

Response Relay

Build a group idea, then answer with support.

GRADE 8 • 8.C.2.A.iv

8.C.2.A.iv "Deliver collaborative and individual formal and informal interactive presentations This includes: Responding to audience questions and comments with relevant evidence, observations, and ideas."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Listen fully before you respond.

2 Use a Move Card only when it fits.

3 Respond to a question or comment, not only your own idea.

4 Use an observation, example, or reason to support answers.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic Card and read the question aloud.
2. Take one Role Card each. If three people are playing, set aside one Role Card.
3. Deal four Move Cards to each player. Repeat cards as needed.
4. Take turns presenting ideas, asking questions, and responding to comments. When you naturally use a card's starter, play it in the middle.
5. Keep talking until every Move Card has been played, then check the reflection statements.

AFTER THE ROUND Check what you did

- ☐ I answered a question or comment directly.
- ☐ I used a relevant observation, example, or reason.
- ☐ I asked a question that helped the group explain its thinking.
- ☐ I connected my idea to what another speaker said.



TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Start Time Choice Should the school day start 30 minutes later, stay the same, or begin earlier? Prepare a short group recommendation and support it.	Lunch Phone Rule What phone rule, if any, should apply during lunch? Prepare a short group recommendation and support it.	Group Work Routine What one class routine would make group work more fair and useful? Prepare a short group recommendation and support it.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Question Tracker Notice questions that need a direct answer, and invite the group to answer them.	Evidence Finder Ask speakers to add an observation, example, or reason when an answer needs support.	Comment Linker Notice comments and ask a speaker to connect a new idea to one.	Turn Keeper Make sure each player has a chance to respond before someone speaks again.

MOVE CARDS · deal 4 to each player

MOVE CARD ASK FOR EVIDENCE “What evidence or observation makes you think ____?”	MOVE CARD ASK FOR EVIDENCE “Can you give an example that shows ____?”	MOVE CARD ANSWER WITH EVIDENCE “My answer is ____ because I noticed ____.”	MOVE CARD ANSWER WITH EVIDENCE “For example, ____ supports my idea that ____.”
MOVE CARD ADD AN OBSERVATION “I have noticed that ____.”	MOVE CARD ADD AN OBSERVATION “In our school experience, ____.”	MOVE CARD CONNECT A COMMENT “I want to add to that comment: ____.”	MOVE CARD CLARIFY A QUESTION “Are you asking if ____?”

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

RUNNING THE ROUNDS

Give each group one Topic Card, one Role Card per player, and four Move Cards per player, using repeated copies of Move Cards as needed. After each round, rotate roles and choose a new topic. If participation is uneven, have the Turn Keeper pause play after a speaker's second turn until each player has responded.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I have noticed that students are often quiet and tired in first period.
Luis	I want to add to that comment: some students are more ready to join in by second period.
Ava	What evidence or observation makes you think a later start would help?
Maya	My answer is that it could help because I noticed more students participate after they have had time to wake up.
Noah	For example, that observation supports our idea that school should start 30 minutes later.

LISTEN FOR

- Direct answers that name the question or comment being addressed
- Relevant school-based observations or concrete examples
- Follow-up questions that press for support or clarification
- Connections that extend, refine, or respectfully challenge an earlier comment

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