

# CONFIDENT COMMUNICATORS



2021

## **Introduction**

Confident Communicators is a project launched by Aimhigher London in February 2021 to assist with delivery of digital oracy skills in the classroom. The project has been developed with four of our partner HEIs: University of Roehampton, RVC, Goldsmiths University, and Ravensbourne University.

A focus on oracy skills helps pupils improve their confidence and communication skills, and this project aims to contextualise these skills in the increasingly digitalised learning landscape.

## **Structure**

The project comprises weekly videos and activities, with one or two videos released each week containing tips and challenges to support learners to gain confidence with talking, learning and sharing ideas in the virtual space. Designed to be shown in morning tutor time, these bitesize videos can be used weekly to allow learners to gain confidence in their digital oracy skills.

There are 15 videos included in this document. The first video from Aimhigher London sets out the context and aims of the project.

The next three videos from student ambassadors at Roehampton University cover different persuasive language techniques learners can use.

After that there are three videos from the Royal Veterinary College discuss the importance of speaking up and being heard.

Linda, a student ambassador from Goldsmiths, follows with four videos discussing using social media and making it a force for good.

Three videos from Ravensbourne about giving and receiving feedback round out the contributions from HEIs, and finally there is a wrap-up video from Aimhigher London summarising everything that has been covered.

## **Confident Conversation**

Each week also links to themed a 'Confident Conversation' topic. This is a statement and included is a short online survey where learners can vote whether they 'agree or disagree' with this statement. This can then be used to open up further discussion in the classroom should you wish, where learners can implement some of the techniques suggested in the videos.

## **Other Resources**

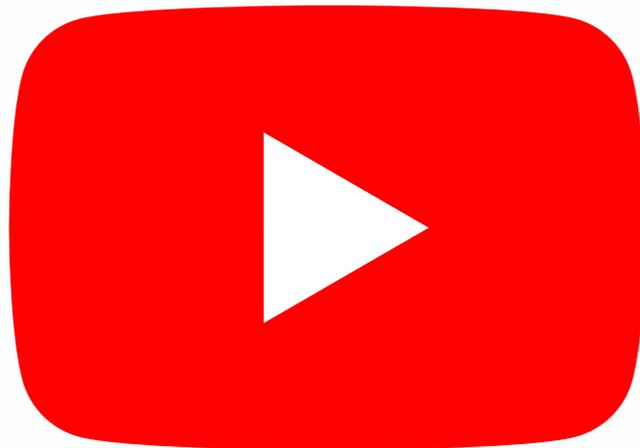
We have compiled several oracy resources which are linked to at the end of this document. The resources include background on digital oracy and why it is important, as well as some activities to help your learners work on their oracy skills.

## Contact and Further Information

For more information on Confident Communicators or on anything contained within this document, just get in touch with us at [uniconnectahl@kingston.ac.uk](mailto:uniconnectahl@kingston.ac.uk)

## Playlist

The full playlist of all the videos in the Confident Communicators series is available on YouTube at the link below:



<https://bit.ly/Confident-Communicators>

# Week 1

Week 1 contains two videos. The first video gives an overview of Confident Communicators and the importance of speaking up. The second video discusses using metaphor as part of persuasive language.

Details of activities and challenges set in each video can be found below the links, as well as the Confident Conversation topic of the week which also includes links to the weekly surveys.

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## ***Introduction Video***

### ***Aimhigher London***



### **Activity in the video**

1 minute to think up as many questions as possible for an answer.

### **Challenge set**

Ask a question in a lesson which you wouldn't usually speak up in.

# ***Using Metaphor in Persuasive Language***

## ***Roehampton University***



### **Challenge set**

Film a 30 second presentation of your opinions on whether mobile phones should be banned at school completely



### ***Confident Conversation topic***

***"Mobile phones should be completely banned in schools"***



Pupils can let us know if they agree or disagree with this by scanning the QR code or going to the following link:

<https://bit.ly/Confident-Week-1>

# Week 2

## *Using Examples in Persuasive Language*

*Roehampton University*



### Challenge set

Attempt a "30 second challenge" in response to your teacher asking what your favourite part of the lesson was using real-life examples.



### ***Confident Conversation topic***

*"Students should decide what lesson content should be, it should not just be up to teachers"*



Pupils can let us know if they agree or disagree with this by scanning the QR code or going to the following link:

<https://bit.ly/Confident-Week-2>

# Week 3

Week 3 contains two videos. The first video is the final video from Roehampton and discusses using repetition in persuasive language. The second video is the first entry from the Royal Veterinary College and features several of their student ambassadors discussing why speaking up is important.

Details of activities and challenges set in each video can be found below the links, as well as the Confident Conversation topic of the week which also includes links to the weekly surveys.

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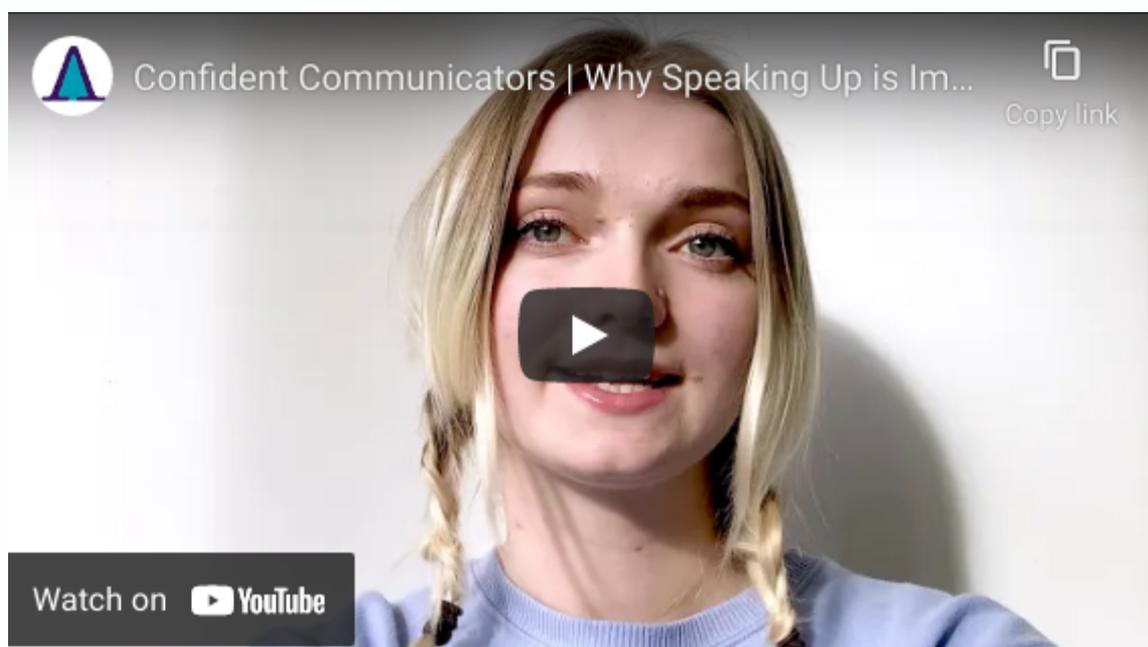
## ***Using Repetition in Persuasive Language*** ***Roehampton University***



### **Challenge set**

Attempt a "30 second challenge" in response to an interviewer asking "what are your two biggest strengths?"

## ***Why Speaking Up Is Important*** ***Royal Veterinary College***



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### ***Confident Conversation topic***

***"I believe we should only study the subjects we are good at"***



Pupils can let us know if they agree or disagree with this by scanning the QR code or going to the following link:

<https://bit.ly/Confident-Week-3>

# Week 4

## *Examples of Speaking Up* *Royal Veterinary College*



### **Challenge set**

Ask a question in 3 of your lessons this week, even if you think you know the answer - you might be surprised!

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### ***Confident Conversation topic***

*"Speaking up can create positive change"*



Pupils can let us know if they agree or disagree with this by scanning the QR code or going to the following link:

<https://bit.ly/Confident-Week-4>

# Week 5

## *Being Heard and Understood*

### *Royal Veterinary College*



#### Challenge set

In class this week, bring up one opinion that is not your own to discuss.

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### ***Confident Conversation topic***

***"My opinion is the most important one to me"***



Pupils can let us know if they agree or disagree with this by scanning the QR code or going to the following link:

<https://bit.ly/Confident-Week-5>

# Week 6

## *What Do We Use Social Media For Goldsmiths University*



### Challenge set

Think about social media in terms of platform, content and usage.  
Discuss with your friends and share how you all use it.



### ***Confident Conversation topic***

***"Social Media does more harm than good."***



Pupils can let us know if they agree or disagree with this by scanning the QR code or going to the following link:

<https://bit.ly/Confident-Week-6>

# Week 7

## *What Do We Use Social Media For Goldsmiths University*



### Challenge set

Try turning off notifications for a week then discuss your experience with your friends.



### ***Confident Conversation topic***

***"I could go for a week without social media."***



Pupils can let us know if they agree or disagree with this by scanning the QR code or going to the following link:

<https://bit.ly/Confident-Week-7>

# Week 8

## *Your Social Media Identity*

### *Goldsmiths University*



#### **Challenge set**

Have a conversation about how much time you spend on social media.

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#### ***Social Media: What We've Learned***

Summary video of the social media topic, including dos and don'ts

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#### ***Confident Conversation topic***

***"My social media identity is a positive one."***



Pupils can let us know if they agree or disagree with this by scanning the QR code or going to the following link:

<https://bit.ly/Confident-Week-8>

# Week 9

## *Creative Critique and Feedback*

### *Ravensbourne University*



### **Challenge set**

Choose one item of clothing that you're wearing. Name one thing you like about it and one thing that makes it useful. Now name one thing you'd add or change to make you like it more and make it more useful.

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### ***Confident Conversation topic***

*"I always find feedback useful."*



Pupils can let us know if they agree or disagree with this by scanning the QR code or going to the following link:

<https://bit.ly/Confident-Week-9>

# Week 10

## Talking About Your Work

Ravensbourne University



### Challenge set

Turn to someone and talk about a piece of work you've done recently using the STAR method.



### ***Confident Conversation topic***

*"I find it easy to reflect upon my work."*



Pupils can let us know if they agree or disagree with this by scanning the QR code or going to the following link:

<https://bit.ly/Confident-Week-10>

# Week 11

## *How to Pitch an Idea*

### *Ravensbourne University*



#### Challenge set

Choose an object or item nearby. Turn to the person next to you and give an 'elevator pitch' for this product.

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### ***Confident Conversation topic***

***"I am good at promoting my own ideas."***



Pupils can let us know if they agree or disagree with this by scanning the QR code or going to the following link:

<https://bit.ly/Confident-Week-11>

# ***Thank You For Watching!***

## ***Aimhigher London***



### **Challenge set**

Think about whether you've put into action any of the tips and tricks you've learned from the Confident Communicators videos. If not, go back and refresh yourself and start to put those skills into practice.

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## Wider Resources

### Voice21

Voice 21 is a national charity that exists to enable teachers and schools to provide a high quality oracy education so that all young people can find their voice for success in school and life.

*Oracy background*

- <https://voice21.org/oracy/>

*Publications and wider reading*

- <https://voice21.org/publications/>

### Oracy Cambridge

Based in the University of Cambridge, Oracy Cambridge work to promote oracy in schools and in the wider society. Their work includes writing papers for governments and other organisations and providing training and consultancy for schools.

*Oracy Skills Framework*

<https://oracycambridge.org/wp-content/uploads/2020/06/The-Oracy-Skills-Framework-and-Glossary.pdf>

*Oracy conference summary*

<https://oracycambridge.org/the-great-oracy-exhibition>

*Teaching Oracy Online*

<https://oracycambridge.org/oracy-online/>

## Wider Resources

### The Noisy Classroom

The Noisy Classroom is a training organisation dedicated to promoting and supporting the use of speaking and listening in the classroom.

*Oracy activities for secondary pupils*

- <https://noisyclassroom.com/secondary-oracy-activities/>

*Topics for debate*

- <https://noisyclassroom.com/debate-topics/>

### Talk the Talk

Talk The Talk is a charity providing staff and students with a range of practical oracy workshops.

*Oracy resources including lesson plans*

- <https://talkthetalkuk.org/resources/>

*Oracy resources for the classroom*

- <https://talkthetalkuk.org/wp-content/uploads/2020/04/Oracy-ResourcesOracy-Resources.pdf>

Produced by

**Aim**higher  
L o n d o n



In collaboration with



**Goldsmiths**  
UNIVERSITY OF LONDON

