

Talk It Forward

Use discussion moves to build a stronger group idea.

HIGH SCHOOL • SL.9-10.1

CCSS.ELA-Literacy.SL.9-10.1 "Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Use a card only after you say its starter naturally.

2 Respond to ideas, not people, when you disagree.

3 Give a reason, example, or question that moves the talk forward.

4 Leave space for every group member to speak.

HOW TO PLAY Teams of 3 or 4

1. Form a team of 3 or 4. Print two identical copies of the card sheet.
2. Keep one Topic and Role set. Combine both copies of the 8 Move cards (16 total). Deal four each; set extras aside.
3. Choose a Topic, take one Role each, and discuss. Connect your ideas to what others say.
4. When you naturally use a Move-card starter, play that card to the middle. Respond to an idea already shared.
5. After all dealt cards are played, share a proposal with reasons and conditions. Explain any disagreement, then reflect.

AFTER THE ROUND Check what you did

☐ I built on or questioned a classmate's idea respectfully.

☐ I explained my own view with a clear reason.

☐ I asked for clarification or support when an idea was unclear.

☐ I helped include classmates and respond to the group's ideas.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone-Free Lunch Decide whether the school should offer a phone-free lunch area, then propose conditions that respect different students.	AI Writing Rules Propose fair school rules for using AI tools on writing assignments.	Later Start Times Take a position on later high school start times and explain which groups could be helped or challenged.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Bridge Builder Notice related ideas and point out how the group can connect them.	Question Scout Listen for unclear claims and ask the group to explain what it means or why it matters.	Voice Keeper Notice who has not spoken and invite that person into the discussion.	Decision Mapper Track the group's strongest reasons and summarize choices when the group gets stuck.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
BUILD ON "I want to build on ____ because ____."	BUILD ON "That connects to ____, since ____."	CLARIFY MEANING "When you say ____, do you mean ____?"	CLARIFY MEANING "Can you explain what you mean by ____?"
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
STATE REASON "I think ____ because ____."	STATE REASON "My view is ____ because ____."	ASK SUPPORT "What makes you think ____?"	INVITE VOICE "I want to hear what ____ thinks about ____."

Print 2 copies of this card sheet per team of 3 or 4. Use one set of topic and role cards; combine the move cards, deal 4 per player, and set extras aside. Cards last longer on thick paper.

RUNNING THE ROUNDS

Print two card sheets per team; use one topic/role set and 16 Move cards. Deal four each and set extras aside. Begin with a brief partner exchange, then the card round, then a teacher-led discussion comparing group proposals. Rotate partners and roles in later rounds. If participation is uneven, invite quieter members and ask frequent speakers to build on others. Distinguish shared experience from claims needing research; do not treat an unsupported assertion as established fact.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I think the school should offer a phone-free lunch area because some students want a place to talk without notifications.
Noah	When you say phone-free, do you mean a separate area or the whole cafeteria?
Maya	My view is that it should be a separate area because students should still be able to use phones elsewhere.
Lena	I want to build on Maya's idea because choice could make the rule fair for students who need their phones at lunch.
Omar	I want to hear what Noah thinks about how students could choose the area.

LISTEN FOR

- Specific connections between one speaker's idea and another's
- Clarifying questions that accurately name an unclear claim
- Clear claims followed by reasons or relevant examples
- Invitations that bring quieter group members into the conversation

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