

SOUNDS

LIKE

CHAOS

IMPACT

REPORT

SPEAKING UP WITH BONUS PASTOR CATHOLIC COLLEGE

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INTRODUCTION

Between January and March 2023 three associate artists working with SOUNDS LIKE CHAOS worked with a drama teacher and year 9 students at Bonus Pastor College to co-produce a short programme of speaking and listening workshops. The aims of the workshops were to -

1. Enhance oracy skills amongst a group of year 9 students identified as having low confidence in public speaking.
2. Explore drama as an effective tool for increasing oracy skills

The facilitators drew on the *Cambridge Oracy Framework* to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

These were summarised as follows -

Physical - voice / body language

Cognitive - content, structure, clarifying and summarising, self regulation, reasoning.

Linguistic - vocabulary, language and rhetorical techniques.

Social Emotional - confidence, audience awareness, working with others, listening and responding

Students worked across 6 weeks towards three performance outcomes -

WEEK 2 Deliver part of a speech to a partner or small group with an understanding of intention and purpose.

WEEK 4 Working towards a small group presentation to a small audience of teachers/leaders in the school with the aim of suggesting a change for the school. Communicate with impact. Engaging, creative, clear and persuasive.

WEEK 6 Working independently, or in small groups, write and perform a 2.5 min speech or piece of creative writing for an audience.

Students took part in physical and vocal warm ups, drama games and exercises and performance activities.

To measure the effectiveness of the programme and evaluate its impact on the student's oracy skills, participants in the programme were asked to complete a questionnaire at the beginning and end of the process and the differences were analysed.

WHAT WE FOUND OUT

The number of students who felt able to adapt their voice, body language and the words they used, when speaking, to help their audience understand their thoughts and ideas increased by:

40%

The number of students who feel nervous when they need to speak in front of a group decreased by:

30%

The number of students who believed their ideas were important and should be heard increased by:

10%

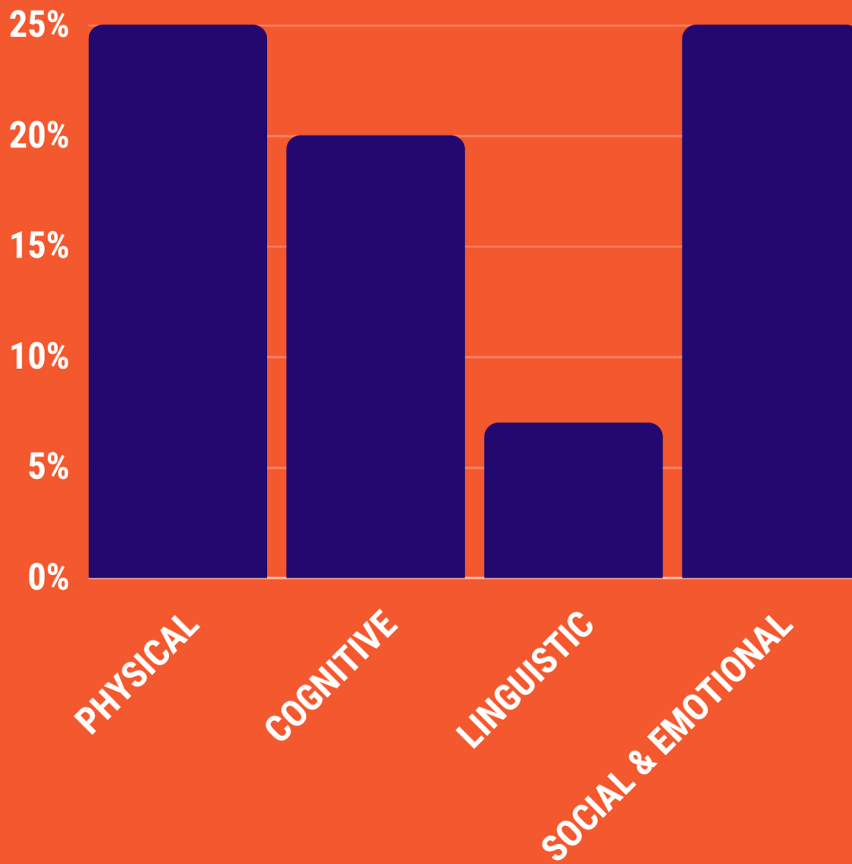
The number of students who felt confident communicating ideas as part of a group increased by:

20%

The number of students who felt able to to engage people in their ideas through their voice and body language increased by:

10%

INCREASE MEASURED ACROSS THE 4 ORACY SKILLS:



90%

**OF STUDENTS SAID THEIR
SPEAKING & LISTENING
SKILLS
HAD IMPROVED OVER
THE 6 SESSIONS**

**70% by 'quite
a bit' or 'a lot'**

At the beginning of the project we asked students: What are your strengths when it comes talking to others about your ideas, opinions and thoughts? 50% of students responded with "I don't know" or "I don't believe that I have any strengths".

At the end of the project 90% of students could describe a strength they felt they had in speaking and listening.

What are your strengths when it comes talking to others about your ideas, opinions and thoughts?

Response before taking part in Speaking Up:

"I don't know"

"How to use my ideas and thoughts to push my confidence to a level that people could understand me at a level that some can take me seriously as I am"

"I don't know"

"I am passionate"

"I don't know"

"I don't know"

"I'm not too sure"

"I can communicate easily"

"I have a loud voice and strong opinions"

What are your strengths when it comes talking to others about your ideas, opinions and thoughts?

Response after taking part in Speaking Up:

"I am able to use statistics"

"I can try communicate my ideas"

"I am able to speak loudly"

"I know what I am talking about"


"Coming up with the things the group can relate with"

"Enhancing language techniques"

"I'm not too sure"

"being able to portray what I am trying to say"

"Speaking to large audiences"



THE NUMBER OF STUDENTS WHO
FELT ABLE TO ADAPT THEIR VOICE,
BODY LANGUAGE AND THE WORDS
THEY USED, WHEN SPEAKING, TO
HELP THEIR AUDIENCE UNDERSTAND
THEIR THOUGHTS AND IDEAS
INCREASED BY 40%.

OUR 2024 GOALS

1

Taking young people out of the classroom into a creative setting

In this next round we can enhance the freedom and thus expression of the young people by creating a bespoke safe and creative space. The challenges of a school setting; both in more restrictive rules and social dynamics, are ones which we believe can be overcome. The intention associated with a theatre or creative space is essentially performance and presentation. By allowing for a more unrestricted space we hope to improve the impact we can have. Young people will feel more comfortable, in control and empowered by the environment around them

2

Moving to an intensive one-week model

One week model will mean that we are able to deliver the sessions more efficiently - keeping on track covering the framework in a logical sequence. The immersive nature of intensive courses can enhance memory retention, as learners engage with the material consistently over a short period. The combination of intensity, pace, and a clear goal can create a sense of motivation and accountability, pushing learners to stay committed to improving

3

Working on a referral basis with schools

a small and targeted group setting for oracy education offers a range of benefits, including personalized attention, increased participation, and a more flexible and adaptive learning experience. These advantages contribute to a more focused and effective development of oracy skills in each participant. Instructors can provide more personalized attention to each individual. This allows for tailored feedback and guidance, addressing specific needs and challenges that students may face

4

Working towards an end performance

Working towards a performance will provide real-world context for the oracy skills. Young people can see the direct application of effective communication. Performing requires students to put theory into practice. They will gain practical experience in structuring and delivering speeches, refining their articulation, and managing nervousness—all essential aspects of oracy. All aspects of the framework become heightened here. We want to prepare the group to connect with their audience, gauge reactions, and adapt their communication style accordingly. Further grasping the Physical, linguistic, cognitive + emotional skills in practice.

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WE THANK YOU
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