

Talk It Forward

Build a supported recommendation through shared work.

GRADE 8 • 8.C.1.A.ii

8.C.1.A.ii "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes: Working effectively and respectfully by actively contributing relevant and well-supported..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Listen without interrupting.

2 Support ideas with reasons or examples.

3 Invite others; share decisions and jobs.

4 Challenge ideas respectfully, not people.

HOW TO PLAY Teams of 3 or 4

1. Choose a topic. Take different roles; a team of three shares the spare role. Think of an idea and a concrete reason or example.
2. Use two card-sheet copies. Deal four move cards each; set extras aside. Cards are optional prompts: adapt, trade or reuse them. You need not play them all.
3. Each person offers an idea with support. Discuss the reasons, respond to one another and invite every voice. Personal examples are useful; label predictions as possibilities.
4. Agree on a recommendation with two supporting reasons. Each person proposes and takes responsibility for a useful next-step task. Revisit disagreements respectfully.
5. Each person states their task and how it supports the plan. Finish when everyone has contributed, responded and shared the work. Check the reflections; rotate roles for a new topic.

AFTER THE ROUND Check what you did

☐ I offered a relevant idea and explained my support.

☐ I responded to a teammate and made room for others.

☐ I helped choose a recommendation and two reasons.

☐ I took a useful next-step task and explained its purpose.



TOPIC CARDS · Choose one task; repeat with a new topic and rotated roles.

TOPIC	TOPIC	TOPIC
Cafeteria Fix Recommend one lunchroom improvement. Give two reasons and a realistic first step.	New Club Choice Propose a club students could help run. Explain its value and share the startup jobs.	Schoolwork Schedule Propose a homework deadline guideline. Consider students and teachers; plan a first step.

ROLE CARDS · One job each; in a team of three, share the fourth job.

ROLE	ROLE	ROLE	ROLE
Spark Starter Invite each person to suggest an idea and a reason.	Reason Ranger Ask for specific examples; separate observations from guesses.	Voice Mixer Invite each voice and connect related suggestions.	Plan Pilot Help everyone choose a task in the shared plan.

MOVE CARDS · Deal four each as optional prompts; adapt, trade or reuse them.

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
OFFER IDEA “I suggest ____ because ____.”	OFFER IDEA “My reason for ____ is ____.”	GIVE SUPPORT “For example, I have noticed ____.”	GIVE SUPPORT “That example supports ____ because ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
BUILD TOGETHER “Your point about ____ connects to ____.”	BUILD TOGETHER “How could we include your concern about ____?”	SHARE WORK “I can help by ____; who could ____?”	SHARE WORK “What could each of us do to ____?”

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 and use one set of topic and role cards. The four-speaker model is an excerpt: have Sam and Lila accept or revise the proposed jobs before the round ends. Observe every learner, not just the facilitator. Rotate roles and topics for additional practice; no card-count finish rule applies.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I suggest a quiet lunch table. I find it hard to talk over the noise near the doors.
Sam	I notice that noise too. A quiet table might also help students who want to read.
Lila	Building on both ideas, we could ask students whether they would use it. Diego, what do you think?
Diego	I support trying it if the lunch staff approves. I can ask where a table would fit.
Maya	I will draft survey questions. Sam can collect replies, and Lila can summarize them if they agree. Then all four of us can review the recommendation.

LISTEN FOR

- Relevant ideas with specific support, not unsupported certainty.
- Direct responses and invitations that include every learner.
- A shared recommendation supported by two reasons.
- Each learner agrees to and explains a useful task.

Assess supported contributions, peer responses and shared responsibility. Different recommendations are acceptable if the reasons fit the topic. Do not require students to invent facts, use every prompt or agree to a job assigned without their input.