LESSON MAKER PRO

Ideas in Motion

Use cards to connect, question, and clarify ideas.

GRADE 12 · 12.CL.14

12.CL.14 "Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Listen to understand before you respond.
2. Challenge ideas respectfully, not people.
3. Play a card only when its starter fits what you mean.
4. Agreement, disagreement, and an unchanged view are all valid outcomes.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card for your group of three or four.
2. Take one ROLE card each. With three players, place the fourth role in the middle and share its job.
3. Shuffle two copies of the eight MOVE cards. Deal four cards to each player.
4. Agree on an end time eight minutes away. Discuss the topic, and play a MOVE card to the middle when you genuinely use its starter.
5. Stop at the agreed time. Leave unused cards unplayed, then check the reflection statements that are true for you.

AFTER THE ROUND Check what you did

- [ ] I shared a view and gave a reason.
- [ ] I built on or connected my point to someone else's idea.
- [ ] I asked a respectful question to understand an idea better.
- [ ] I described our views accurately, whether or not mine changed.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Phones in Class

When, if ever, should students use phones during class, and what reasons support your approach?

TOPIC

Group Project Credit

How should a group decide what is fair when members contribute different amounts to a project?

TOPIC

Choosing Work Formats

How should a class decide whether a major project is done alone or in groups?

ROLE CARDS · one per player

ROLE

View Opener

Invite each person to share a view without assuming everyone must have a different one.

ROLE

Link Finder

Notice when someone can connect a new point to an idea already shared.

ROLE

Question Scout

Watch for a point that a sincere question could help the group understand.

ROLE

Thread Keeper

Track where views align, differ, or remain open without pushing for agreement.

MOVE CARDS · deal 4 to each player

MOVE CARD

STATE A VIEW

"I think ____ because ____."

MOVE CARD

OFFER AN OPTION

"One option is ____ because ____."

MOVE CARD

BUILD A POINT

"Building on ____'s point about ____, I would add ____."

MOVE CARD

MAKE A CONNECTION

"That connects to ____'s idea because ____."

MOVE CARD

ASK FOR CLARITY

"____, what would count as ____?"

MOVE CARD

EXPLORE A REASON

"Could you say more about ____, especially ____?"

MOVE CARD

TRACE THE DISCUSSION

"What I hear us saying is ____; what remains open, if anything, is ____."

MOVE CARD

REFLECT ON VIEWS

"After hearing ____, my view is ____ because ____."

Cards last longer on thick paper.

Ideas in Motion

RUNNING THE ROUNDS

Run another eight-minute round with a new topic and rotated roles if time allows; each group needs two copies of the eight MOVE cards per round. If participation is uneven, invite a quieter student to enter with a question or connection, but do not require every student to play every card.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I think phones should be put away during direct instruction because notifications break my focus.
Leo	Building on Maya's point about focus, I would add that phones could be used during planned research time.
Nia	Leo, what would count as planned research time?
Leo	One option is a teacher-set time to check sources because it gives the phone use a clear purpose.
Maya	What I hear us saying is that Leo and I both want focused instruction; what remains open, if anything, is whether phones should be allowed for research.

LISTEN FOR

- Students state their own views with reasons.
- Students name a peer's idea before extending or connecting to it.
- Questions seek clarification rather than trap or dismiss a speaker.
- Summaries represent agreement and open questions without inventing disagreement.

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