**UpFront/Current Events Policy Deliberation**

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.

History of Deliberation

Idiot (idiotes) was a term of reproach in ancient Greece reserved for persons who paid no attention to public affairs and engaged only in self-interested or private pursuits, never mind the public good. Puberty today refers to the transfer to adulthood from childhood but its origin comes from the word public which referred to the transition into public life from narcissistic pursuits. Democratic living is not given in nature, like gold or water. It is a social construct like a skyscraper, school playground or new idea. Democracy’s basic tenets include; individual liberty, equality, and popular sovereignty. Among those, popular sovereignty or self-governing is democracy’s defining attribute. Accordingly, there can be no democracy without its builders, caretakers and change agents: democratic citizens. These citizens are to determine the policy formation, direction of the public agenda, and size and scope of the government.

Why Are We Deliberating?

Thomas Jefferson famously said: “If we're going to have a successful democratic society, we have to have a well-educated and healthy citizenry.” Developing citizens capable of making rational decisions in public policy contexts means embracing individual differences, listening, avoiding egocentric or ethnocentric distortion, and acting as a change agent not a spectator of policy formation. Consequently, democracy requires the idiot who has not yet met the challenges of puberty to throw off self-interest and think rationally as a part of the social community and transition to public life and become a citizen.

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.

Deliberation can lead to deep understanding of competing perspectives about controversial issues.

Before Deliberating Think About:

* Government is about drawing lines (there are no absolutes): The Debate lies in where those lines should be drawn
* Context Matters: History, tradition matter. Nuance is not whataboutism.
* Think about if a comparison is a False equivalency or Apt Comparison
* Two things can be true at the same time:
* Choices do not have to be binary
* Get out of Your Bubbles and echo chambers (not just ideological but age/gender/stakeholder)
* Disagree without being Disagreeable
* Be Curious, Not Judgmental
* Participate! Engage in current Events/Punchlines/Etc even if you are not tested on it: Why are we here?

**SELF-EVALUATION RUBRIC**

**DIRECTIONS: Read through each category and its criteria***. Complete either or both columns to give yourself an accurate grade.*   
  
In the LEFT column: Place a check plus next to those you completed in an exceptional manner, a check plus/check mark if it was only completed well, a check mark next to the criteria in which you completed okay, a check mark/check minus if it was completed okay but not great, a and a check minus that you completed but not very well, and place an X next to the criteria not completed at all. In the RIGHT column: Place the appropriate grade in the space to the immediate left of EACH criteria required by determining those areas you performed or were lacking and based upon the point value listed. Place a N/A or “not applicable next to any criterion not required for your specific role. Average the points together in place that score in the “your estimate” blank.   
 ***\*\*\*Remember, a perfect grade should reflect perfect work and only be used when the work done had no deficiencies & could not have been performed any better***.\*\*

* **PREPARATION AND RESEARCH (1-10):**

\_\_\_\_\_ \_\_\_\_\_**Read, Highlighted or Underlined**, and took notes on the UpFront Magazine

\_\_\_\_\_ \_\_\_\_\_Chose UpFront/Current Events topics you are curious about and want to discuss/get other opinions regarding during the class roundtable

\_\_\_\_\_ \_\_\_\_\_Developed questions for classmates regarding the aforementioned topics   
\_\_\_\_\_ \_\_\_\_\_Completed individual Research to fill in the gaps and questions you still had to be successful and an attribute in the Deliberation  
\_\_\_\_\_ \_\_\_\_\_**Discussed with one or both** Parents**, grandparent, and/or adult in one’s life about your topics**  
\_\_\_\_\_ \_\_\_\_\_Gathered information to be effective in deliberation & Attached and turned in Research Notes with rubric and other documents  
  
 **Your Average** \_\_\_\_\_\_/10

* **CONTENT COVERED/PERSUASIVENESS/PARTICIPATION/OVERALL PERFORMANCE (1-10):**

\_\_\_\_\_ \_\_\_\_\_Cited information from research or made referred to the readings during the deliberation to support your ideas  
\_\_\_\_\_ \_\_\_\_\_Used life experience and opinions from parents, peers, class discussion etc when appropriate to enhance discussion  
\_\_\_\_\_ \_\_\_\_\_Did not simply echo the thoughts of others or make irrelevant comments just to fulfill participation

\_\_\_\_\_ \_\_\_\_\_Encouraged others to speak and Asked questions of peers to develop a position

\_\_\_\_\_ \_\_\_\_\_When asked a question, showed ability to think on feet providing clear main arguments and an understanding of the material

\_\_\_\_\_ \_\_\_\_\_Was a **Frequent** Participant (spoke at least 5 times) **BUT** did not hog the conversation  
\_\_\_\_\_ \_\_\_\_\_In Peers evaluation, they will recognize your research and background knowledge regarding the issue discussed

\_\_\_\_\_ \_\_\_\_\_In Peers evaluation, they will have positive comments about your performance   
\_\_\_\_\_ \_\_\_\_\_Performed to the best of your abilities and was an attribute, not detriment to this simulation; Felt good about your performance  
  
 **Your Average** \_\_\_\_\_\_/10

* **RESPECTFUL/RESPONSIBLE BEHAVIOR DURING DELIBERATION (1-05):**

\_\_\_\_\_ \_\_\_\_\_Professional and Attentively listened by looking at speakers. did not interrupt peers, and followed proceedings- taking notes   
\_\_\_\_\_ \_\_\_\_\_**Attached your notes to this self-evaluation**   
\_\_\_\_\_ \_\_\_\_\_Was Respectful to Peers both verbally and through mannerisms; Avoided ad hominin attacks   
\_\_\_\_\_ \_\_\_\_\_Let others speak before we spoke again **(general rule to follow: at least 3 people spoke before I spoke again)**

\_\_\_\_\_ \_\_\_\_\_Did not interrupt peers or tell them “they could not argue that”  
\_\_\_\_\_ \_\_\_\_\_Had a positive Attitude (Played Well with Others) and help Creat a positive environment for the deliberation

**Your Average** \_\_\_\_\_\_/05  
**REFLECTION AND SELF-EVALUATION (1-05):**

\_\_\_\_\_ \_\_\_\_\_Read and followed direction when completing rubric: Placed the appropriate mark next to EACH category  
\_\_\_\_\_ \_\_\_\_\_Did not just use whole numbers and only gave yourself a 10 if your performance was PEFERCT and a model for future classes  
\_\_\_\_\_ \_\_\_\_\_Answered reflection questions with deep thought and provided honest feedback  
\_\_\_\_\_ \_\_\_\_\_In Peers evaluation, they will acknowledge you as an attribute, not a detriment to the simulation

**Your Average** \_\_\_\_\_\_/05

**TOTAL\_\_\_\_\_\_\_\_\_\_\_/30 or \_\_\_\_\_\_\_\_\_\_\_\_\_\_%**

**REFLECTION QUESTIONS:**   **Answer each question with deep thought and in as much detail as necessary.\_\_\_\_\_\_**

QUESTION #1: What classmate(s) has the most original or thought provoking contribution(s? Explain.  
  
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QUESTION #2: What classmate(s) were most persuasive? Explain.  
  
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QUESTION #3: What classmate(s) was the most prepared for the deliberation? Explain  
  
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QUESTION #4: What classmate(s) was the least prepared for the deliberation? Explain  
  
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QUESTION #5: Explain what you did well on the project.  
  
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QUESTION #6: Explain what could you could have done differently and would change if you were to complete this project again?   
  
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QUESTION #7: How would you rate **your overall project performance** (1-10) based upon your preparation, knowledge and understanding of the issue, and performance in regards to your prior projects and your peers? Justify the ranking.  
  
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QUESTION #8: Did the rubric give you the correct grade? Explain. If the overall score determined through the rubric is different from the grade you believe you deserve explain why and the grade you believe is warranted.  
  
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QUESTION #9: List and describe the most meaningful idea(s), concept(s), and/or principle(s) learned through this project.

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QUESTION #10: How would you rank the value of the project (1-10)? Justify the ranking.   
  
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