

## **Conducting a Civil Conversation in the Classroom**

### **OVERVIEW**

Our pluralistic democracy is based on a set of common principles such as justice, equality, liberty. These general principles are often interpreted quite differently in specific situations by individuals. Controversial legal and policy issues, as they are discussed in the public arena, often lead to polarization, not understanding. This civil conversation activity offers an alternative. In this structured discussion method, under the guidance of a facilitator, participants are encouraged to engage intellectually with challenging materials, gain insight about their own point of view and strive for a shared understanding of issues.

### **OBJECTIVES**

1. Gain a deeper understanding of a controversial issue.
2. Identify common ground among differing views.
3. Develop speaking, listening, and analytical skills.

### **FORMAT OPTIONS**

1. Conversations for classroom purposes should have a time limit generally ranging from 15 to 45 minutes and an additional five minutes to reflect on the effectiveness of the conversations. If all students have not participated, the reflection time is an opportunity to ask those who have not spoken to comment on the things they heard. Ask them who said something that gave them a new insight that they agreed with, or disagreed with.
2. A large-group conversation requires that all students sit in a circle or, if the group is too large, pair the students so that there is an inner and outer circle with students able to move back and forth into the inner circle if they have something to add.
3. Small-group conversation can be structured either with a small group discussing in the middle of the class “fish bowl” style or simultaneously with different leaders in each group.

### **PREPARATION**

You will need one copy of **Handout Q** and **Handout R** for each student.

## PROCEDURE

- A. Introduction:** Briefly overview the purpose and rational of the Civil Conversation activity. Distribute copies of **Handout Q—Rules for a Civil Conversation**. Review them with the class. Also tell students to keep their copies for future reference.
- B. Reading Guide:** Review, select, and refer students to one of the Civil Conversations in the text. Distribute copies of **Handout R—Civil Conversation Reading Guide** and, working in pairs, have students complete the reading by following the instructions and responding to the questions in the guide.
- C. Conducting the Activity**

**Step 1.** Select one of the formats and time frames from above and arrange the class accordingly.

**Step 2.** If selecting the large-group format, the teacher leads the discussion using the procedures from below. If using a small-group format, write the following procedures on the board and review them with the class. Then select co-conversation leaders for each group.

## LEADERS' INSTRUCTIONS

- Begin the conversation, by asking every member of the group to respond to questions 3 and 4 of the Reading Guide. Members should not just repeat what others say.
- Then ask the entire group to respond to question 5 and jot down the issues raised.
- Continue the conversation by discussing the questions raised.

**Step 3.** Debrief the activity by having the class reflect on the effectiveness of the conversation. Begin by asking students to return to the Reading Guide and answer questions 6 and 7. Then ask:

- What did you learn from Civil Conversation?
- What common ground did you find with other members of the group?

Then ask students who were not active in the conversation to comment on the things they learned or observed. Conclude the debriefing by asking all participants to suggest ways in which the conversation could be improved. If appropriate, have students add the suggestions to their list of conversation rules.

# Civil Conversations

## Rules for Civil Conversations

- (1) Read the text as if it were written by someone you really respected.
- (2) Everyone in the conversation group should participate in the conversation.
- (3) Listen carefully to what others are saying.
- (4) Ask clarifying questions if you do not understand a point raised.
- (5) Be respectful of what others are saying.
- (6) Refer to the text to support your ideas.
- (7) Focus on ideas, not personalities.

## Civil Conversation Reading Guide

Reading: \_\_\_\_\_

Read through the entire selection without stopping to think about any particular section. Pay attention to your first impression as to what the reading is about. Look for the main points, and then go back and re-read it. Briefly answer the following questions.

- 1) This selection is about \_\_\_\_\_
- 2) The main points are:
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
- 3) In the reading, I agree with \_\_\_\_\_  
\_\_\_\_\_
- 4) I disagree with \_\_\_\_\_  
\_\_\_\_\_
- 5) What are two questions about this reading that you think need to be discussed? (The best questions are ones that have no simple answers, ones that can use materials in the text as evidence.)  
*The next two questions should be answered after you hold your civil conversation.*
- 6) What did you learn from the civil conversation? \_\_\_\_\_  
\_\_\_\_\_
- 7) What common ground did you find with other members of the group? \_\_\_\_\_  
\_\_\_\_\_