LESSON MAKER PRO

# The View Shift

*Listen for new information, then decide what you think.*

**GRADE 8 · SL.8.1.d**

**SL.8.1.d** "Acknowledge new information expressed by others and, when warranted, modify their own views."

NAME _____ DATE _____

## OUR GROUND RULES Read together first

1. Listen for information you had not considered.
2. Use a MOVE card only when its words fit what you truly think.
3. Support your view with a reason or example.
4. You may agree, change your view, or keep it with a reason.

## HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four. Set a 10-minute timer and agree to stop when it rings.
2. Draw one TOPIC card. Each person takes one ROLE card. In a group of three, all three share the fourth role.
3. Make two copies of the MOVE cards for your group. Deal four MOVE cards to each person.
4. Discuss the topic. When a card's starter truly fits, finish it aloud and place the card in the middle. Leave any cards that do not fit unused.
5. Stop when the timer rings, even if cards remain. Describe where your views stand, then check the reflection statements.

## AFTER THE ROUND Check what you did

- [ ] I noticed a point someone else added.
- [ ] I showed that I understood another person's new information.
- [ ] I considered whether that information changed my view.
- [ ] I can explain why I changed or kept my view.

Cut along the dashed lines

**TOPIC CARDS** · pick one per round

**TOPIC**

## A Better Break

How should students use a ten-minute break between long classes, and what experiences support your ideas?

**TOPIC**

## Fair Project Work

How should a group divide work on a class project so everyone can contribute, and what experiences support your ideas?

**TOPIC**

## Homework First Step

What is a useful way to start homework after school, and what experiences support your ideas?

**ROLE CARDS** · one per player

**ROLE**

### Point Spotter

Notice when someone adds information the group has not discussed yet.

**ROLE**

### Example Seeker

Ask for an example when a new point needs more support.

**ROLE**

### View Tracker

Track whether speakers change or keep their views and the reasons they give.

**ROLE**

### Position Mapper

Help the group describe its final views without hiding agreement or differences.

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

**MOVE CARD**

**NOTICE NEW**

"I hadn't considered ____ before you brought it up."

**MOVE CARD**

**NOTICE NEW**

"Your example about ____ gives me new information to consider."

**MOVE CARD**

**REVISIT VIEW**

"Because of your point about ____, I'd change my idea to..."

**MOVE CARD**

**REVISIT VIEW**

"Your point about ____ matters, but I still think... because..."

**MOVE CARD**

**CHECK MEANING**

"When you said ____, did you mean...?"

**MOVE CARD**

**ASK EXAMPLE**

"Can you share an example that shows ____?"

**MOVE CARD**

**WEIGH REASONS**

"Your reason about ____ makes me weigh... against..."

**MOVE CARD**

**MAP VIEWS**

"Our views on ____ now are..."

Cards last longer on thick paper.

# The View Shift



## RUNNING THE ROUNDS

Run each round for 10 minutes and stop at the agreed time, even if cards remain unused. In groups of three, all players share the Position Mapper job by helping state the final views; if participation is uneven, invite quieter players to respond to a new point without requiring them to change their minds.

## WHAT A STRONG ROUND SOUNDS LIKE

| | |
|---|---|
| **Mia** | For A Better Break, I think everyone should read quietly because I need a pause from talking. |
| **Jay** | I get restless after sitting through two classes. Walking during a break helps me focus again. |
| **Mia** | Your example about feeling restless after two classes gives me new information to consider. |
| **Mia** | Because of your point about needing to move, I'd change my idea to letting students choose reading or walking. |
| **Ari** | Our views on the break now are that Mia favors a choice, while Jay has explained why walking matters. I also favor a choice. |

## LISTEN FOR

- Names a specific new point before responding to it.
- Checks the meaning of a point when it is unclear.
- Explains how new information affects a view, whether the view changes or stays the same.
- Reports agreement or remaining differences accurately.

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