

# Deliberation Steps



## 1. Introduction

## 2. Careful Reading of Text

## 3. Clarification

## 4. Presentation of Positions

## 5. Reversal of Positions

## 6. Free Discussion

## 7. Whole Class Debrief

## 8. Student Reflection

- Explain deliberation
- Differentiate from debate
- Emphasize importance of deliberation as democratic skill
- Review *Deliberation Guide* [Handout 1]

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- Students read text individually or in small groups
- Students select at least three interesting facts or ideas from text using ***Deliberation Notes*** [Handout 2]

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- Check for understanding of text
- Clarify any unfamiliar terms or concepts
- Ensure students understand the deliberation question

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- Divide students into groups of 4, made of two pairs (Team A & B)
- Each team is assigned a position
- Team A finds at least 2 reasons to say YES to the question and Team B finds at least 2 reasons to say NO
- Each team teaches the other team their most compelling reasons

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- Team A & B switch positions
- Team B finds reasons to say YES and Team A finds reasons to say NO
- Each team teaches the most compelling reason they heard from the other team and adds one more reason

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- Students drop assigned roles
- Students deliberate the topic in their small groups
- Each student reaches a personal decision based on evidence and logic
- Group makes a decision about the deliberation question and identifies areas of agreement

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- Teacher leads class in discussion to gain deeper insight into the question, democracy, and deliberation
- Whole class makes a decision about the deliberation question [vote, poll, human graph, etc.]

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- Students complete the *Deliberation Reflection* [Handout 3]
- Teacher can use this information to assess student skill development