

Common Ground Cards

Use discussion moves to reach a workable group decision.

GRADE 11 • 11.C.1.A.ii

11.C.1.A.ii "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes: Demonstrating the ability to work effectively by coming to a consensus..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak to ideas, not people.

2 Use a card only after you say its starter naturally.

3 Let each person finish before responding.

4 Aim for a decision everyone can live with.

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 and follows that job during the round.
3. Deal four Move cards to each player, using duplicate card copies if needed.
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, state your decision, compromise, and alternate view.

AFTER THE ROUND Check what you did

☐ I offered or built on an idea.

☐ I presented an alternate view.

☐ I made or accepted a compromise.

☐ I helped the group reach and check consensus.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone Balance Recommend one change to your school's phone expectations that balances learning time and students' need to communicate.	AI Boundaries Create three class rules for using AI tools that protect learning while allowing useful support.	Senior Priorities Choose two improvements the school should prioritize for seniors next year, then explain what your group would postpone.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Goal Finder Listen for shared goals and name them when the group can connect ideas.	View Scout Ask the group to consider a reasonable alternate view or a student group affected by the choice.	Trade Tracker Notice what each idea gains or gives up, then suggest a fair compromise.	Consensus Caller Check whether everyone can live with the decision and name any remaining concern.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
BUILD ON "I want to build on ____ by adding that ____."	BUILD ON "That connects to ____ because ____."	ALTERNATE VIEW "Another way to see ____ is ____."	ALTERNATE VIEW "What if we considered ____ instead of ____?"
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
FIND MIDDLE "Could we combine ____ and ____?"	FIND MIDDLE "I could support ____ if we also ____."	CHECK AGREEMENT "Can we agree that ____, even if ____?"	CHECK AGREEMENT "It sounds like we agree on ____; is that accurate?"

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

RUNNING THE ROUNDS

Print enough duplicate Move cards so each student receives four, then select one topic and assign roles. End a round only after every dealt card is in the center and the group has named its decision, compromise, and alternate view. If participation is uneven, have the Consensus Caller invite the least-heard voice before the group finalizes, then redistribute speaking space rather than assigning answers.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Another way to see keeping phones available is that some students need them for family updates.
Jon	I want to build on the need for family contact by adding that alerts can interrupt learning.
Leah	Could we combine quiet phone storage during class and access for urgent family messages?
Omar	I could support quiet phone storage if we also let students check messages between classes.
Maya	Can we agree that any change should protect learning time, even if we still need to decide the exact access times?

LISTEN FOR

- Builds on a peer's idea before adding a new reason
- Names a credible alternate perspective
- Offers a specific trade-off both sides can accept
- Checks for agreement and acknowledges a remaining concern

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