

Media Matchup

Build a presentation plan that uses digital media with purpose.

HIGH SCHOOL • SL.9-10.5

CCSS.ELA-Literacy.SL.9-10.5 "Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Use only ideas your group can explain honestly.

2 Name a digital element, not just a topic.

3 Build on the last speaker's idea.

4 Play a card only after you use its starter.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the task aloud.
2. Each player takes a different Role card.
3. Shuffle Move Cards and deal four to each player. Use duplicate printed cards as needed.
4. Take turns building a presentation plan. Say a card's starter naturally, then place that card in the middle.
5. Continue until every dealt card is in the middle. Then check the reflection statements.

AFTER THE ROUND Check what you did

☐ I chose media for a clear purpose.

☐ I explained how media supported a finding, reason, or evidence.

☐ I checked that the media would be clear and respectful.

☐ I used media to add interest without distracting.



TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Shared Deadline Calendar Plan a two-minute presentation about whether your school should use one shared calendar for major due dates. Choose digital media that could clarify a finding, reason, or evidence without inventing facts.	Faster Lunch Lines Plan a two-minute presentation about whether the cafeteria should add a second lunch line. Choose digital media that could clarify a finding, reason, or evidence without inventing facts.	Club Fair Turnout Plan a two-minute presentation about how your school could get more students to attend a club fair. Choose digital media that could clarify a finding, reason, or evidence without inventing facts.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Media Matcher Watch that every idea names a specific digital element and a reason for using it.	Evidence Guard Ask how each media choice connects to a finding, reason, or evidence.	Audience Lens Watch for clarity, interest, and what the audience needs to understand.	Flow Director Make sure each idea builds on the group's presentation plan and invite the next speaker.

MOVE CARDS · deal 4 to each player

MOVE CARD CHOOSE MEDIA “One digital element that could make our finding clearer is ____ because ____.”	MOVE CARD CHOOSE MEDIA “Instead of only speaking, we could show ____ to help the audience understand ____.”	MOVE CARD LINK EVIDENCE “Our ____ would show evidence that ____.”	MOVE CARD LINK EVIDENCE “This ____ supports our reason because ____.”
MOVE CARD CHECK DESIGN “To keep this easy to read or hear, we should ____.”	MOVE CARD CHECK DESIGN “Before we use ____, we need to check that ____.”	MOVE CARD CONSIDER AUDIENCE “Our audience may understand ____ better if we ____.”	MOVE CARD CONSIDER AUDIENCE “This media choice adds interest by ____, while still helping explain ____.”

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

RUNNING THE ROUNDS

Run each round for 6 to 8 minutes, then rotate Topic and Role cards for a new round. Print enough duplicate Move Card sets so every student receives four cards. If participation is uneven, have the Flow Director call on a player who has the most cards left before another player takes a turn.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	One digital element that could make our finding clearer is a bar graph from an anonymous student survey because it could show whether students struggle to track due dates.
Luis	Our bar graph would show evidence that students report trouble tracking due dates, but only after we collect the survey.
Tara	Before we use the graph, we need to check that the labels show the number of students clearly.
Noah	Our audience may understand the calendar plan better if we also show a screenshot of a sample week with color-coded due dates.
Maya	This media choice adds interest by letting the audience compare a busy week with an organized one, while still helping explain how the calendar works.

LISTEN FOR

- Names a specific digital element and its purpose
- Connects media to a finding, reason, or evidence
- Considers readability, privacy, accuracy, or accessibility
- Adds interest without letting media distract from the claim

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