

Using talk trios

To make the most of talk activities, model and scaffold both listening and speaking. You can use these slides as prompts for your classroom practice, and share them with students.

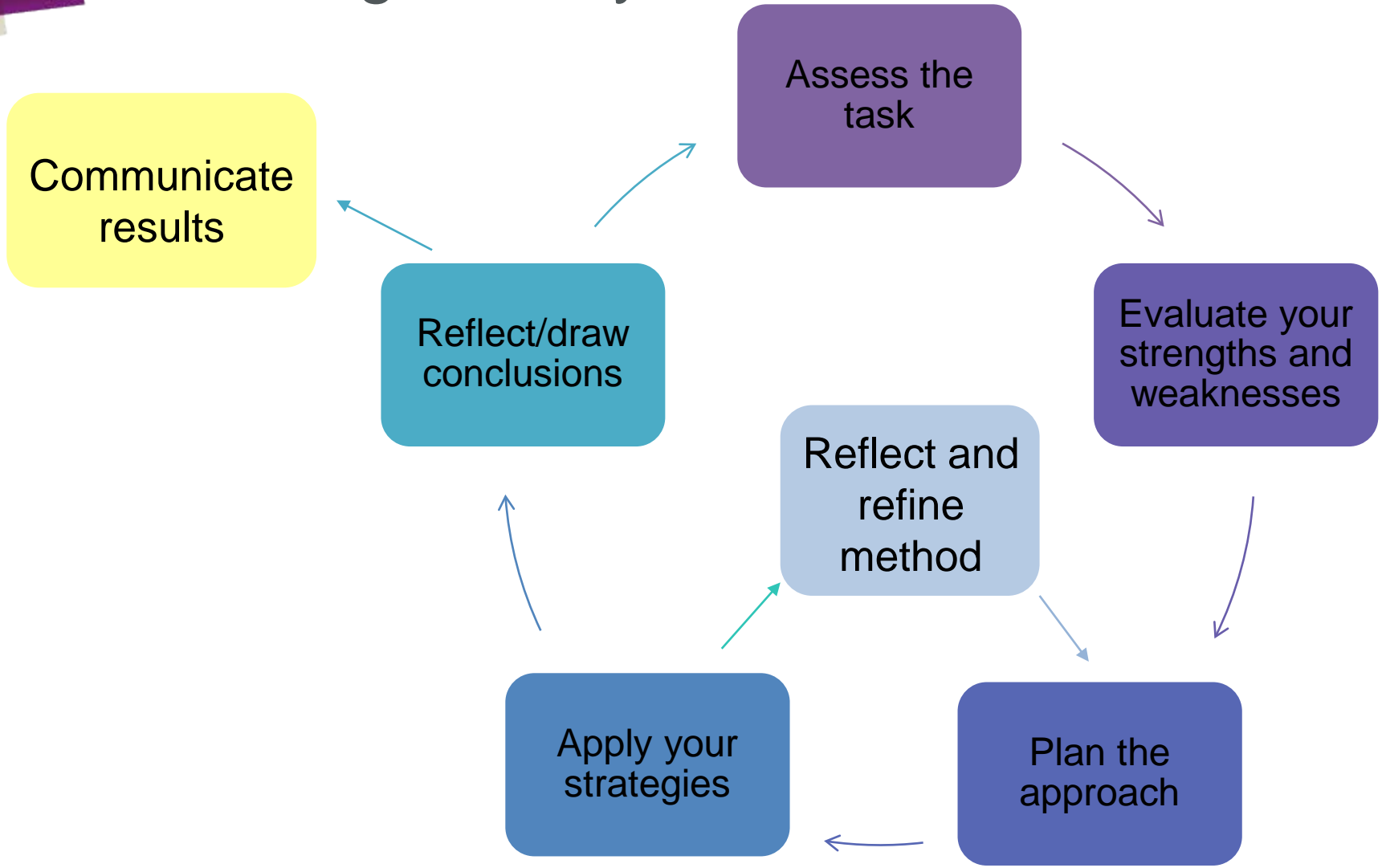


Talk trio

Role	Scaffold
Student A is the instigator and summariser.	I would like to start by saying ... I think we should consider ... We haven't yet talked about ... Let's also think about ... Overall, the main points were ...
Student B builds on their ideas.	I agree, and would like to add ... Building on that idea, I think ... We could use X to demonstrate that... Linking to what X said, I think...
Student C challenges and clarifies on their ideas.	I disagree with you because ... I understand your point of view, but have you thought about ...? What do you mean when you say ...? Can you explain a bit more about ...?



Metacognition cycle





Listening is as important as speaking

Listening tips

Describe and model the indicators of active listening.

Demonstrate listening actively through eye contact and/or body language.

Don't interrupt.

Summarise what you've heard before adding to it.

Encourage students to negotiate with each other and reach a consensus.

Speaking tips

Describe the indicators of dialogue. Model dialogue with questions instead of giving answers.

Establish groups and roles.

Encourage students to retain the same grouping but rotate the roles.

Establish ground rules: respect others' ideas; be prepared to change your mind; encourage others to contribute; build, challenge, summarise, clarify and probe each other's ideas.

Take turns.

Aim to reach a shared agreement.



Scientific method

