

Handout 3 – Practice Prompts, Roles and Observer Checklist

Use low stakes prompts during the initial session.

Assigned viewpoints may be used for skills practice, but students should never be assigned a position that denies rights, dignity, safety or inclusion.

Low-stakes practice prompts

- School should begin later in the morning.
- Students should be able to choose between individual and group work whenever possible.
- Homework should be optional when students can demonstrate learning in another way.
- Mobile phones should be permitted during school breaks.
- School uniforms make school life fairer and simpler.
- Every class should include a short movement or quiet break.
- Group project roles should be assigned by the teacher rather than chosen by students.
- Peer feedback is more useful when it is written rather than spoken.

Dialogue roles

Role	Responsibility
Speaker A	Explains one view and one reason/example. Corrects the summary if needed without mocking the listener.
Speaker B	Uses Ask and Check before explaining a different, uncertain or more nuanced view.
Observer/process keeper	Uses the checklist; watches time; pauses interruption or personal attack; gives behavioural feedback.
Recorder (groups of four)	Captures views, reasons, shared concerns, differences and questions without ranking people or opinions.

Observer checklist

Check	What to observe	Evidence/repair
LISTEN	The listener did not interrupt and attended to the main point and reason.	
ASK	At least one question was genuinely curious and did not contain an accusation.	

Check	What to observe	Evidence/repair
CHECK	The other view was paraphrased neutrally and the speaker could correct it.	
EXPLAIN	The response included a reason, example, evidence or honest uncertainty.	
IDEA/PERSON	The response addressed the idea rather than labelling or judging the person; tone, facial expression and humour did not undermine the words.	
COMMON GROUND	A shared concern, value or fact was identified where possible.	
DIFFERENCE	The remaining disagreement was stated clearly without pressure to agree.	
EVIDENCE	A factual claim needing verification was identified rather than argued indefinitely.	
BOUNDARY	The observer/facilitator paused behaviour that was demeaning, discriminatory, threatening or unsafe.	

Perspective Exchange Record

Prompt/topic	
View 1 and main reason/evidence	
View 2 and main reason/evidence	
Shared concern, value or fact	
Difference that remains	

Question/evidence still needed	
Boundary, fact-check or adult follow-up required?	