

Listen, Then Decide

A model of respectful discussion across differing views.

S.CE.h “engaging and communicating as a civil and informed individual with persons with different perspectives; and”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline two respectful listening moves, circle the question used to learn more, and number the two different concerns 1 and 2.

A Lunch Phone Discussion

- ① At Jefferson Middle School, the student council considered whether phones should stay in lockers during lunch. Maya wanted students to use phones freely. She said some students use lunch to check messages from family or arrange rides. Daniel disagreed. He worried that screens made it harder for classmates to talk face to face. During the meeting, Maya did not interrupt Daniel. She wrote down his reason, then said, “I understand that you want lunch to feel more social.” Daniel replied, “I hear that family communication matters to you.”
- ② Instead of treating Daniel’s idea as foolish, Maya asked, “What have you noticed at lunch that makes you think this?” Daniel described seeing students sit together while each person watched a separate video. Maya then shared a different observation: a student once missed a change in pickup plans because the office could not reach a parent quickly. Both students used examples, not insults. They also asked questions to learn more. Their conversation showed that listening does not require agreeing. It requires trying to understand another person’s reasons.
- ③ By the end, the council chose a trial plan. Students could use phones at two tables near the office, while the other lunch tables stayed phone-free. The council would ask students and lunch staff for feedback after two weeks. Maya supported the trial because it protected a way to contact family. Daniel supported it because it created space for conversation. Neither student got exactly what they first wanted. Still, each person stated a view respectfully, listened to evidence, and helped develop a solution that considered both concerns.

2 ANSWER WITH EVIDENCE Use the passage

1 What concern did Maya have, and what concern did Daniel have?

2 Name two actions Maya took that helped her understand Daniel's view.

3 How did using examples instead of insults make the discussion more civil?

4 How did the trial plan consider both Maya's and Daniel's concerns?

3 YOUR TURN Your own words

With a partner, choose a school issue and take different viewpoints. Prepare four or five sentences stating both views fairly, asking a respectful question and proposing a solution. Then exchange views: each restate the other's concern, ask and answer a question, and give an example or evidence for their view. Revise your solution after listening. Have your teacher observe the exchange.

PART 1 • READ AND MARK

Underline two respectful listening moves, circle the question used to learn more, and number the two different concerns 1 and 2. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What concern did Maya have, and what concern did Daniel have?	Maya wanted students to be able to contact family or arrange rides. Daniel wanted lunch to include more face-to-face conversation.
2	Name two actions Maya took that helped her understand Daniel's view.	She did not interrupt him, wrote down his reason, said she understood his concern, and asked what he had noticed at lunch. Any two.
3	How did using examples instead of insults make the discussion more civil?	Examples gave reasons for each view, so the students could discuss concerns without attacking each other.
4	How did the trial plan consider both Maya's and Daniel's concerns?	It allowed phone use at two tables near the office for family communication and kept other tables phone-free to support conversation.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Some students want music playing during independent work, while others need quiet to focus. I understand that music can make work feel calmer. What kind of music or volume would let students who need quiet still concentrate? Our class could try soft instrumental music on one day and a quiet room on another day, then share feedback.

Accept the original passage answers and reasonable paraphrases. Required: pair learners with different actual or assigned school-issue views and support preparation. Observe each learner fairly restating the other's concern, asking and answering respectfully, and using a relevant example or evidence. Check the revised solution considers both concerns. The printed sample models written preparation; it does not replace the actual exchange. No policy implementation is required.