LESSON MAKER PRO

Listen, Then Decide

Test ideas about decisions that affect a community.

HIGH SCHOOL · TOT.P.3.2.C

TOT.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 a speaker finish before you respond.
2. Respond to what someone actually said, not what you think they meant.
3. Use real observations or examples. Do not invent evidence.
4. You may agree, disagree, or keep your view.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card for your group of three or four.
2. Each player takes one ROLE card. With three players, everyone shares the unused fourth role.
3. Shuffle two copies of the MOVE cards and deal four cards to each player.
4. Set an eight-minute timer. Discuss the topic and play a MOVE card to the middle only when you genuinely use its starter.
5. Stop the discussion when the timer ends, even if cards remain. Leave unused cards unplayed and check your 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 or test a claim.
- [ ] I considered whether an example supported the claim being made.
- [ ] I can describe where our views agree or differ without claiming anyone changed their mind.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

School Rule Reviews

How should students and school leaders decide which school rules to review first, and what experiences support your view?

TOPIC

Shared Park Space

How should a town decide who gets to use a busy public park at different times, and whose needs should it consider?

TOPIC

Community Repairs

How should a town decide which shared spaces to repair first, and what observations could guide that decision?

ROLE CARDS · one per player

ROLE

Meaning Checker

Listen for points that need a restatement or a question to make their meaning clear.

ROLE

Evidence Tester

Notice what examples support each claim and where more evidence is needed.

ROLE

Impact Spotter

Ask how an idea might affect different people.

ROLE

View Mapper

Track where the group agrees, differs, or remains unsure, including reasons for views that stay the same.

MOVE CARDS · deal 4 to each player

MOVE CARD

RESTATE IDEA

"I hear you saying ____; did I get that right?"

MOVE CARD

RESTATE REASON

"Your reason is ____; is that accurate?"

MOVE CARD

ASK EVIDENCE

"What have you seen or learned that supports ____?"

MOVE CARD

TEST EXAMPLE

"Does the example of ____ support that whole claim, or only part of it?"

MOVE CARD

TRACE IMPACT

"If ____ happened, who might benefit or be left out?"

MOVE CARD

COMPARE POINTS

"How does ____ connect with the earlier point?"

MOVE CARD

CHECK MEANING

"When you say ____, what do you mean?"

MOVE CARD

MAP VIEWS

"What I hear our group saying is ____."

Cards last longer on thick paper.

ANSWER KEY

Listen, Then Decide

RUNNING THE ROUNDS

Print two copies of the move-card set per group so four players can each receive four cards. For another round, rotate roles and choose a new topic. If participation is uneven, invite quieter students to contribute early in the next round without requiring anyone to use every card or change a position.

WHAT A STRONG ROUND SOUNDS LIKE

Lina	I think students should pick which school rule gets reviewed first. I've heard friends complain about the phone rule.
Ben	I hear you saying students should pick the first rule because you've heard complaints about phones; did I get that right?
Lina	Yes, but the complaints I heard were from friends, not everyone.
Amira	Does the example of your friends' complaints support that whole claim, or only part of it?
Theo	Only part. I would ask students and staff which rules affect them, then compare their reasons.

LISTEN FOR

- Accurate restatements that the original speaker can confirm or correct
- Questions that seek the meaning or evidence behind a specific claim
- Careful judgments about what an example does and does not support
- Summaries that represent agreement, unresolved differences, or an evidence-supported unchanged view

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