

# Can you speak without sound?

## Session Leader Notes

Version 1.1

### You will need:

- Printed worksheets
- Access to computer, projector and sound to display Oxplore Challenge Slides
- Writing surface and pens

### General pointers on this session:

- This session takes approx. 45 minutes to deliver.
- This session works well with group sizes from approx. 8 to 40 pupils.
- Pupils will need to be broken up into small groups. Small groups should ideally not contain more than 4 pupils per group.
- This session is designed to build the Oxplore Key Skills of Adventurousness, Questioning Skills and Self-Direction.
- This session is focused on humanities subjects but skills are transferrable across all subjects.

### Session breakdown:

Suggested timings (minutes)	Slide content	Discussion points/Notes
Prior to pupils entering room	Slide 1: Title	<ul style="list-style-type: none"> <li>• Move to Slide 2 as soon as pupils begin entering</li> </ul>
From first pupil entering room to all pupils seated 0.00-5.00 (5 min)	Slide 2: Mini-challenge: Write your own definition of "What is a language?"	<ul style="list-style-type: none"> <li>• Pupils may be reluctant/slow to start. You could begin leading this as a group discussion while pupils are still entering the room, if appropriate.</li> <li>• Worksheet P.1: In your own words, write 1-2 sentences answering the question "What is a language?"</li> </ul>
5.00-6.00 (1 min)	Slide 3: Slide 4: Skills you'll be building today (Adventurousness, Questioning Skills, Self-Direction)	<ul style="list-style-type: none"> <li>• Briefly introduce each skill, give more detail if this is group's first Oxplore Challenge</li> <li>• You could point out here that these skills are essential for careers and further study, and will help you in your GCSEs and A-levels.</li> </ul>

6.00-07.00 (1 min)	Slide 4: Video Part 1 (1:09)	<ul style="list-style-type: none"> <li>• Video should play automatically. Subtitles should appear automatically, transcription is available in these Session Leader Notes.</li> </ul>
07.00-12.00 (5 min)	Slide 5: Activity: Non-Verbal Communication	<ul style="list-style-type: none"> <li>• Pupils discuss the 2 questions about non-verbal communication in pairs and write down their ideas on their worksheets.</li> <li>• Offer pupils the chance to share their ideas with the class.</li> </ul>
12.00-13.00 (1 min)	Slide 6: Video Part 2 – Introducing today’s challenge (1:00)	<ul style="list-style-type: none"> <li>• Video should play automatically. Subtitles should appear automatically, transcription is available in these Session Leader Notes.</li> </ul>
13.00-28.00 (15 min)	Slide 7: Activity today’s challenge: Communicate without sound to line up in birth order	<ul style="list-style-type: none"> <li>• Birthday activity – pupils stand in a line and arrange themselves in order of their birthdays, without speaking. Years do not matter, only days and months.</li> <li>• After Line up exercise: Worksheet p.3. Pupils fill in the “Birthday line-up reflection exercise in their workbooks.</li> <li>• If there is extra time encourage pupils to complete the extension activity.</li> <li>• Offer pupils the chance to share their reflections with the class.</li> </ul>
28.00-30.00 (2 min)	Slide 8: Video Part 3: ASL & BSL	<ul style="list-style-type: none"> <li>• Video should play automatically. Subtitles should appear automatically, transcription is available in these Session Leader Notes.</li> </ul>
30.00-35.00 (5 min)	Slide 9: Activity - Final Thoughts Exercise	<ul style="list-style-type: none"> <li>• Pupils reflect on what they now think a language is and write their answers in their workbooks.</li> <li>• Has this changed from the original answer at the start of the lesson? If so why?</li> <li>• Offer pupils the chance to share their ideas with the class.</li> </ul>
37.00-38.00 (1 min)	Slide 10 Action: Send Team Oxplore your scripts	<ul style="list-style-type: none"> <li>• If you would like to, please photograph pupils’ work email it to us at (<a href="mailto:exploreteach@admin.ox.ac.uk">exploreteach@admin.ox.ac.uk</a> ). There is no obligation to do this, but it is very helpful for qualitative evaluation purposes. Please do not include identifying information about pupils, eg. crop/blur names.</li> <li>• Pupils may ask “Do people at Oxford really read it?”, the answer to this is yes, as it helps us to understand whether or not our programmes are helping people to develop their skills</li> </ul>
38.00-41.00 (3 min)	Slide 11: Today’s skills: Questioning Skills, Self-Direction and Adventurousness	<ul style="list-style-type: none"> <li>• Pupils are asked to judge whether they have practised each key skill. You could ask pupils to carry out their self-assessment by: <ul style="list-style-type: none"> <li>○ Closing their eyes and raising their hands if they feel they have practised each skill</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Giving a thumbs-up/thumbs-down to say whether they feel they have practised each skill</li> <li>• If you are able to record how many pupils feel they have practiced each skill, please email this to us (<a href="mailto:exploreteach@admin.ox.ac.uk">exploreteach@admin.ox.ac.uk</a>).</li> </ul>
41.00-42.00 (1 min)	Slide 12: Congratulations	<ul style="list-style-type: none"> <li>• This could be a good point to gesture forward to future Explore Challenge sessions, or tally how many sessions the group has now completed if you are keeping count.</li> </ul>
42.00-45.00 (3 min)	Slide 13: If you enjoyed this session, here are some subjects you may be interested in studying in the future...	<ul style="list-style-type: none"> <li>• Here you can discuss the GCSE options related to the topic.</li> <li>• If you have additional time, this could be a useful jumping-off point for discussion about supercurricular opportunities available within your school/local area.</li> </ul>

NAME:

DATE:

# Can you speak without sound?

What is a language?

I think a language is...

What is non-verbal communication?

Can you think of some ways people communicate without sound?

Can you think of some ways people used to communicate without sound but no longer use?

# Can you speak without sound?

## Birthday line-up: reflecting on what you did

How did you express concepts such as days and months?

Were some birthdays easier to communicate than others? Why?

How did this activity make you feel?

## What is a language?

I now think a language is...

# CHALLENGE SKILLS

Tick the skills you have practised.



**Self-Direction**



**Questioning Skills**



**Adventurousness**

## Can You Speak Without Sound? Transcript pt.1

00:00 Hi everyone! I am Mary Adeyemo and I'm a licensed lawyer in Nigeria and a postgraduate research law student at the University of Oxford. Lawyers ensure everyone's voice is heard, from sign language to technology used in courtrooms, but (lets) think about how we can make ourselves understood in verbal and non-verbal ways.

00:23 Today, I want you to think about how you would communicate with someone who doesn't speak the same language as you or someone who doesn't hear sounds. How can nonverbal communication help us to get our message across?

00:45 Your job is to figure out what you can to do express yourself and be understood by a person without using verbal words. Can you think of any examples of some common nonverbal ways that humans use to communicate today? What about the past? What are nonverbal (forms of) communication that we no longer use?

## Can You Speak Without Sound? Transcript pt.2

00:00 For our next challenge you're going to have a go at communicating in a non verbal way. Your challenge as a group is to get in a line in order by birthday. You cannot speak, so you will need to use nonverbal communication to form a line from first January to thirty first December.

00:50 Do not worry about the years, only days and month. Being clear is more important than speed so don't rush. Your session leader will tell you how much time you have.

## Can You Speak Without Sound? Transcript pt.3

00:00 Did you manage to line everyone up correctly? If you did it I bet you had to think on your feet and come up with some interesting strategies to get your information across to each other.

00:07 Here's some things to consider, when you use a language that is based on hand gestures and facial expressions it is like other languages in that there are many different versions. For example, English and French are different languages with different words and grammar structures and the sign languages used in different countries are different too.

00:36 British Sign Language or BSL is just one of the many regional and national variations of sign language, such as Irish Sign Language (ISL), Australian Sign Language (AUSL) and American Sign Language (ASL) used in the USA and Canada.

There is no universal sign language, just like there is no universal spoken language. Sign language is interesting from a legal point of view too.

01:16 Even though people have been using sign languages to communicate for hundreds or even thousands of years, BSL was only recognised as an official language in 2003. Recently, the UK government has faced legal pressure to provide interpreters for Parliament and Covid related announcements, especially for understanding in real time how the Prime Minister was answering questions.

01:39 In 2022, a new law was passed called the Breaches Sign Language Act 2022. This meant that BSL is now legally recognised as a language of England, Scotland and Wales and means that the Secretary of State must publish a report on how BSL is being promoted by the government. The aim of this is to give recognition and support to the Deaf community and to promote the awareness of BSL as a language.

02:16 Now that you've learned a little bit about communicating without sound, it's time to go back to your definitions from the start of today's session. Do you want to add or change anything about the way you define language?