

Oracy Activities

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| <p style="text-align: center;">Question tennis</p> <p>Working in pairs, children take it in turns to ask questions based on a stimulus such as a piece of artwork or a photograph. The idea isn't to answer any of the questions, but to generate as many questions as possible and so collect interesting ideas investigate.</p> <p>For example:</p> <ul style="list-style-type: none"> • Who painted this? • When was it painted? • Why did they choose this technique? What was the painter thinking of as they created it? • Is it based on real life? | <p style="text-align: center;">1:20</p> <p>Sitting in a circle, stand up one at a time to count from one to twenty. You aren't allowed to stand up at the same time as each other, or to go around the circle taking turns. To succeed, you need to pay attention using eye contact to establish when it is the right time to speak.</p> <p>Good for developing ...</p> <ul style="list-style-type: none"> • listening skills | <p style="text-align: center;">Which emotion?</p> <p>Give children a statement, such as "It's going to snow today" and a number of different emotions, such as excited, disappointed, nervous, confused, angry etc. Children must say the statement in the given emotion, with the others guessing what they're feeling.</p> <p>Good for developing...</p> <ul style="list-style-type: none"> • adapting tone • facial expression • actions |
| <p style="text-align: center;">If I ruled the world...</p> <p>One player begins by saying "If I ruled the world, I would... because..." and describe what they'd do any why. The next person must respond by saying "I couldn't disagree more because..." (even if they don't disagree!). They must follow this by stating what <i>they</i> would do if they ruled the world.</p> <p>Good for developing...</p> <ul style="list-style-type: none"> • logic • reasoning • disagreeing | <p style="text-align: center;">Paired improvisation</p> <p>Give children characters or get them to agree their own, and then have them begin a dialogue on a signal, making the conversation up, in role as the characters, as they go along.</p> <p>Good for developing...</p> <ul style="list-style-type: none"> • empathy • tone • expression • pace | <p style="text-align: center;">What's in a title?</p> <p>Tell children the name of a new book and ask them to predict what it'll be about. Consider using sentence stems (I predict that ... because... etc.) and expect justification of thoughts and ideas. Children may also be shown the book cover or blurb – does this change their minds and opinions?</p> <p>Good for developing...</p> <ul style="list-style-type: none"> • disagreement • building on ideas • prediction |
| <p style="text-align: center;">Yes, but...</p> <p>The complete opposite of "Yes, and..." Think of an initial statement, such as what you like for dinner. Children can only contribute by saying "Yes, but...", continually thinking of counterarguments and reasons to disagree.</p> <p>Good for developing...</p> <ul style="list-style-type: none"> • disagreement | <p style="text-align: center;">Hot seating</p> <p>One person is given a role and their partner or group asks questions of them. They must answer in role, to explore different points of view.</p> <p>Good for developing...</p> <ul style="list-style-type: none"> • empathy • inference skills • questioning | <p style="text-align: center;">Yes, and...</p> <p>When sharing ideas, everyone must build on or develop someone's idea by following on, saying "Yes, and..." Disagreeing is not allowed, helping a discussion stay positive. This can be done in pairs or groups.</p> <p>Good for developing...</p> <ul style="list-style-type: none"> • building on other's ideas • positivity |

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| <p>Babble gabble</p> <p>Tell the children they are going to listen to a story and afterwards retell it. After the initial telling, one person begins to retell the story to a partner as fast as he/she can, but with as much attention to detail as possible. After a minute call, 'Change!' and the listener now has to continue with the tale. Children can use their own words, rather than necessarily remember the adult's. However, they do have to listen carefully in order to remember the plot and the sequence of events.</p> <p>Good for developing...</p> <ul style="list-style-type: none"> • listening skills • clear speech • pace | <p>Ad-Lib Poetry</p> <p>Read or invent a line of poetry (or have a child do it). Children then take it in turns to continue the poem, one line at a time. The focus could be on rhyming words, adjectives, synonyms or telling a story.</p> <p>Good for developing...</p> <ul style="list-style-type: none"> • confidence • turn taking | <p>What's the Question?</p> <p>Either the adult or a child supplies an answer to a question. Children then have to make suggestions as to what the question could have been. Plausible or funny answers can be accepted.</p> <p>Good for developing...</p> <ul style="list-style-type: none"> • understanding of cause and effect • questioning • succinct ideas |
| <p>Barrier games</p> <p>There are lots of variation of barrier games that can be found easily on the internet. They focus on giving and receiving instructions and prompt children to focus on what they need to complete a task. In pairs, one person must give clear information and explicit instructions to the listener and the other must ask questions to clarify understanding and gain information, while keeping track of what has been said.</p> <p>For example:</p> <ul style="list-style-type: none"> • On either side of a screen, a speaker describes an object that the listener has to draw • A speaker gives directions from one map while the listener draws the route on a blank version. <p>Good for developing...</p> <ul style="list-style-type: none"> • listening skills • explanations • questioning | <p>Just a minute</p> <p>In small groups, with one stopwatch each, one pupil begins to speak articulately on a particular subject or issue. The rest of the group look for any hesitation, deviation or repetition and then challenge the speaker, and the stop watch is paused. If the challenge is justified the challenger takes over the speaking. Whoever is speaking at the end of the timed minute is the winner.</p> <p>Good for developing...</p> <ul style="list-style-type: none"> • presentation skills • listening skills • several points on one topic | <p>Virtual tours</p> <p>Children read a description of a setting or item, or look at a picture, then think of details to talk about. They then take a partner or group on a tour of their setting, explaining and describing everything that's in it. Those on the tour can ask questions to clarify understanding.</p> <p>Good for developing...</p> <ul style="list-style-type: none"> • confidence • pace • fluency • listening skills • questioning • planning in writing • retrieval in reading |