LESSON MAKER PRO

Listen Then Decide

Test ideas about decisions that affect a community.

HIGH SCHOOL · E.P.3.2.C

E.P.3.2.C "Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Let each speaker finish before you respond.
2. Represent another person's idea fairly, even if you disagree.
3. Use examples you know, and say when you are unsure.
4. You may agree fully, leave a question open, or keep your view for a reason.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and agree to an eight-minute round.
2. Take one ROLE card each. With three players, take the first three roles and share the fourth job.
3. Shuffle two copies of the eight MOVE cards. Deal four to each player and set any extras aside.
4. Discuss the topic. When you genuinely use a MOVE card's starter, finish the sentence and place the card in the middle.
5. Stop when eight minutes are up, even if you have unused cards. Check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I listened closely enough to restate someone's point accurately.
- [ ] I asked a question that helped me understand an idea.
- [ ] I considered whether an example supported a claim.
- [ ] I can explain where our views matched or differed and why.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Student Rule Input

How should a school gather and use student input before changing a school rule?

TOPIC

Shared Study Space

How should a school decide fair rules for a study space used by different groups?

TOPIC

Town Meeting Access

How could a town make public meetings easier for teens to take part in?

ROLE CARDS · one per player

ROLE

Point Tracker

Listen for each speaker's main point and check whether the group has understood it accurately.

ROLE

Question Finder

Notice ideas that need an explanation and ask questions that help the group understand them.

ROLE

Evidence Checker

Listen for the examples behind claims and consider how well those examples support them.

ROLE

Idea Mapper

Track where views match or differ, and help the group state what is settled or still open.

MOVE CARDS · deal 4 to each player

MOVE CARD

CHECK MEANING

"Did I understand you correctly that ____?"

MOVE CARD

RESTATE POINT

"I hear your main point as ____; is that right?"

MOVE CARD

EXPLORE OUTCOME

"What might happen if ____?"

MOVE CARD

ASK HOW

"Can you explain how ____ would work?"

MOVE CARD

SEEK EXAMPLE

"What example supports your point that ____?"

MOVE CARD

TEST EVIDENCE

"Does ____ tell us enough to decide, or do we need more?"

MOVE CARD

MAP VIEWS

"From what we've said, we ____ because ____."

MOVE CARD

STATE POSITION

"After hearing everyone, my view is ____ because ____."

Cards last longer on thick paper.

Listen Then Decide

RUNNING THE ROUNDS

Print two copies of the MOVE cards per group and rotate roles for another round. If one student speaks much more than others, invite quieter players to respond to a specific point without requiring them to play a card. Accept unused cards and evidence-supported unchanged positions.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	Before changing a rule, the school could ask students in every grade through a short survey.
Ben	Did I understand you correctly that every grade should get the same survey?
Cora	What might happen if only students at a meeting could give input?
Ava	Students who cannot attend would be left out. Does a survey tell us enough to decide, or do we need more?
Ben	From what we've said, we have not settled whether a survey is enough because we have not discussed how the school would use the replies.

LISTEN FOR

- Accurate restatements that give the original speaker a chance to clarify
- Questions that probe how a proposal would work or whom it would affect
- Checks on whether an example actually supports a claim
- Summaries that distinguish agreement from questions still open

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