LESSON MAKER PRO

Research in Two Sizes

Turn a small inquiry into plans for two audiences.

GRADE 12 · 12.6.W.4

12.6.W.4 "Students will present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Share only real examples from your own experience.
2. Do not treat your group as a sample of all students.
3. You may agree, differ, or keep your original view.
4. Play a MOVE card only when its starter fits what you mean. Unused cards are fine.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read its question aloud.
2. Each player takes one ROLE card. With three players, the Evidence Scout and Report Builder share the Brief Speaker job.
3. Make two copies of each MOVE card. Shuffle the 16 cards and deal four to each player. Set aside any extras.
4. Set an eight-minute timer. Discuss the question, plan a longer research report, and shape a short update. When you use a MOVE starter, place its card in the middle.
5. Stop when the timer ends, even if cards remain. Check the reflection statements on your own.

AFTER THE ROUND Check what you did

- [ ] I helped plan how a longer report could answer a research question.
- [ ] I considered what classmates or school staff would need to hear.
- [ ] I kept the short update within what our evidence supports.
- [ ] I can say whether my view stayed the same or changed, and why.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Deadline Planning

How do students in your group track overlapping school deadlines, and what would you need to learn before describing a wider pattern?

TOPIC

Study Spaces

What makes a place useful for studying, based on your experiences, and what would you need to learn before recommending changes at school?

TOPIC

School Messages

How do the school messages you have seen help or hinder you in finding important information, and what would you need to learn before suggesting improvements?

ROLE CARDS · one per player

ROLE

Evidence Scout

Track which claims come from group members' experiences and which claims need more research.

ROLE

Audience Lens

Watch for ways to explain the findings differently to classmates and school staff.

ROLE

Report Builder

Help the group plan a research question, evidence to gather, and sections for a longer report.

ROLE

Brief Speaker

Help shape a short update that states the group's evidence and views accurately.

MOVE CARDS · deal 4 to each player

MOVE CARD

AUDIENCE SHIFT

"For classmates, I'd lead with ____ because ____."

MOVE CARD

AUDIENCE SHIFT

"For school staff, I'd explain ____ before ____ because ____."

MOVE CARD

EVIDENCE CHECK

"From our own experiences, one example we can actually report is ____."

MOVE CARD

EVIDENCE CHECK

"Before claiming this is common, a longer project would need ____."

MOVE CARD

REPORT PLAN

"My research question for the longer report would be ____, and I'd organize it by ____."

MOVE CARD

REPORT PLAN

"In the longer report, I'd put ____ in one section and ____ in another so ____."

MOVE CARD

BRIEF UPDATE

"In a 30-second update for classmates, I'd say ____, while noting ____."

MOVE CARD

BRIEF UPDATE

"Our short takeaway for classmates is ____, and our views on ____ are ____."

Cards last longer on thick paper.

Research in Two Sizes

RUNNING THE ROUNDS

Run eight-minute rounds, then switch topics and roles for another round if time allows. If participation is uneven, invite each player to offer one relevant move, but do not require anyone to use an inapplicable card or change a supported view.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	From our own experiences, one example we can actually report is that two of us put deadlines in a phone calendar.
Leo	Before claiming this is common, a longer project would need a voluntary survey of more seniors.
Nia	My research question for the longer report would be how seniors track overlapping deadlines, and I'd organize it by methods, benefits, and limits.
Maya	For school staff, I'd explain that our examples come from only three students before suggesting a schoolwide survey because our group is small.
Leo	Our short takeaway for classmates is that two of us use phone calendars, and our views on whether calendars reduce stress are still mixed.

LISTEN FOR

- A research question and a workable plan for gathering evidence for a longer report.
- A short update that does not overstate what the group knows.
- Different choices about what classmates and school staff need to hear.
- An accurate account of agreement, unresolved differences, or a supported unchanged view.

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