

Bubble Dialogue and Thinking Together

This pack is designed to give guidance to teachers about the use of Bubble Dialogue. It contains an example lesson plan, as well as a template for generating other lesson plans. Both of these include suggestions for extension activities that could be used to develop a series of lessons relating to a particular aspect of the citizenship curriculum, developing the work begun in the lesson using Bubble Dialogue. These activities also have strong links to the English curriculum, and provide a stimulus for further writing.

The intention with these lessons is very clearly that the children discuss their ideas and work in groups to create a dialogue. The lesson plan is structured in a way that allows this to happen. Children are asked to think together about the issue and decide together about what the characters in each story are thinking and saying.

Our research has shown that children are motivated by computers, and that computers can provide a very effective tool for teaching and learning. This software is designed to provide meaningful citizenship issues that are interesting and worthwhile to discuss.

But children need help in learning how to talk together effectively in groups. They need to be shown taught how to do this and reminded of key 'ground rules' for talk whenever they are asked to 'think together' in groups.

How do I start?

Before children begin to use the Bubble Dialogue software it is vital that they spend a little time learning the 'ground rules' for talk. There are two introductory 'talk lessons' to download on this web-site. These provide the children with the necessary skills to be able to talk effectively. It is strongly recommended that these two lessons are taught before the Bubble Dialogue lessons are started.

They are crucial for children to develop skills they need to talk together effectively at the computer and in any other situation where they are working in groups.

Bubble Dialogue: Template for a lesson plan

Resources

Ground rules for talk on display
Bubble Dialogue CD-ROM.

Objectives

To use the ground rules for talk to discuss a citizenship issue
To use ICT as a stimulus to consider a meaningful dilemma and as a tool to create a conversation
To reflect on a situation from a variety of view points
Add any objectives specific to the particular Bubble Dialogue scenario you are using.

Criteria for success

Children are able to use talk effectively to decide on a dialogue for the characters
Children create a dialogue
Children can explain what the moral dilemma might be and can suggest what characters might be thinking
Children can give good reasons for their choice of dialogue
Add any success criteria that are specific to the particular Bubble Dialogue scenario you are using.

Whole class introduction

Share the learning objectives with the class. Make clear that they are going to use the ground rules for talk to think together about a computer program to do with citizenship.
It is essential that the ground rules are made explicit at the start of the lesson. This can be done by asking the children to recall together the rules they have agreed, and then asking for reasons why each of these rules is important.
Explain that the citizenship issue is about *[add details]*
You could now model the ground rules for talk with the whole class, by asking them to suggest possible key words. Remember to ask for reasons when suggestions are made. These key words could then be written on the board to help the groups later.

Group work

Ask the children to work in their groups using Bubble Dialogue. Explain that they are going to create a dialogue *[add details]*
They need to decide what each person is thinking. Remind the children about the ground rules for talking together at the computer.
The groups can refer to the key words on the board if necessary.

Plenary: Whole Class

When all the groups have all had a chance to create a dialogue, ask each group to report back to the others about the dialogue they have created.
(If you wish, pairs of groups could report back to each other and then comment to the rest of the class on similarities and differences)

Ask them to explain their decisions about what the characters are thinking and saying? Can they say how each character is feeling at the start of the conversation? Do their feelings change? If so, how? Help the groups to identify key issues from the conversation and make a note of these. Discuss any similarities or differences between the groups.

Refer back to the learning objectives and the criteria for success. How did the ground rules for talk help with this activity? Why was it useful to work as a group? Do you think that the objectives have been achieved?

Extension activities

These are possible follow up activities. Some are for groups and some for individual work. Select from the following:

1. Use the dialogue to create a piece of writing: add the beginning and the conclusion.
2. Create a 'feelings graph' to show how characters felt at different points in the conversation.
3. In the talking groups, consider how the dialogue might have been different.
4. In the talking groups, consider how the consequences of the issue might have been different.
5. Write another dialogue, between one of the characters and another person involved: what different issues might be raised
6. In the talking groups, consider what might be appropriate courses of action for the characters and others who might be involved.

Bubble Dialogue: Example lesson plan

The shoplifter

Resources

Ground rules for talk on display
Bubble Dialogue CD-ROM.

Objectives

To use the ground rules for talk to discuss a citizenship issue
To use ICT as a stimulus to consider a meaningful dilemma and as a tool to create a conversation
To reflect on a situation from a variety of view points

Criteria for success

Children are able to use talk effectively to decide on a dialogue for the characters
Children create a dialogue
Children can explain what the moral dilemma might be and can suggest what characters might be thinking
Children can give good reasons for their choice of dialogue

Whole class introduction

Share the learning objectives with the class. Make clear that they are going to use the ground rules for talk to think together about a computer program to do with citizenship.

It is essential that the ground rules are made explicit at the start of the lesson. This can be done by asking the children to recall together the rules they have agreed, and then asking for reasons why each of these rules is important.

Explain that the citizenship issue is about stealing. Ask for ideas about why a person might steal from a shop. Write key words on the board.

These could include:

Poor

Intimidation

Envy

Need cash

Now ask the class to consider the impact of stealing on a small shop. What kind of reaction might the shopkeeper have and why? Again, record key words such as:

Anger

Worry

Loss of profit

Offence

Prosecute

Security

Group work

Ask the children to work in their groups using Bubble Dialogue. Explain that they are going to create a dialogue between Mr Jones, who runs the corner shop, and Caroline. Caroline is a girl who lives next to the shop and she and her parents are well known to Mr Jones. He has just caught her hiding a packet of crisps.

Explain that the groups need to talk together to decide what Mr Jones says to Caroline and how she replies. They need to decide what each person is thinking. Remind the children about the ground rules for talking together at the computer. The groups can refer to the key words on the board if necessary.

Plenary: Whole Class

When all the groups have all had a chance to create a dialogue between Mr Jones and Caroline, ask each group to report back to the others about the dialogue they have created.

(If you wish, pairs of groups could report back to each other and then comment to the rest of the class on similarities and differences)

Ask them to explain their decisions about what the characters are thinking and saying. Can they say how each character is feeling at the start of the conversation? Do their feelings change? If so, how? Help the groups to identify key issues from the conversation and make a note of these. Discuss any similarities or differences between the groups.

Refer back to the learning objectives and the criteria for success. How did the ground rules for talk help with this activity? Why was it useful to work as a group?

Do you think that the objectives have been achieved?

Extension activities

7. Use the dialogue between Caroline and Mr Jones to create a piece of writing: add the beginning and the conclusion.
8. Create a 'feelings graph' to show how Caroline and Mr Jones felt at different points in the conversation.
9. In the talking groups, consider how the dialogue might have been different if Mr Jones had not known the shoplifter.
10. In the talking groups, consider how the consequences of shoplifting might have been different if Caroline had been caught stealing from a larger store.
11. Write another dialogue, between Caroline and her parents: what issues might be raised when they find out that she has been shoplifting.
12. In the talking groups, consider what might be appropriate courses of action for Caroline, Mr Jones, Caroline's parents, her school.