Lesson 1: Finding Your Voice

(20-minute tutor-time lesson)

SECONDARY (Ages 12–15)

How to Use This Resource in Tutor Time

Thank you for taking part in **The Oracy Cup**, a partnership between *Equalitas Professional Services* and *Charlton Athletic Community Trust*.

These 20-minute lessons are designed to fit smoothly into tutor or form-time slots and give every pupil the chance to build confidence, communication skills, and pride in their voice.

Each activity links directly to **The Oracy Cup judging criteria** – *Clarity, Confidence, Content, and Teamwork* – and is aligned with the **Voice 21 Oracy Framework**.

You don't need to be an Oracy specialist to deliver them; the focus is on encouragement, participation, and reflection.

Encourage a supportive environment – celebrate effort, allow creativity, and remind pupils that *their voice matters*.

Building on Existing Practice

The Oracy Cup is designed to complement and celebrate the Oracy work already happening in schools. We recognise that many educators are already embedding speaking and listening across the curriculum in powerful ways. This initiative offers a joyful and structured opportunity to showcase that work, deepen pupil engagement, and connect Oracy to wider themes of confidence, inclusion, and community

Learning Objective:

To explore how voice and presence influence impact when speaking publicly.

Key Oracy Focus (Voice 21 Strands):

- *Physical:* Projection, fluency, gesture
- *Linguistic:* Tone and phrasing for effect

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Judging Criteria Links:

- *Confidence* – body language and vocal control
- *Clarity* – projecting ideas with purpose

Activity Sequence (20 minutes)

1. Warm-Up – "Power Phrases" (3 mins)
Students say a motivational phrase ("I believe in my idea") with strong tone and open posture.

2. Main Task – "One-Minute Challenge" (12 mins)
Each student speaks for one minute about a passion, hobby, or topic they care about.
Encourage focus on voice, stance, and confidence.

3. Peer Feedback (3 mins)
Partners give one tip for improving confidence or clarity.

4. Reflection (2 mins)
Quick class discussion: "What makes someone sound confident?"

Resources:

- None required

Teacher Notes

Use adaptive teaching strategies to support all learners. For example, quieter pupils may benefit from presenting in pairs or using visual prompts. Model confident speaking posture and tone, and offer verbal praise to build early confidence. Flexibility in format and delivery helps every pupil feel safe and seen.

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