

# Message Motive Match

*Read the format, purpose, and motive.*

**GRADE 8 • 8SL2**

**8SL2** "Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## OUR GROUND RULES Read together first

**1** Play a card only after you complete its starter aloud.

**2** Point to a specific format or detail when you can.

**3** Challenge an idea with reasons, not put-downs.

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

## HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card. Each player takes a different Role card. With three players, leave one Role card out.
2. Shuffle two complete sets of Move cards. Deal four cards to each player and set unused cards aside.
3. Read the topic aloud and silently notice the visual, quantitative, and oral formats.
4. Take turns using one Move card naturally in the discussion. Complete the starter, then place that card in the middle.
5. Keep discussing until every dealt card is in the middle. Use your role job to keep the group focused.

## AFTER THE ROUND Check what you did

☐ I identified how a format shaped a message.

☐ I explained a purpose for the information.

☐ I considered a social, commercial, or political motive.

☐ I questioned or supported a claim with a reason.

## TOPIC CARDS · pick one per round

| TOPIC                                                                                                                                                                                                                                                                                                                                                      | TOPIC                                                                                                                                                                                                                                                                                                          | TOPIC                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Cafeteria Waste</b><br>Your cafeteria posts a photo of overflowing trash, a bar graph showing lunch waste fell from 20 to 12 bags after new sorting bins, and a student-made video asking students to sort leftovers. How does each format try to shape students' actions, and what social, commercial, or political motives may be behind the message? | <b>Snack Ad Mix</b><br>A sports drink company shares a bright video of athletes, a chart comparing its drink's electrolytes with water, and a podcast ad read by a popular player. How does each format try to shape your choice, and what social, commercial, or political motives may be behind the message? | <b>Council Campaign</b><br>A student council candidate shares a poster with campaign promises, a survey graphic about student concerns, and an assembly speech. How does each format try to shape students' views, and what social, commercial, or political motives may be behind the message? |

## ROLE CARDS · one per player

| ROLE                                                                                                                         | ROLE                                                                                                  | ROLE                                                                                                                         | ROLE                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Format Finder</b><br>Notice which visual, quantitative, or oral format is being discussed and how it affects the message. | <b>Purpose Tracker</b><br>Listen for what each presentation wants the audience to think, feel, or do. | <b>Motive Detective</b><br>Ask who benefits from the message and whether the motive may be social, commercial, or political. | <b>Evidence Checker</b><br>Ask what details support a claim and what information might be missing. |

## MOVE CARDS · deal 4 to each player

| MOVE CARD                                                              | MOVE CARD                                                                            | MOVE CARD                                                       | MOVE CARD                                                                               |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>NOTICE FORMAT</b><br>“The ____ format makes the message feel ____.” | <b>NOTICE FORMAT</b><br>“Using a ____ helps the presenter ____.”                     | <b>NAME PURPOSE</b><br>“This seems meant to ____.”              | <b>NAME PURPOSE</b><br>“The audience is supposed to ____ after seeing or hearing this.” |
| MOVE CARD                                                              | MOVE CARD                                                                            | MOVE CARD                                                       | MOVE CARD                                                                               |
| <b>PROBE MOTIVE</b><br>“The presenter may want ____ because ____.”     | <b>PROBE MOTIVE</b><br>“A possible social, commercial, or political motive is ____.” | <b>WEIGH EVIDENCE</b><br>“I trust this part more because ____.” | <b>WEIGH EVIDENCE</b><br>“I question this claim because ____.”                          |

Cards last longer on thick paper.

**RUNNING THE ROUNDS**

Print two copies of the eight Move cards for each group so every player can receive four cards. Run a new round with a different topic, and if participation is uneven, require players to wait until two classmates have spoken before taking another turn.

**WHAT A STRONG ROUND SOUNDS LIKE**

|             |                                                                                                                         |
|-------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Maya</b> | Using a photo helps the presenters show the trash problem quickly.                                                      |
| <b>Eli</b>  | This seems meant to persuade students to sort their leftovers and packaging.                                            |
| <b>Noah</b> | A possible social, commercial, or political motive is social, because the cafeteria community benefits from less waste. |
| <b>Tia</b>  | I question this claim because the graph does not say whether the same number of students ate lunch each week.           |
| <b>Maya</b> | The video format makes the message feel personal because a student is speaking to classmates.                           |

**LISTEN FOR**

- Names the format and explains its effect on the audience
- Distinguishes the purpose from the presenter's motive
- Identifies who may benefit from the presentation
- Questions missing context, source details, or limits in a claim

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