LESSON MAKER PRO

Perspectives in Play

Use examples and responses to think through a shared question.

GRADE 10 · 10.CL.11

10.CL.11 "Participate in collaborative discussions involving multiple perspectives, responding and contributing with relevant evidence and commentary."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Listen long enough to understand a point before responding.
2. Use specific experiences or realistic examples as evidence.
3. Explain how your example or response connects to the question.
4. You may agree, leave a question open, or keep your view. Do not invent a disagreement.

HOW TO PLAY Teams of 3 or 4

1. Agree on a 10-minute end time. Pick one TOPIC card and read its question aloud.
2. Each player takes one ROLE card. With three players, take the first three roles and share the fourth role's job.
3. Shuffle two printed sets of the eight MOVE cards. Deal four cards to each player.
4. Discuss the question. When you genuinely use a card's starter, finish the sentence aloud and play the card to the middle.
5. Stop at the agreed time, even if cards remain. Then check the reflection statements that are true for you.

AFTER THE ROUND Check what you did

- [ ] I considered a perspective besides my own.
- [ ] I used an example as evidence and explained why it mattered.
- [ ] I responded to someone else's point with a reason or question.
- [ ] I can describe what the group agreed on, what remains open, or why my view stayed the same.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Group Work Credit

How should a group project show what each person contributed, including work others may not notice? Use examples you know and consider more than one perspective.

TOPIC

Lunch Space Choices

How could a school make lunch spaces work for students who want to socialize and students who want quiet? Use experiences or realistic examples.

TOPIC

Class Chat Rules

What rules would make a class group chat useful and fair to students who check messages at different times? Use experiences or realistic examples.

ROLE CARDS · one per player

ROLE

View Scout

Notice which perspectives the group has considered and invite others without assuming they disagree.

ROLE

Example Spotter

Ask for specific examples and how they connect to the question.

ROLE

Link Maker

Invite players to respond to an earlier point and explain why their response matters.

ROLE

Wrap Guide

Help the group name its agreements, open questions, or reasons a view stayed the same.

MOVE CARDS · deal 4 to each player

MOVE CARD

NAME PERSPECTIVE

"From the perspective of ____ ."

MOVE CARD

CONSIDER PERSPECTIVE

"Another perspective worth considering is ____."

MOVE CARD

OFFER EXAMPLE

"A specific example from my experience is ____."

MOVE CARD

ADD DETAIL

"A detail from a situation I've seen is ____."

MOVE CARD

BUILD RESPONSE

"Building on what you said, ____."

MOVE CARD

TEST POINT

"Your point makes me wonder whether ____."

MOVE CARD

SUM UP

"So far, I hear ____."

MOVE CARD

STATE VIEW

"After hearing the examples, my view is ____."

Cards last longer on thick paper.

Perspectives in Play

RUNNING THE ROUNDS

For another round, rotate roles and reshuffle both printed sets of MOVE cards before dealing again. If a few students dominate, invite quieter students to offer an example or respond, but stop at the agreed time and do not require every card to be played.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	From the perspective of someone who organizes tasks, a shared grade might hide work that classmates never see.
Eli	A specific example from my experience is a project where one person gathered sources while another made the slides.
Noah	Building on what you said, a short task log could show both kinds of work because it would make each contribution visible.
Iris	Another perspective worth considering is that some students might worry a task log could turn group work into a contest.
Maya	So far, I hear support for showing each person's work, but we have not agreed on whether a task log is the best way.

LISTEN FOR

- Specific examples connected to the topic question
- Responses that refer to and develop another speaker's point
- Multiple perspectives considered without invented disagreement
- Accurate summaries of agreement, open questions, or unchanged views

There are no right answers to the topic cards. Score the moves students make, not their opinions.