

Talk It Through

Use every voice to build a stronger group decision.

GRADE 10 • 10.C.1.A.iii

10.C.1.A.iii "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes: Incorporating all group members in the development of new understandings, making decisions..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Listen fully before you respond.

2 Make space for every group member.

3 Use a card only when it fits the discussion.

4 Challenge ideas, not people.

HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four and choose one Topic card.
2. Each player takes one Role card.
3. Deal four Move cards to each player from copied Move-card decks.
4. Discuss the topic, and place a card in the middle when you genuinely use its starter.
5. End the round when all dealt cards are in the middle, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I invited a group member whose view was missing.

☐ I built on or connected another person's idea.

☐ I checked that the group understood an idea correctly.

☐ I helped the group make a decision or solve a problem.


TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Phone Boundaries Your school is considering a new phone-use rule. What rule should it test for one month, and how can it work for students who need phones for family or health reasons?	Lunch Waste Your school can fund one change to reduce lunch waste. What should it try, and how will the plan include students with different lunch routines?	Club Fair Your grade can change one part of the school club fair. What change should it make so more students can take part, and what challenge must the group solve?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Voice Scout Keep track of whose ideas are missing, and invite those group members into the discussion.	Connection Builder Notice related ideas, and help the group explain how they fit together.	Decision Mapper Name the choices the group is considering, and check what the group agrees on.	Roadblock Spotter Point out possible problems with a plan, and ask the group for practical solutions.

MOVE CARDS · deal 4 to each player

MOVE CARD INVITE A VOICE “I notice we have not heard from ____. What is your view on ____?”	MOVE CARD INVITE A VOICE “____, what part of this idea do you see differently?”	MOVE CARD BUILD UNDERSTANDING “I want to build on ____ by adding ____.”	MOVE CARD BUILD UNDERSTANDING “That connects to ____ because ____.”
MOVE CARD CHECK UNDERSTANDING “Would this summary be accurate: ____?”	MOVE CARD CHECK UNDERSTANDING “Before we decide, can someone explain how ____ would work?”	MOVE CARD SHAPE A DECISION “A choice that includes both ____ and ____ is to ____.”	MOVE CARD SOLVE A BARRIER “One problem with ____ could be ____, so we could ____.”

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

RUNNING THE ROUNDS

For each group of three or four, print enough copies of the eight-card Move deck to deal four cards to each player. Let groups discuss until every dealt card is in the middle, then have students complete the reflection. If participation is uneven, pause the round, have the Voice Scout name an unheard perspective, and require the next move to invite or build on that perspective.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I want to build on the compost-bin idea by adding that students who bring lunch should help plan it.
Jalen	Eli, what part of this idea do you see differently?
Eli	One problem with that plan could be food scraps getting mixed with trash, so we could use picture signs above the bins.
Nora	Would this summary be accurate: a compost bin could work if students who bring lunch help plan it and the signs are clear?
Maya	A choice that includes both student input and clear signs is to ask students to review two sign designs before we choose one.

LISTEN FOR

- Invitations to members who have not spoken
- Connections between two or more group ideas
- Accurate summaries that the group confirms or revises
- Plans that address different needs and likely barriers

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