

Talk about it

SECTION

5

Should zoos be banned?

Objective: To understand different ways to take the lead and support others in groups.

What you need: Copies of the two double-page spreads that show Hannah at the zoo, photocopiable page 22, large sheet of paper for each group with the discussion topic at the top and two columns labelled 'No, because...' and 'Yes, because...'

What to do

- Re-read the pages about Hannah's visit to the zoo. Organise the children in groups of four, distribute the photocopiable sheet and assign each member of the group a different discussion role.
- Introduce the discussion topic, 'Should zoos be banned?'
- Ask the groups to discuss the topic, letting the note maker record their ideas on their sheet.
- Gather the class and ask each reporter to feed

back on the discussion.

- Summarise the main points and extend children's thinking using dialogic techniques. Model language, such as *I don't agree with... because...*
- After further discussion, take a vote on whether zoos should be banned.
- Ask the observers who spoke well in each group. What could the groups do better next time?
- Follow up by reading Anthony Browne's *Zoo*. Ask: *Do you think Anthony Browne likes zoos?*

Differentiation

For older/more confident learners: The children will not need to be assigned discussion roles if they have experience of self-managed discussion.

For younger/less confident learners: Let the children use prompt cards to aid the discussion.

Chat show

Objective: To respond appropriately to the contributions of others in the light of alternative viewpoints.

What you need: Copies of *Gorilla*.

What to do

- Talk about what a chat show is and view a short extract if possible.
- Explain that the class will be exploring the story from three different points of view, by improvising a chat show.
- Briefly revise different types of questions highlighting the differences between open and closed questions.
- In groups of four, ask the children to write a list of questions that they would like to ask each character. For example, they might ask Hannah's father: *Why were you always so busy when Hannah wanted you to take her to the zoo?* They might ask

the gorilla: *What made you visit Hannah on the night before her birthday?*

- Let the children improvise a chat show, playing the following roles: TV presenter, Gorilla, Hannah, Hannah's father.
- Gather the class, view one or two of the improvisations and discuss any issues that arise.
- As a final reflection, ask: *How did the drama aid our understanding of the characters in this story?*

Differentiation

For older/more confident learners: Organise the children to work in mixed-ability groups, so more confident children can give support to others in the group.

For younger/less confident learners: Organise the children to work in mixed-ability groups, so less confident children can gain support from others in the group.

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