

# Deadline Deck

*Talk, decide, assign, and finish the plan.*

**GRADE 8 • SL.8.1b**

**CCSS.ELA-Literacy.SL.8.1b** "Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## OUR GROUND RULES Read together first

**1** Speak one at a time.

**2** Use respectful words and tones.

**3** Stay focused on the topic.

**4** Help the group name roles and deadlines.

## HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4, choose one Topic Card, and read the task aloud.
2. Each player takes a different Role Card. Use two sets of Move Cards, then deal 4 cards to each player.
3. Discuss the task and do your role job while working toward one clear group plan.
4. When you genuinely use a Move Card starter, finish the sentence and place that card in the middle.
5. End the round when every dealt card is in the middle. Check the reflection statements together.

## AFTER THE ROUND Check what you did

☐ I used a respectful discussion move.

☐ I helped name a group goal or decision.

☐ I accepted or helped assign a job and deadline.

☐ I tracked what was finished and what was next.


**TOPIC CARDS** · pick one per round

| TOPIC                                                                                                                                                                           | TOPIC                                                                                                                                                     | TOPIC                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rainy Recess</b><br>Design a 20-minute screen-free activity for indoor recess. Decide the activity, its steps, who will prepare each step, and when each step will be ready. | <b>New Student</b><br>Create a three-step plan to welcome a new student on their first day. Decide who will do each step and set a deadline for each job. | <b>Quiz Routine</b><br>Plan a 15-minute study routine students could use before a quiz. Decide the activities, assign each planning job, and set deadlines for completing the plan. |

**ROLE CARDS** · one per player

| ROLE                                                                                               | ROLE                                                                                                | ROLE                                                                                 | ROLE                                                                                                            |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Goal Guide</b><br>Watch the topic requirements and help the group state a clear final decision. | <b>Time Tracker</b><br>Keep track of discussion time and ask the group to name realistic deadlines. | <b>Task Mapper</b><br>Write down each job, the person responsible, and the deadline. | <b>Voice Coach</b><br>Invite quieter group members to share and help the group use respectful discussion rules. |

**MOVE CARDS** · deal 4 to each player

| MOVE CARD                                                           | MOVE CARD                                                                | MOVE CARD                                                                    | MOVE CARD                                                          |
|---------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <b>SET GOAL</b><br>“To finish this task, our group needs to ____.”  | <b>SET GOAL</b><br>“Our final plan should include ____.”                 | <b>MAKE DECISION</b><br>“I suggest we choose ____ because ____.”             | <b>MAKE DECISION</b><br>“Can we decide on ____ so we can move on?” |
| MOVE CARD                                                           | MOVE CARD                                                                | MOVE CARD                                                                    | MOVE CARD                                                          |
| <b>CHOOSE ROLE</b><br>“I can take responsibility for ____ by ____.” | <b>CHOOSE ROLE</b><br>“Who can handle ____, and when can you finish it?” | <b>TRACK PROGRESS</b><br>“We have finished ____, and we still need to ____.” | <b>TRACK PROGRESS</b><br>“Our deadline for ____ is ____.”          |

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

**RUNNING THE ROUNDS**

Print two copies of the Move Cards so a group of four can receive four cards each. For groups of three, set the unused cards aside and end when all dealt cards have been played. If one student dominates, the Voice Coach pauses the discussion and asks a quieter member to use a card before the group continues.

**WHAT A STRONG ROUND SOUNDS LIKE**

|               |                                                                                                                                   |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>Maya</b>   | To finish this task, our group needs to create three welcome steps, assign each job, and set deadlines.                           |
| <b>Jordan</b> | I suggest we choose a welcome note, a classroom tour, and a lunch buddy because each step can help the new student feel included. |
| <b>Sofia</b>  | I can take responsibility for the welcome note by Friday.                                                                         |
| <b>Eli</b>    | Who can handle the classroom tour, and when can you finish it?                                                                    |
| <b>Maya</b>   | We have finished choosing our three steps, and we still need to assign the lunch buddy by Friday.                                 |

**LISTEN FOR**

- A student states a specific goal before the group begins planning.
- Students give reasons before making a group decision.
- Students name a person and a realistic deadline for each job.
- Students summarize completed work and identify the next task.

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