

Decision Deck

Build rules, roles, and a clear group decision.

HIGH SCHOOL • SL.9-10.1b

CCSS.ELA-Literacy.SL.9-10.1b "Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak one at a time and respond to ideas, not people.

2 Use a MOVE card only after you say its starter naturally.

3 Keep your ROLE job active during the whole round.

4 Do not end until your group states a decision and deadline.

HOW TO PLAY Teams of 3 or 4

1. Draw a TOPIC card and read the task together.
2. Take one ROLE card each and say what you will watch for.
3. Print two copies of the MOVE cards and deal four cards to each player.
4. Talk through the task. When you genuinely use a card's starter, place it in the middle.
5. When every dealt card is in the middle, state your final decision, roles, and deadline.

AFTER THE ROUND Check what you did

☐ I helped set a clear goal and deadline.

☐ I helped name rules for our discussion.

☐ I considered an alternate view before deciding.

☐ I used consensus or a vote and stated our final decision.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Study Corner Plan Create exactly three rules for a shared after-school study corner. Set two rules for your planning discussion, consider an alternate view, choose informal consensus or a vote, assign needed jobs, and set a Friday deadline.	Phone Policy Choice Decide whether phones should be face down or put away during group work. Set two discussion rules, consider an alternate view, choose informal consensus or a vote, assign needed jobs, and set a deadline for writing a class proposal.	Lunchtime Booth Plan Choose one activity booth your class could run at lunch. Set two planning-discussion rules, consider an alternate view, choose informal consensus or a vote, assign needed jobs, and set a deadline for sharing the plan.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Goal Guard Keep the group focused on the task, the final product, and the deadline.	Norm Spotter Listen for clear discussion rules and ask the group to name any missing rule.	Choice Checker Make sure the group hears an alternate view and clearly chooses consensus or a vote.	Voice Mixer Notice who has not spoken and invite that person to share an idea.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
SET GOAL “By the end of this round, we need to decide ____.”	SET DEADLINE “We need to finish ____ by ____.”	SUGGEST RULE “A rule that would help us is ____.”	SUGGEST RULE “A rule that would help us is ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
OFFER ALTERNATIVE “Another option is ____.”	CHOOSE METHOD “To make this decision, I suggest we ____.”	CHOOSE METHOD “To make this decision, I suggest we ____.”	CONFIRM DECISION “I can confirm that we all agree to ____.”

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, deal four to each player, and set extra cards aside for three-player groups. During the final statement, listen for the topic's required product, a decision method and outcome, needed roles, and a deadline. If one student dominates, have the Voice Mixer pause the talk until each player uses a card, then restart with the quietest student.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	By the end of this round, we need to decide our study-corner rules and planning process.
Jalen	A rule that would help us is no interruptions, and a second rule is asking questions before disagreeing.
Sofia	Another option is a completely silent study corner, but I prefer phones on silent, quiet voices, and supplies returned to the shelf.
Eli	To make this decision, I suggest we use informal consensus, have Jalen manage supplies, Sofia make signs, Mia share the plan, I set up the room, and finish by Friday.
Mia	I can confirm that we all agree to use informal consensus, use no interruptions and questions before disagreeing in our planning talk, adopt phones on silent, quiet voices, and returned supplies as our three study-corner rules, and finish our assigned jobs by Friday.

LISTEN FOR

- A named goal, product, and deadline
- Student-created rules for how the group will talk
- An alternate view considered before the decision
- An explicit consensus or vote result with a final decision

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