
WHAT DO YOU THINK? WHAT ISSUES ARE OF MOST CONCERN TO YOU AND TO YOUR PEERS?

AN IMPORTANT DEBATE IS TAKING PLACE CONCERNING AMERICA'S ROLE IN THE WORLD. THE PEOPLE SPEAK YOUTH CIRCLES IS AN OPPORTUNITY FOR YOUNG PEOPLE TO PARTICIPATE IN THIS NATIONAL CONVERSATION.



THE PEOPLE SPEAK YOUTH CIRCLES

MAKE YOUR VOICE HEARD!

WELCOME TO *THE PEOPLE SPEAK*

Like all important national issues, the question of America's role in a changing world is too great to be discussed just in the op-ed pages or on the Sunday talk shows. This is a discussion that should go on in our schools, community centers, houses of worship, and casual conversations among friends, neighbors, and family. In short, this discussion needs the participation of an informed citizenry.

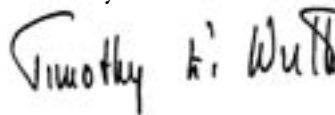
Rapid and profound changes in international affairs in recent years are the impetus for *The People Speak: America's Role in the World*, a nationwide series of discussions, roundtables, and community forums, to be held in the Fall of 2004. This project is organized by a diverse group of organizations including the United Nations Foundation, ABC News, and the American Enterprise Institute.

The People Speak is now in its second year. In 2003, this initiative was hailed as a success by such newspapers as *The Boston Globe*, which

commented, "Politicians take note. Pundits take note. And - most important - citizens take note, for there's a reasoned conversation to be had." With reasoned discussion more necessary than ever, *The People Speak* will again organize events in 2004.

The People Speak Youth Circles is an invitation to America's youth to join in this national conversation. At a time when U.S. leaders are struggling to set the nation's public policy agenda for a new era, input from concerned citizens is more important than ever. America's youth must be a part of this conversation. We hope you will join us at this historic moment.

Sincerely,



Timothy E. Wirth
President, United Nations Foundation

THE PEOPLE SPEAK COOPERATING ORGANIZATIONS

ABC News
American Enterprise Institute
Americans for Informed Democracy
Brookings Institution
Carnegie Endowment for International Peace
Center for Global Development
Center for Strategic and International Studies
Center for Teaching International Relations
Center for Women Policy Studies
Choices for the 21st Century Education Program
Empower America
Jesse Helms Center
League of Women Voters
National Council for International Visitors

National Forensic League
National Peace Corps Association
Open Society Institute
Religions for Peace – USA
Rockefeller Brothers Fund
Study Circles Resource Center
The Urban Debate League
The Asia Foundation
The Aspen Institute's Global Interdependence Initiative
United Nations Association of the United States
United Nations Foundation
Women's Action for New Directions
World Affairs Councils of America



The People Speak
America's Role in the World

TABLE OF CONTENTS

INTRODUCTION	3
--------------------	---

PREPARING TO LEAD A YOUTH CIRCLE

- Overview of Your Youth Circle.....4
- Making Preparations.....4

PRESENTING YOUR YOUTH CIRCLE

- Introduction.....5
- Prioritizing Shared Values.....5
- Presenting the Futures.....6
- Questions to ask about each Future.....6
- Critiquing the Futures.....6
- Coming to Terms with Your Own Views.....7
- Making Your Voices Heard.....7

REPRODUCIBLE HANDOUTS

Handout #1: Introduction to the Topic	8
Handout #2: Guidelines for Participants.....	9
Handout #3: The Futures in Brief.....	10
Handout #4: Make Your Voice Heard!.....	11

VENUES FOR YOUTH CIRCLES	12
--------------------------------	----

GETTING THE WORD OUT	12
----------------------------	----

REGISTRATION AND REPORTING FORMS	13
---------------------------------------	----

REPORTING.....	13
----------------	----

RESOURCE LIST	14
---------------------	----

INTRODUCTION TO THE PEOPLE SPEAK YOUTH CIRCLES

An important debate is taking place in the United States concerning our nation's role in the world today. This moment may prove to be a turning point in our history. *The People Speak Youth Circles* is an opportunity for young people to participate in an historic national conversation on America's future.

What do you think? What issues are of most concern to you and to your peers? What do you think we should do about these issues? What kind of world do you want in the 21st century? *The People Speak Youth Circles* is your opportunity to join the conversation that will be taking place nationwide prior to the 2004 national elections. Indeed this is your opportunity to lead the conversation among your peers and with the broader public.

This guide and the accompanying curriculum unit, *The U.S. Role in a Changing World*, is designed to help young people organize and lead discussions on the role of the United States in today's changing world. Your dialogue could take place in your school, at a community meeting place such as the local library or a place of worship, or in your own home or neighborhood. The guide includes specific instructions for leading a Youth Circle on this subject. There are additional suggestions for other forums for discussion on page 12 of the guide.

GETTING STARTED

Does this fit into something you are already doing? Might this be part of a service-learning project? How about a project for an organization you are part of—such as an extra-curricular group, an after-school program, a service club, or student government? Perhaps you can get credit for this as part of a course you are taking.

You don't have to take this on alone. Find a few friends to co-lead with you. It will be more fun and it will be easier too. It may also help to find an adult who will assist you—perhaps a teacher, club sponsor, local librarian, or parent. He or she may be able to pave the way and advocate for you within your school or community.

Decide on a venue. Where will you hold your dialogue? Will it be an extra-curricular activity in school? How about a group you belong to outside of school? Perhaps a special session at your local library or a program within a religious community to which you belong? Or will you take leadership responsibility for one or more class sessions with the support of your teacher?

Think about who will attend and then decide how you are going to reach them. Is it something that will require individual conversations, emails, or phone calls to get commitments to participate? Do you need a few friends to talk it up? Do you need to do any advertising for this? Where? In the school newspaper? In a local paper? What about a press release that will run as a news article? Whatever you decide, don't leave this to chance. Make sure you have enough commitments to create a critical mass. You can always make room for others.

Inform The People Speak of your plans. We can help to publicize your work beyond your local community. In addition, we will provide a certificate recognizing your contribution to this national conversation. Fill out the registration form on page 13 of this booklet and fax or mail it to *The People Speak* at the address provided. And don't forget to report back to us after your program. We want to hear from you.

PREPARING TO LEAD A YOUTH CIRCLE

TIPS FOR FACILITATORS

- Understand the goals of the Youth Circle.
- Prepare carefully. Know the discussion materials inside and out!
- Engage everyone in the dialogue.
- Listen actively.
- Don't speak after each comment or answer every question.
- Encourage people to talk to each other, not to you.
- Help the group look at the issues from many different points of view.
- Remember that this is about sharing ideas. It is not a contest to see whose ideas are best.
- If one or more of the Futures are not getting a fair hearing, ask if someone in the group can make a case for that option.
- Help the group summarize and identify differences and common themes.
- Keep careful track of time!

The *U.S. Role in the World Online Ballot* is found at www.choices.edu/USroleBallot.

A complete report on student views will be developed and presented to the White House, Members of Congress, and the media in January 2005.

OVERVIEW OF YOUR YOUTH CIRCLE

As a foundation for your dialogue, we have framed the question of the U.S. role in the world in terms of four distinct alternatives - or Futures. These are the four Futures presented in the curriculum unit, *The U.S. Role in a Changing World*. These contrasting perspectives are designed to help you and your group think about a range of possible policy alternatives, the ramifications of each, and the risks and trade-offs involved. These will form the central focus of your discussions.

The four Futures provided are not intended as a menu of choices. Rather, they are framed in stark terms to highlight very different policy approaches. Each alternative includes a set of policies on specific issues, an overview of the beliefs that underlie it, some arguments in support of the position, and some criticisms of it. Participants are not expected to choose one of the Futures presented but to articulate their own views on the subject.

The Futures are available on pages 32-39 of *The U.S. Role in a Changing World* and online at www.choices.edu/USrole.cfm. Each "Future" includes a brief statement on six critical issues—security, terrorism, Iraq, economic policy, environmental policy, and immigration. There is additional background on each of these issues on pages 8-30 of *The U.S. Role in a Changing World*.

After your group has had a chance to consider each of the Futures presented and to think about what it would mean for specific issues, we encourage each of you to participate in the *U.S. Role in the World Online Ballot* and then to articulate your own considered judgment on this issue. Consider framing this as a letter to one of your elected representatives or to a current candidate for political office. Or write it as a letter to the editor in your school or local newspaper. Now is a time of intense public debate on this issue. Make your voice heard.

MAKING PREPARATIONS

It will be very helpful to have several students in your dialogue who have used *The U.S. Role in a Changing World* in class. They will bring their familiarity with the content of that curriculum and their experience with the Futures to the discussion.

- Read *The U.S. Role in a Changing World*. If you have used this resource in your classroom, review the material again.
- Review "Tips for Facilitators."
- Plan who will present each of the four Futures to the group. (See page 6.)
- Make copies of the discussion handouts (one per participant). (See pages 8-11.)
- Make copies of the *U.S. Role in the World Online Ballot*. A pdf edition is available on the web at www.choices.edu/peoplespeak/ballot.pdf.
- Arrange (if possible) to have a few computers with internet access available for students to participate in the online ballot. www.choices.edu/USroleBallot
- Make copies of the background materials from *The U.S. Role in a Changing World*, pages 8-30 (if you are going to distribute them).
- Prepare some questions that will open up discussion.
- Register your Youth Circle with *The People Speak*. (See "Registration Form" on page 13.)

PRESENTING YOUR YOUTH CIRCLE

INTRODUCTION (5-10 MINUTES)

Distribute Handouts #1 and #2 to all participants and ask them to read them as people are gathering. Handout #1 provides a brief overview of the topic. Handout #2 establishes expectations for the discussion. We recommend that you summarize Handout #1 as an introduction to the discussion.

In your introduction you should:

- 1) Give each participant a chance to introduce him or herself (if this is not a group that knows one another).
- 2) Let your participants know that they are participating in an important national dialogue on the U.S. role in the world. Tell them who is sponsoring this program (nationally and locally).
- 3) Summarize the topic of this discussion. (Handout #1 may be helpful to you here.)
- 4) Explain the objectives of this Youth Circle and summarize what will happen during the dialogue. (See “Objectives of Your Youth Circle” and “Overview of Your Youth Circle” on page 4.) You may want to post the agenda for the session so that everyone can see what is expected.
- 5) Read Handout #2 aloud in order to explain your expectations for the discussion.

If you are going to provide background reading prior to your discussion, we recommend Parts 2 and 3 of *The U.S. Role in a Changing World* (pages 8-30). These readings discuss the forces that shape the U.S. role in the world today.

PRIORITIZING SHARED VALUES (10 MINUTES)

This is a nice icebreaker for your discussion. At the same time it raises the issue of values in public policy before considering the Futures at the core of your discussion.

Give each participant ten index cards. Explain that each participant is going to organize a list of values according to the priority he or she places on each. [These words are also available as a single reproducible sheet from the web site.]

NOTE: This exercise and reproducible sheet can be found on the web at www.choices.edu/curriculum.cfm. See “Considering the Role of Values in Public Policy” in the Additional Materials section.

Read the first two words from the list on this page and instruct them to write these words on two separate index cards, then put them in order with the one on top being the one they consider most important. Read a third and have them write it on another index card and insert it in their desired order in their deck. And so on until each participant has a stack of ten cards organized in order of priority to him or her. Pause at the end to let people reorder them if they wish.

- Freedom
- Tolerance
- Equality
- Cooperation
- Security
- Justice
- Self-reliance
- Community
- Stability
- Democracy

When they have finished, ask your group if they found this easy or hard. What was hard? Some of these values will be easy to prioritize. Others will involve trade-offs that make prioritizing very difficult. This is the point of the exercise. And different people will probably have difficulty with different choices. You may want to ask for a couple of volunteers to tell about their lists.

- On what basis did they make their decisions?
- Did others see it differently?
- What lies behind these values?

We have suggested times for each segment of your discussion. These are based on a total of two hours. If your time is shorter or longer, you will need to adjust accordingly.

OBJECTIVES OF YOUR YOUTH CIRCLE

Participants should:

- Understand that the United States is at a critical juncture in its history, a time when U.S. leaders are struggling to set the nation’s public policy agenda anew.
- Understand that it is the responsibility of citizens to enter into this debate. In a democracy, it is the citizens that provide the broad parameters of public policy and these parameters are grounded in decisions about what we value.
- Understand that people who share common values or concerns may still disagree on policy alternatives because they prioritize these values differently.
- Understand that any decisions made about America’s role in the world will involve risks and trade-offs, and be prepared to “own” the decisions they make.
- Understand that they are not expected to select one of the Futures presented in the discussion, but rather to construct their own preferred Future 5.
- Make their voices heard by completing the online student ballot on the U.S. role in the world. This is found at www.choices.edu/USroleBallot.

PRESENTING YOUR YOUTH CIRCLE (CONTINUED)

THE FUTURES ARE ONLY A TOOL

Remind the groups that the Futures are not the only possible choices. They are intended as a tool to help us weigh the pros and cons, risk and trade-offs of a range of fundamentally different alternatives. In the end all participants should participate in the online ballot and then articulate their own Future 5. The online ballot is available at www.choices.edu/USroleBallot.

You might want to consider using the first page of each Future from *The U.S. Role in a Changing World* (pages 32, 34, 36, 38) in place of Handout #3. This will provide participants with the summary of each Future and an overview of how each addresses current policy.

PRESENTING THE FUTURES (15 MINUTES)

If you have used *The U.S. Role in a Changing World* in class, you probably broke up into smaller working groups, each assigned one of the Futures to read and then present to the group in a role-play. You could do this here. Or, saving considerable time, each of the organizers of your discussion could take one of the Futures to present (as an advocate) to the group. Either way, the goal of this activity is to have all participants understand all of the Futures in full as they are defined in the text. Handout #3: The Futures in Brief provides a helpful thumbnail sketch that will help participants to keep them clear in their minds.

QUESTIONS TO ASK ABOUT EACH FUTURE (25 MINUTES)

After each Future is presented, raise the following questions with the group. Note that this is an opportunity to understand each Future. The time to critique each Future will follow.

- What problem or threat is this Future most concerned with? How will this Future address it?
- What beliefs and values is this Future based on?
- What would this Future mean in terms of current policy? Explore a few. Note that the Futures, found on pages 32-39 of *The U.S. Role in a Changing World*, address the following:

Security
Terrorism
Iraq
Economic Policy
Environment
Immigration

Choose a few of these topics for discussion. It is recommended that you choose the same topics for all of the Futures so that comparisons can be made. You may find some of the resources posted to the web in "Teaching with the News" helpful. They are on the web at www.choices.edu/curriculum_twttn.cfm.

CRITIQUING THE FUTURES (20 MINUTES)

Explain that we are shifting now from understanding the four Futures to critiquing them. Remind the group that a critique is more than a criticism. They should be able to articulate not only what they dislike or are uncomfortable with in each of the Futures, but also what they find appealing.

Although you will probably want to open on a fairly informal note (Ex: "Were any of these Futures particularly appealing or unappealing?"), have in mind that you will go through each of the Futures, one by one, eliciting pros and cons, risks and trade-offs. You should make a note of these on a chalkboard or on a large piece of paper visible to all. On one side list "pros" and on the other list "cons/risks/trade-offs." Some items may show up in both columns as different people will view them differently.

Possible discussion starters...

- Which Future seems closest to your own views?
- What do you like about this Future?
- What concerns do you have about it?

PRESENTING YOUR YOUTH CIRCLE (CONTINUED)

COMING TO TERMS WITH YOUR OWN VIEWS (10 MINUTES)

Following this discussion, take 10 minutes as a group to summarize the key points of agreement and disagreement that have arisen. Start a new sheet of paper (or begin a new list on the chalkboard). Begin with the areas of agreement listed in one column under a heading such as “areas of common ground.” Then list areas of disagreement in another column (probably most easily phrased as questions) under another heading such as “areas of tension.” Begin this process by asking the group what points they feel came out of the previous discussion. Use the previous list (pros and cons) as a point of reference. Then ask if there are others that members of the group feel should be added.

NOTE: You may find some of the “even if” statements from the *U.S. Role in the World Online Ballot* (Part IV) a helpful tool for raising these issues.

MAKING YOUR VOICES HEARD (30 MINUTES)

After your group has had a chance to consider each of the Futures presented in your Youth Circle, it is time for all to make their voices heard. This involves 1) filling out the *U.S. Role in the World Online Ballot* and 2) developing individual “Future 5s” that reflect the beliefs and values of each participant.

Give each participant a copy of Handout #4: Make Your Voice Heard! (see page 11).

Online Ballot: Unless you have a number of computers with internet access available for participants during your session, you will need to use individual paper copies during this session. Then send participants to the web after the session to complete the ballot. A pdf of the ballot is available from the web at www.choices.edu/peoplespeak/ballot.pdf.

Ask all participants to complete their own ballots. Handout #4 provides an explanation of the ballot and its purpose. The ballot takes about five minutes to complete.

NOTE: If you have internet access available on several computers during your discussion, participants can enter their ballots online during the session. If not, you should encourage them to go online after the session and enter their responses on the online ballot.

Future 5: After all have had a chance to complete the ballot, save time for some discussion of framing “Future 5s.” Use the discussion of Future 5 in Handout #4 as the basis for your discussion of Future 5.

WRAP-UP

Complete your session by thanking everyone for participating. Remind your group that they have been participating in a vital public dialogue. If they were unable to go online to enter their ballots during the session, urge them to do so promptly following the program. And encourage them to continue reading, thinking, and talking about the role of the U.S. in the world. This is going to be an important issue, not only during the 2004 national elections, but in the years to come.

SUBMIT YOUR REPORT TO *THE PEOPLE SPEAK*

Don't forget! We want to hear from you. Use the reporting form on page 13 of this guide to submit your report to *The People Speak*. If you need additional space to report in full, please do. We want to know how your program went and what students are thinking.

SPEAK OUT

The *U.S. Role in the World Online Ballot* is found at www.choices.edu/USroleBallot. A complete report on student views will be developed and presented to the White House, Members of Congress, and the media in January 2005.

REPORT ON YOUR YOUTH CIRCLE

The People Speak wants to hear from you. Be sure to submit your report promptly. See the reporting form on page 13 of this guide.

HANDOUT #1: INTRODUCTION TO THE TOPIC

Excerpted from *The U.S. Role in a Changing World*, © Choices for the 21st Century Education Program.

- On September 11, 2001, terrorists from the al Qaeda terrorist group crashed passenger jets into the World Trade Centers, the Pentagon, and a field in Pennsylvania. Thousands died. Al Qaeda's leader, Osama bin Laden, chose this way to express his hatred of the United States and its role in world affairs.
- In 2002, the European Union approved membership for several states of the former communist-ruled Soviet Union, exemplifying the spread of Western economic and political structures to more and more countries around the globe.

It is clear that not all the peoples and governments of the world have entered the twenty-first century on the same path. On the one hand, much of the planet seems increasingly connected by a web of trade, technology, and common political values. In this age of increasing globalization, traditional dividing lines based on borders and cultures have blurred. On the other hand, the problems that have haunted humanity for hundreds of years have not disappeared. Violence continues to erupt over questions of land, power, and identity. Billions of people live in grinding poverty. Tyrannical governments use fear and intimidation to maintain their authority. Today the United States finds itself a part of this complex environment where a host of social and political systems mingle and clash.

From the first days of the republic, Americans have debated how to balance our priorities at home with our involvement in international affairs. In his farewell address of 1796, President George Washington warned Americans to “steer clear of permanent alliances with any portion of the foreign world.” Yet Washington also recognized that the United States would need to be connected to the larger world in order to prosper.

As we continue to wrestle with the task of balancing domestic needs and international relationships, today's globalized world confronts us with an array of economic, political, cultural, and social concerns. It is important to consider these issues in the context of the values that shape our nation. Values inform policy, and policies, in turn, direct actions. America was founded on the ideals of democracy, equality, and freedom. As the world has changed, our interpretation of these ideals has evolved. While consensus is hard to achieve in a pluralistic society, it is critical in a healthy democracy that we work together to define the values that should shape our policies and our place in the world.

During this dialogue we will explore four distinct alternatives that frame the current debate on the U.S. role in the world, and consider how each addresses pressing issues facing us today. Finally, you will be asked to create an option—or Future—that reflects your own beliefs and opinions about where U.S. policy should be heading. You will also be invited to participate in an online student ballot to join your voice with those of thousands of others across the country. This is an opportunity to have your voice heard.

HANDOUT #2: GUIDELINES FOR PARTICIPANTS

Throughout this discussion you will be expected to listen respectfully to the views of others and try to understand why they take the positions they do.

Through this process, you will work to understand and come to terms with the pros and cons, risks and trade-offs of a range of competing alternatives and finally to decide for yourself the direction that you think U.S. policy should take in the coming years.

- Speak your mind freely, but don't monopolize the conversation.
- Listen carefully to others. Try to really understand what they are saying and respond to it, especially when their ideas are different from your own.
- Help keep the discussion on track. Make sure your remarks are relevant.
- Try to avoid building your own arguments in your head while others are talking. If you're afraid you'll forget to make a point, write it down.
- Help to develop one another's ideas. Listen carefully, and ask clarifying questions.
- Try to put yourself in someone else's shoes. See if you can make a good case for a position you disagree with.
- Value one another's experiences. Think about how your own experiences have contributed to your thinking.
- Be open to changing your mind. This will help you really listen to the views of others.
- When disagreement occurs, don't personalize it. Keep talking, and explore the disagreement. Search for the common concerns beneath the surface.

HANDOUT #3: THE FUTURES IN BRIEF

The Futures are excerpted from *The U.S. Role in a Changing World*, © Choices for the 21st Century Education Program. The complete Futures are available on the web at www.choices.edu/USrole.cfm. You may also find the resources in "Teaching with the News" helpful. They are available on the web at www.choices.edu/curriculum_twn.cfm.

FUTURE 1: LEAD THE WORLD TO DEMOCRACY The United States is the most powerful nation in the world. The world depends on us to maintain peace and order and to support liberal democratic principles. Today's international system was built around American ideals and power. Neither collective security nor the United Nations can be counted on to deal with the threats to this system. We must devote the necessary resources to build an international moral order and a vigorous international economy grounded in American political and economic principles and we must protect this international system from any threats, even if pressuring other governments to adopt American democratic principles may spark international criticism that the United States is ushering in a "Pax Americana."

FUTURE 2: PROTECT U.S. GLOBAL INTERESTS We live in a dangerously unstable world. U.S. foreign policy must strive for order and security. International terrorism, chaos in the Middle East, rising poverty in the developing world, and global economic competition have created an international minefield for U.S. leaders. We need to focus our energies on protecting our own security, cultivating our key trade relationships, ensuring our access to crucial raw materials, and stopping the spread of nuclear weapons to unfriendly nations or to terrorist networks. We must be selective in our involvement in international affairs and be prepared to protect ourselves—at home and abroad—against any threats to our security and prosperity, even if this policy may breed resentment and lead to an angry backlash against us.

FUTURE 3: BUILD A MORE COOPERATIVE WORLD We live today in an interdependent and interconnected world. We cannot stand alone. National boundaries can no longer halt the spread of AIDS, international drug trafficking, terrorism, and other global scourges. We must take the initiative to bring the nations of the world together and play a leadership role in strengthening the UN's role in maintaining international security and responding to other global problems such as environmental pollution, financial crises, refugees, and AIDS. We must be willing to give up a portion of our independent authority, or sovereignty, to the UN and offer our military, intelligence, and economic support to UN-led initiatives, even if this may limit our ability to use military force unilaterally outside of North America.

FUTURE 4: PROTECT THE U.S. HOMELAND The attacks of September 11, 2001 have made us feel a vulnerability not felt in more than fifty years. We have spent hundreds of billions of dollars a year defending our allies in Western Europe and East Asia and distributed tens of billions more in foreign aid to countries throughout the developing world. These high-profile foreign policy programs have only bred resentment against us and made us enemies. It is time to sharply scale back our foreign involvement and turn our attention to the real threats facing Americans: a sagging economy, decaying schools, a shaky health care system, and inadequate resources to protect against terrorism, even if this may upset the worldwide balance of power and cause insecure countries to seek nuclear, biological, and chemical weapons.

HANDOUT #4: MAKE YOUR VOICE HEARD!

Now is a time of intense public debate on the question of our nation's role in the world. What do you consider the most important international challenges facing the United States in the next ten years and beyond? What are your hopes? What challenges do you see before us? What kind of world do you want? And what are you willing to work for?

After your group has had a chance to consider each of the Futures presented in your Youth Circle, it is time to make your voice heard. Begin by filling out the *U.S. Role in the World Online Ballot*. Then articulate your own considered judgment on this issue, framing it as a "Future 5."

ONLINE BALLOT: The *U.S. Role in the World Online Ballot* is found at www.choices.edu/USroleBallot. This online "ballot" offers you an opportunity to explain what most concerns you as you consider the role of the United States in the world today and in the coming decade, and then to say what you think we should be doing in the years ahead. The ballot includes four sections and takes about five minutes to complete.

- Part I asks you to rank the four Futures outlined in the materials (from 1 to 4).
- Part II asks you to select three "concerns" from a list of thirteen. (You can choose more or fewer.)
- Part III asks you to rate (strongly support, support, etc.) a series of values statements.
- Part IV asks you to rate a series of policy statements.

You can also view a snapshot of what others are thinking about this issue. This is available online at www.choices.edu/USroleBallot/results.cfm.

FUTURE 5: After completing the online ballot, we encourage you to articulate your own considered judgment on this issue. Think of it as your "Future 5." You may want to borrow heavily from one of the Futures presented, combine ideas from several, or take a new approach altogether. As you frame your Future 5, think about the world you want to see in the 21st century.

- What do you think our long-term goals should be?
- How do others view us?
- How would you like us to be viewed?
- What values are important to you?
- What are the pros and cons of the Future you are proposing?

Consider framing your Future 5 as a letter to one of your elected representatives or to a current candidate for political office. Or write it as a letter to the editor in your school or local newspaper.

TELL THE PEOPLE SPEAK: After you have written your own Future 5, tell *The People Speak* what you think. We want to hear from you. There is a place to submit this on our web site at www.thepeoplespeak.org/YouthCircles. We will post selected Future 5s throughout the program.

The *U.S. Role in the World Online Ballot* is found at www.choices.edu/USroleBallot. A complete report on student views will be developed and presented to the White House, Members of Congress, and the media in January 2005.

You can find contact information for the White House at www.whitehouse.gov/contact and your U.S. Senators and Representatives at thomas.loc.gov. Contact information for candidates for public office is available from www.vote-smart.org.

VENUES FOR YOUTH CIRCLES

SUGGESTIONS FOR SMALL GROUP DISCUSSIONS

- Extra-Curricular Club or Organization at School
- Service Club
- Student-led Class Discussion
- Student Government Conference
- After-School Programs
- Boys and Girls Clubs
- 4-H Clubs
- Scouts
- Faith-based Youth Groups
- Multi-age Community Dialogue (at the library)

WHERE WILL YOU HOLD YOUR YOUTH CIRCLE

There are a lot of settings in which you could hold your discussion on the U.S. role in the world. Think first of the organizations that you are a part of. Do you want to hold this dialogue in school or beyond the school? Might this be something that you could do as part of a course you are taking? Is there a club or service organization that you belong to? What about a community or religious organization? Perhaps you could hold this as a special session at your local library or as part of a religious community to which you belong? Might you be able to do this for credit or as a service-learning project?

If you are feeling particularly ambitious, what about a larger program? Would your school be open to a series of classroom-based workshops? Then invite a few of your elected officials to come and hear from students in a school assembly. If you do this, you will need to be clear with the elected officials that they are there to hear what students are thinking, not to give their own speeches. And remember also that you want political balance in your group of officials. As part of this school-wide dialogue, you might also make space in the school newspaper for a printed dialogue over a several week period. Be careful that everyone understands the objectives of the program (see page 5).

WHO WILL HELP YOU?

You don't have to take this on alone. Find friends to co-lead with you. The planning will be more fun, the outreach will be easier with more hands and more circles to connect with, the "buy-in" will be greater when you meet for the program, and the leadership of the program will run more smoothly with several of you to present the Futures to the group. It may also help to find an adult who will assist you—perhaps a teacher, club sponsor, local librarian, or parent. He or she may be able to pave the way and advocate for you within your school or community.

GETTING THE WORLD OUT: HOW TO PROMOTE YOUR PROGRAM - BEFORE AND AFTER

REPORTING TO *THE PEOPLE SPEAK*

Please fill out the registration form on page 13 of this guide and mail or fax it to *The People Speak* at the address provided. And don't forget to report back to us after your program. We want to know how it went.

You may also find some of our outreach resources helpful to you. Check our web site at www.thepeoplespeak.org.

PROMOTING YOUR PROGRAM

Will you be holding your dialogue as part of a course, club, or organization or will you need to generate your own group? If you are organizing your dialogue outside of an existing group, you will need to pay careful attention to outreach. And even if you are doing it within an existing group, you will still need to pay attention to outreach. You would be well advised to talk it up.

Either way, you will need to think about who will attend and then decide how you are going to reach them. Are you and your co-leaders going to approach prospective participants individually (perhaps in person or via email or phone) to get commitments to participate? Do you need to do any advertising for your program? If so, where? In the school newspaper? In a local paper? Will you need to draft a press release? If so, what needs to go into it? Ask for help from someone in your school or community who does this. Whatever you decide, don't leave outreach to chance. Make sure you have enough commitments in advance to create a critical mass. You can always make room for additional participants if they show up.

FOLLOW-UP AFTER YOUR PROGRAM

When you have completed your program, don't forget to report to *The People Speak*. We want to know what you did. As a national grassroots initiative, we can help to publicize your work beyond your local community. In addition, we will provide a certificate recognizing your contribution to this national conversation. Fill out the registration form on page 13 of this guide and fax or mail it to *The People Speak* at the address provided.

THE PEOPLE SPEAK YOUTH CIRCLES - REGISTRATION FORM

Please complete the first half of this form prior to your program and fax/mail a copy of the form to:

The People Speak
1225 Connecticut Ave., NW, 4th Floor
Washington, DC 20036
(Fax) 202- 887-9021

Your Name: _____ **School:** _____

Address: _____

Email: (if available) _____

Program Date and Time: (August 15-October 15, 2004) _____

Program Location: _____

Group: (Be as specific as possible. i.e. club name, service group, class) _____

Organizing Team:

THE PEOPLE SPEAK YOUTH CIRCLES - REPORTING FORM

Please complete the second half of this form after your program and fax/mail a copy of the form to:

The People Speak
1225 Connecticut Ave., NW, 4th Floor
Washington, DC 20036
(Fax) 202- 887-9021

Program Date: _____ **Number of Participants:** _____

Topic(s) Discussed: _____

Discussion Highlights:

Please send _____ *The People Speak Leadership Certificates to:* (name & address of team leader)

NOTE: This registration form can also be completed online at www.thepeoplespeak.org/YouthCircles.

RESOURCES TO EXTEND YOUR STUDY OF THE U.S. ROLE IN THE WORLD

BRING IN SPEAKERS WITH AN INTERNATIONAL PERSPECTIVE

Peace Match <www.peacematch.org> Peace Match is a program of the National Peace Corps Association (NPCA) that links returned Peace Corps volunteers (RPCVs) with teachers to bring the Peace Corps cross-cultural experience to students throughout the United States.

TAP INTO ADDITIONAL RESOURCES ON THE ISSUES

Campaign 2004 <www.cgdev.org/Research/Campaign2004.cfm> Campaign 2004: A Guide to Global Development features briefs on a number of development-related issues. Background information and discussion questions help people consider the issues in the run-up to the 2004 elections.

Global TeachNet <www.rpcv.org/globaled> Through a listserv, newsletter, website, teacher workshops, and other programs, Global TeachNet helps teachers and students find the resources they need to bring a more global perspective to the classroom.

ENGAGE IN PROGRAMS BEYOND THE CLASSROOM

Capitol Forum on America's Future <www.choices.edu/capitol_forum> The Capitol Forum is an experiential civic education initiative that involves students in consideration of U.S. policy on international issues both within the classroom and beyond the classroom at their state capitol.

Model United Nations <www.unausa.org/education/modelun> In Model UN, students step into the shoes of ambassadors from UN member states to debate current issues on the organization's agenda.

World Affairs Challenge <www.du.edu/worldaffairschallenge> The World Affairs Challenge, an academic competition in international relations for middle and high school students, challenges youth to think about their relationship to the rest of the world.

TAKE A MORE ACTIVE ROLE IN THE WORLD

iEARN <www.earn.org> iEARN is a global network that enables young people to use the Internet and other new technologies to engage in collaborative educational projects that both enhance learning and make a difference in the world.

NetAid <www.netaid.org> NetAid uses the resources of the Internet to raise awareness about extreme poverty and promote actions that will make a difference in the lives of the world's poorest people. NetAid offers a number of ways for students to become directly involved in the fight against poverty.

Operation Day's Work <www.usaid.gov/odw> Through Operation Day's Work, students across the United States vote to select one education-related project in a developing country to support. Students then organize work days in their communities to raise funds for the chosen development assistance project.

Voices of Youth <www.unicef.org/voy> Voices of Youth, a program of UNICEF, is an online community where youth from around the world can explore, speak out, and take action on the issues that face them and the world.

CONSIDER THE ISSUES FROM A PERSPECTIVE OUTSIDE THE UNITED STATES

One World <www.oneworld.net> OneWorld is an online media gateway that collects news about human rights and sustainable development from international and non-mainstream media. The site also links to resources that offer ways to volunteer or advocate for issues.

TeachGlobalEd.net <www.coe.ohio-state.edu/globaled/home.cfm> TeachGlobalEd.net features links to an abundance of resources and information on world regions and topics. Many of these resources come from non-U.S. sources.

World Press Wire <www.worldpress.org> World Press Wire offers information on the issues and debates that occupy the world's newspapers and magazines. The website translates, reprints, analyzes, and contextualizes the best of the international press from more than 20 languages.

EXPLORE THE ISSUES THROUGH CLASSROOM CURRICULUM

American Forum for Global Education <www.globaled.org>

Center for Teaching International Relations (CTIR) <www.du.edu/ctir>

Choices for the 21st Century Education Program <www.choices.edu>

Stanford Program on International and Cross-Cultural Education (SPICE) <spice.stanford.edu>

ABOUT THE PEOPLE SPEAK

We find ourselves at a critical time in our nation's history, as America struggles to define what it means to be a leader in the world. The mission of *The People Speak* is to engage Americans of all ages and backgrounds in a discussion of the hard questions about America's role in the world.

The People Speak project aims to raise the level of national dialogue about critical global issues. Since its launch in 2003, a growing number of organizations have joined the nonpartisan coalition backing *The People Speak*. ABC News is now a strategic partner of *The People Speak*, joining a core group of sponsors including the United Nations Foundation, the American Enterprise Institute, the Aspen Institute's Global Interdependence Initiative, and *The Weekly Standard*.

In 2004, marquee events will occur in 30 locations across the country, featuring well-known policy experts and moderated by ABC news reporters. We hope to extend the opportunity to listen to and learn from the considered opinions of experts to as many Americans as possible.

In addition to the marquee events, we are also partnering with organizations like Choices for the 21st Century Education Program, the National Forensic League, and the National Peace Corps Association to organize hundreds of smaller, grassroots discussions around the country. Encouraging young people to think creatively about the challenges that face our country now and in the future is an important priority of *The People Speak*.



THE PEOPLE SPEAK YOUTH CIRCLES - SPONSORING ORGANIZATIONS



Center for Teaching International Relations at the University of Denver Graduate School of International Studies publishes lesson plans, hosts professional development courses, and runs student programs nationwide. For over 35 years, CTIR has helped teachers provide their students with an understanding of important global systems (political, economic, social, and environmental systems) at an age-appropriate level. All CTIR programs are founded on academic rigor and active learning. www.du.edu/ctir



Choices for the 21st Century Education Program is a national education initiative of Brown University's Watson Institute for International Studies.

The program provides a vehicle for secondary school students to grapple with significant international issues and thus encourages a renewal of civic engagement among American youth. The Choices Program incorporates cutting-edge scholarship into curriculum resources on a wide range of international topics, provides professional development for teachers, and organizes educational programs for students. Choices currently publishes more than 25 titles. Choices curricular resources are used in 7,500 schools nationwide. www.choices.edu



The National Center for Learning and Citizenship (NCLC) assists state and local leaders in developing policies to help schools and teachers provide students with the skills, knowledge and attitudes needed to be effective, contributing citizens. The NCLC identifies and analyzes policies and practices that support effective citizenship education; disseminates analysis of best practices and policy trends; and organizes national, state and local meetings and networks to share information about citizenship education. The NCLC's mission is to help state and district leaders promote, support and reward citizenship education as an essential component of America's education system. NCLC is part of the Education Commission of the States (ECS). www.ecs.org/nclc



National Peace Corps Association is the non-profit organization of Returned Peace Corps Volunteers, former Peace Corps staff, and friends. The NPCA mission is "to foster peace by working together in service, education and advocacy." The NPCA's Global TeachNet program is a professional development network of K-12 educators throughout the United States. Through a listserv, newsletter, website, awards, on-site professional development workshops, and other mechanisms, Global TeachNet equips teachers with the resources they need to improve students' knowledge of, understanding of, and respect for the peoples, cultures, and nations of the world and their interdependence. www.rpcv.org/globaled



Study Circles Resource Center is a project of the Topsfield Foundation, Inc., a private, nonprofit, nonpartisan foundation dedicated to advancing deliberative democracy and improving the quality of public life in the United States. Established in 1989, the Center works nationally to find ways

for all kinds of people to engage in dialogue that leads to change on critical social and political issues. It helps communities by giving them the tools to organize productive dialogue, recruit diverse participants, find solutions, and work for action and change.

www.studycircles.org

Additional copies of The People Speak Youth Circles Guide and online resources on the U.S. role in the world can be downloaded from

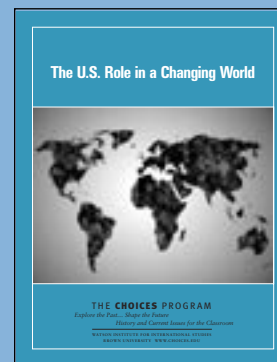
WWW.CHOICES.EDU/PEOPLESPEAK

The People Speak Youth Circles Guide
is also available from

www.du.edu/ctir (Center for Teaching International Relations)
www.ecs.org/nclc (National Center for Learning and Citizenship - ECS)
www.rpcv.org/global/ed/resources (National Peace Corps Association)
www.studyircles.org/peoplespeak (Study Circles Resource Center)
www.thepeoplespeak.org/youthcircles (The People Speak)

A limited supply of
complimentary copies of
The U.S. Role in a Changing World
are available from *The People Speak*.
Phone: 202-778-3534
Email: info@thepeoplespeak.org

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www.choices.edu



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