

Talk, Test, Present

Build a stronger multimedia presentation together.

GRADE 12 • 12.C

12.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 Speak to ideas, not people.

2 Use a card only when its starter fits the conversation.

3 Support claims with reasons or source checks.

4 Invite a quieter voice before speaking again.

HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4 and choose one topic card.
2. Give each player one role card, then deal four move cards to each player.
3. Take turns discussing the task and genuinely complete one move-card starter.
4. Place each used card in the middle. The round ends when every card is played.
5. State your presentation plan, then check the reflection statements.

AFTER THE ROUND Check what you did

☐ I carried out my role and helped evaluate our presentation plan.

☐ I used evidence or checked whether a source was reliable and relevant.

☐ I responded respectfully to a different perspective with a reason.

☐ I summarized a point of agreement and a point of disagreement.


TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Phone Policy Pitch How will you plan a three-minute presentation to school leaders that recommends a phone-policy change, including a claim, credible evidence to seek and cite, a visual or audio choice, a counterclaim, and an audience-engagement check?	Viral Study Claim A viral video says all-nighters improve learning. How will you plan a short response presentation that tests the video's reliability and bias, states a position, and uses credible multimedia evidence?	Hallway Headline A school news post shows a crowded hallway beneath the headline "Phones Are Taking Over Learning." How will you plan a response presentation that analyzes the image and wording, considers excluded viewpoints, and proposes a fairer message?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Source Sleuth Track whether proposed sources are reliable and relevant, and ask how each source will be cited.	Audience Radar Track the audience, purpose, tone, and ways the presenters could check and respond to audience engagement.	Structure Coach Track whether the plan has a clear introduction, logical order, strong evidence and reasoning, and conclusion.	Bridge Builder Make space for every voice and name points of agreement and disagreement.

MOVE CARDS · deal 4 to each player

MOVE CARD BUILD ON "I want to build on ____ by adding that ____."	MOVE CARD BUILD ON "A connection to ____'s idea is ____."	MOVE CARD EVIDENCE CHECK "A credible source we could use is ____ because ____."	MOVE CARD EVIDENCE CHECK "Before we use ____ as evidence, we should check ____."
MOVE CARD FIND COMMON GROUND "So far, we agree that ____, but disagree about ____."	MOVE CARD FIND COMMON GROUND "Our clearest shared point is ____ because ____."	MOVE CARD PRESENTATION DESIGN "For this audience, a ____ would make our message clearer because ____."	MOVE CARD RESPECTFUL RESPONSE "I understand the concern that ____, but ____."

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

RUNNING THE ROUNDS

Print enough copies of the eight-card move deck to deal four cards to each student. Require students to say the full starter and a meaningful completion before placing a card in the middle. If one student dominates, require every other player to play one card before that student plays a second card.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	A credible source we could use is the school's published attendance and discipline records, cited with the report date and office, because staff maintain the records.
Theo	I want to build on Maya's point by adding that an anonymous student survey could explain patterns in the records.
Avery	For this audience, a bar graph plus a quick show-of-hands question would make our message clearer because leaders could see the pattern and respond.
Jordan	I understand the concern that a stricter policy limits needed family contact, but students can use the office phone for urgent calls.
Maya	So far, we agree that the presentation should recommend phone-free class time with an urgent-contact option, but disagree about whether to include student interviews.

LISTEN FOR

- Tactful extensions or challenges that name another speaker's idea
- Specific checks for source reliability, relevance, bias, and citation
- Accurate summaries of agreement and disagreement
- Purposeful choices of media, organization, counterclaims, and audience engagement

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