LESSON MAKER PRO

Listen, Then Move

Use cards to make listening visible.

GRADE 12 · 12.1.L.1

12.1.L.1 "Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1 Let a speaker finish, then pause before you respond.	**2** Use a calm tone and show attention in a way that works for you.
3 Ask about a pause or gesture instead of guessing what it means.	**4** Make room for each person to speak or pass.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and agree to an 8-minute round.
2. Each player takes one ROLE card. With three players, share the Cue Reader job.
3. Make two copies of the eight MOVE cards. Shuffle them and deal four to each player.
4. Discuss the topic. When a starter fits what you genuinely want to say, finish it aloud and play that card to the middle.
5. Stop when the 8 minutes end, even if cards remain. You do not need to reach agreement. Then check your reflection statements.

AFTER THE ROUND Check what you did

- ☐ I let others finish and paused before responding.
- ☐ I used my tone and body language to show attention.
- ☐ I checked meaning instead of guessing from a cue.
- ☐ I checked whether my view stayed or changed based on what I heard.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Study Space Plan

What one change to a shared school space would make independent study easier, and what trade-off should we consider?

TOPIC

Project Check-Ins

What is a fair way for group members to check in during a weeklong class project?

TOPIC

Lunch Space Choices

How could students balance social time and quiet time during lunch?

ROLE CARDS · one per player

ROLE

Time Scout

Watch the timer and give a brief time check without cutting off a speaker.

ROLE

Turn Guide

Notice who has had room to speak and offer an opening without pressuring anyone.

ROLE

Meaning Checker

Listen for unclear words or reasons and ask the speaker to explain them.

ROLE

Cue Reader

Notice pauses or gestures and ask what they mean before drawing a conclusion.

MOVE CARDS · deal 4 to each player

MOVE CARD

CHECK MEANING

"I hear you saying ____; did I get that right?"

MOVE CARD

CHECK MEANING

"Your main reason seems to be ____; is that fair?"

MOVE CARD

ASK CLEARLY

"When you say ____, do you mean ____?"

MOVE CARD

ASK CLEARLY

"Could you explain what you mean by ____?"

MOVE CARD

OPEN SPACE

"I'd like to hear your take on ____."

MOVE CARD

OPEN SPACE

"Would you like to add to the point about ____, or pass?"

MOVE CARD

SUM UP

"It sounds like we ____; is that accurate?"

MOVE CARD

SUM UP

"I hear ____ as our current views, with ____ as the reasons; is that fair?"

Cards last longer on thick paper.

Listen, Then Move

RUNNING THE ROUNDS

Run each round for exactly 8 minutes and allow unused cards, unresolved differences, full agreement, or an unchanged view supported by reasons. If participation is uneven, prompt the Turn Guide to offer space without requiring anyone to speak; with three players, all players share the Cue Reader job.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	I think a quiet zone in the library would help me study because lunch areas get loud.
Ben	I hear you saying a quiet library zone could help you focus; did I get that right?
Ava	Yes. I would allow whispers, but move full conversations elsewhere.
Cleo	I agree with a quiet library zone because I also struggle to focus near conversations.
Ben	I agree, too. It sounds like we agree a quiet library zone could help; is that accurate?

LISTEN FOR

- Speakers finish without interruption, followed by a pause before replies.
- Students check a speaker's meaning rather than assume what a cue means.
- Invitations leave room for a peer to speak or pass.
- Summaries match what speakers actually said, whether views align or remain different.

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