LESSON MAKER PRO

Plan It Together

Share the work, credit the team, and make a plan.

GRADE 10 · 10.1.S.1

10.1.S.1 "Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions"

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Listen without interrupting or dismissing ideas.
2. Give credit for useful contributions.
3. Offer a change only when it would help the group.
4. Do not invent a disagreement or change your view just to play a card.

HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four and choose one TOPIC card.
2. Each player takes one ROLE card. With three players, share the Recorder job.
3. Shuffle two copies of each MOVE card and deal four cards to each player.
4. Set an eight-minute timer. Discuss the task and summarize your plan before time is up. When you genuinely use a card's starter, place it in the middle.
5. Stop when the timer rings, even if cards are unused or did not fit the discussion. Then check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I listened to and respected others' ideas.
- [ ] I took responsibility for part of our work.
- [ ] I recognized a contribution someone else made.
- [ ] I considered a useful change to our plan without pretending to change my view.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Presentation Plan

Plan a short class presentation that uses your group's different strengths and schedules. What will you present, and who will do each part?

TOPIC

Study Break

Design a five-minute break for a group study session that works for students who want quiet and students who want to talk. How will you divide the planning?

TOPIC

Lunch Event

Plan a low-cost lunchtime event that students with different interests could join. What will your group need to do, and how will you share that work?

ROLE CARDS · one per player

ROLE

Time Tracker

Watch the timer and tell the group when two minutes remain.

ROLE

Share Checker

Notice whether everyone has a useful part in the group's work.

ROLE

Credit Catcher

Notice contributions the group should name and build on.

ROLE

Plan Recorder

Keep brief notes on the plan, including any choices the group has not settled.

MOVE CARDS · deal 4 to each player

MOVE CARD

ADJUST MY PART

"I can adjust my part by ____ to help us ____."

MOVE CARD

OFFER A TRADE

"If it helps us reach ____, I could do ____ instead of ____."

MOVE CARD

CLAIM A TASK

"I can take ____, and who can take ____?"

MOVE CARD

CHECK THE SPLIT

"Can we divide ____ so each person has ____?"

MOVE CARD

NAME THE HELP

"____'s idea about ____ helps us ____."

MOVE CARD

BUILD ON WORK

"Building on ____'s work on ____, we could ____."

MOVE CARD

KEEP A VIEW

"My view remains ____; evidence from ____ is ____."

MOVE CARD

STATE OUR STATUS

"Right now, we agree on ____; differences we still have are ____."

Cards last longer on thick paper.

Plan It Together

RUNNING THE ROUNDS

Run one eight-minute round per topic, reshuffling and dealing four MOVE cards to each player for a new round. With three players, all three share the Plan Recorder job. If participation is uneven, prompt the group to check its task split and invite quieter players to contribute, but do not require anyone to use an inapplicable card or claim a change of mind.

WHAT A STRONG ROUND SOUNDS LIKE

Ana	I can take the slide design, and who can take the examples?
Ben	Ana's idea about slide design helps us show each person's work clearly.
Cora	I can adjust my part by finding examples instead of doing slide design to help us avoid duplicate work.
Dan	My view remains that we should practice once; evidence from last week's presentation is that we ran out of time.
Ana	Right now, we agree on slides and examples; differences we still have are whether to use our final minutes to practice.

LISTEN FOR

- A specific task offered or divided so responsibility is shared
- A useful adjustment offered to move the plan forward
- A classmate's contribution named and connected to the goal
- An accurate summary of agreement and any unresolved choice, with evidence for a view that remains unchanged

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