

STEP SIX: ACT

Students participate in a civic response

After completing the steps in the deliberation process, students will explore, develop, and implement civic responses.

Time needed

45 – 60 minutes

Classroom setup

Regular seating or group seating

Materials needed

- Civic Response Worksheet

Goal

Have students act upon their personal positions.

Objectives

Students will develop a civic response(s) related to the topic.

Students will implement the civic response(s) they develop.

ACTIVITY:

Introduction

Explain the goal of this activity, reminding students that taking action based on personal positions is putting democracy in action, a very important component for effective democracies.

Tasks

1. Define what is meant by a civic response (taking some sort of social action).
2. Ask students to provide current and/or historical examples of civic responses which are local, national, or international in nature.
3. Provide examples to supplement the student-generated examples.
4. Brainstorm ideas for possible civic responses to the deliberation topic at hand that could be implemented by the students in the near term, as determined by the teacher.

Note: *The scope of civic responses should be such that they can be implemented within the time allotted for the curriculum unit of which this deliberation is a part.*

5. Allow students to work individually, in groups, or as a class to develop their civic response(s) using the “Civic Response Worksheet.”

Assessment Tool

Civic Response Worksheet

Conclusion

Have students share their civic response ideas with the class.

Handout (reproducible master copy)

Civic Response Worksheet (1 per student)

Role of the Teacher

Provide students with examples of civic outcomes (organizing a letter writing campaign or petition, blogging or other social networking, creating an informational video or piece of expressive art work for public display, leafleting Congress, preparing for and participating in public meetings, planning an event to create awareness and/or raise funds, volunteering at an organization, etc.). Allow plenty of class time for the development of their civic responses. Be encouraging of student ideas for action. Providing considerable support at this stage may be necessary (e.g., helping a would-be-volunteer student connect with a related community organization) because this is likely new territory for most students. This “nudge” from the teacher is often critical.

CIVIC RESPONSE WORKSHEET

Name: _____

Group members: _____

(if working in a group)

1. Describe the issue to which you are developing a civic response (it must relate to the topic that was studied).
2. Describe your civic response.
3. What sorts of challenges might you face in acting out/achieving your civic response?
4. What kind of support might help in acting out/achieving your civic response?
5. What will your first steps be?