

NDHS Student Engagement

Fostering Student Voice in the Classroom

Quick Facts

Freedom of speech is a right guaranteed by the 1st Amendment to the U.S. Constitution, but it has its limitations.

The following forms of speech are NOT protected by the 1st Amendment:

- slander
- libel
- hate speech
- clear & present danger



How we communicate has been deeply impacted by technology and social networking. This causes a gap in social skills.



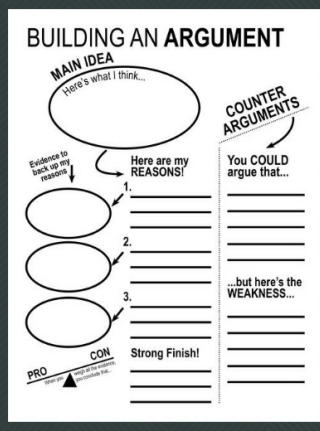
NEWS FLASH: Not everything you see on the internet is true.
People feel more emboldened to say things because they see it online and assume it is fact.

In 1967 the Supreme Court ruled that "students do not 'shed' their free-speech rights 'at the schoolhouse gate.'"
- Tinker vs. Des Moines

The Supreme Court case ruling in Tinker vs. Des Moines also noted that students have freedom of expression.
HOWEVER it cannot impede the learning of others.



Focus on Argumentative Writing

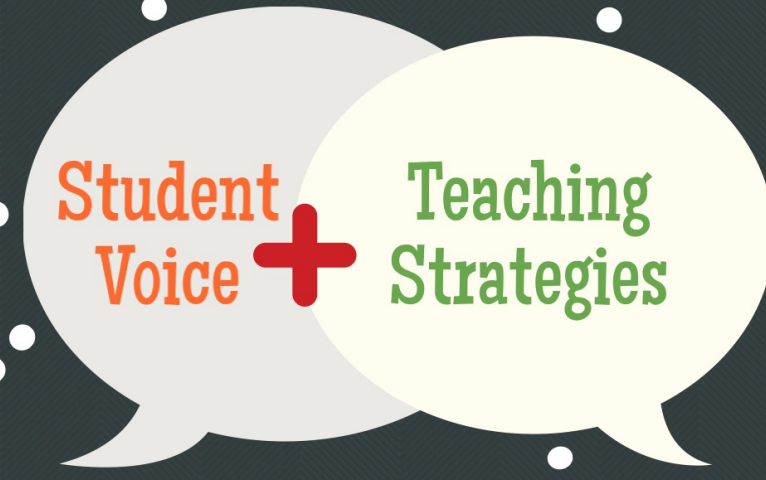


- Students have plenty of opinions, force them to establish an argument based on factual evidence.
- Graphic organizers are a great way to prepare for argumentative writing, or debate!
- Be certain to fact check and have completed citations to document sources.

Peer Review Interviews

- Have students fact check on another.
- Allow students to interview their peers and discuss counter arguments.
- Utilize question stems to keep conversation on topic.
- Use emojis to provide a reaction.

Give students options for the assignment format so they can amplify their strengths and take ownership!



Do not fear playing 'devils advocate'. This strategy can encourage students to consider other perspectives.

Infuse Current Events

- Students want to talk about what is going on...connect it to your content!
- Have a 1st period? Utilize Channel One to build in time for opinion writing.
- Have students identify the ripple effects of a news story (e.g. over time; local to global....)
- Spark the foundations for an organized debate.

Organized Debate

- A debate is...
- a regulated discussion of a proposition between two matched sides.
 - based on factual evidence to support one's argument.
- A debate is not...
- name-calling
 - yelling or talking over one another
 - solely opinion based

Tips & Tricks

- Establish a minimum requirement for the number and type of sources are needed.
- Utilize a point system to discourage unsupported claims. (e.g. deduct a point for an unsubstantiated claim)
- Assign students their argument to really help them see the other side of a topic they may not agree with.
- Stick to the format and time restrictions!

Round 1

- Team A Speaker 1 - 3-minute limit (make logical points for your side of the issue)
- Team B Speaker 1 - 3-minute limit (your opponent makes opposing points)
- Each side makes notes to prepare questions for the first Crossfire
- Timeout - 1 minute (Create the questions for the Crossfire)
- Crossfire (between A1 & B1) - 2-minute limit (use the questions you created from the Timeout)

Round 2 (Repeat the instructions for Round 1)

- Team A Speaker 2 - 3-minute limit
- Team B Speaker 2 - 3-minute limit
- Timeout - 1 minute
- Grand Crossfire (all speakers) - 3 minute limit

Round 3

- Timeout - 2 minutes (you and your partner should decide on the most important point for your side and any glaring weakness in your opponents' arguments)
- A2 Last Shot - 1 minute limit
- B2 Last Shot - 1 minute limit

Bloom's Taxonomy

Verbs

Identify	Evaluate	Collaborate
Examine	Plan	Develop
Explain	Question	Report
Distinguish	Support	Validate
Relate	Convince	Outline
Cite	Consider	Determine
Summarize	Conclude	Prove
Prepare	Debate	Appraise
Articulate	Persuade	Judge
Collect	Compile	Theorize

Observation Checklist

- Teacher's plans and preparation reflect familiarity with a wide range of effective pedagogical approaches in the discipline.
- Peer interaction occurred appropriately and successfully.
- Teacher successfully accommodates students' questions and interests.
- Student interactions are generally polite and respectful.

References & Recommendations Sources

Peer Review <http://blog.cengage.com/top-ten-tips-how-to-craft-effective-peer-review-questions/>

Debate Rubric www.niu.edu/facdev/_pdf/.../classroom_debate_rubric.pdf

Current Events http://learning.blogs.nytimes.com/2014/10/07/50-ways-to-teach-current-events/?_r=0

If you decide to give one of these activities or resources a try I am happy to help you plan, co-teach or simply provide informal feedback on a lesson.

HAVE FUN & SHARE!

