

# Perspective Playbook

*Listen closely, reflect fairly, and build the conversation.*

GRADE 6 • 6SL1.d

**6SL1.d** "Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## OUR GROUND RULES Read together first

1 Listen without interrupting.

2 Use a Move card only when it fits the conversation.

3 Paraphrase fairly, even when you disagree.

4 Make room for every voice.

## HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the question aloud.
2. Each player takes one Role card. Deal four Move cards to each player from printed copies of the deck.
3. Take turns responding to the topic with a Move card that fits what was said.
4. When you genuinely use a card's starter, place that card in the middle.
5. Keep talking until every dealt Move card is in the middle, then complete the reflection.

## AFTER THE ROUND Check what you did

☐ I paraphrased someone's idea before adding my own.

☐ I named a perspective that was different from my own.

☐ I asked a question that helped me understand a view.

☐ I changed, added to, or clarified my thinking after listening.

**TOPIC CARDS** · pick one per round

| TOPIC                                                                                                    | TOPIC                                                                                                                      | TOPIC                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lunch Phone Rules</b><br>What phone rule, if any, would make lunch fair and comfortable for students? | <b>Group Project Grades</b><br>How should a teacher grade a group project when group members do different amounts of work? | <b>School Start Time</b><br>Should middle school start later, stay the same, or start earlier?<br>What matters to different students and families? |

**ROLE CARDS** · one per player

| ROLE                                                                                                             | ROLE                                                                                            | ROLE                                                                                             | ROLE                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Meaning Mapper</b><br>Listen for each person's main idea and ask the group to restate it if it gets mixed up. | <b>View Spotter</b><br>Notice different perspectives and make sure the group names them fairly. | <b>Balance Keeper</b><br>Track whose ideas have been heard and invite a quieter player to speak. | <b>Connection Builder</b><br>Listen for ideas that connect or change, and point out one connection for the group to explore. |

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

| MOVE CARD                                                | MOVE CARD                                              | MOVE CARD                                                          | MOVE CARD                                                                |
|----------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------|
| <b>PARAPHRASE BACK</b><br>“So you are saying that ____.” | <b>PARAPHRASE BACK</b><br>“I hear your point as ____.” | <b>NAME A VIEW</b><br>“One perspective is that ____.”              | <b>NAME A VIEW</b><br>“Another point of view could be that ____.”        |
| MOVE CARD                                                | MOVE CARD                                              | MOVE CARD                                                          | MOVE CARD                                                                |
| <b>ASK DEEPER</b><br>“What makes you think ____?”        | <b>ASK DEEPER</b><br>“Can you say more about ____?”    | <b>REFLECT AND BUILD</b><br>“Building on that idea, I think ____.” | <b>REFLECT AND BUILD</b><br>“After hearing that view, I now think ____.” |

Cards last longer on thick paper.

**RUNNING THE ROUNDS**

Run one Topic card per round and print enough copies of the eight Move cards so each student receives four cards. If participation is uneven, have the Balance Keeper invite an unheard player before a frequent speaker takes another turn.

**WHAT A STRONG ROUND SOUNDS LIKE**

|               |                                                                                                                    |
|---------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Maya</b>   | One perspective is that students should be allowed to use phones at lunch because they may need to contact family. |
| <b>Jordan</b> | So you are saying that phones at lunch can help students reach family.                                             |
| <b>Eli</b>    | Another point of view could be that phones make it harder to talk with friends.                                    |
| <b>Sofia</b>  | What makes you think phones would make it harder to talk with friends?                                             |
| <b>Maya</b>   | After hearing that view, I now think a phone rule should also leave time for face-to-face talk.                    |

**LISTEN FOR**

- Accurate paraphrases that preserve the speaker's meaning
- Statements that identify a different perspective fairly
- Questions that seek reasons or details before responding
- Comments that revise or extend an idea after listening

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