

Session I: Breakout Leader's Guide

Materials

- News clip, news headline, news photo, or cartoon (chosen by breakout leader)
- “Options in Brief” handouts
- Extra background and full Options handouts
- Futures in Brief
- Flip chart and markers (in breakout room)
- List of breakout participants

Objectives—Students will:

- Explore the history and current status of one of four or five global issues,
- Consider how an issue currently in the news fits into this larger context,
- Identify the values at play in the issue and analyze how these values may influence public policy decisions on this issue.

Required Reading: Background and Options on the global issue assigned

Procedure: The core of this session should be a deliberative discussion focused on the merits and tradeoffs involved in each of the policy options presented in the readings.

- **Introductions (5-10 minutes)**

Have students introduce themselves to one another.

Provide an overview of the session and its goals.

Ask if students have recorded something on this topic in their Reflections Log. If not, do.

- **Making the Topic Real (15 minutes)**

Use a recent headline, photo, or cartoon as a “hook” into the topic. Look for something that will be familiar and meaningful to the students. Ask a few opening questions appropriate to the issue in order to engage them in consideration of the issues raised by the “hook” and then to make some initial connections to the larger topic that they have prepared. What do they think? How does the background reading that they did affect their reactions to the statement?

- **Considering the Merits and Tradeoffs of a Range of Views (30 minutes)**

Using “Options in Brief,” ask for volunteers to present each option (one at a time) and explain how that option would respond to the issue or event you have been discussing. Volunteers need not be supporters of the option, but people willing to make a fair presentation as a platform for deliberation on its merits and tradeoffs. While students are presenting, write the headings for each option on flip chart pages (one for each), leaving plenty of room to write under each.

After each option is presented, invite reactions. You are looking for “supporting arguments” and for “concerns and trade-offs.” Record these in two columns under the option headings. Remind students to relate the options to the specific current event.

Ask what students think we should do about the specific current issue or event with which you opened the session as well as what overall policy(s) we should be pursuing on the issue. Be conscious of rewarding uncertainty and collaborative thinking as much as fully formed conclusions.

- **Making the Transition to Session II (10-15 minutes)**

Ask the students how this issue is addressed by each of the four Futures that will be the focus of Breakout II and the Hearing.

Optional: As a final part of this transition, leaders might consider having the students assume “human statues” representing how each of the Futures addresses this global issue. For each Future, release half the group to look at the other half and then switch. Then discuss briefly.

- **Reorient the Students to the Day (2-5 minutes)**

Review the agenda of the day and tell them what's next.

Give students a moment to record their thoughts following this session in their Reflections Log.

NOTE: One student from your group should be designated to serve on the Senate Foreign Relations Committee during Breakout Session II and the Futures Presentation session.