

# Ready, Set, Discuss

*Prepare an idea, then help your group use it.*

**GRADE 8 • 8.P.CP.1.a**

**8.P.CP.1.a** "Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C)"

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## OUR GROUND RULES Read together first

**1** Bring your topic notes to the group.

**2** Use a card only after you mean what you say.

**3** Connect your idea to the task or a classmate's idea.

**4** Make room for every player to speak.

## HOW TO PLAY Teams of 3 or 4

1. Get your TOPIC card before the meeting and jot two ideas or examples you could use.
2. Meet with your group, read the question, and take one ROLE card.
3. Deal four MOVE cards to each player, using duplicate card sets if needed.
4. Discuss the task. When you genuinely use a card's starter, place that card in the middle.
5. End the round when every card is played. Agree on a group response, then check the reflection statements.

## AFTER THE ROUND Check what you did

☐ I arrived with notes or ideas I could use.

☐ I used my own prepared idea, example, or reason.

☐ I connected my words to the group's task or another person's idea.

☐ I helped make space for every player to participate.



**TOPIC CARDS** · pick one per round

| TOPIC                                                                                                                                    | TOPIC                                                                                                                                                | TOPIC                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Better Lunch Break</b><br>What one change would make lunch break better for most students? Choose a change and explain a simple plan. | <b>Homework Balance</b><br>What is one fair way teachers could help students manage homework from several classes? Explain why your idea could work. | <b>School Spirit Day</b><br>What kind of school spirit day would include the most students? Plan the day and explain how students could take part. |

**ROLE CARDS** · one per player

| ROLE                                                                                                                      | ROLE                                                                                                      | ROLE                                                                                                   | ROLE                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>Prep Checker</b><br>Make sure each player shares a prepared idea, note, or example before the group chooses an answer. | <b>Task Keeper</b><br>Keep the topic question visible and point out when the group needs to return to it. | <b>Link Builder</b><br>Notice connections between ideas and ask the group to build on one useful idea. | <b>Turn Tracker</b><br>Watch whose cards are still in hand and invite quieter players to use a move. |

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

|                                                                                    |                                                                                                   |                                                                                             |                                                                                 |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <b>MOVE CARD</b><br><b>PREPARED IDEA</b><br>“I prepared the idea that ____.”       | <b>MOVE CARD</b><br><b>PREPARED EXAMPLE</b><br>“I brought this example from my experience: ____.” | <b>MOVE CARD</b><br><b>GIVE REASON</b><br>“I think ____ because ____.”                      | <b>MOVE CARD</b><br><b>GIVE REASON</b><br>“One reason this could work is ____.” |
| <b>MOVE CARD</b><br><b>BUILD PLAN</b><br>“Building on ____’s idea, we could ____.” | <b>MOVE CARD</b><br><b>BUILD PLAN</b><br>“Our plan could include ____.”                           | <b>MOVE CARD</b><br><b>CHECK TASK</b><br>“The question asks us to ____, so we should ____.” | <b>MOVE CARD</b><br><b>INVITE VOICE</b><br>“____, what idea did you prepare?”   |

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

**RUNNING THE ROUNDS**

Give each group a topic card before the discussion so students can prepare two notes, then print enough copies of the eight-card set for four cards per player. In each round, assign roles, deal cards, and have students play a card only when the starter accurately fits what they mean. If participation is uneven, have the Turn Tracker pause the group until a player with cards speaks, then rotate roles for the next round.

**WHAT A STRONG ROUND SOUNDS LIKE**

|             |                                                                                                                     |
|-------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Maya</b> | The question asks us to choose one change and explain a simple plan, so we should first agree on the change.        |
| <b>Noah</b> | I prepared the idea that we could add a quiet table for students who want a calmer lunch.                           |
| <b>Iris</b> | Building on Noah's idea, we could place the quiet table near a wall and post a sign explaining its purpose.         |
| <b>Maya</b> | Leo, what idea did you prepare?                                                                                     |
| <b>Leo</b>  | I brought this example from my experience: the library's quiet area makes it easier to focus when a space is noisy. |

**LISTEN FOR**

- Students refer to a prepared note, idea, or personal example.
- Students connect a contribution directly to the group task.
- Students build on a named classmate's idea with a next step.
- Students invite another player to contribute and leave space for a response.

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