

Lesson Procedures

(approximately 60 minutes)

Step One: Introduction

Introduce the lesson. Emphasize the Student Objectives on the “Lesson Plan.” Then distribute and discuss Handout 1, “Deliberation Guide.” Review the Rules of Deliberation with the students and post the rules in a prominent position in the classroom. Emphasize that the class will deliberate and then debrief their experiences. **(1 minute)**

Step Two: Reading the Article

Distribute a copy of the “Reading” and Handout 2, “Deliberation Worksheet,” to each student. Explain that students will use this handout throughout the activity. Have students read the article carefully and underline facts and ideas that they think are important and/or interesting. Have them write down the important facts and ideas in the article in the space provided (Important Facts and Interesting Ideas). **(10 minutes or for homework)**

Step Three: Grouping

Divide the class into groups of four or five students. Explain that in each group, students will use Handout 2 to discuss the article. Group members should share their important facts and interesting ideas with each other to develop a common understanding of the article. **(10 minutes)**

Step Four: Introducing the Deliberation Question

Each article is framed by a Deliberation Question. Pose the Deliberation Question to the class and openly display it in the classroom. Have the groups write the Deliberation Question in the space provided (The Deliberation Question) and remind them of the Rules of Deliberation. **(1 minute)**

Step Five: Learning the Reasons

Divide each group into two teams, Team A and Team B. Have both teams reread the article. Have Team A find the most compelling reasons to **support** the Deliberation Question. Have Team B find the most compelling reasons to **oppose** the Deliberation Question. (If students need help identifying the arguments or time is limited, use the “Deliberation Question with Arguments” Handouts. Ask students to identify the most compelling arguments and add any additional ones they may remember from the reading.)

Have each team record its reasons under the proper column (Reasons to Support—Team A, Reasons to Oppose—Team B) on Handout 2. Tell students that each team is responsible for selecting the most compelling reasons for its position. Make sure that everyone on the team is prepared to present at least one reason. **(5 minutes)**

Step Six: Presenting the Most Compelling Reasons

Explain that each team is going to present the most compelling reasons in support of or in opposition to the Deliberation Question. Tell teams that they may not believe in or agree with their reasons, but they want to be convincing in presenting them to others.

Have Team A explain the reasons they selected to **support** the Deliberation Question. Team B can ask clarifying questions but they are NOT to argue. **(3 minutes)**

Have Team B explain the reasons they selected to **oppose** the Deliberation Question. Team A can ask clarifying questions, but they are NOT to argue. **(3 minutes)**

In preparation for the next step, Reversing Positions, have each team take notes on the other team's reasons in the remaining column (Reasons to Support—Team B, Reasons to Oppose—Team A) on Handout 2.

Step Seven: Reversing Positions

Explain that the next step is for each team to summarize the other team's reasons in order to make sure that each side understood the other side. Have Team B summarize Team A's reasons in support of the Deliberation Question **(2 minutes)**. Have Team A summarize Team B's reasons opposing the Deliberation Question **(2 minutes)**.

Step Eight: Deliberating the Question

Have students now work as a group. Ask students to begin deliberating the issue. Tell them that this means each student can (1) use what he/she has learned about the issue and (2) offer his/her personal experiences and formulate opinions regarding the issue. **(7 minutes)**

Have students find and record areas of agreement in their group in the space provided ("Areas of Agreement in My Group") on Handout 2. **(3 minutes)**

Have students as individuals express to the group their personal position on the issue and write it in the space provided ("My Personal Position") on Handout 2. **Important:** Individual students do NOT have to agree with the group. **(1 minute)**

Step Nine: Debriefing the Deliberation

Reconvene the entire class. Distribute Handout 3, "Student Reflection on Deliberation," as a guide. Ask students to discuss the following questions: **(5 to 10 minutes)**

- What were the most compelling reasons for each side?
- What questions do you still have? Where can you get more information?
- What are some reasons why deliberating this issue is important in a democracy?

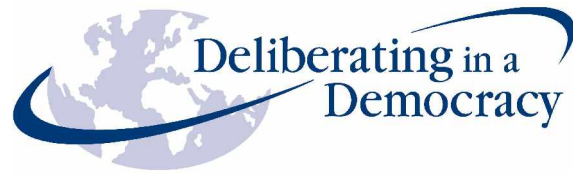
Step Ten: Student Poll/Student Reflection

Conclude the class by conducting the following poll with your students: "Do you agree, disagree, or are you still undecided about the Deliberation Question?" **(1 minute)**

Have the students fill out Handout 3. **(5 minutes or for homework)**

Extension Activities

Ask your students whether there is anything they might do to actively address the issue. Options include teaching others about what they have learned; writing to elected officials, NGOs, or businesses; and conducting additional research. Consider having students prepare personal reflections on the Deliberation Question through written, visual, or audio essays.



Handout 1—Deliberation Guide

What Is Deliberation?

Deliberation (meaningful discussion) is the focused exchange of ideas and the analysis of arguments with the aim of making a decision.

Why Are We Deliberating?

Citizens must be able and willing to express and exchange ideas among themselves, with community leaders, and with their representatives in government. Citizens and public officials in a democracy need strategies and opportunities to engage in the public discussion of controversial issues in order to make informed decisions.

What Are the Rules for Deliberation?

- Read the material carefully.
- Focus on the deliberation question.
- Listen carefully to what others are saying.
- Check for understanding.
- Analyze what others say.
- Speak and encourage others to speak.
- Refer to the reading to support your ideas.
- Use relevant background knowledge, including life-experiences, in a logical way.
- Use your heart and mind to express ideas and opinions.
- Remain engaged and respectful when controversy arises.
- Focus on ideas, not personalities.



Name: _____

Date: _____

Teacher: _____

Handout 2—Deliberation Worksheet

Important Facts and Interesting Ideas

Deliberation Question

Reasons to Support the Deliberation Question (Team A)	Reasons to Oppose the Deliberation Question (Team B)

Areas of Agreement in My Group

My Personal Opinion
