LESSON MAKER PRO

Shared Say

Build recommendations without forcing agreement

GRADE 12 · 12.1.S.1

12.1.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. Make room for each person to speak and do part of the work.
2. Name a useful contribution before building on it.
3. Offer a trade only if there is a real difference to work through.
4. Keep an evidence-supported view if you mean it. Do not invent agreement or disagreement.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read its task aloud.
2. Take ROLE cards in the listed order. With three players, the Time Guide also does the Credit Spotter's job during the final minute.
3. Shuffle two copies of the eight MOVE cards. Deal four cards to each player.
4. Agree to an eight-minute round. When you genuinely use a MOVE card's starter, play it to the middle. Stop at eight minutes, even if cards remain.
5. Report three proposed recommendations and say what the group agrees on or still differs about. Then check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I took responsibility for part of our work.
- [ ] I named how someone else's contribution helped.
- [ ] I considered whether a trade was needed without making up a disagreement.
- [ ] I made room for a view that could stay different from mine.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Senior Celebration

What three realistic choices should you recommend for a senior celebration that welcomes students with different interests and budgets?

TOPIC

Study Space Plan

What three realistic changes should you recommend for a shared study space used by students with different needs?

TOPIC

New Student Welcome

What three doable actions should you recommend to help new students feel included during their first week?

ROLE CARDS · one per player

ROLE

Plan Tracker

Keep track of the three proposed recommendations and whose work helps shape each one.

ROLE

Voice Guide

Invite anyone who has not had a chance to contribute and leave room for different views.

ROLE

Time Guide

Watch the eight-minute limit and call for a report during the final minute.

ROLE

Credit Spotter

During the final minute, name specific ways group members helped with the task.

MOVE CARDS · deal 4 to each player

MOVE CARD

DIVIDE WORK

"I can handle ____; who can take ____?"

MOVE CARD

SHARE LOAD

"To share the work, I'll ____ if someone can ____."

MOVE CARD

BUILD WITH CREDIT

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

MOVE CARD

NAME CONTRIBUTION

"____ helped us by ____; let's use that to ____."

MOVE CARD

OFFER TRADE

"I could go with ____ if we also ____."

MOVE CARD

ADJUST TOGETHER

"We both want ____; could we adjust ____?"

MOVE CARD

SUPPORT POSITION

"Based on ____, I recommend ____."

MOVE CARD

REPORT OUTCOME

"Our three proposed recommendations are ____; on agreement, ____."

Cards last longer on thick paper.

Shared Say

RUNNING THE ROUNDS

Run eight-minute rounds with a fresh topic and a new deal of MOVE cards; unused cards are acceptable. If participation is uneven, prompt the Voice Guide to invite a contribution and the Plan Tracker to identify work that still needs an owner. With three players, the Time Guide also names specific contributions as the Credit Spotter during the final minute.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I can handle low-cost ideas; who can take access needs?
Jordan	Building on Maya's low-cost idea, we could recommend a free picnic with an indoor rain plan.
Priya	Based on friends leaving loud events early, I recommend a quiet room at the celebration.
Eli	I could go with a picnic instead of the dance I prefer if we also offer a student-made playlist.
Maya	Our three proposed recommendations are a free picnic with an indoor rain plan, a quiet room, and a student-made playlist; on agreement, we have not checked whether everyone supports all three.

LISTEN FOR

- Students take and distribute specific parts of the task.
- Students connect a named peer's contribution to a recommendation.
- A conditional trade responds to a real difference, not an invented one.
- The report distinguishes proposed ideas from confirmed agreement or unresolved differences.

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