



**Scheme of Work**  
**Subject Lesson Termly Planning and Evaluation Form**

<b>Subject:</b> Dialogic Critical Thinking	<b>Class:</b> Class 7/8
<b>Teacher:</b> Francine Maas	<b>Term:</b> Autumn 2

**Section One: Planning Questions**

<b>What will the pupils learn?</b>	The students will develop their higher order critical thinking skills through dialogic talk. They will develop their ability to reason effectively through class discussion, challenge the ideas of their peers with respect, and be encouraged to critically evaluate a range of perspectives on a variety of topics, from text responses to current affairs. They will also be encouraged to improve their treatment of each other during class discussion, in order to develop more empathic and respectful interaction.
<b>How will I differentiate?</b>	Establish strong ground rules for dialogue so that strong personalities do not dominate the discussion and ensure that equity of contributions. Maintain strong teacher guidance/scaffolding to ensure that the conversation runs smoothly, that students are challenged to expand on their ideas, and so that students receive regular and specific instruction to improve the quality of their contributions. Observe and evaluate each students' strengths and areas for improvement, tailoring activities to address areas for improvement.
<b>What skills and knowledge do I hope to develop in myself during this term?</b>	The ability to facilitate and guide a dialogic session, including developing ground rules, choosing topics and resources for discussion, knowing when it is appropriate and useful to intervene in the discussion, and being able to evaluate when exploratory, or high-quality dialogic talk is occurring. The ability to teach specific critical thinking exercises such as <i>Think Pair Share</i> , <i>Fact or Opinion</i> , and leading the students in a formal debate.
<b>What resources will I need to successfully complete this term?</b>	T-SEDA Teacher Resource Pack Relevant literature in dialogic theory to underpin and inform the lessons.

<b>How will I assess the pupils' learning?</b>	The students will be assessed continuously via video recording, which will later be transcribed and coded for quantitative analysis. This will highlight the relative contributions of each student over the course of the 6 weeks, and in relation to one another, in either Reasoning, Challenging and Building on each other's ideas. Through the video recording, as well as general observation, I will qualitatively assess the students' responses for other aspects of development in dialogic talk and critical thinking. There will be no formal assessment for this scheme of work, though the formal debate in the last lesson will offer a summary of what each student has gained from the half term's work.
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## Section Two: Lesson Plan Sequence

	<b>Activities</b>	<b>Resources required</b>
<p><b>Session 1</b> Concepts: Text response, critical analysis of a text, dialogic talk</p>	<p><u>Activity 1:</u> Reiterate the concept of a ballad with the students, identifying a few of the key features of this style of music.</p> <p><u>Activity 2:</u> Play the students the audio recording of Lord Randall. Distribute the lyrics of the music and have the students listen for a second time.</p> <p><u>Activity 3:</u> Summarise the story with the students. Draw on a few of the key themes and discuss them with the students e.g. gender roles in the allocation of inheritance, portrayal of the key characters, the significance of the Greenwood, varying interpretations of the mystery of Lord Randall's poisoning.</p> <p><u>Activity 4:</u> Have the students decide if they think that Lord Randall's true love was really the one that poisoned him? If so, why do they think she may have done this?</p> <p><u>Activity 5:</u> Identify a few of the literary features of the ballad, i.e. the changes of language (what could this represent?), the use of repetition and rhyming, what is the moral of the story?</p>	<p>Lyrics of Lord Randall ballad</p> <p>Audio recording of the music (Spotify) on iPad + portable speaker</p>
<p><b>Session 2</b> Concepts: dialogic talk, reasoning and justifying ideas, building on the ideas of others, challenging the ideas of others, text response</p>	<p><u>Activity 1:</u> Display the following sentence stems on the board for all the students to see:</p> <ul style="list-style-type: none"> <li>● I agree with you but I also think (B)</li> <li>● I think she/he meant (B)</li> <li>● I agree with most of what you said but I disagree that (CH)</li> <li>● I disagree with that and think that it isn't correct because (CH)</li> <li>● I think this is the case because (R)</li> <li>● I agree with you because (R)</li> </ul> <p>Explain that you want them to use them to frame the sorts of contributions they make in class discussions. Speak to the children about what some of the similarities and differences between the cards are.</p> <p><u>Activity 2:</u> Have one student read aloud the article</p>	<p>Newspaper articles about musicians during the coronavirus pandemic.</p> <p>Sentence stems written on card and laminated, stuck to blackboard or laid out on desks</p>

	<p>about the effects of the coronavirus pandemic on musicians in the UK.</p> <p><u>Activity 3:</u> Guide the students in a discussion about what they think about the government’s support of musicians during the pandemic. Encourage the students to draw on the sentence stems and keep them displayed on the board so that students can refer to them.</p>	
<p><b>Session 3</b></p> <p>Concepts: Setting ground rules for dialogic discussion, different types of talk, reasoning and justifying ideas, listening to the ideas of others, evaluating a range of viewpoints, self-reflection</p>	<p><u>Activity 1:</u> Reflect on the discussion we had last week. How did we think it went? What could have been improved or done differently? Talk about the importance of listening to one another before we speak.</p> <p><u>Activity 2:</u> Discuss three different types of talk in order to set the stage for developing ground rules. Have the students copy the following notes from the board:</p> <p>Disputational Talk</p> <ul style="list-style-type: none"> <li>● characterized by disagreement and individualized decision-making</li> <li>● Few attempts to pool resources or offer constructive criticism</li> <li>● Usually short exchanges consisting of assertions and challenges for counter assertions</li> </ul> <p>Cumulative Talk</p> <ul style="list-style-type: none"> <li>● Speakers build positively but uncritically on what the others have said</li> <li>● Partners use talk to construct ‘common knowledge’ by accumulation</li> <li>● Characterized by repetitions, confirmations and elaborations</li> </ul> <p>Exploratory Talk</p> <ul style="list-style-type: none"> <li>● Partners engage critically but constructively with each other’s ideas</li> <li>● Statements and suggestions are offered for joint consideration</li> <li>● These may be challenged and counter-challenged, but challenges are justified and alternative hypotheses are offered</li> <li>● Partners all actively participate, and opinions are sought and considered before decisions are made</li> </ul>	<p>Think, pair, share worksheets</p> <p>Student workbooks</p>

	<ul style="list-style-type: none"> <li>● Compared with other two types, exploratory talk knowledge is made more publicly accountable, and reasoning is more visible in the talk.</li> </ul> <p>Speak to the children about reasoning. What is reasoning? Reasoning is the action of thinking about something in a logical and sensible way.</p> <p><u>Activity 3:</u> Have the students come up with their own ground rules. Possibilities could include:</p> <ul style="list-style-type: none"> <li>● Only one person talks at a time</li> <li>● Everyone in the group is encouraged to contribute</li> <li>● Contributions are treated with respect</li> <li>● Reasons are asked for</li> <li>● Everyone is prepared to accept challenges</li> <li>● Alternatives are discussed before a decision is taken</li> <li>● All relevant information is shared</li> <li>● The group seeks to reach an agreement</li> </ul> <p>Activity 4: Have the children complete the <i>Think Pair Share</i> activity with the following question: “Do you think that the lockdown in England should be extended after November 2?”</p>	
<p><b>Session 4</b></p> <p>Concepts: Defining fact and opinion, reasoning and justifying, identifying literary techniques used to persuade, choosing appropriate evidence to validate a point, dialogic talk, self-reflection</p>	<p><u>Activity 1:</u> Reflect on the discussion we had last week. How did we think it went? What could have been improved or done differently? What did you learn from it?</p> <p><u>Activity 2:</u> Fact vs opinion activity</p> <p>First define what a fact and an opinion is.</p> <p>Fact: can be proven either true or false</p> <p>Opinion: expression of a feeling or point-of-view and cannot be proven true or false</p> <p><u>Activity 3:</u> Place statements on the blackboard that are either fact or opinion. If it’s a fact, students mark the statement with an F and explain how it can be proven. If it’s an opinion they use an O and briefly explain why they feel it can’t be proven. Have them come up with answers on their own first, then discuss as a group, drawing on the following questions for each:</p> <ul style="list-style-type: none"> <li>● How can this statement be proven beyond a doubt?</li> <li>● Does the statement have a bias?</li> </ul>	<p>List of facts/opinions</p> <p>Student workbooks</p>

	<ul style="list-style-type: none"> <li>● Is the statement based on verified information or assumptions? How can we tell?</li> <li>● Does the statement make use of descriptive language to appeal to our emotions?</li> <li>● Is there anything misleading about this statement?</li> <li>● Are the facts reliable?</li> <li>● Are the opinions based on facts?</li> <li>● If we all agree on something, does that make it a fact?</li> <li>● How else can we verify something?</li> </ul>	
<p><b>Session 5</b>  Concept: anticipatory thinking, dialogic talk, self-reflection, formal debating,</p>	<p><u>Activity 1:</u> Reflect on the discussion we had last week. How did we think it went? What could have been improved or done differently? Talk about the importance of listening to one another before we speak.</p> <p><u>Activity 2:</u> Explain to the students about the concept of a debate. Outline the structure and process of a debate and the specific role of each speaker on the blackboard. Have students copy this down into their workbooks. Assign the students a role that they have to play in the debate (mediator, speaker 1 or 2 on each team).</p> <p><u>Activity 3:</u> Outline the debate topic: “Should the coronavirus restrictions be lifted for Christmas?” Get the students into groups to prepare for the debate. Distribute the newspaper articles for students to read and discuss in their groups. Advise the students to develop their position, team line, and possible arguments. The rest of the debate should be prepared for homework by next week.</p>	<p>Student workbooks</p> <p>Newspaper articles to provide information for student research on the debate topic</p>
<p><b>Session 6</b>  Concepts: formal debating, public speaking, challenge and counter challenge, reasoning and justifying, the use of evidence to validate points, structuring ideas</p>	<p><u>Activity 1:</u> Go over any questions students have before the debate, reiterate the structure that they need to follow, write this structure on the blackboard</p> <p><u>Activity 2:</u> Hold the debate, guiding and prompting students to follow the structure. The mediator should then evaluate all the speaker’s contributions and make a decision on which team has won the debate.</p>	<p>Student workbooks</p>

### Section Three: Assessment

'On track' assessment and summative observation - use 'on track' point guidance sheet.

<b>Name of Child</b>	<b>On track</b>	<b>Individual Comment /Observations</b>
JA		
J		
M		
F		
LM		