



National Service—Lesson Plan

Student Outcomes

At the conclusion of this lesson, students will be able to:

- Define *mandatory national service* and distinguish between military and civilian service.
- Explain how national service is related to citizenship.
- List at least three reasons to support and three reasons to oppose mandatory national service.
- Differentiate between mandatory and voluntary national service programs.
- Compile new ideas for increasing citizen participation in their democracy.
- Identify areas of agreement and disagreement with other students.
- Reach a decision, individually and collectively, on the deliberation issue using evidence and sound reasoning.
- Explain the importance of deliberating this question in a democratic society.

Question for Deliberation

Should all citizens in our democracy participate in one year of mandatory national service?

Topic Materials

- Reading
- Glossary—Supplemental Handout
- Military Service: Four Perspectives—Supplemental Handout
- Civilian Service: Two Proposals—Supplemental Handout
- Selected Resources

Deliberation Materials

- Deliberation Procedures
- Handout 1—Deliberation Guide
- Handout 2—Deliberation Notes
- Handout 3—Deliberation Reflection



National Service—Reading

Should all citizens in our democracy participate in one year of mandatory national service?

1 “Ask not what your country can do for you—ask what you can do for your country.” John F.
2 Kennedy spoke these words in his first U.S. presidential address. More than 50 years later,
3 democratic societies around the world still value Kennedy’s call to service.¹

4 In 2005, the President of Brazil, Luiz Inácio Lula da Silva, echoed Kennedy’s sentiment. He
5 said, “In regards to political participation, it is extremely important that young people begin to
6 practice it, as the future belongs to you. It is in your hands to build soon a better society than we
7 have today.”²

8 Many people agree that serving one’s country is important. They also want to be free to make
9 their own choices. In democratic countries, people try to find the right balance between
10 individual liberty and the *common good*.³ They often deliberate whether mandatory *national*
11 *service* fits that balance. Should national service be voluntary or *mandatory*?

What Is Mandatory National Service?

13 When national service is mandatory, all citizens are required to take part in a program
14 sponsored by the government. This kind of program sometimes addresses a public need, such as
15 defense. In other cases, it addresses a public problem, such as poverty. Citizens usually serve
16 full-time from a few months to one or more years.

17 In return for their service, citizens often receive basic support from the government. This
18 support can be housing, food, clothing, or a small *stipend*. Sometimes governments provide
19 service awards or scholarships.

20 There are two basic forms of mandatory national service: military and civilian. A country
21 may require one or both types of service.

22 **Mandatory National Service: Military and Civilian**

23 Military *conscription* means required military service for adult citizens. It is one of the oldest
24 forms of mandatory service. The time of service can range from a few months (Switzerland) to
25 three years (Israel).⁴

26 Many democratic countries, such as Brazil, Colombia, South Korea, Switzerland, and
27 Turkey, require men to join the military at age 18. In some countries all men are required to join.
28 In others, young men are selected to serve by a lottery system. Israel requires both men and
29 women to serve. In recent decades, many democracies, such as Germany, Italy, and Sweden have
30 ended military conscription. They no longer have a need for so many recruits. Now, their
31 militaries are made up of volunteers.

32 Most countries with military conscription also provide the option of required *civilian* service.
33 Civilian service is available to women and others who are not eligible for military service. In
34 Egypt, for example, female high school graduates serve their country by helping children learn to
35 read.

36 Civilian service can be a substitute for military service. Some people object to serving in the
37 military for moral or religious reasons. In Brazil and the Philippines, young people who object to
38 military service can choose to serve in a community service program instead.⁵

39 Many countries connect mandatory national service to education. For example, high school
40 students in Honduras must perform 100 hours of community service each year. They must
41 complete their service in order to graduate. In Mexico, university students must perform at least
42 480 hours of community service to get a degree. Many countries require students preparing to

43 become doctors or lawyers to serve poor communities for one year. They must do so before the
44 government will grant them a professional license.

45 Students serve in a variety of fields. Some help reduce poverty. They might build homes for
46 the poor or educate rural children. Others work on projects to protect human rights or save the
47 environment. In Nicaragua, for example, students work on projects to help stop deforestation.
48 Many others work in health care. They might give vaccines to poor children or teach people how
49 to prevent the spread of HIV/AIDs. In some countries, students choose the work they do. In
50 others, the government assigns students to an area of need.⁶

51 In some countries, national service is completely voluntary. In the United States of
52 America, for example, people can choose to volunteer for national service programs like
53 AmeriCorps. Participants serve in different areas such as education or the environment. Others
54 help with disaster relief and public safety. In exchange for a year of full-time service,
55 AmeriCorps volunteers receive an education award. They can use the award to help pay for
56 college or other training.

57 Although service is not mandatory in the United States of America, the government
58 encourages it. In 2009, U.S. President Barack Obama called on all U.S. citizens to “stand up and
59 play [their] part.” He also signed the “Serve America Act.” This law will triple the number of
60 service positions available through AmeriCorps by 2017.

61 **Mandatory National Service: Supporters and Opponents**

62 Supporters of mandatory national service believe that service is a basic duty of all citizens.
63 They argue that service is similar to the legally obligated duties of *citizenship*. These may
64 include paying taxes, sending children to school, and serving on a jury.

65 Supporters also say that mandatory national service helps preserve democracy. Studies show
66 that there is a positive “link between service to others and democratic practices.”⁷ In addition, it
67 teaches citizens about their rights and responsibilities. It can also encourage people to take part in
68 politics.⁸ Active civic participation is the key to a thriving democracy.

69 Supporters also believe mandatory national service forms a strong national identity. It gives
70 citizens a chance to work together for a common goal. Service fosters responsibility towards
71 others and loyalty to country.

72 Mandatory national service benefits those who serve. Supporters claim that serving builds
73 self-esteem. It also develops work skills. These skills give people a chance for *upward mobility*
74 in society. They say these opportunities make young people less likely to become delinquents.

75 Supporters also argue that people who serve enjoy certain health and education benefits.
76 They tend to be happier and live longer than those who do not serve.⁹ Research shows that young
77 people who serve their communities are more likely to do better in school. They are also more
78 likely to avoid risky behaviors, such as drinking, smoking, drug abuse, and promiscuity.¹⁰ With
79 mandatory service, more people reap these benefits.

80 Mandatory national service builds a strong workforce. Through service, large numbers of
81 citizens learn skills to address community problems. Thus, the nation will benefit. Many
82 countries rely on national service to meet needs in poor and rural communities. Without it, some
83 communities would not have enough teachers, doctors, police officers, or disaster responders. In
84 addition, studies show that people who participate in national service programs take active roles
85 in their own communities. They are also more likely to choose a career in public service.¹¹

86 Opponents of mandatory national service may agree that service is important. They argue,
87 however, that requiring it violates the right of individuals to make their own choices. They

88 believe national service should be voluntary.

89 Many people oppose mandatory national service because they fear governments will use
90 service programs to teach political ideas.¹² They point out that leaders can use citizens'
91 allegiance to country to promote allegiance to a specific party or leader. Mandatory military or
92 civilian service can develop obedience to the state.

93 Critics also say that mandatory national service is inefficient and costly. In some countries,
94 young men see required military service as a waste of time. They often spend many months away
95 from home at military training camps. After the initial training period, they do not have much to
96 do. Before mandatory military service was abolished in Germany, conscripts said they spent a lot
97 of time looking for ways to fight boredom.¹³ In addition, providing scholarships and stipends for
98 civilian service programs is very expensive. Critics say this takes money away from more
99 efficient charities and non-governmental organizations. Opponents believe these private groups
100 serve the people's interests better than the government.¹⁴

101 They also argue that government-sponsored service programs breed *corruption*. Wealthy
102 young people may have the option to use family connections and wealth to get out of national
103 service requirements. Poor people have no choice. Corruption leads to unfairness in both military
104 and civilian service programs.¹⁵

105 Opponents also believe that mandatory service devalues the work of volunteers.¹⁶ People
106 who are forced to serve in places they do not want to be and do things they do not want to do are
107 less likely to do meaningful work. They will only do the bare minimum to fulfill requirements.¹⁷
108 Opponents believe national service should be done by volunteers who serve out of a love for
109 their country. They say volunteers are more responsible and truly want to help. Opponents argue
110 that people who are forced to serve are less likely to experience the same health benefits as

111 volunteers.

112 Mandatory service, they say, violates the democratic principle of limited government. It
113 infringes upon the right of individuals to decide if and how they serve their country. Critics
114 believe civic responsibility must be inspired. It cannot be forced. Requiring people to do
115 something against their will to learn about democracy is hypocritical.

116 Government and citizens in a democracy must decide the best ways to meet community
117 needs. They must also decide how to develop a sense of national unity. Whether mandatory
118 national service is a useful tool in those efforts is a subject for deliberation.

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- ¹ Max Atkinson, “JFK’s Inaugural Speech: Six Secrets of His Success,” *BBC News* (January 18, 2011), <http://www.bbc.co.uk/news/world-us-canada-12215248?print=true> (accessed June 02, 2011).
 - ² “Some Quotes in Support of Our Work” (Brooklyn, NY: Global Youth Action Network) <http://www.youthlink.org/gyanv5/quotes.htm> (accessed June 16, 2011).
 - ³ “Should a Year of National Service Be Required for All Americans?” (Philadelphia, PA: The National Constitution Center, March 18, 2010), <http://www.constitutioncenter.org/Files/national-service-thw.pdf> (accessed May 26, 2011).
 - ⁴ “Military Conscription,” Nation Master, http://www.nationmaster.com/graph/mil_con-military-conscription (accessed May 19, 2011).
 - ⁵ Edward Metz, Brett Alessi, Susan Stroud, et al., “Policy Scan: An Exploratory Study of National Youth Service Policy in 19 Countries in Latin America and the Caribbean,” in Helene Perold and Maria N. Tapia, eds., *Service Enquiry: Civic Service and Volunteering in Latin America and the Caribbean*, vol. 2, (Buenos Aires: Centro Latinoamericano de Aprendizaje y Servicio Solidario; Johannesburg: Volunteer and Service Enquiry Southern Africa; St. Louis, MO: Washington University, The Center for Social Development; Washington, DC: Innovations in Civic Participation, 2008), www.service-enquiry.org.za (accessed May 19, 2011).
 - ⁶ Edward Metz et al.
 - ⁷ Peter Frumkin et al., *Inside National Service: AmeriCorps Impact on Participants* (Austin, TX: RGK Center for Philanthropy and Community Service), <http://www.rgkcenter.org/sites/default/files/file/research/JPAMNationalServicePaper.pdf> (accessed June 16, 2011).
 - ⁸ William Galston, “Compulsory National Service Would Strengthen American Citizenship,” *U.S. News & World Report* (October 19, 2010), <http://www.usnews.com/opinion/articles/2010/10/19/compulsory-national-service-would-strengthen-american-citizenship> (accessed May 19, 2011).
 - ⁹ “Issue Brief on ‘The Health Benefits of Volunteering: A Review of Recent Research’” (Washington, DC: Corporation for National & Community Service, April 2007), http://www.nationalservice.gov/pdf/07_0506_hbr_brief.pdf (accessed May 19, 2011).
 - ¹⁰ “Issue Brief on ‘Leveling the Path to Participation: Volunteering and Civic Engagement Among Youth From Disadvantaged Circumstances’” (Washington, DC: Corporation for National and Community Service, March 2007), http://www.nationalservice.gov/pdf/07_0328_disadvantaged_youth.pdf (accessed May 19, 2011).
 - ¹¹ “Still Serving: Measuring the Eight-Year Impact of AmeriCorps on Alumni” (Washington, DC: Corporation for National and Community Service, 2008), http://www.nationalservice.gov/about/role_impact/performance_research.asp#AC_LONG_2008 (accessed May 26, 2011).
 - ¹² Joseph Watson, “House Passes Mandatory National Service Bill,” *Prison Planet TV* (March 19, 2011), <http://www.infowars.com/house-passes-mandatory-national-service-bill> (accessed May 5, 2011).
 - ¹³ Michael Fröhlingdorf, Sven Röbel, and Christoph Scheuermann, “Killing Time for Conscripts, German Military Service Is Battle against Boredom,” *Spiegel Online* (June 24, 2010), <http://www.spiegel.de/international/germany/0,1518,702665-2,00.html> (accessed June 3, 2011).

¹⁴ Matthew Spalding, “Compulsory National Service Would Undermine the American Character,” *US News & World Report* (October 19, 2010), <http://www.usnews.com/opinion/articles/2010/10/19/compulsory-national-service-would-undermine-the-american-character> (accessed May 4, 2011).

¹⁵ *El Servicio Militar en Colombia: Inequidad, Corrupción y Propuesta para su Reforma* (Bogota, D.C., Colombia: Fundación Seguridad y Democracia, 2002).

¹⁶ Matthew Spalding.

¹⁷ Edward Metz et al.



National Service—Glossary

Citizenship: Status as a legal member of a nation entitled to the attendant rights and responsibilities.

Civilian: A person not on active duty in the military.

Common good: The general health, happiness, prosperity, and well-being of a group of people.

Conscription: The requirement that all adults, usually men, serve in the military when they reach a certain age.

Corruption: Dishonest or illegal behavior by government officials. Corruption can create unfair advantages for some people.

Mandatory: Required by law or rules.

National service: The act of working on behalf of one's country to help make it a better place.

Stipend: A small amount of money paid to someone for their service, usually only enough to cover basic expenses such as food and housing.

Upward mobility: The ability to move into a higher social or economic situation.



National Service—Military Service: Four Perspectives

Perspective #1: U.S. Congressman Charles Rangel

...[As] a combat veteran of the Korean conflict, I believe that if we are going to send our children to war, the governing principle must be that of shared sacrifice. Throughout much of our history, Americans have been asked to shoulder the burden of war equally.

That's why I will ask Congress next week to consider and support legislation I will introduce to resume the military draft. ...Service in our nation's armed forces is no longer a common experience. A disproportionate number of the poor and members of minority groups make up the enlisted ranks of the military, while the most privileged Americans are underrepresented or absent.

We need to return to the tradition of the citizen soldier – with alternative national service required for those who cannot serve because of physical limitations or reasons of conscience....

The [Bush] administration has yet to address the question of whether our military is of sufficient strength and size to meet present and future commitments. Those who would lead us into war have the obligation to support an all-out mobilization of Americans for the war effort, including mandatory national service that asks something of us all.

Charles B. Rangel, "Bring Back the Draft," (op-ed), *The New York Times* (December 31, 2002), <http://www.nytimes.com/2002/12/31/opinion/bring-back-the-draft.html> (accessed June 3, 2011).

Perspective #2: A German View

If one types the words "Bundeswehr" [mandatory military service] and "Langeweile" ("boredom") into the video platform YouTube....the videos that appear depict German recruits doing battle with their biggest enemy: boredom....In one video, a soldier wearing a camouflage uniform and a gas mask dances to techno music, using a broom as his dancing partner. In another film, soldiers play the game of "bed tipping," which involves tipping one of their comrades off his mattress. There is the Bundeswehr Twist, in which recruits in camouflage, steel helmets and gas masks dance the day away, and then there is the film in which men sitting in their room use tape to remove body hair from each other's thighs....One three-minute video shows a soldier sitting on a chair. He is so tired that he can hardly keep his eyes open. He is a comic and sad-looking figure, but also a wonderful allegory for the complete absurdity of compulsory military service. Naturally, there are also plenty of videos that show soldiers drinking and vomiting....

Michael Fröhlingsdorf, Sven Röbel, and Christoph Scheuermann, "Killing Time for Conscripts, German Military Service Is Battle against Boredom," *Spiegel Online* (June 24, 2010), <http://www.spiegel.de/international/germany/0,1518,702665-2,00.html> (accessed June 3, 2011).

Perspective #3: Ari Bussell on the Israeli Defense Forces (IDF)

The IDF is a singular pivotal point in a young person's life. Mandatory military service in the IDF creates a thinking, responsible citizen who has paid dues to society and is ready to assume a different role as an adult. In the United States, a youngster attends four years of college following high school graduation. Compare the person with a Bachelor's degree with the person who finished military service, and you will find the latter more reliable, more responsible, with more practical abilities to face life....The IDF is Israel's future, for it enables Israel to focus on innovation and creativity, to flourish and thrive, to grow and succeed in the harshest of environments (climate, lack of resources, human enemies, etc.)....The IDF is the cement, the building blocks, the embodiment of past, present and future of Israel....Israeli society provides an inspiring example how to turn a terrible necessity one of having to protect oneself for one's continued existence into a benefit to the society at large, educating, preparing the individual for a meaningful life and letting one know that with rights come obligations.

Ari Bussell, "Mandatory Military Service Works in Israel," *NewsBlaz* (November 26, 2009), <http://newsblaze.com/story/20091126072145zzzz.nb/topstory.html> (accessed June 3, 2011).

Perspective #4: The Story of a Young Colombian

Juan Diego Agudelo is a young campesino [peasant] in the municipality of Andes, a few hours southwest of Medellin. He works on a farm to help support his parents and two little sisters; his father's income as a day-laborer is not enough to feed the whole family. On 5 September 2010, Juan Diego Agudelo was grocery-shopping for his family in town when soldiers came up to him and asked for his papers. When he told them he did not have his military service booklet, he was pushed into a truck and taken to the 11th battalion of the 4th Brigade. They took away his identification and have still not returned it to him.

In Juan Diego Agudelo's words, "Since that day I have been in the base against my will, because I do not want to perform obligatory military service. In the first place, because my moral principles don't let me participate in the war and so I do not want to be part of any army or armed force. And second, because my highest priorities are my family, which needs me to continue to work, and to continue my high school studies, which I had to temporarily suspend because of the economic difficulties in my family...."

"COLOMBIA: Conscientious Objector Juan Diego Agudelo Recruited by Force" (London, UK: War Resisters International, October 26, 2010), <http://www.wri-irg.org/es/node/11482> (accessed June 3, 2011).



National Service—Civilian Service: Two Proposals

Venezuela

Venezuela's congress unanimously backed a law requiring two years of monthly community service by all citizens, as President Hugo Chavez expands his plans for “21st Century socialism” to create new grassroots groups.

The law, which aims “to generate a culture capable of putting the collective before the individual,” would have every person between the ages of 15 and 50 work a minimum of five hours a month over two years at schools, parks, job centers and housing projects, the National Assembly said in a statement. After college, students would serve a full, post-graduate year.

“Venezuelans are realizing a lot of people need help to get out of some of the tough situations they're stuck in,” said Angela Antakly, 35, a Caracas attorney who said she volunteers for environmental groups and gives legal advice in poor neighborhoods. “This won't be the only thing that makes people step up, but it reflects an awareness that has been missing,” she said.....

Citizens who fail to participate would face fines, to be deducted from paychecks or charged in the form of additional service hours. Non-complying institutions could be fined at 20 times that rate. Penalties, collected by the national tax agency, would fund future social service programs.

Theresa Bradley, “Venezuelan Lawmakers Pass Mandatory Community Service (Update2),” *Bloomberg* (December 15, 2006), http://www.bloomberg.com/apps/news?pid=newsarchive&sid=aQNGUTqERrXM&refer=latin_america (accessed June 3, 2011).

The United States of America

It's time for a real Patriot Act that brings out the patriot in all of us. We propose universal civilian service for every young American. Under this plan, all Americans between the ages of eighteen and twenty-five will be asked to serve their country by going through three months of basic training, civil defense preparation and community service.

This is not a draft....It's not military either. We're not asking young people to be soldiers, but to be citizens – ready to respond to the nation's needs here at home....

Here's how it would work. Young people will know that between the ages of eighteen and twenty-five, the nation will enlist them for three months of civilian service. They'll be asked to report for three months of basic civil defense training in their state or community, where they will learn what to do in the event of biochemical, nuclear or conventional attack; how to assist others in an evacuation; how to respond when a levee breaks or we're hit by a natural disaster. These young people will be available to address their communities' most pressing needs.

Rahm Emanuel and Bruce Reed, *The Plan: Big Ideas for America* (New York: Public Affairs, 2006), 61-62.



National Service—Selected Resources

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- “Buscan que Ley de Voluntariado ‘no sustituya a la mano de obra,’” *La República (LR) 21*, year 12, no. 56645 (April 27, 2011), <http://www.larepublica.com.uy/comunidad/449413-buscan-que-ley-de-voluntariado-no-sustituya-a-la-mano-de-obra> (accessed June 06, 2011).
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- Kinsley, Michael, “National Service? Puh-lease,” *Time Magazine* (August 30, 2007), <http://www.time.com/time/nation/article/0,8599,1658698,00.html> (accessed May 16, 2011).
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- “Quince posibles argumentos a favor del servicio militar obligatorio,” *Fundación Presencia*, Cra. 15, No. 82-58, Of. 503.



Deliberation Procedures

PART I (In class the day before)

1. **Introduction.** Teachers review the meaning of deliberation, the reasons for deliberating, and the rules for deliberation. (Handout #1)

PART II (approximately 30 minutes)

2. **Careful Reading of the Text.** Students read the text individually, in small groups of 4 or as a whole class in order to reach a common understanding of the reading. If students do not understand the reading, the deliberation will not be successful. As a whole class or in their small groups, students agree on at least three interesting facts and/or ideas. (Handout #2).

Note on Supplemental Resources. Each deliberation includes both a basic reading and one or more supplemental resources. Supplemental resources may be a graph, a political cartoon or image, a glossary, a page of expert quotes, or a primary source or independent news story. These supplemental resources are optional materials that can be used to provoke discussion and critical thinking. These materials may be used by teachers as part of the lesson—as part of the *Introduction (Step 1)*, *Careful Reading of the Text (Step 2)*, *Presentation of Positions (Step 4)*, *Reversal of Positions (Step 5)*, or *Reflection (Step 8)*. Teachers can use these materials to differentiate instruction with some or all the students in class. Supplemental resources also can add depth or enrich the deliberation.

3. **Clarification.** After checking for understanding of the terms and content, the teacher makes sure students understand the deliberation question. (Handout #2)
4. **Presentation of Positions.** Students work in small groups of 4 divided into pairs (A & B). Each pair is assigned a position. The position of the A's is to find at least two compelling reasons to say YES to the deliberation question. The position of the B's is to find at least two compelling reasons to say NO to the deliberation question. A's teach B's at least two reasons to say YES to the deliberation question. B's teach A's at least two reasons to say NO to the deliberation question. (Handout #2)
5. **Reversal of Positions.** The pairs reverse positions. The B pair now adopts the position to say YES to the deliberation question; the A pair adopts the position to say NO to the deliberation question. The A's & B's should select the best reason they heard from the other pair and add at least one additional compelling reason from the reading to support their new position. (Handout #2)

PART III (approximately 15-20 minutes)

6. **Free Discussion.** Students drop their assigned roles and deliberate the question in their small groups. Each student reaches a personal decision based on evidence and logic.



PART IV (approximately 10-15 minutes)

- 7. Whole Class Debrief.** The teacher leads the whole class in a discussion to gain a deeper understanding of the question, democracy, and deliberation.
- What were the most compelling reasons for each side? What were the areas of agreement? What questions do you still have? Where can you get more information?
 - What is your position? (Poll the class on the deliberation question.) In what ways, if any, did your position change?
 - Is there an alternative policy that might address the problem more effectively? What, if anything, might you or your class do to address this problem?
 - What principles of democracy were inherent in this discussion? Why might deliberating this issue be important in a democracy?
 - Add other questions relevant to your curriculum.

PART V (15-30 minutes either in class or for homework)

- 8. Student Reflection.** Students complete the reflection form either at the end of class or for homework. (Handout #3)



Handout 1—Deliberation Guide

What Is Deliberation?

Deliberation is the focused exchange of ideas and the analysis of multiple views with the aim of making a personal decision and finding areas of agreement within a group.

Why Are We Deliberating?

People must be able and willing to express and exchange ideas among themselves, with community leaders, and with their representatives in government. People and public officials in a democracy need skills and opportunities to engage in civil public discussion of controversial issues in order to make informed policy decisions. Deliberation requires keeping an open mind, as this skill enables people to reconsider a decision based on new information or changing circumstances.

What Are the Rules for Deliberation?

- Read the material carefully.
- Focus on the deliberation question.
- Listen carefully to what others are saying.
- Understand and analyze what others are saying.
- Speak and encourage others to speak.
- Refer to the reading to support your ideas.
- Use relevant background knowledge, including life experiences, in a logical way.
- Remain engaged and respectful when controversy arises.



Handout 2—Deliberation Notes

The Deliberation Question:

Review the reading and in your group determine at least three of the most important facts and/or interesting ideas. Ask about any terms that are unclear.

Reasons to Support the Question - YES	Reasons to Oppose the Question - NO



Handout 3—Deliberation Reflection

What I think:

1. What did I decide and why? Did I support or oppose or have a new idea?

2. What did someone else say or do that was particularly helpful?

3. What, if anything, could I do to address the problem?

What we think:

1. What did we agree on?

2. What, if anything, could we do to address the problem?

Rate yourself and the group on how well the rules for deliberation were followed:

(1 = not well, 2 = well, 3 = very well)

	Me	Group
Read the material carefully.		
Focused on the deliberation question.		
Listened carefully to what others said.		
Understood and analyzed what others said.		
Spoke and encouraged others to speak.		
Referred to the reading to support ideas.		
Used relevant background knowledge and life experiences in a logical way.		
Remained engaged and respectful when controversy arose.		

1. What can I do to improve my deliberation skills?

2. What can the group do to improve the deliberation?