LESSON MAKER PRO

Public Talk Toolkit

Practice moves that make discussion of current issues more useful.

HIGH SCHOOL · SS24.CWI.11

SS24.CWI.11 "Identify and describe strategies that facilitate public discussion on current events."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Listen without interrupting.
2. Speak from your experience, and say when a claim needs checking.
3. Play a card only when its starter fits the discussion.
4. Do not invent disagreement or change your view to use a card.

HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four and choose one TOPIC card.
2. Give each player one ROLE card. With three players, all three share the fourth role's job.
3. Make two copies of the eight MOVE cards. Shuffle and deal four to each player. Set extra cards aside.
4. Agree on an end time eight minutes from now. Discuss the topic and play each MOVE card to the middle when you genuinely use its starter.
5. Stop at the agreed time, even if cards remain. Check the reflection statements that fit what you did.

AFTER THE ROUND Check what you did

- [ ] I asked for evidence or a way to check a claim.
- [ ] I made room for someone else's view.
- [ ] I checked what someone meant before responding.
- [ ] I could describe where our views stood without forcing agreement or a change of mind.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

School Phone Limits

As schools debate phone limits, what should a fair class-time rule consider?

TOPIC

AI Homework Rules

As schools debate AI use for homework, what should a fair rule allow, and what still needs checking?

TOPIC

School Start Times

As communities debate later school start times, whose needs should be considered?

ROLE CARDS · one per player

ROLE

Claim Checker

Notice claims that need evidence, and ask how the group could check them.

ROLE

Voice Scout

Notice who has not had a chance to speak, and invite their view.

ROLE

Meaning Maker

Ask what unclear words mean and check that you understand other players' ideas.

ROLE

View Mapper

Track where views match, differ, or remain unknown without assuming anyone has changed their mind.

MOVE CARDS · deal 4 to each player

MOVE CARD

CHECK EVIDENCE

"What have we actually seen that supports ____?"

MOVE CARD

CHECK EVIDENCE

"Before we treat ____ as fact, where could we check it?"

MOVE CARD

INVITE VIEW

"____, how do you see this issue?"

MOVE CARD

INVITE VIEW

"We haven't heard from ____ yet. What do you think?"

MOVE CARD

CLARIFY MEANING

"When you say ____, what do you mean?"

MOVE CARD

CLARIFY MEANING

"Am I hearing you right that ____?"

MOVE CARD

SET FOCUS

"Can we focus on ____ before we move to another point?"

MOVE CARD

MAP VIEWS

"Where we stand now is ____."

Cards last longer on thick paper.

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RUNNING THE ROUNDS

Run eight-minute rounds, then switch topics and roles for another round if time allows. If participation is uneven, prompt students to invite quieter players in, but do not require anyone to play every card, disagree, compromise, or change a position.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I support putting phones away during lessons because notifications have distracted me while I work.
Leo	When you say putting phones away, what do you mean?
Maya	I mean keeping them in bags during lessons unless a teacher asks us to use them.
Nia	What have we actually seen that supports putting phones away during lessons?
Leo	Where we stand now is that Maya still supports the rule based on her experience, and we need more evidence before making a claim about all students.

LISTEN FOR

- Questions that distinguish personal experience from a claim about everyone
- Invitations that give quieter players room to speak
- Clarifying questions before players respond to an idea
- Accurate summaries of agreement, different views, or unanswered questions

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