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Concepts:

* Civic Understanding and responsibility
* Impact of Social Media and Digital Citizenship
* Civil Discourse (Taking the persuasion out of the conversation)
* Tolerance
* Division of power- checks and balances and the organization of how we engage in our government
* Individual Rights
* Rule of Law and Justice
* Shared overlap of ideas and re-humanizing of the individuals
* Call-out Culture
* Disagreements without being disagreeable
* Evidence based discussions

Tips on how to bring these ideas to students and other teachers

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| Concept | Tips and tools for Implementation |
| Civic Understanding and responsibility | [Civic Heroism Webquest](https://www.icivics.org/node/6623/resource?keywords=civic%20responsibility&type&page&referer=search-results&page_title=Search%20Results)- iCivics  [Responsibility Launcher](https://www.icivics.org/node/3256/resource?keywords=civic%20responsibility&type&page&referer=search-results&page_title=Search%20Results) iCivics |
| Impact of Social Media and Digital Citizenship | Evaluating news to determine its authenticity, bias, etc.  [iCivics Lesson on the Role of Media](https://www.icivics.org/teachers/lesson-plans/role-media?referer=node/166937&page_title=Media%20and%20Influence)  Teacher Tolerance Lesson: [Media Consumers: What are your responsibilities?](https://www.tolerance.org/classroom-resources/tolerance-lessons/media-consumers-and-creators-what-are-your-rights-and) |
| Civil Discourse (Taking the persuasion out of the conversation) | Constitution Center Lesson: [Civil Dialogue](https://constitutioncenter.org/learn/constitutional-exchanges/think-like-a-constitutional-scholar)  Guided debates  Touring method  Modeling civil conversations, show students video clips of people disagreeing in a civil manner |
| Tolerance | Teaching Tolerance Lessons using <https://www.tolerance.org/> |
| Division of power- checks and balances and the organization of how we engage in our government | Constitution Center video on [Separation of Powers](https://constitutioncenter.org/learn/hall-pass/separation-of-powers) |
| Individual Rights | Allow students to analyze scenarios to determine their rights  [Constitution Center Lesson First Amendment](https://constitutioncenter.org/learn/constitutional-exchanges/first-amendment-plan-of-study) |
| Rule of Law and Justice | [Interactive Constitution](https://constitutioncenter.org/interactive-constitution) |
| Call-out Culture | Articles on Call- out culture from a variety of sources and have students discuss the impact that they think Call Out Culture has on them.  Articles:  Forbes:[Call-Out Culture: Technological-Made Intolerance](https://www.forbes.com/sites/julianvigo/2019/01/31/call-out-culture-technological-made-intolerance/#17ec869f7653),  [NY Times Opinion Article](https://www.nytimes.com/section/opinion)  [The Atlantic](https://www.theatlantic.com/politics/archive/2017/05/call-out-culture-is-stressing-out-college-students/524679/) |
| Disagreements without being disagreeable | Find points that opposing sides agree on  Make eye contact, greet who you are speaking with, etc. but be aware of your audience and speaker as they may have different cultural standards  Restate what you heard from your opponent allowing them the opportunity to clarify if needed |
| Evidence based discussions | Site court cases that support your idea  Making sure your students are giving names, dates and factual events to support your opinion or your point of view; not just emotion |