



early stage

Spring Talk Pack



TALK IT OUT: SPRING EDITION

Teacher instructions

Objective: To build speaking fluency, confidence, and active listening skills through open conversation.

Level: B2

Time: 15–20 minutes

Preparation:

- Print or display the list of questions.
- Put students in pairs or small groups (3 students max).
- Remind them: **We listen carefully and ask follow-up questions!**

How to run the activity:

1. **Students take turns asking and answering the spring-themed questions** from the list. Encourage full, honest answers.
2. After each answer, the other person should:
 - **Ask a follow-up question**
 - **Or share their own thoughts**, using expressions like:
 - *“What’s your take on that?”*
 - *“That’s interesting – tell me more!”*
 - *“In my view...”*
3. Walk around, support shy students, and celebrate great ideas or thoughtful exchanges.
4. If time allows, have a few students share their favourite answers with the class.

Pro tip: Celebrate effort, not perfection. Focus on connection, curiosity, and confidence!

Student worksheet – printable

What's something you'd love to start doing this spring – and why?

Do you think people are generally happier in spring? Why or why not?

What's your ideal spring weekend?

What's one small thing that always boosts your mood in spring?

What's one "spring reset" idea you'd recommend to a friend?

Is spring a time for change? What would you like to change this season?

What's your personal "spring aesthetic" – clothes, mood, music?

If you could spend one spring week anywhere in the world, where would it be?



PITCH IT! – A SPRING POP-UP ROLE PLAY ACTIVITY

Teacher instructions

Objective: To develop persuasive speaking, negotiation skills, creativity, and collaborative thinking – all in English.

Level: B2

Time: 15–25 minutes

Preparation:

- Print or display the scenario and role cards (Student A and B).
- Put students in pairs.
- Remind them: **The goal is to agree on one event idea – not just present two separate ones!**

How to run the activity:

1. Give each student in the pair their role (A or B) – **do not let them show each other!**
2. Set the scene: They are friends planning a school spring pop-up event. They both have strong (but different) ideas.
3. Their task is to:
 - **Listen to each other's vision**
 - **Find common ground**
 - **Negotiate and combine ideas if possible**
 - **Agree on one final plan**
 - **Prepare a short pitch** to present to the class (1–2 minutes)
4. Encourage use of friendly, flexible language like:
 - *"Would you be up for...?"*

- *"Maybe we could..."*
- *"Let's mix both ideas..."*
- *"What if we...?"*
- *"I love that – could we also add...?"*

Tips for Success:

- Walk around and support with language or ideas if needed.
- Encourage creativity and compromise.
- After planning, choose a few pairs to present their agreed event to the class.
- Applaud all ideas – celebrate originality and teamwork!

Optional extension:

Have the class vote on their favorite spring event plan!

Student worksheet - printable

Student A – You want a Chill Picnic Zone:

Blankets, acoustic music, fairy lights, fresh lemonade.

You imagine a cozy, quiet hangout where people can relax, draw, journal, or just chat.

You want calm, good vibes, and a chance to slow down.

Use phrases like:

- *“Would you be up for...?”*
- *“Maybe we could...”*
- *“Let’s mix both ideas...”*

Student B – You want a Mini Spring Talent Show:

You’d love a fun stage, live music, performances, maybe even stand-up or a mini fashion walk.

You think students should express themselves, be creative, and entertain each other.

Big energy, big fun.

Use phrases like:

- *“What if we...?”*
- *“I love that – could we also add...?”*
- *That sounds great – how about we also...?”*

MINI-DEBATE: SPRING DETOX – WORTH IT?

Teacher Instructions

Teacher Instructions – Spring Digital Detox: Mini Debate

Objective: To encourage critical thinking, empathy, and structured discussion by exploring different perspectives on one topic. To promote a healthy approach to managing online presence.

Level: B2

Time: 20–30 minutes

Preparation:

- Print or display the debate topic: **“Spring Digital Detox – Worth It?”**
- Briefly explain the **De Bono Thinking Hats** method – each student explores the topic from one unique angle.
- Print and distribute the role cards or student handouts.

Thinking Hat Roles:

Each student in the group of four will take on one of these perspectives:

- **White Hat** – Focus on facts and real examples
- **Red Hat** – Share gut feelings and emotional reactions
- **Black Hat** – Point out possible risks or downsides
- **Green Hat** – Offer creative ideas and benefits

Steps:

1. **Assign roles** in each group of four. No switching!

2. Give students **3–5 minutes to reflect individually** and make notes from their assigned perspective.
3. **Start the group discussion** (7–10 minutes):
 - The **Green Hat** kicks things off with a positive idea.
 - Then each student shares their point of view.
 - Encourage students to **ask questions**, agree/disagree politely, and build on ideas.
4. **Decision time – Group vote!** Each group must agree on one option:
 - *Totally worth it*
 - *Only for some people*
 - *No, thanks – not for me*
5. **(Optional) Whole-class reflection:** Ask each group to share:
 - Their final vote
 - One argument or idea that surprised or convinced them

Why it works:

This activity helps students:

- Think critically without judgment
- Understand different perspectives
- Practise teamwork and thoughtful speaking

Mini-Debate Handouts – Student Version

WHITE HAT – Facts and Information

Your job: Share facts and real information. Be neutral. Focus on reality.

Things to consider:

- How much time do teens spend on screens?
- What are the effects of too much screen time?
- What does research say about digital detoxing?

Notes:

Talking tokens:

“According to research...”

“The reality is...”

“One fact worth mentioning is...”

RED HAT – Emotions and Feelings

Your job: Talk about feelings – yours and others’.

Things to consider:

- How would it feel to give up your phone or apps for 3 days?
- What emotions are linked to phone use – comfort, boredom, stress?
- Would people feel more relaxed or more anxious?

Notes:

Talking tokens:

“Honestly, I would feel...”

“Many teens feel...”

“It might be hard emotionally because...”

BLACK HAT – Risks and Problems

Your job: Focus on the downsides. Be realistic and critical.

Things to consider:

- What might people miss out on?
- Could it feel isolating or stressful?
- Is it even practical?

Notes:

Talking tokens:

“What worries me is...”

“It might be unrealistic because...”

“There’s a risk that...”

GREEN HAT – Creative Ideas and Solutions

Your job: Be creative and positive. Think of alternatives and ways to make it work.

Things to consider:

- What could people do instead of scrolling?
- How can a detox be fun or social?
- Could it work as a class or group challenge?

Notes:

Talking tokens:

“Here’s a fun idea...”

“What if we tried...”

“Instead of scrolling, we could...”