

# Talk It Forward

*Build a shared plan through ideas, listening, and feedback.*

**GRADE 9 • 9.P.CP.1.c**

**9.P.CP.1.c** "Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)"

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## OUR GROUND RULES Read together first

**1** Speak one at a time; invite quieter voices.

**2** Paraphrase a peer before building on their idea.

**3** Use your cards for meaningful contributions.

**4** Give specific feedback about ideas, not people.

## HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4. Print two card sheets, choose one topic, and take one role each; one person may cover an unused role.
2. Sort the move cards by their four labels. Deal each player one card of each label; set all extra cards and duplicate roles/topics aside.
3. Read the topic. Offer ideas, listen, ask questions, and give feedback. Play a card only after making its full contribution; respond naturally between cards.
4. After everyone has used all four moves, agree on a shared plan that answers the topic. The Plan Keeper records it on paper, including one change made because of feedback.
5. Each person explains one connection between the final plan and a peer's idea. Check the reflection statements; then rotate roles for another topic.

## AFTER THE ROUND Check what you did

☐ I offered a relevant idea with a reason.

☐ I accurately paraphrased a peer and built on the idea.

☐ I asked for clarification and gave specific feedback.

☐ I helped make a shared plan and explain a revision.

**TOPIC CARDS** · pick one per round

| TOPIC                                                                                                                                                                           | TOPIC                                                                                                                                                                    | TOPIC                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Welcome Week Plan</b><br>Design a welcome activity for new ninth graders. Agree on three connected parts, explain how they help students, and address one practical concern. | <b>Phone Break Plan</b><br>Create a fair plan for phone-free class time. Explain how it supports learning, addresses reasonable student needs, and handles an exception. | <b>Study Space Fix</b><br>Propose three improvements to an after-school library study space. Agree on priorities and explain how they address different students' needs. |

**ROLE CARDS** · one per player

| ROLE                                                                  | ROLE                                                                             | ROLE                                                                     | ROLE                                                                       |
|-----------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Idea Scout</b><br>Invite useful options and reasons from everyone. | <b>Listening Lens</b><br>Check that paraphrases represent classmates accurately. | <b>Feedback Builder</b><br>Invite specific strengths and useful changes. | <b>Plan Keeper</b><br>Record the shared plan and one change from feedback. |

**MOVE CARDS** · deal 4 to each player

| MOVE CARD                                                 | MOVE CARD                                                                 | MOVE CARD                                                                                | MOVE CARD                                                                                |
|-----------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>OFFER AN IDEA</b><br>“We could ____ because ____.”     | <b>OFFER AN IDEA</b><br>“One useful option is ____ because ____.”         | <b>LISTEN AND BUILD</b><br>“You suggested ____.<br>Did I understand? I would add ____.”  | <b>LISTEN AND BUILD</b><br>“Your idea is ____, right? It connects to ____ because ____.” |
| MOVE CARD                                                 | MOVE CARD                                                                 | MOVE CARD                                                                                | MOVE CARD                                                                                |
| <b>ASK FOR DETAILS</b><br>“How would ____ work for ____?” | <b>ASK FOR DETAILS</b><br>“Could you explain ____ so we can decide ____?” | <b>GIVE FEEDBACK</b><br>“A strength is ____.<br>One useful change is ____ because ____.” | <b>GIVE FEEDBACK</b><br>“I value _____. We could improve ____ by ____ because ____.”     |

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 copies of the card sheet and one blank paper per group. This gives four cards of each of four move labels: enough for four students to receive one of each. For three students, set four extra move cards aside and share the unused role's duties. Assess each student's listening, contributions and feedback, plus the group's recorded plan. The five-line exchange illustrates connected moves, not a complete round; everyone must complete all four moves. Roles do not exempt anyone from another skill.

**WHAT A STRONG ROUND SOUNDS LIKE**

|              |                                                                                                                                                            |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ava</b>   | We could create quiet library zones because some students need fewer distractions.                                                                         |
| <b>Malik</b> | You suggested quiet zones, right? I would add a separate group-work area so partners can still talk.                                                       |
| <b>Jo</b>    | How would we share the limited quiet seats fairly?                                                                                                         |
| <b>Ava</b>   | A strength is having both kinds of space. One useful change is a 30-minute reservation limit because more students could get a turn.                       |
| <b>Malik</b> | Our plan now has quiet seats, a group area, and a reservation limit. We added the limit because Jo raised the access problem and Ava suggested a solution. |

**LISTEN FOR**

- offers relevant ideas supported by reasons
- checks a paraphrase and responds to a peer
- gives specific, respectful and usable feedback
- explains how feedback changed the shared plan

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