> <p>https://www.youtube.com/watch?v=w82a1FT5o88</p>   Go to zzed.uk/9749	<p>Making Mistakes</p> <p>https://www.youtube.com/watch?v=w82a1FT5o88</p> 
<p>Four Essential Body Language Tips</p> <p>https://www.youtube.com/watch?v=ZK3jSXYBNak</p>   Go to zzed.uk/9749	<p>How To Prepare for a P</p> <p>https://www.youtube.com/watch?v=ZK3jSXYBNak</p> 

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<p>Gestures and Body Language</p> <p>https://www.youtube.com/watch?v=-3ywrCA-1I</p>  <p> Go to zzed.uk/9749</p>	<p>Body Language</p> <p>https://www.youtube.co</p> 
<p>Body Language Dos and Don'ts</p> <p>https://www.youtube.com/watch?v=ZIBQxCzgRLw</p>  <p> Go to zzed.uk/9749</p>	<p>PEER REVIEW</p> <p>At this station, you should practise delivering your presentation.</p> <p>Tell your partner your presentation to assess you with.</p>
<p>PRESENTATION POLISHING</p> <p>At this station, you should go through your presentation and make sure you have applied all the lessons from this unit. Check you are addressing the required criteria.</p>	<p>PREPARING TO MEET THE TEACHER</p> <p>At this station, you should go through your presentation with the teacher. In this station, you should discuss the following aspects of your presentation for feedback:</p> <p>RECOMMENDED</p> <p>Use the time at this station to:</p> <ul style="list-style-type: none"> • select a one-minute presentation • highlight the rubric criteria you would like feedback on • write any questions you have about any aspect of the presentation
<p>TEACHER CONSULTATION</p> <p>Before visiting this station, you must have completed the 'Preparing to Meet the Teacher' station.</p> <p>At this station, you have five minutes (timed) of the teacher's undivided attention. You may use the time as you wish.</p>	



Resource 3: Key Takeaways

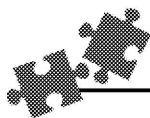
As you watch each video, consider the main message you can apply to your speaking practice.

Video title	My main takeaway(s) from the video

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Resource 4: Station Playlist

Highlight the tutorials that are a priority for you and make sure you watch them

 Go to [zzed.uk/9749](https://www.zzed.uk/9749)

Presentation Skills – How to Improve Your Presentations	https://www.youtube.com/watch?v=bt8Yf
How NOT to Use Powerpoint	https://www.youtube.com/watch?v=ORxPf
How to Control Nerves	https://www.youtube.com/watch?v=EoKGf
How to Avoid Uhms and Ahs	https://www.youtube.com/watch?v=rYyrn
How to Have Good Eye Contact	https://www.youtube.com/watch?v=ogmQ
Making Mistakes	https://www.youtube.com/watch?v=tp1g
Four Essential Body Language Tips	https://www.youtube.com/watch?v=ZK3jS
How To Prepare for a Presentation	https://www.youtube.com/watch?v=PeIPK
Gestures and Body Language	https://www.youtube.com/watch?v=-3yw
Body Language	https://www.youtube.com/watch?v=TmbQ
Body Language Dos and Don'ts	https://www.youtube.com/watch?v=ZIBQx

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Appendix: Supplementary Resources

The resources in this section can be used at various times throughout the unit.

USING VISUAL AIDS

- No More Boring PowerPoint: <https://www.slideshare.net/jessedee/steal-this-slideshow> (slideshow)
- Best Practices in Presentation Design: <http://launchbox.psu.edu/wp-content/uploads/2013/05/Practices-in-Presentation-Design-Handout-v1.3.pdf> (workbook)

PREPARING TO PRESENT

- 10 Ways to Prepare for a TED-Style Talk: <https://www.duarte.com/presentation/prepare-for-a-ted-format-talk/> (article)

PRESENTATION STYLES

- Pecha Kucha – 20 slides of 20 seconds each: <https://www.pechakucha.com/>
- Ignite – 20 slides of 15 seconds each: <http://www.ignitetalks.io/>

PRESENTATION TOOLS

- Prezi – an animated presentation tool: prezi.com
- Google slides – use with a school or personal Gmail account: slides.google.com
- Emaze – create non-linear 3D presentations with a unique style: emaze.com



Assessment Objectives

AO7: Demonstrate presentation skills in a formal setting.

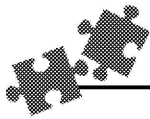
AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.

AO9: Use spoken standard English effectively in speeches and presentations.

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Thinking about Learning Targets

Read each of the lesson goals in the table below.

TASK 1 Use these symbols to complete the 'Lesson Start' column.

TASK 2 At the end of the lesson, reflect on what you've discovered and enter it in the 'Lesson End' column.



I know nothing about this.



I know a fair bit about this.



I know something about this.



I know a lot about this (a lot).

Things to remember from this lesson:

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Presentation Rubric

	PASS	MERIT
IDEAS	Ideas presented are clear and straightforward.	Ideas presented are clear and challenging.
PRESENTATION	Body language and visuals are appropriate.	Body language and visuals are clear and effective.
STRUCTURE	Structure and organisation are evident.	Structure and organisation are clear and appropriate.
PURPOSE AND ENGAGEMENT	Some attempt to engage the audience and achieve purpose. ¹⁸	Success in engaging the audience and achieving purpose.
RESPONSE	Listens to questions and feedback and provides a straightforward response.	Listens to questions and feedback and provides formal, detailed response.
LANGUAGE	Appropriate vocabulary is used with standard English.	Varied vocabulary is used with appropriately formal standard English.

¹⁸ For example: to entertain, to inform, to evoke sympathy, etc.

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