



Linking With School-Day Civics

Training to Go



Objectives



- Discuss ways to collaborate with school-day civics teachers and other staff.
- Gain strategies for building civics standards into out-of-school time.
- Help students build other school-day skills using civic learning and engagement projects.



Connecting With School-Day Civics

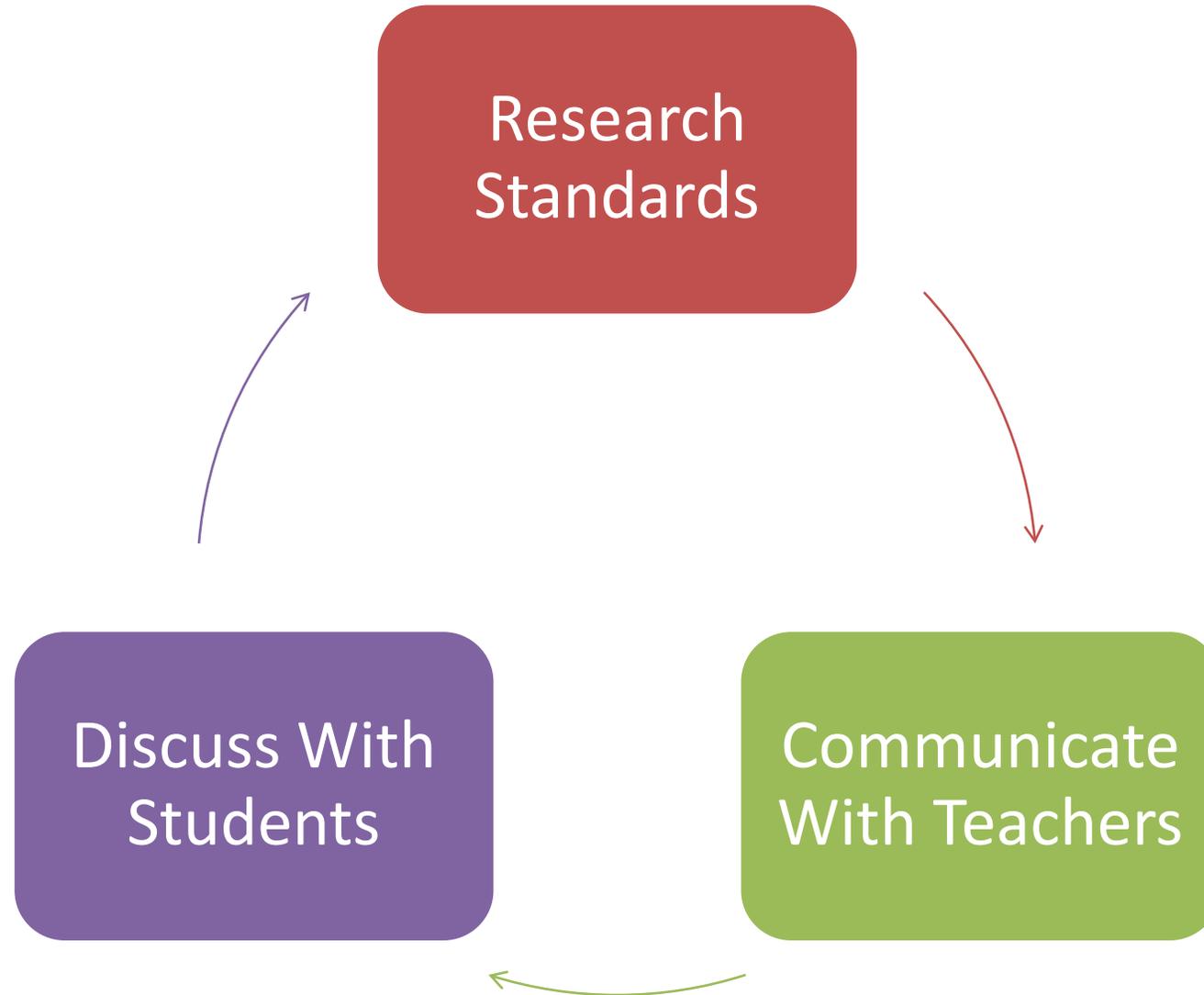


- Support and reinforce academic skills youth are learning during the school day.
- Tap youth interests and skills that may not be showcased during the school day.
- Connect with the assets of young peoples' families and social networks.



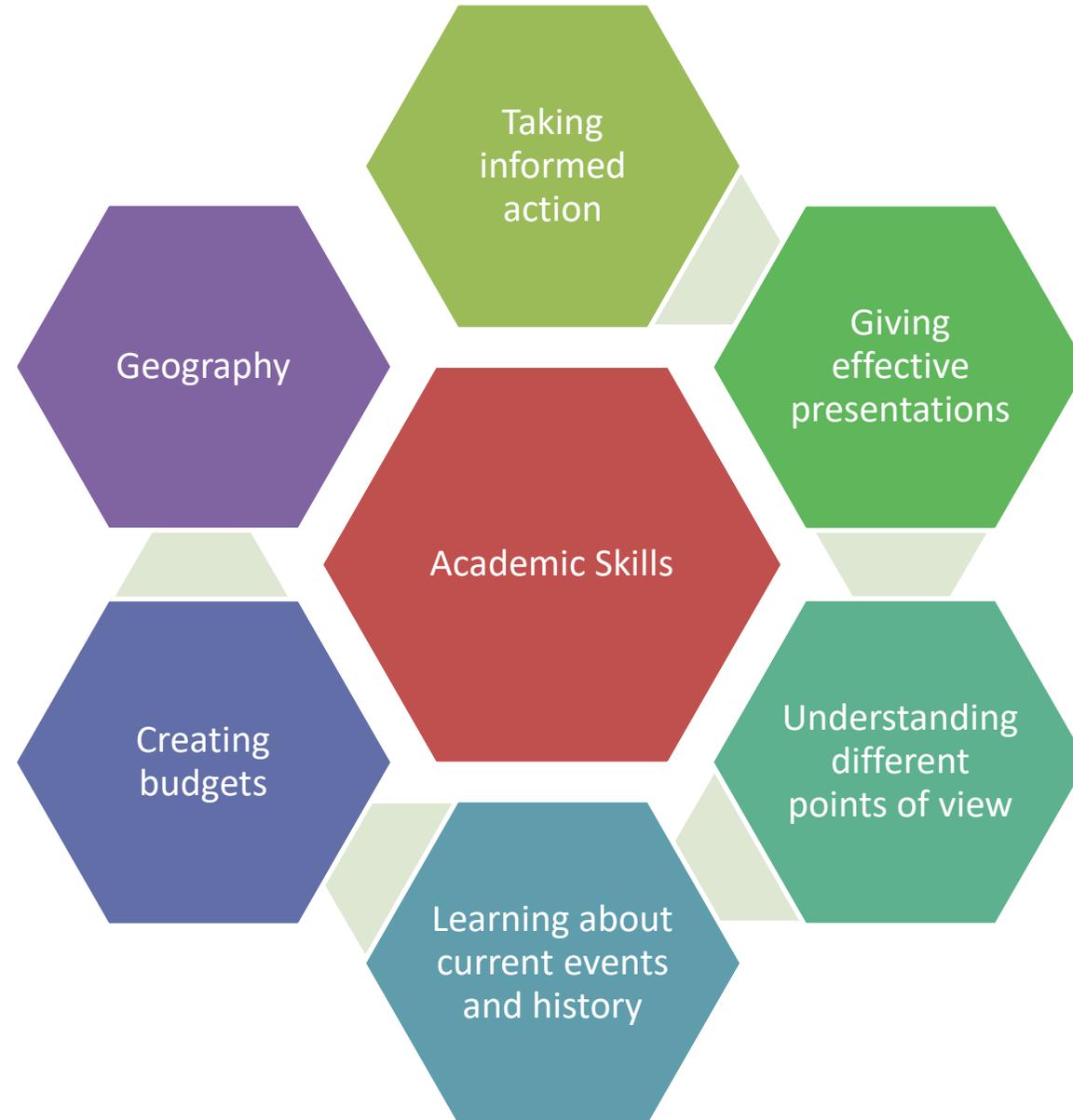


Looking at School-Day Civics





Reinforcing Other Academic Skills



Incorporating School-Day Civics Themes



Building School-Day Civics Into Out-of-School Time Projects

Checklist

- Meet with school-day instructional staff to learn about current or upcoming civics lessons.
- Obtain your state's social studies standards or frameworks and familiarize yourself with the document's civics requirements.
- Obtain civics texts or reading materials used during the school day.
- Participate in ongoing planning and collaboration sessions with school-day teachers.
- Plan civics projects and activities to complement school-day learning.
- Find teachers willing to review civics projects or activity plans.
- Provide teachers, principals and key administration with evidence of civics learning and achievement in afterschool.
- Other:

Use this checklist to gather information about school-day civics lessons. Then plan ways to complement (not replicate) the school-day learning by completing the chart below.



School-Day Lesson	Out-of-School Time Project
Topic: <i>Example: Environmental science lesson on water pollution.</i>	Project Driving Question: <i>Example: How can we identify what might be causing water pollution in the stream next to the school?</i>
Learning Standards Addressed: <i>Example: Identify human-made factors that affect water quality.</i>	Learning Standards Addressed: <i>Example: Walk the neighborhood and construct a map showing potential sources of pollution.</i>
Major classroom lesson or activity: <i>Example: Water-testing experiment to check for pollutants.</i>	Major project tasks or activities: <i>Example: Meet with the local River Keepers group or municipal water safety department to learn about possible actions the group may take to help reduce pollution in waterways; start a River Keepers club.</i>

The Democratic Process

- Form committees and clubs on different topics.
- Hold elections and debates on important decisions that affect the program.
- Have students work through conflicts with dialogue and deliberation.
- Seek opportunities to increase diversity and include multiple points of view.



Incorporating Multiple Viewpoints



Incorporating Multiple Viewpoints Checklist

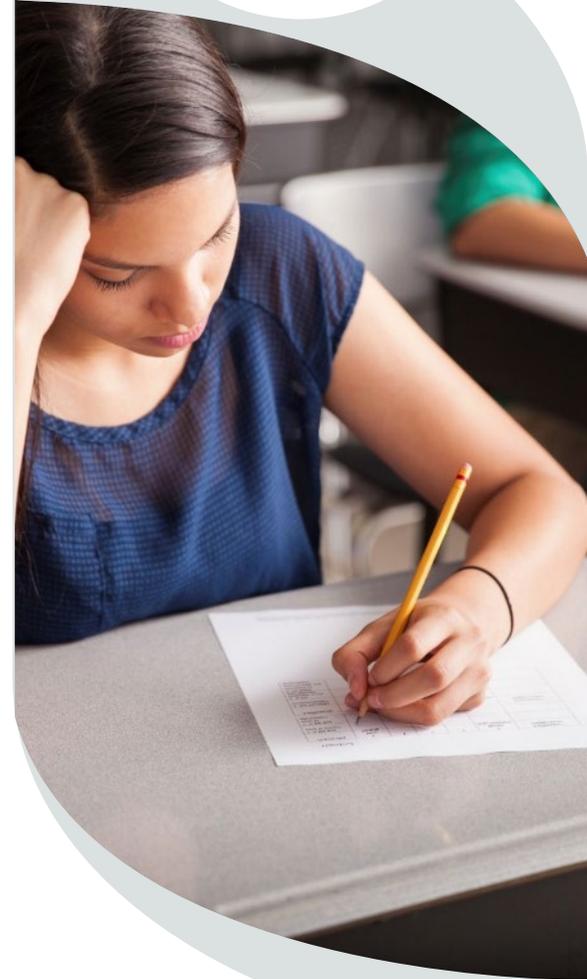
Use this checklist to help assess whether your program is supportive of multiple viewpoints and perspectives, and to help youth enrich their perspectives on critical issues while building communication skills.

Supportive Practice	Currently Doing	Will Consider Doing
Discussions and Debates (Speaking and Listening Skills)		
Establish a safe environment and set ground rules for respectful listening and discussions.		
Have students develop and sign a pledge regarding civil discourse and respectful conversations.		
Before a discussion, ask students to complete an anonymous survey to gather individual opinions and perspectives.		
As the facilitator, ask probing but nonjudgmental questions that explore the reasoning behind opinions or convictions.		
Use a combination of small- and large-group discussion formats.		
Allow for disagreement and grant equal time for those with opposing views.		
Assign students to different sides of a debate to ensure they consider opposing arguments.		
Have different students facilitate or moderate discussions over time.		
Other:		
Research and Investigation (Reading Skills)		
Have students research both sides of an issue and make a chart to compare positions.		
Have students read articles or media accounts of an issue and separate fact from opinion.		
Use articles or media accounts of an issue and ask students to identify the political orientation or possible bias of the author.		
Other:		

Tips for Success



- Establish ongoing communication with teachers and other school staff.
- Know school-day standards and activities.
- Discuss ways to collaborate with school events and special programs.
- Plan ahead.



Next Steps



- Meet with teachers or school administrators.
- Research state civics standards.
- Outline ways to incorporate the democratic process.

