

Perspective Playbook

Build ideas, question claims, and respond with respect.

GRADE 11 • 11.C.1.A.iii

11.C.1.A.iii "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes: Responding thoughtfully and tactfully with evidence to diverse perspectives."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak to ideas, not people.

2 Use reasons, examples, or experiences.

3 Let each person finish their thought.

4 Make room for different perspectives.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic Card and read the question aloud.
2. Each player takes one Role Card and four Move Cards. Print extra Move Card sets if needed.
3. Discuss the topic. Use a Move Card only when its starter fits your real response.
4. Say the starter aloud, finish it with your idea, and place that card in the middle.
5. Continue until every dealt Move Card is in the middle, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I responded to a classmate's idea, not just the topic.

☐ I used a specific reason, example, or experience.

☐ I questioned or disagreed with an idea respectfully.

☐ I made room for a perspective different from mine.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone Use Policy What phone-use policy would best balance focused learning with students' needs during the school day?	Community Service What graduation community-service expectation, if any, would be fair to students with different schedules and responsibilities?	AI Writing Rules What rules should teachers use for AI tools in writing assignments so students learn while using technology responsibly?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Evidence Scout Listen for specific reasons, examples, or experiences, and ask the group to make claims more concrete.	Bridge Builder Notice connections between ideas and help the group build on points that work together.	Perspective Finder Invite viewpoints that have not yet been heard or consider how a policy affects different students.	Tone Coach Listen for respectful wording and help the group rephrase disagreement without attacking anyone.

MOVE CARDS · deal 4 to each player

MOVE CARD ADD EVIDENCE “A detail from my experience is ____, which supports ____.”	MOVE CARD ADD EVIDENCE “One specific example that supports this idea is ____.”	MOVE CARD ASK CLEARLY “Can you explain what you mean by ____?”	MOVE CARD ASK CLEARLY “What evidence or experience leads you to think ____?”
MOVE CARD RESPECTFUL SHIFT “I understand why ____ matters, but I see it differently because ____.”	MOVE CARD RESPECTFUL SHIFT “I agree with part of your point, especially ____, yet ____.”	MOVE CARD INVITE PERSPECTIVE “We have not heard from everyone. What do you think about ____?”	MOVE CARD INVITE PERSPECTIVE “Someone with a different experience might say _____. How should we consider that?”

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

RUNNING THE ROUNDS

The sample exchange uses the Phone Use Policy card and models respectful disagreement, clarification, evidence, building, and inviting another perspective. Run rounds with three or four students, printing enough Move Card sets for each player to receive four cards. If participation is uneven, pause the discussion and have the Perspective Finder invite a quieter member before the group continues.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I understand why keeping phones away during class matters, but I see it differently because students may need to contact family about changing rides.
Jordan	Can you explain what you mean by changing rides?
Maya	A detail from my experience is that my ride plans sometimes change after practice, which supports a short phone-check time at the end of the day.
Luis	I want to build on Maya's point because a phone-check time could solve transportation problems without interrupting lessons.
Aisha	We have not heard from everyone. What do you think about a phone-check time?

LISTEN FOR

- Tactful agreement or disagreement that names a specific idea
- Questions that seek clarification or evidence before challenging a claim
- Examples from experience connected clearly to a position
- Invitations for quieter voices or perspectives affected differently

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