

## TALK THE TALK FOLLOW UP LESSON 5

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 provides a creative writing opportunity – incorporating persuasive writing techniques within their own work.

### 0.00 – 3.15 Visual, Vocal and Verbal Communication

Show the TTT Video from 0.00 to 3.15

Scenario – A teenager has been called to see their teacher following a particularly weak attempt at a piece of GCSE English coursework focusing on *Macbeth*.

### 3.15 – 48.00 (35 minutes)

Discuss the following questions of the group –

1. How could you convince your teacher to let you resubmit your coursework?
2. What kind of language would you use?
3. How would you ask them?
4. What could you ask them?

Then create a mind map on the board focusing on persuasive language techniques – and their effects. These can include –

**T**ripling  
**H**umour  
**E**xaggeration  
**I**mperative  
**R**epetition

**O**pinion  
**F**act  
**F**igures/Statistics  
**E**motive Language  
**R**hetorical Questions  
**S**tores / Anecdotes

### **(THEIR OFFERS)**

If time permits – you can also mind map the Visual, Vocal and Verbal techniques from the Talk The Talk workshop. These may include –

**Visual:**      **Eye contact, Facial expression, posture, hand gestures, movement, body language and appearance.**

**Vocal: Clarity, pitch, pace, pause, projection, emphasis, tone.**

**Verbal: Stories, facts and statistics, quotations, jokes, rhetoric, imagery.**

In pairs, students are provided with copies of the enclosed 'starter script' – including the first lines of dialogue between student and teacher. Their tasks are to:

- Complete the script – incorporating persuasive techniques
- Prepare to share their final script as part of a class oral presentation using the Talk The Talk Visual, Vocal and Verbal techniques.

Each pair will then share their scripts orally in front of their peers.

### **0.48 – 0.51**

#### **Show the TTT Video from 3.15 to 6.28 (conclusion)**

This shows an alternative example of the original scenario – this time the student uses the skills to convince her teacher to allow a resubmission of the coursework.

### **0.51 – 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!

TTTFUL5

## **Starter Script**

Use this starter script to create a scene in which you are trying to convince your teacher to let you have extra time to complete a piece of work.

Remember:

- Try to use persuasive techniques in your writing.
- Try to use Talk The Talk techniques in your final presentation.

*A student walks in to a teacher's office for a lunchtime meeting. The student initially does not know why they have been called for.*

Teacher: Well?

Student: I'm sorry?

Teacher: Your coursework?

Student: Yes?

Teacher: Did you find a problem?

*Now you have to continue writing this script for the **teacher and the student**.*

Student: