



Unmuting Potential

*Rethinking Speaking
Opportunities Within ERWC
to Unleash Student Voices*



For today's slides:
<http://bit.ly/4kwLRrl>

Unmuting Potential:

Rethinking Speaking Opportunities Within ERWC to Unleash Student Voices

When many of us think of “speaking and listening” skills in our classroom, we imagine formal speeches, presentations, and discussions: the large culminating assignments. Rethinking this allows us to change the way we expect students to ‘speak up’ and how we assess their skill levels. Reevaluating ERWC module activities through the lens of diversifying speaking and listening opportunities in your classroom prevents the silence that stops the spread of diverse ideas, increases sharing of experiences, and allows students to participate in vital subject standards in meaningful ways. We will discuss strategies and differentiated ERWC lesson options where students find a variety of opportunities that allow them to unmute and reach their full potential.

Who *We* Are



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Study Teacher, Doctoral Candidate,
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Classroom Teacher, New Teacher
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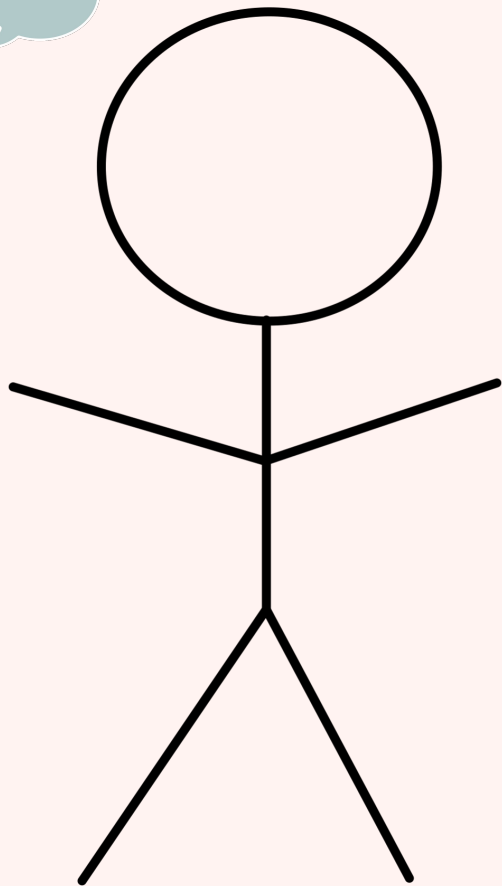
Today's *Agenda*

1. Painting the Picture
2. Breaking Down Barriers
3. Creating the Space
4. Creating the Opportunities
5. Final Thoughts



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Paint a Picture *of Mastery*

Help us describe a student who has mastered speaking and listening in the classroom.

What do they say, see, do, and hear?
Who are they?



Discussion

We know what mastery looks like. What are common barriers or reasons students don't speak up in our classrooms?

Social Anxiety

Fear of Judgement

Lack of Value of ideas/thoughts

Not Prepared

Bad Past Experiences

Unsure What to Say

Other Voices

Longer Processing Time



We know the barriers.
What do we need to do
in our classrooms to
break them down?

- Set an intentional tone around speaking in your classroom
- Plan how to respond to speakers & non-speakers
- Shut down attitudes & comments that are unacceptable for your purpose in a way that models effective & respectful communication
- Intentional, planned, structured speaking opportunities **often**



Discussion Norms

Let's fill out the table together:

Our Rights	Our Responsibilities	Looks, Sounds, Feels Like:
Be a full-time listener! Have the choice to listen instead of voice opinion.		
Speak my truth	Speaker: - Listener: -	Speaker: - Listener: -
Be heard	Speaker: - Listener: -	Speaker: - Listener: -
Have the opportunity to prepare	I will give you the time to prepare -	If prepared: - Not prepared: -
Have my ideas challenged respectfully	Speaker: - Listener: -	Speaker: - Listener: -



Discussion Norms

Let's fill out the table together:

Our Rights	Our Responsibilities	Looks, Sounds, Feels Like:
Be a full-time listener! Have the choice to listen instead of voice opinion.		
Speak my truth	Speaker: <ul style="list-style-type: none">- To be comfortable- Stand your ground/be confident- Speak to the best of your knowledge- Be prepared to be challenged- Be open to other opinions- Be clear about your truth- One point at a time Listener: <ul style="list-style-type: none">- Wait until they're finished talking to respond- Have understanding of where they're coming from (ask if you aren't sure)- Ask questions	Speaker: <ul style="list-style-type: none">- Like a debate/respectful conversation- Feels like everyone is looking at you- Nerve-wracking- Feels like you might be judged or attacked Listener: <ul style="list-style-type: none">- Listening to one voice at a time- Eye contact- Full attention- Listen before forming argument
Be heard	Speaker: <ul style="list-style-type: none">- Be loud enough to be heard- Be very clear with your words- Important details included- Eye contact- Be bold	Speaker: <ul style="list-style-type: none">- Good- Admirational- Audience might look defensive- Feels like you're being heard/listened to



Other Examples

Discussion Norms/Norm Setting	Brainstorming, fill in chart, pick focus area; collaborative norm - setting for small group discussions	Age of Responsibility, Citizen Youth, Fake News and Bias in Reporting
Establishing Norms for Civil Discourse	Personal connection brainstorm, characteristics of good discussion, T-chart	Changing Minds: Thinking About Immigration, Free Speech, We Should All Be Feminists
Literature Circles Project Planning	Set 4-5 norms for group discussion about the book (book circle norms)	Cambodia Remembers
Using Scholarly Discourse Moves	Sets up and explores structure of sentences for scholarly discussions. (chart/example included)	Good Food, Bad Food, Conscious Hip Hop, Things Fall Apart



Your Classroom

- Choose the norm-setting approach that works best for you and your students
- Use it early in the year, then use it again regularly!
- It is not a one-and-done activity
- Use your norms as a foundation for your classroom discussions
- Revisit and reference it throughout the year



Discussion

What ways do you have students speak in your classroom already?



Speaking Opportunities

Low Risk

Whip Around
Public Writing (What is)

Read aloud to
self / into phone

No audience

Give One, Get One
Writing into speaking
(Golden sentences)

Pair-Share
Familiar Topics

Group Presentations
Personal Opinions
Small group
discussions

Volunteer to Speak

High Risk

Individual
Presentations
Critical Thinking, New
Topics
Socratic Seminars
Cold calls



Sample Progression:

Into the Wild

Socratic Seminar:

Key questions to discuss from through the unit, includes personal experiences and opinions

Group Presentation: *Act 41*

Speak as a character from the book in response to prompts, given ahead of time

Using Vocabulary *Act 6, 23, 34*

Students are challenged to use new words from the activities in their speaking they track progress

Writing Into Speaking: *Act 1 Quickwrite*

Highlight Golden Sentence, Share with peer, Five volunteers share

Whip Around: *Greatest Adventure*

Circle a single word in writing, Say out loud; can "pass", Alternate starting point in room

**Positive verbal
reinforcement every time,
at every stage!**



When it still doesn't
work, there are
alternative
options

- Self-record
- “Phone-in”
- One-on-one presentations
- Small, trusted groups



Incorporate speaking in multiple ways every day, *normalize it.*

Students must *have a say.*

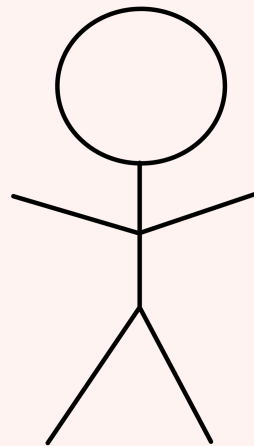
Recognize that everyone feels a similar way about speaking up. Students then see they are *not alone.*



Encouraging students to use their voices is an *endgame.*

Go back to the student we started with.
What can you now add to include your
quieter students in that picture?

How has your perception of a successful
speaking and listening student changed?



Thank you!

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Please use the QR code to share your thoughts about our session with us.
We value your feedback!