SPEAK UP!

A collaborative speaking mission:

share ideas, question, negotiate and decide.



THE SCHOOL OF TOMORROW

1 ready-to-use lesson · 60 minutes · debate cards · roles · decisions

1.º + 2.º BACHILLERATO

SPEAKING, INTERACTION & MEDIATION

English · LOMLOE · differentiated pathways

Teacher's guide + student materials + assessment

One lesson, six moments

Aim: get everyone speaking, reacting and negotiating - not reading a pre-written speech.

00-05

01 Launch the mission

Explain the challenge: improve the school of tomorrow. Display or hand out page 4.

05-13

02 Agree or disagree?

Pairs select statements from page 5. Every opinion needs a reason and a follow-up question.

13-25

03 Partner interviews

Give out roles A/B (page 6): 5 min each, change roles, then share one partner insight.

25-43

04 Speaking challenges

Pairs or trios use one role card (pages 7-8) for 9 minutes, then switch to another.

43-55

05 The student council

Teams of four choose at least two projects within €600 and defend their decision (pages 9-10).

55-60

06 Quick reflection

One spoken takeaway per learner, followed by a brief self-assessment (page 12).

PREP IN THREE MINUTES

Print a set of cards for each group. Display the language bank and set a timer.

THE SPEAKING RULE

Each contribution = an idea + a reason. Reward listening, follow-up questions and reformulation.

LOMLOE connection

English as Primera Lengua Extranjera I and II · adaptable to the group's actual level.

SPECIFIC COMPETENCES IN ACTION

CE2 oral production · CE3 cooperative interaction · CE4 mediation. Activities also involve CE1 listening comprehension, CE5 reflection on language-learning strategies and CE6 intercultural respect.

OBSERVABLE LEARNING EVIDENCE

Oral production	Gives a clear opinion and supports it with a reason or example.
Interaction	Asks follow-up questions, responds, shares turns and sustains dialogue.
Mediation	Clarifies, summarises different positions and helps the group agree.
Reflection	Names a communication strategy used and identifies a next step.

DIFFERENTIATION AND ACCESSIBILITY

1.º BACHILLERATO · SUPPORT

Offer sentence starters, shorter turns, 30 seconds to think, prompt cards and supportive pairs. Prioritise meaning, reasons and questions.

2.º BACHILLERATO · STRETCH

Expect nuanced claims, polite counterarguments, conditions, concessions, reformulation of others' views and a reasoned compromise.

Curricular references (Andalusia): LO 3/2020 (LOMLOE); RD 243/2022; Decreto 103/2023; Orden de 30 de mayo de 2023 (currículo y evaluación de Bachillerato).

Assessment note: This observation rubric is formative. Any formal grade must be linked to the official assessment criteria for the relevant course and the school's teaching programme.

The School of Tomorrow

You will discuss, express opinions, listen to others and work towards realistic solutions.

YOUR MISSION

The student council needs your ideas to make our school more welcoming, more inclusive and more sustainable. By the end of the lesson, your team will propose practical projects and defend them in English.

THE FOUR SPEAKING RULES

01 **Speak English.**
Take risks - mistakes are part of learning.

02 **Give a reason.**
Explain why and support your view with an example.

03 **Bring others in.**
Ask a question and listen carefully to the answer.

04 **Reach an agreement.**
Rephrase ideas and suggest a workable compromise.

Extra challenge: do not stop at “yes” or “no”. Compare alternatives, ask for clarification and qualify your opinion.

ACTIVITY 1 / 8 MINUTES

Agree or disagree?

Choose two statements. Explain your point of view and invite your partner to respond.

01

Mobile phones should be allowed during school breaks.

02

Lessons should start at 9 a.m.

03

Homework should be optional.

04

AI tools can help students learn more effectively.

05

Students should be able to choose some of their subjects.

06

Every school should have a screen-free day each week.

07

School exchanges are an essential learning experience.

08

Schools should do more to tackle climate change.

1.º Bachillerato: “I agree / disagree because … What do you think?”
2.º Bachillerato: “I see where you’re coming from; however … Could you give an example?”

REMEMBER: ONE OPINION + ONE REASON + ONE QUESTION

ACTIVITY 2 / 12 MINUTES

Partner interviews

Work with a partner. Listen actively and ask at least two follow-up questions.

CARD A · INTERVIEWER

01 What is your favourite place at school, and why?

02 What would you change about the school timetable?

03 What motivates you to learn English?

04 What student activity would you organise?

05 Which school rule would you keep, and which would you change?

06 How could we make school more welcoming for everyone?

FOLLOW-UPS: Why? Could you explain? What happened next? Can you give an example?

CARD B · INTERVIEWER

01 Which subject will be most useful in the future?

02 How could students reduce stress before exams?

03 What could your school do to protect the environment?

04 Would you take part in an exchange with an English-speaking school?

05 What role should digital tools play in lessons?

06 How can we encourage students to work together?

FOLLOW-UPS: Why? Could you explain? What happened next? Can you give an example?

REPORT BACK

Tell the group one idea you learnt: “My partner believes that … because …”
Stretch: “Although my partner initially thought …, they also acknowledged that …”

Speaking challenges

Pick a card. Discuss for 7 minutes and agree on a plan in 2. Aim for one shared proposal. · Set 1/2

CHALLENGE A

MOBILE PHONES

The school plans to ban phones during all breaks.

ROLE 1 You support device-free breaks.

ROLE 2 You need to contact friends and family.

MISSION: Agree on a fair rule.

CHALLENGE B

A GREENER SCHOOLYARD

Students want more greenery in the playground.

ROLE 1 You suggest a shared vegetable garden.

ROLE 2 You would rather build a sports area.

MISSION: Find a solution that meets both needs.

CHALLENGE C

AN INTERNATIONAL EXCHANGE

Students from an English-speaking school are visiting for three days.

ROLE 1 You want to showcase local traditions.

ROLE 2 You prefer social activities with peers.

MISSION: Create a balanced three-day programme.

CHALLENGE D

SCHOOL STARTING TIMES

The headteacher is considering a 9 a.m. start.

ROLE 1 You think a later start would reduce tiredness.

ROLE 2 You are concerned about buses and transport.

MISSION: Propose a realistic timetable.

1.º Bach.: give a reason and ask a question. 2.º Bach.: include a counterargument, a concession and a practical compromise.

Speaking challenges

Pick a card. Discuss for 7 minutes and agree on a plan in 2. Aim for one shared proposal. · Set 2/2

CHALLENGE E

SCHOOL MEALS

The canteen may introduce a vegetarian option every Friday.

ROLE 1 You support the environmental benefits.

ROLE 2 You think students need more choice.

MISSION: Design an inclusive menu policy.

CHALLENGE F

AI IN EDUCATION

Some students use generative AI tools for homework.

ROLE 1 You see AI as a useful learning aid.

ROLE 2 You worry about errors and dishonest work.

MISSION: Agree on two responsible-use rules.

CHALLENGE G

WELLBEING AND EXAMS

Many students feel under pressure before important tests.

ROLE 1 You suggest a quiet room for relaxation.

ROLE 2 You prefer guided sports sessions.

MISSION: Choose an accessible wellbeing measure.

CHALLENGE H

ENGLISH-SPEAKING CULTURES

Your school is organising a celebration of English-speaking cultures.

ROLE 1 You propose music and food activities.

ROLE 2 You prefer films and personal stories.

MISSION: Plan an inclusive, varied cultural day.

1.º Bach.: give a reason and ask a question. 2.º Bach.: acknowledge opposing views, qualify your opinion and negotiate a compromise.

ACTIVITY 4 / 12 MINUTES

The student council

In teams of four, choose at least two projects without exceeding the available budget.

YOUR SCHOOL'S IMAGINARY BUDGET

€600

Choose at least 2 projects.
Explain why your selection is fair, useful and realistic.

PROJECTS TO FUND

A	**Shared vegetable garden** Environment · teamwork	**€350**
B	**Wellbeing workshops** Health · stress management	**€200**
C	**Collaborative art mural** Creativity · inclusion	**€150**
D	**Intercultural day** Language · cultural awareness	**€300**
E	**Quiet reading corner** Focus · relaxation	**€250**

COUNCIL ROLES

01	Chairperson
02	Mediator
03	Note-taker
04	Spokesperson

STUDENT SHEET / GROUP DECISION

Our proposal

Fill in this sheet briefly, then prepare a 45-60 second team statement.

OUR SELECTED PROJECTS

TOTAL COST: _____ € *maximum €600*

OUR TWO STRONGEST ARGUMENTS

1.

2.

ONE OBJECTION - AND OUR RESPONSE

Someone might argue that ...

Our response is ...

OUR MINI-SPEECH

"Our team proposes funding ... and .... Firstly, ... In addition, ... We understand that ..., but .... The total cost would be €...."

BEFORE YOU SPEAK: HAS EVERYONE HAD A CHANCE TO CONTRIBUTE?

Useful language for speaking

Choose expressions that help you keep the conversation moving.

GIVING AN OPINION

CORE: I think ... / In my view ... / Personally, ...

STRETCH: From my perspective ... / I would argue that ...

EXPLAINING

CORE: Because ... / For example ... / This would help ...

STRETCH: This could be beneficial because ... / One advantage is ...

AGREEING / DISAGREEING

CORE: I agree. / I'm not sure I agree.

STRETCH: I take your point; nevertheless ... / I partly agree, but ...

ASKING FOLLOW-UPS

CORE: What do you think? / Why? / Can you repeat that?

STRETCH: Could you expand on that? / What makes you say that?

NEGOTIATING

CORE: We could ... / What if we ...? / Yes, but ...

STRETCH: I suggest a compromise: ... / Provided that ...

REFORMULATING

CORE: Do you mean ...? / So you're saying that ...

STRETCH: In other words ... / If I understand your argument correctly ...

REACHING A DECISION

CORE: So, we've decided to ... / We agree on ...

STRETCH: Having weighed up the options, we recommend ...

ACTIVITY 5 / 5 MINUTES

Quick reflection

Say one sentence aloud. Then complete an individual exit ticket. Cut the page in half.

MY EXIT TICKET

Name: _____

Today, I managed to:

- ☐ Explain an opinion and give a reason.
- ☐ Ask a partner a follow-up question.
- ☐ Respond respectfully to a different viewpoint.
- ☐ Rephrase an idea or help reach an agreement.

Next time, I want to improve: _____

MY EXIT TICKET

Name: _____

Today, I managed to:

- ☐ Explain an opinion and give a reason.
- ☐ Ask a partner a follow-up question.
- ☐ Respond respectfully to a different viewpoint.
- ☐ Rephrase an idea or help reach an agreement.

Next time, I want to improve: _____

Observe the interaction

Brief individual observation tool. Use it as formative evidence, not instead of official assessment criteria.

1

Expression & clarity

Conveys clear ideas; supports opinions with reasons or examples.

2

Real interaction

Listens, responds, asks questions and shares speaking turns.

3

Strategies & mediation

Clarifies, rephrases and helps the group reach an agreement.

4

Appropriateness & respect

Uses a respectful tone and adapts language to the audience.

OBSERVATION SCALE

1 · Emerging | 2 · Developing | 3 · Secure | 4 · Advanced

Rate only what you can actually observe and offer one specific next step.

QUICK RECORD

Student	1	2	3	4	Notes

Quick feedback: “Your follow-up question moved the debate forward.” / “Try adding an example.” / “Rephrase before disagreeing.”