

Talk It Forward

Use discussion moves to build a stronger group idea.

HIGH SCHOOL • SL.9-10.1

CCSS.ELA-Literacy.SL.9-10.1 "Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Use a card only after you say its starter naturally.

2 Respond to ideas, not people, when you disagree.

3 Give a reason, example, or question that moves the talk forward.

4 Leave space for every group member to speak.

HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4. Choose one TOPIC card.
2. Take one ROLE card each. Use two full MOVE-card sets, then deal four MOVE cards to each player.
3. Discuss the topic while doing the job on your ROLE card.
4. When you genuinely use a MOVE-card starter, place that card in the middle and respond to an idea already shared.
5. End when every dealt MOVE card is in the middle. Then check the reflection statements.

AFTER THE ROUND Check what you did

☐ I built on or questioned a classmate's idea respectfully.

☐ I explained my own view with a clear reason.

☐ I asked for clarification or support when an idea was unclear.

☐ I helped include classmates and respond to the group's ideas.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone-Free Lunch Decide whether the school should offer a phone-free lunch area, then propose conditions that respect different students.	AI Writing Rules Propose fair school rules for using AI tools on writing assignments.	Later Start Times Take a position on later high school start times and explain which groups could be helped or challenged.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Bridge Builder Notice related ideas and point out how the group can connect them.	Question Scout Listen for unclear claims and ask the group to explain what it means or why it matters.	Voice Keeper Notice who has not spoken and invite that person into the discussion.	Decision Mapper Track the group's strongest reasons and summarize choices when the group gets stuck.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
BUILD ON "I want to build on ____ because ____."	BUILD ON "That connects to ____, since ____."	CLARIFY MEANING "When you say ____, do you mean ____?"	CLARIFY MEANING "Can you explain what you mean by ____?"
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
STATE REASON "I think ____ because ____."	STATE REASON "My view is ____ because ____."	ASK SUPPORT "What makes you think ____?"	INVITE VOICE "I want to hear what ____ thinks about ____."

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

RUNNING THE ROUNDS

Print two copies of the MOVE cards for each group. Start each round by assigning roles and dealing four cards per student, then listen for students to connect, clarify, support, and invite ideas rather than simply taking turns. If participation is uneven, pause the group, have the Voice Keeper invite a quieter member, and ask frequent speakers to use a card that builds on another person's idea.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I think the school should offer a phone-free lunch area because some students want a place to talk without notifications.
Noah	When you say phone-free, do you mean a separate area or the whole cafeteria?
Maya	My view is that it should be a separate area because students should still be able to use phones elsewhere.
Lena	I want to build on Maya's idea because choice could make the rule fair for students who need their phones at lunch.
Omar	I want to hear what Noah thinks about how students could choose the area.

LISTEN FOR

- Specific connections between one speaker's idea and another's
- Clarifying questions that accurately name an unclear claim
- Clear claims followed by reasons or relevant examples
- Invitations that bring quieter group members into the conversation

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