

Chapter16: Activity Hour in Saudi Education; Emphasizing a Culture of Dialogue and Conversation

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Abstract: This paper focuses on the benefits of applying dialogue in the classroom. Research shows that dialogue can be a way of learning and generating knowledge. Monologic dialogue is defined as the transmission of knowledge where teachers have predetermined the outcome and control the learning process by preparing material and facilitating the dialogue session (Matusov, 2009). The goal in the future is to reach the level of open dialogue that is called dialogic dialogue where teachers and students learn together and the end knowledge is not predetermined by teachers (Matusov, 2009). Research also shows how teaching dialogue helps students to have an open mind toward diverse perspectives, listen, and learn to respectfully disagree (Brookfield & Preskill, 2005). By allowing students to dialogue about different subjects, learners develop a deeper understanding of social issues and become better citizens, which builds their character (Hess, 2004). This paper emphasizes the role of teachers in building a strong relationship with their students to enable their successful classroom engagement, which allows the learning experience to occur. Research findings suggest that there is a positive correlation between student-teacher relationship and students' participation in school (Laet et al., 2016). To achieve the goals of the dialogue, teachers have to plan the discussion well and scaffold instruction to support learning (Alber, 2011). In this paper, the Developing Students Dialogue Skills (DSDS) program is developed to be applied in Saudi high schools. The program is proposed for students as a three-week training program that will take place during the Activity Hour time. After evaluating the effectiveness of the program, a proposal to expand the program will be developed and submitted to the Department of Education for approval. Three-day teacher training programs are suggested as the next step to expand application of the DSDS program to all district high schools.

1 The statement of need

Saudi education system has been experiencing change for a long time. The changes have included curriculum, instruction, and assessment. However, there has not been adequate emphasis on applying dialogue and conversation. During the school day, choice and voice are neglected. Therefore, there are clear goals to improve the education system in the transformational program 2030. These goals focus on student character and performance. For example, one of the goals is:

“Establish positive values and build an independent personality for citizens”

(The National Transformational Program, vision2020).

The reason why the transformational program emphasizes building student character is that in the school day, students are not involved in programs that engage them in dialogue or enhance their critical thinking.

Furthermore, the Activity Hour program was introduced recently to help students find their interest in different activities and build their confidence and skills. The program assigns four hours a week for students to attend a noncredited program from the categories: family and

community, culture, health and wellbeing, environment and technology, entrepreneurship and skills, scout education, and other programs. The Activity Hour program comes with expectations, roles and outcomes which include building student character and improving their skills. However, the goal is for students to attend this hour and to be productive in the national competition which allows only some students to participate. As in content classes, the Activity Hour time is more about doing and producing and there are no conversations or dialogue about the subject. Only one of these programs under the culture category involves conversations and it is called Dialogue. Participating students are taught to engage in dialogue in Arabic and English. The problem with this activity class is that the student view is already influenced by teachers, and focuses more emphasis on developing specific language skills rather than conversational skills (Matusov, 2009).

Activity Hour is still controversial for many educators. This is due to concerns surrounding student behavior during this time. Student's voice is not valued in the school, not even in choosing what activities they want to have each semester.

The other side of the problem is the lack of student conversation skills in social networking. They have no strong foundation in how to engage in a dialogue, how to accept differing viewpoints, or how to respectfully disagree. They need to learn how to be objective in judgement. This awareness should start at the school. Schools should encourage the culture of acceptance among students and help them become better citizens. Although students in elementary schools should start learning how to form their opinions, there is a higher need for addressing this problem in middle and high schools.

Applying dialogue in the Activity Hour helps students to think critically and reflect on different subjects. These skills are important in preparing students for the future workplace. In addition, dialogue enables students to express their views and understand why others' views are different. In terms of behavior management, when students feel that their voice is valued, their relationship with their teachers becomes stronger. As a result, the Activity Hour behavior problems will be reduced, and classroom management will be enhanced.

Because the role of the teacher is to build a respectful relationship based on trust and respect, the focus of this capstone is to address the problems related to student character and behavior by applying dialogue and conversation in different subjects during Activity Hour. In the future, this project will be introduced in content area classes because it enhances students understanding of the subject according to Blooms' taxonomy.

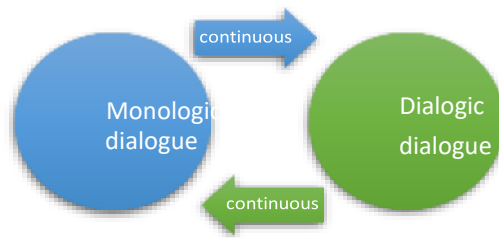
2 Literature review:

Pedagogy is dialogue:

In the literature, there are different concepts of dialogue (Howe&Abedin,2013). For example, Matusov, 2009, argues that dialogue is not a type of instructions that teachers may choose to adopt in their classroom, but the whole process in education is considered as dialogue. He stated that; "Whatever teachers and students do (or not do) whether in their classrooms or beyond it, they are locked in dialogic relations" (Matusov, 2009 p.). Interestingly, Matusov describes dialogue in pedagogy as a process where both teachers and students learn together. This means teachers should not anticipate the knowledge that will result in this dialogue. He argues that if the end knowledge was planned by teachers, then the process is not considered as a form of dialogue (Matusov, 2009). Others studied research on the practice of dialogue in classrooms.

Basically, the literature defines dialogue as all two-way communication between individuals that involves responding to one another (Howe & Abedin, 2013). In this paper, the focus is on what Matusov, 2009 called monologic dialogue, which is defined as a transmission of knowledge where

teachers prepare and control students learning. The purpose of monologic pedagogy is to lead students learning towards the predetermined knowledge. Although monologic type of dialogue is different than dialogic, they are both considered as continues process of learning. The monologic dialogue is often referred to in this paper as structured conversation.



There has been an emphasis on dialogic in the literature because of its connection to experiential learning, student knowledge, and student behavior.

Structured conversation as a way of creating knowledge and building character:

The educational principle for experiential learning is to enable students to engage in a learning process that promotes student agency, belonging, and competence (Carver, 1996). In this concept, the role of the teacher is to teach students how to respond and reflect on their learning (Carver, 1996). Research suggests that student diversity in the classroom should be considered as a resource of knowledge, and teachers should encourage structured conversation in classrooms to enhance students' perspective-taking abilities (Avery & Levy & Simmons, 2014). Dialogue about controversial issues has a positive impact on student character as it enhances critical thinking (Avery & Levy & Simmons, 2014). The purpose of structured conversation is to build knowledge; therefore, the role of the teacher is to prepare materials for dialogue and to facilitate the process (Hess, 2004). Teachers who manage the process poorly by dominating classroom dialogue will not be successful in achieving a high level of dialogue and student engagement. (Hess, 2004). In addition, research demonstrates that teacher's reaction to students affects student learning experiences (Carver, 1996). Students who were provided with the chance to talk and engage in dialogue gave positive feedback regarding the class because the level of engagement motivated them to think (Hess, 2004). There are concerns in the literature about how to apply dialogue in the classroom, such as providing equal opportunities to all students to talk and engage in dialogues (Hess, 2004). Dialogue is limited when minority groups, different cultures, and working-class students are not encouraged or motivated to participate equally (Matusov, 2009). Achieving the goal of dialogue depends on how teachers apply it pedagogically (Avery & Levy & Simmons, 2014). If science teachers emphasize scientific terms during student structured conversations, student performance and understanding will improve (Simon & Richardson, 2009). The literature of science has discussed the important role of structured conversation in the science classroom. Students need ample dialogue time to sort out their ideas pertaining to concepts in nature and to develop their ability to question and reason (Simon & Richardson, 2009). Furthermore, the

success of scientific dialogue hinges on the task design and the questions used to motivate student curiosity (Simon & Richardson, 2009). Students can become discouraged when they pose a question and are not allowed sufficient time to discuss options and decide upon a logical answer (Howe & Abedin,

2013). When teachers do not give students the freedom to openly explore each other's ideas, they are usually over concerned with classroom control and/or staying within the demands of the prescribed curriculum (Howe & Abedin,

2013). It is interesting that students do not always view structured conversation as an enhancement of learning. They too may think it takes them away from their class tasks (Howe & Abedin, 2013). Therefore, the role of teachers remains vital in using dialogue as a tool to scaffold student knowledge during planned instruction (Howe & Abedin, 2013). By engaging in productive conversation, students learn content knowledge and learn to listen to opposing views. In turn, this enables them to understand social issues and become better citizens (Hess, 2004). As part of building students' character, listening carefully is one of the skills that students learn in conversations (Brookfield & Preskill, 2005). That means students show respect to others when they speak and accept opinions that are different from their own (Brookfield & Preskill, 2005). In addition, students learn to think before they speak, and expect to be challenged about their views. That makes students pay attention to how they perceive different subjects and why they think about it in certain ways. Structured conversation helps students improve their critical thinking skills, and at the same time it helps them appreciate continuing differences (Brookfield & Preskill, 2005).



Structured conversation as a form of engagement and positive behavior:

One important goal of conversation is to connect new knowledge to students' lives (Kuhlthau & Maniotes & Caspari, 2015). Considering individual student differences and their different experiences helps teachers deliver content knowledge in relation to varied student experiences (Kuhlthau & Maniotes & Caspari, 2015). Learning about students is important for teachers, not only to enable them to teach them accordingly, but to help them build a strong relationship that positively affects student learning (Kuhlthau & Maniotes & Caspari, 2015). Research shows positive correlation between student engagement in the classroom and academic achievement (Hirn & Scott, 2014).

Additionally, students with behavior problems are most likely disengaged from classroom instruction (Hirn & Scott, 2014). Therefore, research suggests that student engagement is a sign of academic success (Hirn & Scott, 2014). When teachers ignore students with bad

behavior by not giving them attention or instruction in the classroom, students tend to disconnect from the task, and that leads them to poor academic results (Hirn & Scott, 2014). Research demonstrates that the relationship between students and teachers is the main factor influencing student engagement and overall academic success (Archambault & Makombo & Fraser, 2017). A student-teacher relationship which consists of open communication and understanding is known to be protective for students and enhances engagement in the classroom (Archambault & Makombo & Fraser, 2017). The inverse also holds true in that negative relationships between student and teacher can result in poor academic performance, poor attitude, and social problems (Archambault & Makombo & Fraser, 2017). Therefore, teachers are responsible for motivating students to participate in conversations with them to strengthen their relationship. A study done in 2016 shows that a positive relationship between student and teacher positively influences participation in school (Laet & Colpin & Leeuwen & Noortgate & Claes & Janssen & Goossens & Verschueren, 2016). Furthermore, when teachers pay attention to the students and engage them in the classroom, they positively affect the relationship quality between them and enhance the learning experience of the students. (Laet & Colpin & Leeuwen & Noortgate & Claes & Janssen & Goossens & Verschueren, 2016).

Teachers using dialogue as a way of teaching:

Years of research regarding the qualities of an effective teacher, have emphasized classroom management (Wong & Wong, 2013). However, there is also research that highlights the power of the teacher as a facilitator of dialogue and student lead discussions. It is important that teachers have clear instructions and rules and expectations before applying dialogue. Teachers who apply dialogue look for the great benefits of using discussion as a way of teaching. In order to do that effectively, the preparation phase is very important (Brookfield & Preskill, 2005). The main goal is for students to learn as they discuss a topic. This happens when teachers plan the discussion well, and scaffold instruction that supports learning (Alber, 2011).



Giving students clear expectations and setting clear rules are also important (Brookfield & Preskill, 2005). Students can choose how they want to participate, the way to take turns to speak, and also if they want to have silent moments to think about questions (Brookfield & Preskill, 2005). Teachers should model how they want students to engage, and they should be ready to engage with students in discussions without dominating the talk (Brookfield & Preskill, 2005). It is important that teachers build the environment where students feel safe to ask questions and respectfully disagree (Brookfield & Preskill, 2005). Furthermore, there are several important points that teachers should consider when teaching through dialogue. and discussion. One of the points is providing students equal access to materials in advance to enable them to prepare (Brookfield & Preskill, 2005). Another point is motivating students to

engage in discussion. If students know that no marks will be accredited for engaging in a dialogue in the classroom, they will not take it as serious as a test for example (Brookfield & Preskill, 2005). There has to be a clear criterion to assess each student's participation, and teachers should have clear expectations about their role and students' roles in a discussion (Juzwik & Borshieim-Black & Caughlan & Heintz, 2013). There are different dialogic tools that teachers can adopt such as think-pair-share, Socratic seminar, and small-group work (Juzwik & Borshieim-Black & Caughlan & Heintz, 2013). It is important to teach students that there is no right or wrong view on topics, and it is possible to have different views at the end of a discussion based on everyone input. Practicing with students how they can express their views and comment on others views in a respectful way is important for them to assess themselves and understand how they are assessed (Brookfield & Preskill, 2005). Ending the dialogue with open questions for future investigation is also a good way to teach students the goal of dialogue (Brookfield & Preskill, 2005)

Implementation Plan:

The implementation plan will include two phases: the pilot study phase and the teacher training phase.

Goal:

- High school students (10-12 grade) will engage in dialogue as a way of learning in Al-Baha schools.

Objectives:

- Conduct a pilot study in the first school semester: Implement the six-teen hour dialogue program in the *Activity Hour* for high school classes grade 10-12 in AlJawa school.
- *Based* on the outcomes of the pilot study, a proposal will be developed and submitted for approval by the department of education in Al-Baha. The proposal will include a three-day training program for teachers and the *Activity Hour* leaders on how to implement the dialogue program in Al-Baha high schools.

Phase1 (Pilot study):

The Pilot study will be conducted during the *Activity Hour* for one high school class at a time. The study will take three weeks (four hours per week). In this study, the students will have 16 hours of training. The training program is called Developing Student Dialogue Skills (DSDS). Students are expected to learn how to engage in dialogue, how to comment on the views of others, and, how to disagree respectfully. The DSDS program will start with icebreaking activities that help students build a strong relationship with each other and with their teachers. Then, students will fill out surveys about themselves and their interests and their learning styles.

Based on their input, there will be different topics that students will read about and prepare for a dialogue. The materials for dialogue will have topics on subjects that are more attractive to high school girls such as beauty for new generations, healthy life styles, future jobs for women in Saudi, travelling and cultures, social networks and privacy, friendship, what is good education, and other scientific subjects like global warming and environmental issues.

During the program, students will learn dialogue skills such as how to use the language in dialogue, and how to use the information in texts critically. Student performance will be evaluated, and feedback will be provided. At the end of the program, students will receive completion certificates that will be added to their biographies.

Time period for phase 1: One semester / semester 1 (September- December 2019) **Roles:** Trainer, Data collector, Data analysis.

Project Objectives	Enabling Activities	Person Responsible	Timeline	Milestones
1/ Apply 16-hour DSDS program during <i>Activity Hour</i> in grades 10, 11, and 12.	1A/Choose the class that is going to be trained.	-Najat Alghamadi - <i>Activity Hour</i> leader -Principal	One day meeting at the beginning of the first semester.	A clear plan of how many classes will be trained and provide the time table for each class.
	1B/ Explain DSDS to students and parents. Encourage participation and note benefits of the program.	-Najat Alghamadi - <i>Activity Hour</i> leader	Promote DSDS at the onset of first semester. promote online and during parent conferences.	Students and parents understand the purpose of the dialogue program.
	1C/ Start DSDS training program with one class for three weeks, four hours each week.	-Najat Alghamadi	Based on the timetable in 1A	Students finish the program and receive their certificate.

Phase 2 (Teacher Training Program):

In this phase, all data from phase 1 will be analyzed and added to the proposal of DSDS training program. The data will include information about student performance and growth. Then the proposal will be submitted to the department of education for approval. The proposal will include a three-day training program for teachers and the *Activity Hour* leaders on how to implement the dialogue program in Al-Baha high schools.

The training program will include the program activities and the dialogue topics and materials. The beginning of the training will emphasize the importance of building relationship between students and with the teacher by applying the icebreaking activities. The training will also include the program surveys and student's self-assessment rubric and the teacher dialogue assessment rubric Appendixes 6,7, and 8.

After the three training days, the trainer will conduct an on-line communication group with the trainees to provide support during their application process.

Time period for phase 2: One semester/ semester 2 (January- May 2019).

Roles: Trainer, Data collector, Data analysis, communication with the department of education.

Project Objectives	Enabling Activities	Person Responsible	Timeline	Milestones
2/ Submit the program proposal to the department of education to start training teachers and <i>Activity Hour</i> leaders.	2A/ Meet <i>Activity Leader</i> supervisor(s), explain the program and its benefits based on the application in AlJawa school.	-Najat Alghamadi	End of the first semester, after analyzing student performance data.	The program approved in the department and the trainer is allowed to start training teachers and <i>Activity Hour</i> leaders.
	3A/ Training program timetable approved, and the program explained to the teachers and <i>Activity Hour</i> leaders.	- <i>Activity Hour</i> Supervisor.	End of the first semester.	<i>Activity Hour</i> leaders and teachers receive the training program details and time table.
3/ Train teachers and <i>Activity Hour</i> leaders on how to apply the program in high schools.	3A/Provide three-day training program to teachers and the <i>Activity Hour</i> leaders.	-Najat Alghamadi	Second semester.	Teachers and the <i>Activity Hour</i> leaders are able to apply the dialogue program in their schools.
	3B/ Continues communication and support to teachers and the <i>Activity Hour</i> leaders throughout the application process and collect performance data from their experiences.	-Najat Alghamadi. - <i>Activity Hour</i> supervisor.	Throughout the second semester and beyond.	Data about student performance in the dialogue program is collected and analyzed.

Evaluation Plan:

In the evaluation plan, both quantitative and qualitative data are used. Quantitative data is used to assess student performance in the first phase. Both quantitative and qualitative data are used in the second phase to evaluate the teacher training program.

Phase1 (Pilot study)

In the first phase, student performance in dialogue will be assessed using a rubric three times (first week, second week, and third week). Quantitative data from that rubric will be analyzed and used to measure student growth and progress. The same rubric will be used to collect qualitative data from the students. Students will self-assess three times during the program to assess their understanding of DSDS expectations and their on-going performance.

Project Objectives	Evaluation Tool	Person Responsible	Timeline
1/ Apply 16-hour dialogue program in the <i>Activity Hour</i> in each high school grades 10-12.	1A/ Use assessment rubric. Appendix 6	-Najat Alghamadi	Three times during the program. Week1 Week2 Week3
	2A/Students use selfassessment rubric. Appendix 6	-Students	Three times during the program. Week1 Week2 Week3
	3A/ Using performance tracking rubric. Appendix 7	-Najat Alghamadi	Each dialogue session.

Phase 2 Teacher Training Program

In the second phase, a survey will be used to evaluate the teacher training program. This survey also includes some open-ended questions, that will be used for evaluating the program. The open questions will provide qualitative data for analysis.

Project Objectives	Evaluation Tool	Person Responsible	Timeline
2/ Training teachers and Activity Hour leaders on how to apply the program in high schools.	2/ Conduct a survey about the training program. Appendix 8.	-Najat Alghamadi	At the end of the training program.

Dissemination plan:

This project ***Activity Hour in Saudi Education; Emphasizing a Culture of Dialogue and Conversation***; will be presented to school principle, and activity hour supervisor. In addition, the project will be presented in annual Khbrat conference in the ministry of education in Riyadh.

First, presenting to school principle and the *Activity Hour* supervisor; the presentation will include the project poster, presentation slides, and handout. The purpose is to explain the importance and benefits of applying this project in high schools. As the country is moving towards achieving the 2030 vision, it is important that new generation is prepared for this future. One of the important elements is to build students character. Therefore, applying dialogue helps students critical thinking and acceptance.

The presentation will also focus on research evidence from the literature review, and the goals and objectives of this project. Other information about the implementation and the evaluation plan will be mentioned. All information will be shared and presented in Arabic language.

Second, presenting in the annual conference in the ministry of education in Riyadh; for this event, the main goal is to share the poster and present to teachers, educators from inside and outside the country. In addition, Khbrat administration team will be among the audience for this presentation.

For this important event, the poster and the hand out will be shared and presented to the audience. Both languages Arabic and English will be used. The focus is going to be to explain the significant of this project by explaining both the statement of need and the literature review.

Information will be clear and summarized as time will be limited for each participant.

Biography

Najat Kinan Alghamadi teaches Mathematics to high school students at Al-Jawa school, located at Al-Baha city, Kingdom of Saudi Arabia. She has an MBA degree from Cardiff business school, United Kingdom. Her research focused on Performance Appraisal Limitations and Changing the Culture. Worked as a vice- principle in Al-ebdaa international school in Al-Baha city. A member of Al-Quemma volunteer group for math educators all over the kingdom. Received awards for providing workshops for teachers in Math and in *Activity Hour* business plan projec

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Appendices:

Sample Lesson plan:

Daily Instructional Lesson Plan
Content Area(s)/Course/Grade: DSDS program for high school students
Lesson Topic: Dialogue language and sentence frame
Indicator(s)/Sub-Outcome(s)/Expectation(s): Students use the dialogue language and sentence frames in their dialogue.
Student Outcome(s): Students are confident in using the language when they engage in dialogue.
Context for Learning

<p>Dialogue Hand out. (Apendex1)</p> <p>Dialogue sample for practicing the language. (Apendex2)</p> <p>Instructions. (Apendex3)</p>
<p>Instructional Delivery</p>
<p>Opening Activities/Motivation:</p> <p>Ice breaking activities (Apendex4)</p>
<p>Procedures:</p> <p>1/ ice breaking activities</p> <p>2/ explaining the dialogue language hand out</p> <p>3/ practicing the language using the dialogue sample</p> <p>4/ reflection questions (Apendex5)</p>
<p>Assessment/Evaluation (Formative/Summative)</p>
<p>Reflection questions</p>
<p>Closure:</p> <p>A video shows successful vs unsuccessful dialogue then discussion. (Link:</p>

Appendix 1:

Practicing the language:

One topic: three views on the topic by strangers read by students Then try practice commenting/ agreeing/ disagreeing or adding info to it!

Example:

Teacher: what is your favorite season of the year?

Sara: Winter is the best, because I like winter clothing and family time. Food is also special in winter.

Nora: I like Summer time the most. I can meet friends and relatives in summer holiday. I also like traveling in summer to places which have beautiful beach.

Amal: For me, Spring is my favorite season. Not only because the beautiful landscape, but also, I like the weather, not hot and not cold.

Now students read the conversation and take turns to comment using the sentences in the handout.

Appendix 2: Dialogue sample:**Talk moves! (Dialogue Language Handout)****Expressing opinion:**

I believe that

In my opinion

I feel that

I think that because

To me, it seems obvious that

Agreeing and disagreeing

I agree with what said, because.....

I disagree with what said. I think that.....

Commenting on other views:

I want to add to whatsaid. I think that.....

I have a connection to what said. I think that.....

I really liked.....'s idea about.....

Asking for clarity:

Can you repeat that please! I did not understand.

Can you explain your thinking?

Did you mean that.....

I have a question about.....

Changing the subject:

I think we've exhausted the topic of....., can we move on to?

Moving on to

Does anyone have any final comments to add about..... or shall we move on to a new subject?

Presenting new prospective on the topic:**Appendix 3:****Instructions:**




Eye contact

Listening to others

Sharing thoughts/ agree or disagree respectfully

- Using clear voice.

Appendix 4:

Icebreaking Activity	Instruction
Fun Facts 	<p>For this activity, we need colored candies. Students can have more than one candy. Each color represents different category, for example: Red: Family</p> <p>Blue: Hobby</p> <p>Green: Friends</p> <p>Yellow: Special achievement.</p> <p>Students take turns and talk about the colors they have. If a student has only blue candies, she will talk about hoppy.</p>
What Is Your Favorite? 	<p>For this activity, each participant a paper and a pen or pencil. Then we ask them to write their names and record their favorites for some topics we provide such as:</p> <p>Favorite subject</p> <p>Games , Books, Foods , Hobby We can give</p> <p>Divide the group into two groups and give points to who guessed the most.</p>
Snowball Fight! 	<p>For this activity, we give each student a piece of paper and ask them to write their name and three fun things about themselves. Then have them crumple the paper into a snowball. Divide the group into two teams on opposite sides of the room and let the snowball fight begin!</p> <p>When we call stop, each student is to pick up the nearest snowball and find the person whose name is inside. Once everyone has found their person, we ask them to introduce her to the rest of the group.</p>

Appendix 5:**Reflection Questions:**

What was the best part in today's lesson?

Did you find a problem while you were practicing/ reading/ talking?

What was it? How did you solve it?

How much did you participate today?

What did you learn from the dialogue?

What do you think we need to work on more on?

How do you feel about participating in a dialogue?

Appendix 6: Rubric for Classroom Discussion:

Criteria	Weight	Exemplary	Effective	Minimal	Unsatisfactory	
Level of Engagement	50%	<input type="checkbox"/> Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis <input type="checkbox"/> Actively engages others in class		<input type="checkbox"/> Contributes to class activities by offering ideas and asking questions on a regular basis <input type="checkbox"/> Often engages others in class discussions by	<input type="checkbox"/> Occasionally contributes to class activities by offering ideas and asking questions <input type="checkbox"/> Sometimes engages others in class discussions	<input type="checkbox"/> Fails to contribute to class activities <input type="checkbox"/> Fails to invite comment/opinions from other students <input type="checkbox"/> Demonstrates little understanding of main points <input type="checkbox"/> Does not identify or summarize main points
		discussions by inviting their comments <input type="checkbox"/> Constructively challenges the accuracy and relevance of statements made <input type="checkbox"/> Effectively identifies and summarizes main points		inviting their comments <input type="checkbox"/> Challenges the accuracy and relevance of statements made <input type="checkbox"/> Identifies and summarizes main points	<input type="checkbox"/> Sometimes has an understanding of main points <input type="checkbox"/> Identifies and summarizes some of the main points	
Preparedness and using Evidence	25%	<input type="checkbox"/> Always prepared for class with assignments and required materials <input type="checkbox"/> Accurately expresses foundational knowledge pertaining to issues raised during the discussion		<input type="checkbox"/> Usually prepared with assignments and required materials <input type="checkbox"/> Expresses basic foundational knowledge pertaining to class discussions	<input type="checkbox"/> Seldom prepared with assignments and required materials <input type="checkbox"/> Expresses limited foundational knowledge pertaining to class discussions	<input type="checkbox"/> Consistently unprepared for class <input type="checkbox"/> Expresses no relevant foundational knowledge
Language	25%	<input type="checkbox"/> Always use academic language during dialogue <input type="checkbox"/> Always comment or add to other students' ideas		<input type="checkbox"/> usually use academic language during dialogue <input type="checkbox"/> Usually comment or add to other students' ideas	<input type="checkbox"/> Seldom use academic language during dialogue <input type="checkbox"/> Seldom comment or add to other students' ideas	<input type="checkbox"/> Rarely if ever use academic language during dialogue <input type="checkbox"/> Rarely if ever comment or add to other students' ideas

Appendix 8: Training Program Evaluation Form**Title of event:** DSDS Program for high school students**Date of event:****Location of event:****Trainer:** Najat Alghamadi

Instructions: Please mark your level of agreement with the statements listed below	Strongly Agree	Agree	Disagree	Strongly Disagree	Not relevant to this event
1. The objectives of the training were met					
2. The presenter was engaging					
3. The presentation materials were relevant					
4. The content of the course was organized and easy to follow					
5. The trainer was well prepared and able to answer any questions					
6. The course length was appropriate					
7. The pace of the course was appropriate to the content and attendees					
8. The exercises/role play were helpful and relevant					
9. The venue was appropriate for the event					

10. What was most useful?

11. What was least useful?

12. What else would you like to see included in this event? Are there any other topics that you would like to be covered in this training course?

13. Would you recommend this course to colleagues? Yes/No Why?

14. Any other comments?

**THANK YOU FOR COMPLETING THIS EVALUATION FORM. FEEDBACK RECEIVED
WILL BE USED TO**

PROVIDE IMPROVEMENTS TO FUTURE EVENTS