

Talk It Through

Use respectful moves to analyze messages and make group decisions.

GRADE 9 • 9.C

9.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 Respond to ideas, not people.

3 Use reasons, examples, or evidence.

4 Make room for every voice.

HOW TO PLAY Teams of 3 or 4

1. Select one Topic card and read the task aloud.
2. Each player takes a Role card. Set a goal and deadline for your decision.
3. Print two sets of Move cards, shuffle them, and deal four cards to each player.
4. Discuss the task. When you genuinely use a starter, place that card in the middle.
5. When all dealt cards are played, state your decision and complete the reflection.

AFTER THE ROUND Check what you did

☐ I used evidence, an example, or a reason to support an idea.

☐ I listened and responded respectfully to a classmate's idea.

☐ I helped include every group member in the decision.

☐ I can state one agreement and one disagreement from our discussion.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone Use Plan Your principal asks for a student-friendly message about when phones should be used during school. Agree on a policy and plan a 30-second announcement that explains it.	Sports Drink Claim A new sports drink ad says it gives students “unstoppable focus.” Decide whether the claim is convincing, identify a persuasive technique it may use, and plan a response message for ninth graders.	Lunch Line Post A school social media post shows only a crowded lunch line and says, “Our cafeteria is failing.” Decide what information is missing, what effect the post may have, and what a fairer post should include.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Goal Guard Keep the group focused on the task, name the final goal, and call a two-minute warning.	Voice Scout Notice who has not spoken and invite that person to share an idea.	Evidence Checker Ask the group to separate facts, examples, assumptions, and persuasive claims.	Signal Spotter Watch for respectful tone and attentive body language, and name one helpful signal you notice.

MOVE CARDS · deal 4 to each player

MOVE CARD CLARIFY MEANING “When you say ____, do you mean ____?”	MOVE CARD EXPLAIN PROCESS “Can you explain how ____ would work?”	MOVE CARD ASK EVIDENCE “What experience or fact supports ____?”	MOVE CARD GIVE EXAMPLE “One example that supports ____ is ____.”
MOVE CARD BUILD IDEA “I want to add to ____ by suggesting ____.”	MOVE CARD CONNECT IDEAS “____'s point connects to ____ because ____.”	MOVE CARD TACTFUL CHALLENGE “I respectfully question ____ because ____.”	MOVE CARD NAME DIFFERENCES “We agree on ____, but we still disagree about ____.”

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

RUNNING THE ROUNDS

Run one round with each Topic card, and require groups to state their decision or planned message when the round ends. For groups of three, use any three roles and rotate the unused role in the next round. If participation is uneven, have the Voice Scout invite a quieter student before a frequent speaker offers another claim.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	When you say phones should be allowed at lunch, do you mean in every lunch area?
Luis	One example that supports allowing them in a designated area is students who need to contact family about after-school plans.
Aisha	I want to add to Luis's idea by suggesting phones stay silent and away during instruction.
Noah	I respectfully question allowing them in every lunch area because some students may need a screen-free space.
Maya	We agree on keeping phones away during instruction, but we still disagree about lunch areas. We decide on a designated phone area and a screen-free area, and our 30-second announcement will explain both.

LISTEN FOR

- Clarifying questions that accurately check a speaker's meaning
- Relevant examples or facts used to support a claim
- Tactful challenges that address ideas and move the group toward a decision
- Clear summaries of agreement, disagreement, and missing viewpoints

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