

Talk It Forward

Build ideas, include voices, make a shared plan.

GRADE 8 • 8.C.1.A.ii

8.C.1.A.ii "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes: Working effectively and respectfully by actively contributing relevant and well-supported..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak one at a time and listen until each speaker finishes.

2 Use a Move card only after you say its starter naturally.

3 Support each opinion with a reason, example, or detail.

4 Make room for every voice and help create one group plan.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the question together.
2. Each player takes a different Role card. Put any unused Role card aside.
3. Use two printed sets of Move cards, then deal four cards to each player.
4. Discuss the topic. When you genuinely use a card's starter, place that card in the middle.
5. Keep talking until every dealt Move card is in the middle. End by stating your group's recommendation and first step.

AFTER THE ROUND Check what you did

☐ I added a relevant idea with a reason or example.

☐ I listened and built on or respectfully questioned an idea.

☐ I helped make space for each person to contribute.

☐ I completed my role and helped the group make a next-step plan.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Cafeteria Fix What one change would make lunch better for most eighth graders? Create a recommendation with reasons and a first step.	New Club Choice What new after-school club should the school offer first? Create a recommendation with reasons and a first step.	Schoolwork Schedule What one guideline could make homework due dates more manageable? Create a recommendation with reasons and a first step.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Spark Starter Begin the discussion by asking someone to share an idea, then add one relevant idea of your own.	Reason Ranger Ask for a reason or real example when an opinion needs stronger support.	Voice Mixer Notice who has spoken and invite a quieter person to add or challenge an idea.	Plan Pilot Restate the group's strongest points and help the group name a next step.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
OFFER IDEA "I think we should ____ because ____."	OFFER IDEA "I think we should ____ because ____."	GIVE SUPPORT "One example from my experience is ____, so ____."	GIVE SUPPORT "One example from my experience is ____, so ____."
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
BUILD IDEA "I want to build on ____'s idea by ____."	BUILD IDEA "I want to build on ____'s idea by ____."	INVITE VOICE "We have not heard from ____ yet. What do you think about ____?"	SET PLAN "Our group could ____ first, then ____."

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

RUNNING THE ROUNDS

For groups of three or four, print two copies of the Move cards so each player receives four cards. Run one round per Topic card, collecting cards after each round. If participation is uneven, pause the group, have the Voice Mixer name who has and has not contributed, and require the next speaker to build on or invite another person's idea.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I think we should add a quiet table in the cafeteria because some students need a calmer place to eat.
Sam	One example from my experience is that the cafeteria gets loud near the doors, so a quiet table could help.
Lila	I want to build on Maya's idea by putting the table near the library-side wall.
Diego	We have not heard from Jordan yet. What do you think about a quiet table?
Jordan	Our group could ask students where they would use the table first, then write our recommendation.

LISTEN FOR

- Opinions followed by a specific reason or lived example
- Students naming and extending a peer's idea
- Invitations that bring quieter or different viewpoints into the talk
- Shared planning language, such as first, then, and our group

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