LESSON MAKER PRO

Community Choice Cards

Use questions and evidence to think through a shared problem.

GRADE 4 · 4.P.1

4.P.1 "Apply critical thinking skills to address authentic civic issues. Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems..."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Listen without interrupting.
2. Speak kindly, even when views differ.
3. Say what you know and what you still need to check.
4. You may agree, disagree, or leave a question open.

HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4. Pick one TOPIC card.
2. Give each player one ROLE card. With three players, share the Decision Guide job.
3. Make two copies of the eight MOVE cards. Shuffle them and deal four to each player.
4. Set a 10-minute timer. Discuss the topic, and play a MOVE card to the middle when you truly use its starter.
5. Stop when the timer ends, even if cards remain. Check the reflection statements that fit your work.

AFTER THE ROUND Check what you did

- [ ] I asked a question that matters to others.
- [ ] I thought about how experience can shape a view.
- [ ] I looked for evidence or named something to check.
- [ ] I helped name a fair way to decide or a question still open.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Shared Play Space

How should our school make shared play space work for different games and activities?

TOPIC

Walking Near School

What could our community do to make walking near school safer?

TOPIC

Lunchroom Waste

What should our school do to reduce waste after lunch?

ROLE CARDS · one per player

ROLE

Question Keeper

Ask a question that helps the group think about who is affected.

ROLE

View Finder

Notice how people's experiences might shape their views.

ROLE

Evidence Scout

Ask what the group knows firsthand and what it still needs to check.

ROLE

Decision Guide

Suggest fair ways to decide and notice what remains open.

MOVE CARDS · deal 4 to each player

MOVE CARD

ASK WHY

"What would help us know whether ____?"

MOVE CARD

SHARE EXPERIENCE

"In my experience, ____."

MOVE CARD

CONSIDER OTHERS

"A person who ____ might see this differently."

MOVE CARD

NAME EVIDENCE

"What I saw or heard firsthand was ____."

MOVE CARD

CHECK EVIDENCE

"One thing we can check is ____."

MOVE CARD

CHOOSE PROCEDURE

"We can decide by ____ after everyone speaks."

MOVE CARD

OFFER PROCEDURE

"Another fair way to decide is ____."

MOVE CARD

SUM UP

"Our views and the reasons behind them are ____."

Cards last longer on thick paper.

Community Choice Cards

RUNNING THE ROUNDS

Use a fresh topic for another round and reshuffle the two sets of MOVE cards. With three players, the group shares the Decision Guide job. Stop at 10 minutes even if cards remain, and invite quieter players to speak without requiring a card play, disagreement, compromise, or a change of mind.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	What would help us know whether one game uses most of the shared play space?
Leo	In my experience, the soccer game uses most of the field at recess.
Nia	One thing we can check is how much space different games use over three recesses.
Owen	We can decide by a vote after everyone speaks.
Maya	Our views and the reasons behind them are that we should check how much space games use before choosing a plan, since one recess may not show what usually happens.

LISTEN FOR

- Questions about who is affected and what the group needs to know
- Experiences used to explain views without guessing about others
- Firsthand observations distinguished from claims that need checking
- Fair decision procedures and accurate summaries of agreement or open questions

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