

## TALK THE TALK FOLLOW UP LESSON 6

This follow up lesson revises how the Structure, Content and Delivery skills covered in the Talk The Talk workshop in your school are transferrable life skills. It provides an opportunity for whole class discussion, individual, pair and group activities and presentations.

### 0.00 – 3.00 Structure, Content and Delivery

Show the TTT Video from 0.00 to 2.31

Scenario – A teenager has been caught by their mother submitting a particularly weak example of GCSE English coursework.

### 3.00 – 13.00 (10 minutes)

Discuss the following questions with the group –

1. How would you have dealt with this situation differently?
2. How would you handle this situation for the better?

You could create a mind map on the board containing the suggestions and contributions from the class.

Students can then work in pairs (or small groups) to note down how they think the teenager could improve their chances of being allowed out with their friends – rather than face a one-month punishment.

Students will need to consider the Structure, Content and Delivery elements of the Talk The Talk workshop.

These may include –

### Talk To The Hand

<b>Thumb:</b>	<b>A Strong Introduction</b>
<b>1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> Fingers:</b>	<b>3 Relevant Points.</b>
<b>Little Finger:</b>	<b>Conclusion</b>
<b>Palm of Hand:</b>	<b>The Key Message</b>

### PEEEP Structure

**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...’

### Content

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

### Delivery

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

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

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

**13.00 – 43.00 (30 minutes)**

### **Show the TTT Video from 2.31 to 2.45**

Discuss the following questions with the group –

1. How could they use Talk To The Hand or the PEEEP structure from the Talk The Talk workshop to soften the punishment?
2. What would you do in their shoes?

It may be the case that you need to remind them of the two available structures as defined above.

### **Show the TTT Video from 2.45 to 3.02**

In groups of 5 – students will now use the Talk To The Hand or PEEEP structure to structure their own version of the argument – and to justify being a softening of the punishment.

Each member of the group will be responsible for one of the digits of the hand / 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 arguments.

### **0.43 – 0.46**

#### **Show the TTT Video from 3.02 to 5.58 (conclusion)**

This shows an alternative example of the original scenario – this time the student uses the skills to convince their mother to soften the punishment.

### **0.46 – 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!

TTTFUL6