

FACILITATOR GUIDANCE NOTES FOR DESIGN CONVERSATION AT KS4 LEVEL

Preface

Following an introduction to Design Conversation (pp1-3), this document provides a first draft of **facilitator** guidance notes for design conversation at KS4. The notes start on p4 and comprise 5 Sections.

Sections 1 & 2 introduce the purpose of the students' proposed joint projects for KS4. These involve students working in small diverse groups (6-8, max 10) with their peers. Some groups are proposed of members within, and some outside their normal friendship circle. This needs skills development in both affective and cognitive learning domains and leads to a dual domain assessment and scoring guidelines in **Section 3**. These sections establish the purpose, principles, and practical use of a **Student Charter** and/or **Group Agreement for their project in Section 4**, with alignment to the affective–cognitive framework and readiness for KS4. . **Section 5** provides facilitators with structured, engaging activities that reinforce the Student Charter and any group agreements through practice, reflection, and feedback. This opens possible adaption to KS5, and by related educational community settings, including members of the project itself

This draft is offered for experienced others to modify, improve and adapt it. This follows an ethic of 'systems design'. A future system should be co-designed by those who will be involved in it, together with those who will be affected by its use, in its relevant wider community. The Charter, or by whatever name is used for documents which sets out agreements, are seen as living documents. This pack will be enhanced by facilitators as they gain experience in practice of the project proposal. Sharing of experiences with colleagues will lead to co-learning.

Grounding Methodology: Rights and Responsibilities in Conversation with guidance for participants

Dyer's earlier work available at gdyer.org.uk with his free downloadable book *Safeguarding our future: Systems thinking framework for action post Covid-19* (pp 89-121), along with previous work on Rights and Responsibilities in Conversation provides the ethical spine of this programme. While the focus of the book methodology is on adult groups, the guidance notes are adapted for use for of a school-based programme. These frames dialogue not simply as a skill, but as a shared social contract. This balances freedom of expression with responsibility to listen, reflect, and respond with care and stresses the importance of meeting shared commitments.

Conversation as Ethical Practice Conversation is treated as a civic act. Students learn that speaking up is not just a right — it's a responsibility that carries implications for others. The methodology encourages learners to:

- Recognise the impact of their words
- Consider the perspectives of others
- Engage in conversations that build rather than break
- Draw on collective intelligence for creativity to enhance solution finding

Structured Freedom The programme promotes structured formats (e.g. circle dialogue, placemat protocols, values mapping) to ensure that every voice is heard and respected. These formats model democratic participation and help students internalise the principles of inclusive dialogue.

Emotional and Cognitive Safety By embedding rights and responsibilities into the design of each activity, the methodology creates a psychologically safe space for learners to explore difficult topics. This includes:

- Clear ground rules for participation
- Facilitator prompts that encourage empathy and curiosity
- Reflection cycles that allow students to process and reframe

Reflecting Vision and Understanding This approach isn't just about teaching students how to talk — it's about cultivating the capacity to listen, to reflect, and to co-create meaning.

By embedding structured dialogue, emotional literacy, and collaborative inquiry, the methodology reflects both Vision and Understanding.

Design Conversation Rules In our Western democracy scenario, most participants in design conversation practice would accept the following set of rules as a reasonable start:

- Display tolerance, patience, and consideration to others.
- Honour and respect each other.
- Listen to others, try to understand the point of view being expressed, reflect, respond.
- Do not dominate.
- Do not offend.
- Avoid losing control of one's feelings.
- View all ideas as contributions to the group for consideration, accepting that not all ideas are used.
- Allow equal opportunity to participate.

In other cultures, e.g. Far East, such a set might not be appropriate. Strict protocols on contributions to discussion apply, and the last in the list may not be agreed. The rules to be followed by any group, can be resolved by them at the first or early meeting. The first seven rules above would apply for ethical design conversations within an open culture.

Design Conversation as a process As well as referring to a style of dialogue, the two-words *design conversation* is also used to describe the methodology itself. If agreements are reached, then it is important to review whether progress and process in action are being met in terms of behaviours, tasks and deadlines. The cycle of agreement to new standards with documentation (eg Team Charter), trying to work to commitments, reviewing, possible change of direction should feature in any project - including joint projects for students. The reviews require allocations of time (homework equivalent?)-outside of formal teacher facilitation. A good use for social media activity.

Group size for student joint projects is an important consideration. The ideal size is 6-8 - over that number communication lines gets increasingly difficult. If working on a common issue e.g., a Student Charter for a larger group (Class, Year Group, School Group). then a system of representatives would need to apply to cascade drafts upwards.

Difference to Debate Design conversation is likely to be a challenge for most of us. This is particularly true of teenagers who struggle to find their independence, whereas co-design means recognition of our **interdependence** with others. Educational and social culture is founded in debate – essentially aiming at “I win, and you lose”. An outcome which means that some losers can remain disaffected and may not collaborate in the winners' plans. Losers' creative intelligence is lost to the group.

Design conversation dialogue is based on finding a common set of values within a group as a basis for compromise and accommodations which all can accept as a vision for initially going forward. This means the group's potential collective intelligence is maximised and available to solve problems. The challenge is to sustain conversation by conducting dialogue without infringing agreements as circumstances change.

Debate and Design Conversation These dialogue styles are complementary. One important advantage of debate is that its open challenge reduces the chance of 'groupthink'. Conversation must deal with 'groupthink'. but does it with a different style and tone. If anyone in a conversation thinks they might be coming to a decision too early, the technique is to pose the question e.g. "Does anyone think like me that we are coming to a conclusion on what to do next too soon?", or "What are we missing, think everybody?". In short, conversation provides a more collaborative, ethical and respectful way to make decisions on "what to do". Thereafter debate can complement conversation on "how to proceed" by exploiting its rationality but by avoiding its current political tendency and in social practice to be disrespectful and aggressive.

Leadership in Design Conversation There are other options in design conversations which don't normally occur in standard decision-making discussions. Designing a future which no-one has yet experienced means that the normal leader 'daddy figure' (in an adult group) does not necessarily have all the best suggestions. This applies particularly if an issue is outside of the normal leader's experience (e.g. to the nominated Team Leader appointed to lead on this proposed project). Design conversation with adult groups views sharing of leadership as a distinct possibility if someone with expertise is available which links to a problem at hand. Another individual may offer or be invited and accept leadership temporarily, if all agree. Switching of roles can be a useful development process. Whether such a process should apply to KS5 projects, say for adaptation from KS4 will be up to the project team

RECOMMENDATIONS FOR COMPOSITION OF THE PROPOSAL PROJECT TEAM

It is recommended that:

- the composition of the project team should follow the ethic of system design and represent the diversity of school population they are designing for.
- the project team should develop their own documents reflecting their values, vision and statement of commitment to the project
- the opportunity is taken to explore more sophisticated documentation to express their values, other than a Team Charter (analogous to the Student Charter proposed for KS4)
- the Team consider using the methodology outlined in Safeguarding our future: *Systems thinking framework for action post Covid-19* (pp 89-121)

Note: I am aware that Education is devolved to Scotland and NI, and onwards recommendations to Government by the CAR Panel, are limited to England and Wales. The UK in title for the project may need to go. It is there in case they may be interested in being associated with the project.

GORDON DYER CO-CREATE UK - PROPOSAL – DRAFT FACILITATOR PACK

1.1 Introduction

First Full draft of the Facilitator Pack for the Co-create: UK proposal by Gordon Dyer. This pack supports the Curriculum and Assessment Review's KS4 joint-project model already offered to the Review panel earlier. This pack guides facilitators through purpose, principles, tools and activities that weave affective and cognitive learning.

1.2 Purpose and Scope

This introduction to purpose and scope outlines:

- The overall intent of student group projects in KS4
- The dual affective–cognitive skill development these projects demand
- How Sections 1–5 sequence from project purpose to practical activities and assessment

Sections 1 & 2 establish project purpose, small-group dynamics and align with affective and cognitive domains. Section 3 presents scoring guidelines. Section 4 offers structured activities. Section 5 outlines some Implementation ideas, recognising that DfE will have their own protocols and procedures for that

1.2 A Dynamic, Co-Designed System

This draft will invite experienced facilitators who run the pilot to modify, improve and adapt it . Rooted in systems design, the pack:

- Treats a Student Charter and any group agreement statement as evolving documents
- Encourages facilitators to refine tools through practice
- Fosters co-learning via shared experience and peer feedback

1.3 Grounding Methodology: Rights and Responsibilities

Drawing on earlier work at gdyer.org.uk, this programme frames dialogue as a social contract balancing freedom of expression with responsibility to listen, reflect and respond with care.

Conversation as Ethical Practice

Students learn that speaking up carries civic weight. The methodology encourages them to:

- Recognise the impact of their words
- Consider others' perspectives
- Engage in conversations that build rather than break
- Leverage collective intelligence for creative problem-solving
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Structured Freedom

By using formats such as circle dialogue, placemat protocols and values mapping, the programme ensures:

- Every voice is heard and respected
- Democratic participation is modelled
- Principles of inclusive dialogue are internalised

Emotional and Cognitive Safety

Embedding rights and responsibilities in each activity creates a safe space for exploration, with:

- Clear ground rules for participation
- Facilitator prompts to foster empathy and curiosity
- Reflection cycles for processing and reframing

Designing Conversation Rules

In a Western democracy scenario, groups might agree to:

- Display tolerance, patience and consideration
- Honour and respect each other
- Listen, understand, reflect and respond
- Avoid domination and offence
- Maintain emotional self-control
- Treat all ideas as valuable contributions but not necessarily used
- Ensure equal opportunity to participate

These rules can be adapted or co-designed by each group. Cultural contexts (e.g., Far East protocols) may require different or additional conventions.

1.4 From Debate to Design Conversation

Traditional debate often sets “I win, you lose.” Design conversation:

- Seeks common values for compromise and forward momentum
- Unlocks collective intelligence for problem-solving
- Uses questions like “What are we missing?” to guard against premature decisions

Debate and design conversation complement each other: debate sharpens argumentation; conversation ensures respect, inclusivity and ethical decision-making.

Next Steps

- Gather facilitator feedback after piloting the proposals to confirm style and tone of language, examples and any cultural notes.

The author asks those who act as facilitators in the pilot programme, with experience in Citizenship and Health are asked to review how well suggested the group activities and outcomes align with specific KS4 curriculum or assessment objectives or could be more strongly integrated.

FACILITATOR PACK FOR RESPECTFUL CONVERSATION & ETHICAL CITIZENSHIP

Audience: KS4, KS5, and Learning Community Settings

Purpose: To support facilitators in modelling, guiding, and assessing respectful conversation and ethical citizenship through structured dialogue, shared norms, and values-based learning.

SECTION 2: PURPOSE

2.1 Why This Pack Exists

This pack equips facilitators with practical tools to foster respectful conversation, ethical citizenship, and shared commitment in diverse learning environments. It supports:

- **Values-based dialogue** rooted in empathy, fairness, and inclusion
- **Collaborative learning** that honours both emotional and intellectual contributions
- **Structured facilitation** using branded resources aligned with curriculum goals
- **Assessment and reflection** across affective and cognitive domains

Whether used in classrooms, enrichment programmes, or educational learning community groups, this pack helps facilitators build spaces where every voice matters and shared responsibility is cultivated.

These guidelines support facilitators in observing, assessing, and encouraging respectful conversation and shared commitment. They align with both affective and cognitive domains and can be used across KS4, KS5, and community settings.

2.2 Learning Domains

Design conversation requires development of skills in two interlinked domains:

Domain	Focus
Affective	Empathy, emotional regulation, respect, group awareness
Cognitive	Clarity of expression, reasoning, active listening, constructive response

The framework scoring system below could be used to cover both domains – see specific suggestion in Section 2.3

Score	Descriptor
0	Not demonstrated or actively avoided
1	Emerging: minimal effort or inconsistent application
2	Developing: shows effort, but lacks consistency or depth
3	Proficient: consistently applies principles with growing confidence
4	Strong: demonstrates thoughtful sustained engagement
5	Exemplary: models respectful dialogue and supports others in doing so

Note: A simplified (0-3) scale could be used for quick classroom feedback

Competency	Indicators
Active Listening	Paraphrases, maintains eye contact, uses non-verbal clues to show engagement
Respectful Expression	Shares views clearly, avoids personal attacks, uses inclusive language
Empathy & Perspective-Taking	Acknowledges others' feelings/viewpoints, asks clarifying questions
Group Contribution	Supports quieter voices, promotes shared ownership of norms
Reflection & Self-Regulation	Recognises impact of own words, adjusts behaviour when needed

These domains are embedded throughout the pack — from the Student Charter to the scoring rubrics and reflection prompts.

2.3 Core Resources Included

- **Student Charter:** A values-based agreement outlining a template for rights and responsibilities in conversation.
- **Group Agreement:** A co-created set of norms for collaborative learning and respectful interaction
- **Facilitator Guidelines:** Scoring rubrics, observation tools, and implementation strategies
- **Session Activities:** Prompts, scenarios, and reflection tools for structured engagement
- **Editable Templates:** Word documents for printing, adapting, and distributing.

2.4 How to Use This Pack

Facilitators are encouraged to:

- Introduce the Charter and Agreement early in the programme
- Use the scoring guidelines to observe and encourage respectful behaviours
- Embed reflection and feedback into every session
- Adapt language and examples to suit KS4, KS5, or community contexts
- Model the values and competencies throughout facilitation

A framing and timings for a possible first session is at Section 5.

SECTION 3: USING THE STUDENT CHARTER & GROUP AGREEMENT

3.1 The Student Charter

The Student Charter is a branded, values-based document that outlines key principles for respectful conversation. It includes:

- **Rights:** To be heard, respected, and safe in dialogue
- **Responsibilities:** To listen actively, speak thoughtfully, and support group norms
- **Commitments:** To uphold shared values and reflect on personal growth

Here is a possible template for a Charter which could be adapted for purpose. It will take time to reach a level of agreement of style and tone and content. It may be more suitable for use at department or school level. In which case involve discussions at small group 6-8 participants initially (max 10). The next stage would be to cascade with representatives of each of the small groups to meeting to consider design of a composite.

KS4/KS5 Student Charter for Respectful Dialogue

Building a culture of thoughtful exchange, personal responsibility, and ethical citizenship

Purpose:

This charter outlines the principles and expectations that guide respectful dialogue in learning environments. It supports students in developing communication skills, emotional intelligence, and civic awareness.

Core Values:

- Intellectual curiosity and open-mindedness
- Respect for diverse viewpoints and lived experiences
- Integrity in speech and action
- Accountability for personal impact
- Commitment to inclusive and constructive dialogue

Rights in Dialogue:

You have the right to...
Be listened to without interruption
Share ideas without fear of ridicule
Ask questions and seek clarity
Disagree respectfully
Pause or opt out when needed

Responsibilities in Dialogue:

You are expected to...

- | Listen actively and empathetically |
- | Speak with honesty and care |
- | Reflect before responding |
- | Support a safe and inclusive space |
- | Own the impact of your words |

Student Commitment:

We Agree to Listen, Respect, and Speak Up — Together - to commit to upholding these principles in all classroom and group discussions.

Student Signature template: Commitment to Rights, Responsibilities, and Respectful Dialogue

NB: This invitation title to sign is formal. A more Youth-friendly and collaborative title would stop after ‘-Together’

Name	Year Group	Date	Signature




FACILITATORS SHOULD INTRODUCE THE CHARTER AS A LIVING DOCUMENT — ONE THAT STUDENTS REVISIT, REVISE, AND REFLECT ON THROUGHOUT THE PROGRAMME.

 **3.2 The Group Agreement**

The Group Agreement is co-created with students or participants. It translates the Charter into practical norms for the group, such as:

- “We listen without interrupting.”
- “We challenge ideas, not people.”
- “We take turns and make space for quieter voices.”
- “We reflect before we respond.”

 *Facilitators should guide the group in drafting, reviewing, and revising the Agreement. It can be displayed in the room or embedded in session materials.*

 **3.3 Facilitator Role**

Facilitators should:

- Model the behaviours outlined in the Charter and Agreement
- Refer to them during discussions, especially when tensions arise
- Use them as anchors for feedback, scoring, and reflection

- Encourage students to hold themselves and each other accountable

Affective Domain Scoring Matrix

Focus: Respect & Understanding

Scale: 1–5 (Emerging → Exemplary)


Use: Peer review, facilitator observation, self-assessment

Bloom Level	Descriptor	Score Range	Observable Behaviours
Receiving	Attends to others with basic awareness and openness	1–2	Listens quietly, makes eye contact, shows minimal engagement
Responding	Participates respectfully and acknowledges others' contributions	2–3	Offers affirmations, responds constructively, asks clarifying questions
Valuing	Demonstrates care, empathy, and commitment to respectful dialogue	3–4	Defends others' right to speak, shows emotional sensitivity, adapts tone and language
Organising	Integrates respect into group norms and personal decision-making	4–5	Mediates conflict, sets inclusive goals, encourages balanced participation
Characterising	Embodies respect and understanding as part of personal identity and leadership	5	Models respectful behaviour consistently, mentors peers, advocates for inclusive dialogue



Suggested Scoring Guide

Score	Level	Interpretation
1	Emerging	Beginning to show awareness; needs support to engage respectfully
2	Developing	Participates with guidance; shows basic respect in structured settings
3	Secure	Demonstrates empathy and respect in most interactions; beginning to self-regulate
4	Confident	Integrates respectful behaviour into group work; supports others' inclusion
5	Exemplary	Leads with respect; models understanding and emotional intelligence consistently

 **How to Use This**

- **Formative:** Use during group activities, circle dialogue, or peer feedback
- **Summative:** Apply to final presentations, ethical reasoning tasks, or student-led projects
- **Self-Assessment:** Invite students to reflect on their growth using the descriptors
- **Peer Review:** Use structured prompts like “I noticed you...” or “You helped us by...”

3.4 Transition to Assessment

Once the Charter and Agreement are introduced and embedded, facilitators can begin using the **Observation & Assessment Guidelines** (Section 3) to support deeper engagement and growth. These guidelines help translate values into observable competencies and provide a framework for feedback and reflection.

SECTION 4: OBSERVATION & ASSESSMENT GUIDELINES

*Section 4 for the Facilitator Pack, embeds the scoring guidelines for respectful conversation, ethical citizenship, and shared commitment. This version is tailored for KS4, KS5, and community settings, and is designed to follow the **Student Charter and Group Agreement** section, then leading to some **session-specific activities and reflection prompts**. You will have additional ideas of your own. Hopefully you will share these ideas with colleagues as a learning community. We will all co-learn from each other's experience.*

Purpose: To equip facilitators with a structured framework for observing, assessing, and encouraging respectful conversation and ethical citizenship, aligned with both affective and cognitive domains. The resource supports respectful conversation and collaborative learning by fostering shared agreements, mutual understanding, and ethical engagement. It empowers learners to explore diverse perspectives through structured dialogue, reflective practice, and the use of metaphor as a bridge across cultures and experiences.

4.1 Why This Matters

Respectful conversation and ethical citizenship are not just outcomes — they are ongoing practices. This section provides facilitators with tools to:

- Observe and encourage key behaviours during dialogue
- Assess student growth across emotional and cognitive domains
- Support shared commitment to group norms and values
- Embed values-based learning into session flow and reflection

These guidelines reinforce the principles outlined in the Student Charter and Group Agreement and prepare students for deeper engagement in the activities that follow.

4.2 Dual-Domain Framework

Domain	Focus
Affective	Empathy, emotional regulation, respect, group awareness
Cognitive	Clarity of expression. Reasoning, active listening, constructive response

Facilitators are encouraged to observe both domains in tandem. A scoring system is given below to guide feedback and reflection if you find it useful.

Core Cognitive Competencies

- Critical Thinking: Evaluating claims, identifying assumptions, and reasoning with evidence
- Ethical Reasoning: Applying values frameworks to dilemmas and decisions
- Transcultural Literacy: Recognising and interpreting diverse cultural references and metaphors
- Using metaphor and analogy to deepen understanding and transfer concepts
- Conceptual Transfer: Applying ideas across domains, contexts, and cultures

- Dialogue Navigation: Interpreting layered meanings and responding with clarity and sensitivity

Tabulated Rubric Dimensions for Cognitive Enhancements

Cognitive skill	Descriptor	Observable behaviours
Critical Thinking	Analyses ideas and arguments with clarity and logic	Evaluates evidence before forming conclusions Challenges ideas constructively Identifies assumptions and bias in texts or speech
Ethical Reasoning	Applies values and principles to dilemmas and decisions	Weighs consequences of actions Justifies decisions using ethical frameworks Recognises moral complexity in scenarios
Transcultural Literacy	Interprets and respects diverse cultural symbols and views	Recognises cultural references in stories or metaphors Explains meanings across cultural contexts Responds sensitively to unfamiliar viewpoints
Symbolic Thinking	Uses metaphor and analogy to deepen understanding	Selects metaphors to explain abstract ideas Interprets symbolic language in discussion Connects metaphors to lived experience or values
Conceptual Transfer	Applies learned concepts across domains and contexts	Uses prior knowledge in new situations Links ideas from different subjects or disciplines Adapts frameworks to unfamiliar challenges
Dialogue Navigation	Interprets layered meanings and responds with clarity	Clarifies ambiguous statements Responds thoughtfully to complex questions Builds on others' ideas with precision and care

Level	Descriptor
Emerging	Participates with support; limited reflection or norm awareness
Developing	Demonstrates empathy and respect inconsistently; beginning to uphold agreements
Proficient	Engages ethically; reflects on self and others; honours shared norms
Advanced	Models respectful dialogue; adapts behaviour to support inclusive, values-based practice

4.3 Scoring Scale (0–5)

Score	Description
0	Not demonstrated or actively avoided
1	Emerging: minimal or inconsistent application

2	Developing: shows effort but lacks consistency or depth
3	Proficient: constantly applies principles with growing confidence
4	Strong: demonstrates thoughtful, sustained engagement
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⊗ 4.4 Competency Criteria

Competency	Indicators
Active Listening	Paraphrases, maintains eye contact, uses non-verbal clues to show engagement
Respectful Expression	Shares views clearly, avoids personal attacks, uses inclusive language
Empathy & Perspective-taking	Acknowledges others' feelings/ viewpoint, asks clarifying questions
Group Contribution	Encourages quieter voices, supports shared ownership of norms
Reflection & Self-Regulation	Recognises impact of own words, adjusts behaviour when needed

⊗ Affective Domain Scoring Matrix

Focus: Respect & Understanding

Scale: 1–5 (Emerging → Exemplary)

Use: Peer review, facilitator observation, self-assessment

Bloom Level	Descriptor	Score Range	Observable Behaviours
Receiving	Attends to others with basic awareness and openness	1–2	Listens quietly, makes eye contact, shows minimal engagement
Responding	Participates respectfully and acknowledges others' contributions	2–3	Offers affirmations, responds constructively, asks clarifying questions
Valuing	Demonstrates care, empathy, and commitment to respectful dialogue	3–4	Defends others' right to speak, shows emotional sensitivity, adapts tone and language
Organising	Integrates respect into group norms and personal decision-making	4–5	Mediates conflict, sets inclusive goals, encourages balanced participation
Characterising	Embodies respect and understanding as part of personal identity and leadership	5	Models respectful behaviour consistently, mentors peers, advocates for inclusive dialogue

Suggested Scoring Guide

Score	Level	Interpretation
1	Emerging	Beginning to show awareness; needs support to engage respectfully
2	Developing	Participates with guidance; shows basic respect in structured settings
3	Secure	Demonstrates empathy and respect in most interactions; beginning to self-regulate
4	Confident	Integrates respectful behaviour into group work; supports others' inclusion
5	Exemplary	Leads with respect; models understanding and emotional intelligence consistently

How to Use This

- **Formative:** Use during group activities, circle dialogue, or peer feedback
- **Summative:** Apply to final presentations, ethical reasoning tasks, or student-led projects
- **Self-Assessment:** Invite students to reflect on their growth using the descriptors
- **Peer Review:** Use structured prompts like “I noticed you...” or “You helped us by...”

These criteria can be used for facilitator observation, peer feedback, or student self-assessment.

4.5 Implementation Guidance

During Sessions

- Observe behaviours during group discussions, debates, or collaborative tasks
- Use scoring informally to guide real-time feedback
- Highlight examples of strong practice to reinforce group norms

Post-Session Reflection

- Invite students to self-assess using the same criteria
- Use scores to guide follow-up conversations or revisions to the Group Agreement
- Encourage journaling or portfolio entries that reflect on growth

Peer Feedback

- Use the rubric for structured peer review after roleplay or dialogue activities
- Model constructive feedback language and tone

Facilitator Modelling

- Demonstrate empathy, respectful expression, and reflection throughout sessions

- Share personal examples of learning or growth to build trust

Moderation & Review

- For pilot programmes or curriculum review, consider anonymised moderation using the scoring framework?
- Use aggregated scores to evaluate group dynamics and learning outcomes?

4.6 Optional Tools & Extensions

- **Rubric Handout:** Create a printable version for students to use during peer feedback or self-assessment
- **Progress Tracking:** Embed scores into PSHE, Citizenship, or enrichment programme records?
- **Student Portfolios:** Encourage students to document their scores and reflections over time
- **Digital Adaptation:** Convert rubric into editable Google Forms or Word tables for *remote or hybrid learning?????*

4.7 Transition to Session Activities

This assessment framework is not a standalone tool — it is designed to the session-specific activities and reflection prompts that follow.

Facilitators could/should:

- Refer to observed competencies during activities
- Use scoring language to frame reflection questions
- Encourage students to revisit their Charter and Agreement considering their scores and feedback

SECTION 5: SESSION ACTIVITIES & PROMPTS

Purpose: To provide facilitators with structured, engaging activities that reinforce the Student Charter and Group Agreement through practice, reflection, and feedback.

5.1 Possible Outline for an introduction to Design Conversation

1. Welcome & Warm-Up (10 min)

- Brief intro from facilitator
- Icebreaker: “One word to describe a good conversation”

2. Mini Talk: Why Respectful Dialogue Matters (10 min)

- Share the vision of Talking Together
- Introduce Rights & Responsibilities framework
- Invite reflections: “What does respect look like in conversation?”

3. Activity: Listening Ladder (15 min)

- Present the ladder visual in affective domain
- Discuss levels of listening (e.g. ignoring → active listening)
- Small group: Share examples of each level

4. Scenario Discussion (15 min)

- Read Scenario Card 1
- Use guiding questions to spark group reflection
- Invite volunteers to share insights

5. Journal Prompt & Reflection (10 min)

- Distribute Conversation Journal page
- Ask participants to complete today’s entry
- Optional: Pair-share reflections

6. Closing Circle (5 min)

- One takeaway from today’s session
- Preview next module: e.g. *Building Empathy in Dialogue*

5.2 Statement of Commitment to agreed tasks and behaviours in an actual project

The Student Charter is a ‘strategic level’ document. For a particular joint project, demonstration of intended application of Charter *ideals and aspirations* should be created by the group as an agreed commitment statement. Here is a draft that a facilitator might offer to a group as they start discussions about allocation of tasks. The style and tone are youth -friendly and collaborative, and it

will be up the team to accept, adapt it, or generate their own document. The facilitator will need to check that it accords with the intention of the Student Charter.

Possible Statement of Commitment for a school project team

We, the members of Team X, recognise that success in our project will depend on how well we all work together. This means we will always talk to each other in a respectful, open, and honest way as we plan and work on our project together.


We will try hard to do our best with the jobs we have accepted and to meet the timescales that other team members depend on. We understand we can offer and accept help from others in the team. Sharing ideas often leads to improving first thoughts.


 **5.3 A later session when students have experience?**

 **Building Empathy in Dialogue**

 **Session Purpose**

To help students develop emotional literacy, perspective-taking, and respectful communication through structured dialogue activities.

 Duration: 60–75 minutes (adaptable for shorter or extended formats)

 **Materials Needed**

- Copies of the Student Charter when a draft is available
- Group Agreement template or poster
- Scenario cards (realistic dilemmas or social situations)- see Section 4.4
- Reflection sheets or journals
- Scoring rubric (Affective Domain Matrix)

 **Session Flow**

1. Welcome & Grounding (10 min)

- Brief check-in: “One word to describe how you’re arriving today.”
- Revisit the Student Charter: highlight *Rights*, *Responsibilities*, and *Commitments*.
- Introduce session focus: “Today we’ll explore how empathy strengthens respectful dialogue.”

2. Warm-Up Activity: Empathy Mapping (10 min)

- Present a fictional character or real-life scenario.
- Ask students to fill out:
 - What might this person be thinking?
 - What might they be feeling?

- What might they need?
- What might they fear?
- Debrief: How does understanding someone's inner world shift how we respond?

3. Core Activity: Scenario Dialogue (25 min)

- Divide into small groups (3–5 students).
- Each group receives a scenario card (e.g., peer disagreement, cultural misunderstanding, ethical dilemma).
- Task: Roleplay or discuss the scenario using the Group Agreement norms.
- Encourage use of prompts:
 - “Can you tell me more about how you're feeling?”
 - “What do you think is important to them?”
 - “What might we be missing?”

4. Reflection & Scoring (15 min)

- Use the Affective Domain Matrix to self-assess and peer-assess:
 - Receiving → Responding → Valuing → Organising → Characterising
- Prompts:
 - “What did you notice about your own listening?”
 - “How did empathy change the tone of the conversation?”
 - “What would you do differently next time?”

5. Closing Circle (5–10 min)

- Invite one insight or appreciation from each participant.
- Reaffirm the Charter as a living document.
- Optional: Invite students to revise one line of the Charter based on today's experience.

Learning Outcomes

- Students demonstrate active listening and emotional sensitivity.
- Students reflect on their own and others' perspectives.
- Students apply respectful dialogue principles in real-time.
- Students begin to internalise empathy as a civic skill.

5.4 Talking with Others: Scenario Cards

These scenario cards are designed to help learners practise respectful conversation in realistic, values-based situations. Each card presents a dilemma, disagreement, or moment of tension, and invites learners to respond using the principles outlined in the Charter and Agreement.

Facilitators can use these cards for roleplay, discussion, or written reflection. They are suitable for KS5, and can be adapted for group size, time available, and emotional readiness.

How to Use Scenario Cards

Step	Facilitator Action
Select a scenario	Choose one that aligns with current learning goals or group dynamics
Frame the activity	Remind learners of the Charter and Agreement principles before starting
Facilitate response	Invite learners to roleplay, discuss, or write their responses
Use scoring criteria	Observe and assess using the rubric from Section 3
Debrief and reflect	Ask learners to identify what worked, what was challenging, and what they'd change next time

5.5 Sample Scenario Cards

- 1. Disagreement in a Group Project**
Two students strongly disagree on how to present their findings. One feels unheard and frustrated. How can the group respond respectfully and move forward?
- 2. Exclusion in a Discussion**
A quieter student hasn't spoken during a heated debate. Others dominate the conversation. What can be done to include them without pressure?
- 3. Challenging a Harmful Comment**
Someone makes a joke that others find offensive. One student wants to challenge it but fears backlash. How can they speak up respectfully?
- 4. Changing Your Mind**
A student realises they were wrong in a previous discussion. How can they express this openly and model growth?
- 5. Handling Silence**
A group discussion falls flat — no one wants to speak first. How can the group break the silence and create a safe space to begin?

6. Balancing Passion and Respect

A student feels strongly about a topic and speaks with intensity. Others feel overwhelmed. How can passion be expressed without overpowering others?



 **Charter Principles in Practice**

Each scenario is mapped to one or more Charter principles. Facilitators should highlight these during debrief:

Scenario	Linked Charter Principle(s)
Disagreement in a Group Project	"We speak with care, especially when we disagree."
Exclusion in a Discussion	"We make space for every voice."
Challenging a Harmful Comment	"We take responsibility for the impact of our words."
Changing Your Mind	"We learn from feedback and grow together."
Handling Silence	"We create safety through shared responsibility."
Balancing Passion and Respect	"We listen to understand, not just to reply."

 **5.6 Journal Prompts**

Here's a basic first draft page for the **Conversation Journal Prompts**, designed to encourage thoughtful reflection and build respectful dialogue habits.

  Daily Prompts (Use after a conversation or group activity)

1. **What was the topic of today's conversation?**
(Brief summary in your own words)
2. **How did you feel during the conversation?**
(Circle all that apply: calm, nervous, curious, frustrated, confident, confused, other)
3. **Did you listen more or speak more today? Why?**
(Reflect on your balance and intention)
4. **What's one thing someone said that made you think differently?**
(Quote or paraphrase it)
5. **Did you feel respected? Did you show respect?**
(Give examples)
6. **What would you do differently next time?**
(Be honest and constructive)

 Weekly Reflection

- **What conversation this week stood out most to you? Why?**
- **Have your views changed on any topic? How so?**

- **What skills are you improving (e.g. listening, asking questions, staying calm)?**
- **Who do you admire for how they communicate? What can you learn from them?**

◆ Goal Setting (next time)

“Next time, I want to focus on...”

(Choose one: *listening deeply, asking thoughtful questions, staying open-minded, managing emotions, building trust*)

5.7 The importance of transcultural metaphor in communication

Use of linguistically and culturally appropriate metaphor is very important in joint projects where the aim is to sustain conversation and draw on maximum collective intelligence. The challenge is emphasised within the range of diversity of ethnicity found in any UK school

- Include **metaphor prompts** in activities (e.g. “What metaphor best describes your role in this group?”)
- Use **transcultural stories or symbols** to spark discussion and reflection, say, on occasions when metaphors do not travel across cultures and communication is lost between e.g.:
 - academic disciplines,
 - public and professional areas (doctor and legal language – concept of knowledge being power)
 - company departments
 - young and old
 - ethnic groups and cultures
- Frame **shared agreements** as co-authored charters, with space for metaphorical language (e.g. “We are bridges, not barriers”)
- Our aim must be to search for transcultural metaphors

Our aim must be to search for transcultural metaphors. A reflection from me. How can we in the education sector find more transcultural examples to teach theory. e.g., instead of presenting the problem “Find the volume of a frustum of a cone using integral calculus” - reframe it as how to “Find the capacity of a conical beer glass”. This will back fun and enthusiasm to learning.

5.8 Adaptations to commitment statements to the project team and to KS5

To fully experience a design conversation as a process the project team should develop their own documents reflecting their values, vision and statement of commitment to this project. This new project scenario is a wonderful opportunity is taken to explore more sophisticated documentation for an adult group to express their values it would be informed by a wide range of expert past experiences. This would be more valuable and appropriate than have a Team Charter analogous to the Student Charter proposed for KS4. I would hope the team would explore the methodology outlined in *Safeguarding our future: Systems thinking framework for action post Covid-19* (pp 89-121) to derive their documents. The templates there introduce concepts of a:

- *Declaration of Interdependence* and

- *Bill of Rights and Responsibilities* might

as alternatives to a Charter.

Assuming the Team do try these templates they would be better placed to judge whether adaptation of the KS4 methodology to KS5 should just require higher- level competencies, or whether some element the process of the adult version should test with KS5 students, who are on the border of adulthood.