Build an evidence-based contribution

All scenarios, counts and comments are invented. Use speech, writing, typing, dictation, AAC or an agreed facilitator-read note. Give an idea, source detail, reason and limit, then engage another idea fairly. Turn count, speed, eye contact and agreement are not criteria.

Question: Should a club offer a quiet drawing option alongside a shared poster? Text A — Choice slips: 15 club members replied; 9 chose quiet drawing and 6 chose the shared poster. Text B — One poster session: a facilitator observed 4 of 5 groups include at least one member’s idea. No record says whether everyone contributed or learned more.

Teaching example — reasoning intentionally shown

I suggest keeping a quiet option because Text A records 9 of 15 replies choosing drawing. That is this group’s stated choice, not proof that drawing teaches more. Fictional partner Kai says, ‘Four of five groups included an idea, so everyone should do posters.’ My reply: ‘Text B supports that some groups used an idea, but not that every person contributed. Could we keep drawing and collect each person’s idea during a poster trial?’ This fairly questions the conclusion rather than attacking Kai.

Guided exchange

Offer your own point using A or B, why the detail matters and one limit. A partner offers a different proposal; reply with a reason or text detail. If working with a teacher instead of a peer, the teacher may read: ‘I want a poster trial because four groups used an idea; could we offer drawing afterward?’ Address that idea fairly. Then explain whether you kept, changed or qualified your view. Keep a note of the actual reply so your reasoning is visible.