

APS - High School Student Initiative

Let's Talk KC!

A 3 Part Learning Series designed to build agency in students and empower student voice in extension of American Public Square at Jewell's mission.



<https://americanpublicsquare.org/>

High School Student Initiative Inquiry Series

See the Let's Talk KC! Inquiry Series Description and Rationale on Page 3

1. **Can you agree to disagree?**
 - 2-3 Class Periods (~1.5-2.5 hours)
2. **Is it true or "Fake News"?**
 - 1-2 Class Periods (~50 min -1.5 hour)
3. **Are you debating or deliberating?**
 - 2-3 Class Periods (~1.5-2.5 hours)

CONTACT APS: Allison Koelzer, APS Student Initiative Coordinator

allison@americanpublicsquare.org | 913 286 8717

Let's Talk KC 3 Part Learning Series

Course Connections	These lessons are designed to be used in Social Studies or English classes depending on which setting works best for the curricular needs and the environment of the school and classroom.
Staging the Series	This series will begin by having the American Public Square at Jewell (APS) team explain the mission and vision of APS. They will then discuss the Student Initiative, so everyone becomes familiar with the program and what they have to offer.

Inquiry 1
Can you agree to disagree?
Summative Performance Task
The class will create a set of discussion protocols that will become the standard for the rest of the year.
Supporting Questions
<ol style="list-style-type: none"> 1. What does it mean to be civil? 2. How do people interact in a civil fashion when they do not agree on a topic? 3. What should be the rules of engagement for discussion in this classroom for the rest of the year?

Inquiry 2
Is it true or is it “fake news”?
Summative Performance Task
Students will identify a fake news post in the media (either false, misleading, or incomplete) and use the information from this inquiry to explain what kind of misinformation it is, why it is dangerous to society, and how they might stop its spread.
Supporting Questions
<ol style="list-style-type: none"> 1. What is the media and what role does it play in society today? 2. What is Fake News and how can you spot it? 3. How do I critique sources so I don't spread fake news?

Inquiry 3
Are you debating or deliberating?
Summative Performance Task
Students will be asked to work with a team of their peers to select a wicked topic of their own choosing. They must complete the worksheet provided so they can clearly explain the basic information of the topic they selected.
Supporting Questions
<ol style="list-style-type: none"> 1. What does it mean to deliberate and how is that different from a debate? 2. How is deliberation about a wicked topic different from a debate and why is this important? 3. Why is deliberation needed in society today?

Summative Performance Task	<p>ARGUMENT Let's Talk KC! aims to prepare students to engage with classrooms across the KC metro to build their own APS style program in the Spring 2021. Each Inquiry is designed to build agency in students and empower student voice through the staging of compelling questions and activities that allow students to both immediately apply skills and see the real-world application of those skills.</p> <p>Upon completion of the learning series, students will be asked to consider the following: How can you create a program that will mirror what you have seen throughout this series? What will be your Compelling Question? How will you set the stage for classrooms in KC to civilly engage using fact-based discourse?</p> <p>EXTENSION Conduct your lesson with a class in your school or a group of your peers and then find a way to share it with students and educators teaching this same series of lessons. See the <i>Remote Learning Toolkit</i> attached to the end of this document.</p>
-----------------------------------	---

<p>Taking Informed Action</p>	<p>UNDERSTAND By the time this series concludes, students will understand the critical role of civility when approaching ‘wicked topics’ with those who do not agree with them. They will understand that the sources they use to support their opinions matter and that they need to be able to spot and stop the spread of fake news. They must also be able to apply the skill of deliberation when engaging with others on difficult topics. Furthermore, these outcomes are designed to prepare Students for the Spring 2021 portion of APS’s High School Student Initiative.</p> <p>ACT Have students select and complete one of the options for civic responses as indicated by Indiana University.</p>
--------------------------------------	--

**Featured sources are suggested and links are provided. If these links are broken, we apologize in advance for the inconvenience. Please contact allison@americanpublicsquare.org to obtain resources.*

Overview

Inquiry Series Description

APS's High School Student Initiative seeks to bring civil discourse curriculum to classrooms in Kansas City and beyond. This curriculum is aligned with state and national standards and designed to be implemented in high school classrooms in the Kansas City metro for the 2020 – 2021 school year. APS's High School Student Initiative is designed to build agency in students and empower student voice through classroom lessons, hands-on application, and project-based learning (PBL). All lessons are designed to prepare students with the skills necessary to build out their own APS style program in the Spring of 2021.

Rationale:

In a rapidly changing society where technology, social media, and the 24-hour news cycle have transformed the way we learn about our world and interact with one another, the very human need to belong, to connect and to build community is becoming diminished. This is to the great detriment of our society as a whole. Increasingly, our world and the people in it are becoming more polarized, more divided, and more contentious on critical issues that impact our society.

The mission of APS is to bring non-like-minded people together for civil, fact-based conversations. As an extension of this mission, this 3-part inquiry series was specifically designed to empower students to understand the importance of civility and facts when looking at today's real-world 'wicked problems'.

APS believes students in our community need to be able to appropriately address what design theorist [Horst Rittel referred to as 'wicked problems'](#). . . —a problem that is difficult or impossible to solve because of incomplete, contradictory, and changing requirements that are often difficult to recognize, It refers to an idea or problem that cannot be fixed, where there is no single solution to the problem; and "wicked" denotes resistance to resolution, rather than evil. APS sees its role as a convener and connector to addressing these wicked problems. Through APS Signature programming and APS's High School Student Initiative, they seek to empower individuals and communities that are willing and able to thoughtfully examine such problems, and who will discuss and explore them from multiple perspectives. APS recognizes that when society is unable or unwilling to engage with one another on these "wicked" topics, we face isolation and stark, seemingly insurmountable ideological division.

It is important to note that the research used as a foundation of this work is clear that real-world experience is necessary to produce active and discerning citizens. In [a joint report](#), the American Youth Policy Forum and the Association for Supervision and Curriculum Development claimed that "the recent preoccupation of the nation with reshaping academics and raising academic performance has all but overpowered a task of equally vital importance — educating our young people to become engaged members of their community as citizens."

While some may differ in opinion about how to arrive at an educational framework that addresses the knowledge and skills needed to effectively engage in the community, there is some consensus about the

components that are needed. These elements are articulated in [a publication from Teaching Tolerance](#) about how to teach civil discourse in the classroom. Additionally, a Guidebook co-authored by the *Education Commission of the States* and the *National Center for Learning and Civic Engagement* shares [Six Proven Practices for Civic Learning](#) that are intentionally present in APS's High School and College Student Initiatives.

Note: This inquiry series is expected to take place over the course of 3-5 50-minute class periods during the Fall semester of the 2020-2021 School year. The three lessons establish the foundation of the APS's High School Student Initiative for the Spring 2021 semester. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

Introduction to the Program

APS's High School Student Initiative seeks to bring civil discourse curriculum, aligned with state and national standards, to high school classrooms in the Kansas City metro for the 2020 – 2021 school year. APS's High School Student Initiative is designed to build agency in students and empower student voice through in classroom lessons, hands on application, and PBL.

APS's High School Student Initiative outlines an approach that allows us to partner meaningfully with teachers, students and administrators at both the high school and college level to bring a civic engagement curriculum to the classroom and then support students in applying their knowledge to produce compelling and relevant programs on significant and difficult issues in our community.

Through this work, we communicate and reinforce the message that being capable of having fact-based, civil conversations with people who see issues differently is a worthwhile, and in fact, critical skill that forms the basis for our great democracy.

Materials developed for this program are directly aligned with state and national standards and are to be delivered to high school classrooms in the Kansas City metro for the 2020-2021 school year. This 3 part series is designed to build agency in students and empower their voice through classroom lessons, hands on application, and PBL. The information learned in the Fall semester will be applied in the development of a student-led community forum in the Spring semester.

Inquiry #1 - Can you Agree to Disagree?

Please note: Please have your student complete the following survey before beginning the Let's Talk

KC! 3 part learning series: <https://www.surveymonkey.com/r/R6JCDZT>

The first inquiry asks students to consider how to engage in a civil conversation and to recognize that people don't always have to agree. It is possible for individuals to hold very different opinions about difficult topics and students will learn that this is perfectly normal and acceptable. However, certain conditions must be present in order to discuss these issues in a civil manner. When we are unable or unwilling to engage with one another on these meaningful topics, we face isolation and stark, seemingly insurmountable ideological division.

This inquiry immediately follows the introduction to American Public Square and the Student Initiative. This inquiry will have them consider what it means to be civil and why civility is important to society as a whole.

The formative task will have the class create a set of discussion protocols that will become the standard for the rest of the year.

Inquiry #2 - Is it true or is it “Fake News”?

The second inquiry in this series allows students to investigate one of the most difficult issues facing Americans today - fake news. It is incredibly difficult to remain civil and to engage effectively with individuals who are unknowingly referencing false, incomplete, or intentionally manipulated information to support their opinions on a topic.

There are several different types of fake news and many different ways to recognize it. This inquiry walks students through the steps of understanding the media and the purpose it serves, fake news and the purpose it serves, ways to identify which is which, and how to stop the spread of misinformation.

The formative task will have students identify a fake news post in the media (either false, misleading, or incomplete) and use the information from this inquiry to explain what kind of misinformation it is, why it is dangerous to society, and how they might stop its spread.

Inquiry #3 - Are you Debating or Deliberating?

This inquiry is the final installment in the 3 part series “Let’s Talk KC” and focuses on the concept of deliberation as compared to debate. One of the core beliefs of American Public Square, in addition to civility as seen in the first lesson, is that engaging in a civic discussion should not require the need to declare a winner and a loser. Rather, discourse requires civility, facts and perspective. According to Arthur C. Brooks, “The key to progress and greater unity as a country isn’t actually less disagreement – it’s *better* disagreement.” If we are to improve as a community, we must first learn to engage in quality discussion.

The focus of this inquiry will be to clearly differentiate between what it means to debate a topic as compared to deliberate over a topic and what can happen when they are willing to listen and learn from others. They will see the value in how questions are asked and how people engage with each other under controlled and respectful circumstances rooted in civility, diversity, knowledge, and respect.¹

The formative task will have students work with a team of their peers to select a wicked topic of their own choosing. They must complete the worksheet provided so they can clearly explain the general information for the topic they selected.

Please note: Please have your student complete the following survey as a part of Inquiry #3 the Let’s Talk KC! 3 part learning series. The survey is available here:

<https://www.surveymonkey.com/r/R6ZW5KD>

¹ Stanford, Center for Deliberative Democracy,, (2019, September 19-22) America in One Room, Retrieved from URL <http://www.americanoneroom.com/>.

Inquiry Series Summative Task: Spring Semester

By the time students have completed the three part inquiry series in the Fall Semester of 2020, they will be set up to create their own American Public Square style program. The final inquiry task had students work in groups to research preliminary information about a wicked topic of their choosing. They needed to consider why their topic is important to discuss and identify the various opinions people have with regard to it.

In the summative performance task of the final inquiry in the series students will be asked to work with a team of their peers to select a wicked topic of their own choosing. They must complete the [Deliberation Preparation for Wicked Topics Worksheet](#) (provided within Inquiry #3: *Are you Debating or Deliberating?*) so they can clearly explain the basic information of the topic they selected. They will be expected to cite any sources they use as this will be the foundation of the APS style program they create in the spring semester.

This activity will be the foundation for the Series performance task of creating their own APS style program.

By completing this task, they will be taking informed action in their communities today by providing a platform for students to have agency and a voice when deliberating over wicked topics.

What is an APS Style Program?

An APS style program, in alignment with APS's mission to bring non like-minded people together for civil, fact-based conversations, features:

- 4 panelists from diverse opinions and ideologies,
- A fact sheet,
- Live fact checkers,
- Roving Reporter that facilitates audience questions and requested fact-checks

Past full length APS style programs are available for viewing on the APS website at www.americanpublicsquare.org/events

The Spring 2021 Project-based Learning Experience - The second component to APS's 2020-2021 High School Student Initiative

The Spring 2021 PBL experience, as facilitated by American Public Square at Jewell (APS), is designed to bring classrooms from different schools in the KC metro together to build out their own APS style program.

Each classroom will come to the first planning session with their wicked topic suggestions based on the *Deliberation Preparation for Wicked Topics Worksheet* (provided within Inquiry #3: *Are you Debating or Deliberating?*). The work from Inquiry #3 will be the foundation for beginning the PBL experience of designing their own APS Style Program.

The following tasks will be decided upon at the first of four group meetings that each classroom participating in the program will be present at. These meeting TBA location, date, and time. The ultimate goal is to bring the students together to meet in person, however, we are mindful that we must have virtual and hybrid contingency plans to ensure we are providing a well-rounded PBL experience.

- Selecting and Securing a Venue
- Selecting a Date
- Selecting a Topic
- Creating an event description

To build out this program, each classroom will be responsible for contributing to different tasks and areas of the program in which they will work with an APS staff member to complete. These tasks will be formed into lesson plans with Inquiry Design Model structure similar to the Let's Talk KC! 3 part learning series that students participated in as a part of the APS High School Student Initiative in the Fall of 2020:

APS Style Program Tasks - *To be broken into lesson plans with Inquiry Design Model structure*

- Selecting and Securing a Panel
- Selecting and Securing a Moderator
- Reaching out to partner organizations
- Writing and Reviewing a Factsheet
- Writing and Reviewing the Run of Show
- Designing Event Posters
- Creating a Social media strategy

The creation of the PBL curriculum for the Spring portion of APS's High School Student Initiative is ongoing. All participating educators will receive the PBL curriculum for the Spring portion of APS's High School Student Initiative before the end of November 2020. The purpose of sharing out the curriculum is not only to allow educators and administrators to look ahead to the Spring portion of APS's High School Student Initiative, but also in effort to allow this group to provide feedback before the Spring portion begins. **If you're interested in participating in the high-level review and revision process of the PBL curriculum for the Spring portion of APS's High School Student Initiative AND/OR would like to receive an update on the status of the curriculum, please contact Allison Koelzer, APS's Student Initiative Coordinator.**

APS - High School Student Initiative
REMOTE LEARNING TOOLKIT

Let's Talk KC!



<https://americanpublicsquare.org/>

This document is designed to serve as a toolkit for teaching APS's 3 Part Learning Series: *Let's Talk KC* in a virtual or hybrid learning environment.

Please contact APS's Student Initiative Coordinator, Allison Koelzer for hands-on support for the following items:

- Links or resources are broken in any of the *Let's Talk KC!* Inquiry Series documents The Inquiry Description, or the Remote Learning Toolkit
- There is a need for an account set up or log in credentials to access a recommended resource
- Support during your class period (virtual or in person) is needed

CONTACT APS FOR SUPPORT

Allison Koelzer, APS Student Initiative Coordinator
allison@americanpublicsquare.org | 913 286 8717

Let's Talk KC! REMOTE LEARNING TOOLKIT

Inquiry 1	Inquiry 2	Inquiry 3
Can You agree to disagree?	Is it true or is it "Fake News"?	Are you debating or deliberating?
How can I adapt this Inquiry to virtual learning?	Formative Performance Task	Formative Performance Task
Students will work collaboratively to create a classroom set of rules and protocols for engaging in civil discourse.	Students will identify a fake news post in the media (either false, misleading, or incomplete) and use the information from this inquiry to explain what kind of misinformation it is, why it is dangerous to society, and how they might stop its spread.	Students will be asked to work with a team of their peers to select a wicked topic of their own choosing. They must complete the worksheet provided so they can clearly explain the basic information of the topic they selected.
Recommended Online Learning tools for Inquiry #1	Recommended Online Learning tools for Inquiry #2	Recommended Online Learning tools for Inquiry #3
<ul style="list-style-type: none"> • Zoom or Google Meet for hosting the lesson • Mentimeter for Frayer Model Answers (Presentation Available upon request) • Flipgrid for Post-Inquiry Reflection 	<ul style="list-style-type: none"> • Zoom or Google Meet for hosting the lesson • Mentimeter for reviewing Inquiry #1 (Presentation Available upon request) • Mentimeter for the Poster (upon request) • Flipgrid for Post-Inquiry Reflection 	<ul style="list-style-type: none"> • Zoom or Google Meet for hosting the lesson • Mentimeter for reviewing Inquiry #2 (Presentation Available upon request) • Flipgrid for Post-Inquiry Reflection

**Featured sources and supplementary materials are provided via link. If a link is broken, we apologize in advance for the inconvenience. Please contact allison@americanpublicsquare.org to obtain any missing or inaccessible resources.*

Remote Learning Tools

This document is designed to serve as a toolkit for teaching APS’s 3 Part Learning Series: Let’s Talk KC in a virtual or hybrid environment. Each section below provides context for how the Recommended Online Learning tool could work in a real, classroom setting. Contact Allison Koelzer, APS’s Student Initiative Coordinator for assistance in adapting the Let’s Talk KC! Inquiries to your classroom’s needs and setting. Contact info is listed on the title page of this document.

See an additional list of reviewed and recommended tools for remote learning at Common Sense Education. <https://www.commonsense.org/education/top-picks/best-tools-for-virtual-and-distance-learning>

Free Search Engine to Best Practices for remote learning according to academia:

<https://arc.accesslex.org/bs-resources/3/>

Mentimeter



[Mentimeter](#) is an interactive presentation software that allows an educator to engage with students in an online or in person setting. Mentimeter gives multiple options for how to display student answers live as they are answered. This software is free and ideal for an online learning environment. See video example below to learn more about how to utilize Mentimeter in APS's Let's Talk KC! 3-part Learning Series.

VIDEO ON MENTIMETER USE WITH STUDENTS:

<https://www.youtube.com/watch?v=8ckjXGzOM-g>

Flipgrid



Flipgrid is a simple, free, and accessible video discussion experience for PreK to PhD educators, learners and families. Flipgrid can be used to enhance remote learning by providing students and educators to thoughtfully respond to questions using video or audio recording. Educators can create prompts, respond to student posts, and post their own responses.

Visit The [Flipgrid Remote Learning Blog](#) for more tips on how to utilize this platform in remote learning settings.

VIDEO FOR EDUCATOR INTRODUCTION TO FLIPGRID (start at 1:30):

<https://www.youtube.com/watch?v=aLzX13jw7bw>

VIDEO FOR STUDENT INTRODUCTION TO FLIPGRID:

<https://www.youtube.com/watch?v=gjmcxax9VV0>

What does Common Sense Education have to say about Flipgrid? Read their analysis and tips here:

<https://www.commonsense.org/education/website/flipgrid>

Hosting Platform Support for Remote or Hybrid Learning

Video Classroom Etiquette

- <https://education.depaul.edu/covid-19-resources/Pages/zoom-etiquette-for-students.aspx>

ZOOM

- [Tips and Tricks from Zoom](#) for navigating the remote learning classroom.
- Common Q&A for Educators using Zoom <https://blog.zoom.us/zoom-for-education-top-10-frequently-asked-questions/>
- Common Sense Education's Take on Zoom <https://www.commonsense.org/education/articles/teachers-essential-guide-to-zoom>

GOOGLE MEET

- <https://www.techlearning.com/how-to/6-tips-for-teaching-with-google-meet>
- *Google for Education Hub* <https://teachercenter.withgoogle.com/first-day-trainings/welcome-to-google-hangouts-meet>