

**Topic: Lesson Planning**

**CHECKLIST: Current Events**

How to do something/Teacher use

	✓
<b>The teacher lists goals for the current event lesson/discussion.</b>	
<b>The teacher links to current content or standard.</b>	
<b>The teacher utilizes sources suitable for classroom use and balanced perspectives. While reading or viewing sources, the teacher asks what type is being presented and how that may affect the content.</b>	
<b>The teacher creates a classroom contract and/or lists expectations for discussing potentially contentious topics to foster a classroom culture of mindful communication and dialogue, not debate.</b>	
<b>The teacher uses strategies for engagement and participation (ex. Philosophical chairs, 4 corners, townhall circle).</b>	
<b>The teacher does a social-emotional check in of students at the close of the session.</b>	

**CHECKLIST: Current Events**

**Student brings up a topic**

	✓
<p><b>The student brings up a controversial topic in class or asks the teacher for more information about the topic.</b></p>	
<p><b>The teacher uses the Socratic method to ask the students what they know about the topic and/or shares information about a variety of sides of an issue via a site like <a href="https://www.procon.org/">https://www.procon.org/</a></b></p>	
<p><b>When students share their information, the teacher asks “what makes you say that, what did you read or see, or how did you determine that information?”</b></p>	
<p><b>If a student shares information that may be erroneous or one sided, the teacher says “That’s interesting, is that the only perspective you have read about or seen?”</b></p>	
<p><b>The teacher may instruct students on the concept of lateral reading, which means students will research the source of the video, article, site where they have retrieved their information, and how that may influence the details provided.</b></p>	
<p><b>The teacher may explain to students that everyone’s opinions about a topic are shaped by many factors, such as their family, religion, etc.,</b></p>	

**but it is important to include a variety of additional sources as well to have a clear picture of a topic.**

**The teacher encourages students to further research the topic and to scrutinize the source as needed. The teacher emphasizes that students should base their conclusions about a topic on argument and evidence.**

**The teacher states that it is more important for them to describe how they came to those beliefs, than just the beliefs themselves.**

**The teacher can state, "I'm not here to teach you what to think, I'm here to teach you how to think."**