GENERATION HUMAN RIGHTS

HEARD! Lesson 1

Project Introduction and a Look at Where we Get our News

Time: 45 Minutes

Overview
- In this class students will begin to investigate and identify how things they have learned about the world around them are heavily shaped by the media they are exposed to.

Essential Questions
- In this media-saturated society, where do our opinions come from?
- How does the quality of the information we absorb (from multiple sources) affect the quality of our conversations with each other and our ability to converse productively?

Learning Goals
Students will be able to:
- begin to analyze the effects of how the media they choose to read or watch, or the media they are exposed to affects the development of their opinions.
- identify the media sources that influence our understanding of the world (local and global).

HEARD! Glossary
The class will work together to create their own definitions but here are the accepted dictionary definitions if you choose to share them with the class after they have created their definitions:
- *Respectful*: feeling or showing deference and respect.

- *Attentive:* paying close attention to something.

- *Honest:* free of deceit and untruthfulness; sincere.

- *Perspective: a particular attitude toward or way of regarding something; a point of view.*

Materials for Instructor:
- White board, black board, flip chart or poster sized Post-Its.
- Markers if using a paper board
- **MAPS OF AMERICA DIVIDED -**Here is a link to a map showing how the country is divided along some lighter-topic cultural lines: US Soda Pop Map

Materials for Students:
- **Homework Survey**

Room Set-Up
Be prepared to break into working groups comprised of 3-4 students.

I. Intro to HEARD! Conversations between Rural and Urban Classrooms (10 min.)
Lead a discussion with the class about any friction they observed or experienced during the 2016 election. Write students examples on the board. Encourage students to be honest and unafraid to share their thoughts and opinions. Let them know that there is no right or wrong in what anyone offers to the conversation.

Share with students that since the 2016 Presidential Election there has been a lot of discussion in the news, online, and in our workplaces and homes about a "divided" America.
Here are a few interesting ways to look at how America is divided.
Show students infographics maps. US Soda Pop Map
Often a division in America is described as happening between "rural" and "urban" communities. Along with differences, there are also many commonalities, and what we are interested in doing in this project is to examine our differences AND our connections. Above all we want to start figuring out WHAT is dividing us, WHY and HOW it is dividing us, and WHAT we can DO to open up lines of communication and start thinking of ourselves as one nation - "e pluribus unum" - with common problems to solve and a shared future to prepare for.

HEARD! Is all about starting and practicing those conversations. Coming together, digging in, looking at why we feel the way we do about certain topics, and really hearing how others think and feel. During the project we will be communicating with students in another part of the country (Washington D.C. or Las Cruces, N.M.) and investigating the thoughts and opinions we all carry on two specific and often difficult topics: 1) Fake News, and 2) DACA

Our final product will be podcasts of interviews and conversations that you, the students, will conduct and record yourselves. We'll start by interviewing each other in our own classrooms, and then branch out to our peers across the country. But before we start…

II.   Rules of engagement (10 min.)

Because we are talking about hot topics it is important that everyone's opinion and voice is heard we need to set up "rules of engagement," which is like a contract to support and protect us all as we enter into sometimes tricky conversations.

On the board write Rules of Engagement and ask students to create them. Ask them to consider how they would like to be 'heard' and **…..**

Target - student responses should include or be similar to:
- respectful and attentive listening
- respectful speech
- equal time "mic" sharing
- honesty; honest intentions
- being allowed to keep or change your perspective
- allowing others to keep or change theirs
- operating with the intention to create trust and learn from, rather than convert or discredit others.

III. Making a HEARD! Glossary (15 min.)

The **HEARD! Glossary** will support the class as they communicate with each other and navigate difficult topics. Although the words in the glossary can be found in the dictionary, it is important that as a class they create their own definitions, even if they slightly differ from standard ones. Over time, they may add to or change their definitions. The Heard! Glossary will also grow in length with each class.

Create a **HEARD! Glossary Board** of some kind. This could be projected on a smartboard, written on a blackboard, or written on a jumbo Post-It board on an easel. We recommend Jumbo Post-Its because they remain on the walls throughout the program. Lead a conversation with the students and guide them to come to an agreed upon definition for each term. Write the definitions on the HEARD! Glossary Board and ask one student to compile everything on a shared class online document. (Form dependent on what is used in the classroom- i.e.- google docs.)

Start the glossary working with four key terms from the rules of engagement. Guide the class to define the following words:

1. Respectful
2. Attentive
3. Honest
4. Perspective

IV. What do we really know? Where do we get our news? (15 min.)

Share with students that we all have very strong opinions and can be quick to judge others who share opposing opinions. Suggest to students that we don't often question ourselves as to where we get our information that backs up our opinions. Explain that we are going to spend time investigating our news sources that influence our decision making on controversial topics. This is only step one where they identify sources and in the following lessons they will explore their sources on a deeper level.

Start a chart on the board with the following categories, but add any new categories the students may offer.

Categories:
- Social Media (FB, Twitter, YouTube, Instagram, Snapchat…)
- TV (cable and network)
- Internet news (online magazines, online journals and news sites)
- Radio (talk radio, podcasts)
- Print (newspapers, magazines)
- Other sources (parents, friends, rumors…)

Have students "popcorn" their examples of news sources they use and write them into the categories. If the answers are homogeneous, add some alternative sources.

Before the class ends add one more word to the HEARD! Glossary for the class to define: Media Literacy.

> *Target - student responses should include or be similar to:*
> *The ability to interpret and analyze information rather than just be a consumer of media.*
> *An active role in how you choose, use and interpret media*
> *Choosing a variety of media and media sources to gain a broader perspective of diverse opinions*
> *Keep in mind that the class definition may change over time during the program.*

Homework:

Fill out a survey provided to help identify and rank influential media sources for you.

SURVEY QUESTIONS

1. **How would you describe your interest level in local, state and national political events? Please write "not interested," "somewhat interested," or "interested."**
   - **Local** _____
   - **State**_____
   - **National**_____

2. **Name one or two issues or events that you are following right now:**
   _____

3. **Think about where you go to get information on the issues you care about and rank the information sources you use below.**

   - **Social Media** _____
   - **Word of Mouth (friends, family, teachers)** _____
   - **TV News**_____
   - **Internet News** _____
   - **Print News**_____
   - **Radio News**_____
   - **Other (please fill in)** _____

4. **Which two sources of information do you trust the most? Explain why.**
   _____
   _____
   _____
   _____
   _____
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