



Level 3 **TALKABOUT** Talking

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Introduction

Aim of this level

To raise awareness of how we have conversations

Topics covered

1. Talkabout talking
2. Listening
3. Our voices
4. Conversation starters
5. Taking turns
6. Questions
7. Ending a conversation
8. Moving forward

Length of level

This level will take approximately 14 - 22 lessons depending on the ability of the students and the length of the lessons

Students

Groups work best if students get on and are well matched for both personality and need. Aim for a group of between 5 and 8 people. Remember that a larger group will mean the level may take longer to complete.

Group gelling

Factors that can help group cohesion are: group cohesion activities (see pages 225-229); get the group to decide on a name for the group; devise some group rules; make sure everyone takes part; and good leadership.

Format of the session

1. Group cohesion activity
2. Recap
3. Main activity(s)
4. Set homework (if appropriate)
5. Group cohesion activity

Confidentiality

Remind everyone that the content of the sessions is not to be discussed with other students outside of the session

Topic 1: Talkabout talking

Objectives:

To examine the different skills required to talk effectively

Materials:

Photocopy Worksheet and Handout

Talkabout DVD or media (optional)

Flipchart and pens

Video camera and playback facilities (optional)

Timing:

This topic will take up to 2 sessions to complete

Activity

Introduction to conversation skills

Notes

Watch Talkabout DVD (Clip 23 – Conversational Skills) or any media which effectively illustrates

- starting and finishing conversations
- listening
- the way we talk
- turn taking
- asking and answering questions

Encourage the group to discuss what they notice about the way we talk and get them to try and elicit the above points.

If it is not possible to use media, use modelling or paired discussions to illustrate the above points.

Talkabout Talking

(Worksheet 1 & Handout 1)

The students look at the comic strip in Worksheet 1 and write down what is happening in each picture (in relation to how we talk). For example, somebody is starting a conversation by saying hello, but they have to say it loudly because they are a distance away. Encourage the students to discuss their ideas, and write the results on a flipchart/board. See if the group can come up with all the bullet points above. Give Handout 1 as a summary to the topic.



Worksheet 1:

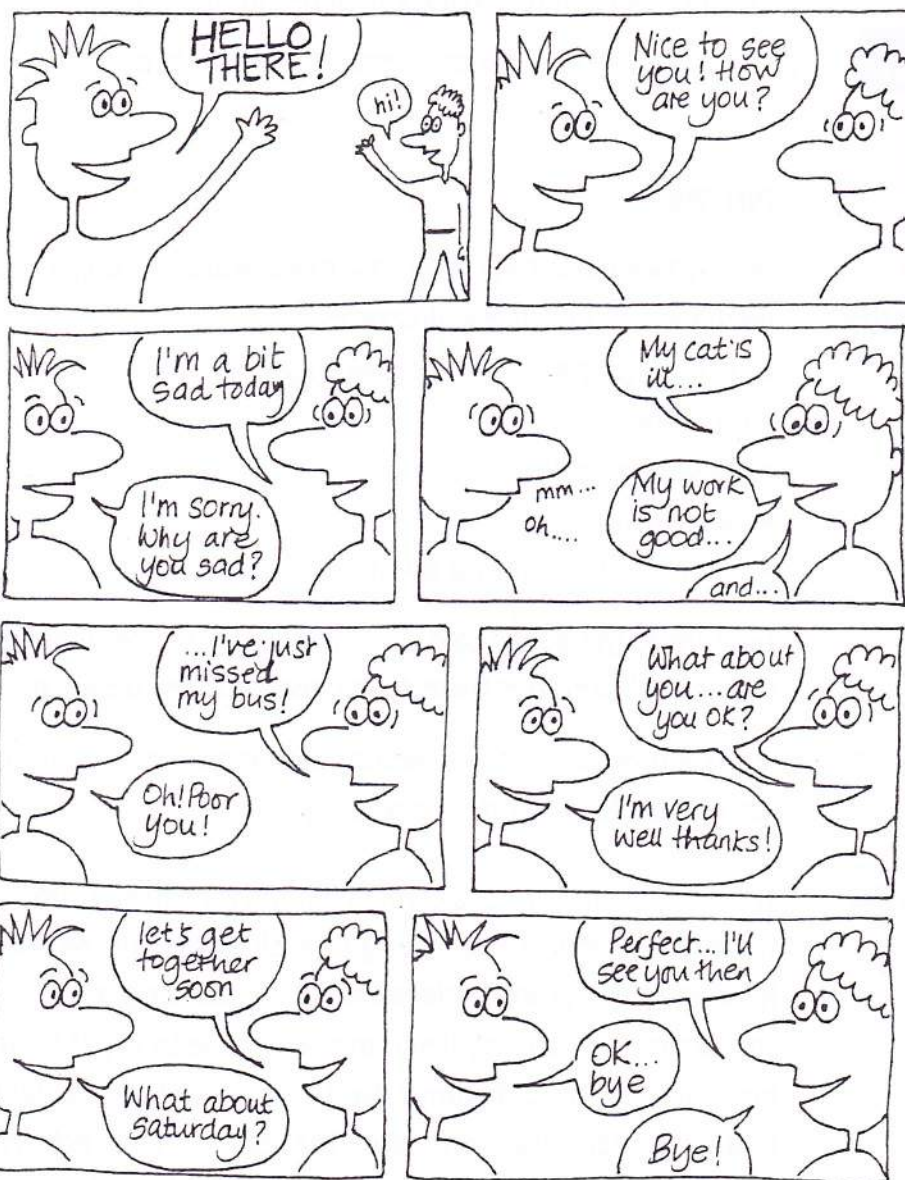
Talkabout talking

Name

Date

Instructions

Look at the comic strip below. Try to identify the different stages and elements of this conversation. What are they doing?

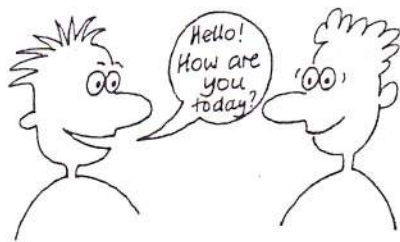


My thoughts...

Handout 1: Talkabout talking

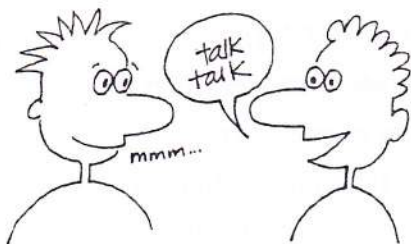
Name Date

Conversations explained...



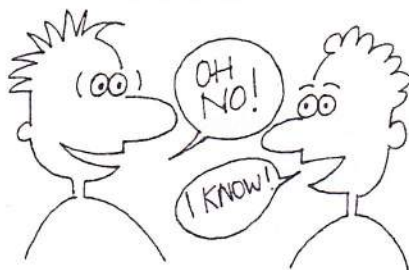
Starting a conversation

Mostly we start a conversation by asking a question or commenting on something in the environment



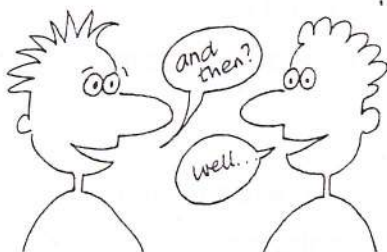
Listening

Listening is an important part of any conversation and we need to use our body language to show we are listening!



Our voices

38% of communication is to do with the way we say things and we need to use our voices in conversations to show how we are feeling.



Taking turns

We need to take turns in a conversation by asking questions, answering questions, and making relevant comments.



Finishing a conversation

We need to finish the conversation by saying something appropriate to the situation.



Topic 2: Listening



Objectives:

To improve awareness of how we listen when we have a conversation, and why listening is important



Materials:

Photocopy and prepare cards for Activity
Blindfolds
Talkabout DVD or appropriate media (optional)
Photocopy Handout



Timing:

This topic will take up to 3 sessions to complete

Activity

The blindfold game

(Activity 1)

Notes

Split the groups up into pairs and hand out the prompt cards in activity 1. Students take it in turns to tell their partner what is on their card, but the student talking does it blindfolded (or sat back to back). When everyone has had a go, get the group to discuss what they found difficult about the activity. Group discussion should centre on the non-verbal aspects of listening i.e. eye contact, posture, and facial expression.

Listening

(Handout 2)

The aim of this activity is to illustrate the skills involved in good listening. This could be demonstrated to the students through: modelling inappropriate and appropriate listening; watching Talkabout DVD (clip 24) or using appropriate media clips that illustrate good and bad listening. Give Handout 2 to prompt discussion on what they have seen.

Look and listen

(Worksheet 2)

Split the students up into groups of three. They will take it in turns to be the listener, the speaker and the observer. The speaker needs to tell a story of their choice, while the listener practices their listening skills. The observer uses Worksheet 2 to score the listener. Students then swap roles and continue until all have practiced their listening skills. Refer to level 2 if eye contact or posture needs to be revisited.

Activity 1: The blindfold game

Instructions

Students take it in turns to tell their partner what is on their card, but the student talking does it blindfolded



My favourite film – what it's about, who is in it, and why I like it so much

My favourite band/artist – what genre are they, my favourite song, and artists that are similar to them

My favourite holiday/day out – where I went, who I went with, and what I did

My favourite game – what it is, how you play it, and why I like it

My favourite TV programme – what it's about, who is in it, and why I like it so much

My favourite lesson – who teaches it, what I have learnt, and why I like it so much

My most treasured possession – what it is, where I got it, and why it is so important

My pet/a pet I would love to have – what it is, what it looks like, and why I love it/would love to own it



Handout 2: Listening

Name Date

STEPS TO SUCCESS



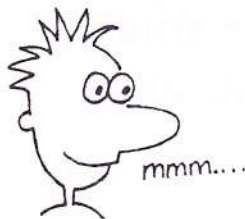
1. Look at the person

Face the person and focus on them



2. Think about posture

Sit or stand quietly.
Try not to fidget



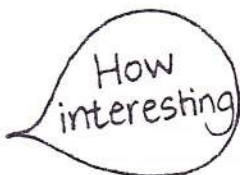
3. Think about what they are saying, and show this!

Make noises like mm.... & oh....



4. Wait your turn to speak

Wait until they're finished before you speak



5. Say something relevant!

You might ask them a question or comment on what they've just said

My thoughts...



Worksheet 2: Look and listen

Name Date

 **Instructions**

In groups of 3, practise good listening. 1 person talks about something, 1 person listens and 1 person observes the listener and rates them on the following. The group then discuss if they all agree.

1st Person	1 Not Good	2 OK	3 Very Good
1. Eye contact			
2. Posture			
3. Use of mms and aahs			
4. Keeping quiet			
5. Saying something relevant			
2nd Person	1 Not Good	2 OK	3 Very Good
1. Eye contact			
2. Posture			
3. Use of mms and aahs			
4. Keeping quiet			
5. Saying something relevant			
3rd Person	1 Not Good	2 OK	3 Very Good
1. Eye contact			
2. Posture			
3. Use of mms and aahs			
4. Keeping quiet			
5. Saying something relevant			



Topic 3: Our Voices

Objectives:

To increase awareness of how our voices communicate how we are feeling

Materials:

Photocopy Worksheets, Handout and Activities

Timing:

This topic will take up to 3 sessions to complete

Activity

Emotional Talk

(Activity 2)

Notes

The aim of this activity is to introduce the students to how emotions can affect the way we say things. There are 4 emotion cards and 4 sentence cards. Take it in turns to take one of each card, and say the sentence in a style based on the emotion. The rest of the group then discuss how that person might be feeling. Shuffle the cards between each turn. The group discuss how they altered their speech to show how they were feeling.

The way we talk

(Handout 3)

Discuss the 5 main aspects of the way we talk – volume, rate, intonation, clarity and fluency. Use handout 3 to go through them with the group.

Balancing our voices

(Worksheet 3)

Group leaders prepare some role plays that depict different situations and different use of voice. For example, 2 people talking in an excited manner about a holiday they are about to take; 2 people talking about something sad etc. The students use worksheet 3 to mark how they think their voices sound.

Stressed Eric

(Activity 3)

Cards are prepared with a sentence written on them. The students take it in turns to stress different words to see what happens to the meaning of the sentence. For example: 'I didn't say you had smelly feet'. Students could also make up their own sentences. Group discuss why our voices are so important when communicating. Refer back to Handout 2 if necessary.

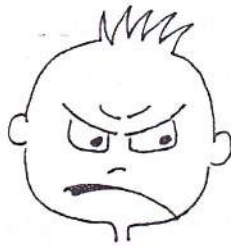
Activity 2: Emotional talk

Instructions

Students take an emotion card and a sentence card, and read out the sentence in that emotion. The rest of the group then discuss how that person is feeling. Shuffle the cards for the next student and repeat until all have had a go.



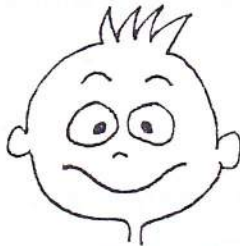
Angry



Nervous



Happy



Bored



My teacher gave me a letter about the school trip to France. I know what mum is going to say.

Greg spoke to Allie and they are both coming round my house tonight. I wonder what else they're planning.

I hear from Mark that everyone is going out to the field at lunchtime to play football.

Sarah just told me that Mr Smith wants all our Maths homework in tomorrow.

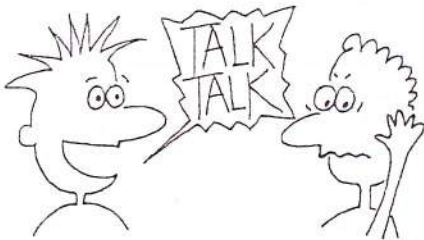


Handout 3: The way we talk

Name

Date

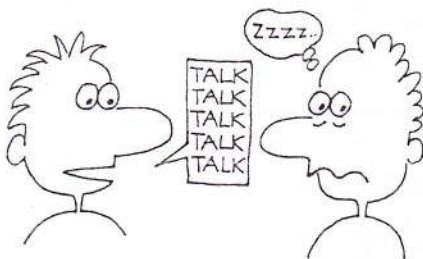
OUR VOICES...



Volume

We tend to speak louder when we're angry or excited and quietly when we're sad or bored.

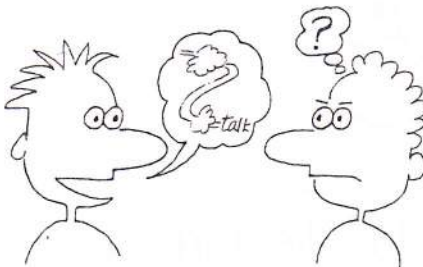
Did you know? We think people who speak quietly are less confident than people with louder voices.



Intonation

How much our voices go up and down will tell you how happy or sad someone is.

Did you know? We think people who have a varied intonation are more interesting than people with a flat intonation.



Rate

We tend to speak faster when we're angry or nervous and slower when we're sad or bored.

Did you know? We think people with very slow speech are less interesting than people with a faster rate.



Clarity

We often mumble when we're nervous or bored and speak clearly when we're happy.

Did you know? We think people who speak clearly are more confident than people who mumble.



Fluency

We tend to use lots of 'fillers' like 'ums', 'ers' and 'you know' when we're nervous and we speak more fluently when we're happy or angry.

Did you know? We think people who speak fluently are more confident than those who use lots of fillers.

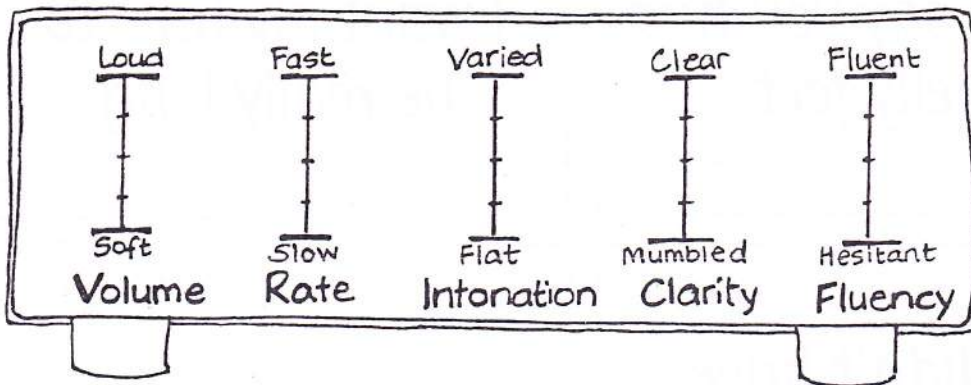
Worksheet 3: Balancing our voices

Name Date

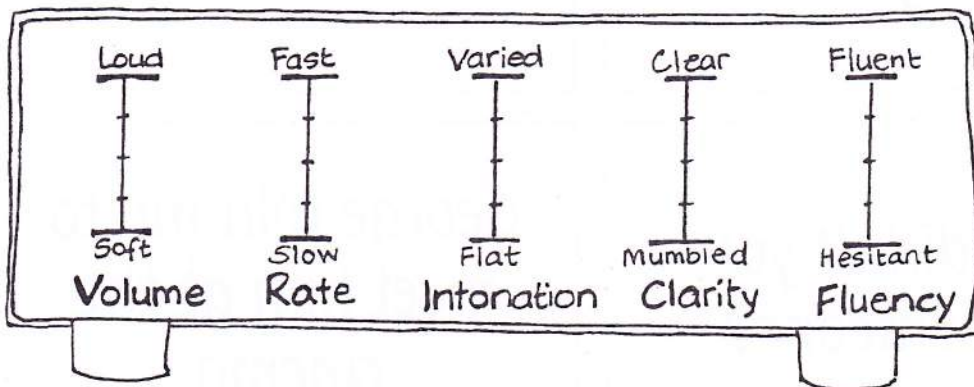
Instructions

Use a cross or an arrow to mark on the graphic equalizers below how voices sound when people are angry, sad, nervous etc.

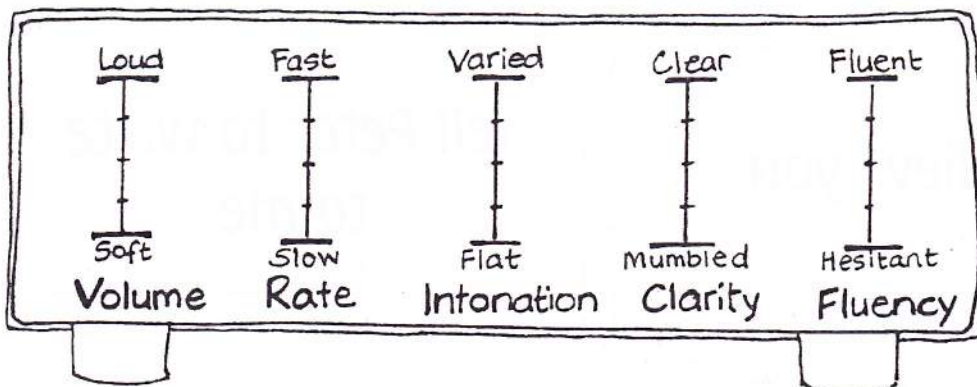
Example 1 How were they feeling?



Example 2 How were they feeling?



Example 3 How were they feeling?





Activity 3: Stressed Eric



Instructions

Students take a card and they take it in turns to read the sentence stressing different words to see what happens to the meaning of the sentence. Students could also make up their own sentences



I didn't say you had
smelly feet

I want my hair to
be really long

You didn't have
to say that

I really like you

Why didn't you
tell someone?

George told me to
meet him at the
cinema

I believe you

Tell Peter to write
to me





Topic 4:

Conversation Starters

Objectives:

To increase awareness of how we should start conversations and how this may vary according to the situation

Materials:

Photocopy Worksheets and Handout

Timing:

This topic will take up to 3 sessions to complete

Activity

Pass the Greeting

Notes

Students are seated in a circle. Choose a student to go first and they turn to their neighbour, say hello and add one sentence that would be a good beginning to a conversation. For example, 'how are you today?' 'I like your new pencil case', 'are you going to football tonight?' Their neighbour then answers and moves on to their neighbour. The group then discuss the different ways they started their conversation.

Starting out

(Worksheet 4)

Discuss the 5 main ways we start conversations. Can the students think of an example of what they might say for each of these? Students complete the worksheet.

How to start a conversation

(Handout 4)

Give students Handout 4 and discuss the general rules. Can students describe a time recently that they have started a conversation. How did it go? What do the group think?

Musical Starters

The students are asked to walk around the room. While they are walking the group leader tells them that when he or she says 'stop' they are to start a conversation with the person nearest to them by asking them a question. The activity continues and each time the group leader changes it to another way to start e.g. comment on the environment. When they have practised all 5 ways, the students discuss which ones were good and which ones were not. They are encouraged to practise this skill during the week and to feedback at the following session.



Worksheet 4: Starting out

Name Date

 **Instructions**

Think about each of the 5 ways we tend to start conversations. Can you think of some examples?

1. Asking a question



Some examples...

2. Requesting or giving something



Some examples...

3. Commenting on the environment



Some examples...

4. General greeting

HELLO!

Some examples...

5. Personal remark

i like..

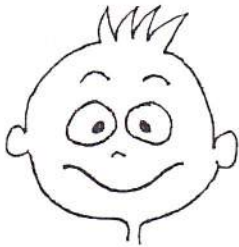
Some examples...

Handout 4: Starting a conversation

Name

Date

GENERAL RULES...



Remember to...

- Smile!
- Look at the person!
- Look friendly!
- Use a nice voice!



Asking questions...

For example... 'Excuse me, where's the station?' or 'Is this the bus to the City centre?'

These are good when you don't know someone or if you are trying to get to know someone.



Requesting or giving something...

For example... 'Can you pass me the salt?' or 'I have a parcel for Mr Smith'

These can be used with both familiar and unfamiliar people.



Commenting on the environment...

For example... 'It's very hot today'

This kind of conversation starter is the most impersonal and often how we start conversations with strangers as they are the least threatening.

HELLO!

General greeting

For example... 'Hello' or 'Good morning'

This is a common way to start a conversation. Only go on to introduce yourself in a more formal situation or if you are being introduced to someone.

i like..

Personal remark

For example... 'I like your hair' or 'You look lovely today'

These are mostly used with people you already know.



Topic 5:

Taking Turns

Objectives:

To increase awareness of how we should take turns within a conversation.

Materials:

Photocopy Activities and Worksheet
A microphone or object that could represent one
The Talkabout DVD (optional)

Timing:

This topic will take up to 3 sessions to complete

Activity

Take a turn

(Activity 4)

Notes

Introduce turn taking by playing this board game 'Take a turn'. Depending on the size of the group, you may want to divide the group into two smaller groups to ensure everyone participates as much as possible. At the end of the game ask the group what made the game work well? Prompt for answers such as 'everyone taking a turn' and 'playing by the rules'. Consider the link to having a conversation – we need to follow rules and take turns otherwise it's not good fun for one or both of the participants.

Taking Turns

(Worksheet 5)

Group leaders prepare three short role plays that demonstrate poor turn taking:

- Say hello and then no conversation
- Both talking at the same time
- One person talking too much and not allowing the other person to take a turn

Students discuss what good turn taking means and complete the worksheet.

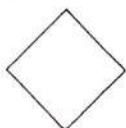
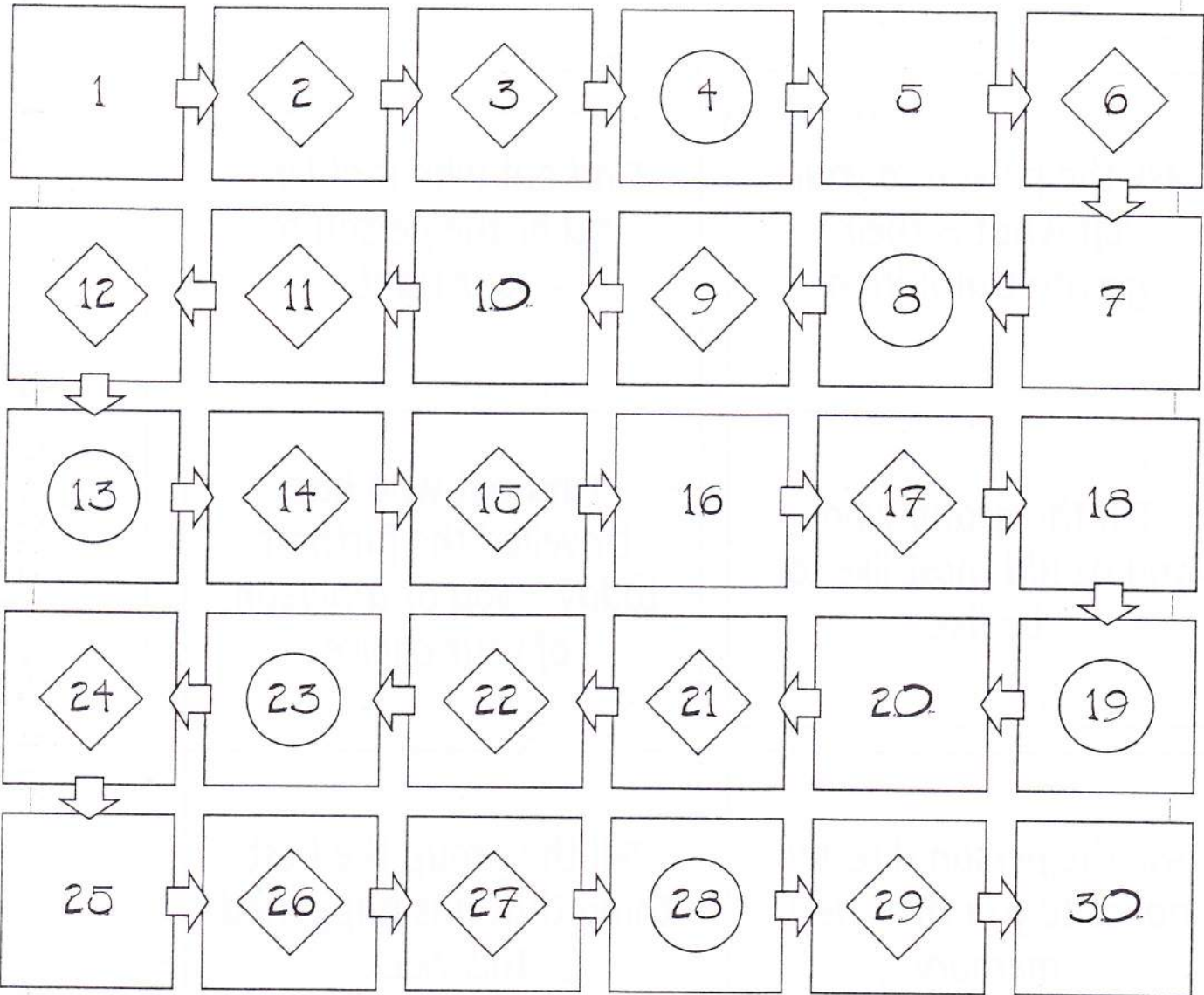
Variation: The Talkabout DVD could be used instead to prompt discussion (scene 26).

Pass the microphone

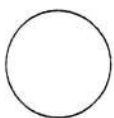
(Activity 5)

Students sit in a circle with a microphone in the middle. They are given a topic to discuss but told that they can only speak when they have the microphone. The group will need to decide how they will signal that they want to speak. This can also be done in pairs with something to represent the microphone e.g. a bean bag or pencil.

Activity 4: Take a Turn



Pick a card



Go back 3 spaces

Cards



Activity 4:

Take a Turn Page 2



Instructions

Use the cards below with the board game on the previous page.



Ask the person to your left what is their greatest ambition

Find out who is older - you or the person to your right

Tell the group who you would most like to be like

Find out who has travelled the furthest today - you or a person of your choice

Ask the person directly opposite you their best memory

Tell the group the best thing that has happened this week

Ask the person to your right what their most treasured possession is

Tell the group what your ideal Saturday would be like



Activity 4:

Take a Turn

 Page 3

Ask the person to the right what their favourite game is

Tell the group what colour you feel like today

Tell the group what car you would like when you are older

Who has the longest name – you or the person opposite you?

Who has travelled the greatest distance in their life – you or the person on your left?

See if you can remember something that someone has said in this game

Tell the group something that you remember from the previous session

Who has the most brothers and sisters – you or the person on your right?



Worksheet 5: Taking turns

Name

Date



Instructions

Think about the role plays you have just seen. What does poor turn taking and good turn taking mean?

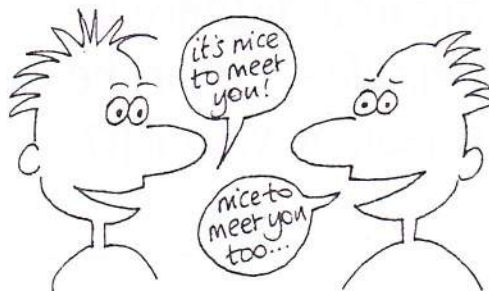
POOR TURN TAKING



Five sets of horizontal lines for writing, each preceded by a sad face icon.

GOOD TURN TAKING

Five sets of horizontal lines for writing, each preceded by a happy face icon.





ACTIVITY 5:

Pass the Microphone

Instructions

Students sit in a circle with a microphone in the middle. They are given a topic to discuss but told that they can only speak when they have the microphone. The group will need to decide how they will signal that they want to speak. This can also be done in pairs with something to represent the microphone e.g. a bean bag or pencil. Use one of the topics below or one of your own choice.



Should students have to wear school uniform?

Should parents allow children to have the internet in their bedroom?

Television is better than books

Should schools only offer healthy meals and snacks?

Do celebrities have the right to privacy?

How much are we influenced by advertising and is this a good thing?

Are exams a fair way to measure our ability?

Violence in video games has a negative effect on society.



Topic 6: Questions

Objectives:

To increase awareness of how asking and answering questions is an important part of conversational skills.

Materials:

Photocopy Activity, Worksheet and Handout
The Talkabout DVD (optional)

Timing:

This topic will take up to 3 sessions to complete

Activity

Twenty Questions

(Activity 6)

Notes

Introduce this topic by playing the game 'Twenty Questions' – see activity 6. Group discussion on what they had to do in that activity, i.e. listen and ask and answer questions.

Question Time

(Worksheet 6)

Students get into groups of 3 or 2 with a group facilitator observing. They are asked to think about 3 things they don't know about the other 2 people and to note these down on their worksheet. They take it in turns for one to be the observer and the other two to ask and answer questions. They are given 2 minutes to have a conversation and the observer watches how well they ask and answer questions. They then repeat the exercise 2 more times so that everyone has a chance to observe. Group discussion on what were good questions. Consider **open** versus **closed** questions.

Asking the Question

(Worksheet 7)

Students discuss times when it is difficult to ask or answer questions. Can they think about a specific situation? If not, can they imagine a difficult situation? Complete Worksheet 7 and consider the choices we have.

Questions, questions

(Handout 5)

Group discussion on what is good about asking questions and when it's important to be good. Consider situations such as getting to know someone, at an interview, at the doctors, in a shop. Optional: watch Talkabout DVD (section 27 and 28). Use Handout 5 to prompt discussion about the key points.



Activity 6:

Twenty questions

Instructions

Students sit in a circle and one person is asked to take the 'hot seat'. The suggestions from this page are put in a hat and one is taken at random. They are asked to tell the group if it is an object, person or animal and then the rest of the group try to guess what it is by asking 'Yes / No' questions. They are allowed no more than 20 questions and every guess is counted as a question. The student who correctly identifies it is the winner. Group discussion on what they had to do in that activity, i.e. listen and ask and answer questions.



The Queen	A computer
A can opener	A tiger
William Shakespeare	Scissors
The president of the USA	An envelope
A skateboard	A flower
A pencil case	A spider
Chewing gum	Chocolate



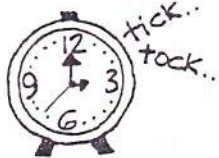
Worksheet 6:

Question time

Name

Date

Instructions



Think about 3 things that you don't know about the 2 other people in your small group. Write these down on the worksheet. You will have 2 minutes to find these things out and the third person in your group will observe you to see how well you did. How do you think you did?

3 things I could find out about

1.

2.

3.

How did it go?

1.

2.

3.

3 things I could find out about

1.

2.

3.

How did it go?

1.

2.

3.

Worksheet 7: Asking the question

Name Date

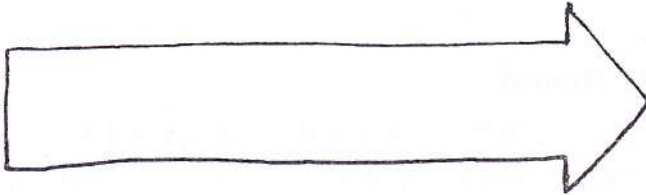
Instructions

Think about a time when it was difficult to ask or answer a question...

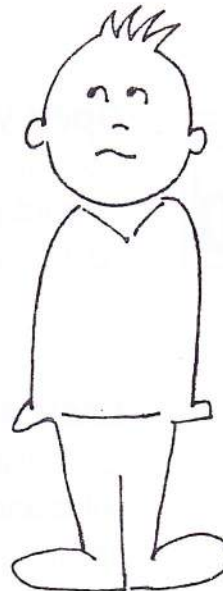
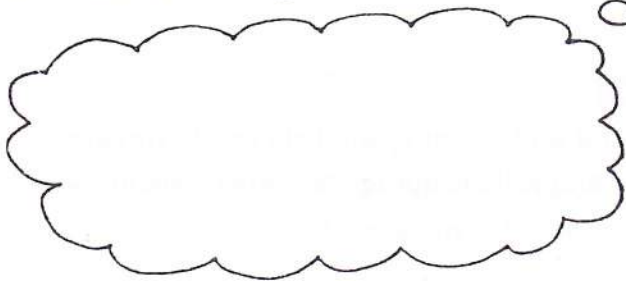
The situation...

Why did I want to ask or answer a question?

why?



What was I thinking?



me

What did I **choose** to do?

choice

What was the consequence?

?

?

Would I **choose** to do anything differently next time?

choice

Worksheet 7: Asking the question

Name Date

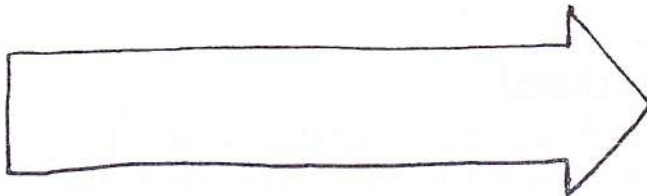
Instructions

Think about a time when it was difficult to ask or answer a question...

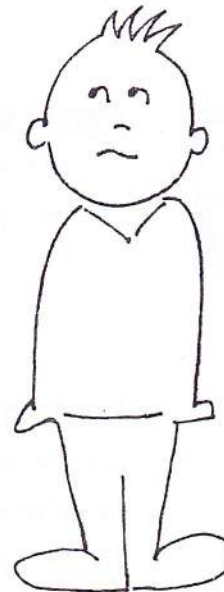
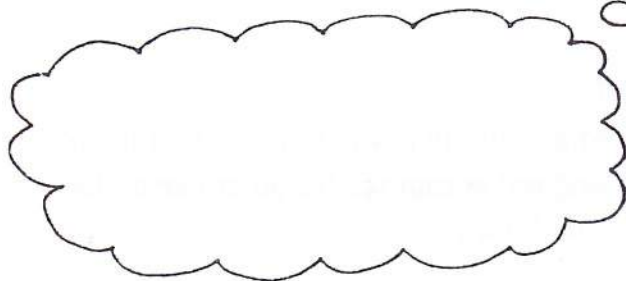
The situation...

Why did I want to ask or answer a question?

why?



What was I thinking?



me

What did I **choose** to do?

choice

What was the consequence?

?

Would I **choose** to do anything differently next time?

choice



Handout 5: Questions, questions

Name Date

DID YOU KNOW THAT...



Asking questions is powerful...

The person who is asking the questions in a conversation is the one who is controlling the conversation!



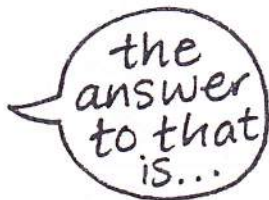
Open versus closed

Open questions such as 'why...' or 'what...' are good for encouraging someone to talk to you. Closed questions, that is yes/no questions are good if you want a very quick reply!



Look and Listen

Remember that looking and listening will help you to appear polite and interested and will encourage the other person to answer your questions and ask you some too.



Answering questions

Remember that if someone is trying to get to know you or find out some important information, it is important to answer their questions fully. Equally it is important to keep an eye out for signs that they are bored or want you to stop talking!



Thought for the day...

There comes a time in every conversation when you need to move from 'How are you?' to 'Who are you?'

Topic 7:

Ending a conversation

Objectives:

To increase awareness of how to end a conversation and also how to look out for cues that the other person wants to end it.

Materials:

Photocopy Worksheet and Handout
The Talkabout DVD (optional)

Timing:

This topic will take up to 2 sessions to complete

Activity

Notes

Ending conversations

(Worksheet 8 and Handout 6)

Group discussion on how you might know if someone wants to end the conversation. What do you see? Try and elicit what might happen. Verbally: monosyllabic answers and comments such as 'well I ought to be going', 'I don't want to keep you', 'It's been good talking' and 'is that the time?' Non verbally: looking away, shifting body posture and moving away slightly, putting things away, and increase in fidgeting.

Group discussion on how would you end it if you wanted to. Discuss both verbal and non verbal behaviour. Group then suggest some good verbal endings to a conversation. Students then complete Worksheet 8 and discuss Handout 6.

Role Play

Students practise this in pairs and feedback on how it went. Alternatively, the group leader could take it in turns to have a brief conversation with each student within the circle and the student has to end the conversation by using one of the endings.

The Talkabout DVD may also be used – section 31.



Worksheet 8:

Ending Conversations

Name

Date

 **Instructions**

Consider how you might end a conversation. What will you see the other person doing and how would you do it?

If someone wants to end a conversation I might see...



.....
.....
.....
.....

Things I could say to end a conversation...

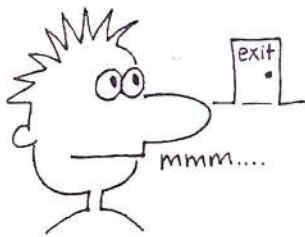
er...
um...

Handout 6: Ending Conversations

Name Date

The 4 Step Plan...

1.



Start giving exit cues

You can do this through your body language e.g. looking away, move slightly away from them, put your things away or get out your keys.

Verbally you will need to start to talk less and maybe only give very short responses to them e.g. 'mm' or 'oh'

2.



Take control of the conversation

This means that you need to encourage the other person to stop speaking. Wait for a pause and then say something like 'well that's been very helpful' or 'it's been lovely seeing you again'. If you need to finish the conversation suddenly, you will need to explain e.g. 'I'm sorry I have to rush - there's my bus'

3.



Close the conversation

Verbally this may mean saying 'bye' or 'see you later' and non verbally you may smile and in some situations use physical contact such as a handshake or a hug.

4.



...and leave!

You can now make your exit!



Thought for the day...

Remember to look out for signals that the other person wants to end the conversation... and then help them along!



Topic 8:

Moving Forward

Objectives:

To reflect on what has been covered in this module and to summarise those aspects that are most important for each student

To decide on one key action for each student to take away with them (optional)

To support the students in making the changes identified in their action plan (optional)

Materials:

Photocopy Worksheets

Timing:

This topic will take up to 3 sessions to complete

Activity

Talk talk

(Worksheet 9)

Notes

Students are asked to consider what they have worked on over the past few weeks. The group reviews and discusses each topic and the students are asked to write down a couple of key points on the Worksheet. From this they are asked to consider if there is one thing with which they would like further support. Worksheet 10 is then completed if appropriate.

Moving Forward

(Worksheet 10)

Students complete this if they have identified something with which they would like further support. Worksheet 10 can be used to create a plan of action.

Worksheet 9: Talk talk

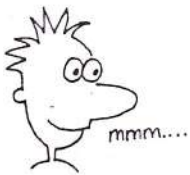


Name Date

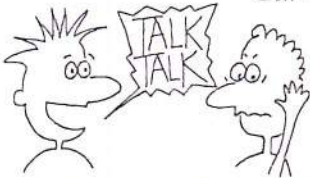
Instructions

Consider some of the things we have talked about in this section and summarise the key things you remember about...

Listening...



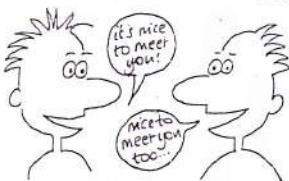
Our voices...



Starting a conversation...

HELLO!

Taking turns...



Questions...



Ending a conversation...



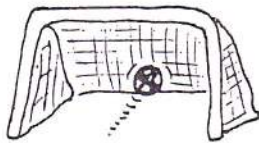


Worksheet 10: Moving forward

Name Date

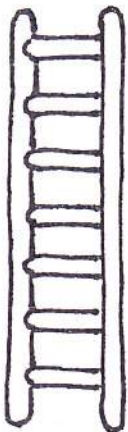
Instructions

Consider Worksheet 9. Think of one thing you have identified that you would like to change.



MY GOAL

I'd like to change...



MY STEPS TO SUCCESS

I could try to...

1.

2.

3.

4.



How will I know I've succeeded?

People will notice that...

I will feel...