LESSON MAKER PRO

Ideas in Motion

Use evidence, questions, and listening to reach a group view.

HIGH SCHOOL · 9-10.SL.1

9-10.SL.1 "Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively..."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1 Use real examples from your experience, not made-up facts.	**2** Listen to an idea before responding to it.
3 Question ideas, not people.	**4** Agree honestly. Do not invent a disagreement or change your view just to play a card.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card. Think of a real example from your experience that relates to it.
2. Take one ROLE card each. With three players, take the first three roles and share the fourth role's job.
3. Shuffle two copies of the eight MOVE cards and deal four to each player. In the first minute, agree on one discussion norm, a goal, and whether you will decide by consensus or vote.
4. Discuss until minute seven. When a starter genuinely fits what you want to say, finish it aloud and play the card to the middle. Leave other cards unused.
5. Use the last minute to summarize your view, including any agreement, difference, or open question. Stop at eight minutes, then check the reflection statements.

AFTER THE ROUND Check what you did

- ☐ I used a specific example to support an idea or test a claim.
- ☐ I responded to a classmate's idea or invited someone into the discussion.
- ☐ I asked or answered a question that helped the group think further.
- ☐ I helped state our agreements, any differences, or open questions accurately.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Group Project Time

What plan would make group projects fair when classmates have different schedules? Recommend a plan using examples from your experience.

TOPIC

Useful Peer Feedback

What should students do to make peer feedback on writing more useful? Recommend an approach using examples from your experience.

TOPIC

Class Discussion Access

How can a class make discussions easier for more students to join? Recommend an approach using examples from your experience.

ROLE CARDS · one per player

ROLE

Norm Keeper

Help the group set a norm, goal, and decision method, then watch the time and the norm.

ROLE

Evidence Scout

Listen for specific examples and ask the group to check claims that need support.

ROLE

Big Picture Guide

Invite others in and ask how the topic connects to issues beyond this discussion.

ROLE

View Tracker

Track agreements, any differences, and open questions so the group can give an accurate summary.

MOVE CARDS · deal 4 to each player

MOVE CARD

OFFER EVIDENCE

"One example I've seen is ____, which suggests ____."

MOVE CARD

CHECK EVIDENCE

"What example supports ____? I'm asking because ____."

MOVE CARD

BUILD ON

"Building on ____'s point, I'd suggest ____ because ____."

MOVE CARD

CLARIFY MEANING

"When you say ____, do you mean ____? That matters because ____."

MOVE CARD

LOOK BEYOND

"____, where else does this issue show up, and why?"

MOVE CARD

CONNECT IDEAS

"Your point about ____ connects to the bigger question of ____; what do you think?"

MOVE CARD

MAP VIEWS

"Our agreements, any differences, and open questions are ____."

MOVE CARD

WEIGH EVIDENCE

"After hearing ____, I still think or now think ____; the example of ____ supports that."

Cards last longer on thick paper.

Ideas in Motion

RUNNING THE ROUNDS

For another round, change topics and roles, then reshuffle both copies of the move cards and deal again. If participation is uneven, prompt the Big Picture Guide to invite a quieter student in without putting that student on the spot. Unused cards and evidence-supported unchanged views are valid outcomes.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	One example I've seen is two teammates who could not meet after school, which suggests we should plan time to work during class.
Jordan	Building on Maya's point, I'd suggest a class-time check-in because everyone could attend.
Eli	Jordan, where else does this issue show up, and why?
Jordan	In team sports, practice times can also affect who gets to take part, so planning time together matters there too.
Maya	Our agreements, any differences, and open questions are that we agree on a class-time check-in, no one has raised a different view, and we still need to decide how often to meet.

LISTEN FOR

- A prepared, specific example used to support or test a claim
- A response that names and extends or clarifies a peer's idea
- A question that invites a peer in or connects the topic to a larger issue
- An accurate summary that distinguishes agreement from open questions without inventing disagreement

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