

Talk Shift Cards

Use your role, move the discussion, reflect on your impact.

GRADE 12 • 12.C.1.A.vi

12.C.1.A.vi "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve 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 to the idea, not the person.

2 Use reasons and examples from your experience.

3 Let each speaker finish before responding.

4 Play a Move card only after you use its words honestly.

HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4 and choose one Topic card.
2. Each player takes one Role card. Put any extra Role card aside.
3. Shuffle two copies of the Move cards and deal four cards to each player. Set undealt cards aside.
4. Discuss the topic. When you naturally use a card's starter, play that card in the center and continue from the idea.
5. End when every dealt card is in the center. Then check the four reflection statements.

AFTER THE ROUND Check what you did

☐ I used my role to support the group process.

☐ I listened closely enough to build on or clarify another person's idea.

☐ I helped make space for a perspective that had not been heard.

☐ I can name one specific change I would make in my role next time.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
AI Boundaries What rules should your school use for student use of generative AI in assigned writing, and why?	Later Start Times Should high schools start later, even if sports, buses, or after-school jobs must change?	Required Service Should graduation require community service, and what would make the requirement fair?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Equity Scout Notice who has and has not spoken, then invite an unheard voice into the discussion.	Thread Weaver Link ideas by naming agreements, differences, or tensions between group members' points.	Meaning Checker Ask for definitions, examples, or distinctions when an idea is unclear.	Process Pilot Watch the discussion process and name one habit the group should adjust.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
INVITE PERSPECTIVE “I want to hear from someone who sees ____ differently.”	INVITE PERSPECTIVE “Before we decide, what does ____ think about this?”	BUILD CONNECTION “Building on that point, ____.”	BUILD CONNECTION “That idea changes my thinking because ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
CLARIFY MEANING “When you say ____, do you mean ____?”	CLARIFY MEANING “Can you give an example of ____?”	REFLECT ROLE “I notice I have been ____ in this group, so I will ____.”	REFLECT ROLE “To better support this group, I need to ____.”

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

RUNNING THE ROUNDS

Print two copies of each Move card so every player can receive four cards. For groups of three, set aside four undealt cards and end when all dealt cards are played. If participation becomes uneven, prompt the Equity Scout to invite another voice and the Process Pilot to name one adjustment the group can make.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	I want to hear from someone who sees requiring students to disclose AI help differently.
Malik	Building on that point, students should be allowed to use AI for brainstorming but not for writing final paragraphs.
Sofia	When you say "brainstorming," do you mean making a list of possible angles, or something more?
Jordan	That idea changes my thinking because a clear definition could make the policy easier to follow.
Ava	I notice I have been steering the questions in this group, so I will pause and let someone else choose the next issue.

LISTEN FOR

- Specific invitations to an unheard perspective
- Responses that extend or revise a peer's idea
- Clarifying questions that prevent assumptions
- Self-assessment that names a concrete role adjustment

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