
TALKING FOR A PURPOSE

There are numerous purposes for talk. Many could take place in a single conversation or activity. Just as different forms of writing need to be modelled for children, so do different styles of talk.

The theme of sustainable development offers a huge range of contexts and opportunities for talk; it is about real-life issues and debates which touch on children's lives; some of these are controversial, many will be things which children have passionate views about.

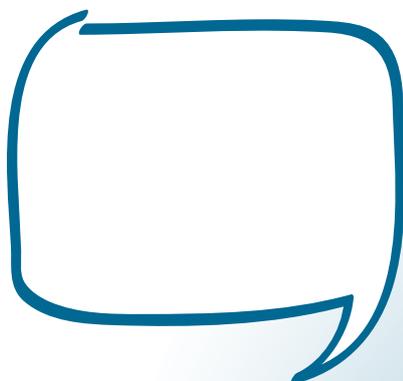
Ideas on the following sheet are offered as a prompt for planning opportunities for speaking and listening in the context of sustainable development.

- What examples can participants think of for each style of talk?*
- What particular contexts might ESD offer them?*

Ask participants to work in groups to sketch examples in each speech bubble.

We offer an example of one purpose for talk on the third sheet.

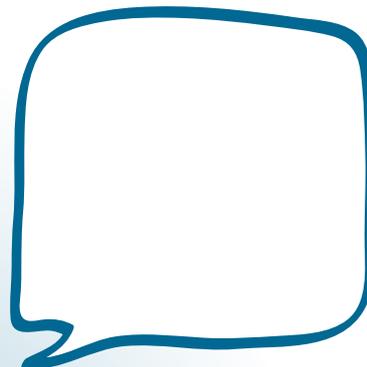
TALKING FOR A PURPOSE



talk to get things done



talk to convey information, to warn and explain



talk to entertain, narrate, play with language

talk to express emotions

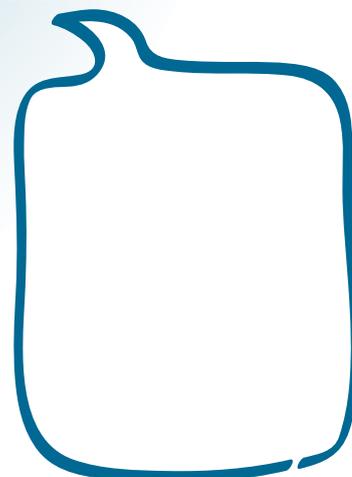
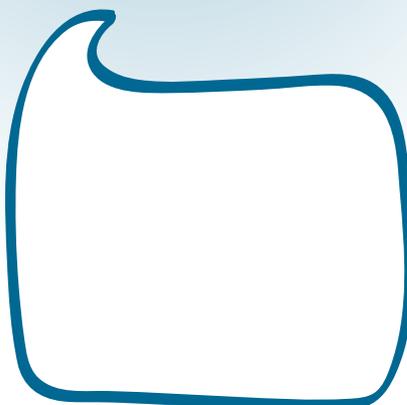
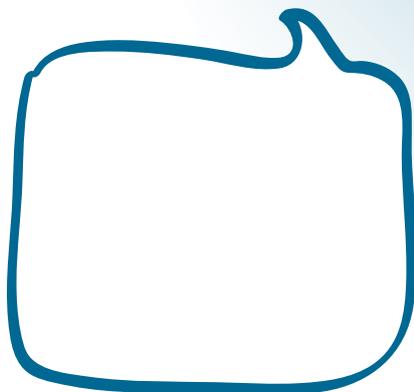


talk to maintain or develop relationships

talk to generate, share and develop ideas

talk to elicit or clarify information

talk to persuade, influence, manipulate



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AN EXAMPLE

Talk to express emotions

Feelings of pride about having demonstrated care for the environment. Opportunities for word-level work ... words about feeling positive. Use of ideas such as role on the wall - exploring how people look and feel about such things.

Feelings of anxiety and concern following a destructive event in the news. Discussions about what has happened and how we feel about it [maybe drawing on circle time] ... leading on to opportunities for creative work in drama, poetry, letter-writing.

Feelings of confusion and powerlessness about a complex issue such as climate change. Creating mental maps in small groups, and at a whole class level, of what we know and feel about this issue - as a starting point for enquiry learning. What else do we need to know? What can be done and by whom?

This activity draws on ideas developed by Birmingham English curriculum co-ordinators working with Sylvia Winchester, in *Fat felts and sugar paper*, published by Tide~