LESSON MAKER PRO

Plan It Together

Use your strengths to build a group plan.

GRADE 7 · 7.1.S.1

7.1.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 an idea.
2. Give a real reason for your choices.
3. Suggest a change when it would help. You do not need to disagree.
4. Notice each person's ideas and work.

HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4 and choose one TOPIC card.
2. Take one ROLE card each. With 3 players, all three share the Credit Catcher job.
3. Use two copies of each MOVE card. Shuffle them and deal four to each player.
4. Agree to an eight-minute round and start a timer. Work on the topic. Play a MOVE card to the middle only when you truly use its starter.
5. Stop at eight minutes, even if cards remain. Share your plan, any open questions, and who helped.

AFTER THE ROUND Check what you did

- ☐ I listened to ideas that were different from mine.
- ☐ I offered a change when it would help our goal, or I recognized that none was needed.
- ☐ I took responsibility for part of the work.
- ☐ I named a specific way someone else helped.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Class Game Break

Plan a 15-minute class game break with at least two ways to take part, and decide who will set it up.

TOPIC

Welcome Poster

Plan a welcome poster for new students that uses your group's different strengths, and decide who will make each part.

TOPIC

Study Space

Plan how your group would arrange a shared study space for people who work in different ways, and decide who would set it up.

ROLE CARDS · one per player

ROLE

Time Guide

Watch the timer and help the group reach a stopping point when time is up.

ROLE

Task Splitter

Watch whether everyone has a fair chance to take on part of the work.

ROLE

Option Weaver

Look for a change that could meet different needs, if the group has them.

ROLE

Credit Catcher

Notice each person's ideas and offers to help so the group can name them.

MOVE CARDS · deal 4 to each player

MOVE CARD

TAKE A TASK

"I can handle ____ so we can ____."

MOVE CARD

TAKE A TASK

"I can handle ____ so we can ____."

MOVE CARD

ADJUST AN IDEA

"Could we adjust ____ so ____?"

MOVE CARD

OFFER A TRADE

"I could give up ____ if we ____."

MOVE CARD

NAME AN IDEA

"Your idea to ____ helped us ____."

MOVE CARD

NAME THE WORK

"Your work on ____ helped us ____."

MOVE CARD

SUM IT UP

"At this point, we ____."

MOVE CARD

EXPLAIN MY VIEW

"I still think ____ because ____ shows ____."

Cards last longer on thick paper.

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RUNNING THE ROUNDS

Print two copies of each MOVE card for a 16-card deck, then deal four per player each round. Stop each round at the agreed eight-minute limit; unused cards are fine. If participation is uneven, prompt the group to offer an unclaimed task and invite, but do not require, a quieter student's view.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I can handle explaining both choices so we can offer trivia and drawing during our 15-minute break.
Leo	Could we adjust drawing so students who want a calm choice can use a quiet table? I can lead trivia.
Zoe	Yes, I agree to trivia and quiet drawing. I can handle setting out paper so we can offer the quiet table.
Maya	Your idea to make drawing quiet helped us include students who want a calm choice. I agree to both choices.
Leo	I agree too. At this point, we agree on trivia and quiet drawing: I'll lead trivia, Zoe will set out paper, and Maya will explain the choices.

LISTEN FOR

- A proposed change responds to a real need rather than an invented disagreement.
- Students offer and accept specific, fairly shared tasks.
- Students name a peer's specific idea or contribution.
- The closing account accurately states agreement, open questions, or a supported unchanged view.

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