

Lesson Plan 4 The Letter D: 'D' is for Dialogue, not Debate

Resources

Safe Space: Looking at Dialogue as an aspect of Safe Space

PowerPoint,
slides 1–2

In this lesson pupils we learn that dialogue is a tool for preventing and resolving conflict. They will identify similarities and differences between each other, recognising themselves in others to help build empathy.



Learning Objectives

- To understand what dialogue is
- To practice having meaningful dialogues

KS3 Curriculum Mapping

- RE: morality and making moral decisions / choices – preparing students for opportunities, responsibilities and experiences in later life
- Cross curriculum: teachers should develop pupils' spoken language, reading, writing and vocab

Preparation

- PowerPoint presentation (included)
- Safe Space film downloaded (included)
- Photo slide show 'Let's Talk!' downloaded (included)
- Dialogue anagram worksheet printed per table or pupil (included)

Running time

50 mins

Slide 3 &/or 4

Re-cap class Safe Space agreement / 5 mins

Or use RADIO principles on slide 4.

Slide 5

Recap from previous lesson

Slide 6

Last lesson we explored Active Listening and learnt how to 'actively' listen to each other, showing respect. Respect and Active Listening are the basics for us to be able to have a meaningful conversation with someone.

Show the students the Safe Space film, pausing on Dialogue Not Debate.

Topic Introduction Dialogue / 10 mins

Objective Explain to the students that this lesson is going to look at Dialogue and what it means, and the differences between dialogue and debate.

Ask the class What do they think the word 'dialogue' means?
What do they think the word 'debate' means?

Slide 7

Pair and Share activity

Ask the students to discuss what the difference is between these two words in pairs and then bring the class back together and ask them to share their answers.

Put the answers on the whiteboard / PowerPoint slide around the meaning of the words 'dialogue' and 'debate'.

You could show an example of a current affair in the news where there has been a lack of dialogue.

Slide 8

Writing activity

Get students to fold a page of their books in half and draw a line down the middle. Writing the heading Dialogue on one side and Debate on the other.

Ask students to fill in the columns with examples of the difference between a dialogue and a debate. This can be discussed on tables, but each student should fill in individual answers.

Prompt questions: What does dialogue look like? What does a debate look like? What are the feelings involved? How are people speaking to each other?

Get students to share their answers by choosing students to come and write on the whiteboard. Discuss and unpack any interesting answers.

Slide 9

The class should come to the conclusion that a dialogue is a conversation, while a debate is a competition.

Potential answers from and to draw out of students:

- Dialogue is a conversation
- Dialogue is body language
- Dialogue is listening, being polite and kind, engaging in conversation without shouting and screaming at each other
- Debate is all about winning and proving that you're right; putting your point across without caring for the opinion of others
- Dialogue is more like a conversation

Slide 10

Show **Safe Space film clip** on 'Dialogue not Debate'.

Main activity Let's talk! / 10 mins

Explain to the class that now we have explored what the word dialogue means and its difference from debate, we are going to look at why it is important we have dialogues with others.

Slide 11

Show the question on the slide 'Why is it important to have conversations with people that are different to us?'

'Let's Talk!'
slide show

Activity Let's Talk! photo slideshow

Show the class the slideshow, asking them to note down in their books examples they see that show the importance of having conversations with people.

Get feedback from students to the slide show, and discuss the importance of dialogue, using the points below as a guide.

- Tool for preventing and resolving conflict
- To learn from others and to get to know others = exchange of views, opinions
- To identify similarities and differences
- Builds empathy towards others
- By learning about others and recognising ourselves in others, we will be able to have difficult conversations and prevent / avoid conflict

Let's Dialogue!

Ask students to stand up and move to a space in the classroom, explain that you will ask them to walk around, slowly and when you say freeze they need to stop where they are and then stand next to the person they are closest too.

Slides 14–18

A question will then appear on the PowerPoint / board and they need to have a conversation about this with their partner. Remind them it's a dialogue and they should both be exchanging views without getting into a debate.

Give them two mins per question to discuss and then get them to move around again before the next question.

Slide 19

After the final question, ask the students to sit back down and ask for feedback on how it felt to discuss the questions.

- Were they using their active listening skills from the previous lesson?
- Who found it hard not to debate the question?
- Who found out some similarities and differences about someone else?

Extension work Ask the students to write in their books 'what went well and even better if'

Thank the students for participating and explain this was just a taster for them to dialogue. For it to be really meaningful you would want a lot more time and perhaps a quieter space!

Hand out the Dialogue anagram template sheets to each table / pupil and explain that you want each table / pupil to come up with their own definition of what dialogue is, or examples of a good dialogue by completing the acronym.

Have the PowerPoint slide with the summary of the importance of dialogue up for students' reference.

You can choose to model the example below:

Dialogue is...

Do to others what you'd like to be done to you = Respect
Important and meaningful conversations
Actively
Listening to
Others
Getting to know others
Understanding
Empathising / Equality

Ask students/tables to share their anagrams with the whole class.

Extension questions

- What does respectful dialogue look like?
- What would be the impact of not being able to converse effectively or at all? Why?

Plenary Reflection session / 5 mins

Slide 22

Ask the class to write down 'one thing you'll do to make sure we always have respectful, meaningful conversations?'

Extension questions:

- Are there barriers for meaningful dialogue? If yes, what are they?
- What are the conditions/settings necessary for us to have a meaningful dialogue?
- Why is dialogue important in today's society?

Slide 23

Next lesson we will be moving on to look at 'The letter L', and exploring how we use 'I statements' to talk from our own perspectives in dialogues.