

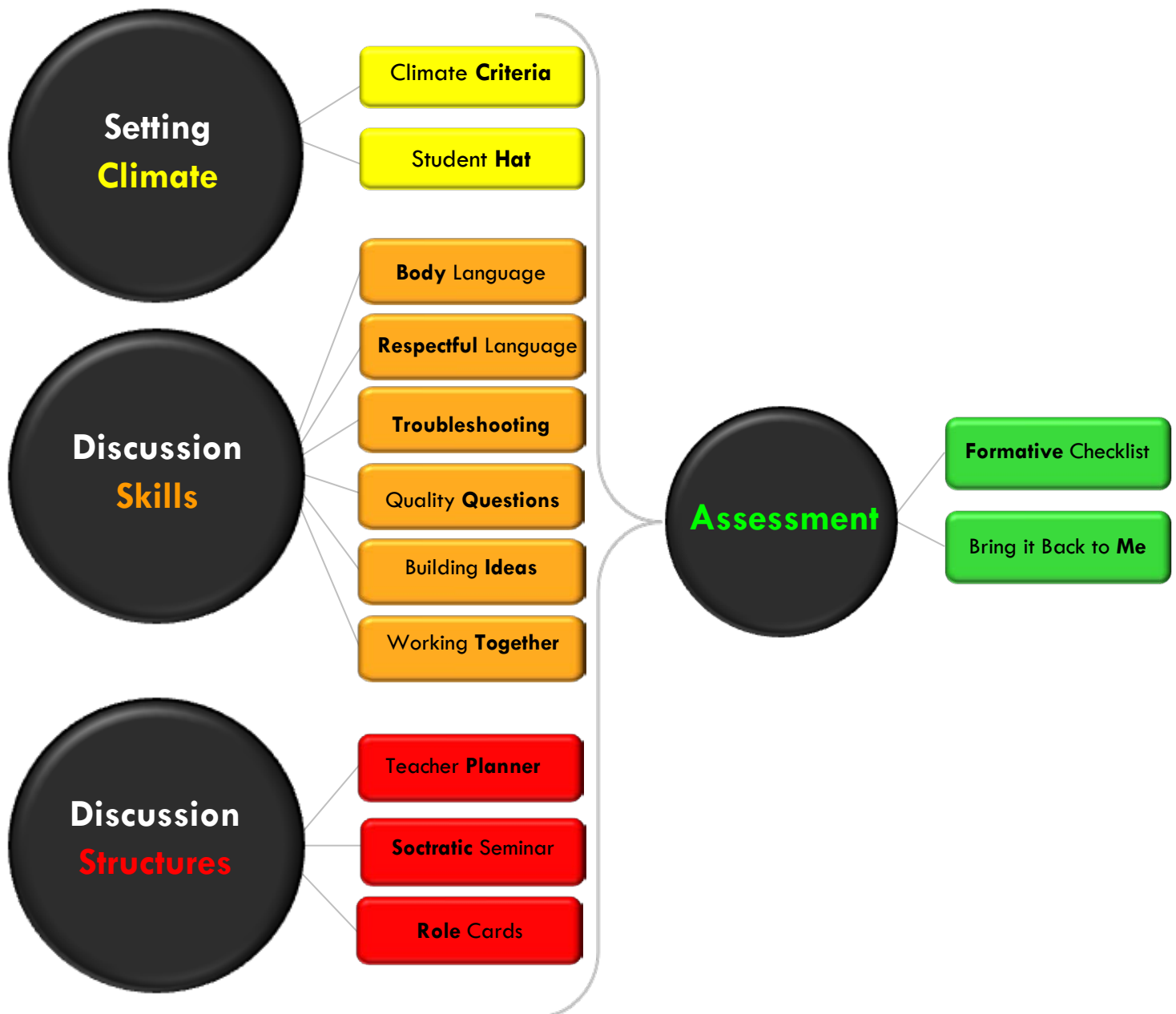
Getting Kids Talking:

Strategies and Structures for Great Group Discussion

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<http://engagingstudents.blackgold.ca/index.php/division-i/discskills/>



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AGENDA & NOTE-TAKING TEMPLATE

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AGENDA	NOTES
<p>Introduction</p> <ul style="list-style-type: none">• <i>Barriers preventing effective student-to-student discussion.</i> <p>Step 1: Setting a discussion-friendly climate.</p> <ul style="list-style-type: none">• <i>Student Hat</i>• <i>Climate Criteria</i> <p>Step 2: Building discussion skills.</p> <ul style="list-style-type: none">• <i>Nonverbal Communication</i>• <i>Respectful Language</i>• <i>Trouble-Shooting Sentence Stems</i>• <i>Quality Questioning</i>• <i>Building Ideas</i>• <i>Working Together</i> <p>Step 3: Discussion structures to address curriculum.</p> <ul style="list-style-type: none">• <i>Teacher Planner</i>• <i>Socratic Seminar</i>• <i>Discussion Role Cards</i> <p>Formative & Summative Assessment</p> <ul style="list-style-type: none">• <i>Formative Checklist</i>• <i>Bring it back to me.</i> <p>Reflection & Closing</p>	

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SELECTED CURRICULUM CONNECTIONS

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Language Arts 2	1.1 Express ideas and develop understanding: <ul style="list-style-type: none">contribute relevant ideas and information from personal experiences to group language activities 5.2 Work within a Group <ul style="list-style-type: none">work in a variety of partnerships and group structuresidentify ways that class members can help each othercontribute relevant information and questions to extend group understanding of topics and tasks stay on topic during class and group discussions recognize own and others' contributions to group process
Social Studies 6	6.S.4. demonstrate skills of decision making and problem solving: <ul style="list-style-type: none">propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solvingcollaborate with others to devise strategies for dealing with problems and issues 6.S.5 demonstrate skills of cooperation, conflict resolution and consensus building: <ul style="list-style-type: none">demonstrate the skills of compromise to reach group consensuswork collaboratively with others to achieve a common goal
Math 9	Communication (p.12) <ul style="list-style-type: none">Students need opportunities to read about, represent, view, write about, listen to and discuss mathematical ideas. Strands – Relationships (p.17): <ul style="list-style-type: none">The search for possible relationships involves collecting and analyzing data and describing relationships visually, symbolically, orally or in written form.
Chemistry 30	Unit A, G.O. 2 – Communication and Teamwork <ul style="list-style-type: none">work cooperatively with others to develop a plan to build an energy conversion device and seek feedback, test and review the plan, make revisions and implement the plan Unit D, G.O. 1 – Communication and Teamwork <ul style="list-style-type: none">work cooperatively to develop an illustration and explanation of reversible reactions

Access Alberta curriculum connections for **all core subjects** and **grade levels** by visiting our website:

<http://engagingstudents.blackgold.ca/index.php/division-i/discskills/>

- From the Discussion Skills homepage, click on **Step #1**.
- Scroll down to access curriculum connections for divisions I through IV.

Discussion Skills
Helping Students Work Effectively in Groups

Resources created, compiled, and adapted by Pam Chromiak and Terra Kaliszuk.
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Home **Step #1** Step #2 Step #3

"Students learn collaboration skills by discussing in groups, by building on the ideas of others, and by planning and working together to meet common goals and strengthen community. In every classroom, students develop a sense of community. They learn to use language to offer assistance and to participate in and enrich their classroom community. In this way, students share perspectives and ideas, develop understanding and respect diversity."

Alberta Education (2000). English Language Arts K - Grade 9. Retrieved from <http://www.leonallberta.ca/ProgramOfStudy.aspx?prog=eng&ProgramId=4047038172243>

Discussion Curriculum Connections Climate Setting Strategies

Selected Curriculum Connections

Division 1 Division 2 Division 3 **Division 4**

Division 4: Curriculum Connections

These documents detail many connections that discussion skills have with the Alberta Math, Language Arts, Social Studies, and Science Programs of Study for **grades 10 through 12.**

Sciences English Language Arts Social Studies Mathematics FSL

Points to Ponder

How **essential** is discussion to our students' learning process?

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HABITS OF MIND

Employing habits of mind requires...us to **choose among patterns of thinking**... it includes alertness to the **contextual cues** that signal the appropriate time and circumstance to adopt a particular pattern. It requires a **level of skillfulness** to execute the behaviors and follow through over time.

A. L. Costa (2000)

THE NET GENERATION

The individual learning model is foreign territory for most Net Geners, who have grown up collaborating, sharing, and creating together online. Progressive educators are recognizing this. Students start internalizing what they've learned in class only once they start talking to each other, says Xerox PARC's Seely Brown: "The whole notion of passively sitting and receiving information has almost nothing to do with how you internalize information into something that makes sense to you. Learning starts as you leave the classroom, when you start discussing with people around you what was just said. It is conversation that you start to internalize what some piece of information meant to you.

D. Tapscott, *Grown Up Digital* (2009, p. 137)

ACCOUNTABLE TALK

Accountable talk is significant in the sciences and mathematics, which foster evidence-based, point-driven discussions that must begin by opportunities for students to explore and elaborate through talk as they take their first steps toward making sense of natural phenomena and mathematics tasks through public talk. In many cases, it is only after these opportunities of talking to learn that students are able to advance to the more abstract statements of math generalizations and scientific principles to reach the goals of point-driven discussions (Goos, 2004; Willingham, 2007).

Content Matters (2010, p. 26-27)
McConachie, S. M., & Petrosky, A. R. (Eds.)

PURPOSEFUL CONVERSATION

If we are to prepare our children for a world that is propelled by **purposeful conversations** and **collective intelligence**, teaching them to communicate well at the *chitchat* level, or likewise to talk "at" others rather than "with" others, **will not suffice**.

(Maria Nichols, 1994, p. 6)

DEVIL'S ADVOCATE



You don't ever agree with what anyone says – even if you actually DO agree! You're the one who's always bringing up the other side of the argument.

EXAMPLE:

Your friend says, "Justin Bieber is the greatest musician alive."

Even though you have 42 Bieber songs in your iTunes library, you say, "Are you kidding? He's washed-up. Cody Simpson is where it's at."

ME-PERSON



You always bring the conversation back to YOU. You can find a way to connect your life to ANY topic of conversation.

EXAMPLE:

Your friend says, "Justin Bieber is the greatest musician alive."

You respond by saying, "Yeah, totally. I'm going to Bieb's concert next week – I'm pretty pumped to get my t-shirt collection signed!"

WHY-PERSON



You enjoy asking questions to understand WHY people have the opinions that they do.

EXAMPLE:

Your friend says, "Justin Bieber is the greatest musician alive."

You respond by asking, "Really? Why do you think that?"

Your friend replies: "His melodies are enchanting."

You say, "When you say melodies, what do you mean? Why are they so enchanting?"

PEACE-MAKER



You like to see people get along. You do your very best to help everyone see value in each other's opinions.

EXAMPLE:

Your friend says, "Justin Bieber is the greatest musician alive."

Another one says: "Are you kidding? He's washed-up. Cody Simpson is where it's at."

As a result of their disagreement, you say, "I think you're both right. Justin and Cody have a lot in common, like sweet hair and phat beats."

FENCE-SITTER



You are hesitant to make a decision about your opinion. You can see the argument.

EXAMPLE:

Your friend says, "Justin Bieber is the greatest musician alive."

You respond by saying, "Yeah, he has some phat beats, but I also think he might be washed-up."

Discussion Checklist

Curriculum Outcome: **B10 20 Unit 20-A**

20-A1.4s.1 20-A1.4s.3 20-A1.4s.3

Discussion Skill Focus: 20-A1.4s.4 "students will work cooperatively as a team to investigate..."

"Be attentive when others speak, seek the point of view of others..."

Outcome Understanding Symbols:

E = Shows deep and accurate understanding of outcome

C = Shows accurate understanding of outcome

N = Needs to show understanding of outcome

Nov 21 Nov 23

Discussion Skill Focus (check/highlight):

P = Prompting Discussion

L = Active Listening

Q = Really Good Questions (3-Level Questioning)

T = Troubleshooting Discussion

R = Respectful Participation

Students	Understanding of Outcome	Discussion Skills Observed	Anecdotal Observations
Jan B.	C E	PLT PT	"You said 'no effect' - can you explain why?" - Great prompt for Kent. Fantastic collab - chat with her Wed.
Daniel C.	N C	L LP	Not participating - why?? After reviewing the article one-on-one, he's much more clear.
Tennille C.	N N	(-) L	Removed from group - inappropriate focus. Concentrated effort to LISTEN - big imp.!
Stephen D.	C E	PL PLT	Didn't seem open to Jan's idea - bring this to his attention. HUGE improvement in keeping FLOW!
Kalaigh G.	E E	LT P	Frustrated with Allen - review troubleshooting next block. stems being used - excellent job!

Prompting Discussion: Curriculum Focus Planner

Specific Curricular Outcome:

PRE-TEACHING

Essential Vocabulary:

Other Background Information/Tasks:

(ex. readings, previous lessons/activities/assessments)

Group Discussion Configuration:

(ex. classroom set-up, group size, time, materials)

Question for Discussion:

Complicating Prompts:

(ex. What if ...? What might happen if ...? How would this be different if ...?)

How did it go?

Prompting Discussion: Curriculum Focus Planner

Specific Curricular Outcome:

MATH 7:
Patterns & Relations 8.0.3

Demonstrate an understanding of preservation of equality by
• modelling it concretely, pictorially and symbolically

PRE-TEACHING

Essential Vocabulary: preserving equality
 isolate algebra
 equation vs expression verify solution

Other Background Information/Tasks:

(ex. readings, previous lessons/activities/assessments)

• solving equations via systematic trial, inspection, and balance scale modelling.

Group Discussion Configuration:

(ex. classroom set-up, group size, time, materials)

- Round Robin ppt slide
- Handout w/ question prompt.
- Chart paper/markers for sharing.

Groups of 3 - Round Robin

1 period for discussion & chart paper sharing.

• Round Robin for brainstorm/idea development

• Chart paper to share ideas w/ the class.

Question for Discussion:

What advice would you give someone who is having difficulty solving equations using algebra?

WORD BANK: Isolate, Preserve Equality, Verify, Algebra

Complicating Prompts:

(ex. What if ...? What might happen if ...? How would this be different if ...?)

How might you explain your advice using an actual problem?

Ex. Fourteen more than four times a number is 63.

How did it go?

- Word bank helped \rightarrow they were actually using the vocab.
- Need $\frac{1}{2}$ period more - sharing was rushed.