

# HOW TEACHERS CAN PROMOTE CIVIC ENGAGEMENT



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[coopercenter.org/civic](http://coopercenter.org/civic)

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# Civic Engagement Definition

- **Working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference.**
- **Promoting the quality of life in a community, through both political and non-political processes.**

(from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.)

# Compelling question?

**1. How would you recognize a civically engaged person?**

- Knowledge, skills and abilities?

**1. How civically engaged are we?**

- Are we modeling civic engagement?

# Civic Engagement Check-Up

## Political Activities

- Voted 2016?
- Voted 2014?
- Worked for a candidate?
- Attended a forum or a debate?
- Gave money to party or candidate?

## Discuss Politics and Current Events

- With like-minded people? How often?
- With folks with opposite views? How often?

## Community Involvement Activities (*secular*)

- How many community groups?
- Provide direct volunteer service?
- Serve on committee or board

# Civic Engagement Check-Up

## Religious Activities

- Have a religious affiliation?
- Attend worship services weekly?
- Contribute money to your place of worship?
- Actively involved in governance your place of worship?

## Contribution Activities

- Give money to secular charitable cause
- Give money to religious organization
- Donate food, clothing, toys, etc
- Give blood

## Informal Socializing

- Get together with friends regularly

# Civic Engagement Check-Up

**News Exposure Activities**

**Social Media/Internet Activities**

*Completely changed in past 10 years*

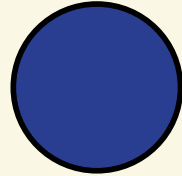
## ***Source of news***

***TV***

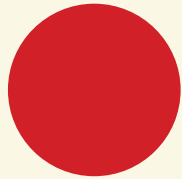
***Radio***

***Internet***

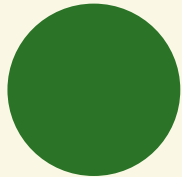
**PICK ONE!**



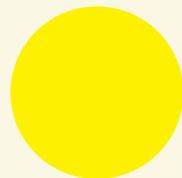
**EXCELLENCE**



**ACTION**



**REASON**



**HARMONY**

LIFO®

**LIFO™**

# **Many Methods & Modalities**

**Social studies curriculum**

**Service-learning**

**Leadership**

**Mentoring**

## **Dialogue & Deliberation**

**From classroom to community**



# TOOLS YOU CAN USE

ORTON FAMILY FOUNDATION

<http://orton.org>



## Community Planning Meets Classroom Education

Home

What's Our Story?

Why Community Planning?

Why Include Youth?

Curriculum Design ▶

Community



Welcome to LearnLocal, a high school curriculum created for teachers, planners and community organizers.

**Our mission is to prepare students before they leave the halls of high school to begin a new chapter as citizens engaged in shaping the future.**

By creating a connection between education and community planning, students learn about real issues while simultaneously creating a voice for local youth in municipal decision-making.

# More TOOLS YOU CAN USE



STUDY CIRCLES • Facing Racism in a Diverse Nation • Building Prosperity for All •  
Helping Every Student Succeed: Schools and Communities Working Together •  
Protecting Communities; Serving the Public •  
Changing Faces, Changing Communities: Immigration & race, jobs, schools, and language differences •



# More TOOLS YOU CAN USE

NATIONAL COALITION FOR  
DIALOGUE & DELIBERATION

[ncdd.org](http://ncdd.org)



PARTICIPATORY BUDGETING

[participatorybudgeting.org](http://participatorybudgeting.org)



**PBP**  
PARTICIPATORY  
BUDGETING  
PROJECT

# More TOOLS YOU CAN USE

## National Issues Forums

nifi.org

Think. Talk. **Reflect.** Act.

ISSUE GUIDE 2013



www.nifi.org



DAVID MATHEWS  
CENTER for CIVIC LIFE



>> **Bullying**  
How Do We Prevent It?

**L**ESS THAN TWO DAYS BEFORE BULLYING VICTIM Felicia Garcia committed suicide in 2012, the Staten Island, 15-year-old posted the following Twitter message: "I can't, I'm done, I give up!"

"They just wouldn't stop," one classmate said of the suicides at Longmeadow High School who had harassed Felicia. Students and the New York Times said bullying was common at their school, but administrators were usually quick to intervene. They had arranged for mediation between Felicia and her tormentors, but it was evidently too little and too late.

This tragedy and others like it have shed light on bullying as a major public issue. Bullying occurs at every age and in many different environments, but it is an all-too-ordinary childhood event. At least one out of every five students has reported being bullied at school. The behavior involves key characteristics: repeated, aggressive, and unprovoked actions towards another, and an imbalance of power between the attacker and the victim.

Although most bullying doesn't result in the suicide of the victim, it is a clear risk factor in depression and suicidal thinking, researchers say.

www.nifi.org

HISTORIC DECISIONS



Imagine that you are a colonial citizen in the spring of 1776. Tensions throughout the colonies are at their height. The second Continental Congress is meeting. What should we do?

**1776**

What Should We Do?

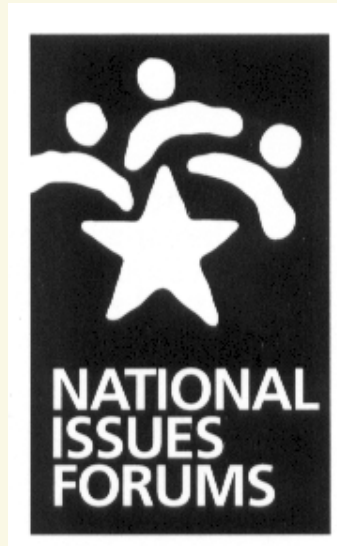
**I**t is easy to see history as a series of events, each one simply unfolding after the other. But in fact, the past is filled with key points at which different decisions might have changed the course of history. Many could have been avoided. Empires might have risen, or fallen. Everything could have been different.

Before it was history, it was a choice.

The decision to declare independence from England in 1776 was one such turning point. Though it seems inevitable now, in 1776 it was not certain that the colonies would break away from England, and there were many arguments against doing so.



www.nifi.org



# National Issues Forum

## Bullying:

### *How Do We Prevent It?*

# Bullying: How Do We Prevent It?

## 1. Welcome & Ground Rules

## 2. Personal Stake

## 3. Deliberation

Option One – GET TOUGH ON BULLYING

Option Two – EQUIP SCHOOLS TO ADDRESS BULLYING

Option Three – ENGAGE COMMUNITY & PARENTS

## 4. Reflections - *Hearing a Public Voice*

Individual

Group

Next-Steps

*Post-Forum Ballot*

# Ground Rules & Guidance

- The moderator(s) will guide the discussion, but remain neutral.
- Everyone is encouraged to participate.

*No one dominates.*

- The discussion stays focused on the issue at hand.
- All three approaches are fairly considered.

*Examine the pros, cons and possible trade-offs of each approach.*

- Maintain an atmosphere for discussion and analysis of the approaches.

*This is a deliberative discussion, NOT a debate.*

- Listening is as important as talking.
- Work toward making a decision.

*How would you act on this issue?*

*What approach is best for our community?*



# **Bullying: How Do We Prevent It?**

## **Option One – GET TOUGH ON BULLYING**

*Get tough on bullying, with strict consequences and zero tolerance is the best course. Send a clear message and punish wrong doers*

## **Option Two – EQUIP SCHOOLS TO ADDRESS BULLYING**

*Bullying is best addressed by focusing on preventive measures in schools. Help Schools foster a culture of respect and equipping them with programs that are proven to reduce bullying*

## **Option Three – ENGAGE COMMUNITY & PARENTS**

*Bullying is found everywhere in society, not just in schools. Issues should be addressed in families and the community as a whole.*

# Option One – GET TOUGH ON BULLYING

## *What might be done?*

## Consequences to consider

Examples of What Might Be Done	Consequences to Consider
<ul style="list-style-type: none"><li>• Implement zero-tolerance policies and procedures.</li></ul>	<ul style="list-style-type: none"><li>• Zero-tolerance policies may push some students out of school prematurely.</li></ul>
<ul style="list-style-type: none"><li>• Institute tougher consequences for bullying in student codes of conduct to communicate that bullying is unacceptable.</li></ul>	<ul style="list-style-type: none"><li>• Imposing tougher consequences ignores the underlying issues that incite young people to bully.</li></ul>
<ul style="list-style-type: none"><li>• Station a police officer in each school to reinforce that bullying and violence have severe consequences.</li></ul>	<ul style="list-style-type: none"><li>• Police efforts are better focused on criminal behavior outside of the schools. Stationing police officers in every school is costly.</li></ul>
<ul style="list-style-type: none"><li>• Require teachers and staff members to report bullying within 24 hours of an incident.</li></ul>	<ul style="list-style-type: none"><li>• Teachers would be forced to turn playground spats into formal bullying reports; overreacting may create more problems.</li></ul>
<ul style="list-style-type: none"><li>• Emphasize the need for bystanders to communicate that bullying is unacceptable. Teach young people what to do when they see bullying.</li></ul>	<ul style="list-style-type: none"><li>• This may cause those who intervene to become victims of retaliation. And many kinds of harassment, such as cyberbullying, occur outside the school.</li></ul>

# Option Two – EQUIP SCHOOLS TO ADDRESS BULLYING

## *What might be done?*

## Consequences to consider

Examples of What Might Be Done	Consequences to Consider
<ul style="list-style-type: none"> <li>♦ Implement a schoolwide information program about bullying that includes self-confidence training to teach young people how to respond to bullies.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Assertive actions by victims could bring on greater torment from bullies.</li> </ul>
<ul style="list-style-type: none"> <li>♦ Ensure that young people know whom they should contact if bullying occurs.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Teachers and other school personnel do not have the time and resources to adequately address every instance of bullying.</li> </ul>
<ul style="list-style-type: none"> <li>♦ Encourage peaceful solutions and peer mediation programs to help bullies build social skills.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Without tough consequences for bullies, young people may not take the problem seriously.</li> </ul>
<ul style="list-style-type: none"> <li>♦ Educate school counselors, teachers, staff, coaches, and administrators to address root causes of bullying and to serve as role models for positive interactions.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Addressing the complex root causes of bullying is best left to the expertise of mental health and behavioral professionals.</li> </ul>
<ul style="list-style-type: none"> <li>♦ Create a culture of respect in our schools.</li> </ul>	<ul style="list-style-type: none"> <li>♦ It is the responsibility of parents and community members to instill strong character in young people and determine moral standards.</li> </ul>

# Option Three – ENGAGE COMMUNITY & PARENTS

## *What might be done?*

## Consequences to consider

Examples of What Might Be Done	Consequences to Consider
<ul style="list-style-type: none"><li>• Encourage greater parental monitoring of their children’s cell phones and Internet use and promote acceptable policies for using social media and the Internet.</li></ul>	<ul style="list-style-type: none"><li>• This requires that parents spend much more time and energy monitoring their children, time some parents do not have. It may also invade their childrens’ privacy.</li></ul>
<ul style="list-style-type: none"><li>• Conduct presentations about bullying in PTA and community meetings—its nature, its impact, and its warning signs.</li></ul>	<ul style="list-style-type: none"><li>• These meetings may not reach people in troubled homes or those too busy to attend.</li></ul>
<ul style="list-style-type: none"><li>• Civic groups and businesses can address bullying in meetings and service projects.</li></ul>	<ul style="list-style-type: none"><li>• These community initiatives may be unequally distributed and may vary in cost and effectiveness.</li></ul>
<ul style="list-style-type: none"><li>• Equip community members and parents to be able to identify the signs that a child is bullying or being bullied.</li></ul>	<ul style="list-style-type: none"><li>• Schools, not the community, should be responsible for addressing the problem, as most childhood bullying occurs in the school environment.</li></ul>
<ul style="list-style-type: none"><li>• Encourage community mentoring and character education programs to reinforce positive behavior and combat bullying.</li></ul>	<ul style="list-style-type: none"><li>• Focusing on mentoring and character education may result in neglecting other important community problems.</li></ul>

# REFLECTING & WEIGHING-IN

- How has your thinking about this issue changed?
- Has your thinking about how others view this issue changed?
- Did our forum result in a shared sense of purpose or direction?
  - If so, what is it?
    - *Agreement on?*
    - *Needs further discussion?*
- What trade-offs are we (or are we not) willing to make to move in a shared direction?
- What recommendations would you make to policy and decision-makers regarding *in your school system*
- What can you do about this issue in *your school?*