

Talk It Forward

Listen closely, respond purposefully.

GRADE 10 • 10.C.1.A.i

10.C.1.A.i "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes: Applying a variety of strategies to listen actively and speak purposefully and respectfully."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak to ideas, not people.

2 Listen without interrupting.

3 Use a Move Card only after you respond to someone.

4 Make room for every voice.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic Card and read the question silently.
2. Each player takes one Role Card and follows that job during the round.
3. Shuffle two copies of the Move Cards 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. End when every dealt Move Card is in the middle, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I listened and responded to another person's idea.

☐ I used a sentence starter purposefully.

☐ I asked for clarification or more reasoning.

☐ I spoke respectfully, even when I disagreed.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Later Start Times Should high schools start later in the morning? Discuss what the school should consider before making a decision.	Phone-Free Classrooms Should students keep phones out of sight during every class? Discuss benefits, concerns, and possible exceptions.	AI Schoolwork When, if ever, should students be allowed to use AI tools for schoolwork? Create a fair guideline.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Thread Keeper Track the group's main ideas and ask how a new point connects when the talk drifts.	Balance Coach Notice who has spoken and invite a quieter person to add an idea.	Meaning Checker Listen for unclear points and ask the speaker to explain or restate them.	Respect Monitor Notice whether people respond respectfully to ideas and redirect comments about people.

MOVE CARDS · deal 4 to each player

MOVE CARD LISTEN BACK “I hear you saying that ____.”	MOVE CARD LISTEN BACK “So your main point is ____.”	MOVE CARD PROBE FURTHER “What makes you think ____?”	MOVE CARD PROBE FURTHER “Can you explain what you mean by ____?”
MOVE CARD BUILD ON “Building on ____'s idea, ____.”	MOVE CARD BUILD ON “That connects to ____ because ____.”	MOVE CARD DIFFERENT VIEW “I see it differently because ____.”	MOVE CARD DIFFERENT VIEW “I agree with part of that, but I think ____.”

Print one card sheet per team. Cards last longer on thick paper.

RUNNING THE ROUNDS

Give each group one Topic Card, one Role Card per player, and four Move Cards per player from two printed sets. Run several short rounds with new topics and roles. If participation is uneven, have the Balance Coach invite specific classmates and require each player to play at least one card before anyone plays a second card.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I think a later start could help students focus because many students arrive tired.
Jordan	I hear you saying that a later start could help students focus.
Alex	What makes you think a later start would improve focus for most students?
Maya	Building on Jordan's idea, students might be more ready to learn during first period.
Sam	I see it differently because a later dismissal could make sports and after-school jobs harder.

LISTEN FOR

- Students accurately paraphrase a peer before adding a point.
- Questions ask for reasoning or clarification, not just agreement.
- Students connect their comments to a named peer's idea.
- Disagreement addresses the idea with a reason and respectful tone.

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