

Talk Build Decide

Use ideas, listening, and feedback to make a shared plan.

GRADE 10 • 10.P.CP.1.c

10.P.CP.1.c "Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)"

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Your first move may respond directly to the Topic card.

2 Use a Move card only when its words fit the conversation.

3 Listen without interrupting.

4 Make space for every player to speak.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the task together.
2. Each player takes one Role card. In a group of three, set aside one Role card.
3. Make enough copies of the Move cards to deal four cards to each player.
4. Talk through the task. When you genuinely use a card's starter, finish the sentence and place the card in the middle.
5. End the round when every player has played four cards, then state your group's shared answer or plan.

AFTER THE ROUND Check what you did

☐ I offered an idea that moved our task forward.

☐ I listened and connected my words to another person's idea.

☐ I checked my understanding or asked about an idea.

☐ I gave feedback that named a strength or concern.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Better Lunch Choose one change that could make lunch more welcoming for students. Create a two-step plan for trying it.	Study Space Choose one change that could improve a shared study space at school. Create a two-step plan for trying it.	New Student Event Plan one low-cost activity that could help new students feel included at a school event. Decide what happens first and who could help.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Idea Spark Watch for useful options and help the group connect ideas to the task.	Listening Lens Notice when someone builds on or checks another person's idea.	Plan Mapper Keep track of the group's strongest ideas and help state the final plan.	Feedback Coach Listen for strengths and concerns, then help the group improve its plan.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
SHARE IDEA “One idea is to ____ because ____.”	SHARE IDEA “We could ____ to help ____.”	BUILD ON “I want to build on ____'s idea by ____.”	BUILD ON “Another way to develop that idea is ____.”
CHECK MEANING “I heard ____ say _____. That makes me think _____.”	CHECK MEANING “Am I understanding ____ correctly: _____?”	GIVE FEEDBACK “A strength of ____ is _____.”	GIVE FEEDBACK “One concern I have is _____. Maybe we could _____.”

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

RUNNING THE ROUNDS

Give each group a topic, then have students choose roles and deal four Move cards per player. For groups of four, print two copies of the Move-card set. If one student speaks much more than others, pause the round and require that each player place one card before anyone plays a second card.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	One idea is to create a quiet lunch table because some students want a calmer place to eat.
Mateo	I want to build on Ava's idea by letting students choose the table instead of being assigned to it.
Nia	Am I understanding Mateo correctly: students could choose the quiet table when they want a calmer place to eat?
Ava	I heard Nia say that choice matters. That makes me think we should put up a sign explaining the table.
Mateo	A strength of the sign is that students can choose the table without being singled out.

LISTEN FOR

- Ideas that clearly connect to the group's task
- References to a classmate's specific idea
- Questions or paraphrases that check understanding
- Feedback that names a strength, concern, or revision

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