

Perspective Playbook

Use evidence, questions, and tact to move a discussion forward.

GRADE 12 • 12.C.1.A.ii

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

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Respond to ideas, not people.

2 Support claims with a reason, example, or experience.

3 Name a point before you challenge it.

4 Share the floor and invite quieter voices.

HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 to 4 and draw one Topic card.
2. Each player takes one Role card and follows that job during the round.
3. Print two copies of every Move card, shuffle them, and deal 4 cards to each player.
4. Discuss the topic. When you genuinely use a card's starter, place that card in the middle.
5. End the round when all dealt cards are in the middle, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I responded respectfully to a different perspective.

☐ I used evidence or a specific experience to support an idea.

☐ I asked a question that helped someone explain their thinking.

☐ I helped connect, refine, or extend an idea.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone Boundaries What phone policy during class time would support learning while still allowing students to manage urgent needs?	Start Time Tradeoffs How should the school balance later start times with transportation, jobs, sports, and family responsibilities?	AI Use Expectations What expectations for using generative AI on school assignments would be fair and useful?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Evidence Scout Listen for claims without support and ask the group to add a reason, example, or experience.	Perspective Mapper Notice whose needs or concerns are missing and invite the group to consider them.	Bridge Builder Point out connections between ideas and help the group find areas of agreement.	Balance Keeper Track who has spoken and invite a less-heard group member into the discussion.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
ACKNOWLEDGE VIEW “I hear your point that ____, especially because ____.”	ACKNOWLEDGE VIEW “Your concern about ____ makes sense because ____.”	ASK DEEPER “What evidence or experience leads you to think ____?”	ASK DEEPER “How might your idea affect students who ____?”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
ADD EVIDENCE “One example from my experience is ____, which suggests ____.”	ADD EVIDENCE “I would add ____ as evidence because ____.”	REFINE CLAIM “I agree with part of that, but I see ____ differently because ____.”	BRIDGE IDEAS “Could we combine ____ and ____ by ____?”

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

RUNNING THE ROUNDS

Print two copies of each Move card so a group of four receives four cards per player. For groups of three, set aside the unused cards after dealing. If one student dominates, have the Balance Keeper pause the discussion and invite a player who still holds several cards to respond.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	I hear your point that students may need phones for family messages, especially because emergencies do not follow a school schedule.
Marcus	How might your idea affect students who need to respond to a caregiver during the day?
Nia	One example from my experience is checking my phone during a long independent-work block, which suggests a planned check time could prevent distractions without cutting off contact.
Eli	I agree with part of that, but I see leaving phones on desks differently because notifications can pull attention even when students plan not to check them.
Ava	Could we combine a planned check time and silent phone storage by allowing students to step out for urgent calls?

LISTEN FOR

- Acknowledges a claim before qualifying or challenging it
- Uses a concrete example, experience, or reason as evidence
- Asks questions that probe effects on different people
- Builds connections between differing viewpoints without forcing agreement

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