

Talk Tactics Deck

Listen closely, respond with purpose, and move the discussion forward.

GRADE 12 • 12.C.1.A.i

12.C.1.A.i "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes: Applying a variety of strategies to listen actively and speak purposefully and respectfully."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Listen without interrupting.

2 Speak to ideas, not people.

3 Use a starter only when it fits your response.

4 Make room for every voice.

HOW TO PLAY Teams of 3 or 4

1. Choose a Topic card and read the question aloud.
2. Each player takes a different Role card.
3. Shuffle Move cards and deal four to each player. Use extra printed sets if needed.
4. Discuss the topic. When you genuinely use a card's starter, place that card in the middle.
5. Continue until every dealt card is in the middle, then complete the reflection check.

AFTER THE ROUND Check what you did

☐ I listened for meaning before I responded.

☐ I used a starter to build, clarify, invite, or synthesize.

☐ I made space for a classmate's voice.

☐ I spoke respectfully, including when I disagreed.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone-Free Spaces What limits, if any, should schools place on phone use during the school day, and why?	AI and Learning When, if ever, should students be allowed to use AI tools for schoolwork?	Public Memory How should a community decide which local histories and voices appear in public spaces?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Thread Keeper Track connected ideas and ask the group to link related points.	Voice Balancer Notice who has not spoken and offer them a low-pressure invitation to join.	Meaning Checker Listen for unclear claims or assumptions and ask respectful questions.	Respect Monitor Notice the tone of the discussion and redirect comments toward ideas rather than people.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
BUILD ON “I heard ____, and I would add ____.”	BUILD ON “Building on ____, I think ____.”	CLARIFY MEANING “When you say ____, do you mean ____?”	CLARIFY MEANING “Can you say more about ____?”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
INVITE VOICE “I want to hear from ____ because ____.”	INVITE VOICE “____, what is your view on ____?”	SYNTHESIZE IDEAS “So far, we agree that ____.”	SYNTHESIZE IDEAS “Our main difference seems to be ____.”

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

RUNNING THE ROUNDS

For groups of three or four, provide enough duplicated Move-card sets for each student to receive four cards. Run one Topic card per round and collect cards after every starter has been used authentically. If participation is uneven, have the Voice Balancer offer a low-pressure invitation, then pause so that student has space to respond.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	When you say limits, do you mean during class, or the whole school day?
Jordan	I heard Maya distinguish class time from the whole day, and I would add that class-time limits could protect attention.
Maya	Building on Jordan's point about attention, I think phone use should still be allowed during emergencies.
Jordan	Talia, what is your view on phone access during emergencies?
Talia	So far, we agree that phones can distract during class, but we still need a fair emergency plan.

LISTEN FOR

- Students refer to a peer's specific idea before adding a point.
- Students ask questions that clarify meaning rather than challenge the speaker.
- Students invite quieter peers into the discussion respectfully.
- Students identify agreement, differences, or connections across ideas.

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