LESSON MAKER PRO

Civic Listening Lab

Test ideas by listening closely.

HIGH SCHOOL · USH.P.3.2.C

USH.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 speakers finish before you respond.
2. Respond to a point, not the person making it.
3. Ask for reasons and examples when you need them.
4. Agreement and unchanged views are valid outcomes.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card. Agree to stop in 8 minutes.
2. Take one ROLE card each. With three players, share the unused role.
3. Use two copies of each MOVE card. Deal four cards to each player.
4. Discuss the topic. Play a MOVE card only when you use its starter and finish the blank aloud.
5. Near the end, summarize shared views, remaining differences, or views you still hold based on evidence. Stop at 8 minutes, even with cards left. Then check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I listened long enough to understand someone's point.
- [ ] I asked a question that helped me understand a point or its reasons.
- [ ] I considered how well an example supported a point.
- [ ] I helped explain where our views stood at the end.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Park Space

How should a town decide which activities get space in a shared public park?

TOPIC

School Phone Policy

How should students and school leaders weigh different concerns when setting a school phone policy?

TOPIC

Town Spending

How should a town decide whether to spend limited money on sidewalks, parks, or bus stops?

ROLE CARDS · one per player

ROLE

Point Catcher

Listen for a speaker's main point and check that the group understands it.

ROLE

Evidence Scout

Listen for examples and ask how well they support a speaker's point.

ROLE

Question Maker

Notice unclear ideas and ask questions that help the speaker explain them.

ROLE

Thread Keeper

Track shared views, open questions, and views that speakers still hold for stated reasons.

MOVE CARDS · deal 4 to each player

MOVE CARD

RESTATE POINT

"What I hear you saying is ____."

MOVE CARD

RESTATE REASON

"Your main reason seems to be ____."

MOVE CARD

CLARIFY MEANING

"Can you explain what you mean by ____?"

MOVE CARD

ASK FOR BASIS

"What makes you think ____?"

MOVE CARD

CHECK SUPPORT

"What example from our experience supports ____?"

MOVE CARD

WEIGH SUPPORT

"How well does that example support ____?"

MOVE CARD

TRACE IMPACT

"If we follow that idea, who might be affected by ____?"

MOVE CARD

SPOT TRADEOFF

"What might we gain or lose if we ____?"

Cards last longer on thick paper.

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RUNNING THE ROUNDS

Run an 8-minute round with two copies of each MOVE card available per group, then switch roles and topics for another round if time allows. With three players, all three share the unused role's job. If participation is uneven, invite a quieter student to respond to a specific point, but do not require anyone to play every card or change a view.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	At the park near my home, pickup games sometimes crowd out people who want to sit quietly. I think the town should mark one area for games.
Leo	What I hear you saying is marking one area for games might leave quiet space for other visitors.
Nia	How well does that example support marking one area for games?
Maya	It shows a problem at one park, but we would need to hear from more park users before making a townwide rule.
Leo	What might we gain or lose if we mark one area for games?

LISTEN FOR

- Accurate restatements that the original speaker can confirm or correct
- Questions that clarify a specific claim or reason
- Evaluation of how well an example supports a claim
- Summaries that report agreement, unresolved differences, or evidence-supported unchanged views without inventing conflict

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