



Put students into groups and give each member a different task. Students then have to find those students from other groups who have been given the same task to work on. These new groups complete their specific tasks. All students then go back to their original groups to share their expertise.

Speaking and listening

Encourage active listening by putting students in groups of three. Each is given a role: speaker, listener or observer. The speaker talks on a given topic, the listener asks questions, and the observer assesses both using student-friendly criteria, e.g. for the role of listener: does the listener ask open-ended questions when challenging an idea? Rotate the roles so students experience all three.

Speaking and listening

Teach students the advantages of asking open-ended questions. Ask students to compose questions on a given topic, using the open-ended prompts **who, what, why, when, where** and **how**. This is also good for introducing a new topic.

Speaking and listening

Students record their presentations, revision guides or performances in role onto an iPod. Using a student-friendly assessment grid, they and a partner assess it, improve it and then record again. Recordings can then be shared for peer assessment, detailed analysis and resources for other classes.

Speaking and listening

Set speaking and listening tasks within a 'real-life' context. Give students ownership of a project to manage, so that they have to research, design, market and then pitch to an unfamiliar audience, who may have expertise in this area.

Speaking and listening

At the start of a lesson, tell students that they have to listen out for three key pieces of information in the lesson – ask for feedback during the plenary.

Speaking and listening



In group discussion, each student is given different-coloured discs. Each time a student speaks, they have to put a disc onto the table. The discussion will continue until all discs have gone, thus ensuring that everyone speaks.

Speaking and listening

Distribute different listening tasks to students, e.g. some have responsibility for listening out for facts, problems or emotive language. Ask all students to feed back, so that they have to listen to all the responses and pass if their answer has already been mentioned. Go round the class until all answers have been given.

Speaking and listening

Assign new roles to students every week, e.g. student responsible for summarizing the learning, identifying the highest achiever of the week, etc. Make sure that all students have the opportunity to participate.

Speaking and listening

Use de Bono's Thinking Hats to encourage more effective collaborative work. This works particularly well if you want students to debate an issue. Assign different groups a different Thinking Hat to use when researching and discussing an issue, e.g. the Yellow Hat represents the positives of a situation, the Black Hat represents the negatives and the Red Hat represents the emotions.

Speaking and listening