

**C5. Case Study: Diane's Lesson Sequence illustrating some of the previous techniques and several further ones**

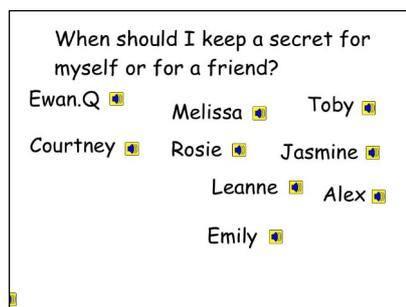
***A series of Personal, Social, Health & Citizenship Education lessons on "staying safe" with primary school children aged 10-11***

**1). Using open-ended prompts and students' own recorded voices to stimulate discussion; use of tickertape/banner**

(Use for Activity 3 of CPD Resource)

This clip is an introduction to the whole issue of keeping secrets. Diane uses a single image to stimulate some initial discussion, with a ticker-tape 'core' question dynamically streaming across the screen. She then uses sound files, recorded by children themselves before the lesson, to give the children 'another voice' through which they can express their ideas and which can then act as a stimulus for continuing dialogue. This is another way of sharing views orally. It is easiest to do using the IWB's own audio recording facility – even young primary children can operate this themselves – but can be done using a portable digital audio recorder too. Playing pre-recordings of students' opinions is an effective stimulus for class dialogue – it pre-packages the information for discussion, gives students more time to think about their responses than during a class discussion, opens up a space for students who might normally be shy to speak out in front of the class, and it encourages students to respond to each other. Audio files can be embedded in the flipchart so they can easily be clicked on to play in succession.

#### Video 4



See templates: Notebook ideas – Scrolling banner (a, b & c); Recording sound

See templates: ActivInspire ideas – Scrolling banner (a, b & c); Recording sound

See flipchart: Reader Appendix B2.1

#### 2). Group recording and explanation

This clip sees Diane picking up on work carried out in the previous lesson, where one group were asked to work at the IWB, annotating images with their initial thoughts about keeping secrets. One child tells the rest of the class what their responses were and Diane picks up on some key issues that are to be used in subsequent discussion. Thus the group dialogue from the previous lesson is continued over time.

#### Video 19

See the longer follow-up clip “Choosing, annotating and discussing images related to personal safety on the interactive whiteboard” from later in the lesson (Video 15).



Image of “divided loyalties” mask is reproduced by kind permission of the originator Wendy Morrell.

See templates: Notebook ideas – Cartoon strip (a & b); Explanation (a & b)

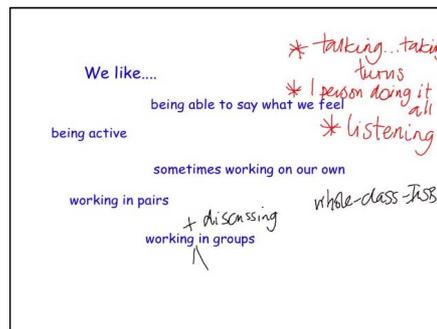
See templates: ActivInspire ideas – Cartoon strip (a & b); Explanation (a & b)

See flipchart: Reader Appendix 2.1

### 3). Negotiating classroom rules and procedures using the interactive whiteboard

Whilst this clip illustrates a simple use of the IWB by a child in the class, its main purpose is to illustrate the idea that in order for children to talk productively they need to know how. Here the teacher introduces some talk rules for the students to trial and provides an opportunity for them to discuss which they see as important. The aim is to support classroom dialogue in the activities that follow.

#### Video 1

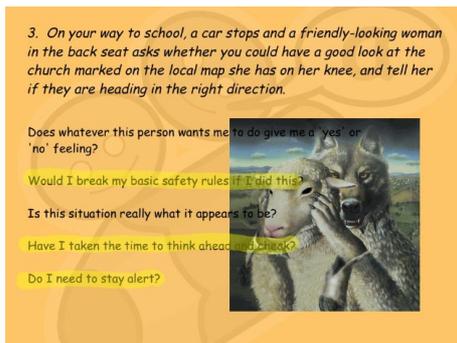


See flipchart: Reader Appendix 2.2

### 4). Working using class talk rules

The IWB slide presents a scenario for students to discuss in groups. There are some prompt questions that follow on the slide, which were the basis of some whole class discussion before the group work. The clip shows one group using talk rules to explore the scenario.

#### Video 2



To supplement this, or similar, activities a dice roll can be used to select the talk group that will address a particular question or issue.

See templates: Notebook ideas – Dice roll (a & b)