Creating a Climate for Discussion

**DESCRIPTION**

- Students critically think about issues related to identity and community to help them assess possible biases that could impact their understanding of self and others.
- Students are clear on ground rules that reflect key principles of inclusive and productive discussions. Ideally, student voice should be included in building or clarifying norms.
- Students identify, create and/or respond to both essential and supporting questions.
- Students are clear on how they will be assessed and ideally, participate in defining proficiency.
- Students reflect on how their lived experiences with controversial issues discussion impact their attitudes towards deliberation. Instruction is designed to address both strengths and challenges in civil conversations.

**POSSIBLE RESOURCES**

**Community Building Activities**
- [Icebreakers that Rock](https://www.cultofpedagogy.com/icebreakers-that-rock/), from Cult of Pedagogy
- [10 Powerful Community-Building Ideas](https://www.edutopia.org/article/10-powerful-community-building-ideas), from Edutopia
- [80 back to school activities for the remote learning classroom](https://ditchth textbook.com/80-back-to-school-activities-for-the-remote-learning-classroom/), from DitchThatTextbook
- [But How Do We Build Community? Ideas for Virtual and Hybrid Learning](https://www.educatorpernille.com/2020/10/08/but-how-do-we-build-community-ideas-for-virtual-and-hybrid-learning), from Educator Pernille Ripp
- [Remote Learning Toolkit](https://illinoiscivics.org/remote-learning-toolkit), from IllinoisCivics.org

**Identity and Biases**
- [Confirmation and Other Biases](https://www.facinghistory.org/confirmation-biases), from Facing History and Ourselves
- [Classroom Culture](https://www.learningforjustice.org/classroom-culture), from Learning for Justice
- [What's your FRAME?](https://www.facinghistory.org/whats-your-frame), from Learning for Justice
- [Project Implicit: Online tests to discern biases](https://www.projectimplicit.net/), from Project Implicit
- [Lessons in Personhood: 10 Ways to Truly Lead Your Classroom](https://www.cultofpedagogy.com/lessons-in-personhood-10-ways-to-truly-lead-your-classroom/), from Cult of Pedagogy
- [The Danger of a Single Story](https://www.ted.com/talks/chimamanda Ngozi Adichie_the_danger_of_a_single_story), from TED talk by Chimamanda Ngozi Adichie
- [Icebreakers that Rock](https://www.cultofpedagogy.com/icebreakers-that-rock/), from Cult of Pedagogy
- [10 Powerful Community-Building Ideas](https://www.edutopia.org/article/10-powerful-community-building-ideas), from Edutopia
- [The Danger of a Single Story](https://www.ted.com/talks/chimamanda Ngozi Adichie_the_danger_of_a_single_story), TED talk by Chimamanda Ngozi Adichie
- [Peel the Fruit](https://www.visiblethinkingpedagogy.org/activities/identify-bias-peel-the-fruit), from Visible Thinking

**Engaging Student Voice in Building Norms**
- [Addressing Equity Through Student & Family Voice in Classroom Learning](https://www.teachersnetwork.org/content/2303 applauding-equity), from Institute of Education Services
- [Civil Discourse in the Classroom](https://www.learningforjustice.org/civil-discourse), from Learning for Justice
- Facing History and Ourselves
  - Class Contracting
  - Fostering Civil Discourse
- Discussion Inventory for Students
  - [CCID Student Discussion Inventory-paper](https://www.civilizedclassrooms.org/2018/10/29/student-discussion-inventory/)  
  - [CCID Student Discussion Inventory - google form](https://docs.google.com/forms/d/e/1FAIpQLSdj)

**Engaging Student Voice in Creating Questions**
## Creating a Climate for Discussion

- **The Question Formulation Technique**, from Right Question Institute
- **The Q Matrix**, from Howard Gardner’s Multiple Intelligences
- **Visible Thinking**, from Project Zero
  - See-Think-Wonder
  - Think-Puzzle-Explore
  - Slides of Visible Thinking Routines, from Dr. Caitlyn Tucker

### Engaging Student Voice in Creating Rubrics
- Involve [Students in Creating Assessment](#), from Galileo Educational Network
- Co-Create [Success Criteria with Students](#), from Cult of Pedagogy
### Facilitation of Knowledge Grounding

#### DESCRIPTION
- Students' preparation is supported with appropriate preparation guides and grade-level appropriate texts.
- Students demonstrate mastery of relevant disciplinary content related to the discussion topic.
- Students analyze a variety of credible texts in order to synthesize information for discussion, taking note of any bias and the author's purpose.
- Students identify multiple perspectives related to current and controversial issues.
- Students synthesize information to address essential and supporting questions related to the discussion.

#### POSSIBLE RESOURCES
- **Formative Assessment Ideas to Show Mastery or Synthesize Information**
  - [56 Formative Assessment Ideas](#), curated by David Wees, Formative assessment specialist, New Visions for Public Schools
  - [53 Ways to Check for Understanding](#), from Edutopia
  - [Tools for Formative Assessment](#)
  - [75 Tools to Improve Student Learning](#), from Stefanie Wager, Iowa DOE
- **Text Resources to Ground Discussion**
  - [Student Government Affairs Newsletter](#)
  - [AllSides.com](#)
  - [Pro/Con.org](#)
  - [IllinoisCivics.org Lesson Plans](#)
  - [The Choices Program](#), from Brown University
  - [National Issues Forums](#)
  - [Street Law Deliberations](#)
  - [Above the Noise](#), from KQED
- **Tools for Differentiation**
  - [Rewordify.com](#)
  - [Text to Speech Reader](#)
  - [Talking Points](#)
  - [Read Aloud: A Text to Speech Voice Reader](#)
  - [Announcify](#)
  - [Voice in Voice Typing](#)
  - [Dyslexia Friendly](#)
- **Tools to Support News Literacy**
  - [Independent and Collaborative Learning Resources](#), from Checkology & News Literacy Project
  - [Online Classes and Training, Lesson Plans and Discussion Topics](#), from Newseum
  - [Civic Online Reasoning](#), from Stanford History Education Group (SHEG)
  - [News Literacy Resources](#), from iCivics
## Discussion

### DESCRIPTION

- Students utilize a discussion strategy that is appropriate for the content and focus of the conversation.
- Students employ a variety of rhetorical tools (logos, ethos, pathos) in an effort to inform and persuade others.
- Students actively listen and respond appropriately to their peers to corroborate, clarify, question or provide an alternative perspective.
- Students use appropriate transitions throughout the discussion, acknowledging the thoughts of others.
- Students invite others into the conversation and encourage the sharing of multiple viewpoints.
- Students demonstrate self-awareness, the ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior.
- Students take a role in enforcing the ground rules and hold one another accountable, in a civil and respectful way.

### POSSIBLE RESOURCES

#### Rhetorical Tools for Students
- **The Basics of Persuasion**, from CRF Civic Action Project
- **Four Step Refutation Strategies**, from Univ. of Pittsburg Department of Communication
- **Kialo.com**

#### Active Listening
- **Learn to Listen, Listen to Learn**, from Facing History and Ourselves
- **How to Listen with Compassion**, from Greater Good Science Center at UC Berkeley

#### Building Students’ Cognitive Flexibility, from Edutopia

#### Resources to Respond to Tragedy and Violence

#### The Political Classroom

#### Equity Mapping Tool

#### Sentence Starters to Support Civil Discourse
- **26 Sentence Stems for Higher-Level Conversation in the Classroom**, from Teach Thought
- **Secondary Discourse Sentence Starts**
- **Discussion Transitions**, from Mrs. Candace Fikis, Community HS, West Chicago, IL
- **Bounce Cards**, from Himmele, P & Himmele W, Total Participation Techniques

#### Student Self-Awareness of Social Emotional Learning
- **CASEL Core Social-Emotional Learning Competencies**
- **Dialogue vs. Debate**, from Global Campus

#### Online Tools for Remote Learning
- **Essential Apps for the Physical and Digital Classroom**, from Edutopia
- **Distance Learning Tools**
### CURRENT & CONTROVERSIAL ISSUE DISCUSSION

#### COURSE STRATEGIES & RELATED RESOURCES

**Resources to Support Structured Academic Controversy**

- [Structured Academic Controversy Remote Learning Edition](#)
- [Structured Academic Controversy Fillable PDF Student Guide](#)
  - [Education Strategies for Structured Discussion](#), from Northwest Association for Biomedical Research

**Resources to Support Socratic Seminars**

- [Socratic Seminar Remote Learning Edition](#)
- [Socratic Seminar Fillable PDF Student Guide](#)
  - [Socratic Smackdown](#), from Institute of Play
  - [Socratic Seminars in Science Class](#), from U.S. National Library of Medicine
  - [Socratic Seminar Stems](#), from Facing History and Ourselves
  - [Socratic Seminar](#), from LTA Toolkit

**Resources to Support Philosophical Chairs & Similar Strategies**

- [Philosophical Chairs Remote Learning Edition](#)
- [Philosophical Chairs Fillable PDF Student Guide](#)
  - [Philosophical Chairs Rules](#), from Julie Thomas
  - [Four Corners](#), from Facing History and Ourselves
  - [Barometer](#), from Facing History and Ourselves
## Closure and Reflection

### DESCRIPTION
- Students indicate how thinking has evolved or clarified as a result of knowledge grounding and discussion.
- Students assess the effectiveness of participation and opportunities for growth.
- Students reflect on the claims and counter-claims of others to articulate their perspective on a current and controversial issue discussion.
- Students create additional essential and supporting questions to extend the inquiry.

### POSSIBLE RESOURCES
- **Reflection Strategies**
  - [Reflection and Action for Civic Participation](#), from Facing History and Ourselves
  - [Big Paper Talk](#), from Facing History and Ourselves
  - [Reflective Writing and Thinking](#), from UTM Experiential Education Office
  - [Visible Thinking](#), from Project Zero
    - [I Used to Think, Now I Think](#)
    - [What Makes You Say That?](#)
    - [Visible Thinking Routines](#), from Dr. Caitlyn Tucker

- **Formative Assessment Ideas to Assess Student Growth**
  - [56 Formative Assessment Ideas](#), curated by David Wees, Formative assessment specialist, New Visions for Public Schools

- **Assessment Tools**
  - [Know Your Terms: Holistic, Analytic and Single-Point Rubric](#), from Cult of Pedagogy
  - [Three Key Questions on Measuring Learning](#), from ASCD
  - [Authentic Ways to Develop Performance-Based Activities](#), from ThoughtCo.

- **Engaging Student Voice in Creating Questions**
  - [The Question Formulation Technique](#), from Right Question Institute
  - [The Q Matrix](#), from Howard Gardner’s Multiple Intelligences