



CLASSROOM DISCUSSION CARDS · GRADES 9–12

Let's Talk Respect

For the ten minutes you didn't plan for.

Cut along the lines. Keep the deck in your desk.

Pull one. Ten minutes. No worksheet.

10 MIN · WHOLE CLASS

1 THE CARD

"Everybody on that stack of stranger cards is on somebody else's card right now. Does that change anything — honestly?"

If it stalls: ask who'd be on *their* card. Nobody has to say out loud.

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10 MIN · WHOLE CLASS

2 THE HONEST ANSWER

"He said the Rule of Shoe falls short for people your age, because the answer to would you want that said to you is I don't care. Is he right?"

Don't correct the cynical answer. It's the honest one, and the lesson needs it.

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8 MIN · PAIRS, THEN SHARE

3 YOUR LENS

"Name your three sources — formal education, personal experience, outside influence. Which has shaped you most?"

The point: for almost nobody is it school. And nobody in the room has the same three.

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12 MIN · WHOLE CLASS

4 LABELS

"What labels get put on people in this building? Which ones stick?"

Careful: keep it to categories, not people. If a name comes out, redirect to the label itself.

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10 MIN · STAND UP

5 THE DISCONNECT

*Right hand over your head, circling clockwise. Keep going, bend the elbow, bring it below your chin. Look down. **It's counterclockwise.***

Then ask: which answer was right? So if two people gave opposite answers, which one was lying?

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10 MIN · STAND UP

6 DRAW THE 6

Right foot circling clockwise. Keep it going. Right hand out front — draw the number 6. The foot reverses.

The secret: nobody said how to draw it. From the inside out, it works. *You assumed there was one way, and the assumption was the obstacle.*

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12 MIN · WHOLE CLASS

7 THE BAD MOOD

"Who have you snapped at who didn't deserve it?"

You go first. A real one, with a real person in it. The class will not exceed your honesty.

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15 MIN · SPLIT THE ROOM

8 ARGUE IT

Side A: your attitude is a choice. Side B: it isn't — things happen and you feel how you feel. Assign the sides. Then switch and run it again.

Let Side B land their point: you don't choose the feeling, you choose what you do with it.

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10 MIN · THE BOARD

9 ONE WORD, FOUR WAYS

*Write **ok.** on the board. What did the sender mean? Now **ok** without the period. Then **Ok.** Then **k.***

The argument is the proof. They'll disagree with total confidence — about four characters.

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10 MIN · WHOLE CLASS

10 WIN OR LEARN

"Would you rather win or learn? And which taught you more — something you won, or something you lost?"

Then: how does it feel to be wrong? And notice — you were wrong the whole time. This is just when you found out.

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12 MIN · 2 VOLUNTEERS

11 THE ROPE

*Hand a student one end of a rope. Say nothing. **Pull.** They pull back — every time, without being told.*

Ask them: "did anybody tell you to pull back?" Then: so what happens when you tell somebody they're wrong?

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10 MIN · WHOLE CLASS

I2 ROASTING

"In person you know a roast went too far because the person's crying. Online — how do you know?"

Don't treat roasting as all bad. It's a live practice here. The honest line is that online you can't see whether they're laughing.

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15 MIN · SLIPS OF PAPER

I3 THE SLIPS

*One sentence somebody said about you that you still remember. No names. Fold, collect, shuffle, read a dozen aloud — **flat, no commentary.***

Then ask: does the person who said it remember saying it? *Read every slip before the end of the day.*

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15 MIN · A LINE ON THE FLOOR

I4 WHERE'S THE LINE?

One end NOT BULLYING, the other DEFINITELY. Stand anywhere along it. A group chat with a running joke about somebody who isn't in it. A rumor four people each repeat once. A nickname everybody uses.

The moving is the activity. Let people change position out loud.

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15 MIN · THE BOARD

I5 WHAT'S MY DEFENSE?

*"Somebody says something in the hallway." Build the chain down the board — **they supply every link.** At the bottom: and what's my defense?*

Second column: what does somebody lose at each link? Keep going till it's longer than the chain. Nobody brags over the cost column.

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10 MIN · WHOLE CLASS

I6 YOUR LINE

"What would you actually say walking into something? Not what you should say."

Build the list on the board. They produce better ones than any list: "you good?" "yo, come on, let's go." Have them write one down.

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How to use this deck

It is built for the ten minutes you didn't plan for.

- **Pull one card.** You don't need the rest of the deck or a worksheet.
- **Cards 5, 6, 11 and 15 are physical.** Those are the ones a flat room needs.
- **Never have a student play an aggressor**, even willingly. Describe the situation, don't stage it.
- **If it surfaces something real**, stop the activity cleanly and follow your reporting process. Say your norms *before* you start, not after.

"There's no right answer and I'm not grading this. If you think it's nonsense, say that."

Full lesson plans are in the Teacher Guide, and as eight monthly lessons in the online course.