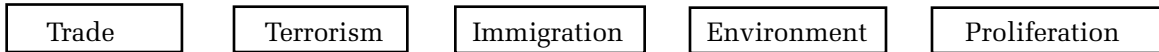


How Do the Breakout Sessions Work at the Forum?

Breakout Session I

Students will be assigned to global issue groups according to the topic they were assigned by their teacher prior to the forum. Students prepare for this segment of the forum by reading their background materials (see Section IV). Any additional readings, news articles, etc., are optional. [Note that some states will be using all five global issues; others will select four. This decision is made on a state program basis and not by individual classrooms.]



At the end of Breakout Session I, one student will be selected from each breakout group to serve on the Senate Foreign Relations Panel during the afternoon session. These students will meet during Breakout Session II to prepare for their role.

Breakout Session II

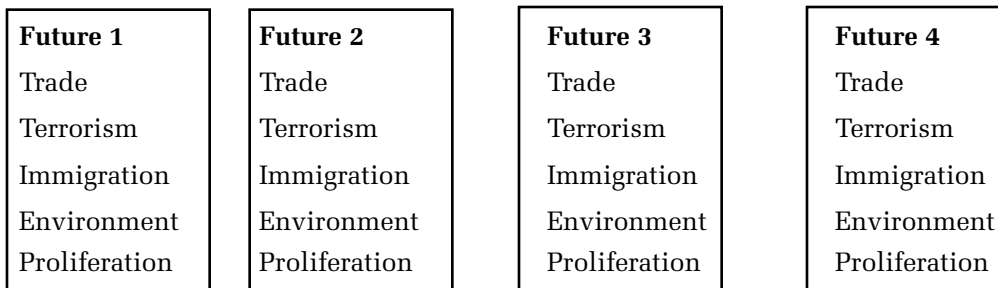
Future 1: Lead the world to democracy

Future 2: Protect America's global interests

Future 3: Build a more cooperative world

Future 4: Protect America's homeland

Students will be "jigsawed" from their Breakout Session I groups into four new groups, each assigned to a Future. Thus, each Future group will contain "experts" on the themes discussed in Breakout Session I. Each group will prepare a presentation advocating its assigned Future.



Two students from each group will be selected to introduce their Future at the afternoon session. Remaining students will prepare to address questions from the Senate Panel drawing particularly on their area of expertise on the global issues.

The Senate Foreign Relations Panel will meet during Session II to prepare for the afternoon.

Hearing on the Four Futures

Students will present and advocate the four Futures discussed in Breakout Session II. Each group gets 3 minutes to present its Future, emphasizing the beliefs and values that underlie the Future. The Senate Foreign Relations Panel will have 10 minutes to question the groups. Questions will focus initially on the Future's position on each of the global themes.

Open Forum I & Open Forum II

Students will first do a "paired share" with a student who is sitting next to them to begin to form their own viewpoint and to ask clarifying questions of each other. The lead teacher will then moderate a dialogue among students and panelists. (This should be a conversation among the group, rather than a Q & A session with students questioning officials and officials answering.)