

Talk It Through

Use evidence, flexibility, and careful listening to reach a group decision.

GRADE 11 • 11.C.1

11.C.1 "Communication, Listening, and Collaboration Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak to ideas, not people.

2 Let each speaker finish before you respond.

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

4 Make space for every voice and revise your thinking when needed.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic Card and read the task aloud.
2. Each player takes one Role Card and follows that job during the round.
3. Use two copies of the Move Cards. Shuffle them and deal four cards to each player.
4. Discuss the topic. When you genuinely use a card's starter, place that card in the middle.
5. The round ends when every player has played all four cards. State your group's decision, agreement, and remaining disagreement.

AFTER THE ROUND Check what you did

- ☐ I listened and responded to a specific idea.
- ☐ I used relevant evidence and named information that needed checking.
- ☐ I helped identify agreement, disagreement, or a compromise.
- ☐ I made room for a different view and adjusted my thinking when needed.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone Plan Create a class phone-use plan that protects learning while allowing reasonable exceptions. Agree on the rule, the exceptions, and why the plan is fair.	Start Time Recommend whether your school day should start later, stay the same, or use another option. Explain benefits, trade-offs, and what information the school should verify.	AI Boundaries Create a fair class policy for using generative AI on assignments. Include allowed uses, limits, and how students can show their own learning.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Proof Scout Notice when claims need support, and help the group separate direct experience from information it still needs to verify.	Consensus Mapper Track points of agreement and disagreement, then help state the group's final decision.	Equity Coach Invite quieter voices into the discussion and ask frequent speakers to make room for others.	Flex Captain Help the group consider alternate views and shape a practical compromise when ideas conflict.

MOVE CARDS · deal 4 to each player

MOVE CARD CHECK UNDERSTANDING “The point I heard is ____; did I get that right?”	MOVE CARD CHECK UNDERSTANDING “Before I respond, I want to make sure you mean ____.”	MOVE CARD NAME EVIDENCE “One piece of evidence or experience is ____.”	MOVE CARD NAME EVIDENCE “We would need to verify ____ before using it to decide.”
MOVE CARD OFFER ALTERNATE VIEW “An alternate view is ____, because ____.”	MOVE CARD PROPOSE COMPROMISE “Could we compromise by ____?”	MOVE CARD SUM IT UP “We agree that ____, but we still differ about ____.”	MOVE CARD SUM IT UP “Our strongest point of agreement is ____.”

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

RUNNING THE ROUNDS

Run each topic as an 8 to 10 minute round. Print two copies of the Move Cards, deal four to each student, and have the Consensus Mapper state the group's final decision with one agreement and one remaining disagreement. If participation is uneven, pause after two cards per student, let the Equity Coach invite a quieter member, and require the frequent speaker to ask a clarifying or evidence question before speaking again.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	The point I heard is that a total phone ban could make it hard to contact family, did I get that right?
Theo	Yes. One piece of evidence or experience is that our teacher sometimes lets us check a schedule change on our phones.
Maya	An alternate view is that phones can pull attention from a lesson, because notifications interrupt students.
Jordan	Could we compromise by keeping phones put away during instruction but allowing teacher-approved checks during independent work?
Riley	We agree that phones should not be used during instruction, but we still differ about whether independent-work checks should need teacher approval.

LISTEN FOR

- Accurate paraphrases before rebuttal
- Claims linked to specific experience or evidence, with unverified information identified
- Tactful alternate views and workable compromises
- Clear summaries that distinguish consensus from remaining disagreement

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