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| **What’s the word?**Similar to ‘Taboo’, give children a number of words on cards. These could be simple words or pictures; technical, subject specific vocabulary; or more complex ideas or concepts such as freedom, democracy or justice. Children must describe the word on the card without saying the actual word and without using gestures or actions.**Good for developing…** * vocabulary
 | **1:20**Sitting in a circle, child must stand up one at a time to count from one to twenty. They aren’t allowed to stand up at the same time as each other, or to go around the circle taking turns. To succeed, children need to pay attention using eye contact to establish when it is the right time to speak.**Good for developing …*** listening skills
 | **Which emotion?**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.**Good for developing…*** adapting tone
* facial expression
* actions
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| **If I ruled the world…**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 *they* would do if they ruled the world. **Good for developing…*** logic
* reasoning
* disagreeing
 | **Paired improvisation**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.**Good for developing…*** empathy
* tone
* expression
* pace
 | **What’s in a title?**Tell children the name of a new text 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?**Good for developing…*** disagreement
* building on ideas
* prediction
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| **Yes, but…**The complete opposite of “Yes, and…” Children can only contribute by saying “Yes, but…”, continually thinking of counterarguments and reasons to disagree.**Good for developing…*** disagreement
 | **Hot seating**One pupil is given a role and their partner or group asks questions of them. They must answer in role, to explore different points of view.**Good for developing…*** empathy
* inference skills
* questioning
 | **Yes, and…**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.**Good for developing…*** building on other’s ideas
* positivity
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| **Recorder-solver**Good for problem-solving, such as mathematics, this involves pairs of children. Partner A is the “recorder” who records the solution that Partner B, the “solver”, is explaining. The process involves the solver talking through each step of the process aloud, logically, making edits or changes as they need to. **Good for developing…*** clear, succinct explanations
* logic
* reasoning
 | **Mock trials**A pupil takes the role of a scientist, a character from a book, artist historical figure, or other important person who is accused of a ‘crime’ (negative event). The class plan and prepare in advance for allotted roles (eg the accused, the lawyers, the witnesses, the judge and court staff). The rest of the class are the jury. **Good for developing…*** debating
* empathy
* disagreeing
 | **Chat shows**Similar to hot seating, one child takes the role of an important character or individual from history. Other children take the role of the audience, sharing their opinions or asking their questions. A host can be allocated with pre-planned questions and prompts, and additional children given the role of ‘guests’ to add further opinions or points of view.**Good for developing…*** debating
* empathy
* disagreeing
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| **Readers’ theatre**Take a section of the text and colour code it with different groups of children taking different characters’ roles, or that of the narrator. Pupils then produce a choral performance with actions. **Good for developing…*** tone
* pace
* facial expression.
 | **Ad-Lib Poetry**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. **Good for developing…*** confidence
* turn taking
 | **What's the Question?**Either the teacher 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.**Good for developing…*** understanding of cause and effect questioning
* succinct ideas
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| **Telephone conversations**To emphasise the need to use language rather than gesture or facial expression, children sit back to back with ‘telephones’ for conversation. The content of the conversation can vary, for example it might be passing on information, discussing a problem or describing an event. The children must listen carefully to what is said since they cannot see the person speaking.**Good for developing…*** listening skills
* explanations
* questioning
 | **Just a minute**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. **Good for developing…*** presentation skills
* listening skills
* several points on one topic
 | **Virtual tours**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. **Good for developing…*** confidence
* pace
* fluency
* listening skills
* questioning
* planning in writing
* retrieval in reading
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|  **Boxing match debates**Choose your topic and divide the class into the blue corner and the red corner. A pupil is sent forward to “box” from each side. They should have a short quick-fire exchange on the topic and, when they are struggling, ring the bell. The children return to their corners where classmates act as coaches, giving them ideas for what to say for the next round. You could also send a different pupil out who has been prepped by the “coaches”.**Good for developing…*** confidence
* debating
* building ideas
 | **Fed-in Facts**Provide students with a stimulus, such as a photo or artifact and a question to answer through discussion, such as “What is it?” or “What does this show?” While children are talking, feed facts into the group at regular intervals to guide and enrich their discussion. Children should establish first how they will work effectively as a group, sharing responsibility for reading each new facts, and ensuring all can contribute and have their opinions heard.**Good for developing…*** discussion skills
* understanding of a topic
 | **Forum theatre**A small group acts out a scene while the rest of the class watch them. The class work as directors of the group in role, e.g. asking them to act or speak in a different way, suggesting that a character might behave differently, questioning the characters in role, or suggesting an alternative interpretation for what is happening.**Good for developing…*** facial expression
* tone
* pace
* confidence
* listening skills
* empathy
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| **Meetings**The teacher in role, perhaps as an official, can call a meeting for the whole class to attend. Meetings enable information to be shared with the whole group so that a group decision can be made about the situation they face. Meetings encourage children to adopt a collective role, e.g. as islanders or Romans, which can help less confident children. Meetings used at the start of a drama can be an efficient way of creating roles or focusing on a problem.**Good for developing…*** presentation skills
* listening skills
* building on others’ opinions
* disagreeing
 | **Conscience alley**Conscience or decision alley is a means of exploring a character’s mind at a moment of crisis and of investigating the complexity of the decision they are facing. The class create two lines facing each other. One child in role as a particular character walks down the ‘alley’ between the lines. Children voice the character’s thoughts, both for and against a particular decision or action that the character is facing, acting as his/her conscience. The child in role listens to his conscience before making a decision about the course of action to take.**Good for developing…*** clear, succinct ideas
* reasoning
* justification
 | **Question tennis**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 to take forward into the rest of a lesson.**For example:** * 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?
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| **Statement sorting**A group is given a set of cards on which statements are written. The group is asked to agree, through discussion, how to categorise the statements, e.g. either agree or disagree with the statement or place them in order of importance or relevance, when some might be considered of equal importance, using a triangle (more statements at the bottom and fewer at the top) or a diamond (fewer at the top and bottom, more in the middle). **Good for developing…*** presentation skills
* listening skills
* building on others’ opinions
* disagreeing
* turn taking
 | **Babble gabble**Tell the children they are going to listen to a story and afterwards work in pairs and retell it. After the initial telling, one child 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 the teacher calls, ‘Change!’ and the listener now has to continue with the tale. Children can use their own words, rather than necessarily remember the teacher’s. However, they do have to listen carefully in order to remember the plot and the sequence of events.**Good for developing…*** listening skills
* clear speech
* pace
 | **Barrier games**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 child 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. **For example:*** 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.

**Good for developing…*** listening skills
* explanations
* questioning
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