

Talk It Out

Build a media-smart group recommendation.

GRADE 11 • 11.C

11.C "The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together. Communication, Listening..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Use a card only after you genuinely contribute.

2 Listen without interrupting, and respond to ideas, not people.

3 Check claims and sources before treating them as evidence.

4 Make room for every voice and work toward a compromise.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the task aloud.
2. Each player takes a different Role card.
3. Make enough copies of the Move cards so each player receives four cards, then shuffle and deal.
4. Discuss the task. Play a card in the middle only when you use its sentence starter honestly.
5. When every dealt card is in the middle, state your group's current agreement and complete the reflection.

AFTER THE ROUND Check what you did

☐ I carried out my role, listened actively, and made room for others.

☐ I checked a claim's source or limits before using it.

☐ I responded tactfully to another view and helped name agreement or disagreement.

☐ I considered audience, purpose, format, and tone when shaping our message.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone-Free Table Your principal asks for a student recommendation about offering one phone-free lunch table. Plan a 60-second proposal that names the audience, identifies information you would need, anticipates an objection, and chooses a spoken and visual format.	Event Media Plan Your group must recommend a media plan for a school event. A student council poll of 80 students favors short videos, while an arts club flyer supports printed posters. Choose a message and two formats for a 60-second pitch. Explain what each source can and cannot show, address a concern, and reach a compromise.	AI Study Rules Your class is creating rules for using AI to make study guides. Design a brief presentation that distinguishes trustworthy information from questionable information, addresses a concern about fairness or learning, and chooses a format and tone for students and teachers.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Source Scout Track where claims come from and ask whether the information is reliable and complete enough to use.	Audience Mapper Watch for audience, purpose, tone, and format, and ask the group to explain its choices.	Bridge Builder Name agreement and disagreement, then help the group consider compromises and alternate views.	Equity Echo Track speaking turns, paraphrase ideas fairly, and invite quieter group members into the discussion.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
SOURCE CHECK “Before we use that claim, we should check ____.”	SOURCE CHECK “That source is useful, but it cannot tell us ____.”	AUDIENCE LENS “For our audience, ____ would work better because ____.”	AUDIENCE LENS “Our tone should be ____ so that ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
COUNTERPOINT “Another view might be ____, but ____.”	COUNTERPOINT “I see ____ differently because ____.”	CONSENSUS MOVE “We agree that ____, and we still need to decide ____.”	CONSENSUS MOVE “To compromise, we could ____.”

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

RUNNING THE ROUNDS

Print two copies of the Move cards for each group, then deal four cards to each player. For groups of three, deal 12 cards and set aside the rest. If participation is uneven, have the Equity Echo name the pattern and require frequent speakers to wait until two other voices contribute before speaking again.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Before we use that claim, we should check whether the poll included students from every grade.
Jordan	For our audience, a short video would work better because it can quickly show what the event offers.
Elena	Another view might be that posters reach students who miss online posts, but we should compare where students get event news.
Maya	That source is useful, but it cannot tell us why students prefer a short video.
Jordan	We agree that both sources give us some information, and we still need to decide which formats fit our message.

LISTEN FOR

- Claims qualified by source, audience, and limits
- Respectful counterclaims supported by reasons or evidence
- Clear summaries of agreement, disagreement, and compromise
- Purposeful choices about format, tone, and audience impact

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