

Talk Moves Challenge

Use your role and moves to strengthen the group process.

GRADE 11 • 11.C.1.A.vi

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

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak from experience and explain your reasons.

2 Use a Move Card only when its starter fits the discussion.

3 Make room for every group member's ideas.

4 Disagree with ideas respectfully.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic Card, and each player takes one Role Card.
2. Deal four Move Cards to each player, using duplicate card sets if needed.
3. Discuss the topic question while carrying out your role job.
4. When you genuinely use a card's starter, place that card faceup in the middle.
5. When every dealt card is in the middle, state your group's decision and complete the reflection.

AFTER THE ROUND Check what you did

☐ I used a move that helped another person join or develop an idea.

☐ I completed my role and noticed how it affected the group.

☐ I listened and responded to an idea before adding my own.

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

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone-Free Lunch Should the school make the cafeteria phone-free during lunch? Agree on a recommendation and two reasons.	Group Grade Should a group project receive one shared grade, individual grades, or both? Agree on a fair policy and explain why.	Service Requirement Should the school require a set number of community-service hours for graduation? Decide on a policy and explain its benefits and concerns.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Turn Tracker Notice who has spoken and invite people whose ideas are missing.	Idea Linker Point out when two ideas connect or when the group needs a reason or example.	Task Pilot Keep the group focused on answering the topic question and naming a decision.	Process Mirror Watch how the group shares turns and lead a brief check of what is working or needs to change.

MOVE CARDS · deal 4 to each player

MOVE CARD CLARIFY MEANING “Can we clarify what we mean by ____?”	MOVE CARD BUILD IDEA “I want to build on ____ because ____.”	MOVE CARD CONNECT IDEAS “I see a connection between ____ and ____ because ____.”	MOVE CARD INVITE VOICE “We have not heard from _____. What do you think about _____?”
MOVE CARD INVITE VOICE “____, your view could help us consider _____. What do you think?”	MOVE CARD PROCESS CHECK “Before we continue, are we making space for _____?”	MOVE CARD PROCESS CHECK “Our discussion is moving toward _____. Do we need to revisit _____?”	MOVE CARD ROLE REFLECT “In this discussion, I helped the group by _____.”

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

RUNNING THE ROUNDS

Print enough Move Card copies so every player receives four cards. Run one Topic Card per round, and require players to place cards in the center only after using the starter naturally. If participation is uneven, have the Process Mirror pause the discussion and direct the group to use an Invite Voice or Process Check card before continuing.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Can we clarify what we mean by a fair policy?
Jordan	I want to build on Maya's question because fairness should show both the team's work and each person's effort.
Ari	We have not heard from Lena yet. What do you think about individual grades?
Lena	I see a connection between individual grades and accountability because each person has a reason to contribute.
Maya	In this discussion, I helped the group by asking us to define fairness before choosing a policy.

LISTEN FOR

- invites a quieter member with a specific question
- builds on or connects a peer's idea with a reason
- checks whether turns and viewpoints are balanced
- names a personal contribution and a next-step adjustment

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