

Meeting Moves

Run a meeting with an agenda, timed speaking, notes and votes.

8.1.D "participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Mark the three decisions your group must make. Each learner will help plan the agenda, speak, take notes and vote.

Fictional planning meeting: a reading challenge

- ① A teacher has asked your group of three or four to propose a one-month class reading challenge. Decide three key issues: whether the goal will track reading minutes or books finished; whether check-ins will happen every Friday or twice during the month; and whether the class celebration will be a book-talk circle or a bookmark display. These are proposals for teacher review, not approved class rules. Discuss benefits and concerns for each choice, including students who read at different speeds.
- ② Materials: one worksheet and pencil per learner, plus a clock or timer the whole group can use. Before the meeting, everyone writes an agenda with all three issues, a goal for each and an elapsed-minute deadline. Use a twelve-minute discussion: decide issue 1 by minute 4, issue 2 by minute 8 and issue 3 by minute 12. Together set a speaker limit of twenty or thirty seconds per turn. Let everyone speak on an issue before someone takes another turn.
- ③ Assign an agenda guide, timekeeper and vote leader; in a group of four, add a participation checker. Everyone takes their own notes on ideas, reasons, votes and decisions. For each issue, discuss both choices, vote once per person, count votes and announce the result. Use a majority of votes cast; with a tie, hear one reason for each choice and vote again. If still tied at the issue deadline, record the tie and recommend both choices for teacher review. The meeting ends with a recorded outcome for all three issues, not after using a fixed number of sentence starters.

2 ANSWER WITH EVIDENCE Use the passage

1 What agenda details, speaker limit and roles must your group agree on before starting the meeting?

2 Why does every learner take notes even when one person leads the meeting?

3 Performance reflection: describe a time limit or deadline your group used and how it affected the meeting.

3 YOUR TURN Your own words

All group members complete each stage. The shared decision can match, but each person keeps their own agenda and notes.

1. Plan the agenda

Record the three issues with goals and deadlines, your group's speaker limit, and the people doing each role. Confirm the agenda together before starting the timer.

2. Discuss, note and vote

Run the twelve-minute meeting. For each issue, personally note at least one reason for each choice, the vote count for both choices and the final outcome. Participate in discussion and cast your own vote on every issue. Follow the stated tie procedure when needed.

3. Confirm and assign next steps

Compare notes aloud and correct differences. Record all three outcomes, one person who will send the proposal to the teacher, and a specific submission deadline agreed by the group. Each learner signs their notes to confirm accuracy. Answer Question 3.

PART 1 • READ AND MARK

Mark the three decisions your group must make. Each learner will help plan the agenda, speak, take notes and vote. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What agenda details, speaker limit and roles must your group agree on before starting the meeting?	Agenda: decide the reading measure by minute 4, check-in schedule by minute 8, and celebration by minute 12. Agree on twenty or thirty seconds per speaking turn. Assign an agenda guide, timekeeper and vote leader; add a participation checker for four learners.
2	Why does every learner take notes even when one person leads the meeting?	Personal notes help each learner follow reasons, remember decisions and accurately report vote results. Leading or listening does not replace taking notes.
3	Performance reflection: describe a time limit or deadline your group used and how it affected the meeting.	Accept an actual example tied to the agreed agenda or speaker limit, such as ending a turn so another learner could give a reason before a vote.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative agenda: choose minutes or books by minute 4; choose weekly or twice-monthly check-ins by minute 8; choose a book-talk circle or bookmark display by minute 12. Speaker limit: thirty seconds. Assign named learners to agenda, time and vote roles, plus participation checking if there are four.

Illustrative notes for a four-person group: Minutes can recognize effort across reading speeds; books finished are simple to count but differ in length. Vote: minutes 3, books 1; propose minutes. Weekly check-ins give frequent support; twice-monthly check-ins take less class time. Vote: weekly 3, twice-monthly 1; propose weekly. Book talks allow oral recommendations; a bookmark display leaves a product others can browse. Vote: book-talk circle 1, bookmark display 3; propose bookmark display.

Illustrative next step: Ana sends the three-part proposal to the teacher by 3 p.m. tomorrow. Names, votes and deadlines must come from the actual group, not this model. If a repeated vote remains tied, record both counts and the unresolved options accurately.

Assess individual collaborative participation, agenda planning, setting and respecting speaker limits, personal notes and votes on all three issues. Observe performance rather than scoring only the reflection. Timing can be adjusted as an accommodation if the group records clear replacement deadlines before starting. There is no predetermined winning choice. Help students use a visible timer without cutting off necessary access supports.