ESU DISCOVER DEBATING



DEVELOPING SPEAKING STYLE

WEEK 14

Learning Objective

To be able to vary their speaking style.

Introduction (15 minutes)

Recap pupils' knowledge of non-verbal cues, using the body language sheets from Week 2: Thinking about style. How do people show emotions when they speak?

Ask a volunteer to come to the front of the class. Explain to the rest of the class that this pupil has lost the ability to speak, and can only say the phrase 'Ma-ma-moo'. Give the volunteer one of the task cards amd ask them to carry it out using only the phrase 'ma-ma-moo'. The rest of the class have to work out what task the volunteer was trying to do, discussing what non-verbal cues helped them work it out. Split the class into groups of four and hand out task cards. Have each group run four quick rounds of carrying out their given task and guessing. Point out how the cues change according to the context of each task, i.e. slow pace, low tone of voice, sad facial expression implies bad news. In this context it would be unsuitable to be loud and smiling.

Main Activity: Stylish Where Do You Stand? (35 minutes)

Ask the pupils to think of characters/famous people that have distinctive speaking styles e.g. pirate, cowboy, children's TV presenter, the Queen. Write some of these suggestions on the blank style cards. Pass out the completed style cards so that each pupil has one.

Play Where Do You Stand? (See Week 3: Argumentation for full details). The pupils must give their responses in the character/style on their card. The other pupils can offer Points of Information in the style of their character and should try and work out what character others are portraying.

With each new statement, ask the pupils to swap their style cards with someone else to allow pupils to explore different styles.

Use mini-plenaries to identify good examples of non-verbal cues.

Plenary (10 minutes)

Discuss with the class the importance of appropriate levels of non-verbal cues. Each can be viewed as a spectrum e.g. Volume: too quiet and the audience cannot access your speech, too loud and the audience may be intimidated and distracted to focus on the content of the speech.

ESU RESOURCES

Completed body language worksheet Task cards Style cards

DIFFERENTIATION

Add challenge by encouraging pupils to structure their responses using PEE.

HINTS AND TIPS

Possible motions:

Pupils should appoint their head teacher

Summer holidays are too long Beauty contests should be banned Endangered species should stop being protected

Children should be banned from fast food restaurants

KEY VOCABULARY

Gesture
Tone of voice
Pace
Facial expression
Volume
Eye contact
Body language
Context



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PROGRESSION AND ATTAINMENT

Expression & Delivery

Throughout, pupils should consider how their use of voice and language, body language and use of space contribute to the meaning they are conveying. They should attempt to ensure use of voice and language complements/enhances their speech, and that key points are highlighted with use of body language.

Some pupils may still be working on the goal of ensuring that their **use** of voice and language does not detract from their speech - this is a particular challenge in Stylish Where Do You Stand?, where playing a role without overdoing it can be tricky.