

Plan Play Cards

Agree on a goal, sequence deadlines and take responsibility for the work.

GRADE 9 • 9.C.1.A.iv

9.C.1.A.iv "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes: Setting clear goals and deadlines and defining individual roles as needed."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Listen to each suggestion before deciding.

2 Agree on jobs; do not assign them without consent.

3 Set earlier deadlines for work that later tasks need.

4 Check that every person understands the plan.

HOW TO PLAY Teams of 3 or 4

1. Choose a topic and take different roles. With three learners, share the fourth role. Use the supplied planning page to keep your group record.
2. Print two card sheets, deal four move cards each and set extras aside. Cards are optional prompts: trade, adapt or reuse them. You do not need to play them all.
3. Agree on a concrete result and a final deadline. Each person proposes a useful task. Decide which tasks depend on earlier work before setting their deadlines.
4. Give every task an owner and a deadline; each person must accept their own work. Record the sequence on the planning page. Revisit any workload or timing concern.
5. Each person reads back their task, deadline and what they need from others. Finish when everyone agrees that the goal, sequence and responsibilities are clear; then check the reflections.

AFTER THE ROUND Check what you did

☐ I helped define a concrete result and final deadline.

☐ I helped sequence tasks and check their deadlines.

☐ I agreed to a specific job and understood its workload.

☐ I read back my task and checked the shared plan.



TOPIC CARDS · Choose one planning task. Set dates or clear relative days.

TOPIC	TOPIC	TOPIC
Freshman Welcome Plan a three-minute welcome message for new ninth graders. Set a goal, research and drafting steps, roles and deadlines.	Less Lunch Waste Plan a one-week lunch-waste project. Include a way to observe waste, choose an action and review what happened.	Better Study Space Plan a proposal to improve a study space. Include gathering student views, selecting changes and presenting a plan.

ROLE CARDS · One role each; three learners share the fourth role.

ROLE	ROLE	ROLE	ROLE
Goal Guard Ask what concrete result the group will deliver and when.	Calendar Captain Check that each deadline follows the work it depends on.	Task Matcher Help every learner agree to a specific, manageable job.	Plan Scout Ask for a read-back and identify any missing plan detail.

MOVE CARDS · Optional prompts; trade, adapt or reuse as needed.

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
SET GOAL “Our final result will be ____ by ____.”	SET GOAL “We will know the task is finished when ____.”	ORDER TASKS “Before ____, we need to finish ____.”	ORDER TASKS “That deadline should come after ____ because ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
ACCEPT WORK “I can take responsibility for ____ by ____.”	ACCEPT WORK “Could you take ____, or should we adjust it?”	CHECK PLAN “My task is ____ by ____; first I need ____.”	CHECK PLAN “Let us clarify ____ before we agree.”

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.

Complete one group record. Use clear dates or relative days such as Day 1 and Day 2. Make sure each task has the information it needs before it is due.

Goal and final deadline

What will the group produce, and how will you know it is complete?

Concrete result and final deadline:

Work sequence

Put tasks in order. Include an owner, deadline and any earlier work needed for each task. Every learner accepts at least one useful task.

Task - owner - deadline - depends on:

Read back and agree

Each person states their task, deadline and dependency. Resolve concerns together before closing the discussion.

Record a concern you resolved or a reason the group agrees the plan is feasible:

RUNNING THE ROUNDS

Give each group one planning page, one topic/role set and two move-card sheets. The model is a three-person planning excerpt; Maya and Inez must confirm or revise the final read-back before work begins. For four learners, add a useful agreed task, such as checking the message for clarity before rehearsal. A plan is complete only after all owners accept their work and the sequence is feasible.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Our goal is a rehearsed three-minute welcome message by Friday. We need student advice before choosing the tips.
Noah	I will collect advice from two ninth graders by Tuesday. Maya, could you use it to choose three tips by Wednesday?
Maya	Yes. I will choose and share the tips by Wednesday so Inez can draft from them.
Inez	I accept the draft, due Thursday. It depends on Maya sending those tips Wednesday.
Noah	I will lead Friday rehearsal. Our sequence is my advice Tuesday, Maya's tips Wednesday, Inez's draft Thursday, then all three rehearse Friday. Are we agreed?

LISTEN FOR

- A specific deliverable and final deadline.
- Task deadlines that respect dependencies.
- Every learner accepts a clear responsibility.
- A concrete read-back and resolution of concerns.

Assess the goal, deadlines, dependencies, accepted roles and read-back. Different plans can be valid, but vague timing or an impossible sequence is not. Ask each learner to explain their responsibility. Do not use card counts as the completion test.