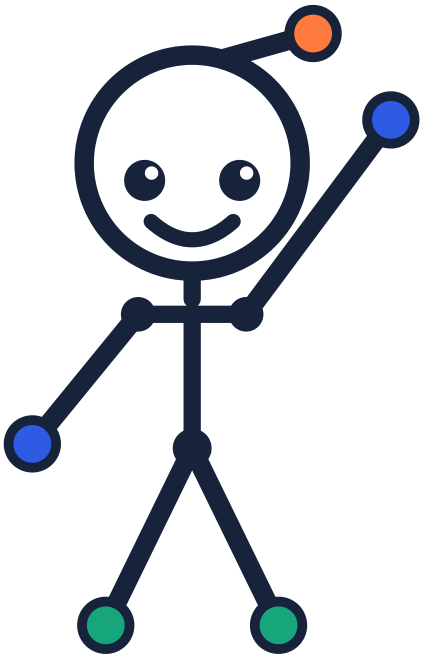
Young Innovators
FOR CHANGE
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A FULL-YEAR LEADERSHIP PROGRAM · GRADE 6

Hold the Room

36 weekly practices in front of a room.
Take the floor, take the questions, and lead without a title.



This book belongs to

Teacher

School year

Free to print, copy and use. No license, no account, no cost to any student or school.

START HERE HOW THIS BOOK WORKS

The room is yours to hold.

Two pages a week, plus about ten minutes in the room.

The shape of a week

Page 1 teaches one move and sets up a short task to do in the room. **Page 2** is where you write what happened, and a listener checks off what they saw.

Weeks 1 to 12 are about taking the floor: starting, being heard, and ending well. Weeks 13 to 24 are about taking questions. Weeks 25 to 36 are about leading without a title, and giving a presentation.

The boxes on the page

IN CLASS	The standard this week sits beside, usually speaking and listening. Some weeks sit beside none, and say so.
WARM-UP	Two minutes on your own, before the room gets busy.
IN THE ROOM	One short task in a group of four: one speaker, and three listeners as the room. It says the minutes, the group size, and how long a turn is. A round is one turn each.
WHAT THEY SAW	A listener checks off what they saw or heard you do. An empty box is fine.
ONLY YOU READ THIS	On some weeks, a private box. Nobody reads it, and you never share it.
ROOM LOG	A separate notebook you build all year. One entry for each thing you tried in front of the room, 36 entries by week 36. Private boxes stay in this book.
TALK ABOUT IT	A question to ask a grown-up you trust.
CHALLENGE ZONE	Harder, and usually open. For when you want more.

Three promises this book makes

Nobody is compared with anybody. There are no scores. In week 35 you hold your year up against your own week 1, and nobody else's.

Face the room. Turn toward your listeners. You never have to look in anyone's eyes.

If a task is hard, make the audience smaller. Do it with one partner first. Smaller is still doing it.

WEEK	TITLE	STRAND	SITS BESIDE
TRIMESTER 1 · WEEKS 1–12 · TAKE THE FLOOR			
1	**Where I Start**	Self	SL.6.4
2	**Fill the Room**	Voice	SL.6.4
3	**Your First Ten Seconds**	Voice	SL.6.4
4	**The Nerves Are Normal**	Self	none
5	**Stand, Breathe, Begin**	Presence	SL.6.4
6	**One Idea at a Time**	Voice	SL.6.4
7	**Signposts**	Voice	SL.6.4a
8	**Words That Fit**	Voice	SL.6.4a
9	**Pace and Pause**	Presence	SL.6.4
10	**Show It**	Voice	SL.6.5
11	**Land the Ending**	Voice	SL.6.4a
12	**Take the Floor**	Review	SL.6.4
TRIMESTER 2 · WEEKS 13–24 · TAKE THE QUESTIONS			
13	**Invite Questions**	Presence	SL.6.1c
14	**Say the Question Back**	Voice	SL.6.1d
15	**Answer, Then Stop**	Voice	none
16	**When a Question Stings**	Self	none
17	**When You Do Not Know**	Self	SL.6.1c
18	**Find Out and Come Back**	Presence	none

WEEK	TITLE	STRAND	SITS BESIDE
19	**Map the Argument**	Voice	SL.6.3
20	**Ask a Hard Question Well**	Voice	SL.6.1c
21	**Disagree in Public**	Presence	SL.6.1d
22	**Keep the Room**	Presence	SL.6.1b
23	**Lose Your Place, Find It**	Presence	SL.6.4
24	**Take the Questions**	Review	SL.6.1c
TRIMESTER 3 · WEEKS 25–36 · LEAD WITHOUT A TITLE			
25	**Lead Without a Title**	Presence	none
26	**Speak to an Adult as an Equal**	Presence	SL.6.6
27	**When You Are Not Taken Seriously**	Self	none
28	**Make a Request**	Presence	SL.6.6
29	**Introduce Someone**	Presence	SL.6.6
30	**Run the Room**	Presence	SL.6.1b
31	**Write It Out**	Voice	W.6.2
32	**Plan the Presentation**	Voice	SL.6.4a
33	**Give the Presentation**	Voice	SL.6.4a
34	**Take Questions on It**	Presence	SL.6.1c
35	**Look Back**	Review	SL.6.4
36	**Hold the Room**	Review	SL.6.4

WEEK 1 SELF

Where I Start

This year is about speaking to a room. First, find out where you start.

IN CLASS THIS WEEK
Presenting ideas in a logical order with details, facing the room, loud and clear (SL.6.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one thing you do well in front of a group, and one that is hard.

WORDS TO KEEP

audience The people listening to you. This year, a group of three.

A room is not a conversation

In a conversation, people take turns. In front of a room, you speak and everyone else listens.

This year you practice what that takes: starting well, being heard, answering questions, and leading when nobody gave you the job.

Today you find out where you start. In week 35 you do this task again and hold it up against today.

Face the room

Turn toward your listeners. You never have to look in anyone's eyes. Nobody compares your checkboxes with anyone else's.

IN THE ROOM **6 minutes · groups of 4 · 1 minute a turn · 1 round**

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. Your teacher gives a topic you know, such as how to do something you are good at.
3. Speak for up to 45 seconds. Then one listener asks a question, and you answer it.
4. Swap so everyone speaks once. One listener checks off the speaker's page 2.

Finding this hard? Do it with one partner as your audience, who checks off your boxes.

Fill in the private box after page 2 comes back to you. Nobody reads it, and you never share it.

What happened

My topic:

_____

The question I was asked:

_____

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- ☐ Waited for quiet before starting
- ☐ Said what the talk was about in the first sentence
- ☐ Spoke so the far listener could hear
- ☐ Faced the listeners
- ☐ Ended with a clear last line
- ☐ Answered the question that was asked

● ONLY YOU READ THIS

Before you spoke, what was going on inside you? Use any words you like.

_____

_____

This box is for you. Nobody checks it, and you never have to show it.

▶ ADD TO YOUR ROOM LOG

On the first page of your Room Log, write the date and copy your check marks. Leave the private box here. Week 35 comes back to these check marks.

💬 TALK ABOUT IT

Ask a grown-up: when did you last speak in front of a group? What was it for?



STUCK? TRY THIS

If you freeze, say your topic again in one sentence. Then keep going.

★ CHALLENGE ZONE

Notice a grown-up speaking to a group this week, at school or anywhere. What did they do in their first ten seconds?

WEEK 2 VOICE

Fill the Room

A room is bigger than a table. Your voice has to carry to the far side, for the whole talk.

IN CLASS THIS WEEK
Presenting ideas in a logical order with details, facing the room, loud and clear (SL.6.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Say your name out loud three times: quietly, at table voice, and at room voice. Write which one you use most.

WORDS TO KEEP

carry	When your voice reaches the far side of the room without shouting.

Loud enough, all the way through

Many speakers start loud and fade. By the third sentence, the back of the room has lost them.

A voice that carries comes from a full breath, not from shouting. Breathe in before each sentence, and aim your words at the far wall.

Keep the last word of each sentence as strong as the first.

A signal for the room

Listeners raise one hand when they cannot hear you. Speak up until the hand goes down. It is help, not a complaint.

IN THE ROOM — **6 minutes · groups of 4 · 40 seconds a turn · 1 round**

1. The three listeners sit as far from the speaker as your teacher allows.
2. The speaker talks for 30 seconds about a place they know well.
3. Listeners raise a hand whenever they cannot hear. The speaker speaks up.
4. Swap so everyone speaks once.

Finding this hard? Speak to one partner sitting as far away as your teacher allows.

What happened

When the listeners raised a hand, what was I doing?

_____

_____

What helped my voice carry:

_____

_____

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- ☐ Spoke so the far listener could hear
- ☐ Kept the last word of each sentence strong
- ☐ Took a breath before sentences
- ☐ Spoke up when a hand went up

▶ ADD TO YOUR ROOM LOG

Add a page headed Fill the Room. Write what helped your voice carry.

💬 TALK ABOUT IT

Ask a grown-up who speaks to big groups how they make their voice carry.



STUCK? TRY THIS

Pick one spot on the far wall. Talk to that spot.

★ CHALLENGE ZONE

Read one paragraph aloud to someone across a room. Ask them to tell you the last word of each sentence.

WEEK 3 VOICE

Your First Ten Seconds

A room decides fast whether to listen. Give it a reason in your opening.

IN CLASS THIS WEEK
Presenting ideas in a logical order with details, facing the room, loud and clear (SL.6.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write the first sentence you would say in a talk about your favorite place.

_____

WORDS TO KEEP

opening Your first ten seconds. It tells the room why to listen.

Three ways to open

Open with	Sounds like
A question	"Have you ever lost something you really needed?"
A fact	"Most of the Earth is covered by water."
A moment	"Last spring, I was the last person on the field."

These are examples. Use facts you know are true.

What not to open with

"Um, so, my talk is about..." tells the room nothing yet.

Skip the warm-up words. Your first sentence can be your opening.

IN THE ROOM **5 minutes · groups of 4 · 40 seconds a turn · 1 round**

1. Each speaker gives two openings for the same topic, about ten seconds each.
2. Use two of the three ways on page 1.
3. Listeners say which opening made them want to hear more, and why.
4. Swap so everyone speaks once.

Finding this hard? Try your two openings on one partner.

What happened

My two openings:

_____

_____

The one the listeners picked, and why:

_____

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- ☐ Opened without warm-up words
- ☐ Used a question, a fact or a moment
- ☐ Said the topic within ten seconds
- ☐ Gave two different openings

▶ ADD TO YOUR ROOM LOG

Add a page headed Openings. Write the opening that worked best.

💬 TALK ABOUT IT

Ask a grown-up to tell you the opening of a story they like to tell.



STUCK? TRY THIS

Write the opening down. Say it the same way twice.

★ CHALLENGE ZONE

Listen to the first ten seconds of a talk or a show. Which of the three ways did it use?

WEEK 4 SELF

The Nerves Are Normal

Almost every speaker feels nervous. You do not have to make it go away to begin.

IN CLASS THIS WEEK
No standard sits beside this week. It is practice for you.

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one thing that helps you get ready for something that matters to you.

_____

WORDS TO KEEP

nerves	The jumpy feeling before you speak. Almost every speaker has it.

Nerves are not a warning

Before a talk, your heart may beat fast or your hands may shake. Those are nerves. Almost every speaker has them.

They do not mean something is wrong. They mean the moment matters to you.

You do not wait for them to go. You settle, and begin anyway.

A breath that helps

Breathe in while you count to four in your head. Breathe out while you count to four. Do it twice. Then say your first sentence.

IN THE ROOM — **5 minutes · groups of 4 · 30 seconds a turn · 1 round**

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. The speaker does the breath from page 1 two times, before saying anything.
3. Then the speaker gives one sentence about anything they like.
4. Swap so everyone speaks once. Nobody talks about how nervous anyone was.

Finding this hard? Do the breath and your sentence with one partner.

Fill in the private box after page 2 comes back to you. Nobody reads it, and you never share it.

What happened

My first sentence today:

_____

_____

What I will do before my next talk:

_____

_____

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- ☐ Did the breath twice before speaking
- ☐ Waited for quiet before starting
- ☐ Said one full sentence
- ☐ Began after the breath

● ONLY YOU READ THIS

What do nerves feel like for you? What helps, even a little?

_____

_____

This box is for you. Nobody checks it, and you never have to show it.

▶ ADD TO YOUR ROOM LOG

Add a page headed Before I Speak. Write the breath in your own words.

💬 TALK ABOUT IT

Ask a grown-up what they do before something that matters to them.



STUCK? TRY THIS

If you cannot count and breathe, just breathe out slowly once. Then begin.

★ CHALLENGE ZONE

Try the breath before something else this week, such as a test or a game.

WEEK 5 PRESENCE

Stand, Breathe, Begin

The seconds before your first word count. Settle first, and the room settles with you.

IN CLASS THIS WEEK
Presenting ideas in a logical order with details, facing the room, loud and clear (SL.6.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write how you usually start when you speak to a group.

WORDS TO KEEP

settle Get still and ready before your first word.

Four steps before the first word

Step	What you do
1. Arrive	Walk or roll to your spot. Do not start talking on the way.
2. Settle	Plant your feet, or sit still. Take one slow breath.
3. Wait	Wait for the room to be quiet. Count to three in your head.
4. Begin	Say your first sentence, at room voice.

Seated counts

Sitting still is settling too. Every step works from a chair.

IN THE ROOM **6 minutes · groups of 4 · 40 seconds a turn · 1 round**

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. Each speaker does the four steps on page 1, then talks for 20 seconds.
3. Listeners watch only the seconds before the first word.
4. Swap so everyone speaks once.

Finding this hard? Do the four steps with one partner as your audience.

What happened

The step that was hardest:

_____

_____

What the listeners noticed:

_____

_____

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- ☐ Arrived before starting to talk
- ☐ Settled first, seated or standing
- ☐ Waited for quiet
- ☐ Began at room voice

▶ ADD TO YOUR ROOM LOG

Add a page headed Stand, Breathe, Begin. Write the four steps.

💬 TALK ABOUT IT

Watch a grown-up start a meeting, a game or a class. Did they settle first?



STUCK? TRY THIS

Count to three after you settle. Then speak.

★ CHALLENGE ZONE

Use the four steps the next time you answer a question in class.

WEEK 6 VOICE

One Idea at a Time

A room cannot reread. Give it one idea at a time, in an order it can follow.

IN CLASS THIS WEEK
Presenting ideas in a logical order with details, facing the room, loud and clear (SL.6.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write three steps for something you know how to do.

WORDS TO KEEP

main idea The one thing a part of your talk is about.

One idea per part

When a speaker jumps between ideas, the room gets lost. It cannot go back a page.

Give each part one main idea. Finish it before you start the next.

Put the parts in an order: first to last, smallest to biggest, or cause to effect.

Put these in order

	Part of a talk about planting a seed
a	Second, press the seed into the soil, about as deep as your fingertip.
b	First, fill a cup with soil, almost to the top.
c	Last, water it a little every day and keep it in the light.
d	Third, cover the seed and pat the soil down gently.

Which order makes sense? Use the first word of each part.

IN THE ROOM

6 minutes · groups of 4 · 1 minute a turn · 1 round

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. Each speaker explains something they know how to do, in three parts.
3. Finish one part before starting the next. Use about 45 seconds.
4. Listeners say each part's main idea back. Swap so everyone speaks once.

Finding this hard? Explain your three parts to one partner.

What happened

The order for the seed talk (a, b, c, d):

_____

_____

My three parts:

_____

_____

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- ☐ Gave one main idea per part
- ☐ Finished a part before the next
- ☐ Kept the parts in an order
- ☐ Used about 45 seconds

▶ ADD TO YOUR ROOM LOG

Add a page headed One Idea at a Time. Write your three parts.

💬 TALK ABOUT IT

Ask a grown-up to explain how to do something in three steps. Listen for the order.



STUCK? TRY THIS

Count the parts on your fingers as you speak.

★ CHALLENGE ZONE

Write a three-part talk on how to get from your classroom to the library.

WEEK 7 VOICE

Signposts

Signposts tell the room where you are. They make a talk easy to follow.

IN CLASS THIS WEEK
Planning and giving an informative talk with facts, transitions and a strong ending (SL.6.4a)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write two sentences about your morning, starting one with "first" and one with "next."

WORDS TO KEEP

signpost	A word that tells the room where you are: first, next, finally.

Tell them where you are

A listener cannot see your plan. Signposts show it to them.

"First" says you are starting. "Next" says you moved on. "Finally" says the end is near.

A good signpost comes at the start of a part, not in the middle.

Count the signposts

Our school garden needs four things. First, it needs water every day. Second, it needs someone to pull the weeds. Next, it needs a fence, so balls from the field stay out. Finally, it needs a sign, so everyone knows whose job it is.

The signposts to look for: **first**, **second**, **next**, **finally**. How many does this talk use?

IN THE ROOM

6 minutes · groups of 4 · 45 seconds a turn · 1 round

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. Each speaker gives a 45-second talk about something that needs doing at school.
3. Use at least three signposts from page 1.
4. Listeners count the signposts on their fingers. Swap so everyone speaks once.

Finding this hard? Give your talk to one partner, who counts the signposts.

What happened

How many signposts the garden talk uses:

_____

_____

The signposts I used:

_____

_____

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- ☐ Used "first" to start
- ☐ Used a signpost for each new part
- ☐ Put signposts at the start of a part
- ☐ Used "finally" before the end

▶ ADD TO YOUR ROOM LOG

Add a page headed Signposts. Write the signposts you used.

💬 TALK ABOUT IT

Listen to a grown-up give directions. Which signposts do they use?



STUCK? TRY THIS

Write your signposts on a card in order. Touch each one as you use it.

★ CHALLENGE ZONE

Write a four-part talk about your week, with a signpost for each part.

WEEK 8 VOICE

Words That Fit

A precise word does more work than three loose ones. Define the words the room may not know.

IN CLASS THIS WEEK
Planning and giving an informative talk with facts, transitions and a strong ending (SL.6.4a)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write a word from science or math class this year, and what it means.

_____

WORDS TO KEEP

precise	Exactly the right word, not one that is close.
define	Say what a word means, in words the room already knows.

Close is not the same as precise

Loose	Precise
"The plant got bigger."	"The plant grew three centimeters."
"It was kind of hot."	"The water was warm enough to steam."
"Stuff in the air."	"Dust and pollen in the air."

Define it, then use it

If the room may not know a word, define it the first time. For example: "Evaporation, which means water turning into a gas, ..."

Then use the word again. Now the room owns it too.

IN THE ROOM — **6 minutes · groups of 4 · 40 seconds a turn · 1 round**

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. Each speaker explains one word from class in about 30 seconds.
3. Define it the first time, then use it again in an example.
4. Listeners say the definition back. Swap so everyone speaks once.

Finding this hard? Explain your word to one partner.

What happened

My word and its definition:

The example I used:

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- [ ] Defined the word the first time
- [ ] Used the word again after defining it
- [ ] Gave an example
- [ ] Used a precise word instead of a loose one

▶ ADD TO YOUR ROOM LOG

Add a page headed Words That Fit. Write your word and its definition.

💬 TALK ABOUT IT

Ask a grown-up for a word from their work that others might not know. Ask them to define it.



STUCK? TRY THIS

Start with: "___, which means ___."

★ CHALLENGE ZONE

Rewrite three loose sentences from your own writing with more precise words.

WEEK 9 PRESENCE

Pace and Pause

Many speakers go too fast. Slow down, and pause before what matters.

IN CLASS THIS WEEK
Presenting ideas in a logical order with details, facing the room, loud and clear (SL.6.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Read this sentence aloud twice, once fast and once slowly: "Our class has a plan."

WORDS TO KEEP

pace	How fast you speak, counted in words a minute.

Pace you can count

A talk has 150 words. At 120 words a minute, how many seconds does it take? At 100 words a minute?

The slower pace takes longer, and the room hears more of it.

Speakers who are nervous often speed up. Choose your pace on purpose.

The pause

Before your most important sentence, stop for one breath. The quiet tells the room to listen.

Your three sentences: **Our class has a plan. We will clean the garden on Friday. Everyone can help.**

IN THE ROOM

6 minutes · groups of 4 · 40 seconds a turn · 1 round

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. Each speaker says the three sentences on page 1 two times: once fast, once slowly.
3. On the slow try, pause for one breath before the last sentence.
4. Listeners say which try was easier to follow. Swap so everyone speaks once.

Finding this hard? Say your sentences both ways to one partner.

What happened

Seconds at 120 words a minute, and at 100:

Which try was easier to follow, and why:

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- [ ] Spoke slowly on the second try
- [ ] Paused before the last sentence
- [ ] Said every word clearly
- [ ] Spoke loud enough on both tries

▶ ADD TO YOUR ROOM LOG

Add a page headed Pace and Pause. Write where you will pause in your next talk.

💬 TALK ABOUT IT

Ask a grown-up to read you a short paragraph slowly. Then fast. Which did you follow?



STUCK? TRY THIS

Put a mark in your notes where you will pause.

★ CHALLENGE ZONE

Time yourself reading a paragraph aloud. Count the words. Work out your words a minute.

WEEK 10 VOICE

Show It

Some things are easier to see than to hear. One simple visual can carry a whole idea.

IN CLASS THIS WEEK
Using a visual display to make information clearer (SL.6.5)

WARM-UP · 2 MINUTES, ON YOUR OWN
Think of a number you know, such as how many students are in your class. Write it.

_____

WORDS TO KEEP

visual Something the room can see that helps it understand: a chart, a drawing, an object.

One visual, one idea

A visual is something the room can see: a quick chart, a drawing, or an object you hold up.

Keep it simple. One visual should show one idea, big enough for the far listener.

Point to it while you speak. Then put it down and face the room again.

Make it big

Use thick lines and a few words. If the far listener cannot read it, it is too small.

IN THE ROOM

7 minutes · groups of 4 · 40 seconds a turn · 1 round

1. Each speaker draws one simple visual on a sheet of paper, in about two minutes.
2. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
3. Speak for 30 seconds, pointing to the visual as you explain it.
4. Listeners say what the visual showed. Swap so everyone speaks once.

Finding this hard? Show your visual to one partner and explain it.

What happened

What my visual showed:

What the listeners said it showed:

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- [ ] Held the visual where everyone could see it
- [ ] Pointed to the part they were talking about
- [ ] Used a visual with one idea
- [ ] Put the visual down and faced the room again

▶ ADD TO YOUR ROOM LOG

Add a page headed Show It. Draw a small copy of your visual.

💬 TALK ABOUT IT

Ask a grown-up about a chart or sign they use. What does it show at a glance?



STUCK? TRY THIS

A circle split into parts, or two bars side by side, is enough.

★ CHALLENGE ZONE

Find a chart in a book or newspaper. Write the one idea it shows.

WEEK 11 VOICE

Land the Ending

The last thing you say is what the room remembers. Plan it, and stop when it is said.

IN CLASS THIS WEEK
Planning and giving an informative talk with facts, transitions and a strong ending (SL.6.4a)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write the last line of a movie or book you remember. Why did it stick?

WORDS TO KEEP

conclusion The end of a talk. It says the main idea again and leaves the room with one thing.

A strong ending

A conclusion says the main idea again, in new words, and gives the room one thing to keep.

Then stop. Do not add "so, yeah" or "that is it."

The quiet after your last line is part of the ending.

Weak and strong

Weak	Strong
"So, yeah, that is my talk."	"A garden needs four things. If we each give one, it grows."
"I guess that is all."	"Next time you lose a jacket, you will know where to look."

IN THE ROOM

6 minutes · groups of 4 · 40 seconds a turn · 1 round

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. Your teacher gives a topic. Each speaker gives a 20-second ending for it.
3. Say the main idea again, give one thing to keep, then stop.
4. Listeners say the one thing they will keep. Swap so everyone speaks once.

Finding this hard? Give your ending to one partner.

What happened

My ending:

What the listeners said they would keep:

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- [ ] Said the main idea again
- [ ] Gave the room one thing to keep
- [ ] Stopped after the last line
- [ ] Left out "so, yeah" and "that is it"

▶ ADD TO YOUR ROOM LOG

Add a page headed Endings. Write the ending you gave.

💬 TALK ABOUT IT

Ask a grown-up how they end a phone call or a meeting. What is the last thing they say?



STUCK? TRY THIS

Write your last line first. Then plan the rest of the talk toward it.

★ CHALLENGE ZONE

Rewrite the ending of a story you wrote this year so it lands.

WEEK 12 REVIEW

Take the Floor

Eleven weeks of speaking to a room. This page pulls them together.

IN CLASS THIS WEEK
Presenting ideas in a logical order with details, facing the room, loud and clear (SL.6.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Look through your Room Log. Write the three weeks you remember best.

_____

WORDS TO KEEP

take the floor Stand or sit where the room can see you, and start speaking.

What you practiced

Getting ready	Being heard	Shaping a talk
Where I start (1)	Fill the room (2)	Your first ten seconds (3)
The nerves are normal (4)	Words that fit (8)	One idea at a time (6)
Stand, breathe, begin (5)	Pace and pause (9)	Signposts (7)
		Show it (10)
		Land the ending (11)

The number is the week. Find each one in your Room Log.

Pick two to keep

Nobody does all of these at once. Pick the two you most want to keep practicing, and write them on page 2.

IN THE ROOM — **7 minutes · groups of 4 · 1 minute a turn · 1 round**

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. Each speaker takes the floor: settle, open, and talk for 45 seconds.
3. Use two skills from the table on page 1.
4. Listeners say which two they saw. Swap so everyone speaks once.

Finding this hard? Take the floor with one partner as your audience.

What happened

Week	What I can do now	What is still hard

The two I will keep practicing:

_____

_____

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- ☐ Settled before the first word
- ☐ Opened without warm-up words
- ☐ Spoke so the far listener could hear
- ☐ Ended with a clear last line

▶ ADD TO YOUR ROOM LOG

Add a page headed Take the Floor. Write the two things you will keep practicing.

💬 TALK ABOUT IT

Show a grown-up one page of your Room Log.

Ask which skill on it they use most.



STUCK? TRY THIS

Look at your week 1 check marks in your Room Log. Which one would you most like to see now?

★ CHALLENGE ZONE

Which of these do grown-ups you know use most? Write the skill and where you saw it.

WEEK 13 PRESENCE

Invite Questions

Asking for questions is easy. Waiting through the quiet that follows takes practice.

IN CLASS THIS WEEK
Asking and answering specific questions with detail, to move a discussion on (SL.6.1c)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write a question you could ask a room to invite its questions.

_____

WORDS TO KEEP

invite	Ask the room for its questions, then wait.



The quiet is normal

When you invite questions, the room usually goes quiet. People are thinking.

Wait. Count to five in your head. Questions often come after the quiet, not before it.

"What questions do you have?" invites more than "Any questions?"

Choose fairly

If two hands go up, take one, then the other. Say "You next" so nobody is left waiting.

IN THE ROOM — **8 minutes · groups of 4 · 75 seconds a turn · 1 round**

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. The speaker talks for 30 seconds, then asks: "What questions do you have?"
3. The speaker counts to five in their head, then calls on one listener.
4. Answer, then take one more if there is time. Swap so everyone speaks once.

Finding this hard? Do it with one partner, who asks you one question.

What happened

How I invited questions:

What happened during the quiet:

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- [ ] Asked "What questions do you have?"
- [ ] Waited through the quiet
- [ ] Called on one listener
- [ ] Said who was next

▶ ADD TO YOUR ROOM LOG

Add a page headed Invite Questions. Write the question you used to invite them.

💬 TALK ABOUT IT

Ask a grown-up who runs meetings what they do when nobody asks a question.



STUCK? TRY THIS

Count to five on your fingers, low where only you can see.

★ CHALLENGE ZONE

Ask "What questions do you have?" at the end of something you explain this week.

WEEK 14 VOICE

Say the Question Back

In a room, not everyone hears the question. Say it back so they do, then answer the room.

IN CLASS THIS WEEK
Restating key ideas and showing you understand other views (SL.6.1d)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write a question someone asked you this week.

_____

WORDS TO KEEP

restate Say a question again so everyone in the room hears it.

Restate, then answer

The person who asked is near you. The far side of the room may not have heard.

Restate the question out loud: "The question was..." Now everyone knows what you are answering.

Then answer to the whole room, not only to the person who asked.

Which one keeps the question?

Someone asks: **"Why did you pick that topic?"**

	Said back
a	The question was why I picked this topic.
b	The question was what my topic is.
c	Someone asked about my topic.

Only one keeps the whole question. Which one?

IN THE ROOM

8 minutes · groups of 4 · 90 seconds a turn · 1 round

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. The speaker talks for 20 seconds about something they did this year.
3. Each listener asks one question. The speaker restates it to the room, then answers.
4. Swap so everyone speaks once.

Finding this hard? Do it with one partner, who asks you two questions.

What happened

The one that keeps the question (a, b or c):

_____

_____

A question I restated:

_____

_____

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- ☐ Restated the question out loud
- ☐ Kept the question's meaning
- ☐ Answered to the whole room
- ☐ Answered the question that was asked

▶ ADD TO YOUR ROOM LOG

Add a page headed Say It Back. Write one question you restated.

💬 TALK ABOUT IT

Notice a grown-up answering questions on the news or at school. Do they restate them?



STUCK? TRY THIS

Start with "The question was..." Then answer.

★ CHALLENGE ZONE

At a class discussion this week, restate one question before you answer it.

WEEK 15 VOICE

Answer, Then Stop

A good answer is short and on point. Answer what was asked, then stop and let the next question come.

IN CLASS THIS WEEK
No standard sits beside this week. It is practice for you.

WARM-UP · 2 MINUTES, ON YOUR OWN
Answer this in one sentence: what is one thing you did yesterday?

_____

WORDS TO KEEP

on point About exactly what was asked, and nothing else.

Stay on point

Long answers lose the room. They also leave no time for the next question.

Answer what was asked, in one or two sentences. Then stop.

If they want more, they will ask. That is how question time works.

Two answers to "How long did it take?"

Runs on	On point
"Well, first we had to find the stuff, and then my cousin came over, and then..."	"About two weeks."

IN THE ROOM **7 minutes · groups of 4 · 30 seconds a turn · 2 rounds**

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. Your teacher gives the speaker a topic. Listeners ask short questions about it.
3. The speaker answers each one in one or two sentences, then stops.
4. Two rounds, so everyone is the speaker twice.

Finding this hard? Answer one partner's questions, one or two sentences each.

What happened

A question I answered on point:

An answer that ran on, and how I could cut it:

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- [ ] Answered in one or two sentences
- [ ] Stopped after answering
- [ ] Stayed on point
- [ ] Waited for the next question

▶ ADD TO YOUR ROOM LOG

Add a page headed On Point. Write one answer that stayed on point.

💬 TALK ABOUT IT

Ask a grown-up a question and notice: did they answer it, then stop?



STUCK? TRY THIS

Answer first. Add the reason only if there is room.

★ CHALLENGE ZONE

Write five questions about your favorite subject. Answer each in one sentence.

WEEK 16 SELF

When a Question Stings

Sometimes a question feels like an attack. What you do in the next second matters.

IN CLASS THIS WEEK
No standard sits beside this week. It is practice for you.

WARM-UP · 2 MINUTES, ON YOUR OWN
Write a steady line you could use if a question ever felt sharp.

WORDS TO KEEP

sting	When a question feels like an attack, even if nobody meant it that way.

A sting is not always meant

A question can sting even when nobody meant it to. "Why would anyone do that?" might be real curiosity.

Your body may react first: hot face, fast heart. That is normal.

Breathe out once. Then answer the question, not the tone.

Steady lines

"That is a fair question. Here is why it matters to me."

"I can see why you would ask that."

IN THE ROOM — **8 minutes · groups of 4 · 40 seconds a turn · 2 rounds**

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. The speaker says one sentence about something they like. Your teacher gives made-up question cards.
3. A listener reads a card, such as "Why would anyone care about that?" The speaker breathes out, uses a steady line, and answers.
4. Two rounds, so everyone is the speaker twice. The cards are made up, never about anyone real.

Finding this hard? Practice the steady lines with one partner reading the cards.

Fill in the private box after page 2 comes back to you. Nobody reads it, and you never share it.

What happened

A steady line I used:

What I would say next time:

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- [ ] Breathed out before answering
- [ ] Used a steady line
- [ ] Answered the question, not the tone
- [ ] Let the asker finish

● ONLY YOU READ THIS

When a question stings, what goes on inside you? What helps you stay steady?

This box is for you. Nobody checks it, and you never have to show it.

▶ ADD TO YOUR ROOM LOG

Add a page headed Steady Lines. Write the steady line you will use.

💬 TALK ABOUT IT

Ask a grown-up what they say when someone asks them a hard question at work.



STUCK? TRY THIS

Breathe out first. The steady line buys you a second to think.

★ CHALLENGE ZONE

Write three steady lines of your own. Practice them with someone you trust.

WEEK 17 SELF

When You Do Not Know

Every speaker gets a question they cannot answer. "Not yet" is an honest start.

IN CLASS THIS WEEK
Asking and answering specific questions with detail, to move a discussion on (SL.6.1c)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write a question about your favorite topic that you do not know the answer to.

_____

WORDS TO KEEP

not yet An honest answer when you do not know. Then say what you do know.

Three parts of not knowing

Part	Sounds like
Say so	"I do not know that one yet."
Say what you do know	"I know it started before 1900."
Say how you will find out	"I will ask our librarian and tell you next week."

Do not guess

A made-up answer can sound sure and still be wrong. The room may believe it. Saying "not yet" is safer and more honest.

IN THE ROOM **6 minutes · groups of 4 · 40 seconds a turn · 1 round**

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. Your teacher gives question cards the speaker is unlikely to know.
3. A listener reads one. The speaker uses the three parts on page 1.
4. Swap so everyone speaks once. Keep your question for week 18.

Finding this hard? Do it with one partner reading you the card.

What happened

The question I did not know:

_____

_____

How I will find out, and by when:

_____

_____

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- ☐ Said they did not know yet
- ☐ Said what they did know
- ☐ Said how they would find out
- ☐ Did not make up an answer

▶ ADD TO YOUR ROOM LOG

Add a page headed Not Yet. Write the question and how you will find out. Week 18 comes back to it.

💬 TALK ABOUT IT

Ask a grown-up about a time they said "I do not know" at work. What happened next?



STUCK? TRY THIS

Ask your teacher or the school librarian. You do not need anything from home.

★ CHALLENGE ZONE

Find the answer before week 18, and write where you found it.

WEEK 18 PRESENCE

Find Out and Come Back

Saying you will find out is a promise. This week you keep it in front of the room.

IN CLASS THIS WEEK
No standard sits beside this week. It is practice for you.

WARM-UP · 2 MINUTES, ON YOUR OWN
Write the question from week 17 and the answer you found.

◂ YOU WILL NEED, FROM YOUR ROOM LOG

- Week 17: the question you said you would find out about

WORDS TO KEEP

follow up Come back later with what you said you would find out.

Follow up

To follow up means you come back with what you said you would find.

Say the question again, give the answer, and say where you found it.

If you could not find it, say so, and say what you tried. That still keeps the promise.

Where you found it

"I asked our librarian." "It was in our science book, page 40." Saying where lets the room check.

IN THE ROOM **6 minutes · groups of 4 · 1 minute a turn · 1 round**

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. Each speaker says their week 17 question again, in one sentence.
3. Then give the answer and say where you found it, in about 30 seconds.
4. Listeners ask one question about it. Swap so everyone speaks once.

Finding this hard? Report back to one partner.

What happened

What I found:

Where I found it:

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- [ ] Said the question again
- [ ] Gave the answer they found
- [ ] Said where they found it
- [ ] Said what they tried, if they did not find it

▶ ADD TO YOUR ROOM LOG

Add a page headed Came Back. Write the answer and where you found it.

💬 TALK ABOUT IT

Tell a grown-up what you found out. Ask if they knew it.



STUCK? TRY THIS

If you did not find it, say what you tried. That counts.

★ CHALLENGE ZONE

Find one more fact about the same question, from a different place.

WEEK 19 VOICE

Map the Argument

A good listener can lay out a speaker's argument: the main point, and what holds each claim up.

IN CLASS THIS WEEK
Tracing a speaker's argument and telling supported claims from unsupported ones (SL.6.3)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one reason you have heard for why something at school should change.

_____

WORDS TO KEEP

argument	A speaker's main point and the claims that hold it up.
unsupported	A claim with no reason or fact behind it.

Main point, then claims

An argument has a main point, and claims meant to hold it up. Some claims have support: a reason or a fact you could check. Others have nothing.

Mapping it means sorting which is which. It is about the claims, never the speaker.

A short argument

	What the speaker said
a	Our class should start a lost-and-found box.
b	Last month, 12 things were left in our room.
c	A box would be easy, because we already have an empty bin.
d	It would make everyone happier.

Sentence a is the main point. Which claim is unsupported?

IN THE ROOM

7 minutes · groups of 4 · 45 seconds a turn · 1 round

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. Each speaker gives a 30-second argument with a main point and two claims.
3. Listeners map it in their heads: the main point, each claim, and whether it had support.
4. One listener says the map back. Swap so everyone speaks once.

Finding this hard? Give your argument to one partner, who maps it.

What happened

The unsupported claim on page 1:

_____

Map one argument you heard today:

Main point	Claim 1: supported?	Claim 2: supported?

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- ☐ Said the main point first
- ☐ Gave a reason for a claim
- ☐ Gave a fact someone could check
- ☐ Gave two claims

▶ ADD TO YOUR ROOM LOG

Add a page headed Map It. Copy one map you made.

💬 TALK ABOUT IT

Listen to an advertisement with a grown-up. Map its main point and claims.



STUCK? TRY THIS

Support usually starts with "because," or has a number in it.

★ CHALLENGE ZONE

Map the argument in a letter to the editor or an opinion article.

WEEK 20 VOICE

Ask a Hard Question Well

A hard question tests an idea. Ask it about the idea, so the speaker can answer it.

IN CLASS THIS WEEK
Asking and answering specific questions with detail, to move a discussion on (SL.6.1c)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write a question you could ask about a rule at school that you do not understand.

_____

WORDS TO KEEP

challenge A question that tests an idea. It is about the idea, never the person.

Test the idea, not the person

A challenge asks the speaker to back something up, or to think about a problem.

It is specific, and it is about the idea. The speaker should be able to answer it.

An attack is about the person. It cannot be answered, only defended.

Challenge or attack?

Challenge	Attack
"What would happen if it rained on the day?"	"That will never work."
"Where did that number come from?"	"You just made that up."

IN THE ROOM

9 minutes · groups of 4 · 45 seconds a turn · 2 rounds

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. Your teacher gives made-up idea cards, such as "Recess should be indoors all winter."
3. The speaker reads a card as their idea. One listener asks a hard question about it.
4. The speaker answers, then checks off the asker's page 2. Two rounds, with a new asker each turn.

Finding this hard? Ask one partner a hard question about their card, then swap.

What happened

A hard question I asked:

_____

_____

Why it was about the idea, not the person:

_____

_____

What the speaker saw

Checked by the speaker. Check only what you saw or heard. An empty box is fine.

- ☐ Asked about the idea
- ☐ Asked something specific
- ☐ Asked something the speaker could answer
- ☐ Waited for the whole answer

▶ ADD TO YOUR ROOM LOG

Add a page headed Hard Questions. Write the hard question you asked.

💬 TALK ABOUT IT

Ask a grown-up what the hardest fair question anyone asked them was.



STUCK? TRY THIS

Start with "What would happen if..." or "Where did... come from?"

★ CHALLENGE ZONE

Write three hard questions about a plan your school or town is making.

WEEK 21 PRESENCE

Disagree in Public

When someone disagrees with you in front of a room, say what is fair in their view first.

IN CLASS THIS WEEK
Restating key ideas and showing you understand other views (SL.6.1d)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write an opinion about something light, like lunch or games, that some people would disagree with.

WORDS TO KEEP

acknowledge Say what is fair in the other view before you answer it.

Acknowledge, then answer

When someone challenges you in public, the room watches what you do next.

First, acknowledge what is fair in their view: "That is a real problem."

Then answer with your reason. You can disagree and still be steady.

What it sounds like

"You are right that it would cost more. I still think it is worth it, because more people could use it."

IN THE ROOM **6 minutes · groups of 4 · 1 minute a turn · 1 round**

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. The speaker gives a view on a light question in 20 seconds.
3. One listener disagrees, using a reason. The speaker acknowledges, then answers.
4. Swap so everyone speaks once and everyone disagrees once.

Finding this hard? Do it with one partner, who disagrees with you.

What happened

The disagreement:

What I acknowledged, and how I answered:

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- [ ] Let the other person finish
- [ ] Said what was fair in the other view
- [ ] Gave a reason for their own view
- [ ] Spoke to the whole room

▶ ADD TO YOUR ROOM LOG

Add a page headed Disagree in Public. Write what you acknowledged.

💬 TALK ABOUT IT

Ask a grown-up how they disagree with someone in a meeting.



STUCK? TRY THIS

Start with "You are right that..." Then say "I still think..."

★ CHALLENGE ZONE

Watch a debate or interview. Write one moment where someone acknowledged the other side.

WEEK 22 PRESENCE

Keep the Room

Side talk happens in every room. A speaker can bring it back without getting upset.

IN CLASS THIS WEEK
Following rules for a discussion, with goals and roles where they help (SL.6.1b)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write what you would want a speaker to do if you started a side talk.

_____

WORDS TO KEEP

side talk A quiet conversation while someone else is speaking.

Three calm moves

Move	What it looks like
Pause	Stop speaking for a moment. The quiet is often enough.
Wait	"I will wait." Said once, calmly, to the whole room.
Pick it up	"Where was I? I was saying..." and go on.

Never about the person

Speak to the room, not to the person talking. Nobody is named or told off.

IN THE ROOM

6 minutes · groups of 4 · 45 seconds a turn · 1 round

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. Your teacher gives one listener a card that says when to start a quiet side talk. It is practice.
3. The speaker talks for 30 seconds. When the side talk starts, use a calm move from page 1.
4. Swap so everyone speaks once. Nobody is named or told off.

Finding this hard? Practice the three moves with one partner playing the side talk.

What happened

The move I used:

_____

_____

What happened after it:

_____

_____

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- ☐ Paused when the side talk started
- ☐ Spoke to the whole room
- ☐ Picked up where they left off
- ☐ Named nobody

▶ ADD TO YOUR ROOM LOG

Add a page headed Keep the Room. Write the move that worked.

💬 TALK ABOUT IT

Ask a teacher what they do when side talk starts. Do they have a favorite move?



STUCK? TRY THIS

Try the pause first. It works more often than you think.

★ CHALLENGE ZONE

Notice a speaker this week who brought a room back. Which move did they use?

WEEK 23 PRESENCE

Lose Your Place, Find It

Every speaker blanks sometimes. Having a way back matters more than never blanking.

IN CLASS THIS WEEK
Presenting ideas in a logical order with details, facing the room, loud and clear (SL.6.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
On a scrap of paper, write three words for a short talk about your favorite place.

WORDS TO KEEP

lose your place Forget what comes next. Every speaker does it sometimes.

A way back

If you lose your place, the room usually does not notice. A pause looks like thinking.

Breathe. Look at your notes. Say the last thing again: "So, I was saying..."

Then go on. You do not have to apologize or explain.

Notes help

Write a few words for each part on a card. A glance is enough to find your place.

IN THE ROOM **6 minutes · groups of 4 · 45 seconds a turn · 1 round**

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. The speaker talks for 30 seconds about their favorite place, using the note card from the warm-up.
3. Partway through, a listener says "Stop." The speaker pauses, then finds their place.
4. Use the way back on page 1. Swap so everyone speaks once.

Finding this hard? Practice finding your place with one partner.

What happened

What I said to find my place:

_____

_____

What helped most:

_____

_____

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- ☐ Paused instead of rushing
- ☐ Checked their notes
- ☐ Said the last thing again
- ☐ Went on without apologizing

▶ ADD TO YOUR ROOM LOG

Add a page headed Way Back. Write the words you will use to find your place.

💬 TALK ABOUT IT

Ask a grown-up who speaks in public what they do if they forget a line.



STUCK? TRY THIS

Your notes are for this moment. Keep them where you can see them.

★ CHALLENGE ZONE

Give a 30-second talk to someone and have them say "Stop" when you do not expect it.

WEEK 24 REVIEW

Take the Questions

Eleven weeks of questions from the room. This page pulls them together.

IN CLASS THIS WEEK
Asking and answering specific questions with detail, to move a discussion on (SL.6.1c)

WARM-UP · 2 MINUTES, ON YOUR OWN
Look through your Room Log since week 13. Write the week that surprised you most.

_____

What you practiced

Taking questions	Hard moments	Listening hard
Invite questions (13)	When a question stings (16)	Map the argument (19)
Say the question back (14)	Disagree in public (21)	Ask a hard question well (20)
Answer, then stop (15)	Keep the room (22)	
When you do not know (17)	Lose your place, find it (23)	
Find out and come back (18)		

The number is the week. Find each one in your Room Log.

This week's practice

Give a short talk, then take questions, using all of it.

Invite them, wait, restate each one, answer on point, and say "not yet" if you need to.

IN THE ROOM — **8 minutes · groups of 4 · 75 seconds a turn · 1 round**

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. The speaker talks for 30 seconds on a topic they know.
3. Then invite questions, restate each one, and answer on point.
4. Take a question, then one more. Swap so everyone speaks once.

Finding this hard? Do it with one partner asking two questions.

What happened

My topic:

A question I took, and my answer:

The step I did best:

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- [ ] Invited questions and waited
- [ ] Restated each question
- [ ] Answered on point
- [ ] Said "not yet" instead of guessing, if needed

▶ ADD TO YOUR ROOM LOG

Add a page headed Take the Questions. Write one question you took.

💬 TALK ABOUT IT

Show a grown-up your Room Log page from this week. Ask what they would have asked.



STUCK? TRY THIS

Go in order: invite, wait, restate, answer, stop.

★ CHALLENGE ZONE

Take questions after something you explain at home or at school this week.

WEEK 25 PRESENCE

Lead Without a Title

You do not need to be put in charge to lead. Notice what needs doing, and start it.

IN CLASS THIS WEEK
No standard sits beside this week. It is practice for you.

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one small thing in your classroom that needs doing that nobody is in charge of.

_____

WORDS TO KEEP

title	A name for a job, like captain or class president. You can lead without one.

No title needed

A title is a name for a job, like captain or class president. Most of the time, nobody has one.

Leading without a title means noticing what needs doing, saying so, and starting it.

Then ask for help. Starting alone is fine. Staying alone is not the goal.

Three steps

Notice it. Say it in one sentence. Ask: "Who wants to help?"

IN THE ROOM — **6 minutes · groups of 4 · 40 seconds a turn · 1 round**

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. Each speaker names one small thing in class that needs doing, and why, in 20 seconds.
3. Then ask: "Who wants to help?" One listener says what they could do, and the speaker thanks them.
4. Swap so everyone speaks once.

Finding this hard? Tell one partner your idea and ask them to help.

What happened

What needs doing:

Who said they would help, and how:

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- [ ] Named something that needs doing
- [ ] Said why it matters
- [ ] Asked who wants to help
- [ ] Thanked the person who offered

▶ ADD TO YOUR ROOM LOG

Add a page headed No Title. Write what you will start.

💬 TALK ABOUT IT

Ask a grown-up about a time someone led without being in charge.



STUCK? TRY THIS

Pick something small. Small things get started.

★ CHALLENGE ZONE

Start the thing you named this week. Write what happened.

WEEK 26 PRESENCE

Speak to an Adult as an Equal

You can speak to an adult with respect and still say what you think. Being polite does not mean making yourself small.

IN CLASS THIS WEEK
Adapting how you speak to the task, formal when it fits (SL.6.6)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one thing you would like to tell an adult at school.

_____

WORDS TO KEEP

equal	Speaking with respect, and expecting respect back.
formal	Careful, complete words for serious talk.

Respect, both ways

Speaking as an equal does not mean speaking casually. It means you respect them, and you expect respect back.

Use formal words: greet them, say who you are, say your point and your reason, and thank them.

Stand or sit facing them. Speak at a steady pace. You belong in the conversation.

Friendly and formal

To a friend	To the principal
"Hey, can we get more books?"	"Good morning. I am in Room 12. Could the library get more books on space? Many of us want them."

IN THE ROOM

6 minutes · groups of 4 · 45 seconds a turn · 1 round

1. One listener plays a made-up adult from a card your teacher gives, such as a librarian.
2. The speaker greets them, says who they are, makes one point with a reason, and says thank you.
3. The other two listeners check off the speaker's page 2.
4. Swap so everyone speaks once.

Finding this hard? Practice with one partner playing the adult.

What happened

My point and my reason:

One formal word or phrase I used:

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- ☐ Greeted the adult
- ☐ Said who they were
- ☐ Made one point with a reason
- ☐ Said thank you

▶ ADD TO YOUR ROOM LOG

Add a page headed As an Equal. Write the point you made.

💬 TALK ABOUT IT

Ask a grown-up how they like young people to speak to them about something serious.



STUCK? TRY THIS

Write your first two sentences on a card. Say them the same way each time.

★ CHALLENGE ZONE

Make your point to a real adult at school this week, if you choose to. Write what happened.

WEEK 27 SELF

When You Are Not Taken Seriously

Sometimes you speak and someone brushes it off. What you do inside first matters.

IN CLASS THIS WEEK
No standard sits beside this week. It is practice for you.

WARM-UP · 2 MINUTES, ON YOUR OWN
Write what someone can do when they are not listened to.

WORDS TO KEEP

brushed off When someone does not take what you said seriously.

Being brushed off

Sometimes you say something and the other person laughs, or changes the subject. You have been brushed off.

It can sting. That is normal. It does not mean your point was wrong.

You can try again later, say it more simply, or take it to someone else.

A made-up moment

A student asks a coach if the team could try a new warm-up game. The coach says "We will see" and walks away.

This person is made up. Talk about them, never about someone real.

IN THE ROOM **5 minutes · groups of 4 · 30 seconds a turn · 1 round**

1. Read the made-up moment on page 1.
2. Each person says one thing the student could say or do next.
3. Keep it about what the student could do, not about the coach.
4. One turn each. Do not name anyone real.

Finding this hard? Talk about the made-up moment with one partner.

Fill in the private box after page 2 comes back to you. Nobody reads it, and you never share it.

What happened

One thing the student could say next:

One person they could take it to:

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- ☐ Suggested a next step
- ☐ Said a line the student could use
- ☐ Kept to the made-up moment
- ☐ Let others finish

● ONLY YOU READ THIS

When you are brushed off, what goes on inside you? What helps?

This box is for you. Nobody checks it, and you never have to show it.

▶ ADD TO YOUR ROOM LOG

Add a page headed Try Again. Write one next step the student could take.

💬 TALK ABOUT IT

Ask a grown-up what they do when their idea is brushed off.



STUCK? TRY THIS

Ask: is there a better time, a simpler way to say it, or a different person?

★ CHALLENGE ZONE

Write what you would say if you were the student, in two calm sentences.

WEEK 28 PRESENCE

Make a Request

A clear request names one thing, gives a reason, and is ready for a no.

IN CLASS THIS WEEK
Adapting how you speak to the task, formal when it fits (SL.6.6)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write something you would like to ask an adult at school for.

_____

WORDS TO KEEP

request Asking for one specific thing, with a reason.

One thing, one reason

A request asks for one specific thing. "Can things be better?" is not a request. "Could we have five more minutes at lunch on Fridays?" is.

Give your reason in one sentence.

If the answer is no, thank them, and ask: "Is there another way?"

Vague and specific

Vague	Specific
"Can we have more time?"	"Could we have ten more minutes for the art project this week?"
"Can the room be nicer?"	"Could we put the reading chairs by the window?"

IN THE ROOM

6 minutes · groups of 4 · 1 minute a turn · 1 round

1. One listener plays a made-up adult from a card your teacher gives. The adult always says no.
2. The speaker makes a specific request with a reason, formally.
3. After the no, the speaker says thank you and asks: "Is there another way?"
4. Swap so everyone speaks once.

Finding this hard? Practice with one partner playing the adult.

What happened

My request and my reason:

What I said after the no:

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- [ ] Asked for one specific thing
- [ ] Gave a reason
- [ ] Said thank you after the no
- [ ] Asked if there was another way

▶ ADD TO YOUR ROOM LOG

Add a page headed Requests. Write your request and your reason.

💬 TALK ABOUT IT

Ask a grown-up about a time they asked for something at work and were told no.



STUCK? TRY THIS

Write your request as one sentence that starts with "Could we..."

★ CHALLENGE ZONE

Make a real request of an adult at school this week, if you choose to. Write what happened.

WEEK 29 PRESENCE

Introduce Someone

Introducing a speaker tells the room why to listen to them. It is a small way to lead.

IN CLASS THIS WEEK
Adapting how you speak to the task, formal when it fits (SL.6.6)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one question you could ask a partner to learn something they are happy to share.

_____

WORDS TO KEEP

introduce Tell the room who someone is and why they are speaking.

Four parts

To introduce someone, say their name, why they are speaking, one thing about them, and then hand over.

Keep it to about 20 seconds. Only say things they are happy for you to share. Ask them first.

Which part is missing?

Part	What was said
Their name	This is my partner, ___.
One thing about them	They have looked after the class fish all year.
Hand over	Over to you.

An introduction has four parts. Which one is missing here?

IN THE ROOM **6 minutes · groups of 4 · 40 seconds a turn · 1 round**

1. In pairs, ask each other a couple of questions to learn something to share. Check it is OK to share.
2. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
3. Introduce your partner in about 20 seconds. Your partner is speaking to tell us one thing they like doing.
4. The partner says that one thing in one sentence. Swap so everyone introduces once.

Finding this hard? Introduce your partner to one listener.

What happened

The part missing on page 1:

My introduction:

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- [ ] Said the person's name
- [ ] Said why they were speaking
- [ ] Said one thing about them
- [ ] Handed over to them

▶ ADD TO YOUR ROOM LOG

Add a page headed Introductions. Write your introduction.

💬 TALK ABOUT IT

Ask a grown-up who introduces speakers at events what they always include.



STUCK? TRY THIS

Ask your partner: "What should I say about you?"

★ CHALLENGE ZONE

Introduce a family member, a friend or a teacher to someone new this week.

WEEK 30 PRESENCE

Run the Room

A chair runs a question time for someone else. The job is to make it fair and keep it on time.

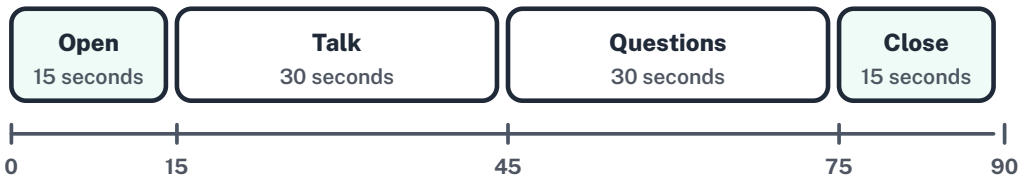
IN CLASS THIS WEEK
Following rules for a discussion, with goals and roles where they help (SL.6.1b)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one thing that makes a question time unfair.

_____

WORDS TO KEEP

chair The person who runs a question time: opens it, calls on people, closes it.



What a chair does

The chair opens: "We have a short talk, then questions."

During questions, the chair calls on people in turn, and keeps time.

To close, the chair thanks the speaker and the room. The plan above is 90 seconds.

Fair turns

Call on someone who has not asked yet before someone asks twice.

IN THE ROOM

8 minutes · groups of 4 · 90 seconds a turn · 1 round

1. Four jobs: a chair, a speaker, and two askers. Change jobs each turn.
2. The chair opens. The speaker talks for 30 seconds.
3. The chair runs 30 seconds of questions, then thanks the speaker and closes.
4. Change jobs so everyone chairs once.

Finding this hard? Do it in a group of three: you chair, a partner speaks, and one more person asks.

What happened

What I said to open:

How I chose who asked:

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- [ ] Opened the question time
- [ ] Called on people in turn
- [ ] Kept to the time
- [ ] Thanked the speaker to close

▶ ADD TO YOUR ROOM LOG

Add a page headed Chair. Write how you opened and closed.

💬 TALK ABOUT IT

Ask a grown-up who runs meetings how they make sure everyone gets a turn.



STUCK? TRY THIS

Keep the plan on page 1 where you can see it.

★ CHALLENGE ZONE

Offer to chair a question time in class this week, if your teacher agrees.

WEEK 31 VOICE

Write It Out

Next week you plan a short presentation. This week, write what it will explain.

IN CLASS THIS WEEK
Writing to explain a topic with facts, definitions and details (W.6.2)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write a topic from class this year that you could explain to someone younger.

_____

WORDS TO KEEP

informative Writing or talking that explains a topic with facts.

An informative paragraph

Informative writing explains a topic with facts. It does not argue.

Start with a sentence that names the topic. Give two facts, and define one word the reader may not know.

End with a sentence that sums it up. Write it on page 2 before the room task.

Pick a topic you can explain

Pick something from class, such as a science process or a place you studied. Use facts from class, not guesses.

IN THE ROOM **6 minutes · groups of 4 · 1 minute a turn · 1 round**

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. Each speaker reads the paragraph they wrote on page 2, in under 60 seconds.
3. Listeners say back the two facts they heard.
4. Swap so everyone reads once.

Finding this hard? Read your paragraph to one partner.

What happened

My topic sentence:

Fact 1, and Fact 2:

The word I defined:

My last sentence:

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- [ ] Named the topic first
- [ ] Gave two facts
- [ ] Defined one word
- [ ] Ended with a sentence that sums up

▶ ADD TO YOUR ROOM LOG

Copy your paragraph into your Room Log. Week 32 plans the presentation from it.

💬 TALK ABOUT IT

Ask a grown-up to check one of your facts with you, using a class book.



STUCK? TRY THIS

Facts you could check in a class book are the best kind.

★ CHALLENGE ZONE

Find one more fact for your topic this week.

WEEK 32 VOICE

Plan the Presentation

A 90-second informative presentation, from your paragraph. Plan each part before you give it.

IN CLASS THIS WEEK
Planning and giving an informative talk with facts, transitions and a strong ending (SL.6.4a)

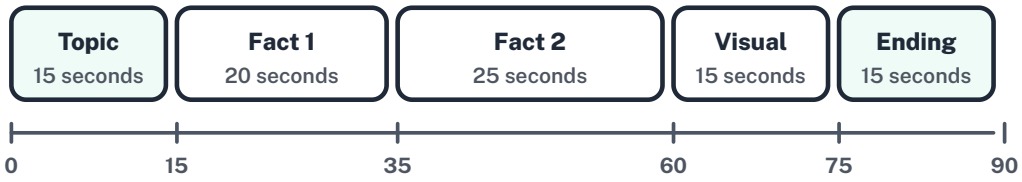
WARM-UP · 2 MINUTES, ON YOUR OWN
Read your paragraph from week 31. Write the sentence you will open with.

_____

◂ YOU WILL NEED, FROM YOUR ROOM LOG
- Week 31: your informative paragraph

WORDS TO KEEP

outline The parts of a talk in order, a few words for each.



A 90-second presentation

Your outline has five parts, in order: the topic, fact 1, fact 2, your visual, and an ending.

Use signposts between the parts, and define any word the room may not know.

Fill in page 2 and make the visual on a sheet of paper before the room task. Write only a few words for each part.

IN THE ROOM — **6 minutes · groups of 4 · 50 seconds a turn · 1 round**

1. Your outline on page 2 and your visual, on a sheet of paper, are ready before the room task.
2. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
3. Each speaker tries the topic and fact 1, in 35 seconds.
4. Listeners say one thing to make it clearer. Swap so everyone speaks once.

Finding this hard? Try the first two parts on one partner.

What happened

Part	A few words	Signpost
Topic		
Fact 1		
Fact 2		
Visual		
Ending		

One thing my listeners said would make it clearer:

_____

_____

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- ☐ Opened with the topic
- ☐ Gave fact 1 clearly
- ☐ Used a signpost
- ☐ Kept to 35 seconds

▶ ADD TO YOUR ROOM LOG

Copy your outline into your Room Log, and keep your visual in it. Week 33 is the presentation.

💬 TALK ABOUT IT

Practice your presentation for a grown-up, with a timer.



STUCK? TRY THIS

If you run long, cut a word, not a fact.

★ CHALLENGE ZONE

Practice it three times. Time each one. Did it get closer to 90 seconds?

WEEK 33 VOICE

Give the Presentation

Give your presentation to the room. Then hear what they took from it.

IN CLASS THIS WEEK
Planning and giving an informative talk with facts, transitions and a strong ending (SL.6.4a)

WARM-UP · 2 MINUTES, ON YOUR OWN
Say your opening sentence out loud twice, quietly. Write it.

◂ YOU WILL NEED, FROM YOUR ROOM LOG
- Week 32: your outline, and your visual on its sheet

WORDS TO KEEP

present Give a planned talk to a room.

Present it

Today you present. Settle, wait for quiet, and open with your topic.

Use your signposts and your visual. Keep your pace steady.

Land the ending, then stop. The listeners tell you the facts they heard.

Before you start

Try to look up from your outline as you speak. Keep it face up if you need it.

Your listeners know how to listen now. You can trust them with it.

IN THE ROOM

10 minutes · groups of 4 · 2 minutes a turn · 1 round

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. Each speaker gives their presentation, in up to 90 seconds.
3. Then the listeners say back the topic and the two facts they heard.
4. One listener checks off the speaker's page 2. Swap so everyone presents once.

Finding this hard? Give your presentation to one partner, who also checks off the boxes.

What happened

What went the way I planned:

The facts my listeners heard:

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- [ ] Settled and waited for quiet
- [ ] Opened with the topic
- [ ] Used signposts
- [ ] Showed the visual
- [ ] Ended and then stopped

▶ ADD TO YOUR ROOM LOG

Copy the check marks your listeners gave you into your Room Log.

💬 TALK ABOUT IT

Give your presentation to a grown-up. Ask which fact they remember.



STUCK? TRY THIS

Read your opening line from the outline. Then look up and keep going.

★ CHALLENGE ZONE

Give your presentation to someone younger. Change one word so they can follow it.

WEEK 34 PRESENCE

Take Questions on It

After a presentation comes question time. This week a classmate chairs it for you.

IN CLASS THIS WEEK
Asking and answering specific questions with detail, to move a discussion on (SL.6.1c)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one question you think someone might ask about your presentation.

◂ YOU WILL NEED, FROM YOUR ROOM LOG
- Week 33: your presentation and the check marks you were given

WORDS TO KEEP

question time The minutes after a talk when the room asks and you answer.

Everything from weeks 13 to 24

Question time uses all of it: invite, wait, restate, answer on point, and say "not yet" when you need to.

This week a listener chairs, so you can think about the answers.

If a question stings, breathe out first. Then answer the question, not the tone.

A good last answer

When time is up, the chair thanks you. Then you say: "Thank you for the questions."

IN THE ROOM

8 minutes · groups of 4 · 75 seconds a turn · 1 round

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. Each speaker gives a 20-second summary of their presentation.
3. A listener chairs question time: a question from each of the other two listeners.
4. The speaker restates each question and answers, then says: "Thank you for the questions."
5. Swap so everyone takes questions once.

Finding this hard? Take two questions from one partner.

What happened

A question I was asked:

_____

_____

How I answered:

_____

_____

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- ☐ Restated each question
- ☐ Answered on point
- ☐ Said "not yet" instead of guessing, if needed
- ☐ Thanked the room at the end

▶ ADD TO YOUR ROOM LOG

Add a page headed Question Time. Write the question you were asked.

💬 TALK ABOUT IT

Ask a grown-up to ask you one hard question about your presentation.



STUCK? TRY THIS

Restate it first. It gives you a moment to think.

★ CHALLENGE ZONE

Write down the hardest question you were asked, and a better answer to it.

WEEK 35 REVIEW

Look Back

The same task as week 1, with the same checklist. Then put the two pages side by side.

IN CLASS THIS WEEK
Presenting ideas in a logical order with details, facing the room, loud and clear (SL.6.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Find your week 1 page in your Room Log. Write today's date at the top of a new page.

◂ YOU WILL NEED, FROM YOUR ROOM LOG
- Week 1: Where I Start, with your listener's check marks

WORDS TO KEEP

look back Put your week 1 page and today's page side by side.

The same task again

In week 1 you spoke to a room of three for up to 45 seconds, and answered a question. A listener checked off what you did.

Week 1 was your starting point. Today you do exactly the same task.

Then put the two pages next to each other, and look only at your own.

Why the same task

If the task changed, you could not tell whether you changed or the task did.

Keeping it the same is what makes the comparison fair.

IN THE ROOM

6 minutes · groups of 4 · 1 minute a turn · 1 round

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. Your teacher gives a topic you know, such as how to do something you are good at.
3. Speak for up to 45 seconds. Then one listener asks a question, and you answer it.
4. Swap so everyone speaks once. One listener checks off the speaker's page 2.

Finding this hard? Do it with one partner as your audience, who checks off your boxes.

Fill in the private box after page 2 comes back to you. Nobody reads it, and you never share it.

What happened

The checklist	Week 1, from your log	Week 35, from below
Waited for quiet before starting		
Said what the talk was about in the first sentence		
Spoke so the far listener could hear		
Faced the listeners		
Ended with a clear last line		
Answered the question that was asked		

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- ☐ Waited for quiet before starting
- ☐ Said what the talk was about in the first sentence
- ☐ Spoke so the far listener could hear
- ☐ Faced the listeners
- ☐ Ended with a clear last line
- ☐ Answered the question that was asked

● ONLY YOU READ THIS

What is different about speaking to a room now, compared with week 1?

This box is for you. Nobody checks it, and you never have to show it.

▶ ADD TO YOUR ROOM LOG

Copy these check marks into your Room Log, by week 1. Leave the private box here.

💬 TALK ABOUT IT

Show a grown-up your week 1 and week 35 log pages. Ask what they notice.



STUCK? TRY THIS

Look for one new check mark, and one box still empty. Both are useful.

★ CHALLENGE ZONE

Pick one empty box. Write a plan for practicing it over the summer.

WEEK 36 REVIEW

Hold the Room

One last time on the floor: one thing you can do now, and one question from the room.

IN CLASS THIS WEEK
Presenting ideas in a logical order with details, facing the room, loud and clear (SL.6.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Find one check mark, or one box you worked on this year. Write it here.

◂ YOU WILL NEED, FROM YOUR ROOM LOG
- Week 35: Look Back, beside your week 1 page

WORDS TO KEEP

hold the room Keep a room with you, from your first word to your last.

The whole room

This year you spoke to a room.

You practiced settling before your first word, carrying to the far side, and landing an ending. You practiced taking questions, saying "not yet," coming back, and leading without a title.

That is what it means to hold the room.

The last talk

Say one thing you can do now in front of a room, what helped, and an example from your Room Log. Then take one question.

IN THE ROOM **8 minutes · groups of 4 · 90 seconds a turn · 1 round**

1. Three listeners sit together. The speaker stands or sits a few steps away, facing them.
2. Each speaker talks for up to 60 seconds: one thing they can do now, what helped, and an example.
3. Then invite one question, restate it, and answer it.
4. Swap so everyone speaks once.

Finding this hard? Give your last talk to one partner, who asks you one question.

What happened

One thing I can do now in front of a room:

The Room Log page that shows it:

What I will practice next:

What a listener saw

Checked by a listener. Check only what you saw or heard. An empty box is fine.

- [ ] Settled before the first word
- [ ] Said one thing they can do now
- [ ] Gave an example from the Room Log
- [ ] Restated the question
- [ ] Ended with a clear last line

▶ ADD TO YOUR ROOM LOG

Write one last page headed Hold the Room: what you will keep doing next year.

💬 TALK ABOUT IT

Ask a grown-up what they noticed about how you speak to a group this year.



STUCK? TRY THIS

Your Room Log has your example. Pick one page and talk about it.

★ CHALLENGE ZONE

Write a letter to yourself to open at the start of Grade 7. What should you remember about speaking to a room?

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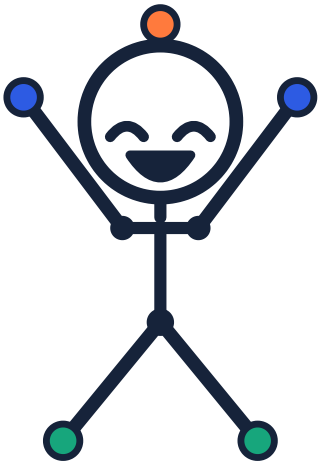
Grade 6 · Hold the Room

Certificate of Completion

This is to certify that

_____

practiced speaking to a room for thirty-six weeks. They practiced settling before the first word, carrying to the far side, and landing an ending. They practiced taking questions, saying not yet and coming back, and leading without a title. They gave an informative presentation, and held the year up against their own first page.



_____ _____

Teacher Date

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