Oide
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Session One

Engage, Express, Converse: Language Dynamics in the English Classroom

cc BY NC

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Quick Warm up Activities to get Students Talking

1. Picture Prompt: Show an intriguing image and ask students to discuss what they think is happening.
2. Word Association: Say a word and have students quickly say the first word that comes to mind, building a chain of associations.
3. Would You Rather: Pose a series of “Would you rather” questions to spark debate and explain their choices.
4. Quick Debates: Give a debatable statement and have students line up according to their agreement or disagreement, then discuss.
5. Story Starters: Provide the first line of a story and have each student add a sentence, building a story together.

Sample Guidlines for Working with Others

‘

The following are examples of guidelines that could be co-constructed with a class group.

Every group member is responsible for completing the task

Every group member is responsible for making sure all the group members know and understand the answers.

Be open to others ideas

Listen to understand

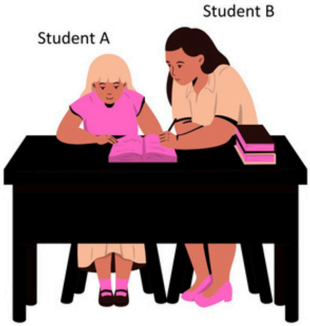
Criticize ideas, not people

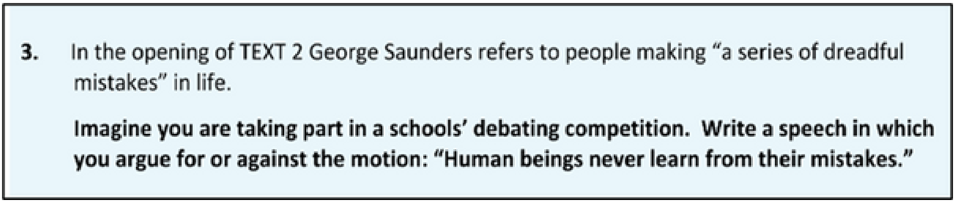
Strategies:
Pair Work

Rally Coach

1. In this activity, students pair up. Between them, they have a task and one pencil. As they listen Student A is responsible for initiating the discussion, and Student B listens. Student B questions, challenges the assumptions or ideas offered and discuss the answer with Student A.
2. Students discuss their points together, question each other's ideas and rephrase their thoughts. They work collaboratively on word choice and coherency
3. Student B then records their answer.

Students discuss and rephrase their thoughts in pairs





3. In the opening of TEXT 2 George Saunders refers to people making "a series of dreadful mistakes" in life.

Imagine you are taking part in a schools' debating competition. Write a speech in which you argue for or against the motion: "Human beings never learn from their mistakes."

Paired Reading

Paired (or partner) reading is an evidence-based strategy that provides a model of fluent reading and helps students learn decoding skills. When using this strategy, students read aloud to each other. In this paired activity, more fluent readers can be paired with less fluent readers, or students who read at the same level can be paired to reread a story they have already read. Paired reading **helps students work together, encourages cooperation and supports peer-assisted learning.** It allows students to take turns reading and provide each other with feedback as a way to monitor comprehension.

Paired reading can be modified to suit any text, and students can take turns reading sentences, paragraphs, pages or chapters. Once a suitable text is chosen, introduce the students to the Paired Reading strategy. Modelling the procedure is crucial to ensure that students understand how to use the strategy.

1. **Establish a routine** for students to adopt so that they know the step-by-step requirements for engaging in paired reading.
2. Allow some **time to read the text in advance** of reading aloud to promote confidence.
3. The stronger reader in the pair could **read aloud first** while the second reader listens and follows along.

Encourage pairs to ask each other some **reflective questions** about what was read. Students might ask "What was your extract about? What was your favourite part?". We can also encourage students to offer feedback and praise frequently for correct reading.

Teaching students an **error-correction procedure** to use when supporting each other's reading (i.e. re-reading misread words; signaling for difficulty) is also very worthwhile in promoting student confidence.

Strategies:
Group work

Sample Roles

Group work roles can vary depending on size and context. Below are some roles that can be used when doing group work.

Manager

The role of the manger is to lead the discussion. It is important that the manager is inclusive, focused on the task and listens intently.

Spokesperson

This team member speaks on behalf of the group. It is important that this student understands and listens to the discussion, so that they can relay it to the class.

Recorder/Time Keeper

This student's role is to keep students on task by reminding them of the time limit. They are also tasked with taking notes of the group's discussion.

Evaluator

This student keeps notes on the group process (how well individuals in the group are working together) to lead any evaluation at the end of the session.

Encourager

This student encourages every member of the group to participate. They also ensure that everyone's voice is listened to.

Sample Sentence Stems for Group Work

Here are some sentence stems to encourage conversation and participation in group work.

Giving an Opinion:

- In my opinion __ because
- From my perspective ___
- It seems to me that ___, given that____
- I believe __ as/because __
- I feel that __
- Having listened to the information presented, I think__

Agreeing:

- I agree with_____ and I want to add_____
- I am in agreement of what _____said because
- I share ___'s view on __ particularly when we consider _____
- I echo ____'s thoughts, as evidenced by ____

Disagreeing:

- Whilst I understand what you're saying, I disagree because _____
- I have listened and understand your point but I have a different opinion on the matter.
- An alternative perspective could be ___

Clarifying:

- Could you explain your thinking around your last point?
- If I understand correctly you're saying_____
- I was thinking about what ___said and I'm wondering if _____
- Are you saying that __?

Sample Sentence Stems for Group Work

Here are some sentence stems to encourage conversation and participation in group work.

Encouraging:

- What do others think about this?
- Let’s hear from someone who hasn’t spoken yet.
- Is there another perspective we haven’t heard yet?
- (name) what is your view on this?
- Do you have any insights you’d like to add?

hing

Building on Ideas:

- Building on what I said earlier, ___
- Expanding on that, _____
- Another point to consider is _____
- To expand on what I said, I’d like to add ____
- Linking to _____’s idea I’d like to add___
- I support ____’s point especially in light of ___

Summarising

- To recap, we covered ___
- The main arguments we explored were ___
- To summarise the main points, ___
- Our discussion highlighted that ___
- To conclude, the consensus was ___
- Although opinions varied, the main takeaway is ____

Time Keeping

- To stay on schedule, let's move to the next question/topic.
- Our time is almost up, so let's make any final comments.
- Let's take the last few minutes to summarise our key points.
- Let’s stay focused on the topic.

Sample Sentence Stems to Structure Discussion

Opening Statement: “Today, we are discussing _____. Let’s consider different viewpoints and evidence before drawing conclusions.”

Agreement: “I agree with what _____ said about _____, because _____.”

Disagreement: “I see your point, _____, but I think differently. From my perspective, _____.”

Adding Information: “To add to what _____ mentioned, I also think that _____.”

Clarification: “Could you clarify what you mean by _____? I interpret that as _____.”

Evidence-Based Reasoning: “Based on the evidence we have, such as _____, it seems that _____.”

Summarizing: “So far, we’ve discussed _____. The key points seem to be _____.”

Questioning: “What do you think about _____? How does it relate to _____?”

Building on Ideas: “Taking what _____ said further, we could also consider _____.”

Reflecting on Discussion: “Reflecting on our discussion, I’ve realized _____.”

Sample Sentence Stems to Structure Writing

Compare and Contrast: "While both _____ and _____ share similarities such as _____, they differ in _____."

Cause and Effect: "Due to _____, _____ occurred, leading to _____."

Problem and Solution: "The issue of _____ can be addressed by _____, which would _____."

Descriptive: "The _____ is characterized by _____, _____, and _____, which all contribute to _____."

Process Analysis: "To achieve _____, one must start with _____, then _____, and finally _____."

Argumentative: "Although some believe that _____, it is clear that _____ because _____."

Narrative: "When _____ faced _____, they decided to _____, which resulted in _____."

Expository: "The concept of _____ is significant because _____, and this impacts _____ in the following ways: _____."

Triads

START HERE

Statement or prompt given.

1. First student gives their opinion on the statement using an academic frame.

2. Second student agrees or disagrees with first student.

3.The next student then extends or disagrees with the second student's interpretation.

4. Finally, the first student must state if they still have the same opinion or has their opinion shifted.

Triads

START HERE

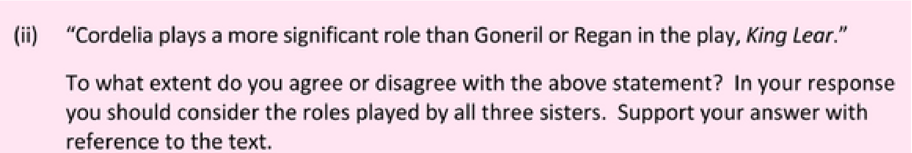
Statement:"Despite his serious flaws, the audience remains sympathetic towards King Lear".

1. **"I dispute the idea that the audience is sympathetic to King Lear because firstly..."**

2. **"I agree, King Lear's moral blindness and arrogance lead to ..."**

3. **"I actually disagree with both statements and developed profound sympathy for Lear's suffering".**

4. **"Although I recognise the last statement, I still believe..."**



(ii) "Cordelia plays a more significant role than Goneril or Regan in the play, *King Lear*."

To what extent do you agree or disagree with the above statement? In your response you should consider the roles played by all three sisters. Support your answer with reference to the text.

Diamond Ranking

This is a collaborative activity where students prioritize ideas on cards, arranging them in a diamond shape—most important at the top and bottom, and least important in the middle. It encourages discussion and critical thinking. Here's a condensed explanation:

1. Setup: Students get nine cards with ideas related to a question. If given more, they select nine most relevant to the criteria.
2. Arrangement: Cards are placed in a diamond pattern: one at the top, two below, three in the middle, two further down, and one at the bottom, reflecting priority.
3. Discussion: Students discuss to reach a consensus on the arrangement, justifying their choices.
4. Collaboration: Pairs join to compare diamonds and may form a combined version through consensus.

Reflection: Students reflect on the process, discussing differences, consensus-building, and whether all ideas were considered. This method promotes engagement and accommodates diverse perspectives, making it a useful tool for differentiated learning.

MORE INFO

Click here or scan the QR Code below to access further supports on group strategies

Debating

Quick Debate Topics

Is homework beneficial for students, or should it be banned?

Should the voting age be lowered to 16?

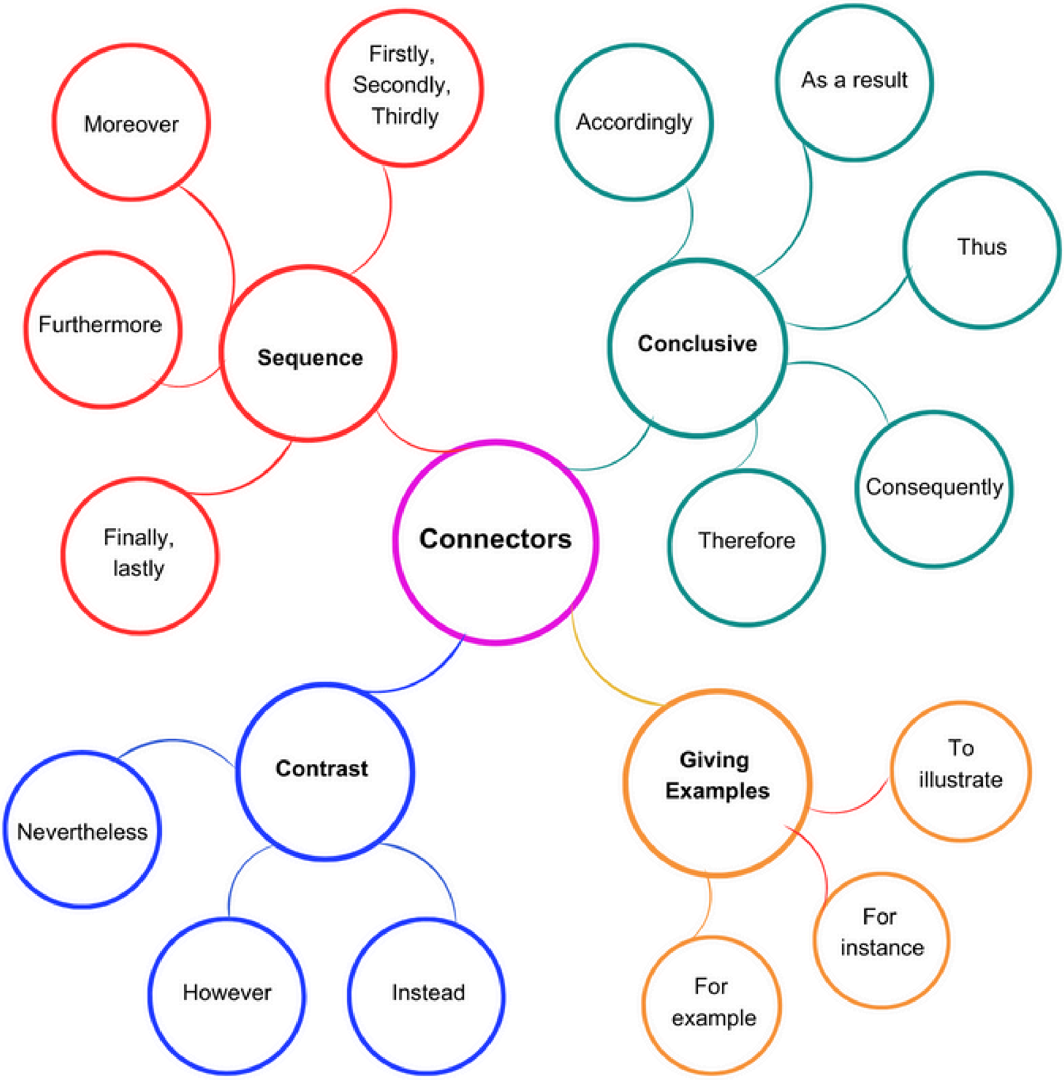
Is technology making us more alone?

Should celebrities be role models?

Is pineapple an acceptable pizza topping?

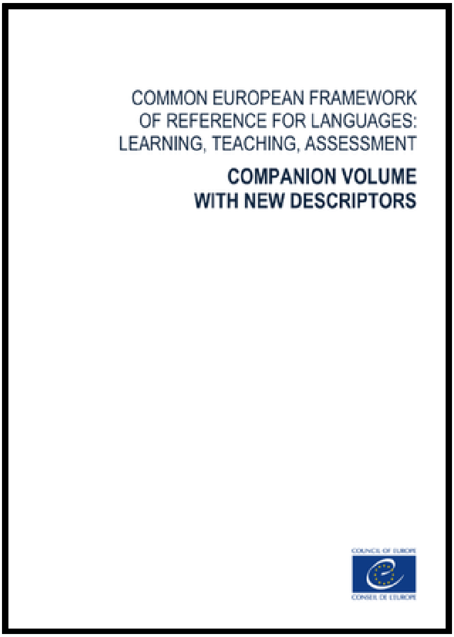
Should mobile phones be banned in school?

Using Connectors to Link Ideas



- **Connectors**
  - **Sequence**
    - Moreover
    - Firstly, Secondly, Thirdly
    - Furthermore
    - Finally, lastly
  - **Conclusive**
    - Accordingly
    - As a result
    - Thus
    - Consequently
    - Therefore
  - **Contrast**
    - Nevertheless
    - However
    - Instead
  - **Giving Examples**
    - To illustrate
    - For instance
    - For example

Inclusive Debating for EAL Learners



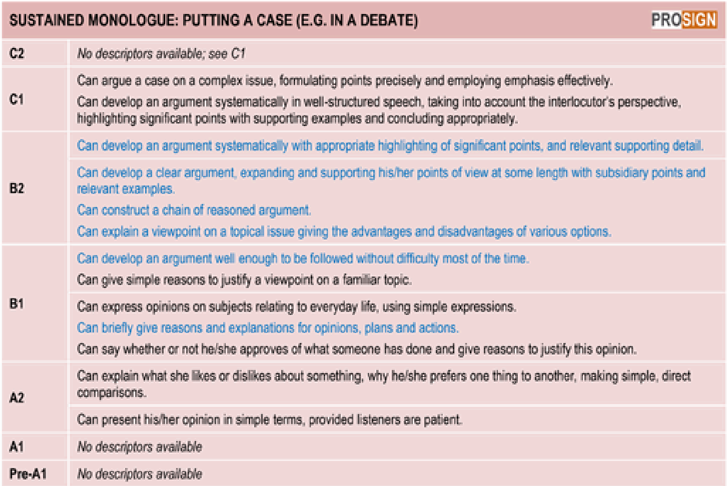
COMMON EUROPEAN FRAMEWORK
OF REFERENCE FOR LANGUAGES:
LEARNING, TEACHING, ASSESSMENT

COMPANION VOLUME
WITH NEW DESCRIPTORS

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

Click here or scan the QR code below to access the Common European Framework of Reference for Languages, Learning, Teaching Assessment.

Here is an example of the descriptors in relation to debating which can be found on p.72 of the above booklet.

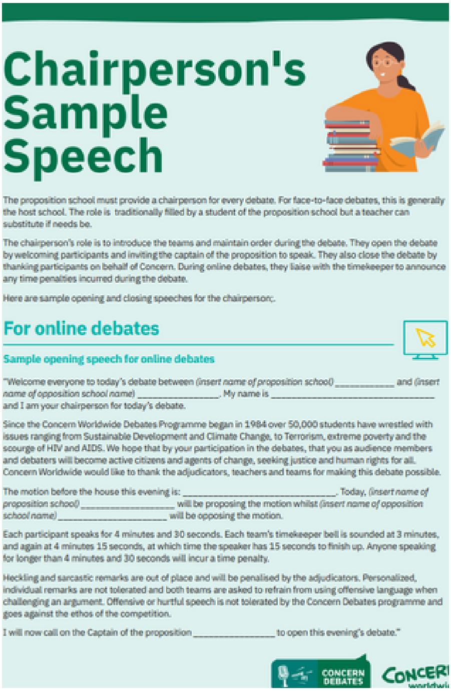


SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE)	PROSIGN
C2	*No descriptors available; see C1*
C1	Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively. Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately.
B2	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B1	Can develop an argument well enough to be followed without difficulty most of the time. Can give simple reasons to justify a viewpoint on a familiar topic. Can express opinions on subjects relating to everyday life, using simple expressions. Can briefly give reasons and explanations for opinions, plans and actions. Can say whether or not he/she approves of what someone has done and give reasons to justify this opinion.
A2	Can explain what she likes or dislikes about something, why he/she prefers one thing to another, making simple, direct comparisons. Can present his/her opinion in simple terms, provided listeners are patient.
A1	*No descriptors available*
Pre-A1	*No descriptors available*

Concern Debating

Click on image above to access the website or scan the QR code.

Examples of available resources below.



Chairperson's Sample Speech

The proposition school must provide a chairperson for every debate. For face-to-face debates, this is generally the host school. The role is traditionally filled by a student of the proposition school but a teacher can substitute if needs be.

The chairperson's role is to introduce the teams and maintain order during the debate. They open the debate by welcoming participants and inviting the captain of the proposition to speak. They also close the debate by thanking participants on behalf of Concern. During online debates, they liaise with the timekeeper to announce any time penalties incurred during the debate.

Here are sample opening and closing speeches for the chairperson:.

For online debates

Sample opening speech for online debates

"Welcome everyone to today's debate between *(insert name of proposition school)* ____________ and *(insert name of opposition school name)* _________________. My name is __________________________________ and I am your chairperson for today's debate.

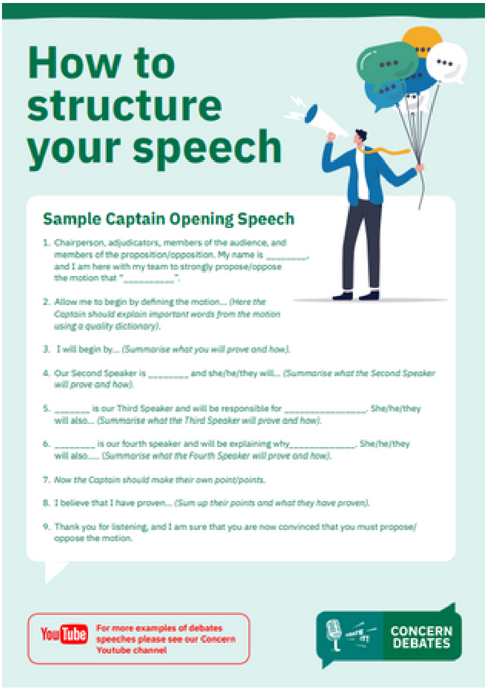
Since the Concern Worldwide Debates Programme began in 1984 over 50,000 students have wrestled with issues ranging from Sustainable Development and Climate Change, to Terrorism, extreme poverty and the scourge of HIV and AIDS. We hope that by your participation in the debates, that you as audience members and debaters will become active citizens and agents of change, seeking justice and human rights for all. Concern Worldwide would like to thank the adjudicators, teachers and teams for making this debate possible.

The motion before the house this evening is: ________________________________. Today, *(insert name of proposition school)* ____________________ will be proposing the motion whilst *(insert name of opposition school name)* ______________________ will be opposing the motion.

Each participant speaks for 4 minutes and 30 seconds. Each team's timekeeper bell is sounded at 3 minutes, and again at 4 minutes 15 seconds, at which time the speaker has 15 seconds to finish up. Anyone speaking for longer than 4 minutes and 30 seconds will incur a time penalty.

Heckling and sarcastic remarks are out of place and will be penalised by the adjudicators. Personalized, individual remarks are not tolerated and both teams are asked to refrain from using offensive language when challenging an argument. Offensive or hurtful speech is not tolerated by the Concern Debates programme and goes against the ethos of the competition.

I will now call on the Captain of the proposition ________________ to open this evening's debate."



How to structure your speech

Sample Captain Opening Speech

1. Chairperson, adjudicators, members of the audience, and members of the proposition/opposition. My name is ________, and I am here with my team to strongly propose/oppose the motion that "__________".
2. Allow me to begin by defining the motion… *(Here the Captain should explain important words from the motion using a quality dictionary).*
3. I will begin by… *(Summarise what you will prove and how).*
4. Our Second Speaker is ________ and she/he/they will… *(Summarise what the Second Speaker will prove and how).*
5. _______ is our Third Speaker and will be responsible for _________________. She/he/they will also… *(Summarise what the Third Speaker will prove and how).*
6. ________ is our fourth speaker and will be explaining why______________. She/he/they will also…. *(Summarise what the Fourth Speaker will prove and how).*
7. *Now the Captain should make their own point/points.*
8. I believe that I have proven… *(Sum up their points and what they have proven).*
9. Thank you for listening, and I am sure that you are now convinced that you must propose/ oppose the motion.

For more examples of debates speeches please see our Concern Youtube channel

Debating Planner

Feature	Notes	Supporting Evidence/ References
Debate Topic		
Opening Statement:		
Argument One:		
Argument Two:		
Argument Three:		
Closing Arguments:		

Debating Reflection Sheet

How can I improve my work?

Are all my claims backed up with evidence/ reasoning?	Do my conclusions follow a logical pattern?
Are the arguments I am making solid and sound plausible?	Have I made any claims that are not well developed and are redundant/ irrelevant?

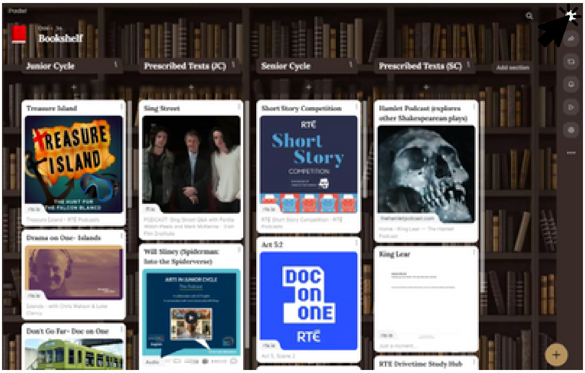
Counter Debating Planner

Topic:	
Team:	
Their Points:	**Our Response**
Opening Statement	
First Point	
Second Point	
Third Point	
Concluding Statement	
Additional Notes:	

Podcasting

Getting Started with Podcasts

Click the image or scan the QR Code to access Padlet


Bookshelf
Junior Cycle
Prescribed Texts (JC)
Senior Cycle
Prescribed Texts (SC)
Treasure Island
Sing Street
Short Story Competition
Hamlet Podcast (explores other Shakespearean plays)
Drama on One- Islands
Will Sliney (Spiderman: Into the Spiderverse)
Act 5:2
King Lear
Don't Go Far- Doc on One
RTÉ Drivetime Study Hub

Click on the image to access a tutorial video on Soundtrap

Click on the images below to access some applications useful for podcasting.

Anchor
by Spotify

Podcast Planner

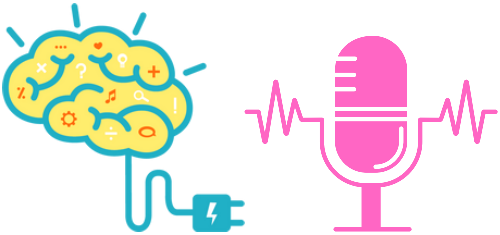
This podcast planner template is designed to support students in creating their own podcasts both orally and as written work.

Podcast Episode Title:	
Style: **monologue, interview, conversational etc.**	
Topics Explored	
Guests:	
Duration:	

Podcast Planner

Key Feature	Content Overview	Script Notes (could include style features here)
Intro:Introduce yourself and briefly outline what you are going to talk about! Intro music to be included.		
Topic one:		
Topics two:		
Topic three:		
Closing remarks and music: Thank your audience, summarise points and link to next week's episode.		

Podcast Reflection



This podcast reflection template is designed to support students in analysing and reflecting on podcasts, both orally and as written work.

Podcast Episode Title:	
Style: **monologue, interview, conversational etc.**	
Topics Explored	
Guests	
Duration:	

Podcast Reflection

Key Feature	Summary	**Discussion Points** What aspects engaged you?
Intro:		
Topic one:		
Topics two:		
Topic three:		
Closing remarks and music:		

Introducing a Podcast

Click here or scan the QR code to access an extract from Desert Island Discs

Activity for students

Task: You are interviewing William Shakespeare and have been asked to create an introduction to the podcast.

Using Rally Coach as your guide:

1. In pairs, listen to this introduction from an episode of Desert Island Discs, note the different elements of the introduction.
2. Discuss the different aspects you have noted. Are there any similarities/contrasting points? Discuss how you will apply this to your introduction for Shakespeare.
3. Agree, question and rephrase your introduction focusing on word choice and coherency.
4. Student A will write the intro with oral support from Student B.
5. Finally, create a playlist for what you consider to be the defining moments of Shakespeare's life.

Extension Activity: using AI create the cover to this podcast.

Craiyon

Canva Magic Media

Pixlr

Click here if you would like more information on using AI in the classroom.

Reflections on my Learning

Topic:

What went well....

I really enjoyed....

Things to work on...

Next time I will....

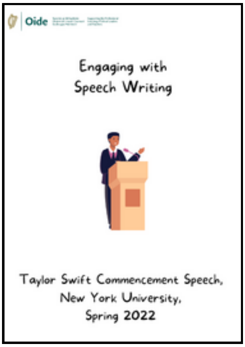
MORE INFO

Click the images below to access further supports

Antarctica Read and Respond

poem by Benjamin
ZEPHANIAH

People need People

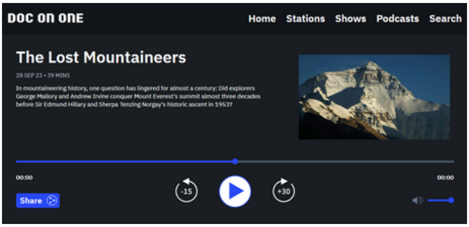

Engaging with
Speech Writing

Taylor Swift Commencement Speech,
New York University,
Spring 2022

Engaging with Speech Writing

***Hamnet* Read and Respond**

Getting Started With *Hamnet*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The Lost Mountaineers

28 SEP 23 • 39 MINS

In mountaineering history, one question has lingered for almost a century: Did explorers George Mallory and Andrew Irvine conquer Mount Everest's summit almost three decades before Sir Edmund Hillary and Sherpa Tenzing Norgay's historic ascent in 1953?

Extract from The lost Mountaineers

The Power of Debate

Further Supports

To access these supports clink on the links underlined

OUR Voices OUR Schools

https://www.ourvoicesourschools.ie/about/

HeadStuff.

https://headstuff.org/competition/

TY Hub
Let's Talk
Podcast

https://tyhub.ie/ty-podcast/

Oide
Technology in Education

https://www.oidetechnologyineducation.ie/onlinecourses/

Making Groupwork Work
Learnhigher

https://student-learning.tcd.ie/assets/PDF/groupwork-booklet.pdf

Irish Schools Debating Council

https://irishschoolsdebate.com/

TOASTMASTERS INTERNATIONAL

https://www.toastmasters.org/education/youth-leadership-program