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Oracy
Voice 21
Masterclasses

Voice 21 Masterclass
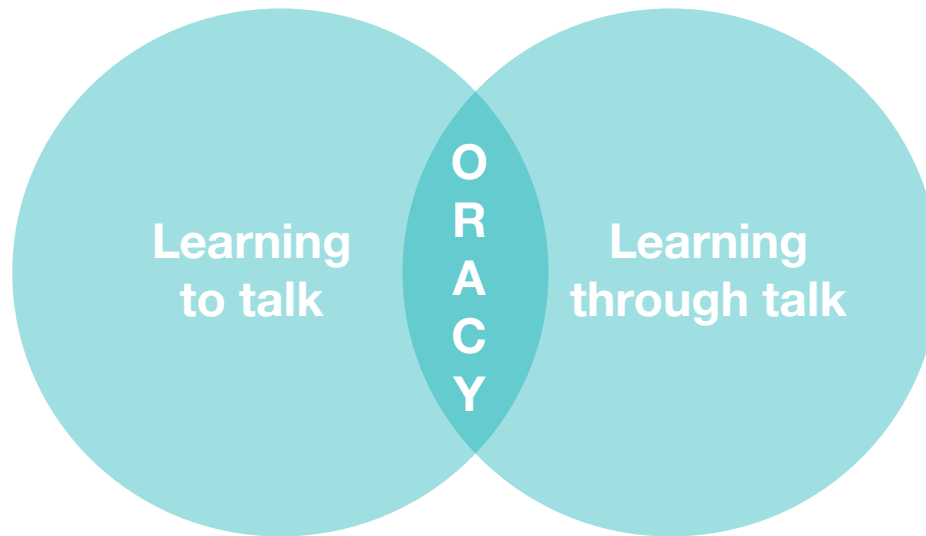# Oracy and Wellbeing

#GetTalkingAtHome

Aims

- To explore the connection between oracy skills and wellbeing, especially in the current context.

- To equip you with practical approaches to support you and your students to use talk and listening to support wellbeing.
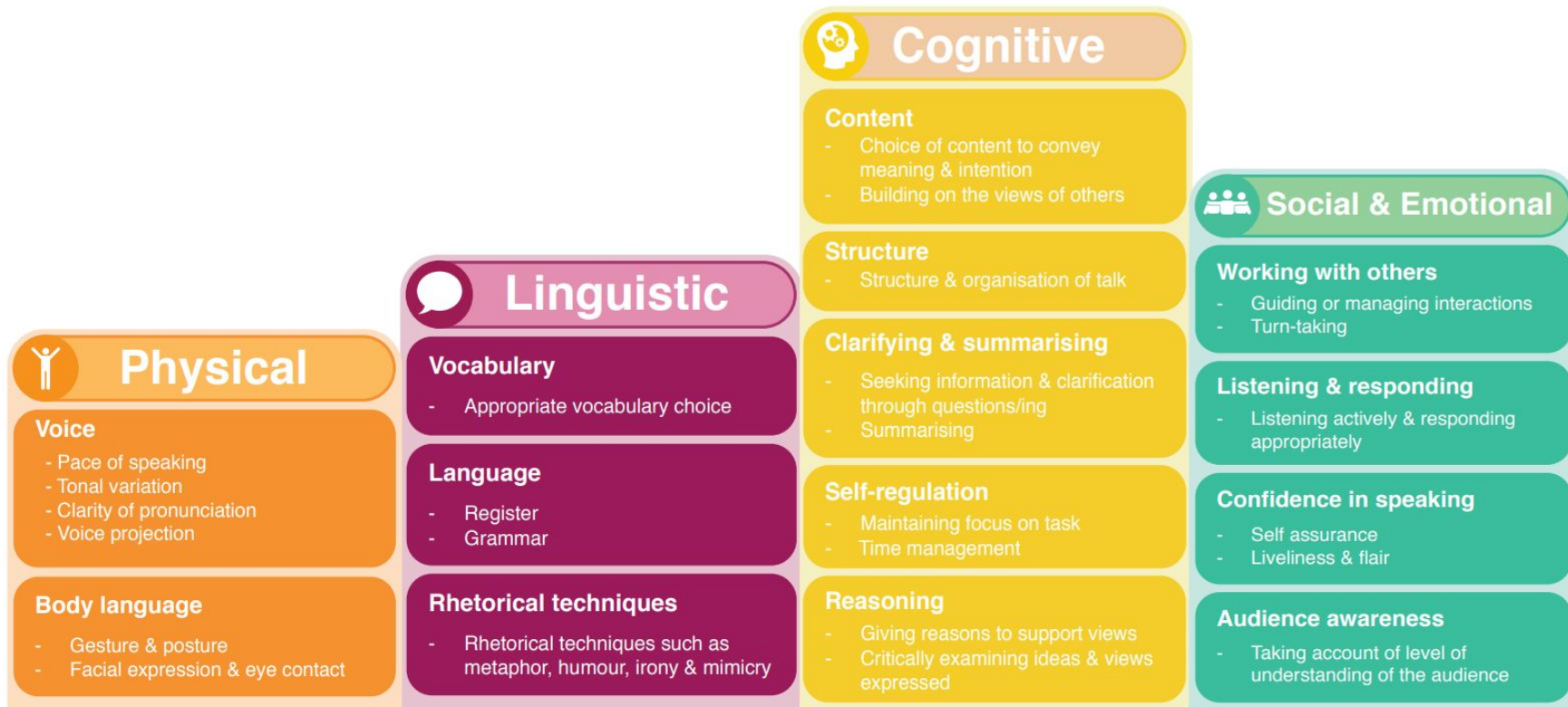

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Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.

Learning to talk

ORACY

Learning through talk

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The Oracy Framework

Physical

Voice
- Pace of speaking
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language
- Gesture & posture
- Facial expression & eye contact

Linguistic

Vocabulary
- Appropriate vocabulary choice

Language
- Register
- Grammar

Rhetorical techniques
- Rhetorical techniques such as metaphor, humour, irony & mimicry

Cognitive

Content
- Choice of content to convey meaning & intention
- Building on the views of others

Structure
- Structure & organisation of talk

Clarifying & summarising
- Seeking information & clarification through questions/ing
- Summarising

Self-regulation
- Maintaining focus on task
- Time management

Reasoning
- Giving reasons to support views
- Critically examining ideas & views expressed

Social & Emotional

Working with others
- Guiding or managing interactions
- Turn-taking

Listening & responding
- Listening actively & responding appropriately

Confidence in speaking
- Self assurance
- Liveliness & flair

Audience awareness
- Taking account of level of understanding of the audience

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What contributes to wellbeing?

Wellbeing: the state of being comfortable, healthy, or happy.
The Oxford English Dictionary

Strong relationships

Sense of belonging

Agency

Confidence

Self esteem

Identify & monitor emotions

Resilience

Express feelings

Resolve conflicts

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Oracy fosters wellbeing

supporting students to build successful relationships, talk through issues, express feelings and resolve conflicts

1.5x as likely

Young people with poor communication skills are one and a half times more likely to have mental health difficulties, even after taking account of a range of other factors that might have played a part

Source: Communication Trust 2017, *Talking About a Generation*

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Approaching oracy and wellbeing

MARY MYATT

Education consultant and author

A 'recovery curriculum' or 'recovery conversations'?

"Through storytelling, speaking and being heard, and wrapping things up as a collective – we acknowledge what has happened, good and bad, and can draw out the most positive aspect of all: that it is good to be back together."

Schools' Week, 22 May 2020

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Approaching oracy and wellbeing

Express yourself

Feel heard

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Things to consider before you start

Harnessing oracy to support students to express themselves & feel heard

Creating the right culture for students to talk and listen to each other

Knowing your students and judging what is appropriate

Safeguarding practices, accessing specialist support services where needed

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Express yourself

- Create platforms for self expression

- Select appropriate stimuli

- Develop/adapt guidelines for talk

- Scaffold talk

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Create platforms for self expression

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Select appropriate stimuli for talk

Texts

"I think you need to know the difference between being *lonely* and being *alone*."

Personal reflection

Can you choose not to be sad?

independent thinking

WINSTON'S WISH WW

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Develop guidelines for discussion

Build strong relationships

We are respectful - we respect ourselves and the opinions/ideas of others; we respect the right to speak or not speak.

We show empathy – we do our best to try and see things from others' points of view.

We are genuine – we are honest and know it's ok to say you don't know what to say.

Identify and monitor emotions

- Model talking about your own feelings
- Provide talk scaffolds such as sentence structures
- Explicitly teach concepts/vocabulary for emotions.
- Support non-verbal, as well as verbal, communication

Brene Brown on Empathy (YouTube)

Bothered	Annoyed, Irritated	Angry	Furious	Seething, Livid

Listening to support wellbeing

Feel heard

- Teach the value of listening

- Know what good listening looks like

- Model good listening

- Scaffold listening

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"Most people don't listen with the intent **to understand**, they listen with the intent **to reply**"

- Stephen Covey, author of The 7 Habits of Highly Effective People

Strong relationships

Confidence

Sense of belonging

Know what good listening looks like

Physical

- Showing that you're listening with eye contact and body language

Linguistic

- Putting what has been said into your own words (paraphrasing)

Cognitive

- Asking probing and clarifying questions
- Building on and challenging ideas
- Summarising
- Staying focused (self regulation)

Social & Emotional

- Being aware of the speaker and how you are making them feel
- Turn-taking
- Responding appropriately

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Teach what good listening looks like

Summarising the speaker's ideas

Asking questions that dig deeper

Asking questions to clarify understanding

Reacting and refocusing

Offering nods or short words of encouragement

Making eye contact with the speaker

Being calm and still

Giving 100% of their focus to the person speaking

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Madani Schools Federation
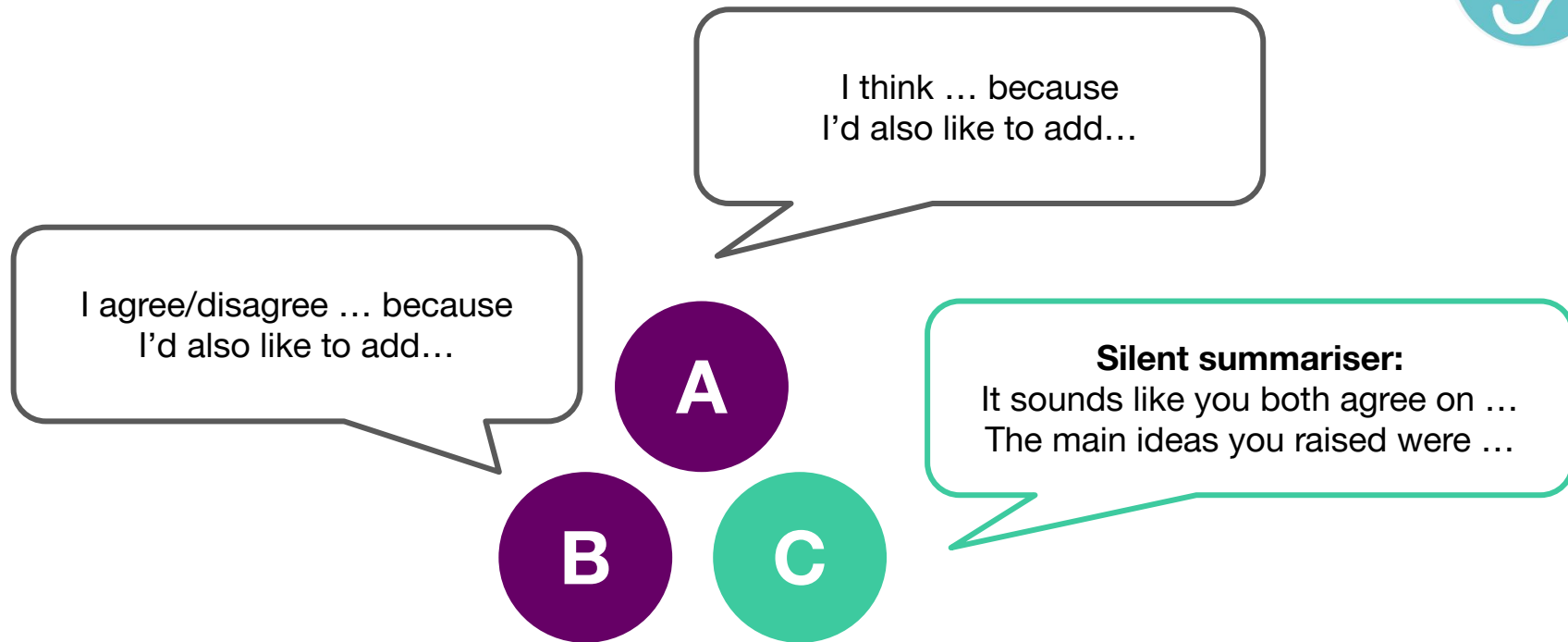
How oracy will be used to support wellbeing:

- 1:1 check ins
- Group discussions in curriculum areas (RE and Life Skills)
- Talk rich assemblies (for 30 students!)

Focus:

- Supporting teachers on how to facilitate discussion with students on a 1:1 and group basis
- Equipping students with the skills to be able to communicate and listen to each other effectively

Chaitan Rajania. Oracy Lead
Madani Schools Federation

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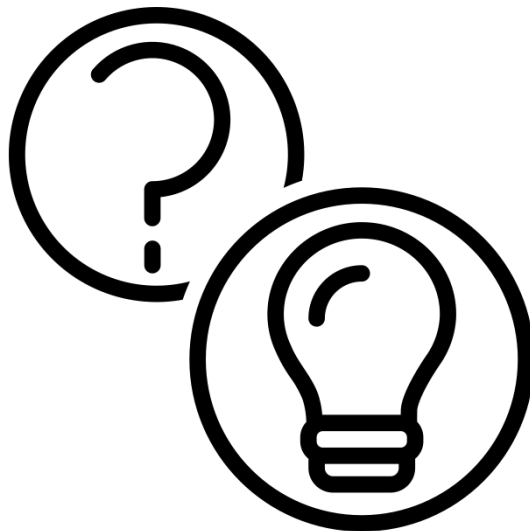
Working with Voice 21

Drop Alex an email to arrange a call
alex@voice21.org

Find us online at
www.voice21.org

Get in touch via twitter

@voice21oracy

What next?

Oracy Book Group

Friday 12 June 3.00-4.00pm

Join us and Alex Quigley, author of *Closing the Reading Gap* & *Closing the Vocabulary Gap* for our second Oracy Book Group!

Teacher Masterclasses

Thursday 4 June & **Thursday 11 June 4.00 - 5.00pm**

Our virtual Teach Meets provide an opportunity to share & learn from best practice.

Interested in getting involved? Email lizzie@voice21.org

Voice 21 Masterclasses

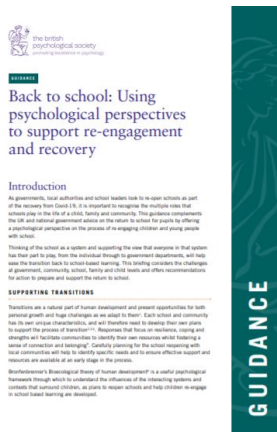**Designing oracy into your school's curriculum**
Thursday 25th June

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Further resources

SAMARITANS

DEAL: Developing Emotional Awareness and Listening

Guidance on ground rules and safeguarding for sessions

Place2Be Improving children's mental health

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the british psychological society

GUIDANCE

Back to school: Using psychological perspectives to support re-engagement and recovery

Introduction

As governments, local authorities and school leaders look to re-open schools as part of the recovery from Covid-19, it is important to recognise the multiple roles that schools play in the life of a child, family and community. This guidance complements the UK and national government advice on the return to school for pupils by offering a psychological perspective on the process of re-engaging children and young people with school.

Thinking of the school as a system and supporting the view that everyone in that system has their part to play, from the individual through to government departments, will help ease the transition back to school-based learning. This briefing considers the challenges at government, community, school, family and child levels and offers recommendations for action to prepare and support the return to school.

SUPPORTING TRANSITIONS

Transitions are a natural part of human development and present opportunities for both personal growth and huge challenges as we adapt to them. Each school and community has its own unique characteristics, and will therefore need to develop their own plans to support the process of transition. Responses that focus on resilience, coping and strengths will facilitate communities to identify their own resources whilst fostering a sense of connection and belonging. Carefully planning for the school reopening with local communities will help to identify specific needs and to ensure effective support and resources are available at an early stage in the process.

Bronfenbrenner's Bioecological theory of human development is a useful psychological framework through which to understand the influences of the interacting systems and contexts that surround children, as plans to reopen schools and help children re-engage in school-based learning are developed.

British Psychological Society Back to School Guidance

The Economist EDUCATIONAL FOUNDATION

TEACHER WEBINAR

MAKE UP FOR LOST TALK

How to help your students discuss the news

YOUNGMINDS

Wise up: Prioritising Wellbeing in Schools

PSHE Association

Guidance on teaching about mental health & emotional wellbeing

Discussing coronavirus (Covid-19) with children and young people

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