

Talking Round Corners – Example Lesson

Experiences and Outcome:

- I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a**
- I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a / LIT 3-10a**

Significant Aspect of Learning:

Listening and Talking

Statement(s) of Core Learning:

- use reading and listening strategies to understand, analyse and evaluate texts
- find and use information
- develop and use higher-order thinking skills

Learning Intention

Success Criteria

- | | |
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| <ul style="list-style-type: none"> ➤ I am learning how ask and answer questions to share my understanding and find out more information | <ul style="list-style-type: none"> • I can demonstrate an understanding of what I have listened to/ watched by asking thoughtful and pertinent questions • I can clarify points by asking questions • I can answer and ask a range of complex literal, inferential and evaluative questions |
| <ul style="list-style-type: none"> ➤ I am learning how to share information and respect the opinions of others | <ul style="list-style-type: none"> • I can clearly share information with others • I can share my opinion, justifying my reasons for feeling this way • I can identify the main issues in a discussion • I can listen to and respect the opinions of others |

Stimulus for lesson:

BBC Class Clips – Traditional aboriginal dance: <http://www.bbc.co.uk/programmes/p011n285>

Example Lesson:

Prior to the lesson [Watch the video](#) for the background to a Talking Round Corners lesson.

Step 1: After sharing Learning Intentions and Success Criteria, learners to watch clip

Step 2: Learners, in pairs, to create questions to ask others based on the text. [Bloom's Question Fans](#) can be used to support the development of questioning. You may wish to purchase [Bloom's Buttons](#). *The skill of asking/answering questions should be planned for throughout Literacy work and across the curriculum.* The teacher at this point should support learners in creating questions and providing direct feedback to individuals on the questions created.

Step 3: Learners, in trios/quads, to ask the rest of their group questions. Learners should be encouraged to justify their responses, and a 'have a go' ethos should be promoted. One learner should record the amount of responses from each member of the group, aiming for equal participation where possible. The teacher at this point can facilitate and monitor the questions being asked and provide feedback on the quality and amount of responses from each group member.

Step 4: The Big Question. Sitting in a horse shoe, the teacher should pose a question to the whole class/ larger group: e.g. *Traditional Aboriginal dances should be taught in schools – what is your opinion?* The discussion should then be opened up for one learner to share their thoughts. Learners should share and build on the opinions of others. The teacher should scaffold this, developing the independence of learners to monitor the discussions of the class. [Watch the video](#) for the actions used in a Talking Round Corners lesson. The teacher should provide feedback on The Big Question at the end of the lesson.