

Breakout II: Facilitator's Guide

Materials

- Student worksheet (in student packets) (includes guiding questions and Futures in Brief)
- Assigned "Future" (in full — one copy per student)
- Flip chart paper and markers (in the rooms)
- List of breakout participants

Objectives—Students will:

- Understand their assigned Future, including its merits and tradeoffs and the values that drive it,
- Apply their Future to the policy issues addressed in the Session I breakouts,
- (*Presenters*) Prepare a presentation advocating the Future,
- (*Policy Experts*) Anticipate questions that will be addressed to them; prepare reasoned responses,
- (*Human Statue Makers*) [Optional] Create a visual representation of the Future.

Procedure: This session is focused on preparation for a presentation of an assigned Future. This Future (and 3 others) will be presented at the Futures Hearing after lunch as preparation for deliberative dialogue on the role of the U.S. in the world. Students in this breakout will work together to understand their assigned Future and then work in small groups on specific preparatory tasks.

- **Introductions (5 minutes)**

Have students introduce themselves to one another.
Provide an overview of the session and its goals.

- **Overview of Four Futures (5 min)**

Review the Futures in Brief and the matrix as a reminder of what the four Futures are.

- **Introduction to the Assigned Future (15-20 min)**

Explain that it is going to be their job to present this Future to the rest of the group in the afternoon session. Use the two questions and the activity below to focus discussion and establish a basic understanding of the Future.

1. What is the problem in the world that this Future is most concerned with? How will your Future address this? [This is not, "What is the problem with this Future?" They are expected to present this Future in a positive light.]
2. What values underlie this Future?
Using the "values" cards that students should be familiar with, have students identify which values are most closely associated with this Future.

- **Visualizing the Future**

Have students assume a "human statue" that captures the essence of this Future (30 seconds). Then freeze half of the group and have the other half tour the museum to see what half have done. Ask for comments on what they see. Then switch groups. After looking at the Future as a whole, have students assume a "human statue" representing what this Future has to say about their global issue (30 seconds). Freeze all of those from one global issue group and release the others to tour the museum. Switch until all of the global issues statues have been on display. Have conversation on what they saw until you are confident that the whole group understands the assigned Future.

- **Preparing for the Presentation of this Future (35-40 min)**

Using the Student Worksheet to prepare for questions on global issues: Divide your students into working groups according to their Breakout I issues. In the human statues activity they will have begun to look at how their issue is addressed by this Future. Using the "policy experts" section of the "Student Worksheet" they should continue discussion, identifying questions that they are likely to be asked and the responses they will give. They may also find the "Futures in Brief" helpful.

Introducing the Future (after about 15 minutes of discussion): Select two students to serve as the initial presenters of the Future. They should work together to prepare a succinct two-minute presentation on their Future, highlighting the worldview it reflects and the values it is based on. They are not responsible for addressing how this Future addresses the global issues considered in Breakout I. (They should use their section of the “Student Worksheet” in their presentation.)

- **Dry Run (10):** Bring the whole group back together to do a quick practice presentation, making sure that all of the parts together present a coherent package.
1) “Presenters” should run through their opening statement for the group. 2) “Policy experts” should exchange clarifying questions they have identified, each having another group ask theirs and they respond.
- **Reorient the Students to the Day (2-5 minutes)**
Review the agenda of the day and tell them what’s next. (See Lead Teacher’s Guide.)

NOTE: Remind students that this is a role play. Following these presentations, they will be not only able but expected to present their own views to the elected officials and policymakers in the final session of the day.