

LEARNING UNIT

9

DIALOGUE AND
ARGUMENTATION
SKILLS



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LESSON

Activity 1: Dictionaries and Dialogues

KEY WORDS:

- Dialogue
- Dictionary
- Synonyms

DURATION:

- 1 hour
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OBJECTIVES:

- Participants will be introduced to a basic usage of the dictionary
- Participants will be encouraged to use the dictionary effectively and easily
- Participants will appreciate the power words can hold
- Participants will be able to define dialogue, vocabulary, awareness, inquire.

MATERIALS:

- Dictionaries
- Pencils/Pens

DESCRIPTION:

1. Explain to the participants the purpose and uses of a dictionary and how it can be a handy tool in order to engage in a good dialogue.
2. The learners should have a dictionary per group to follow the instructor when explaining the uses and parts of a dictionary, as well as for the learner's glossary and for the worksheets.
3. Participants will use the dictionary for this learner's glossary, after the explanation on the uses of the dictionary.
4. Participants will complete the worksheet on Dictionary Skills and Match the Words.
5. Discuss the concept of **dialogue** with the learners. Ask the learners to partner up and brainstorm about what makes a good dialogue. Have some of each group share their ideas. With the help of Worksheet 3- Dialogue.
6. Finally, let the whole group discuss and come up with a final list.





Learners Glossary:

Dialogue:

Vocabulary:

Awareness:

Inquire:

Advocacy:



Worksheet 1:

Dictionary Skills:

Alphabetize the words in each list:

List 1

Moose

Card

Rattle

Ambush

List 2

Mandate

Peony

Donkey

Prattle

- Find the word perpetuate in your dictionary and answer the questions:
 - a. What part of speech is perpetuate? _____

 - b. How many syllables are there in the word perpetuate? _____

 - c. What does perpetuate mean? Use it in a sentence



Worksheet 2:

Match the Words

Match the word in the first column to a synonym or a word with a similar meaning in the second column. You can use a dictionary for assistance.

practical ● ● conciousness

Advocacy ● ● question

dialogue ● ● defense

inquiry ● ● useful

awareness ● ● consider

reflect ● ● conversation





Worksheet 3:

Dialogue

1. Answer the following questions.

- In your opinion, what is the purpose of dialogue?

- What are some qualities that a good dialogue must have?

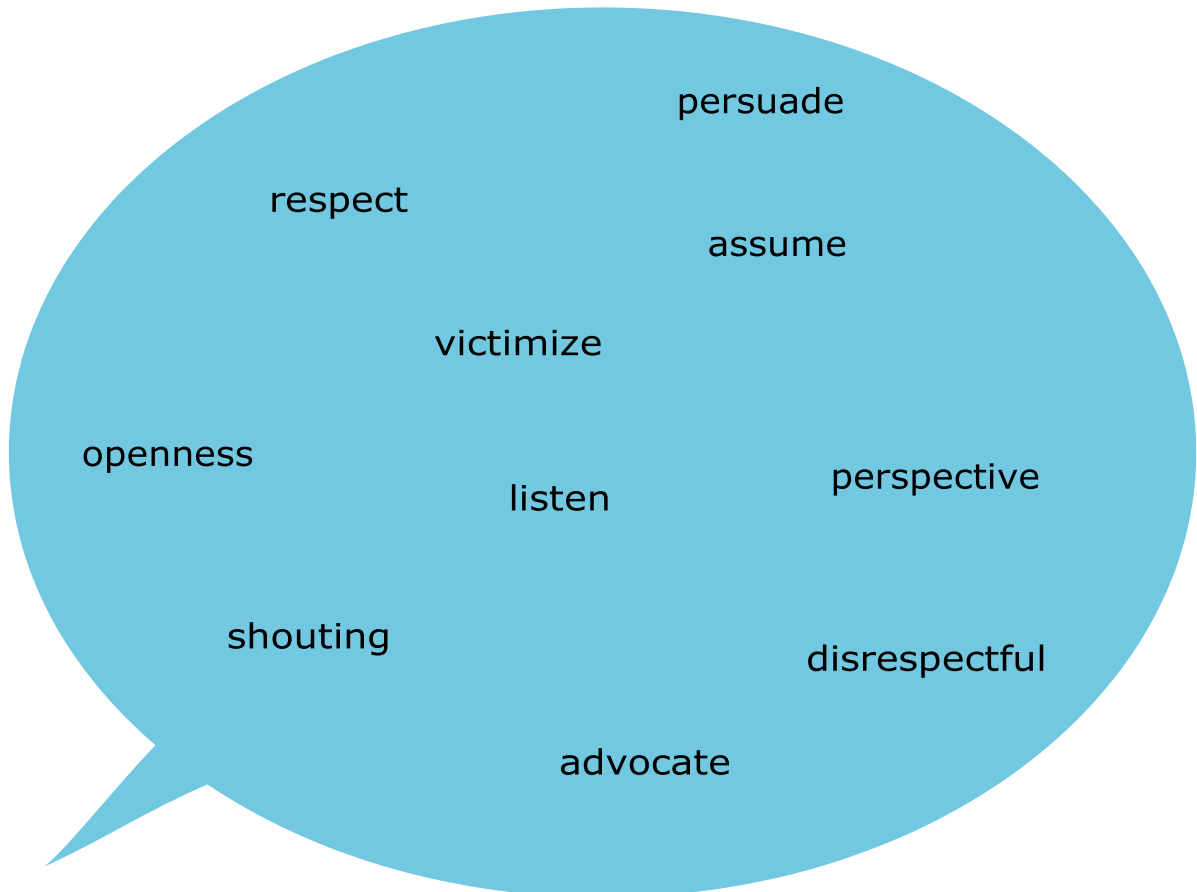
- Do you think you can learn new things when you dialogue with someone else?
Explain your answer.



Worksheet 4:

Dialogue

Circle the words that apply to the characteristics of a good dialogue.



Self-assessment

Exceeds	Proficient	Developing	Novice
I understand the benefits of using a dictionary.			
4	3	2	1
I can define dialogue.			
4	3	2	1
I can brainstorm with my colleagues in order to come up with a concept idea.			
4	3	2	1
I understand what is necessary for a successful dialogue.			
4	3	2	1



TEACHER'S GUIDE

Glossary Definitions

dialogue: (1) Form of conversation where people genuinely try to access different perspectives to enable a new understanding to emerge. (2) v. Take part in a conversation or discussion to resolve a problem.

vocabulary: (1) The body of words used in a particular language. (2) The body of words known to an individual person.

awareness: the quality or state of being aware : knowledge and understanding that something is happening or exists

inquire: (1) to put a question : seek for information by questioning (2) to make investigation or inquiry

advocacy: the act or process of supporting a cause or proposal : the act or process of advocating

Worksheet - Dictionary Skills

List 1 Ambush Card Moose Rattle

List 2 Donkey Mandate Peony Prattle

2a. Will vary.

2b. Verb

2c. to make something last or continue for a long time.

Worksheet – Match the Words

Practical – Useful

Advocacy – Defense

Dialogue – Conversation

Inquiry – Question Awareness

Consciousness Reflect – Consider



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LESSON

Activity 2: Dialogue Roleplay

KEY WORDS:

- Dialogue
- Active Listening

DURATION:

- 1 hour
- 

OBJECTIVES:

- Engage in possible conflict scenarios where dialogue can lead to the resolution of the conflict.
- Practice dialogue skills.
- Encourage critical thinking and reflection.
- Encourage empathetic reactions.

MATERIALS:

- Pen and Paper

DESCRIPTION:

- 1) Briefly explain to the learners the skills of dialogue
- 2) For the “Learner’s Glossary” ask the learners to write down their own definitions of the concepts, from previous knowledge. Then have them share their ideas among the group. Learners should work collaboratively and with the help of the teacher to complete the definitions of the glossary.
- 3) A role-play is a simulation of a story played-out before the group or class. It is largely improvised and may be done as a fictional situation, making up a dialogue where the key characters interact to develop the story. Role-plays have value for sensitizing participants to the feelings and perspectives of other groups and to show the importance of certain issues. Using the worksheet, the class should be divided in two groups and within the groups into partners. The purpose of the activity is trying to find a solution to the problem that is being presented, by engaging in dialogue.

Each pair in group 1 will try to approach the face the issue positively and commence a good dialogue, the pairs in group 2 will approach the issue negatively. There are flash cards available for the participants, in order to begin the dialogue (Opening Phrases).

- 4) Allowing enough time for discussion after the simulation can give participants the opportunity to express themselves and their feelings, opinions, and feedback. Encouraging them to put themselves in the characters shoes and discuss what they would have done in that situation, or what they would have done differently, or perhaps how they think the key characters were feeling can give participants the opportunity to step back and analyze deeper the situation.

Worksheet 1: Role Play

Role-Play

Let us practice our skills for dialogue with a role-play activity.

Imagine yourself about to go on a trip to visit your family in your hometown. You have been waiting for this trip for several months. To get to your hometown, you need to take a bus ride for some hours. Since you know buses are usually very crowded during this time of the year, you made sure to buy your ticket beforehand with enough time. When the time comes to depart and you board the bus, you realize someone is sitting in your reserved seat.

To begin the dialogue, you can use any pair of the flashcards presented below:

PARTICIPANT A: 'Excuse me! Excuse me! You are sitting in my seat!'

PARTICIPANT B: 'Sorry, but I came here first.'

PARTICIPANT A: Sorry, have paid for this seat. Could you check your ticket please, I can help you find your seat. This way we can find a solution for both of us.

PARTICIPANT B: I will check my ticket, let us see. I have no idea seats were reserved.

PARTICIPANT A: Please move, you are in my seat.

PARTICIPANT B: What? Is there a special seat arrangement? I like this spot.



PARTICIPANT A: Hi, could you change seats? This one is mine, as you can see in my ticket.

PARTICIPANT A: Move! You are in my sit!

PARTICIPANT B: According to my ticket this is my seat, it must be a misunderstanding.

PARTICIPANT B: This is my seat; you go sit elsewhere.





Learner's Glossary

Listen:

Good Manners:

Respect:

Perspective:

Assumption:



Self-assessment

Exceeds	Proficient	Developing	Novice
I understand the benefits of dialogue			
4	3	2	1
I can respectfully engage in dialogue			
4	3	2	1
I can brainstorm with my colleagues in order to come up with a concept or idea			
4	3	2	1
I understand what is necessary for a successful dialogue.			
4	3	2	1

TEACHER'S GUIDE

Glossary Definitions

Listen: to hear something with thoughtful attention: give consideration.

Good manners: knowing how to conduct oneself in a way that is mindful of others. Good manners refers to understanding social skills, communicating with people, and demonstrating behavior that you can be proud of.

Respect: a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.

Perspective: a particular attitude towards or way of regarding something; a point of view.



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LESSON

Activity 3: Critical Thinking Exercise

KEY WORDS:

- Critical Thinking
- Reflection

DURATION:

- 1 hour
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OBJECTIVES:

- Practice critical thinking skills.
- Encourage critical thinking and reflection.
- To provide participants with a problem-solving tool .

MATERIALS:

- Pen and Paper

DESCRIPTION

- 1) Briefly explain to the learners about critical thinking, and what it means to think critically, and how reflection is important.
- 2) For the “Learner’s Glossary” ask the learners to write down their own definitions of the concepts, from previous knowledge. Then have the, share their ideas among the group. Learners should work collaboratively and with the help of the teacher to complete the definitions of the glossary.
- 3) **Defining the problem** - Critical thinking in problem-solving means knowing exactly what it is you are trying to solve, and that means clearly defining the problem. This exercise will begin by with pinpointing a normal day to day problematic situation, like the following ones: “The cashier gave me an extra \$1.50 in change after I bought candy at the store. What should I do?” or “You are taking a test and there is no talking allowed. You are writing your answers on the paper and your pencil breaks. What could you do?”. Have the students answer the following questions in order to solve this problem (the questions are also in the worksheet).
 - What are the details of the challenge we face?
 - What do we want to overcome specifically?
 - What do we know about this problem?
 - Why is it important to address?
 - Is this a time-sensitive problem?
 - How does it affect me, the community, or the world?
 - Where do we begin?
4. Watch together the following video about critical thinking and misinformation, discuss about it later.
 - Link: <https://www.youtube.com/watch?v=hz6GULbowAk&feature=youtu.be>

Worksheet 1 : Problem Solving Questions

Problem Solving- Questions Guide

1) Use the following questions to help you solve the problem presented in class.

What are the details of the challenge we face? ●

What do we want to overcome specifically? ●

What do we know about this problem? ●

Why is it important to address? ●

Is this a time-sensitive problem? ●

How does it affect me, the community, or the world? ●

Where do we begin? ●





Learner's Glossary

Reflect:

Critical Thinking:

Interpretation:

Perspective:

Assumption:



Self-assessment

Exceeds	Proficient	Developing	Novice
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I understand basics of critical thinking
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4	3	2	1
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I can engage in conversation with people who have different opinions
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4	3	2	1
---	---	---	---

I can approach problems critically

4	3	2	1
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TEACHER'S GUIDE

Glossary Definitions

Reflect: to think upon something, realize, consider.

Critical thinking: critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas. Critical thinking might be described as the ability to engage in reflective and independent thinking.

Interpretation: an explanation that presents information in understandable terms.

Perspective: a particular attitude towards or way of regarding something; a point of view.

Assumption: a thing that is accepted as true or as certain to happen, without proof.

Worksheet – Problem Solving Questions Guide

There is no particular right answer or way of solving the chosen problem or situation