

Talk Moves Challenge

Build ideas, test claims, and move the discussion forward.

HIGH SCHOOL • 9-10SL1

9-10SL1 "Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak one at a time.

2 Use reasons, not personal attacks.

3 Disagree respectfully.

4 Keep the group focused on the question.

HOW TO PLAY Teams of 3 or 4

1. Make two copies of the Move Cards, then form a group of 3 or 4.
2. Choose one Topic Card and give each player one different Role Card.
3. Deal each player 4 Move Cards. Put any extra cards facedown.
4. Discuss the topic. When you genuinely use a card's starter, place that card in the middle.
5. Continue until every player has played all 4 cards, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I stated a clear view and gave a reason or example.

☐ I built on a classmate's idea.

☐ I asked a question that clarified an idea.

☐ I considered a different view respectfully.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone Boundaries Should high schools require students to keep phones away during class time, with limited exceptions?	AI Writing Should students be allowed to use generative AI to brainstorm or revise school writing? Explain what limits, if any, should apply.	Later Start Should high schools begin later in the morning, even if sports, jobs, or after-school activities end later?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Idea Tracker Track the group's reasons and examples, and ask for support when an idea needs it.	Question Scout Notice unclear claims or assumptions, and ask questions that help the group explain them.	Balance Keeper Make space for quieter voices and invite a new speaker when one person is taking over.	Thread Weaver Periodically summarize connections and differences among the ideas the group has shared.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
MAKE CASE “My view is ____ because ____.”	USE EXAMPLE “A specific example that supports this is ____.”	BUILD ON “Building on ____'s point, ____.”	ADD IDEA “I want to add to that idea: ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
CLARIFY MEANING “Can you explain what you mean by ____?”	PROBE REASONING “What makes you think ____?”	RAISE CONCERN “A concern I have is ____.”	SHIFT VIEW “Another way to see this is ____.”

Cards last longer on thick paper.

RUNNING THE ROUNDS

Print two sets of the eight Move Cards so groups of four can each receive four cards. Run each round for 8 to 10 minutes, then use the reflection to assess participation. If participation is uneven, have the Balance Keeper invite specific quieter members before anyone plays another card.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	My view is that phones should be put away during direct instruction because students can focus on the teacher.
Jordan	Can you explain what you mean by direct instruction?
Maya	A specific example that supports this is when message alerts interrupt students while a teacher explains a new assignment.
Ari	Building on Maya's point, a phone-away rule might also make it easier for students to ask questions instead of searching online.
Luis	Another way to see this is that students may need phones for class tools or family emergencies.

LISTEN FOR

- - Clear claims supported by specific reasons or examples
- - Questions that clarify terms, assumptions, or evidence
- - Direct connections to a previous speaker's idea
- - Respectful challenges that introduce another perspective

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