

Talk It Forward

Build ideas, test claims, and reach a reasoned response.

HIGH SCHOOL • SL.11-12.1

CCSS.ELA-Literacy.SL.11-12.1 "Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Respond to ideas, not people.

2 Use each card in a real response.

3 Make room for every voice.

4 Disagree with reasons and questions.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic Card and read the question aloud.
2. Take different Role Cards. Leave one role aside in a group of three.
3. Shuffle two copies of the Move Cards and deal four cards to each player.
4. Take turns responding to the topic. When you genuinely use a card's starter, place that card in the middle.
5. When every dealt card is played, state the group's strongest recommendation and one reason for it.

AFTER THE ROUND Check what you did

☐ I stated my own claim clearly and gave a reason.

☐ I built on another speaker's idea.

☐ I asked a question that clarified an idea.

☐ I helped the group consider more than one viewpoint.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone-Free Focus What phone policy should your school use during class, and why?	AI and Authors How should students be allowed to use AI tools in writing classes, and why?	Required Service Should graduation require a set number of community service hours? Explain your group's recommendation.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Bridge Builder Listen for related ideas and point out at least one connection between them.	Question Scout Ask follow-up questions when an idea is unclear or unsupported.	Balance Captain Notice who has not spoken and invite that person into the discussion.	Focus Keeper Keep the group answering the topic question and help state the final recommendation.

MOVE CARDS · deal 4 to each player

MOVE CARD STATE A CLAIM “My claim is that ____ because ____.”	MOVE CARD STATE A CLAIM “I recommend ____ because it would ____.”	MOVE CARD BUILD ON “I want to build on ____'s idea by adding ____.”	MOVE CARD BUILD ON “That idea connects to ____ because ____.”
MOVE CARD CLARIFY MEANING “When you say ____, do you mean ____?”	MOVE CARD CLARIFY MEANING “Can you explain how ____ would work?”	MOVE CARD EVALUATE IDEAS “I see it differently because ____.”	MOVE CARD EVALUATE IDEAS “What evidence or experience supports ____?”

Print one card sheet per team. Cards last longer on thick paper.

RUNNING THE ROUNDS

Print two copies of the Move Card deck for each group, deal four cards per player, and leave extras face down in groups of three. Run each topic as a separate round, rotating roles before the next round. If participation is uneven, require a frequent speaker to wait for two peers, and have the Balance Captain invite a quieter student with a specific question.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	My claim is that phones should be put away during direct instruction because notifications interrupt concentration.
Jordan	I want to build on Maya's idea by adding that students could use phones only when a teacher asks them to.
Luis	When you say put away, do you mean in backpacks or in a storage pocket?
Nia	I see it differently because students may need to check phones for an urgent family message.
Maya	I recommend storage pockets during direct instruction because it would limit distractions while leaving phones available for emergencies.

LISTEN FOR

- Names a peer's idea before extending or responding to it
- Asks a specific question to clarify meaning or practical details
- States a claim with a clear reason, example, or experience
- Revises or strengthens a recommendation after considering another viewpoint

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