LESSON MAKER PRO

Talk It Through

Use evidence, flexibility, and careful listening to reach a group decision.

GRADE 11 · 11.C.1

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

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Speak to ideas, not people.
2. Let each speaker finish before you respond.
3. Use a Move Card only when it fits the discussion.
4. Make space for every voice and revise your thinking when needed.

HOW TO PLAY Teams of 3 or 4

1. Choose a Topic Card, read the task aloud and set an 8–10-minute limit.
2. Take different Role Cards. With three players, share the fourth job.
3. Use two copies of the Move Cards. Shuffle them and deal four cards to each player.
4. Discuss the topic. When you genuinely use a card's starter, place that card in the middle.
5. Stop at the agreed time, even with unused cards. State your decision and actual agreements and differences, or full agreement; reflect.

AFTER THE ROUND Check what you did

- ☐ I listened and responded to a specific idea.
- ☐ I used relevant evidence and named information that needed checking.
- ☐ I helped identify agreement, disagreement, or a compromise.
- ☐ I made room for a different view and adjusted my thinking when needed.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Phone Plan

Create a class phone-use plan that protects learning while allowing reasonable exceptions. Agree on the rule, the exceptions, and why the plan is fair.

TOPIC

Start Time

Recommend whether your school day should start later, stay the same, or use another option. Explain benefits, trade-offs, and what information the school should verify.

TOPIC

AI Boundaries

Create a fair class policy for using generative AI on assignments. Include allowed uses, limits, and how students can show their own learning.

ROLE CARDS · one per player

ROLE

Proof Scout

Notice when claims need support, and help the group separate direct experience from information it still needs to verify.

ROLE

Consensus Mapper

Track points of agreement and disagreement, then help state the group's final decision.

ROLE

Equity Coach

Invite quieter voices into the discussion and ask frequent speakers to make room for others.

ROLE

Flex Captain

Help the group consider alternate views and shape a practical compromise when ideas conflict.

MOVE CARDS · deal 4 to each player

MOVE CARD

CHECK UNDERSTANDING

"The point I heard is ____; did I get that right?"

MOVE CARD

CHECK UNDERSTANDING

"Before I respond, I want to make sure you mean ____."

MOVE CARD

NAME EVIDENCE

"One piece of evidence or experience is ____."

MOVE CARD

NAME EVIDENCE

"We would need to verify ____ before using it to decide."

MOVE CARD

OFFER ALTERNATE VIEW

"An alternate view is ____, because ____."

MOVE CARD

PROPOSE COMPROMISE

"Could we compromise by ____?"

MOVE CARD

SUM IT UP

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

MOVE CARD

SUM IT UP

"Our strongest point of agreement is ____."

Cards last longer on thick paper.

Talk It Through

RUNNING THE ROUNDS

Run each topic as an 8 to 10 minute round. Print two copies of the Move Cards, deal four to each student, and have the Consensus Mapper state the group's final decision with actual agreements and any remaining differences, or full agreement. If participation is uneven, pause during the round, let the Equity Coach invite a quieter member, and require the frequent speaker to ask a clarifying or evidence question before speaking again. Stop at the agreed time even if cards remain. Situation-dependent cards may stay unused with an honest explanation; do not manufacture disagreement or compromise. Share the fourth role with three players. Accept a supported unchanged view.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	The point I heard is that a total phone ban could make it hard to contact family, did I get that right?
Theo	Yes. One piece of evidence or experience is that our teacher sometimes lets us check a schedule change on our phones.
Maya	An alternate view is that phones can pull attention from a lesson, because notifications interrupt students.
Jordan	Could we compromise by keeping phones put away during instruction but allowing teacher-approved checks during independent work?
Riley	We agree that phones should not be used during instruction, but we still differ about whether independent-work checks should need teacher approval.

LISTEN FOR

- Accurate paraphrases before rebuttal
- Claims linked to specific experience or evidence, with unverified information identified
- Tactful alternate views and workable compromises
- Clear summaries that distinguish consensus from remaining disagreement

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