

Talk, Track, Reflect

Use discussion moves, then evaluate your role.

GRADE 10 • 10.C.1.A.viii

10.C.1.A.viii "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes: Using reflection to evaluate one's own role in the process in pairs or small-group activities."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak one at a time and listen closely.

2 Use a Move Card only when it fits the discussion.

3 Make space for every group member to speak.

4 Disagree with ideas, not people.

HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4 and choose one Topic Card.
2. Each player takes one Role Card. In a group of 3, leave one Role Card aside.
3. Use two complete Move Card sets. Deal 4 cards to each player. Groups of 3 leave the 4 extra cards undealt.
4. Discuss the topic. When you genuinely use a card's starter, place that card in the middle.
5. When every dealt card is in the middle, complete the reflection checks on your own.

AFTER THE ROUND Check what you did

☐ I responded to another person's idea.

☐ I made space for another person to contribute.

☐ I can name a specific way I helped the group process.

☐ I can name one change I will make in my next group discussion.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone Free Lunch Should the school create an optional phone-free lunch area? Decide what the area should be like and why.	Later Start Times Should high school start later in the morning? Develop a recommendation that considers students, families, and activities.	Project Grade Plans How should a teacher balance individual work and group work when grading a group project? Create a fair plan.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Voice Finder Notice who has not spoken yet, and invite that person to share when it fits.	Idea Linker Listen for related ideas and point out useful connections between them.	Focus Keeper Keep the group connected to the Topic Card question and name choices the group still needs to make.	Process Mirror Notice how the group is working together and help the group pause for a quick check when needed.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
OFFER IDEA “I think ____ because ____.”	OFFER IDEA “One idea our group could try is ____ because ____.”	BUILD ON “I want to build on ____'s idea by ____.”	BUILD ON “____ makes me think we could also ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
INVITE VIEW “____, what is your view on ____?”	INVITE VIEW “We have not heard from _____. What do you think about _____?”	REFLECT ROLE “I noticed I ____ during this discussion, and next I will ____.”	REFLECT ROLE “My role in this group was ____, and I could improve by ____.”

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

RUNNING THE ROUNDS

Run one round with a chosen Topic Card, then have students complete the four reflection checks independently before discussing their responses briefly. If participation is uneven, use the Voice Finder role to name whose perspective is missing, and ask frequent speakers to wait until two peers have contributed before speaking again.

WHAT A STRONG ROUND SOUNDS LIKE

Theo	I think a phone-free lunch area should be optional because students should be able to choose where they sit.
Maya	I want to build on Theo's idea by making the area one clearly marked table.
Jordan	Maya, what is your view on making the area one table instead of the whole cafeteria?
Maya	One idea our group could try is one table because students could join it without changing everyone else's lunch.
Theo	I noticed I offered an idea and listened to Maya's response during this discussion, and next I will ask Jordan to share another concern.

LISTEN FOR

- Students refer specifically to a peer's idea before extending it.
- Students invite a quieter member into the discussion.
- Students explain reasons for a recommendation and respond to others' reasons.
- Students name a concrete contribution they made and a specific next step.

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