

# Talk It Forward

*Build stronger ideas, one discussion move at a time.*

**GRADE 8 • 8.C**

**8.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** Listen without interrupting.

**2** Keep each comment connected to the task.

**3** Support important ideas with details or examples.

**4** Disagree with ideas, not people.

## HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the task together.
2. Each player takes one Role card.
3. Give each player four Move cards. Repeat card copies as needed.
4. Set a 10-minute discussion goal, then use a Move card only when its starter fits naturally.
5. Place used cards in the middle. When every card is played, share your group decision and complete the reflection.

## AFTER THE ROUND Check what you did

☐ I listened and paraphrased an idea from the group.

☐ I used a relevant detail, example, observation, or source check.

☐ I asked or answered a clarifying question respectfully.

☐ I helped the group reach a shared decision, even when views differed.

**TOPIC CARDS** · pick one per round

| TOPIC                                                                                                                                                                                                                                  | TOPIC                                                                                                                                                                                                                                           | TOPIC                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Cafeteria Waste</b><br>Plan a 60-second message that encourages students to reduce cafeteria waste. Decide on a claim, supporting observations, two communication modes, and a different point of view your message should address. | <b>Media Reality Check</b><br>A famous athlete posts that a new study app guarantees better grades. Decide what a student should check before believing or sharing the post, including the post's purpose, evidence, and persuasive techniques. | <b>Service Day Pitch</b><br>Plan a 90-second presentation that persuades eighth graders to join a school service day. Decide how to sequence ideas, use facts or examples, include two communication modes, and answer one audience question. |

**ROLE CARDS** · one per player

| ROLE                                                                                                                  | ROLE                                                                                                   | ROLE                                                                                                        | ROLE                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Focus Pilot</b><br>Keep comments connected to the task and ask a clarifying question when the group gets confused. | <b>Voice Balancer</b><br>Notice who has not spoken and invite each group member to contribute an idea. | <b>Evidence Hunter</b><br>Ask for a fact, detail, observation, or source check behind each important claim. | <b>Idea Weaver</b><br>Paraphrase group decisions and point out agreements, disagreements, or needed concessions. |

**MOVE CARDS** · deal 4 to each player

| MOVE CARD                                                                        | MOVE CARD                                                                                  | MOVE CARD                                                       | MOVE CARD                                                                           |
|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>BUILD AN IDEA</b><br>“I want to build on ____ because ____.”                  | <b>BUILD AN IDEA</b><br>“I want to add to ____ by suggesting ____.”                        | <b>ASK TO CLARIFY</b><br>“When you say ____, do you mean ____?” | <b>ASK TO CLARIFY</b><br>“Can you explain how ____ connects to ____?”               |
| MOVE CARD                                                                        | MOVE CARD                                                                                  | MOVE CARD                                                       | MOVE CARD                                                                           |
| <b>GIVE EVIDENCE</b><br>“One observation or example that supports this is ____.” | <b>DISAGREE TACTFULLY</b><br>“I see your point about ____, but I think ____ because ____.” | <b>SUMMARIZE IDEAS</b><br>“So far, I hear us saying ____.”      | <b>REVISE YOUR VIEW</b><br>“After hearing ____, I am changing my thinking to ____.” |

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

**RUNNING THE ROUNDS**

Use one Topic card for each 10-minute round, and print enough Move card copies for every student to receive four cards. For uneven participation, have the Voice Balancer invite a specific student to speak, and require each student to play all four cards before the group wraps up. Listen for genuine use of the starters rather than students reading cards without connecting them to the discussion.

**WHAT A STRONG ROUND SOUNDS LIKE**

|              |                                                                                                                                  |
|--------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Maya</b>  | One observation or example that supports this is that many students leave unopened milk cartons after lunch.                     |
| <b>Diego</b> | When you say a message for students, do you mean a poster, a short video, or both?                                               |
| <b>Maya</b>  | I want to build on Diego's idea because a short video could show one easy way to avoid waste.                                    |
| <b>Jada</b>  | I see your point about using a video, but I think a poster should come first because students can read it in the cafeteria line. |
| <b>Noah</b>  | So far, I hear us saying that our message should use a poster and a short video, with one clear action students can take.        |

**LISTEN FOR**

- Clarifying questions that name a specific idea
- Paraphrases before agreement or disagreement
- Claims supported with observations, details, examples, or source checks
- Concessions or revised views connected to the group's common goal

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