

Handouts – Different Views, Shared Respect: The LACE Dialogue

These handouts form part of the method package. Schools may translate and adapt the prompts while preserving human dignity, evidence awareness, accessible participation, safeguarding and the distinction between disagreement and harmful speech.

Handout 1 – LACE Dialogue Card

Use LACE when another person expresses a view that differs from yours. The routine helps you understand first and respond second. It does not require agreement or consensus.

Stage	What to do	Useful language
L – LISTEN	Attend to the main point, reason and concern. Stop preparing your reply. Notice your reaction and pause if needed.	"I will listen first." / "I need a moment before I respond."
A – ASK	Ask one genuine question to understand—not to trap, expose or win.	"What leads you to that view?" / "What matters most to you here?" / "What evidence or example supports that?"
C – CHECK	Paraphrase neutrally and ask whether your understanding is accurate. Accept correction.	"Have I understood correctly that you think ... because ...?" / "The main concern I heard is ... Is that right?"
E – EXPLAIN	State your view, uncertainty or boundary with reasons. Address the idea, not the person. Name shared ground and remaining difference.	"I see it differently because ..." / "I agree with ... but not ..." / "We share concern about ...; we differ about ..."

The respect check

- Am I responding to the idea or attacking the person?
- Have I understood the view accurately before challenging it?
- Can I give a reason, example or source rather than only a reaction?
- Am I using a question to understand, or disguising an accusation as a question?
- Could the other person leave this exchange with their dignity intact?
- Does the comment involve a threat, humiliation, stereotype or discriminatory message that needs adult action?

Reset and repair phrases

- "Let me try that again without the label."
- "I reacted quickly. What I mean is ..."
- "I do not think I summarised you accurately. Could you correct me?"
- "I need a short pause before continuing."
- "We may not agree, but I understand that your main reason is ..."
- "That comment feels personal. Can we return to the idea?"
- "This needs a facilitator/adult because it concerns safety or discrimination."

A student may use LACE in writing, through assistive communication or after pair rehearsal. Respectful dialogue is not limited to fast spoken responses.