

TALK THE TALK FOLLOW UP LESSON 4

This follow up lesson revises how the Visual, Vocal and Verbal skills covered in the Talk The Talk workshop in your school are transferrable life skills. It also covers the use of the PEEEP structure to clearly structure responses in life situations.

0.00 – 0.18 Visual, Vocal and Verbal Communication

Scenario: A teenager trying to persuade their mother to allow them to go to a party on Friday night.

Show the TTT Video from 0.00 to 2.25 then PAUSE

Ask the following question of the group –

1. How could they use the Visual, Vocal and Verbal elements of the Talk The Talk Workshop to improve their chances? (of being allowed to go to the party)

In pairs, they should work together to note down how they think the teenager could improve their chances of being allowed out with their friends.

(5 minutes)

Each pair will then share their findings orally with their peers. These can be discussed and mind-mapped on the class board.

(10 minutes)

Answers from students could include -

Appearance

Eye Contact

Smiling

Avoid Fidgeting

Body Language

Clarity

Emphasis

Positive attitude

Avoid negative language

0.18 – 0.43 Communication Structure

Show the TTT Video from 2.25 to 2.58 then PAUSE

Ask the following questions of the group -

1. How could the teenager structure their answer to put across their opinion more clearly?
2. How could they use the PEEEP structure from the Talk The Talk workshop to improve their argument?

In groups of 5 – students will now use the PEEEP structure to structure their own version of the argument – and to justify being allowed to go out with their friends on Friday night.

Each member of the group will be responsible for one of the letters of 'PEEEP'. They must work as a team to come up with both a convincing and structured argument.

There should then be an oral sharing of their work in front of their peers within their groups.

MAT extension – Rather than working in groups of five, students can work individually to structure their argument.

For reference -

POSITION **Tell your audience what you think.**

EXPLAIN **Explain why you think this.**

EXAMPLE **Give an example – perhaps a personal story or experience that supports what you think (POSITION) and why you think it (EXPLAIN).**

EXPAND **An additional reason that supports what you think, or possibly a counter-argument – providing you explain why the counter-argument is less persuasive than your own argument.**

POINT **Conclude your presentation by reiterating your original position – For example 'And that is why I genuinely believe...'**

0.43 – 0.47

Show the TTT Video from 2.58 to 6.45 (conclusion)

This shows an alternative example of the original scenario – this time the student uses PEEEP to structure their argument with their mother – and succeeds in convincing them.

0.47 – 1.00 Plenary Discussion

Conclude the class with any discussions arising from the final video – or any final questions about the class. Discuss other life situations in which the students – either now or in the future can use these strategies!

TTTFUL4