

# Encouraging Student Discourse



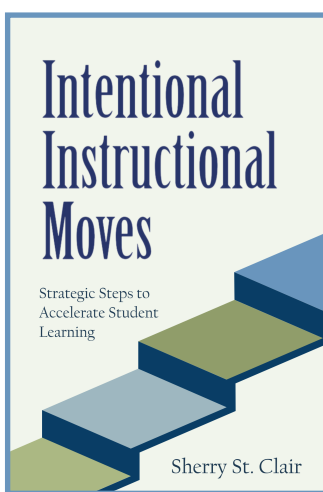
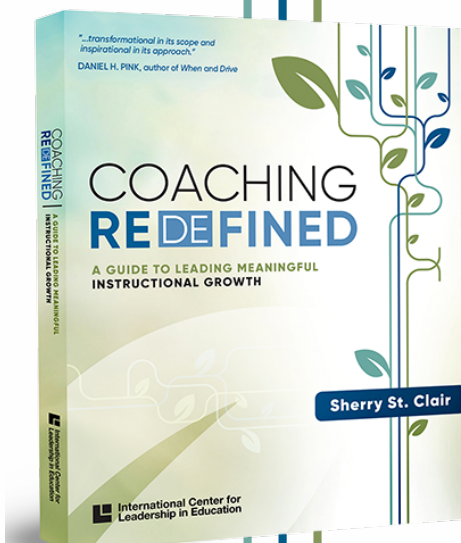
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Sherry St. Clair is the visionary founder of Reflective Learning LLC, an esteemed educational consulting agency headquartered in Kentucky. Her organization partners with schools globally, delivering tailored training and coaching services designed specifically for school administrators, instructional coaches and educators. Sherry possesses a master's degree in Instructional Leadership and holds a Rank I certification in Instructional Supervision.

With a wealth of experience in public education, Sherry has excelled in various roles, including elementary school teacher, high school administrator overseeing 1,300 students, state consultant, and creator of virtual courses. As a Senior Consultant for the International Center for Leadership in Education and Houghton Mifflin Harcourt, she has earned recognition as a sought-after international speaker and consultant. Sherry specializes in instructional leadership, effective classroom practices, classroom walkthroughs, data utilization, and establishing frameworks for successful classroom coaching, all driven by her passion for coaching schools to meet the diverse needs of every student.

In her commitment to advancing education, Sherry developed virtual instructional workshops for the CTE Technical Assistance Center of New York. Collaborating with the Successful Practices Network, Houghton Mifflin Harcourt, and The School Superintendent Association (AASA), she has worked to scale innovative practices across educational settings. Additionally, through the Georgia Association of Educational Leaders, she has facilitated Literacy Leadership Institutes for the past five years, empowering district leaders, school administrators, and instructional coaches to focus on leading research-based literacy improvements within their schools and communities.

Sherry is also a contributing author to notable works such as Effective Instructional Strategies Volume 2, published by the International Center for Leadership in Education, and 100 No-Nonsense Things That All Teachers Should Stop Doing. She has authored numerous professional learning activity guides and led webinar series centered on leadership and effective instructional practices. Her influential publication, Coaching Redefined: A Guide to Leading Meaningful Instructional Growth, released in June 2019, has been embraced by instructional leaders worldwide. Her latest book, Intentional Instructional Moves, launched in October 2024, continues to extend her impact in the field.



# Most Valuable Career Skills by 2025

Per the annual World Economic Forum report, the most valuable career skills by 2025 will be the following 10 skills:

- 1. Analytical thinking and innovation:** In order to find creative solutions, you review new and possibly complicated information, examine that information to ensure it's factual, use reasoning skills to determine if the information follows a logical pattern and determine causes and effects.
- 2. Active learning and learning strategies:** Utilizing strategies that work best for you, active learning requires you to evaluate what you know, understand what you need to know and have the initiative to learn that information through various means.
- 3. Complex problem solving:** To solve complex problems requires being able to identify the problem, evaluate all pertinent information and factors, consider a range of possible solutions, think critically through different solution options and their potential outcomes, and then make a judgment as to which solution to select. A series of skills go into complex problem solving, including observation skills, analysis, creativity, innovative thinking, evaluation, perseverance, and resilience, to name some.
- 4. Critical thinking and analysis:** To think critically is to think deeply. Critical thinking requires that you first suspend judgment to evaluate all related factors and perspectives as objectively as possible. It entails taking time to think through what you might not be considering or yet seeing. Reason, logic, and judgment are all used to analyze and evaluate information to, ultimately, probe far beyond the surface of the matter at hand.
- 5. Resilience, stress tolerance and flexibility:** Through self-management, you are able to develop coping mechanisms to overcome and adapt to challenges in a healthy manner. By strengthening the five pillars of resistance- self-awareness, mindfulness, self-care, positive relationship and purpose -you can be more emotionally, mentally and behaviorally flexible and adjust to both the internal and external demands.

- 6. Creativity, originality and initiative:** To be creative is to imagine something new from the information and data available. Creativity emerges from a capacity to view the world differently, connect seemingly disconnected dots, and unearth unseen patterns to conceive something new. To be creative is to apply critical thinking and empathy to imagine experiences, ideas, and things from other perspectives. With your creative skills, you take the initiative to make something original.
- 7. Leadership and social influence:** Through the use of leadership skills-trustworthiness, reliability, organization skills, interpersonal and social skills- you are able to maximize the efforts of those around you towards the accomplishment of a common goal.
- 8. Reasoning, problem-solving and ideation:** In a logical way, you are able to understand the problem and move from a hypothesis to a conclusion. You use information to solve complex problems and generate logical and potential solutions.
- 9. Technology, design and programming:** Utilizing a combination of text, graphics and style elements, you are able to logically and purposefully create new technologies.
- 10. Technology use, monitoring, and control:** technologies Remotely, you are able to monitor and manage technology to ensure it is working properly at all times. If it is not working properly, you are able to utilize problem-solving skills in order to fix it.

Visible Learning<sup>plus</sup> 250+ Influences on Student Achievement

STUDENT	ES
Prior knowledge and background	
Field independence	0.68
Non-standard dialect use	-0.29
Piagetian programs	1.28
Prior ability	0.94
Prior achievement	0.55
Relating creativity to achievement	0.40
Relations of high school to university achievement	0.60
Relations of high school achievement to career performance	0.38
Self-reported grades	1.33
Working memory strength	0.57
Beliefs, attitudes and dispositions	
Attitude to content domains	0.35
Concentration/persistence/ engagement	0.56
Grit/incremental vs. entity thinking	0.25
Mindfulness	0.29
Morning vs. evening	0.12
Perceived task value	0.46
Positive ethnic self-identity	0.12
Positive self-concept	0.41
Self-efficacy	0.92
Stereotype threat	0.33
Student personality attributes	0.26
Motivational approach, orientation	
Achieving motivation and approach	0.44
Boredom	-0.49
Deep motivation and approach	0.69
Depression	-0.36
Lack of stress	0.17
Mastery goals	0.06
Motivation	0.42
Performance goals	-0.01
Reducing anxiety	0.42
Surface motivation and approach	-0.11
Physical influences	
ADHD	-0.90
ADHD – treatment with drugs	0.32
Breastfeeding	0.04
Deafness	-0.61
Exercise/relaxation	0.26
Gender on achievement	0.08
Lack of illness	0.26
Lack of sleep	-0.05
Full compared to pre-term/low birth weight	0.57
Relative age within a class	0.45

CURRICULA	ES
Reading, writing and the arts	
Comprehensive instructional programs for teachers	0.72
Comprehension programs	0.47
Drama/arts programs	0.38
Exposure to reading	0.43
Music programs	0.37
Phonics instruction	0.70
Repeated reading programs	0.75
Second/third chance programs	0.53
Sentence combining programs	0.15
Spelling programs	0.58
Visual-perception programs	0.55
Vocabulary programs	0.62
Whole language approach	0.06
Writing programs	0.45
Math and sciences	
Manipulative materials on math	0.30
Mathematics programs	0.59
Science programs	0.48
Use of calculators	0.27
Other curricula programs	
Bilingual programs	0.36
Career interventions	0.38
Chess instruction	0.34
Conceptual change programs	0.99
Creativity programs	0.62
Diversity courses	0.09
Extra-curricula programs	0.20
Integrated curricula programs	0.47
Juvenile delinquent programs	0.12
Motivation/character programs	0.34
Outdoor/adventure programs	0.43
Perceptual-motor programs	0.08
Play programs	0.50
Social skills programs	0.39
Tactile stimulation programs	0.58

HOME	ES
Family structure	
Adopted vs non-adopted care	0.25
Engaged vs disengaged fathers	0.20
Intact (two-parent) families	0.23
Other family structure	0.16
Home environment	
Corporal punishment in the home	-0.33
Early years' interventions	0.44
Home visiting	0.29
Moving between schools	-0.34
Parental autonomy support	0.15
Parental involvement	0.50
Parental military deployment	-0.16
Positive family/home dynamics	0.52
Television	-0.18
Family resources	
Family on welfare/state aid	-0.12
Non-immigrant background	0.01
Parental employment	0.03
Socio-economic status	0.52

SCHOOL	ES
Leadership	
Collective teacher efficacy	1.57
Principals/school leaders	0.32
School climate	0.32
School resourcing	
External accountability systems	0.31
Finances	0.21
Types of school	
Charter schools	0.09
Religious schools	0.24
Single-sex schools	0.08
Summer school	0.23
Summer vacation effect	-0.02
School compositional effects	
College halls of residence	0.05
Desegregation	0.28
Diverse student body	0.10
Middle schools' interventions	0.08
Out-of-school curricula experiences	0.26
School choice programs	0.12
School size (600-900 students at secondary)	0.43
Other school factors	
Counseling effects	0.35
Generalized school effects	0.48
Modifying school calendars/ timetables	0.09
Pre-school programs	0.28
Suspension/expelling students	-0.20

The Visible Learning research synthesises findings from 1,400 meta-analyses of 80,000 studies involving 300 million students, into what works best in education.

Key for rating

- Potential to considerably accelerate student achievement
- Potential to accelerate student achievement
- Likely to have positive impact on student achievement
- Likely to have small positive impact on student achievement
- Likely to have a negative impact on student achievement

ES Effect size calculated using Cohen's *d*





Visible Learning<sup>plus</sup> 250+ Influences on Student Achievement

CLASSROOM	ES
Classroom composition effects	
Detracking	0.09
Mainstreaming/inclusion	0.27
Multi-grade/age classes	0.04
Open vs. traditional classrooms	0.01
Reducing class size	0.21
Retention (holding students back)	-0.32
Small group learning	0.47
Tracking/streaming	0.12
Within class grouping	0.18
School curricula for gifted students	
Ability grouping for gifted students	0.30
Acceleration programs	0.68
Enrichment programs	0.53
Classroom influences	
Background music	0.10
Behavioral intervention programs	0.62
Classroom management	0.35
Cognitive behavioral programs	0.29
Decreasing disruptive behavior	0.34
Mentoring	0.12
Positive peer influences	0.53
Strong classroom cohesion	0.44
Students feeling disliked	-0.19

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ES Effect size calculated using Cohen's *d*

TEACHER	ES
Teacher attributes	
Average teacher effects	0.32
Teacher clarity	0.75
Teacher credibility	0.90
Teacher estimates of achievement	1.29
Teacher expectations	0.43
Teacher personality attributes	0.23
Teacher performance pay	0.05
Teacher verbal ability	0.22
Teacher-student interactions	
Student rating of quality of teaching	0.50
Teachers not labeling students	0.61
Teacher-student relationships	0.52
Teacher education	
Initial teacher training programs	0.12
Micro-teaching/video review of lessons	0.88
Professional development programs	0.41
Teacher subject matter knowledge	0.11

The Visible Learning research synthesises findings from **1,400** meta-analyses of **80,000** studies involving **300** million students, into what works best in education.

TEACHING: Focus on student learning strategies	ES
Strategies emphasizing student meta-cognitive/self-regulated learning	
Elaboration and organization	0.75
Elaborative interrogation	0.42
Evaluation and reflection	0.75
Meta-cognitive strategies	0.60
Help seeking	0.72
Self-regulation strategies	0.52
Self-verbalization and self-questioning	0.55
Strategy monitoring	0.58
Transfer strategies	0.86
Student-focused interventions	
Aptitude/treatment interactions	0.19
Individualized instruction	0.23
Matching style of learning	0.31
Student-centered teaching	0.36
Student control over learning	0.02
Strategies emphasizing student perspectives in learning	
Peer tutoring	0.53
Volunteer tutors	0.26
Learning strategies	
Deliberate practice	0.79
Effort	0.77
Imagery	0.45
Interleaved practice	0.21
Mnemonics	0.76
Note taking	0.50
Outlining and transforming	0.66
Practice testing	0.54
Record keeping	0.52
Rehearsal and memorization	0.73
Spaced vs. mass practice	0.60
Strategy to integrate with prior knowledge	0.93
Study skills	0.46
Summarization	0.79
Teaching test taking and coaching	0.30
Time on task	0.49
Underlining and highlighting	0.50

TEACHING: Focus on teaching/instructional strategies	ES
Strategies emphasizing learning intentions	
Appropriately challenging goals	0.59
Behavioral organizers	0.42
Clear goal intentions	0.48
Cognitive task analysis	1.29
Concept mapping	0.64
Goal commitment	0.40
Learning goals vs. no goals	0.68
Learning hierarchies-based approach	0.19
Planning and prediction	0.76
Setting standards for self-judgement	0.62
Strategies emphasizing success criteria	
Mastery learning	0.57
Worked examples	0.37
Strategies emphasizing feedback	
Classroom discussion	0.82
Different types of testing	0.12
Feedback	0.70
Providing formative evaluation	0.48
Questioning	0.48
Response to intervention	1.29
Teaching/instructional strategies	
Adjunct aids	0.32
Collaborative learning	0.34
Competitive vs. individualistic learning	0.24
Cooperative learning	0.40
Cooperative vs. competitive learning	0.53
Cooperative vs. individualistic learning	0.55
Direct instruction	0.60
Discovery-based teaching	0.21
Explicit teaching strategies	0.57
Humor	0.04
Inductive teaching	0.44
Inquiry-based teaching	0.40
Jigsaw method	1.20
Philosophy in schools	0.43
Problem-based learning	0.26
Problem-solving teaching	0.68
Reciprocal teaching	0.74
Scaffolding	0.82
Teaching communication skills and strategies	0.43

TEACHING: Focus on implementation method	ES
Implementations using technologies	
Clickers	0.22
Gaming/simulations	0.35
Information communications technology (ICT)	0.47
Intelligent tutoring systems	0.48
Interactive video methods	0.54
Mobile phones	0.37
One-on-one laptops	0.16
Online and digital tools	0.29
Programmed instruction	0.23
Technology in distance education	0.01
Technology in mathematics	0.33
Technology in other subjects	0.55
Technology in reading/literacy	0.29
Technology in science	0.23
Technology in small groups	0.21
Technology in writing	0.42
Technology with college students	0.42
Technology with elementary students	0.44
Technology with high school students	0.30
Technology with learning needs students	0.57
Use of PowerPoint	0.26
Visual/audio-visual methods	0.22
Web-based learning	0.18
Implementations using out-of-school learning	
After-school programs	0.40
Distance education	0.13
Home-school programs	0.16
Homework	0.29
Service learning	0.58
Implementations that emphasize school-wide teaching strategies	
Co- or team teaching	0.19
Interventions for students with learning needs	0.77
Student support programs – college	0.21
Teaching creative thinking	0.34
Whole-school improvement programs	0.28

# My Learning Log

Resource:	
Date:	
Thoughts	Questions

Resource:	
Date:	
Thoughts	Questions

Resource:	
Date:	
Thoughts	Questions



# Trade A Thought

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**My thought:**

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**Classmate's thought:**

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**Classmate's thought:**

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## Student Conversation Starters

<p style="text-align: center;"><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• I disagree with _____ because _____.</li> <li>• Respectfully, I disagree because _____.</li> <li>• I see it differently because _____.</li> <li>• Looking at it a different way, I think _____.</li> <li>• I see what you're saying, but I think _____.</li> </ul>	<p style="text-align: center;"><b>Summarize</b></p> <ul style="list-style-type: none"> <li>• Overall, I think _____.</li> <li>• My whole point is that _____.</li> <li>• It all boils down to _____.</li> <li>• To summarize, I think _____.</li> <li>• To summarize, I learned that _____.</li> </ul>	
<p style="text-align: center;"><b>Agree</b></p> <ul style="list-style-type: none"> <li>• I agree with _____ because _____.</li> <li>• The evidence _____ shared is critical because _____.</li> <li>• I believe the same thing as _____ because _____.</li> <li>• As _____ pointed out, _____.</li> <li>• Like _____, I believe _____ because _____.</li> </ul>	<p style="text-align: center;"><b>Clarify</b></p> <ul style="list-style-type: none"> <li>• Can you help me understand what you mean by _____?</li> <li>• Can you explain what you mean by _____?</li> <li>• I think I hear you saying _____.</li> <li>• Could you say that another way?</li> <li>• I'm confused about _____. Can you please explain it to me a different way?</li> </ul>	<p style="text-align: center;"><b>Paraphrase</b></p> <ul style="list-style-type: none"> <li>• I believe that you are saying _____.</li> <li>• Is it fair to say you believe _____?</li> <li>• It sounds like you think _____.</li> <li>• I'm hearing that _____.</li> <li>• In other words, _____.</li> <li>• Let me see if I understand you correctly. I think you're saying _____.</li> </ul>

## Peer Feedback Form

<p><b>Title of Work:</b>_____</p> <p><b>Owner of Work:</b>_____</p> <p><b>Reviewer:</b>_____</p> <p><b>Strength of Work:</b></p>   <p><b>Ideas for Improvement:</b></p>	<p><b>Title of Work:</b>_____</p> <p><b>Owner of Work:</b>_____</p> <p><b>Reviewer:</b>_____</p> <p><b>Strength of Work:</b></p>   <p><b>Ideas for Improvement:</b></p>
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# Socratic Smackdown

A VERSATILE DISCUSSION-BASED  
HUMANITIES GAME TO PRACTICE  
ARGUMENTATION AROUND ANY TEXT  
OR TOPIC FOR GRADES 6 THROUGH 12

**Print+Play**  
**GAME PACK**



# Games are powerful learning tools. At Institute of Play, we've seen games engage students in exciting and empowering ways.

Since 2009, we've designed more than 80 classroom games, which have been prototyped and used by teachers at Quest schools (Quest to Learn in New York City and CICS ChicagoQuest in Chicago). And now, we can't wait to share our library of teacher-tested, student-approved games with you!

Game design is a continuous and collaborative process. We would value your feedback about our games after you play them with your students! Join our Google+ community to share your thoughts with us and other educators.

## GAME CONTENTS

# WHAT IS IN THIS PACKET?

In collaboration with Quest teachers, Institute of Play developed this set of game materials and supporting resources for Socratic Smackdown. We invite you to explore this game pack to help you learn about the game in order to play it with your students.

PAGE

4	GAME BASICS
7	GAME PLAY
10	STUDENT RESOURCES
13	TEACHER RESOURCES

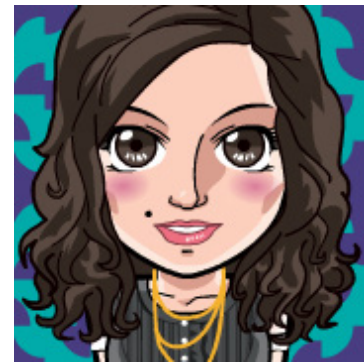
## GAME BASICS

# WHAT IS IT?

**Socratic Smackdown** grew out of a need to support students in developing and practicing discussion skills. During the game, teams of 4-6 students discuss texts and use textual evidence to make connections and ask thought-provoking questions. Students win points whenever they make constructive contributions to the discussion and lose points if they exhibit disrespectful behaviors, such as interrupting their teammates. By the end of game play, students have learned how to work together as teams and a class and contribute meaningfully to a discussion. Quest teachers, like Rebecca Grodner, an 8th grade English teacher, have seen amazing changes in student engagement and discussion skills during and after game play.

*"This game you are about to play created an amazing, authentic learning space and enabled my students to become self-directed learners who were excited to discuss challenging texts and topics."*

– Rebecca Grodner, 8th grade English teacher, Quest to Learn, New York City



### **Rebecca Grodner**

8th Grade English Language Arts Teacher-Designer, Quest to Learn, New York City

Rebecca Grodner was born and raised in Chicago and knew she wanted to be a teacher since she was a 7th grader. After earning her bachelor's degree in English from New York University, she taught on the Lower East Side in New York City. In 2012, she joined the faculty at Quest to Learn to teach 8th grade English Language Arts. She constantly thinks about how to better engage her students in learning and enthusiastically integrates games, technology, and design thinking into her teaching. She is also the Literacy Lead at Quest to Learn and runs an after-school bullying prevention group. Currently, Rebecca is continuing her learning by pursuing a Master's degree in Curriculum Development and Instructional Technology at SUNY Albany.



## GAME BASICS

# THE GOALS



### Learning Goal

Students will be able to:

- Prepare for discussions
- Use a variety of discussion skills
- Ask and answer deep questions
- Build on and refute others' ideas

### Game Goal

Earn points and advance your individual, team, and/or class score by using different discussion strategies during a Socratic Smackdown

## GAME BASICS

# COMMON CORE STANDARDS ALIGNMENT

## AND OTHER COMPETENCIES

The game materials are aligned to Speaking and Listening standards for grade 8.

### **CCSS.ELA-Literacy.SL.8.1a**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

### **CCSS.ELA-Literacy.SL.8.1b**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

### **CCSS.ELA-Literacy.SL.8.1c**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

### **CCSS.ELA-Literacy.SL.8.1d**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

### **Communication**

Use of oral, written, performative, and visual forms of language to formulate, exchange, present, and reflect on ideas: shared understanding is the aim of communication

### **Teamwork**

Students plan and coordinate work towards a mutual goal; understand and regulate themselves as a team member; demonstrate leadership skills, including the ability to persuade and guide others; and resolve conflicts cooperatively.

## GAME PLAY

# SETTING IT UP

### MATERIALS

- Copies of text/topic for game
- Question set
- Copies of Coach Card, Instant Replay Card, and Scorecard
- All-class scoreboard (if needed)

### PREP

1

#### Student Teams

Divide students into teams of 4 to 6 participants. These teams will participate in the Socratic Smackdown discussion. Decide if you want to put students in homogeneous or heterogeneous groups based on your own criteria.

2

#### Text/Topic Choice

Choose a text or topic for the Socratic Smackdown discussion. We suggest that you choose texts about debatable or controversial topics because then students must use textual evidence to support their ideas and arguments. (See example of a text and accompanying question set on pp.18-19.)

3

#### Question Sets

We recommend that the first few times the class plays the game, the teacher provides a well-crafted list of text-dependent questions. It may be helpful to give students the questions in advance to allow them to prepare. Questions may be asked by the teacher, or by students who have been assigned to ask the questions, whenever they feel it is appropriate. A shorter Socratic Smackdown could focus only on one teacher-given question at a time. Ultimately, the teacher's goal may be to teach students to create their own questions for Socratic Smackdown, so that they can teach each other how to effectively discuss text-based questions. (See example of a text and accompanying question set on pp.18-19.)

4

#### Discussion Strategies for Game

Choose the discussion strategies for the game and write them on the game board assigning point values to these strategies. (See example list of strategies on p.5 and p.15.)

5

#### Rubric and Checklist

If needed, create rubric and student checklist of the learning goals for the game (See sample rubric and checklist on pp.10-12.)

# GAME PLAY

## RULES

1

**Teams of 4 to 6 students will be given a topic, text, or issue that will be the focus of the Socratic Smackdown, as well as a question set.**

Students will prepare answers to the questions prior to the Socratic Smackdown.

2

**The teacher will reveal which discussion skill strategies will be part of the game.**

The point value of the different strategies will also be shared.

3

**When it is time for the Smackdown, the class will set up chairs in a fishbowl arrangement.**

A fishbowl is when there is an inner circle of 4 to 6 chairs—dependent on the size of the student discussion team—within a larger circle of chairs.

4

**One student from each team will be asked to go inside the Socratic Smackdown ring to have a 6-minute discussion (or Smackdown) based on the topic, text, or issue given earlier.**

During the Smackdown, they will earn points for using discussion skills. They can also lose points if they disrupt the discussion.

5

**Using the Socratic Smackdown Scorecard, a number of students (from 2 to the entire class) will track points during the 6-minute Smackdown.**

The first time the class plays the game the teacher can track points to model scoring.

6

**Students who aren't scoring will complete the Coach Card during the Smackdown; if all students are scoring they will then complete the Coach Card after the Smackdown.**

7

**When 6 minutes is up, the teacher or a student will collect all of the Scorecards, determine the average score for each student in the discussion team, and then sum up the average scores to figure out the team score.**

8

**After the Smackdown, the students in the ring will complete the Instant Replay Card.**










9

**After individual and team scores are revealed, the class will have a brief discussion to share thoughts from their Coach Cards.**

## GAME PLAY

# DISCUSSION STRATEGIES

The point value can vary according to the skill that is presently being learned and practiced by students.

	Agree	+1	"I agree... and..." to build on an argument.
	Disagree	+1	"I disagree because..." to refute an argument.
	Question	+1	Ask a probing question to get more details about someone's argument.
	Use Evidence	+2	Use a quote from the text to support an argument.
	Devil's Advocate	+2	Pose a question or situation that is counter to a person's argument.
	Connect	+2	Link a person's argument with another person's previous statement.
	Distract	-1	Distract team or class from discussion.
	Insult	-1	Be disrespectful to another person during the discussion.
	Interrupt	-1	Speak while another person is speaking.

On the next page is a set of Student Rules that you can print out and give to students to use as a cheat sheet when they are first playing Socratic Smackdown.

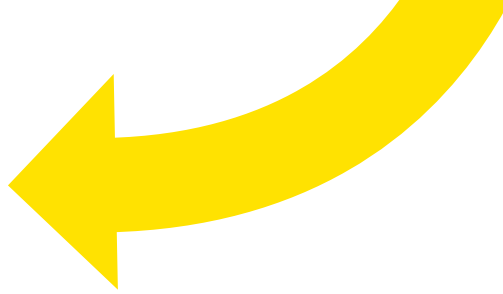
## STUDENT RESOURCES






# RULES CHEAT SHEET

- ① Sit with your team of 4 to 6 students.
- ② Read an assigned text or research an assigned topic to answer the questions in the question set.
- ③ Listen to which discussion strategies are going to be a part of the day's Socratic Smackdown.
- ④ When it is your team's turn, sit in the center of the fishbowl.
- ⑤ When your teacher says "go," begin the Smackdown and try to use as many discussion strategies as you can. Listening is key.
- ⑥ After your team's Smackdown is over, complete the Instant Replay Card.
- ⑦ If your team is not participating in the Smackdown, you will either score the Smackdown or critique the Smackdown.
- ⑧ After the round of Socratic Smackdown is over and every team has played, the final scores will be read and individual winners and/or team winners will be announced.

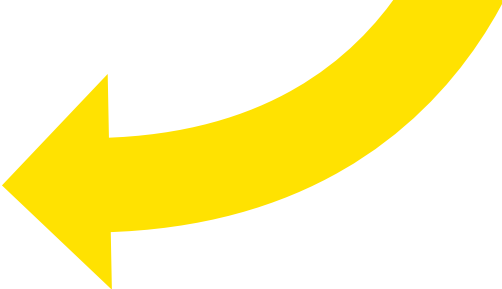


# SOCRATIC SMACKDOWN SCORE CARD



		PLAYER 1	PLAYER 2	PLAYER 3	PLAYER 4
STRATEGY	POINTS				
 AGREE					
 DISAGREE					
 QUESTION					
 USE EVIDENCE					
 INTERRUPT					
TOTAL SCORE					

# SOCRATIC SMACKDOWN SCORE CARD



		PLAYER 1	PLAYER 2	PLAYER 3	PLAYER 4
STRATEGY	POINTS				
TOTAL SCORE					

## TEACHER RESOURCES

# ASSESSMENT GUIDE

There are a number of opportunities to assess student learning during this game, from using more formal assessment tools like rubrics to using less formal assessment tools like reflection questions. In this guide, we include four different assessment tools:

## COMMON CORE RUBRIC

- Use this rubric to assess students' progress toward reaching Common Core standards by circling different aspects of strategies based on what you observe during a Smackdown.
- Ask students to use the rubric to self-assess their progress toward reaching Common Core standards

## TEACHER CHECKLIST

- Use this checklist during a discussion to quickly record when students approach, meet, or exceed Common Core standards. Write student names in the left hand column. Then when a student approaches, meets, or exceeds a standard, make a mark in the correct box.
- Possible symbols to use with the checklist are:
  - APPROACHING
  - ✓ MEETS
  - + EXCEEDS

## COACH CARD

- Students write down glows (strengths) and grows (areas of growth) based on what they observe during a Smackdown. A teacher can ask students to share out ideas to the class as a reflection immediately after the discussion.
- Some questions to help guide a discussion of glows and grows are:
  - Who can give me three glows for this team?
  - What could this team do better?
  - What did you learn from this team's discussion that will improve your own discussion skills?

## INSTANT REPLAY CARD

- Students in the teams who participated in the Socratic Smackdown discussion answer the Reflection Questions to reflect on their strengths and areas of growth. A teacher can collect these reflections as part of an assessment.

# SOCRATIC SMACKDOWN COMMON CORE RUBRIC

NAME \_\_\_\_\_

DATE: \_\_\_\_\_

DISCUSSION TOPIC: \_\_\_\_\_

CLASS: \_\_\_\_\_

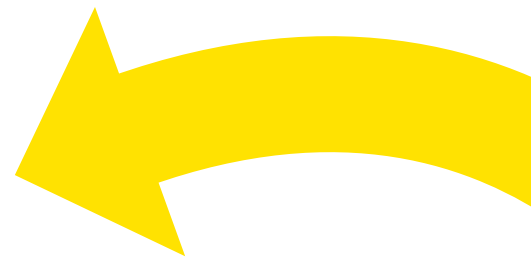
STRATEGY	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
<b>SL.8.1a</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Comes prepared with required materials completed with additional annotations or notes  Uses textual evidence correctly more than 5 times during conversation  Analyzes textual evidence by comparing multiple pieces of evidence and synthesizing for meaning	Comes prepared with required materials completed and having read/ researched text or topic  Use textual evidence correctly at least 5 times during conversation  Analyzes textual evidence by giving thorough explanation anytime evidence is used	Comes prepared with required materials somewhat completed and having read/ researched text or topic  Uses textual evidence correctly 2-4 times during conversation  Analyzes textual evidence by giving some explanation of evidence	Does not come prepared with required materials or has not read/ researched text or topic  Uses textual evidence once correctly or not at all during conversation  Does not give any explanation of textual evidence
<b>SL.8.1b</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Uses new and long-term discussion strategies expertly  Never distracts or interrupts  Leads team toward goals with verbal cues and reflects on progress	Uses new and long-term discussion strategies consistently  Distracts or interrupts no more than once  Assists team toward goals during discussion and reflects on progress	Attempts to use new and long-term discussion strategies  Distracts or interrupts a few times  Demonstrates awareness of goals, but may not make progress/reflect	Does not use new and long-term discussion strategies  Distracts or interrupts no more than once  Demonstrates no awareness of goals
<b>SL.8.1c</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Asks 3 or more analytical and evaluative questions that prompt discussion  Answers others' questions always using evidence  Synthesizes the ideas of others and asks questions related to others ideas	Asks at least 2 analytical and evaluative questions that prompt discussion  Answers others' questions consistently with evidence  Summarizes and synthesizes the ideas of other	Asks questions, though they are usually recall questions  Answers others' questions without evidence  Sometimes summarizes another team member's ideas	Rarely asks questions and all questions are recall  Rarely answers questions  Does not summarize others' ideas
<b>SL.8.1d</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Agrees with and deepens the ideas of others  Refutes the ideas of others by playing devil's advocate  Refers to earlier evidence and statements frequently	Agrees with and builds upon the ideas of others  Disagrees and refutes the ideas of others  Refers back to evidence used and statements made by others	Agrees with the ideas of others  Disagrees with the ideas of others  Sometimes repeats earlier evidence or statements without reference	Does not agree with others  Does not disagree with others  Does not refer back to evidence and statements made by others

COMMENTS: \_\_\_\_\_

## SOCRATIC SMACKDOWN TEACHER CHECKLIST

[illegible]

# SOCRATIC SMACKDOWN COACH CARD



NAME

DATE:

DISCUSSION TOPIC:

CLASS:

GLOWS

What is the team doing well?

GROWS

What could the team improve?

COACHING TIP

I would have said...

COACHING TIP

I want to ask...



## SOCRATIC SMACKDOWN

# INSTANT REPLAY CARD

NAME

DATE:

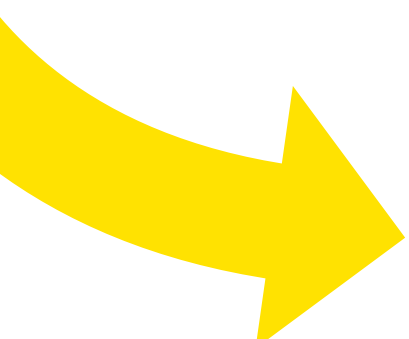
DISCUSSION TOPIC:

CLASS:

1 What is one thing your team did particularly well during this Smackdown? Give specific examples.

2 What is one thing your team could improve on for the next Smackdown?  
How did this problem hinder your discussion? How can the problem be solved?

3 What was the most interesting thing your team discussed and why?



## TEACHER RESOURCES

# FAQ

### **How have Quest teaches used this game?**

The beauty of Socratic Smackdown is its flexibility. Here are some ways Rebecca Grodner has used the game:

- “Playing it in small groups, it can encourage shy students. In large groups, it can help you focus on specific learning needs.”
- “Using it as a form of assessment, or as a practice space for finding supporting evidence for one’s ideas.”
- “Framing it as a game to help students learn to negotiate conflict. As a facilitator, some days I found myself helping students mediate arguments in their small groups.”

#### GAME PREP

### **What are additional discussion strategies to use in the game?**

- Ask a text-based question
- Summarize another’s point
- Synthesize ideas from throughout the argument

### **What are examples of text-based questions?**

See pp. 21 for an example of a text with a question set used in an 8th grade English class at one of our Quest schools.

### **How do you differentiate this game for ELL students or students with disabilities?**

Here are some suggestions that we have found helpful in differentiating Socratic Smackdown:

- Give question sets to students before the game and allow time for them to answer the questions, with evidence, on their own or in collaborative teams.
- Provide texts with the same content at different reading levels. Assign students to different texts based on their reading levels, or let students choose the text they use.
- Choose discussion topics that have high student interest or allow students to choose topics of interest to discuss.
- Practice discussions without a text to begin with using a familiar topic for students.
- Differentiate teams either homogeneously or heterogeneously based on your students’ needs and the learning goals of the game.
- Give different sets of discussion strategies for the game to different student teams based on their learning needs.
- Provide sentence starters for ELL students.
- Allow students outside the discussion ring to hand Post-its to representatives inside the ring to help.
- Scaffold the discussion. For example, first 3 minutes for clarifying questions, 3 minutes for interpretation, 3 minutes for analysis, 3 minutes for evaluation, 3 minutes for last words/predictions.

## TEACHER RESOURCES

# FAQ CONTINUED

### GAMEPLAY

#### **How do you do Socratic Smackdown in small groups?**

Socratic Smackdown works well in small as well as large groups. For small groups, what we do at Quest schools is divide the students into teams of 3 or 4. Each student in the team is given a question set and an Instant Replay Card. One student is given the two documents plus the scorecard. The teacher announces the start of the Smackdown and one student asks a question. Over the course of the discussion, one student scores the Smackdown as the team discusses. At the end of the Smackdown, the scorer announces the final tally of points. Then, they complete the Instant Replay Card individually and share their answers as a team to reflect on the discussion.

#### **Do you always give students time to prepare answers to questions in the question set?**

You can modify how students prepare for the Socratic Smackdown. When you first begin playing the game, it is helpful to give students time to prepare their answers to the questions in the question set. As students become more comfortable with Socratic Smackdown, you can give the question set to students at the start of the game, so they have to do more on-the-spot thinking. Eventually, students can provide questions for themselves, either before or during the game.

#### **Why should the discussion last 6 minutes?**

After many rounds of Socratic Smackdown, we have found that 6 minutes is the ideal length for a short discussion. If you want students to have a longer discussion with more questions, then 10 minutes is the ideal length.

#### **How do you get 100% participation from students in the game?**

To encourage all students in the ring to participate, you can give out 2 to 3 speaking tokens to students. Students must use all of their tokens before the Smackdown can end. Each time a student speaks, they may hand in a speaking token.

#### **In small groups, you can also assign roles to students, such as Director, Detective, and Lawyer.**

- The Director asks powerful questions to keep the conversation going. Questions must be ripe for discussion and text-based so that the team is analyzing the text together.
- The Detective keeps the conversation grounded in the text using evidence, so he/she comes to the conversation prepared with a lot of quotes that are interesting to discuss.
- The Lawyer brings debate to the team's discussion by using controversial ideas to rile up team members, so team members defend their opinions more deeply or develop an understanding

## TEACHER RESOURCES

# FAQ CONTINUED

of a different perspective. It is helpful for Lawyers to anticipate popular opinions and their counterarguments before the discussion.

### **How do you avoid having one student dominate the Smackdown discussion?**

To “share the floor,” you can use speaking tokens as a way to both limit domination of the discussion and encourage 100% participation. You can also encourage students to monitor their team’s participation themselves by asking different students questions when they are in the “ring.” You can also add a negative point category for dominating the discussion.

**EXCERPT FROM PRESIDENT OBAMA'S ADDRESS AT THE 67TH  
U.N. GENERAL ASSEMBLY**

DATE OF DISPATCH: 25 SEPTEMBER 2012

DISPATCHER: PRESIDENT BARACK OBAMA

In Iran, we see where the path of a violent and unaccountable ideology leads. The Iranian people have a remarkable and ancient history, and many Iranians wish to enjoy peace and prosperity alongside their neighbors. But just as it restricts the rights of its own people, the Iranian government continues to prop up a dictator in Damascus and supports terrorist groups abroad. Time and again, it has failed to take the opportunity to demonstrate that its nuclear program is peaceful, and to meet its obligations to the United Nations.

So let me be clear. America wants to resolve this issue through diplomacy, and we believe that there is still time and space to do so. But that time is not unlimited. We respect the right of nations to access peaceful nuclear power, but one of the purposes of the United Nations is to see that we harness that power for peace. And make no mistake; a nuclear-armed Iran is not a challenge that can be contained. It would threaten the elimination of Israel, the security of Gulf nations, and the stability of the global economy. It risks triggering a nuclear-arms race in the region, and the unraveling of the non-proliferation treaty. That's why a coalition of countries is holding the Iranian government accountable. And that's why the United States will do what we must to prevent Iran from obtaining a nuclear weapon.

We know from painful experience that the path to security and prosperity does not lie outside the boundaries of international law and respect for human rights. That's why this institution was established from the rubble of conflict. That is why liberty triumphed over tyranny in the Cold War. And that is the lesson of the last two decades as well.

History shows that peace and progress come to those who make the right choices. Nations in every part of the world have traveled this difficult path. Europe, the bloodiest battlefield of the 20th century, is united, free and at peace. From Brazil to South Africa, from Turkey to South Korea, from India to Indonesia, people of different races, religions, and traditions have lifted millions out of poverty, while respecting the rights of their citizens and meeting their responsibilities as nations.

**TEXT DEPENDENT QUESTIONS**

- 1.** In paragraph 2, what reasons does Obama give for why “a nuclear-armed Iran is not a challenge that can be contained”?
- 2.** What evidence does Obama give that Iran has a “violent and unaccountable ideology”? What words emphasize ways in which Iran has demonstrated this ideology?
- 3.** In paragraph 2, what effect does it have when Obama says, “But that time is not unlimited” immediately after offering time for diplomacy?
- 4.** According to the speech, what does it mean for a country to “make the right choices”?
- 5.** Why does Obama use the phrase “holding the Iranian government accountable” rather than “stopping the Iranian government” to describe how other countries should deal with Iran?

# Continued Learning

After playing this game, we hope you are inspired to learn more about games and learning.

Below is additional information to support you in continuing to build and share your own learning.

## We want to hear from you

We want to hear from you about your experience with this game and game pack.

[What worked well?](#)

[What would you do differently next time you play the game?](#)

We welcome stories about how you use this game in your classroom.

## We want you to learn more

If you are interested in learning more, please visit these following websites:

### **Institute of Play**

[www.instituteofplay.org](http://www.instituteofplay.org)

### **Quest to Learn, NYC**

[www.q2l.org](http://www.q2l.org)

### **CICS ChicagoQuest**

[www.chicagoquest.org](http://www.chicagoquest.org)

## We also offer other educator resources

### **Q School Design Pack** [↗](#)

This pack highlights ten innovative components of the Quest school model.

### **Q Curriculum Design Pack** [↗](#)

This pack provides tools and methods for you to use to design game-like curriculum.

### **Q Games and Learning Design Pack** [↗](#)

This pack provides tools and methods for you to use to modify and design games for your classroom.

## We want you to share these resources

This resource is free and we want you to share it with others. When you do use and share it, please know this resource is licensed under a Creative Commons license.

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## We want to thank our partners

This game pack is a result of collaborative work done over the past years between Institute of Play, Quest to Learn, and CICS ChicagoQuest.



# About Institute of Play

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## **We design experiences that make learning irresistible.**

The Institute pioneers new models of learning and engagement. We are a not-for-profit design studio, founded in 2007 by a group of game designers in New York City. We are now home to an interdisciplinary team of designers, strategists and learning practitioners. Our first project was the design and implementation of an innovative New York City public school, called Quest to Learn.

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## **At the core of the experiences we design are games, play and the principles that underlie them.**

Using these principles, we have created institutions, games, programs, events, digital platforms and products. Our work unlocks the transformative power of people as seekers and solvers of complex problems, risk takers, inventors and visionaries. We work wherever people are: in communities, businesses, schools, cultural and civic institutions.

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## **We empower people to thrive as active citizens in a connected world.**

We are not preparing for a distant future. We are about meeting people where they are and igniting their potential now. We work with a diverse set of partners to make it happen, such as Electronic Arts, Intel, Educational Testing Service, the Mozilla Foundation, the Smithsonian, Parsons the New School for Design, Chicago International Charter Schools, DePaul University, E-Line Media and others.

## A selection of our work

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### **GlassLab**

An unprecedented collaboration between leaders in the commercial games industry and experts in learning and assessment, GlassLab aims to leverage digital games as powerful, data-rich learning environments that improve the process of learning with formative assessments teachers can trust.

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### **TeacherQuest**

A fresh approach to professional development, TeacherQuest is a unique blended learning program designed to empower teachers as designers, increase student engagement and re-imagine what teaching can be through games and game-like learning.

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### **Play@ Your Org**

With a hands-on exploration of games and design, Play@ Your Org workshops are designed to help businesses, cultural institutions and other organizations integrate the power of play-based learning in their work to maximize participation and engagement.

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For more information, please visit **[www.instituteofplay.org](http://www.instituteofplay.org)**