

Talk, Reflect, Try Again

Evaluate your role and the group process using specific observations.

GRADE 9 • 9.C.1.A.vii

9.C.1.A.vii "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes: Using reflection to evaluate one's own role and the process in paired or small-group..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Describe actions, not personalities.

2 Listen without interrupting a reflection.

3 Invite quieter voices before deciding.

4 Try a specific change and notice its effect.

HOW TO PLAY Teams of 3 or 4

1. In a group of three or four, choose a topic and different roles. With three learners, share the fourth role. Discuss the topic for about four minutes.
2. Print two move-card sheets and deal four cards each; set extras aside. Cards are optional prompts. Trade, adapt or reuse them; finishing the cards is not the goal.
3. Pause. EVERY learner tells the group: my role; one action I took; and its effect, supported by something I observed. Name a helpful move or an opportunity you missed.
4. Together evaluate the process: whose ideas were heard, how reasons were considered and how you reached or postponed a decision. Choose one specific change to try.
5. Discuss for two more minutes using that change. Each learner then explains whether their role and the group process improved, citing an observation. Check the reflections only after giving examples.

AFTER THE ROUND Check what you did

☐ I explained my role, an action and its observed effect.

☐ I evaluated the process using a specific example.

☐ I helped choose and try a concrete change.

☐ I compared the second round with the first.



TOPIC CARDS · Choose one topic; a reasoned postponed decision is allowed.

TOPIC	TOPIC	TOPIC
Phone Plan What classroom phone routine would support learning while allowing urgent messages? Compare benefits and concerns.	Fair Group Grades How should a group project recognize both shared work and individual contributions? Consider more than one approach.	Lunch Choice What one change could improve the lunch period? Compare ideas before choosing a recommendation.

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

ROLE	ROLE	ROLE	ROLE
Flow Keeper Invite a pause when turns or decisions need attention.	Voice Scout Invite a learner who has not yet shared a view.	Idea Linker Connect two ideas and check that the link is accurate.	Process Coach Ask how the group is using reasons to make a decision.

MOVE CARDS · Optional prompts for discussion and oral reflection.

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
CONNECT “Your idea connects to ____ because ____.”	INVITE “We have not heard your view yet; would you like to add it?”	CHECK REASONS “What reason supports ____, and what concern remains?”	PAUSE “Before deciding, let us check ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
OWN ROLE “As ____, I did ____; I noticed ____ afterward.”	EVALUATE “Our process helped or limited us when ____.”	TRY CHANGE “Next round, let us ____ so that ____.”	COMPARE “After our change, I observed ____; this suggests ____.”

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

Supply two move-card sheets per group and a topic/role set. The model shows reflection on two discussion rounds, not a script to memorize. Mia and Jordan model second-round reflections; Noah must give his own too. Every learner reflects, regardless of which cards they hold. If participation is uneven, invite learners with fewer turns and ask frequent speakers to make space. Do not silence learners because they hold many unplayed cards.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	As Voice Scout, I invited Jordan before we chose a phone rule. Jordan then raised an urgent-message concern we had not considered.
Noah	As Idea Linker, I joined our storage idea to that concern. But we moved toward a vote before discussing a way to receive urgent messages.
Jordan	As Flow Keeper and Process Coach, I missed that rushed decision. Let us hear one reason and one concern from each person before choosing.
Mia	In round two I invited Noah to name a concern. We heard all three concerns and agreed to ask how the office could relay urgent messages.
Jordan	I paused the vote this time. We still need that information, so postponing the decision was more careful than our first round.

LISTEN FOR

- Each learner names a role and an observed effect.
- Process evaluation refers to actual discussion events.
- The group tries a specific change.
- Reflections compare evidence across the two rounds.

Listen to each learner in both reflections. Ask for an action and observed effect when a claim is vague. Credit honest identification of a missed opportunity. Assess the quality of evaluation, not the number of cards played or whether the group reached agreement.