LESSON MAKER PRO

Talk Tactics Deck

Use purposeful moves to build one group solution.

GRADE 10 · 10.C.1

10.C.1 "Communication, Listening, and Collaboration Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts..."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1 Set a shared goal and a time limit before you begin.	**2** Speak one at a time and listen without interrupting.
3 Use specific examples, and do not invent facts.	**4** Make space for every voice before making a decision.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card. Set the group goal and an 8–12-minute deadline.
2. Each player takes one Role card and reads the job aloud. With three players, share the fourth job.
3. Cut out two sets of Move cards, shuffle them, and deal four to each player.
4. When you genuinely use a card's starter, place that card in the middle.
5. At the agreed time, stop even with unused or inapplicable cards. Summarize your decision and any real differences, or state full agreement; reflect honestly.

AFTER THE ROUND Check what you did

- ☐ I listened actively and built on another person's idea.
- ☐ I used an accurate example and responded respectfully to others, including any different view.
- ☐ I helped every member contribute and summarized agreement or disagreement.
- ☐ I helped set a clear goal, deadline, or job.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Better Lunches

Your group can change one part of the school lunch experience. Decide on a realistic change and outline a 3-minute presentation that explains it.

TOPIC

Phone Balance

Create a fair classroom phone-use guideline that protects learning and allows reasonable exceptions. Prepare a 3-minute presentation.

TOPIC

Freshman Welcome

Plan a low-cost first-week activity that helps new students feel included. Prepare a 3-minute presentation.

ROLE CARDS · one per player

ROLE

Voice Scout

Notice who has not spoken, and invite that person to share an idea before the group decides.

ROLE

Evidence Editor

Ask the group to use specific, accurate examples and to check information it is unsure about.

ROLE

Plan Keeper

Help the group name a clear goal, deadline, and jobs for completing the task.

ROLE

Common Ground

Summarize actual agreements and any disagreements, or report full agreement, before the decision.

MOVE CARDS · deal 4 to each player

MOVE CARD

INVITE VOICE

"____, what is your view on ____?"

MOVE CARD

INVITE VOICE

"We have not heard from ____ yet. What do you think about ____?"

MOVE CARD

USE EVIDENCE

"One specific example from our experience is ____."

MOVE CARD

USE EVIDENCE

"To make sure this detail is accurate, we can check ____."

MOVE CARD

BUILD IDEA

"I want to build on ____'s idea by ____."

MOVE CARD

RESPECTFUL CHALLENGE

"I see ____ differently because ____."

MOVE CARD

SET A PLAN

"Our goal is ____, and ____ will finish ____ by ____."

MOVE CARD

SUMMARIZE VIEWS

"We agree on ____. We still differ on ____ / have no remaining disagreement."

Cards last longer on thick paper.

Talk Tactics Deck

RUNNING THE ROUNDS

Print two sets of Move cards so each group of three or four can receive four cards per player. Run each round for 8 to 12 minutes, then collect the reflection statements as evidence of participation. If participation is uneven, pause the group, have the Voice Scout name whose ideas are missing, and give that student the next speaking turn. Stop at the agreed time; unused or inapplicable cards are allowed. Do not invent a disagreement or play a move merely to empty a hand. Accept an accurate full-agreement summary and honest reflection. With three players, share the fourth role. The model shows one possible disagreement, not a required outcome.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Our goal is a fair classroom phone guideline, and Carlos will finish our first draft by 12:10.
Carlos	One specific example from our experience is receiving a family pickup change during the school day.
Jen	I see a total phone ban differently because a teacher-approved exception could protect learning and communication.
Maya	Ravi, what is your view on a teacher-approved exception?
Ravi	We agree that learning needs protection, but we still disagree about when an exception should be allowed.

LISTEN FOR

- Specific invitations that bring quieter members into the discussion
- Claims supported by accurate examples instead of invented facts
- Respectful disagreement that gives a reason and addresses an idea
- Clear summaries of agreement, disagreement, next steps, roles, and deadlines

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