



# ESU TEACHING RESOURCE



## ZOMBIE APOCALYPSE!

### Overview

This fun warmup encourages students to begin making arguments, and is a good activity when introducing basic reasoning. The silly nature of the game encourages less confident students to “give it a go”, as the success of a response is limited by imagination, rather than specific subject knowledge or academic skills.



### Objectives

- To introduce students to basic reasoning - reasons are answers to the question “Why?”, that often begin “because...”
- To feel comfortable making arguments and speaking in front of each other

### Task

All students think of a household object. The session facilitator may choose to ask for this as part of a setting for the game, e.g.

*“We all finish for the day and go home. Imagine walking home and into your house, and just look around - choose an object in your house, so for example, I’ve just chosen my fridge.”*

Students should turn to form pairs, and say the object they have chosen to their partner.

Now, set the scene:

*“Unfortunately, the Zombie Apocalypse is now upon us. Everyone (apart from you) has turned into a zombie. I’m a zombie. The Prime Minister is a zombie. The zombies are coming to your house, to do their dastardly things, like eating your brains. Luckily, we’ve all chosen an object to defend ourselves - the object you just named to your partner!”*

Students should now, with their partners, discuss which of the two objects they selected between them would be best to use in the zombie apocalypse, and why.

When students have had a chance to discuss this in pairs, they should select the one object they think is best.

Now, each pair should join with another to form groups of four. Again, students should discuss which of the objects would be best in a zombie apocalypse, and why.

Students should now be asked to feed back to the class, explaining which object their group chose, and why it would be useful in the zombie apocalypse.

*Tip - The facilitator can use various methods to ensure less confident students have a chance to participate. For example, selecting a speaker from each group rather than letting the most confident student lead.*





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## DRAWING LIKE PICASSO

### Overview

This quick game offers an opportunity for students to take part in a speaking activity in a quiet, pair-activity context. It is a great starter for a lesson where students will need to pay careful attention to each other's ideas.

### Task

Divide the group into pairs: one member of the pair is "Picasso" and the other is "the apprentice". Give Picasso a piece of paper with a simple drawing on it. Give the apprentice a blank piece of paper. Instruct Picasso to keep the image hidden from the apprentice.

Picasso now has to, without showing the image, instruct the apprentice to draw Picasso's image. The aim is that at the end of the game they have an exact copy. You can permit the apprentice to ask questions (to make the game easier), or ban them from speaking entirely (to make the game harder).

### Tips:

*For the simplest version of the game, provide students with simple line drawings made up of basic geometric shapes (triangles, squares etc.). To make the game harder, provide students with more freely drawn line drawings.*

*The game can also be played with Picasso making up their own image as they go along, and drawing it whilst describing it. However, this is quite challenging and can be time-consuming.*



### Objectives

- To realise the importance of clarity and logical order in instructions.
- To realise that often what is obvious to us is not obvious to others. Giving clear instructions or giving clear argumentation sometimes involves "stating the obvious" and being precise to remove ambiguity.



### Resources

A4 sheets of paper  
Pens/pencils  
*(Optional: Some simple line drawings)*







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## WHERE DO YOU STAND

### Overview

This game is a good way of introducing debate to a subject area students have been studying.

It is also a good way to show students how a debate (with two sides) differs from a discussion (multiple perspectives).

### Task

Create some space in the classroom. Assign one side of the space as the 'Agree' side, and the other side as the 'Disagree' side. Call out a topic, and ask the students who agree to go to the 'Agree' side, and the students who disagree to go to the 'Disagree' side. Students who are unsure can remain in the middle. Once students have chosen a side, ask a student on the 'Agree' side to provide a reason why they chose that side. Then ask a student on the 'Disagree' side to respond to that reason. Then repeat the process asking a student on the 'Disagree' side to provide a reason why they chose that side, and ask a student on the 'Agree' side to respond to that person. Repeat for as many new ideas as the students have.

After several reasons have been provided, allow students to move between the positions (from 'Agree' to 'Disagree', 'Neutral' to 'Agree' etc.) if they have changed their minds. Ask the students who move which argument convinced them to change position. Tip: For more advanced groups, allow students to stand closer to the neutral line if they, for example, only 'slightly (dis)agree', reserving the far side of the room for 'strongly (dis)agree'. Let students adjust the strength of their position throughout the exercise.

### Objectives

- To familiarise students with the process of coming up with justifications for their position.
- To help students come up with responses.

### Resources

A list of topics, e.g.  
*Cats are better than dogs*  
*We should require people to pass a simple current affairs test before they are allowed to vote*  
*We should allow the use of performance-enhancing drugs in professional sport*





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## COUNT TO 10

### Overview

This fun game makes a great starter for lessons with a focus on Expression and Delivery. It generates lots of examples that you can use in a discussion about non-verbal communication; and encourages an environment where students feel free to try new things.

### Task

Students stand in a circle. Explain the activity: we will count round in a circle from one to ten, and back down again - each person says one number. (With younger groups you can practise just doing this.)

Now, we will take an emotion. As we increase the number, we will increase how much we show the emotion. As we count down, we will return to a neutral expression. If needed, you can give an example of this counting alone.

Go around the circle a couple of times - try “anger” and “happiness” to start with. Students may feel comfortable using a larger range if the emotion passes round the circle more than once.

### Tips:

*Nervousness is a good emotion to try - it helps to show students that they can control how nervous they appear, even if we can't always control how nervous we feel. Older or more confident groups may enjoy trying to express trickier things like sarcasm or pomposity.*



### Objectives

- To start a discussion about the use of non-verbal communication in speeches
- To relax and experiment with different body language



### Resources

Some emotions, e.g.

*Sad*

*Happy*

*Calm*

*Angry*

*Relaxed*

*Stressed*

*Sarcastic*

*Sincere*











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## I COULDN'T DISAGREE MORE

### Overview

This quick game introduces students to Response. Students should become used to ways to politely disagree with others, and not see disagreement as something that is always hostile.

This game is also good preparation for debates - students will become used to the idea of coming up with ideas in support of a position that they may not personally hold.

### Task

Give participants a statement and ask them to give reasons why they disagree with you. Make the statements absolute, but difficult to disagree with (e.g. 'I believe that we should never hurt animals'; or 'I believe that lying is always wrong'; for older students, 'I believe that war is never justified').

*Tip: Alternatively, go round in a circle*

*with each participant saying why they disagree with the statement given by the previous participant, and then giving a new statement of their own (e.g. "I couldn't disagree more because fruits can have too much sugar, but I do think that the sky is always blue", followed by "I couldn't disagree more because the sky is normally grey, but I do think holidays are fun").*



### Objectives

- To encourage students to see disagreement as "part of the game" rather than evidence of personal animosity
- To encourage students to think quickly, even when responding to something they personally agree with.



### Resources

*Some topics, e.g.*  
*We should never hurt animals*  
*Fruit is always healthy*  
*Lying is always wrong*  
*War is never justified*  
*We should always obey the law*







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## 2. Alley debate

We are now ready to have a debate. Each debate will have up to 15 students on each side of the motion - if you have more than 30 students, please form more than one debate.

Give the students a topic to debate. One side is for the topic, the other is against.

Give the students 5 minutes to work in pairs to think of as many arguments as they can for their side of the debate. Students should be aware, as they prepare, that they will each have up to one minute to rebut the speaker before them, and give an argument of their own. Students cannot repeat arguments that have already been made: they must either prove wholly new claims, or provide different reasons or examples for claims that have been made before.

After the 5 minute preparation time, ask the students to form “alleys”. Each alley debate consists of up to 30 students, in two lines of equal number, facing each other.

The first speaker from the “for” side begins. Then a speaker from the “against” side. The debate continues, alternating between for and against, until everyone has spoken.

Note: for some students, this task will be very challenging. It can be made more accessible by permitting a short pause after each speech in which the next speaker can plan their response, even in consultation with those standing next to them. Other students can use this time to assess whether they need to think of new arguments, and to do so if required.

### Development

To challenge students, ask them to give longer speeches in the alley debate. A 2-3 minute speech should contain 2 arguments (rather than 1, as above). For this to work, the alley itself must be shorter: a maximum of 8 students per team rather than 15.

When students are giving longer speeches, challenge the students by asking them to rebut not just 1 argument from the previous speaker, but both of them.









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## CONDENSING MACHINE

### Overview

This activity helps students to practice their summarising skills, and works particularly well with younger groups.

### Task

Ask the students to get into groups of 4-6. Give each group one of the lists of story prompts. They are now going to write a short story.

They should start by answering the questions to fill in the key details. They should then add more details and explanations to these. Encourage them to be creative with their ideas and their vocabulary. Their finished story should be one minute long.

### The Journey

You are going to write a story about someone going on a journey. Start by thinking up answers to these questions, and then add in more descriptions and details.

WHO is going on the journey?

WHERE do they start?

WHY are they travelling?

WHERE do they visit first?

WHO do they meet there?

WHERE do they finish the journey?

### The Party

You are going to write a story about a party. Start by thinking up answers to these questions, and then add in more descriptions and details.

WHO is hosting the party?

WHY are they having the party?

WHERE is the party held?

WHO comes to the party?

WHAT do they do there?

HOW does the party end?

### Objectives

- To identify key points in a structured narrative.
- To practise summarising information that they are given.
- To get feedback on the importance of structure for the comprehension of others.



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## The Argument

You are going to write a story about some people having an argument. Start by thinking up answers to these questions, and then add in more descriptions and details.

WHO is having the argument?

WHAT starts it off?

WHAT are they arguing about?

HOW do they behave?

WHO else joins in?

DO they try to stop it? Or do they make it worse?

HOW does the argument end?

## The New School

You are going to write a story about someone starting at a new school. Start by thinking up answers to these questions, and then add in more descriptions and details.

WHO is starting at the new school?

WHY have they come to this school?

WHAT is the school like?

WHO do they meet when they get there?

WHAT do they spend their first morning doing?

HOW do they feel about it when it is over?

Once they have their story written down give them a few minutes to discuss it. What do they think the most important features are? How can they tell? Can they think how they might recognise key features in other stories?

Each group should now send one “messenger” to deliver their one minute story to the next group. The messenger should make sure that they are not overheard by other groups. The listening group should think about what is most important in the story, and write a shorter, 45 second version. Again, a messenger should be sent to deliver this 45 second story to the next group.

Each group now comes up with a 30 second story, which is sent to the next group. This process continues with shorter and shorter stories until each group receives a very short (one or two sentence) summary of their original one-minute story. Try to ensure all of the students take a turn as the messenger.









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#### 4. Make the points REAL (10-15 minutes)

The students should then distribute these 6 points amongst themselves, and create a REAL argument for each one. They should use the group mind-map to find ideas that will help in this, and discuss arguments as a team where needed.

Remember -

Reason - a short statement or headline that is an important claim in your speech or argument

Example - a statistic, case study or illustration that supports the Reason

Analysis - an explanation of the relevance of the Example, and of the Reason, adding context and clarification

Link - a connection back to the Reason and, where relevant, to the broader topic or theme of the speech as a whole.

#### 5. Expression and Delivery (5-10 minutes)

Students should think about how they are going to deliver their speeches and which of the techniques they have learned that they will use. This might include tone, body language and eye contact. They can note this in their speeches if it helps them.

They should also consider if they know any adjectives, synonyms or other language that can make their REAL points even more persuasive.

#### 6. Final preparations (10 minutes)

Finally, every student should have one or two REAL arguments, and prepare to deliver these to the class. They should practice as a group, and give each other feedback on the final delivery of each argument.

#### Development

Challenge students by giving them more difficult topics and pushing them to write longer speeches with more detailed and developed points.

If there is time some students can be asked to deliver their speeches in front of the whole class. This can be used to create class discussion of what elements of content, organisation and delivery have been done well and what can be improved.

