

Talk Track Challenge

Use your role to improve the group's discussion.

GRADE 9 • 9.C.1.A.vii

9.C.1.A.vii "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes: Using reflection to evaluate one's own role and the process in paired or small-group..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

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

2 Use a Move card only when it fits the discussion.

3 Make space for every group member's ideas.

4 Discuss the process as well as the topic.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the question together.
2. Each player takes one Role card and reads the job silently.
3. Use two copies of the Move cards. Deal four cards to each player and set extras aside.
4. Discuss the topic. When you genuinely use a card's starter, place that card in the middle.
5. When every player has played all four cards, complete the reflection check.

AFTER THE ROUND Check what you did

☐ I used my role to support the group.

☐ I helped make space for another person's ideas.

☐ I named a strength or change in our process.

☐ I can name one way to improve my role next round.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone Plan What phone-use plan would be fair and workable during the school day? Make a recommendation and give reasons.	Fair Group Grades How should a teacher grade a group project so that the grade is fair to each group member? Explain your plan.	Lunch Choice What one change would most improve the school lunch experience? Choose a change and explain why it would help.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Flow Keeper Watch the time and help the group return to the question when the talk drifts.	Voice Scout Notice whose ideas have not been heard and invite those voices into the discussion.	Idea Linker Listen for connections or disagreements and ask the group to explain them.	Process Coach Notice how the group is working and name one process strength or needed change.

MOVE CARDS · deal 4 to each player

MOVE CARD CONNECT IDEAS “I want to connect ____ to ____.”	MOVE CARD CONNECT IDEAS “Building on that idea, ____.”	MOVE CARD INVITE VOICE “I want to hear from ____ about ____.”	MOVE CARD INVITE VOICE “We have not heard from _____. What do you think about _____?”
MOVE CARD PROCESS CHECK “Our process is working because ____.”	MOVE CARD PROCESS CHECK “Our process would improve if ____.”	MOVE CARD CLARIFY MEANING “Can you clarify what you mean by ____?”	MOVE CARD OWN ROLE “I can improve my role by ____.”

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

RUNNING THE ROUNDS

Give each group one Topic card, role cards, and two printed sets of Move cards. Count a card as played only when the student completes its starter in a meaningful response to the group. If participation is uneven, ask students with several unplayed cards to wait and invite members with fewer turns to use a card first.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	I want to connect a phone-free class time to fewer distractions.
Noah	I want to hear from Jordan about emergencies.
Jordan	Our process is working because we are adding reasons instead of just voting.
Mia	Can you clarify what you mean by emergencies?
Noah	I can improve my role by writing down the plan we agree on.

LISTEN FOR

- Students name a process strength and a specific needed change.
- Students invite quieter members by name and respond to their ideas.
- Students explain how their assigned role affected the group's work.
- Students clarify, connect, or revise ideas after listening.

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