LESSON MAKER PRO

Perspective Playbook

Build ideas, question claims, and respond with respect.

GRADE 11 · 11.C.1.A.iii

11.C.1.A.iii "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes: Responding thoughtfully and tactfully with evidence to diverse perspectives."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Speak to ideas, not people.
2. Use reasons, examples, or experiences.
3. Let each person finish their thought.
4. Make room for different perspectives.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic, read the question aloud and set an 8–10-minute limit.
2. Take different Role Cards and four Move Cards each. Print two Move sets; with three players, share the fourth role.
3. Discuss the topic. Use a Move Card only when its starter fits your real response.
4. Say the starter aloud, finish it with your idea, and place that card in the middle.
5. Stop at the agreed time even if cards remain. Explain any inapplicable card or rephrase it truthfully, then reflect honestly.

AFTER THE ROUND Check what you did

- [ ] I responded to a classmate's idea, not just the topic.
- [ ] I used a specific reason, example, or experience.
- [ ] I responded respectfully to an idea with a question, agreement or disagreement.
- [ ] I made room for a perspective different from mine.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Phone Use Policy

What phone-use policy would best balance focused learning with students' needs during the school day?

TOPIC

Community Service

What graduation community-service expectation, if any, would be fair to students with different schedules and responsibilities?

TOPIC

AI Writing Rules

What rules should teachers use for AI tools in writing assignments so students learn while using technology responsibly?

ROLE CARDS · one per player

ROLE

Evidence Scout

Listen for specific reasons, examples, or experiences, and ask the group to make claims more concrete.

ROLE

Bridge Builder

Notice connections between ideas and help the group build on points that work together.

ROLE

Perspective Finder

Invite viewpoints that have not yet been heard or consider how a policy affects different students.

ROLE

Tone Coach

Listen for respectful wording and help the group rephrase disagreement without attacking anyone.

MOVE CARDS · deal 4 to each player

MOVE CARD

ADD EVIDENCE

"A detail from my experience is ____, which supports ____."

MOVE CARD

ADD EVIDENCE

"One specific example that supports this idea is ____."

MOVE CARD

ASK CLEARLY

"Can you explain what you mean by ____?"

MOVE CARD

ASK CLEARLY

"What evidence or experience leads you to think ____?"

MOVE CARD

RESPECTFUL SHIFT

"I understand why ____ matters. My evidence supports ____ because ____."

MOVE CARD

RESPECTFUL SHIFT

"I agree with ____ because ____. A question I still have is ____. "

MOVE CARD

INVITE PERSPECTIVE

"What is your view on ____? Has everyone had a chance to respond?"

MOVE CARD

INVITE PERSPECTIVE

"Someone with a different experience might say ____. How should we consider that?"

Cards last longer on thick paper.

Perspective Playbook

RUNNING THE ROUNDS

The sample exchange uses the Phone Use Policy card and models respectful disagreement, clarification, evidence, building, and inviting another perspective. Run rounds with three or four students, printing enough Move Card sets for each player to receive four cards. If participation is uneven, pause the discussion and have the Perspective Finder invite a quieter member before the group continues. Set an 8–10-minute limit and stop at it even with unused cards. Accept honest rephrasing or an explained inapplicable card; never require fabricated disagreement. Each learner still responds to a real idea with evidence and considers how a policy affects others. Share the fourth role in a group of three.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I understand why keeping phones away during class matters, but I see it differently because students may need to contact family about changing rides.
Jordan	Can you explain what you mean by changing rides?
Maya	A detail from my experience is that my ride plans sometimes change after practice, which supports a short phone-check time at the end of the day.
Luis	I want to build on Maya's point because a phone-check time could solve transportation problems without interrupting lessons.
Aisha	We have not heard from everyone. What do you think about a phone-check time?

LISTEN FOR

- Tactful agreement or disagreement that names a specific idea
- Questions that seek clarification or evidence before challenging a claim
- Examples from experience connected clearly to a position
- Invitations for quieter voices or perspectives affected differently

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