

## **STEP FIVE: REFLECT**

### ***Students develop personal positions***

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***After listening to and participating in deliberative dialogues, each student will write her/his own personal position on the topic before deciding on a civic response.***

**Time needed**

45 – 60 minutes

**Classroom setup**

Regular seating

**Materials needed**

- Tools for writing a personal position (letter, speech, blog, etc.)

**Goal**

To have each student develop her/his own position on the topic.

**Objectives**

Each student will reflect deeply on multiple perspectives of the topic by considering the materials studied and the points offered by other students during the deliberative dialogues.

Each student will articulate her/his own position on the topic and support it by referencing the shared materials, points made in the deliberative dialogues, and details marked on her/his “Fact, Question, and Response Worksheet.”

Each student will analyze which values are apparent in her/his personal position.

**ACTIVITY:****Introduction**

1. Explain the goal and objectives of the activity, highlighting the importance of taking time to reflect on information from the shared materials, comments from peers, and personal observations on the multiple viewpoints in order to develop personal positions on the topic. Also emphasize the need to consider one’s values when weighing opinions on the topic.

**Tasks**

1. Identify two of the viewpoints and have students discuss which one, in her/his opinion, has the most appropriate response to the topic, providing explanations. Repeat with different option pairs.

2. Have individual students identify a viewpoint that she/he disagrees with and explain why.
3. Have students write reflective personal positions in their journals.

**Note:** *Students could also express personal positions in a blog or Facebook posting, class/school speech, research paper, letter to a Congressperson, Senator, Newspaper Editor, etc. The point is to practice articulating and backing up personal positions.*

4. Reinforce the concept that students should share their ideas and beliefs as members of a democratic society, that learning about and wrestling with different perspectives, reaching personal positions, and then voicing them is not only demonstrating responsible citizenship, but also necessary for effective democracy.
5. Invite some students to share their personal positions with the class (make this voluntary).
6. Discuss as a class how personal positions can be nuanced and complex, rather than like the more rigid perspectives of Step Two of the deliberation process.

#### **Assessment Tool**

None

#### **Conclusion**

1. Have each student examine her/his values cards to see which values are represented in her/his personal position and write these in her/his journal.
2. Going full circle - briefly discuss these questions as a class:
  - a. If your top ranking value card(s) changed as a result of this deliberation process, explain how and why. Compare to your *Step One: Define* value rankings in your journal.
  - b. What contextual or circumstantial factors (e.g., local, national, or international current events, such as war, famine, immigration, government policies, health issues, homelessness, etc.) might impact your top ranking value at any given time?
  - c. Is it reasonable that values change? Why or why not?

#### **Handout**

None

**Role of the Teacher**

During this step of the process, the teacher's role is to assist students in making sense of the differing perspectives related to the topic, particularly the many trade-offs related to each perspective. Once this is done, the teacher should then hold students accountable for developing their own positions. These positions should be supported by referencing the shared materials, deliberative dialogues, and personal observations and experiences.