



THE CLEAN SPEECH PROJECT

promoting constructive speech

Y3 Syllabus

a joint project of

Seed **GIFT**

Lesson 1: Humans vs Animals

Lesson Objectives:

This class is about levels of communication. In this class the aim is that children understand 3 different types of 'speech' and realise that real speech is a uniquely human characteristic.

Lesson Materials:

- Human vs Animal Worksheet

Lesson Overview:

Stage 1: Intro Discussion - Difference between humans and animals.

Stage 2: The 3 types of Speech.

Stage 3: Giving analogies.

Assessment Method:

- Students will report back their understanding by making the correct hand motions.
- Ask students to come up with their own examples.

Differentiation:

- Give simpler/more complex examples of speech for students to categorise based on their level of understanding.
- Ask students to make up their own examples of different forms of speech.
- Take the students through a brief history of speech & communication and show how it developed from carvings on caves, to social media.

STAGE 1



Intro Discussion:

Give each student the 'Human vs Animal' worksheet.

Ask them to write examples of 'things that can be done'.

For example: eating, walking, breathing etc.

Students should tick or cross if humans or animals can do that action.

Q. What makes humans different from animals?

A. The power of speech!

STAGE 2



There are three types of speech:

Functional Speech:

Communicating for practical reasons (animals can do this somewhat).

Relationship Speech:

Communication for the sake of building relationships.

Destructive Speech:

Communication used to hurt others.

Teacher explains these 3 categories and teaches the hand actions for each.



Teacher then gives examples and asks the students to do the correct action.

Point to note:

A lot depends on context.

E.g. 'What is your favourite colour'? generally is 'relationship speech'. However if speaking to a house painter, it could be 'functional speech'.

STAGE 3



Analogy:

Being careful with speech:

Mashal: Imagine you have a phone, would you be careful with it?

Nimshal: We have been given the VERY special gift of SPEECH. We must be careful to use it properly.

Analogy:

Using tools as a weapon:

Mashal: Imagine the Queen gave you a beautiful set of pens, then you take those pens to scribble all over the palace!

Nimshal: Hashem gave us the power of speech to build relationships. It would be rude to use it for the opposite purpose - to cause destruction.

Lesson 2: Tools are Power (not good/bad)

Lesson Objectives:

To understand that the 'tools' we have can be used for good or bad.
To realise that 'speech' is one of our key tools - we should make sure that we use it for the good.

Lesson Materials:

- Hammer (or other such tool) for discussion
- Card
- Glue stick
- Scissors
- Cup to use to make circle on card
- Felt tips
- Lollipop sticks

Lesson Overview:

Stage 1: Intro Discussion - Are tools good or bad?

Stage 2: Activity to make 'good (happy)/bad (sad)' voting sticks.

Stage 3: Discussion - Is this a good, or bad use of a tool?

Assessment Method:

- Students will report back with thumbs up, or thumbs down, in initial discussion.
- Students will report back with happy/sad voting stick in the latter discussion.

Differentiation:

- Students may choose to give more complex responses than just good/bad.
- Students can choose what to draw on their voting stick.
- Some students may need help cutting out the circle.
- Discuss examples of people who used their talents for good. See if students can name their own tools and talents; and those of others too.

STAGE 1



Intro Discussion:

Bring in a hammer and show the students.

Ask:

- Is the hammer good or bad?
- Is money good or bad?
- Is strength good or bad?
- Is chocolate good or bad?
- Is speech good or bad?

Get the students to report back whether good/bad/it depends with either thumbs up/down/sideways

Answer: None of these things are good, nor bad. It depends on how they are used.

As we saw in the last session: Functional and Relationship speech are good. Destructive speech is bad.

**Mishlei 18:21
(The Book of Proverbs):**
Life and death are in the hands of the tongue

STAGE 2



Activity to make a 'good (happy)/bad (sad)' voting stick:

1. Students use a cup to draw two circles on a piece of card.
2. Cut out the circles.
3. On one of them, draw a smiley face. On the other circle, draw a sad face.
4. Glue them together back to back with a lollipop stick in between them.

Alternatively, make 2 'voting sticks' one happy and one sad.
Alternatively, use 2 paper plates with a lollipop stick.

This will be used as a 'voting stick' for the next discussion



STAGE 3



Discussion:

Give examples of good speech and bad speech.
Children will vote using their 'smiley/sad voting stick.'

(Give more complex examples, if students are finding it too easy)

Simple example: Asking someone if they are okay in the playground.

Hard example: Calling someone a nickname, without asking their permission.

Lesson 3: Make a Clean Speech Chart

Lesson Objectives:

To make a tongue-extending clean speech chart that students will take home and use in the coming fortnight.

Consolidate the messages of the first two classes.

Lesson Materials:

- A4 card
- A4 light red/pink card
- Felt Tips
- Stanley knife (to be used by the teacher)
- 14 star stickers to be given to the students for their chart to be completed at home

Lesson Overview:

Stage 1: Summarise last two sessions.

Stage 2: Make the clean speech chart.

Assessment Method:

- Testing students with feedback, using the hand actions of the first session; or thumbs up/down; or their 'good/bad voting stick'.

Differentiation:

- Students will choose what words to put on their 'tongue' for the activity.
- Some students may need help with the craft.

STAGE 1

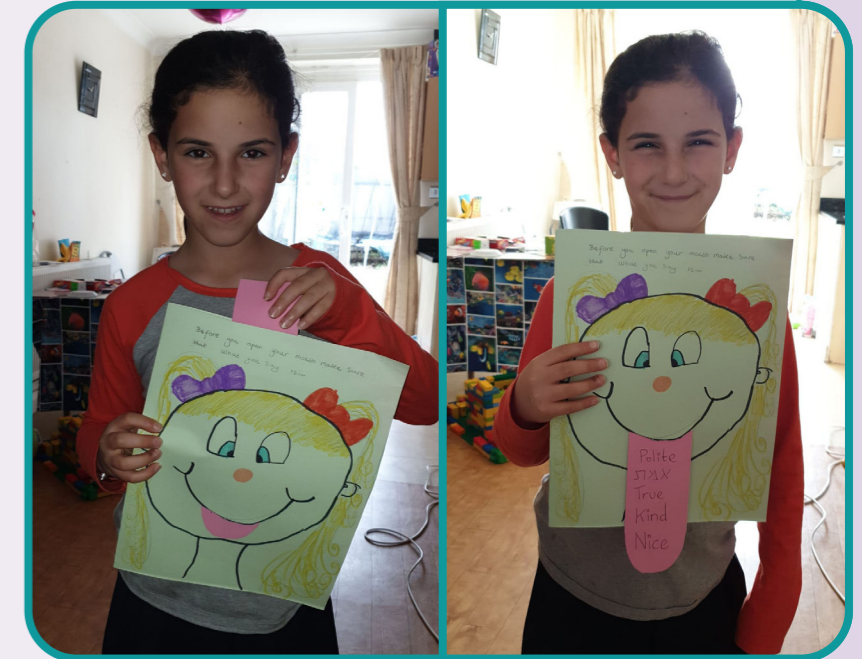
Summary of last two sessions:

- 3 types of speech (Functional/Relationship/Destructive).
- Speech can be used for good or bad.

Activity to make tongue extending chart:

1. Each student draw a big smiley face of themselves on the card.
2. On top of the chart write:
'Before you open your mouth, make sure what you say is...'
3. Student/Teacher should cut out a long piece of the pink card.
4. Curve the end of the card to make it look like a tongue.
5. Teacher will need to cut mouth with knife to allow the tongue to fit into the mouth.
6. Students then write, on the tongue, a list of some words to end the original sentence.
(Here are some examples: true, kind, nice, emet, helpful, inspiring, nice, necessary etc.)
7. Students are given star stickers for home.
8. Students can get a star on the tongue of their craft each day for using speech in a positive way.

(Start at the tip of the tongue and work their way upwards - making their tongue longer and longer).



Differentiation:

Parents may wish to write on the back of the tongue what specific, amazing speech their child did to deserve the star. These can later be read out in class.



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