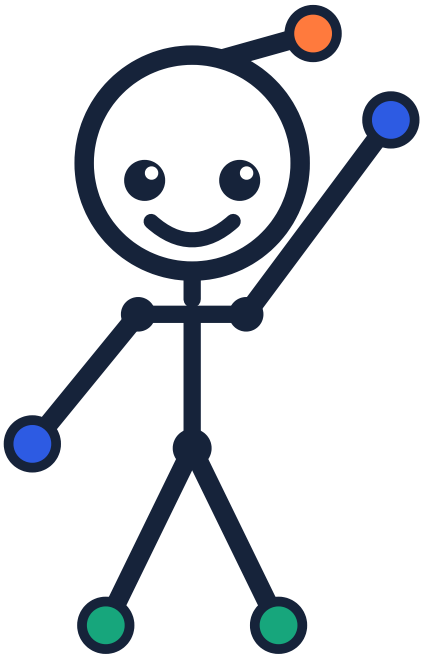
Young Innovators
FOR CHANGE
innovateyouth.org

A FULL-YEAR LEADERSHIP PROGRAM · GRADE 5

Decide Together

36 weekly practices in a small group.
Take a role, weigh the options, decide, and carry it out.



This book belongs to

Teacher

School year

Free to print, copy and use. No license, no account, no cost to any student or school.

START HERE HOW THIS BOOK WORKS

A group is more than one.

Two pages a week, plus about ten minutes in the room.

The shape of a week

Page 1 teaches one move and sets up a short task to do in the room. **Page 2** is where you write what happened, and someone in your group checks off what they saw.

Weeks 1 to 12 are about being a group: rules, roles and building on ideas. Weeks 13 to 24 are about deciding together. Weeks 25 to 36 are about carrying a decision out, and giving a speech.

The boxes on the page

IN CLASS	The standard this week sits beside, usually speaking and listening. Some weeks sit beside none, and say so.
WARM-UP	Two minutes on your own, before the room gets busy.
IN THE ROOM	One short task, usually in a group of three or four. It says the minutes, the group size, and how long a turn is. A round is one turn each.
WHAT THEY SAW	Someone in your group checks off what they saw or heard you do. An empty box is fine.
ONLY YOU READ THIS	On some weeks, a private box. Nobody reads it, and you never share it.
DECISION LOG	A separate notebook you build all year: one entry for each thing your group tried, 36 entries by week 36. Private boxes stay in this book.
TALK ABOUT IT	A question to ask a grown-up you trust.
CHALLENGE ZONE	Harder, and usually open. For when you want more.

Three promises this book makes

Nobody is compared with anybody. There are no scores. In week 35 you hold your year up against your own week 1, and nobody else's.

Face the group. Turn toward whoever is talking. You never have to look in anyone's eyes.

If a task is hard, make the audience smaller. Do it with one partner first. Smaller is still doing it.

WEEK	TITLE	STRAND	SITS BESIDE
TRIMESTER 1 · WEEKS 1–12 · BE A GROUP			
1	**Where I Start**	Self	SL.5.1
2	**Come Prepared**	Voice	SL.5.1a
3	**Our Group's Rules**	Presence	SL.5.1b
4	**The Timekeeper**	Presence	SL.5.1b
5	**The Note-Taker**	Presence	SL.5.1b
6	**The Facilitator**	Presence	SL.5.1b
7	**Build On It**	Voice	SL.5.1c
8	**How Much Did I Talk?**	Self	SL.5.1
9	**Sum It Up**	Voice	SL.5.1d
10	**Not My Idea**	Self	none
11	**Questions That Move It On**	Voice	SL.5.1c
12	**Be a Group**	Review	SL.5.1d
TRIMESTER 2 · WEEKS 13–24 · DECIDE			
13	**Lay Out the Options**	Voice	SL.5.1
14	**What Matters Most?**	Voice	SL.5.1d
15	**Claims and Support**	Voice	SL.5.3
16	**Spot the Weak Argument**	Voice	SL.5.3
17	**Ways to Decide**	Presence	SL.5.1d
18	**When You Lose the Vote**	Self	none

WEEK	TITLE	STRAND	SITS BESIDE
19	**Disagree, Then Commit**	Presence	SL.5.1d
20	**Changing Your Mind**	Self	SL.5.1d
21	**Check Everyone Is In**	Presence	SL.5.1c
22	**Write the Decision Down**	Voice	SL.5.1d
23	**Who Does What**	Presence	SL.5.1b
24	**Decide**	Review	SL.5.1d
TRIMESTER 3 · WEEKS 25–36 · CARRY IT			
25	**Do Your Part**	Presence	none
26	**Report Back**	Presence	SL.5.4
27	**When Someone Does Not Do Their Part**	Self	none
28	**Raise a Problem**	Presence	SL.5.6
29	**Speak for the Group**	Presence	SL.5.4
30	**Link It Up**	Voice	SL.5.4a
31	**Write Your Opinion**	Voice	W.5.1
32	**Plan the Speech**	Voice	SL.5.4a
33	**Give the Speech**	Voice	SL.5.4a
34	**Check the Support**	Voice	SL.5.3
35	**Look Back**	Review	SL.5.1
36	**Decide Together**	Review	SL.5.4

WEEK 1 SELF

Where I Start

This year is about a small group. First, find out how you take part in one now.

IN CLASS THIS WEEK
Taking part in a group discussion and building on what others say (SL.5.1)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one thing you do well in a group, and one thing that is hard.

_____

WORDS TO KEEP

group	Three or four people working on one thing together.
your share	Your part of the talking. Not too much, and not too little.

A group is more than people at a table

This year you practice in a small group of three or four: taking roles, running a short meeting, and deciding together.

A good group member does things others can see. They speak, build on others' ideas, ask questions, and let people finish.

Today you find out where you start, including your share of the talking. In week 35 you do this task again and hold it up against today.

Face the group

Turn toward whoever is talking. You never have to look in anyone's eyes. Nobody compares your checkboxes with anyone else's.

IN THE ROOM — **6 minutes · groups of 3 · 40 seconds a turn · 2 rounds**

1. Your teacher gives the group a light question, such as: what should a new student know about our school?
2. Talk it over for about four minutes. Each person speaks at least twice.
3. Nobody runs the meeting. Just talk.
4. Then each person checks off page 2 for the person on their left.

Finding this hard? Do it with one partner, who checks off your boxes.

Fill in the private box after page 2 comes back to you. Nobody reads it, and you never share it.

What happened

The question we talked about:

_____

Something I said:

_____

What the person on your right saw

Checked by the person on your right. Check only what you saw or heard. An empty box is fine.

- ☐ Spoke without being asked
- ☐ Built on what someone else said
- ☐ Asked someone in the group a question
- ☐ Let others finish before speaking
- ☐ Invited someone who had spoken less
- ☐ Said so when they disagreed, with a reason

● **ONLY YOU READ THIS**

While the group talked, what was going on inside you? Use any words you like.

_____

_____

This box is for you. Nobody checks it, and you never have to show it.

▶ **ADD TO YOUR DECISION LOG**

On the first page of your Decision Log, write the date and copy your check marks. Leave the private box here. Week 35 comes back to it.

💬 **TALK ABOUT IT**

Ask a grown-up: what makes a group work well where you spend your day?



STUCK? TRY THIS

If you have not spoken yet, start with "I agree with ___, because..."

★ **CHALLENGE ZONE**

Watch a group at recess or lunch. Who talks most? Who has not spoken? Do not say anything or write any names. Just notice.

WEEK 2 VOICE

Come Prepared

A group is only as good as what each person brings. Bring one idea, written down before you sit.

IN CLASS THIS WEEK
Coming to a discussion prepared (SL.5.1a)

WARM-UP · 2 MINUTES, ON YOUR OWN
Your teacher gives this week's question. Write one idea about it, and one reason.

_____

WORDS TO KEEP

prepared Ready before the meeting: you have read it and have one idea.

Come with something

Many meetings start with everyone waiting for someone else to have an idea. It wastes the first minutes.

Being prepared means you arrive with one idea already written down, and one reason for it.

It does not have to be a great idea. It has to be something to start from.

What prepared looks like

Not prepared	Prepared
"Um, I do not know. What do you think?"	"I think we should start with the map. It shows the whole park."
Reads the question for the first time.	Has read it and written one idea.

IN THE ROOM **6 minutes · groups of 4 · 45 seconds a turn · 1 round**

1. Each person has their warm-up idea written down before the group starts.
2. Take turns. Read your idea and your reason.
3. After everyone has read, the group picks one idea to talk about first.
4. One turn each.

Finding this hard? Share your idea with one partner, and hear theirs.

What happened

My idea and my reason:

The idea the group talked about first:

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Brought an idea already written down
- [ ] Read the idea and a reason
- [ ] Kept to the time for their turn
- [ ] Waited for every idea before choosing

▶ ADD TO YOUR DECISION LOG

Add a page headed Come Prepared. Write the idea you brought.

💬 TALK ABOUT IT

Ask a grown-up: how do you get ready for a meeting or a big conversation?



STUCK? TRY THIS

Write the idea in one sentence. Then write "because" and finish it.

★ CHALLENGE ZONE

Prepare two ideas for next week's question. Which one would you bring first?

WEEK 3 PRESENCE

Our Group's Rules

A group works better when it has agreed how it will work. Write the rules together.

IN CLASS THIS WEEK
Following agreed rules for a discussion and carrying out assigned roles (SL.5.1b)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one rule you would want in any group you are in.

_____

WORDS TO KEEP

group rule Something the whole group agrees to do every time it meets.

Agree before you start

Most groups never say how they will work. Then someone talks over everyone, and nobody knows if that is allowed.

Group rules fix that. They are short, everyone agrees to them, and they are about what people do, not what they are like.

"One person talks at a time" is a group rule. "Be nice" is too vague to check.

Rules you can check

One person talks at a time.

Everyone speaks before anyone speaks twice.

We say why when we disagree.

IN THE ROOM

8 minutes · groups of 4 · 45 seconds a turn · 1 round

1. Each person suggests one group rule from their warm-up.
2. The group talks about them and picks three that everyone can agree to.
3. Each rule must be something you could see someone doing.
4. One turn each to suggest. Then everyone writes the three rules on page 2.

Finding this hard? Agree on two rules with one partner.

What happened

Our three group rules:

_____

_____

_____

The rule I suggested:

_____

_____

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Suggested a rule people could see
- [ ] Gave a reason for the rule
- [ ] Let the group change the rule they suggested
- [ ] Agreed out loud to the final three

▶ ADD TO YOUR DECISION LOG

Copy your group's three rules into your Decision Log.

💬 TALK ABOUT IT

Ask a grown-up what rules a group they belong to follows, written or not.



STUCK? TRY THIS

Ask: could someone check a box when it happens? If yes, it is a good rule.

★ CHALLENGE ZONE

Find a rule your group broke this week. What would make it easier to keep?

WEEK 4 PRESENCE

The Timekeeper

One person watches the clock so everyone else can think. That is a real job.

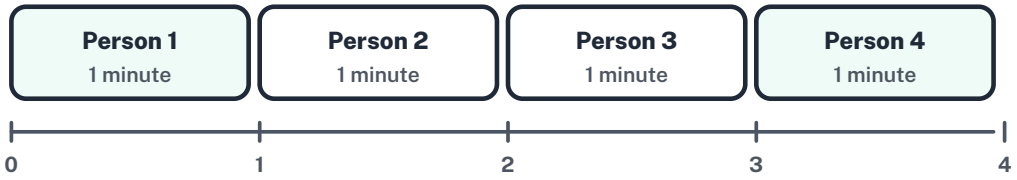
IN CLASS THIS WEEK
Following agreed rules for a discussion and carrying out assigned roles (SL.5.1b)

WARM-UP · 2 MINUTES, ON YOUR OWN
Guess how many words you say in one minute of talking.

_____

WORDS TO KEEP

timekeeper The role that watches the clock and says how much time is left.



Someone has to watch the clock

Groups run out of time. Usually the last person to speak gets squeezed, and the decision is rushed.

The timekeeper fixes that. Before you start, they say how much time each part gets. Four people, one minute each, is four minutes of talking.

During the meeting they say "thirty seconds left" and "time." Kindly, and every time.

IN THE ROOM — **6 minutes · groups of 4 · 1 minute a turn · 1 round**

1. Pick a timekeeper. Everyone will have a turn at this role this year.
2. Your teacher gives a question. Each person gets one minute to answer.
3. The timekeeper says "thirty seconds left" and "time" for each person.
4. One turn each. The timekeeper takes a turn too, and someone else times it.

Finding this hard? Time one partner's one-minute answer, then swap.

What happened

Who was timekeeper:

_____

_____

What the timekeeper did that helped:

_____

_____

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- ☐ Kept their answer to one minute
- ☐ Finished when time was called
- ☐ Said how long each turn was, if timekeeper
- ☐ Called time the same way for everyone, if timekeeper

▶ ADD TO YOUR DECISION LOG

Add a page headed Timekeeper. Write how the time was shared.

💬 TALK ABOUT IT

Ask a grown-up: who watches the time in a group you belong to?



STUCK? TRY THIS

Use a clock with a second hand, or a timer your teacher gives you.

★ CHALLENGE ZONE

Plan a five-minute meeting for four people. How much time does each part get?

WEEK 5 PRESENCE

The Note-Taker

If nobody writes it down, the group will remember it four different ways.

IN CLASS THIS WEEK
Following agreed rules for a discussion and carrying out assigned roles (SL.5.1b)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write down, in three short lines, what you did in school yesterday.

WORDS TO KEEP

note-taker The role that writes down what was said and decided.

Write what matters

A note-taker does not write every word. They write the main points and what was decided.

At the end, they read the notes back. The group says yes, or fixes them.

That last step is the important one. Notes nobody checked can be wrong.

Good notes are short

Too much	Just right
Sam said maybe we could, um, do posters but then Lee said...	Ideas: posters, a video, a talk.
We talked about lots of things.	Decided: posters. Due Friday.

IN THE ROOM **7 minutes · groups of 4 · 45 seconds a turn · 1 round**

1. Pick a note-taker. Your teacher gives a question to discuss.
2. Everyone speaks once. The note-taker writes the main points, not every word.
3. The note-taker reads the notes back. The group says yes, or fixes them.
4. One turn each to speak.

Finding this hard? Take notes on one partner's answer, read them back, then swap.

What happened

The notes, or the main points if I was not note-taker:

Something the group fixed in the notes:

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Said a point the notes could use
- [ ] Checked the notes when they were read back
- [ ] Wrote the main points, not every word, if note-taker
- [ ] Changed the notes when the group fixed them, if note-taker

▶ ADD TO YOUR DECISION LOG

Add a page headed Notes. Copy the notes your group agreed on.

💬 TALK ABOUT IT

Ask a grown-up: who writes things down in a group you belong to?



STUCK? TRY THIS

Write only who, what, and what was decided.

★ CHALLENGE ZONE

Take notes during a class discussion. Compare with a friend's notes. What is different?

WEEK 6 PRESENCE

The Facilitator

The facilitator keeps the meeting moving and makes sure everyone gets heard.

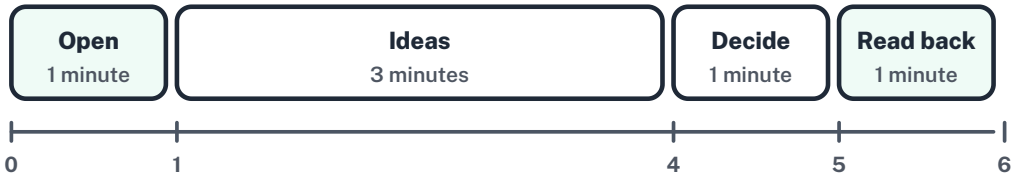
IN CLASS THIS WEEK
Following agreed rules for a discussion and carrying out assigned roles (SL.5.1b)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one thing that makes a meeting feel too long.

_____

WORDS TO KEEP

facilitator	The role that keeps a meeting moving and makes sure everyone speaks.
agenda	The list of what a meeting will cover, in order.



Run a six-minute meeting

The facilitator opens the meeting, reads the agenda, and moves the group from one part to the next.

Their job is not to talk most. It is to make sure everyone talks, and that the meeting ends on time with a decision.

Useful lines: "We have not heard from you yet." "Let us move to deciding."

IN THE ROOM — **8 minutes · groups of 4 · 40 seconds a turn · 1 round**

1. Pick a facilitator, a timekeeper and a note-taker. The fourth person joins in.
2. The facilitator runs a six-minute meeting on a question from your teacher, using the agenda above.
3. Everyone speaks once during the ideas part, for up to 40 seconds.
4. The note-taker reads back the decision at the end.

Finding this hard? Run a short meeting with one partner: you facilitate, they take notes.

What happened

Who had each role:

What we decided:

One line the facilitator used:

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Spoke during the ideas part
- [ ] Moved on when the facilitator said
- [ ] Opened and read the agenda, if facilitator
- [ ] Invited someone who had not spoken, if facilitator

▶ ADD TO YOUR DECISION LOG

Add a page headed Facilitator. Write who had each role and what you decided.

💬 TALK ABOUT IT

Ask a grown-up: who runs the meetings you go to? What do they do well?



STUCK? TRY THIS

Keep the agenda where you can see it. Point to the next part when it is time.

★ CHALLENGE ZONE

Write an agenda for a five-minute meeting about planning a class party.

WEEK 7 VOICE

Build On It

Good groups add to each other's ideas. "Yes, and" turns three ideas into one better one.

IN CLASS THIS WEEK
Asking and answering questions that add to the discussion (SL.5.1c)

WARM-UP · 2 MINUTES, ON YOUR OWN
Finish this: "Our classroom would be better if ___."

_____

WORDS TO KEEP

build on	Add to what someone said, instead of starting something new.

Add, do not start over

In many groups, each person says their own idea, and nobody connects them. You end up with four ideas and no plan.

Building on means you start from what someone just said. "Yes, and we could also..." or "Adding to that..."

You can still disagree with part of it. Build on the part you like.

Ways to build on

"Yes, and..."

"Adding to what ___ said..."

"That makes me think of..."

IN THE ROOM

8 minutes · groups of 4 · 20 seconds a turn · 3 rounds

1. Your teacher gives a starting idea, such as: a better way to line up.
2. Go around the group. Each person must build on what the person before said.
3. Start with "Yes, and" or "Adding to that." No brand new ideas.
4. Three rounds.

Finding this hard? Build an idea back and forth with one partner.

What happened

The starting idea:

What I added:

Where the idea ended up:

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Started with "Yes, and" or "Adding to that"
- [ ] Used something the last person said
- [ ] Kept to the starting idea
- [ ] Let the last person finish

▶ ADD TO YOUR DECISION LOG

Add a page headed Build On It. Write where the idea ended up.

💬 TALK ABOUT IT

Ask a grown-up about an idea that got better because someone added to it.



STUCK? TRY THIS

Repeat the last few words you heard. Then add one thing.

★ CHALLENGE ZONE

Play "Yes, and" with a story, at school or at home: each person adds one sentence.

WEEK 8 SELF

How Much Did I Talk?

Some people talk most of the time. Some hardly talk. Notice which you were today.

IN CLASS THIS WEEK
Taking part in a group discussion and building on what others say (SL.5.1)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write whether you usually talk a lot or a little in groups.

_____

WORDS TO KEEP

airtime How much of the talking time you used.

Your airtime

Your airtime is how much of the talking you used. In a group of four, your share is about a quarter of it.

If you talk a lot, the skill is stopping to let others in. If you talk little, the skill is getting one idea in early.

Either way, notice. You compare yourself with yourself, never with anyone else in the group.

Count your own turns

During the discussion, keep count of your own turns, on your fingers or with tally marks.

Keep the number to yourself. It is for you, not the group.

IN THE ROOM **8 minutes · groups of 4 · 20 seconds a turn · 1 round**

1. Your teacher gives a question. Discuss it for about four minutes, in any order.
2. Each person quietly counts their own turns, on fingers or with tally marks.
3. Nobody says their number out loud.
4. Then each person says what they will do next time: talk more, or leave more room.

Finding this hard? Discuss with one partner, and count your own turns.

What happened

Was my share too much, about right, or too little?

_____

_____

What I will do next time:

_____

_____

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- ☐ Spoke at least once
- ☐ Stopped to let someone else in
- ☐ Kept their count to themselves
- ☐ Said what they would do next time

▶ ADD TO YOUR DECISION LOG

Add a page headed My Share. Write what you will do next time.

💬 TALK ABOUT IT

Ask a grown-up whether they tend to talk a lot or a little in groups.



STUCK? TRY THIS

If you talked a lot, count to three before your next turn. If a little, speak in the first minute.

★ CHALLENGE ZONE

In a real class discussion, try the opposite of what you usually do. Write what happened.

WEEK 9 VOICE

Sum It Up

At the end of a discussion, someone says what the group said, in two sentences. Try being that person.

IN CLASS THIS WEEK
Reviewing the key ideas and drawing conclusions from the discussion (SL.5.1d)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write two sentences that sum up a book or show you know well.

WORDS TO KEEP

summary	The main points of a discussion, said short.

Two sentences

Discussions wander. A summary pulls them back together.

Sum it up in two sentences: the main points people made, and where the group ended up.

Then check: "Did I miss anything?" Someone usually adds one thing.

A summary sounds like

"We mostly agreed that lunch should be longer. We did not agree on whether to cut recess to do it."

IN THE ROOM

9 minutes · groups of 4 · 45 seconds a turn · 1 round

1. Your teacher gives a question. Discuss it for about four minutes.
2. Then take turns. Each person sums it up in two sentences, in about 30 seconds.
3. The rest of the turn: the group says one thing it missed, if anything.
4. One turn each.

Finding this hard? Sum up a discussion with one partner, and ask what you missed.

What happened

My two-sentence summary:

_____

_____

_____

What the group said I missed:

_____

_____

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- ☐ Summed up in two sentences
- ☐ Used a point someone else made
- ☐ Said where the group ended up
- ☐ Asked "Did I miss anything?"

▶ ADD TO YOUR DECISION LOG

Add a page headed Summary. Copy your two sentences.

💬 TALK ABOUT IT

Ask a grown-up to sum up their day in two sentences.



STUCK? TRY THIS

Sentence one: what people said. Sentence two: where you ended up.

★ CHALLENGE ZONE

Sum up a class discussion in one sentence. What did you have to leave out?

WEEK 10 SELF

Not My Idea

Sometimes the group takes someone else's idea. Letting yours go is part of being in a group.

IN CLASS THIS WEEK
No standard sits beside this week. It is practice for you.

WARM-UP · 2 MINUTES, ON YOUR OWN
Write about a time a group picked an idea that was not yours. What did you do?

WORDS TO KEEP

let go Stop pushing for your idea once the group has chosen.

When it is not yours

In a group, most ideas do not get picked. That includes yours, often.

To let go means you stop arguing for your idea once the group has chosen. You help make the chosen idea work.

It does not mean your idea was bad. It means the group needed one idea, and it picked one.

Things that help

Say one good thing about the idea the group picked.

Ask what you can do to help it work.

IN THE ROOM

7 minutes · groups of 4 · 30 seconds a turn · 1 round

1. Your teacher gives a small choice, such as a name for a class pet.
2. Each person suggests an idea and one reason, in 30 seconds.
3. The group picks one idea. Then everyone whose idea was not picked says one good thing about it.
4. One turn each to suggest.

Finding this hard? Suggest ideas with one partner, then pick one together.

Fill in the private box after page 2 comes back to you. Nobody reads it, and you never share it.

What happened

The idea the group picked:

One good thing I said about it:

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Suggested an idea with a reason
- [ ] Stopped arguing once the group picked
- [ ] Said one thing they liked about the picked idea
- [ ] Asked how they could help

● ONLY YOU READ THIS

When the group picked another idea, what was going on inside you?

This box is for you. Nobody checks it, and you never have to show it.

▶ ADD TO YOUR DECISION LOG

Add a page headed Not My Idea. Write the idea the group picked.

💬 TALK ABOUT IT

Ask a grown-up about a time their idea was not picked. What did they do next?



STUCK? TRY THIS

Start with: "One thing I like about it is..."

★ CHALLENGE ZONE

Next time your idea is not picked, help with the chosen one. Write what you did.

WEEK 11 VOICE

Questions That Move It On

Some questions stop a discussion. Some move it forward. Practice the second kind.

IN CLASS THIS WEEK
Asking and answering questions that add to the discussion (SL.5.1c)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write a question you could ask a group that is stuck.

_____

WORDS TO KEEP

next step What the group should talk about or do next.

Move it on

A discussion can get stuck. People repeat the same point, or nobody knows what to say next.

A good question moves it on. It asks for the next step, a reason, or someone who has not spoken.

A question like "Why are we even doing this?" stops it instead.

Three kinds that help

Kind	Sounds like
Next step	"What would we do first?"
A reason	"Why do you think that would work?"
Someone new	"What do you think, if you want to add something?"

IN THE ROOM **7 minutes · groups of 4 · 30 seconds a turn · 2 rounds**

1. Your teacher gives a question.
2. Each turn, say one idea or ask one question that moves it on.
3. Each person asks at least one of the three kinds on page 1.
4. Two rounds.

Finding this hard? Discuss with one partner, and each ask one question that moves it on.

What happened

A question I asked:

_____

_____

What happened after it:

_____

_____

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Asked for a next step
- [ ] Asked someone for a reason
- [ ] Asked someone who had not spoken
- [ ] Answered a question someone asked

▶ ADD TO YOUR DECISION LOG

Add a page headed Questions. Write the question you asked.

💬 TALK ABOUT IT

Ask a grown-up what they say when a meeting gets stuck.



STUCK? TRY THIS

Keep the three kinds where you can see them. Pick one when it goes quiet.

★ CHALLENGE ZONE

Listen for a question in class that moved things on. Write it down.

WEEK 12 REVIEW

Be a Group

Eleven weeks of working in a small group. This page pulls them together.

IN CLASS THIS WEEK
Reviewing the key ideas and drawing conclusions from the discussion (SL.5.1d)

WARM-UP · 2 MINUTES, ON YOUR OWN
Look through your Decision Log. Write the three weeks you remember best.

_____

WORDS TO KEEP

role A job in a meeting. Roles change from week to week.

What you practiced

Roles	Talking well	Yourself
Our group's rules (3)	Come prepared (2)	Where I start (1)
The timekeeper (4)	Build on it (7)	How much did I talk (8)
The note-taker (5)	Sum it up (9)	Not my idea (10)
The facilitator (6)	Questions that move it on (11)	

The number is the week. Find each one in your Decision Log.

Pick two to keep

Nobody does all of these at once. On page 2, fill in your three Warm-up weeks. Then pick the two you most want to keep practicing.

IN THE ROOM **6 minutes · groups of 4 · 45 seconds a turn · 1 round**

1. Each person names one week that helped, and says how.
2. After each person, someone builds on what they said.
3. Take the three roles: timekeeper, note-taker and facilitator.
4. One turn each.

Finding this hard? Talk it through with one partner.

What happened

Week	What I can do now	What is still hard

The two I will keep practicing:

_____

_____

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- ☐ Named a week and said how it helped
- ☐ Built on what someone else said
- ☐ Did their role, if they had one
- ☐ Let others finish before speaking

▶ ADD TO YOUR DECISION LOG

Add a page headed Be a Group. Write the two things you will keep practicing.

💬 TALK ABOUT IT

Show a grown-up one page of your Decision Log.

Ask which skill on it they use most.



STUCK? TRY THIS

Flip through your Decision Log. Look for a check mark that showed up more than once.

★ CHALLENGE ZONE

Which of these do grown-ups you know use most? Write the skill and where you saw it.

WEEK 13 VOICE

Lay Out the Options

Before a group chooses, it lists every option it can think of. Judge them after.

IN CLASS THIS WEEK
Taking part in a group discussion and building on what others say (SL.5.1)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write three ways your class could spend a free 20 minutes.

WORDS TO KEEP

option	One of the choices the group could make.

List first, judge later

Groups often grab the first idea someone says. Then they argue about it and never hear the others.

Lay out the options first. Each person adds one, and nobody says whether it is good yet.

Once all the options are written down, the group can compare them.

Rules for listing

Every option gets written down.

Nobody says "that will not work" yet.

If you run out, ask: "What is an option nobody has said?"

IN THE ROOM

8 minutes · groups of 4 · 30 seconds a turn · 2 rounds

1. Your teacher gives a choice, such as how to spend a free 20 minutes. Pick a note-taker.
2. Go around. Each turn, add one option. The note-taker writes them all down.
3. Nobody judges an option until the list is done.
4. Two rounds. Then read the list back.

Finding this hard? List options with one partner, taking turns.

What happened

Our list of options:

_____

_____

_____

The option I added:

_____

_____

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Added an option
- [ ] Waited until the list was done before judging
- [ ] Added an option nobody had said
- [ ] Read the whole list back

▶ ADD TO YOUR DECISION LOG

Add a page headed Options. Copy your group's list.

💬 TALK ABOUT IT

Ask a grown-up to list options with you for something you will choose together.



STUCK? TRY THIS

If you are stuck, change one thing about an option already on the list.

★ CHALLENGE ZONE

Find a choice your class made quickly. List three options it did not consider.

WEEK 14 VOICE

What Matters Most?

Agree what matters before you choose. Then score each option against it.

IN CLASS THIS WEEK
Reviewing the key ideas and drawing conclusions from the discussion (SL.5.1d)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one thing that matters to you when your class picks a game.

◂ YOU WILL NEED, FROM YOUR DECISION LOG
- Week 13: your group's list of options

WORDS TO KEEP

criteria The things that matter most when you choose, like cost or time.

Agree on what matters

Criteria are the things that matter most for this choice. Agree on them first. Then score each option: 2 means yes, 1 means partly, 0 means no.

A worked example

Option	All can join	Fits the time	Costs nothing	Total
Board games	2	2	1	
A game outside	2	1	2	
A class read-aloud	2	2	2	
Making a mural	1	0	1	

Add each row. Which option has the highest total?

IN THE ROOM

10 minutes · groups of 4 · 45 seconds a turn · 1 round

1. Use the top four options from your week 13 list.
2. Each person suggests a criterion. The group keeps three.
3. Score each option 0, 1 or 2 for each one. Add each row.
4. Talk about the top option. Does it feel right? One turn each.

Finding this hard? Score the options with one partner.

What happened

Our three criteria:

The top option, and its total:

Did the group agree with the scores? Why?

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Suggested a criterion
- [ ] Gave a score with a reason
- [ ] Added the row and said the total
- [ ] Said whether the top option felt right

▶ ADD TO YOUR DECISION LOG

Add a page headed Criteria. Copy your scoring table.

💬 TALK ABOUT IT

Ask a grown-up what mattered most the last time they made a big choice.



STUCK? TRY THIS

Keep the criteria short. "All can join" is easier to score than "fun for everyone."

★ CHALLENGE ZONE

Score three ways to get to school against two criteria you choose.

WEEK 15 VOICE

Claims and Support

When someone says what the group should do, look for what holds it up.

IN CLASS THIS WEEK
Summarizing a speaker's points, how each is supported, and weak arguments (SL.5.3)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one thing you think your school should change, and why.

WORDS TO KEEP

claim	Something a speaker says is true.
support	The reasons and evidence that hold a claim up.

A claim needs support

A claim is what someone says is true, or what should happen. Support holds it up: a reason, or a fact you could check.

"It would be good" is not support. It just says the claim again.

A short talk

	What the speaker said
a	Our class should water the school garden.
b	The plants dried out last month, because nobody was in charge of them.
c	It would be a good thing to do.
d	It takes 10 minutes, twice a week.

This talk makes one claim and gives two pieces of support. Which two sentences are the support?

IN THE ROOM — **6 minutes · groups of 3 · 1 minute a turn · 1 round**

1. Each person makes a claim about the school, with support, in up to 60 seconds.
2. After each turn, one person says the claim and the support back.
3. One turn each.

Finding this hard? Make a claim to one partner, who says back your support.

What happened

The two sentences that are support:

_____

_____

My claim and its support:

_____

_____

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- ☐ Said a claim in one sentence
- ☐ Gave a reason
- ☐ Gave a fact someone could check
- ☐ Said back someone else's support

▶ ADD TO YOUR DECISION LOG

Add a page headed Claims. Write your claim and its support.

💬 TALK ABOUT IT

Ask a grown-up what they think the town should change. Listen for the support.



STUCK? TRY THIS

Support often starts with "because," or has a number in it.

★ CHALLENGE ZONE

Find a claim in an advertisement. What support does it give, if any?

WEEK 16 VOICE

Spot the Weak Argument

Some arguments sound strong but do not hold up. Learn four to watch for.

IN CLASS THIS WEEK
Summarizing a speaker's points, how each is supported, and weak arguments (SL.5.3)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one reason you have heard that did not really make sense.

_____

WORDS TO KEEP

weak argument A reason that sounds good but does not hold the claim up.

Four weak arguments

Name	What it does
Everybody does it	Says it is right because others do it.
About the person, not the idea	Attacks who said it, not what they said.
Only two choices	Acts as if there are only two options.
One time means always	Takes one example and makes a rule from it.

Match each line to its name

	Line
a	All the other classes have a fish tank, so we should have one too.
b	Do not listen to that idea. The person who said it is always late.
c	Either we play soccer at recess, or nobody has any fun.
d	I tried a new lunch once and did not like it, so new lunches are bad.

Each line is a different one of the four.

IN THE ROOM — **6 minutes · groups of 4 · 30 seconds a turn · 1 round**

1. Each person reads one line from page 1 and names the weak argument.
2. The group says if they agree, and what a stronger argument would be.
3. One turn each.

Finding this hard? Match the lines with one partner.

What happened

My matches (a, b, c, d):

_____

_____

A stronger argument for one of them:

_____

_____

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- ☐ Named the weak argument
- ☐ Gave a reason for the name
- ☐ Said a stronger argument
- ☐ Kept it about the line, not the person

▶ ADD TO YOUR DECISION LOG

Add a page headed Weak Arguments. Write the four names.

💬 TALK ABOUT IT

Ask a grown-up if they have heard "everybody does it" used as a reason.



STUCK? TRY THIS

Ask: is it about the idea? Are there really only two choices? Is it just one time?

★ CHALLENGE ZONE

Write a weak argument of your own. Swap it with a friend to name.

WEEK 17 PRESENCE

Ways to Decide

A group can vote, or keep talking until everyone can accept it. Know which you are doing.

IN CLASS THIS WEEK
Reviewing the key ideas and drawing conclusions from the discussion (SL.5.1d)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write how your family or class decides things.

_____

WORDS TO KEEP

vote	Each person picks one option. An option needs more than half the picks to win.
consensus	Everyone agrees they can live with the choice.

Two ways to decide

Way	How it works
Vote	Everyone picks one option. An option needs more than half to win.
Consensus	Talk until everyone can accept one option, even if it is not their first.

A vote is quick. Consensus takes longer, but everyone is on board.

A vote of four

Option	Votes
Posters	2
A video	1
A short talk	1

Does any option have more than half the votes?

IN THE ROOM — **8 minutes · groups of 4 · 30 seconds a turn · 2 rounds**

1. Your teacher gives a choice with three options.
2. Round one: everyone says which they like and why. Then vote.
3. If no option has more than half, round two: talk until everyone can accept one.
4. Two rounds.

Finding this hard? Decide with one partner by talking until you both accept one.

What happened

Does any option above have more than half? Why?

How our group decided, and what:

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Said which option they liked and why
- [ ] Counted the votes out loud
- [ ] Said they could accept an option
- [ ] Asked if everyone could accept it

▶ ADD TO YOUR DECISION LOG

Add a page headed Ways to Decide. Write how your group decided.

💬 TALK ABOUT IT

Ask a grown-up when they vote, and when they talk until everyone agrees.



STUCK? TRY THIS

More than half of four means three or more.

★ CHALLENGE ZONE

Find a decision your class made by vote. Would consensus have worked? Why?

WEEK 18 SELF

When You Lose the Vote

Every group member loses a vote sometimes. What you do next matters.

IN CLASS THIS WEEK
No standard sits beside this week. It is practice for you.

WARM-UP · 2 MINUTES, ON YOUR OWN
Write about a time you were outvoted. What did you do next?

WORDS TO KEEP

outvoted	When most of the group chose something else.

After you are outvoted

Being outvoted means most of the group chose something else.

It is normal to feel let down. What you do next is what people see.

You can say "OK, let us do it," and help. You can also ask to try your idea another time.

What you can say

"OK. What can I do to help?"

"Can we try my idea next time?"

IN THE ROOM — **6 minutes · groups of 3 · 45 seconds a turn · 1 round**

1. Your teacher gives a light choice with two options, such as two songs for cleanup.
2. Each person says their pick and one reason. Then vote.
3. Everyone who was outvoted says a helpful line from page 1. If nobody was, each person practices one.
4. One turn each.

Finding this hard? Do it with one partner. Your teacher picks between your two choices, and if yours loses, you say a helpful line.

Fill in the private box after page 2 comes back to you. Nobody reads it, and you never share it.

What happened

What the group chose:

A helpful line someone said:

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Gave a pick and a reason
- [ ] Said a helpful line after the vote
- [ ] Asked what they could do to help
- [ ] Went along with the group's choice

● ONLY YOU READ THIS

When you lose a vote, what goes on inside you? What helps?

This box is for you. Nobody checks it, and you never have to show it.

▶ ADD TO YOUR DECISION LOG

Add a page headed Outvoted. Write the helpful line you used.

💬 TALK ABOUT IT

Ask a grown-up what they do when a decision does not go their way.



STUCK? TRY THIS

Take one slow breath before you speak after the vote.

★ CHALLENGE ZONE

Notice a time this week someone lost a vote and helped anyway. What did they do?

WEEK 19 PRESENCE

Disagree, Then Commit

Say you disagree while the group is deciding. Once it decides, help make it work.

IN CLASS THIS WEEK
Reviewing the key ideas and drawing conclusions from the discussion (SL.5.1d)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write about a time you went along with a plan you did not pick. How did it go?

WORDS TO KEEP

commit Do your part fully, even for a choice you argued against.



Two different times

While the group is deciding, say what you think, even if you disagree. That is when it helps.

Once it has decided, commit. That means you do your part as well as you would for your own idea.

Saying "I disagreed, but I am in" is strong, not weak.

What committing sounds like

"I wanted the other one, but I am in. What do you need from me?"

IN THE ROOM **9 minutes · groups of 4 · 40 seconds a turn · 2 rounds**

1. Your teacher gives a choice with two or three options.
2. Round one: each person says their view and a reason, even if it disagrees.
3. The group decides, by vote or by consensus.
4. Round two: each person says "I am in," and one thing they will do.

Finding this hard? Decide with one partner, then each say what you will do.

What happened

What the group decided:

My view before, and what I said after:

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Said their view while the group was deciding
- [ ] Gave a reason for disagreeing
- [ ] Said "I am in" after the decision
- [ ] Named one thing they would do

▶ ADD TO YOUR DECISION LOG

Add a page headed Commit. Write what you will do.

💬 TALK ABOUT IT

Ask a grown-up about a time they did their best on a plan they did not choose.



STUCK? TRY THIS

Disagree before. Commit after. The decision is the line between them.

★ CHALLENGE ZONE

Watch for someone this week who disagreed and then helped anyway. Write what they did.

WEEK 20 SELF

Changing Your Mind

A good reason can change your mind. Saying so out loud takes practice.

IN CLASS THIS WEEK
Reviewing the key ideas and drawing conclusions from the discussion (SL.5.1d)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write about a time you changed your mind about something. What changed it?

WORDS TO KEEP

change your mind Decide differently because of a good reason, and say so.

Changing your mind is allowed

Sometimes someone gives a reason you had not thought of. Your view changes.

Saying "You have changed my mind" helps the group. It shows the reasons matter more than who wins.

You can also change part of your mind. "I still think A, but less strongly."

What to say

"I thought ___, but after hearing ___, I now think ___."

IN THE ROOM

8 minutes · groups of 4 · 40 seconds a turn · 2 rounds

1. Your teacher gives a light question with two sides.
2. Round one: each person says their view and one reason.
3. Round two: each person says whether their view changed, and what reason changed it.
4. It is fine if nobody changes. Say "I still think ___, because ___."

Finding this hard? Do it with one partner.

What happened

My view at the start:

My view at the end, and the reason:

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Said their view and a reason
- [ ] Said whether their view changed
- [ ] Named the reason that changed it
- [ ] Used someone else's reason

▶ ADD TO YOUR DECISION LOG

Add a page headed Changing My Mind. Write the reason that changed a view, yours or someone else's.

💬 TALK ABOUT IT

Ask a grown-up about something they changed their mind about. What changed it?



STUCK? TRY THIS

Use the sentence on page 1. Fill in all three blanks.

★ CHALLENGE ZONE

Find a question where you could see both sides. Write the best reason for the side you do not pick.

WEEK 21 PRESENCE

Check Everyone Is In

A group has not really decided until it knows everyone can go with it. Ask each person.

IN CLASS THIS WEEK
Asking and answering questions that add to the discussion (SL.5.1c)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write a question you could ask to check a whole group agrees.

_____

WORDS TO KEEP

check in Ask each person whether they are in, before moving on.

Ask each person

A group can look as if it agrees when some people are just quiet.

A check-in asks each person, one at a time: "Can you go with this?"

Each person answers yes, yes with a worry, or not yet.

Three answers

Answer	What happens next
Yes	Move on.
Yes, with a worry	Say the worry. The note-taker writes it down.
Not yet	Ask: "What would need to change?"

IN THE ROOM **7 minutes · groups of 4 · 45 seconds a turn · 1 round**

1. Your teacher gives a group a small plan, such as an order for cleanup jobs.
2. Pick a facilitator and a note-taker. The facilitator asks each person: "Can you go with this?"
3. Each person answers yes, yes with a worry, or not yet, and says why.
4. If anyone says not yet, ask what would need to change. One turn each.

Finding this hard? Check in with one partner, then swap.

What happened

The plan:

What each person said (no names needed):

What changed, if anything:

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Asked each person one at a time
- [ ] Answered with yes, a worry, or not yet
- [ ] Gave a reason with the answer
- [ ] Asked what would need to change

▶ ADD TO YOUR DECISION LOG

Add a page headed Check-In. Write the three answers.

💬 TALK ABOUT IT

Ask a grown-up how they know everyone agrees in a group they belong to.



STUCK? TRY THIS

Go around in order, so nobody is skipped.

★ CHALLENGE ZONE

Next time your class decides something, notice: did anyone check everyone was in?

WEEK 22 VOICE

Write the Decision Down

A decision nobody wrote down gets remembered four different ways. Write a record.

IN CLASS THIS WEEK
Reviewing the key ideas and drawing conclusions from the discussion (SL.5.1d)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one decision your class made this year.

_____

WORDS TO KEEP

record A written note of what was decided, why, and who will do what.

A decision record

A record has four parts: what we decided, why, who does what, and by when.

The note-taker writes it. The group reads it and says yes, or fixes it.

Then everyone has the same record.

Which part is missing?

Part	What the record says
What we decided	Make a poster about saving water for the hallway.
Why	Most people we asked did not know how much a running faucet wastes.
Who does what	Two people find facts. One draws. One writes the words.

A record has four parts. Which one is missing here?

IN THE ROOM **7 minutes · groups of 4 · 45 seconds a turn · 1 round**

1. Your teacher gives a small decision for the group to make. Pick a note-taker.
2. Each person says their view. The group decides.
3. The note-taker writes the record with all four parts.
4. The note-taker reads it back. The group says yes, or fixes it. One turn each.

Finding this hard? Decide something small with one partner, and write the record together.

What happened

The part missing from the record on page 1:

_____

Our record, with all four parts:

_____

_____

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Wrote what was decided
- [ ] Wrote why
- [ ] Wrote who does what
- [ ] Wrote by when

▶ ADD TO YOUR DECISION LOG

Copy your group's decision record into your Decision Log.

💬 TALK ABOUT IT

Ask a grown-up how decisions get written down where they spend their day.



STUCK? TRY THIS

Check all four parts before you read it back.

★ CHALLENGE ZONE

Write a record for a decision your class or family made this week.

WEEK 23 PRESENCE

Who Does What

A plan needs people. Split the work so each person knows their part.

IN CLASS THIS WEEK
Following agreed rules for a discussion and carrying out assigned roles (SL.5.1b)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write the jobs for a small class project, such as a bulletin board.

◂ YOU WILL NEED, FROM YOUR DECISION LOG
- Week 22: your group's decision record

WORDS TO KEEP

task One piece of the work, with a name and a day beside it.

Split it fairly

A task is one job that one person can do. List every task and guess its minutes. Then split them so nobody has much more than anyone else.

A worked example

Task	Minutes
Find three facts	10
Draw the picture	10
Write the words	10
Get the supplies	5
Check the spelling	5

Four people share these tasks. Split them so each person has 10 minutes of work.

IN THE ROOM **8 minutes · groups of 4 · 45 seconds a turn · 1 round**

1. Use your decision record from week 22. List its tasks and guess the minutes.
2. Split the tasks so the minutes are close to even.
3. Each person says their task and when they will do it. One turn each.

Finding this hard? Split the tasks with one partner.

What happened

How I would split the example:

My task, and when I will do it:

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Listed a task
- [ ] Guessed the minutes for a task
- [ ] Said their task out loud
- [ ] Said when they would do it

▶ ADD TO YOUR DECISION LOG

Add a page headed Who Does What. Write your task and when. Week 25 comes back to it.

💬 TALK ABOUT IT

Ask a grown-up how jobs at home get shared out.



STUCK? TRY THIS

Start with the biggest tasks. Then fill in with the small ones.

★ CHALLENGE ZONE

Plan the jobs for a class party. Split them among five people.

WEEK 24 REVIEW

Decide

Eleven weeks of deciding together. This page pulls them together.

IN CLASS THIS WEEK
Reviewing the key ideas and drawing conclusions from the discussion (SL.5.1d)

WARM-UP · 2 MINUTES, ON YOUR OWN
Look through your Decision Log since week 13. Write the week that surprised you most.

_____

What you practiced

Before choosing	Choosing	After choosing
Lay out the options (13)	Ways to decide (17)	Check everyone is in (21)
What matters most (14)	When you lose the vote (18)	Write the decision down (22)
Claims and support (15)	Disagree, then commit (19)	Who does what (23)
Spot the weak argument (16)	Changing your mind (20)	

The number is the week. Find each one in your Decision Log.

This week's practice

Make one real decision as a group, using all of it.

List the options. Agree on what matters. Decide, check everyone is in, and write it down.

IN THE ROOM — **10 minutes · groups of 4 · 1 minute a turn · 1 round**

1. Your teacher gives a real, small choice for your group.
2. Take roles. Each person adds an option and says what matters.
3. Decide. The facilitator checks everyone is in.
4. The note-taker writes the four-part record. One turn each.

Finding this hard? Make the decision with one partner.

What happened

The choice:

What we decided, and why:

The step I did best:

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Added an option
- [ ] Said what mattered
- [ ] Answered the check-in with a reason
- [ ] Did their role, if they had one

▶ ADD TO YOUR DECISION LOG

Add a page headed Decide. Copy your group's record.

💬 TALK ABOUT IT

Show a grown-up your group's record. Ask what they would have decided.



STUCK? TRY THIS

Go in order: options, what matters, decide, check, write.

★ CHALLENGE ZONE

Write down a real decision you saw this week. Which of these steps would have helped?

WEEK 25 PRESENCE

Do Your Part

A decision is only words until people do what they said. This week, do your part.

IN CLASS THIS WEEK
No standard sits beside this week. It is practice for you.

WARM-UP · 2 MINUTES, ON YOUR OWN
Write your task from week 23, and its day. If that day has passed, write a new day this week.

◂ YOU WILL NEED, FROM YOUR DECISION LOG
- Week 23: your task and the day you said

WORDS TO KEEP

follow through Do what you said you would do for the group.

Follow through

To follow through means you do what you said, by when you said.

If something gets in the way, you tell the group early. You do not wait until the day it is due.

Groups trust people who follow through. That trust is built in small steps.

If you cannot do it

"I said I would ___ by ___. I cannot, because ___. Can someone help, or can we move the day?"

IN THE ROOM **6 minutes · groups of 4 · 45 seconds a turn · 1 round**

1. Each person says their task and the day it is due.
2. Say what you have done so far, and what is left.
3. If something is in the way, say it now, using the line on page 1.
4. One turn each.

Finding this hard? Tell one partner your task and how it is going.

What happened

Day	What I did on my task
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Did I follow through? What helped?

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Said their task and the day it is due
- [ ] Said what was done and what was left
- [ ] Said early if something was in the way
- [ ] Asked for help when they needed it

▶ ADD TO YOUR DECISION LOG

Add a page headed My Part. Write whether you followed through.

💬 TALK ABOUT IT

Tell a grown-up your task and the day. Ask them to check with you.



STUCK? TRY THIS

Write the day on something you see every morning.

★ CHALLENGE ZONE

Make a small promise to your group and keep it. Write how you kept track.

WEEK 26 PRESENCE

Report Back

When you finish your part, tell the group: what you did, what happened, what is next.

IN CLASS THIS WEEK
Reporting or giving an opinion in a logical order, clearly and at a steady pace (SL.5.4)

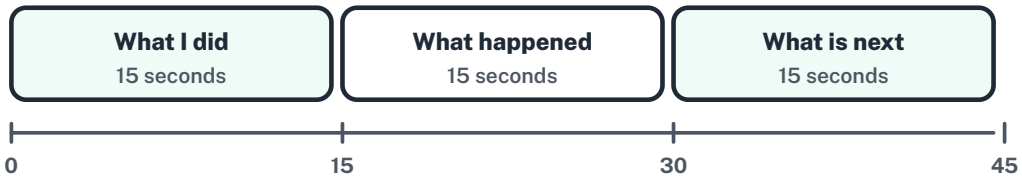
WARM-UP · 2 MINUTES, ON YOUR OWN
Write one thing you finished this week, at school or anywhere.

_____

◂ YOU WILL NEED, FROM YOUR DECISION LOG
- Week 25: what you did on your task

WORDS TO KEEP

report back Tell the group what you did and what happened.



A report back in 45 seconds

A report back tells the group three things, in order.

What you did. What happened. What is next.

Keep it in that order. The group asks questions after.

A report back sounds like

"I found three facts about water. One surprised me. Next, I give them to the person writing."

IN THE ROOM **6 minutes · groups of 4 · 45 seconds a turn · 1 round**

1. Each person reports back on their week 25 task in 45 seconds, using the three parts.
2. After each report, one person asks a question.
3. One turn each.

Finding this hard? Report back to one partner.

What happened

My report back, in three parts:

_____

_____

A question someone asked me:

_____

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- ☐ Said what they did
- ☐ Said what happened
- ☐ Said what is next
- ☐ Kept it to 45 seconds

▶ ADD TO YOUR DECISION LOG

Add a page headed Report Back. Write your three parts.

💬 TALK ABOUT IT

Report back to a grown-up on something you did this week, in three parts.



STUCK? TRY THIS

Count the three parts on your fingers as you go.

★ CHALLENGE ZONE

Report back on your week to someone at home, in under a minute.

WEEK 27 SELF

When Someone Does Not Do Their Part

Sometimes a group member does not follow through. What you do inside first matters.

IN CLASS THIS WEEK
No standard sits beside this week. It is practice for you.

WARM-UP · 2 MINUTES, ON YOUR OWN
Write what a group can do when one task is not done.

WORDS TO KEEP

frustrated Upset because something is not working out.

Before you say anything

When someone does not do their part, you might feel frustrated. That is normal.

First, find out what happened. Maybe something got in the way.

Then talk about the task, not the person. "The strips are not cut. What can we do?"

A made-up group

Four students are building a model bridge from cardstock. One person said they would cut the strips by Thursday. On Thursday, the strips are not cut.

This group is made up. Talk about them, never about someone real.

IN THE ROOM

6 minutes · groups of 3 · 45 seconds a turn · 1 round

1. Read the made-up group on page 1.
2. Each person says one thing the group could say or do next.
3. Keep it about the task, not the person.
4. One turn each. Do not use the name of anyone real.

Finding this hard? Talk about the made-up group with one partner.

Fill in the private box after page 2 comes back to you. Nobody reads it, and you never share it.

What happened

One thing the made-up group could say:

One thing they could do next:

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Said a line about the task
- [ ] Suggested a next step
- [ ] Asked what might have happened
- [ ] Kept to the made-up group

● ONLY YOU READ THIS

When someone does not do their part, what goes on inside you? What helps?

This box is for you. Nobody checks it, and you never have to show it.

▶ ADD TO YOUR DECISION LOG

Add a page headed When a Part Is Missed. Write one thing a group could say.

💬 TALK ABOUT IT

Ask a grown-up what they do when someone does not do their part.



STUCK? TRY THIS

Start with a question: "What happened?"

★ CHALLENGE ZONE

Write what you would want a group to say to you if you missed your part.

WEEK 28 PRESENCE

Raise a Problem

When something is not working, say so in a way the group can hear.

IN CLASS THIS WEEK
Adapting how you speak to the task and the people, formal when it fits (SL.5.6)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write about something in a group that was not working. Do not use names.

WORDS TO KEEP

raise it Bring up a problem so the group can fix it.

Raise it, do not complain

Raising a problem means saying it to the group, calmly, so it can be fixed.

Use a more formal voice than with a friend. Say what you saw, why it matters, and an idea to fix it.

Talk about what happened, not about who did it.

Three parts

Part	Sounds like
What I saw	"I noticed we ran out of time again."
Why it matters	"The last two people did not get to speak."
An idea	"Could we use a timekeeper every meeting?"

IN THE ROOM **7 minutes · groups of 4 · 45 seconds a turn · 1 round**

1. Your teacher gives each group a made-up problem, such as a meeting that always runs late.
2. Each person raises it in their own words, using the three parts.
3. After each person, the group says which part was clearest.
4. One turn each.

Finding this hard? Raise the problem with one partner.

What happened

The problem:

How I raised it, in three parts:

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Said what they saw
- [ ] Said why it matters
- [ ] Gave an idea to fix it
- [ ] Kept it about what happened, not who

▶ ADD TO YOUR DECISION LOG

Add a page headed Raise It. Write your three parts.

💬 TALK ABOUT IT

Ask a grown-up how they raise a problem at work or in a group.



STUCK? TRY THIS

Start with "I noticed." It is about what you saw, so nobody can argue with it.

★ CHALLENGE ZONE

Think of something in your class that could work better. Write, without names, how you would raise it.

WEEK 29 PRESENCE

Speak for the Group

When you speak for the group, you say what the group decided, not only what you think.

IN CLASS THIS WEEK
Reporting or giving an opinion in a logical order, clearly and at a steady pace (SL.5.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one thing that is hard about telling others what a group decided.

_____

WORDS TO KEEP

speak for Say what the group decided, not only what you think.

Speak for everyone

Sometimes one person tells the class what the group decided. To speak for the group means saying the group's view, not just yours.

Say what you decided, the main reason, and any view that did not win, if there was one.

Speak in order, and at a steady pace, so the class can follow.

Sounds like

"Our group decided on posters, because more people will see them. Two of us wanted a video. We may try that next time."

IN THE ROOM **8 minutes · groups of 4 · 45 seconds a turn · 1 round**

1. Your group makes a small decision your teacher gives you.
2. Then each person takes a turn speaking for the group, to the group, in 45 seconds.
3. Say what you decided, the main reason, and a view that did not win, if there was one.
4. One turn each.

Finding this hard? Speak for your group to one partner.

What happened

What our group decided, and why:

A view that did not win, if there was one:

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Said what the group decided
- [ ] Gave the group's main reason
- [ ] Named a view that did not win, if there was one
- [ ] Spoke at a steady pace

▶ ADD TO YOUR DECISION LOG

Add a page headed Speaking for Us. Write what you said.

💬 TALK ABOUT IT

Tell a grown-up about a decision your group made, speaking for the group.



STUCK? TRY THIS

Say "we" for the decision. Say "some of us" for a view that did not win.

★ CHALLENGE ZONE

Listen to someone speak for a group, on the news or at school. Did they include views that lost?

WEEK 30 VOICE

Link It Up

Transition words link one idea to the next, so a listener can follow you.

IN CLASS THIS WEEK
Planning and giving an opinion speech that links evidence with transition words (SL.5.4a)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write two sentences about something you did this week, joined by "because" or "also."

_____

WORDS TO KEEP

transition word A word like therefore or because of this that links ideas.

Words that link

A transition word links one idea to the next. It tells the listener where you are going.

"First" starts a list. "Also" adds another reason. "For example" brings evidence. "Therefore" gives a result. "In the end" wraps up.

A short opinion

First, our class should have a quiet reading time every school day. The room is calm then, which makes it easier to focus. Also, it means more time with books. For example, ten minutes a day is fifty minutes a week. Therefore, more of us would finish our books. In the end, it is a small change that helps everyone.

The transition words to look for: **first**, **also**, **for example**, **therefore**, **in the end**. How many times does this opinion use them?

IN THE ROOM

7 minutes · groups of 4 · 45 seconds a turn · 1 round

1. Each person gives a short opinion about the school, in 45 seconds.
2. Use at least three transition words from page 1.
3. The others count the transition words they hear.
4. One turn each.

Finding this hard? Give your opinion to one partner, who counts the transition words.

What happened

How many times the opinion on page 1 uses them:

_____

_____

The transition words I used:

_____

_____

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- ☐ Used "first" to start
- ☐ Used "also" to add a reason
- ☐ Used "for example" before evidence
- ☐ Used "in the end" to finish

▶ ADD TO YOUR DECISION LOG

Add a page headed Link It Up. Write the transition words you used.

💬 TALK ABOUT IT

Listen to a grown-up explain something. Count their transition words.



STUCK? TRY THIS

Write the transition words on a card. Touch each one as you use it.

★ CHALLENGE ZONE

Write a paragraph about your favorite season. Use all five transition words.

WEEK 31 VOICE

Write Your Opinion

Next week you plan a speech. This week, write the opinion it will give.

IN CLASS THIS WEEK
Writing an opinion supported by reasons and information (W.5.1)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write a change you would like to see at your school.

_____

WORDS TO KEEP

evidence Facts that show your reason is true.

An opinion with evidence

An opinion says what you think should happen. Evidence is the facts and details that back it up.

Write your opinion in one sentence. Then give two reasons, each with evidence.

End with a conclusion that says your opinion again in new words. Write it on page 2 before the room task.

Pick a topic you can back up

Pick something you know about, or can find out about. For example: recess, the library, or lunch.

If you cannot find evidence for a reason, pick another reason.

IN THE ROOM

7 minutes · groups of 3 · 1 minute a turn · 1 round

1. Each person reads the opinion they wrote on page 2 to the group.
2. Read it in under 60 seconds.
3. The others say the two reasons back, and one piece of evidence.
4. One turn each.

Finding this hard? Read your paragraph to one partner.

What happened

My opinion:

Reason 1, and its evidence:

Reason 2, and its evidence:

My conclusion:

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Said the opinion in one sentence
- [ ] Gave two reasons
- [ ] Gave evidence for a reason
- [ ] Ended with a conclusion

▶ ADD TO YOUR DECISION LOG

Copy your opinion paragraph into your Decision Log. Week 32 plans the speech from it.

💬 TALK ABOUT IT

Ask a grown-up to check one piece of your evidence with you.



STUCK? TRY THIS

Evidence is something you could show someone: a number, a fact, a thing you saw.

★ CHALLENGE ZONE

Find one more piece of evidence for your opinion this week.

WEEK 32 VOICE

Plan the Speech

A 90-second speech from your opinion paragraph. Plan each part before you give it.

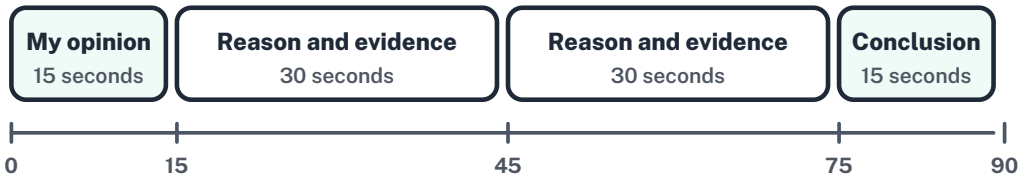
IN CLASS THIS WEEK
Planning and giving an opinion speech that links evidence with transition words (SL.5.4a)

WARM-UP · 2 MINUTES, ON YOUR OWN
Read your opinion paragraph. Write the sentence you will start with.

_____

◂ YOU WILL NEED, FROM YOUR DECISION LOG
- Week 31: your opinion paragraph

WORDS TO KEEP
conclusion The last part of a speech, which says your opinion again.



A 90-second speech

Your speech has four parts, in order: your opinion, reason 1, reason 2, and a conclusion. Each reason comes with evidence.

Link the parts with transition words from week 30.

Plan it on page 2. Then practice it once out loud, with a timer. If you run long, cut a word, not a reason.

IN THE ROOM — **10 minutes · groups of 4 · 75 seconds a turn · 1 round**

1. First, each person writes their plan on page 2, on their own.
2. Then each person tries their opinion and two reasons, in 75 seconds.
3. The others say which reason had the strongest evidence.
4. One turn each.

Finding this hard? Try your plan on one partner.

What happened

Part	What I will say	Transition word
My opinion		
Reason 1		
Reason 2		
Conclusion		

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Said the opinion first
- [ ] Gave two reasons
- [ ] Used a transition word
- [ ] Finished in 75 seconds

▶ ADD TO YOUR DECISION LOG

Copy your plan into your Decision Log. Week 33 is the speech.

💬 TALK ABOUT IT

Practice your speech for a grown-up, with a timer.



STUCK? TRY THIS

Write only a few words for each part. You will speak it, not read it.

★ CHALLENGE ZONE

Practice your speech three times. Time each one. Did it get closer to 90 seconds?

WEEK 33 VOICE

Give the Speech

Give your speech to your group. Then hear what they took from it.

IN CLASS THIS WEEK
Planning and giving an opinion speech that links evidence with transition words (SL.5.4a)

WARM-UP · 2 MINUTES, ON YOUR OWN
Say your first sentence out loud twice, quietly. Write it.

◂ YOU WILL NEED, FROM YOUR DECISION LOG
- Week 32: your speech plan

WORDS TO KEEP

speech A short talk that gives an opinion and the evidence for it.

Give it

Today you give your speech. Sit or stand still, breathe, and open with your opinion.

Speak clearly, at a steady pace. Use your transition words.

Afterward, the group tells you the reasons they heard. That is how you know it landed.

Before you start

Try to look up from your plan as you speak. Keep it face up if you need it.

Your group knows how to listen now. You can trust them with it.

IN THE ROOM **10 minutes · groups of 4 · 2 minutes a turn · 1 round**

1. Each person gives their speech, in up to 90 seconds.
2. Then the group says back the opinion and the two reasons they heard.
3. One person checks off the speaker's page 2.
4. One turn each.

Finding this hard? Give your speech to one partner, who also checks off the boxes.

What happened

What went the way I planned:

The reasons my group heard:

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Started with the opinion
- [ ] Gave two reasons with evidence
- [ ] Used transition words
- [ ] Ended with a conclusion
- [ ] Spoke at a steady pace

▶ ADD TO YOUR DECISION LOG

Copy the check marks your group gave you into your Decision Log.

💬 TALK ABOUT IT

Give your speech to a grown-up. Ask which reason they remember.



STUCK? TRY THIS

Read your first line from the plan. Then look up and keep going.

★ CHALLENGE ZONE

Give your speech to someone younger. Change one word so they can follow it.

WEEK 34 VOICE

Check the Support

Good listeners check what holds a speech up. Look for the reasons, and for weak ones.

IN CLASS THIS WEEK
Summarizing a speaker's points, how each is supported, and weak arguments (SL.5.3)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one reason from someone's speech last week that you remember.

_____

WORDS TO KEEP

hold up Stay true when someone asks how you know.

Does it hold up?

A reason holds up if it has evidence you could check.

Listen for the weak arguments from week 16: everybody does it, about the person, only two choices, and one time means always.

Checking the support is about the speech, never about the speaker.

A short speech

	What the speaker said
a	Our school should have a bike rack by the front gate.
b	Right now there are only 8 places to lock a bike.
c	All the other schools nearby have a bike rack, so we should too.
d	More places would mean fewer bikes left on the grass.

One sentence is a weak argument. Which one, and which kind?

IN THE ROOM

8 minutes · groups of 4 · 50 seconds a turn · 1 round

1. Each person gives a short opinion, with one reason, in 50 seconds.
2. The others say whether the reason holds up, and why.
3. If they hear a weak argument, they name it.
4. One turn each.

Finding this hard? Give your opinion to one partner, who checks the support.

What happened

The weak sentence on page 1, and its kind:

_____

_____

A reason that held up, and its evidence:

_____

_____

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- ☐ Gave a reason with evidence
- ☐ Said whether a reason holds up
- ☐ Named a weak argument they heard
- ☐ Kept it about the speech

▶ ADD TO YOUR DECISION LOG

Add a page headed Hold Up. Write one reason that held up.

💬 TALK ABOUT IT

Listen to an advertisement with a grown-up. Does its reason hold up?



STUCK? TRY THIS

Ask: could I check this? If not, it may not hold up.

★ CHALLENGE ZONE

Find a weak argument this week, on a sign or in a conversation. Name its kind.

WEEK 35 REVIEW

Look Back

The same task as week 1, with the same checklist. Then put the two pages side by side.

IN CLASS THIS WEEK
Taking part in a group discussion and building on what others say (SL.5.1)

WARM-UP · 2 MINUTES, ON YOUR OWN
Find your week 1 page in your Decision Log. Write today's date at the top of a new page.

_____

◂ YOU WILL NEED, FROM YOUR DECISION LOG
- Week 1: Where I Start, with your group's check marks

WORDS TO KEEP

look back	Put this year's page beside your first one, and see what changed.

The same task again

In week 1 your group talked about a light question for about four minutes. Someone checked off what you did.

Week 1 was your starting point. Today you do exactly the same task.

Then put the two pages next to each other, and look only at your own.

Why the same task

If the task changed, you could not tell whether you changed or the task did.

Keeping it the same is what makes the comparison fair.

IN THE ROOM

6 minutes · groups of 3 · 40 seconds a turn · 2 rounds

1. Your teacher gives the group a light question, such as: what should a new student know about our school?
2. Talk it over for about four minutes. Each person speaks at least twice.
3. Nobody runs the meeting. Just talk.
4. Then each person checks off page 2 for the person on their left.

Finding this hard? Do it with one partner, who checks off your boxes.

Fill in the private box after page 2 comes back to you. Nobody reads it, and you never share it.

What happened

The checklist	Week 1, from your log	Week 35, from below
Spoke without being asked		
Built on what someone else said		
Asked someone in the group a question		
Let others finish before speaking		
Invited someone who had spoken less		
Said so when they disagreed, with a reason		

What the person on your right saw

Checked by the person on your right. Check only what you saw or heard. An empty box is fine.

- ☐ Spoke without being asked
- ☐ Built on what someone else said
- ☐ Asked someone in the group a question
- ☐ Let others finish before speaking
- ☐ Invited someone who had spoken less
- ☐ Said so when they disagreed, with a reason

● ONLY YOU READ THIS

What is different about being in a group now, compared with week 1?

This box is for you. Nobody checks it, and you never have to show it.

▶ ADD TO YOUR DECISION LOG

Copy your week 35 check marks into your Decision Log, next to week 1. Leave the private box here.

💬 TALK ABOUT IT

Show a grown-up your week 1 and week 35 log pages. Ask what they notice.



STUCK? TRY THIS

Look for one new check mark, and one box still empty. Both are useful.

★ CHALLENGE ZONE

Pick one empty box. Write a plan for practicing it over the summer.

WEEK 36 REVIEW

Decide Together

One last decision, start to finish. Then each of you speaks for the group.

IN CLASS THIS WEEK
Reporting or giving an opinion in a logical order, clearly and at a steady pace (SL.5.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Find one check mark, or one box you worked on this year. Write it here.

◂ YOU WILL NEED, FROM YOUR DECISION LOG
- Week 35: Look Back, beside your week 1 page

WORDS TO KEEP
decide together Hear everyone, choose, and then all carry it out.

The group first

This year you practiced in a small group.

You took roles. You laid out options and agreed what mattered. You decided, checked everyone was in, and did your part.

That is what it means to decide together.

The last task

Your group makes one real choice your teacher gives you: options, a decision, a check-in and a record.

Then each person speaks for the group, and says one thing they can do now.

IN THE ROOM **10 minutes · groups of 4 · 40 seconds a turn · 1 round**

1. Take roles. List the options.
2. Decide, check everyone is in, and write the four-part record.
3. Each person speaks for the group, then says one thing they can do now, in 40 seconds.
4. One turn each.

Finding this hard? Make the decision with one partner, and speak for the two of you.

What happened

What our group decided:

One thing I can do now in a group:

What I will practice next:

What someone in your group saw

Checked by someone in your group. Check only what you saw or heard. An empty box is fine.

- [ ] Did their role, if they had one
- [ ] Added an option
- [ ] Answered the check-in with a reason
- [ ] Spoke for the group
- [ ] Said one thing they can do now

▶ ADD TO YOUR DECISION LOG

Write one last page headed Decide Together: what you will keep doing next year.

💬 TALK ABOUT IT

Ask a grown-up what they noticed about how you work in a group this year.



STUCK? TRY THIS

Your Decision Log has every step. Use week 24's record as a guide.

★ CHALLENGE ZONE

Write a letter to yourself to open at the start of Grade 6. What should you remember about groups?

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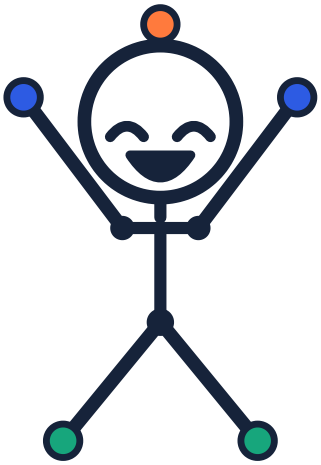
Grade 5 · Decide Together

Certificate of Completion

This is to certify that

_____

practiced working in a small group for thirty-six weeks. They practiced the meeting roles, keeping time, taking notes and running a meeting. They laid out the options, weighed what people said, and helped the group decide together. They did their part, spoke for the group, gave an opinion speech, and held the year up against their own first page.



_____ _____

Teacher Date

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