

This is a summary of an aspect of Julia Ipgrave’s teaching using the dialogical approach (from *Signposts*, p. 43).

Children were encouraged:

- ▶ to be reflective about their contributions and to justify their own opinions (What are your reasons for thinking that?);**
- ▶ to consider how they arrived at their conclusions (How did you reach that answer?);**
- ▶ to recognise the possibility of alternative viewpoints (Can you think of reasons why some people would not agree with what you have said?);**
- ▶ to be open to the arguments of others (Do you think X has a point here?)**

Role-play was used to help children to engage with different points of view. In this, children (as individuals or in groups) had to argue a case from the point of view of a particular interest group. For example, 9-year-olds took on the roles of conservationist, tourist, government official and bereaved father in discussing whether a man-eating tiger should be hunted and killed. Such activity helps children to identify values from their own background which may not be identical to – but may nevertheless overlap significantly with – the values of other children, and with conventionally expressed human rights values.

