

Lead Teacher's Guide

What follows is a detailed guide for all sessions that the Lead Teacher will moderate at the forum. Copies of materials that will be used during these sessions will be provided prior to the forum.

Goals of the Day at the Capitol

- Bring students from different schools together to deliberate about the role of the United States in the changing international environment.
- Provide an opportunity for these students to express their convictions and their concerns to elected and public officials.
- Prepare these students to return to their classrooms and lead their classmates in a similar deliberative process culminating in a ballot to be shared with elected officials.
- Engage these students in an authentic experience with government officials so that they will want to remain active in civic affairs in the future.

The times in this guide correspond with those in the sample agenda. Your times may differ. We recommend that your time allocations remain the same.

8:30-8:45—Welcome & Introduction

Following the welcomes by the Secretary of the State and the State Organizer, the Lead Teacher will introduce the day and get the program started. In his/her introduction, the lead teacher should establish the importance of the Forum topic — the role of

the United States in today's changing international environment — and “charge” the students with their important task as responsible citizens. Students should emerge from this introduction energized, empowered, and ready to add their voices to the development of public policy now and in the future.

8:45-9:00—Poster Presentations (Part I)

Posters should already be on display. The first half will be presented now. Invite school teams up in the order established to give their presentations to the group. You should let them know in advance that each team will have one minute for their presentation.

At the end of these introductions and poster presentations, introduce the topic and logistics of the Session I breakouts and let the students know how this breakout session fits into the overall program for the day.

9:00-10:15—Breakout Session I: Addressing Global Issues

[See *Session I: Breakout Leader's Guide*.]

During this session, the lead teacher should meet with all participating teachers who are not facilitating the breakout session to review the post-Forum lesson and balloting. Emphasis should be placed on the importance of each student completing an online ballot soon after the Capitol Forum in order to be included in the ballot report.

After reviewing the post-forum lesson, the lead teacher should meet with the Session II breakout leaders for a last minute review. [Teachers who will not be leading a Session II breakout should choose a Session I breakout to observe.]

After meeting with the Session II breakout leaders, the Lead Teacher should stop in on each of the Breakout I sessions.

10:15-10:30—Break

10:30-10:50—Presentation of Student Posters: Part II

Posters should already be on display. The remaining posters should be presented now. Follow-

Capitol Forum Sample Agenda State House

8:00-8:30	Registration
8:30-8:45	Welcome & Introduction to the Day and Forum Topic
8:45-9:00	Presentation of Posters: Part I
9:00-10:15	Breakout Session I—Deliberating on Global Issues
10:15-10:30	Break
10:30-10:50	Presentation of Student Posters: Part II
10:50-12:15	Breakout Session II—Four Futures
12:15-1:00	Lunch
1:00-1:15	Introduction to the Afternoon
1:15-2:15	Hearing on the Four Futures
2:15-2:45	Open Forum—Part I: Sharing Student Views
2:45-3:30	Open Forum—Part II: Elected Officials & Policymakers
3:30-4:00	Wrap-Up and Dismissal

ing the presentations, the Lead Teacher should brief the students on the purpose and structure of the next breakout session and then send them to their session.

10:50-12:15—Breakout Session II—Four Futures

[See *Session II: Breakout Leader's Guide*.]

During this session, the Lead Teacher will meet with the Senate Foreign Relations Panel — four or five students, one from each Session I breakout. These students will prepare clarifying questions to ask the presenters of each of the Futures during the presentations in the session directly after lunch. [See *Senate Foreign Relations Panel: Preparation*.]

These students will serve as chairpersons during the Hearing on the Futures. In this role they will invite presentations from each of the Futures groups and then direct clarifying questions to the group (drawing where possible on the global themes from Session I) in order to ensure that the distinctions among the four Futures are clear to all. If time is available after all four Futures have been presented, the Senate Foreign Relations Panel should give Futures group members an opportunity to question other groups.

12:15-1:00—Lunch

1:00-1:15—Introduction to the Afternoon

The lead teacher will draw everyone back together after lunch and introduce the topic and format of the afternoon. This should include a restatement of the purpose of the Futures—to present divergent policy directions, each driven by different sets of values and assumptions, and a review of the idea of Future 5—a Future that may draw on aspects of one or more of the Futures presented and represents each participant's considered judgment on the topic. She/he should include in this introduction the idea that we are looking to articulate consistent policy directions, grounded in values and beliefs that will guide us as events and challenges present themselves. This may also be an appropriate time to remind students of the “charge” presented to them during the morning introduction.

The lead teacher should instruct students on the use of the “What I think about the Futures” part of their Reflection Log. This should be used during the Futures presentations.

1:15-2:15—Hearing on the Four Futures

The lead teacher will assemble the room for the presentations and then place the leadership of it in the hands of the Senate Foreign Relations Panel. However, the lead teacher should be presiding so that she/he can step in if needed.

Objectives—Students will:

- Present their assigned Future from the perspective of an advocate.
- Identify the values driving their assigned Future.
- Articulate policy positions consistent with their assigned Future.
- Address challenges to their assigned Future.
- Listen to and understand alternative Futures.

Procedure

Students will assemble in the large meeting room. The Futures groups will be seated in four blocks across the auditorium. (You will need to decide if the two initial presenters should present from here or move to the front depending on the space being used.) The Senate Foreign Relations Panel will be seated at microphones at the front of the room.

1. Two presenters from each Future group will be given three minutes to present an overview of their Future. They are not expected to address what their Future would do about the global issues considered in Breakout I as this will be the focus of question from the Panel to the rest of the group following this initial presentation. *NOTE: Remind the students that, although they are speaking in the present, they should emphasize long-term goals for the United States. Remind them about the need for a consistent policy, grounded in values and beliefs, that can guide us as events and challenges present themselves.*

2. At the end of each Future's presentation, the Senate Foreign Relations Panel will have an opportunity to question the Futures group. This should include specific questions on each of the global issues. *NOTE: The “experts” on the global issues should have the first shot at responding to these questioners, but all students should be ready to respond. Limit this to 10 minutes per Future or less. When each Future is finished, it should be clear:*

- a) what the problem is that this Future is most concerned with,
- b) what values underlie this Future,
- c) what the strongest arguments in favor of this Future are,
- d) from the perspective of this Future, what our

policy should be concerning the global issues considered in Breakout Session I.

3. In the time remaining after all of the Futures have been presented, open the floor for the Senate Foreign Relations Panel to address questions to any of the Futures groups, comparing the responses of one Future to those of another. Some very exciting dialogue can occur if you also open the floor to discussion among the Futures groups.

2:15-2:45—Open Forum--Part I Sharing Student Views

This activity, led by the lead teacher, is an extension of the Futures presentation session. It will provide an opportunity for students to let go of the Futures they have been assigned to present and to begin to articulate their own views, first in pairs and then in the larger forum.

Objectives—Students will:

- Draw on the Futures presented to begin to identify the components of their own preferred Future 5.
- Take control of the forum conversation so that it is about what they think and not a Q&A session with elected officials.

“Paired Share”

Explain that we have examined four distinct policy directions (of Futures) and that this is only a beginning. They are not expected to adopt one of these just as it’s written. Refer to the “Reflections Log” where they have noted “advantages” and “costs/tradeoffs” of each of the Futures. Ask student to pair off and share what they have recorded or what they think now. [*This is intended as a discussion starter before the larger forum.*]

Student Discussion

After students have had time to talk about their views in a “paired share,” ask for a volunteer to make a brief statement about what s/he really thinks. Select

one person and then ask for others to respond to this person with their own views on the statement. In this way you’re asking not just for a series of statements, but preparing the students to listen to one another and make connections from one person or thought to another. The time spent with students talking to each other in this setting can help students make that transition to voicing their opinion with the elected officials and other invited panelists. [NOTE: *While students are doing this, organizers will be seating the public officials and setting up for the next part of the open forum to follow.*]

Goals of the Forum with Elected Officials

The goals of this session are to have students express their convictions and concerns to their elected officials and other policymakers and to give elected officials an opportunity to hear from young people. You will want to keep these goals in mind as it is easy for both to fall back into more familiar patterns in which students ask questions and elected officials respond.

2:45-3:30—Open Forum--Part II Elected Officials and Policy Makers

The Lead Teacher will serve as the panel chair. This should be a natural continuation of the “Open Forum—Part I” as students begin to share their views with elected officials and to engage the officials in dialogue on the issues. Introduce the officials. Then start not with the officials but with the students. Ask a student to lead with a statement about what s/he thinks about one of the issues raised during the day and then to turn this into a question to one or more of the panelists. Suggest, likewise, that panelists should feel they can give an opinion but they too should think in terms of turning to the students with

Helping Students Transition to Speaking Their Own Minds

It can be difficult for students to move from a presentation of assigned Futures to a discussion with elected officials in which they are expressing their own views. After students have had time to talk about their views in a “paired share,” ask for volunteers to make a brief statement about what they really think. Select one person and then ask for others to respond to this person with their own views on the statement. In this way you’re asking not just for a series of statements, but preparing the students to listen to one another and make connections from one person or thought to another. The time spent with students talking to each other and asking clarifying questions after the Futures presentation can help students make that transition to voicing their opinion with the elected officials and other invited panelists.

a question. The intent is to create a dialogue among the students and the panel and to give students a voice in front of their legislators and policy maker. This will take work on the part of the panel chair. It is natural for students to ask questions and for elected officials or content experts to provide answers.

NOTE: You or someone from your group should prep your panelists so they will understand why you are not turning to them at the outset but getting the students involved up front. Once the pattern is established, you should be able to continue with statements/questions back and forth. If you do not get through all four Futures before general discussion begins to flow, keep in mind that you want to give time to all of them before the session is over.

3:30-3:45–Wrap Up

The Lead Teacher will wrap up the session with officials, thanking them for their participation but paying particular attention to the students.

This is an opportunity for one more shot at their “charge” to students issued in the morning. Remind students that they will be returning to their own classrooms to lead their peers in a similar process, culminating in a ballot. Encourage them to go back to the sections of their Reflection Log that were not completed during the day. This will be a useful tool for them when they return to their classrooms.

Let students know that ballot results from all participating states will be tabulated and a report developed and distributed to elected officials and to the media. After your wrap up, turn the program over to the Secretary of State and State Organizer for formal closure.