

Listen, Ask, Decide

Use respectful discussion to examine different views on a school decision.

S.USII.h “engaging and communicating as a civil and informed individual with persons with different perspectives; and”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB As you read, underline words that show someone listening respectfully or asking for information. **Number** the facts or plans the council uses to make a fair decision.

A Forks Discussion

- ① At Lincoln Middle School, the student council discussed plastic forks in the cafeteria. Maya wanted the school to offer metal forks because she thought fewer disposable forks could mean less trash. Jordan worried that metal forks might cost more and could be lost. Instead of interrupting, Maya said, “I hear that cost and loss matter to you.” She then asked Jordan, “What information would help us compare the choices?” The group agreed that both students were trying to make the cafeteria work well.
- ② During the meeting, the council looked at facts before choosing a plan. The cafeteria manager explained that disposable forks were ordered each week, while metal forks would need washing. Jordan suggested asking how many forks were thrown away during one lunch period. Maya suggested checking the price of replacing lost metal forks. They did not treat either suggestion as a personal attack. By asking questions and using information, the students could discuss the issue fairly, even though they began with different opinions.
- ③ The council chose a small trial, not a permanent change. For one week, students could choose a metal fork or a plastic fork at one lunch line. The manager would count the plastic forks used and note how many metal forks were missing. At the next meeting, Maya would share the trash count, and Jordan would share the cost information. This plan did not prove that metal forks would reduce waste. It tested whether offering them could reduce plastic-fork waste while addressing Jordan’s concern.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What did Maya say that showed she understood Jordan’s concern?

2 Name one piece of information Jordan or Maya suggested gathering before making a decision.

3 How did the students keep different ideas from becoming personal attacks?

4 What did the one-week trial test?

3 YOUR TURN _____ Your own words

Choose a school issue that could have more than one viewpoint. Write three sentences that name two perspectives, show a respectful response or question, and suggest information or a small trial that could help the group decide.

PART 1 • READ AND MARK

As you read, underline words that show someone listening respectfully or asking for information. **Number** the facts or plans the council uses to make a fair decision. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What did Maya say that showed she understood Jordan's concern?	She said, "I hear that cost and loss matter to you."
2	Name one piece of information Jordan or Maya suggested gathering before making a decision.	Answers include the number of forks thrown away during one lunch period or the cost of replacing lost metal forks.
3	How did the students keep different ideas from becoming personal attacks?	They asked questions, looked at information, and did not treat either suggestion as a personal attack.
4	What did the one-week trial test?	It tested whether offering metal forks could reduce plastic-fork waste while addressing the concern about lost forks.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school is deciding whether to allow hats outside during recess. Some students want hats for warmth, while other students worry that hats may get lost. I would say, "I hear that lost items are a concern," and ask the office to count lost hats during a two-week trial.

Accept varied school issues if the response includes two reasonable perspectives, respectful communication, and a relevant question, fact, or trial plan. The plan may test a possible result, but it should not claim an untested result as proven.