

# Talk The Talk

CONFIDENT COMMUNICATION FOR LIFE



## Verbal Communication Exercise

### Verbal Communication Exercise

- ✓ Develop extended answers
- ✓ Ascertain knowledge retention
- ✓ Recognise open ended questions



**15 MINUTES**

Ideal to use at the end of a lesson.

## The Extended Answer

This exercise helps to develop extended answers from students.

Students are not allowed to answer any questions posed with the words 'yes' or 'no'.

A volunteer student is seated whilst their peers pose questions. When the student in the chair makes a mistake and uses one of these words, then another student replaces them.

This exercise can be fun – with questions relating to anything – or can be subject specific – with the teacher providing a series of questions for students to ask the volunteer.

This exercise can be employed to ascertain knowledge retention after a specific subject has been covered in the curriculum.



For more information about our **Talk The Talk** workshops contact:



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## Verbal Communication Exercise

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- ✓ Ascertain knowledge retention
- ✓ Develop oracy skills
- ✓ Broaden a specific area of study



**30 MINUTES**

Ideal as part of the lesson or specific subject.

## Questions Questions...

This exercise encourages students to develop their oracy skills by asking questions.

A student sits with their back to the whiteboard.

The teacher writes a key word from a recent topic of study on the board.

The student must ask a series of questions of their peers to determine what the key word is.

This exercise supports both the questioner and those being questioned to ascertain knowledge surrounding a specific area of study.



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- ✓ Develop the use of persuasive devices
- ✓ Instigate debate
- ✓ Encourage differing opinions



**30 MINUTES**

Ideal to use at the start or end of a lesson.

## Opinion Walk

This exercise is designed to develop the use of persuasive devices and offering an opinion. Place 'Agree' and 'Disagree' signposts at either side of the room. Ask students to stand in the centre of the room.

The teacher offers a statement relevant to learning that has taken place and students are asked to position themselves on either side of the room – indicating whether they agree or disagree with the statement. Students may opt to stand in the centre of the room should that see both sides of the discussion.

Ask students to give reasons for their choice – and to offer detail to their explanation. Monitor if students change positions following the input of others – and question those students as to why they have changed from their original position.



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