

Creating Citizens: Engaging Youth in Politics

Inner Pipeline – 12th Grade – Monday

How is the younger generation engaging in the political sphere? What role does civic education play in conveying the skills necessary for young people to create the change they want to see in their government and community? This seminar will focus on issues of civic engagement within the classroom as student interns have the opportunity to help forge the crucial connection between Seattle area seniors and the political world by helping teachers implement a hands-on, community-issue based curriculum. Interns will become immersed in the latest scholarship on youth political engagement, intern within a Seattle high school teacher, and present a culminating community issue student-driven project at the end of the quarter. Interns will also be offered the chance to help instruct an expanded version of this seminar in Fall Quarter 2006.

Facilitator:

Dr. Lance Bennett

lbennett@u.washington.edu

206-543-4946 (office)

Director, Center for Communication and Civic Engagement

Communications 125

Instructors:

Timothy Deak

tdeak@u.washington.edu

206-200-3637

Coordinator, Seattle Student Voices Project

Jeannie Frantz

frantzj@u.washington.edu

(425) 985-0689

Assistant Coordinator, Seattle Student Voices Project

Seminar Times and Location:

Seminar Meetings	Topics
First Meeting	Topic: Overview of Student Voices Curriculum Assignment: Log onto the Student Voices national website and familiarize yourself with the online curriculum. You can access the curriculum at http://student-voices.org/teachers/curriculum/index.php?SiteID=1000 In class: Discussion of purpose and background of Student Voices, overview of previous c and preparation for classroom implementation.
Second Meeting	Topic: Working with Students Assignment: In class: Exercises.

<p>EPost</p> <p>Post your response by</p>	<p>EPOST #1:</p> <p>Assignment: Interview your supervising teacher and post your own thoughts on their response to the following issues –</p> <ol style="list-style-type: none"> 1) What does the teacher see as the main citizenship issues or goals for students that a program should address? 2) What does the teacher see as the strengths/weaknesses of the curriculum as it is implemented in your classroom?
<p>Third Meeting</p>	<p>Topic: Current Issues with Youth Civic Education and Engagement</p> <p>Assignment:</p> <p><i>Civic Learning and Changing Democracies: Challenges for Citizenship and Civic Education</i> (connect to this article: http://depts.washington.edu/ccce/assets/documents/bennet_civic_learning_in_changing_democracies.pdf)</p> <p>Look over the Center for Information and Research on Civic Learning and Engagement (CIRCLE) "Facts" feature: http://www.civicyouth.org/index.htm</p> <p>In Class: Overview of youth voting trends, discussion of readings</p>
<p>EPost</p> <p>Post your response by</p>	<p>EPOST#2:</p> <p>>1500-word briefing on how your experiences within the classroom so far. How are you interacting with students? What is the current state of the project? How are students becoming engaged with the curriculum?</p>
<p>Session Four</p>	<p>Topic: Strategies for Youth Civic Education and Engagement</p> <p>Assignment:</p> <p><i>CIRCLE Working Paper 06: The Role of Civic Skills in Fostering Civic Engagement</i>, Mary Kirlin (connect to this article: http://www.civicyouth.org/PopUps/WorkingPapers/WP06Kirlin.pdf)</p> <p>ANY OTHER RELEVANT PAPERS FOUND IN LITERATURE REVIEW?</p> <p>In Class: Discussion of civic skills and strategies used within the Seattle Student Voices curriculum</p>
<p>EPost # 3</p> <p>Post your interview by</p>	<p>EPOST #3</p> <p>Interview one or more students in your class. Address the following issues, but feel free to address any other issues you feel need to be addressed:</p> <ol style="list-style-type: none"> 1) Why do youth vote so infrequently? 2) What constitutes meaningful civic participation? 3) What could prevent a young person from becoming politically engaged? 4) How would the student address these underlying issues?
<p>Epost</p> <p>Post your response</p>	<p>EPOST #4</p> <p>Assignment: Interview your supervising teacher and post your own thoughts on their response to the following issues –</p>

by	<p>following issues –</p> <p>1) Does the teacher believe that most students who have completed the civic education developed an interest in engaging in civic life that will continue outside the classroom? If mixed, what accounts for the differences in civic engagement interest?</p>
Session Five	<p>Topic: Presentations</p> <p>Assignment: Prepare a presentation that highlights the major issues and successes of your <i>Reflection Paper due</i></p>

Expectations:

- Attend all seminars.
- Complete all e-posts.
- Prepare presentation and complete reflection paper.
- Complete contracted tutoring hours. (2 ½ hours for two credits, 5 for 3 credits)
- Be prepared to discuss readings in seminar.
- Keep a tutoring log to be signed by your school contact and turned in at the end of the quarter.

Inner Pipeline Reflection Paper

Please take this time at the end of your Inner Pipeline seminar to reflect on your experience. Please use the following questions as a guide. 2 pages maximum length.

- 1) Describe your tutoring site (i.e. What is the school like? What is the student population like? What surprised you about your site? What 3 adjectives would you use to describe your site?).
- 2) How did your own schooling (K-12) experience affect the way you viewed your experience in your school/community organization this quarter?
- 3) Describe a particular moment or event that you learned the most from.
- 4) What kind of impact do you think you had on the school/teacher/students/community organization?
- 5) How did this experience impact you and your views on our community (i.e. our public education system, etc)?
- 6) Now what? How can this experience influence your goals or hopes for the future?