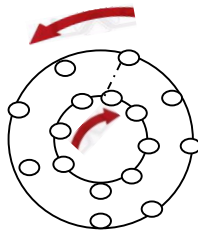


## Dialogue Circles

Instructional Goal: Build basic conversation skills

1. Ask learners to form two equal circles facing each other. Each circle could have an identifying quality – like works with young children on the inside and older children/adults on the outside circle.
2. Ask learners on the outside to introduce themselves and tell their partner about \_\_\_\_\_ for one minute. Call time and then ask the inside person to do the same. Call time and now allow a short exchange time for asking questions and making connections with your partner.
3. Ask learners to move two people forward a round their circle – to find a new partner.
4. Repeat the exchange of experiences with each person having a designated time for speaking and then a short exchange.
5. Debrief by asking learners to share what they heard from a partner.



### **Conversation Lines or Echo the Leader**

Instructional Goal: Build basic conversation skills

Sometimes it is important to help students develop turn taking skills and how to begin and continue a conversation. This scaffolding may need to be done prior to the *Elbow Partner Exchange*.

1. To begin, place students in two straight lines (one will be line A and the other line B) sitting or standing across from a partner. Ask students to shake hands with their partner and share their name to make sure everyone has a partner.
2. Then students take turns completing a short conversation that is written out on the board or projected.
3. When the teacher points to line A the whole line says the written statement or question. Then line B answers.
4. The conversation continues for about four to six lines. Then partners are invited to finish the conversation by adding lines.
5. The dialogs created can be shared with the class. All dialogs will begin with the same four to six lines and then the ending will be unique. This establishes expectations for an exchange and helps students learn question starters that deepen a conversation.

For example:

Line A: I think \_\_\_\_\_

Line B: Interesting, I also think (or I disagree with) \_\_\_\_\_ . What makes you think that?

Line A: I think \_\_\_\_\_ because \_\_\_\_\_ . Why do you agree/disagree?

Line B: I agree/disagree \_\_\_\_\_ because \_\_\_\_\_ . What are your next steps?

