

Know Your Government 2019: “Citizenship and Media”

Changing the World One
Conversation at a Time



February 16-19th, 2019
The Olympia Center, Olympia, WA

4-H KYG CURRICULUM

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What is the 4-H Know Your Government Program?

Know Your Government (KYG) is a civic education program with a four-year rotation of topics: The Legislative System, The Judicial System, Elections and Party Platforms, and Citizenship and Media. This year we will explore the topic of Citizenship and Media. It is important to remember though, that KYG is much more than learning about bias in media, or producing a video or social media post. In fact, one could argue that it is little about that. **KYG and 4-H is about learning the life skills our delegates will need to be responsible citizens and productive adults.** County leaders facilitate the learning at the local level in pre-conference meetings and Conference Facilitators (CFs), trained teen leaders, facilitate the application of the learned skills at the statewide conference in Olympia.

Pre-conference meetings

Purposes

1. teach the skills
2. provide the tools
3. prepare for the project at the KYG Conference.

By the end of the pre-conference meetings, your delegates will have an experience that is similar (not necessarily identical) to those of other delegates. These similar experiences will provide a common foundation for all delegates, regardless of geographic, political or other differences.

Learning something new and working with other delegates with different perspectives can be uncomfortable. Pre-conference meetings are a way to help delegates feel comfortable about what will be happening at the conference so they feel safe to experience something new.

There will be three tracks to follow during the pre-conference meetings:

1. **The meeting essentials**
2. **Civil discourse**
3. **Using media to inform on a local topic**

1. **The meeting essentials**

Each meeting begins with a team building activity and ends with a compliments/closing activity. Short-changing these activities to focus on the other activities will actually slow your progress. Group work and civil discourse is highly dependent on trust and it is through these activities that trust is built. Other activities include creating ground rules, looking at the life skills related to this topic, talking about what is happening at the conference, inviting your legislators to the Legislative reception, etc.

2. **Civil discourse**

The current climate screams a need to focus on civil discourse. Civility, as defined by The National Institute for Civil Discourse (revivecivility.org), is **the ability to disagree with others while respecting their sincerity and decency**. The activities associated with this track will provide opportunities for delegates to see people disagreeing on topics in a respectful way and build communication skills that allow them to express their ideas and learn from others who may have a different perspective.

3. **Using media to inform on a local topic**

During pre-conference meetings, delegates will be learning about media and how to use media to inform the public on a topic. In each case, delegates will need to research, interview, write, take pictures, and edit; as well as learn about the different media to tell their story effectively. They will also need to learn how to work as part of a team, with people they may or may not know, to get the project completed. The pre-conference meetings are a way for delegates to go hone these skills so when they get to the

conference, they will be prepared to learn the new skills, practice and apply already learned skills, and then produce another media product. The twist at the conference will be that they will be applying these skills to creating media messages on different assigned topics.

Statewide Conference in Olympia

Purposes

1. bring high school students from across the state to build relationships with people whom are different from themselves by working on a group project
2. apply the skills learned through the pre-conference meetings
3. learn that people can disagree on a topic but respect each other as fellow human beings.

A value of 4-H KYG is that it provides the opportunity for our delegates to explore new ideas and perspectives in a safe and encouraging environment. If it were only about learning the skills needed to write a story, 4-H would not bring delegates from around the state together. This program would stop at the county level. We encourage delegates with different views to work together, not to change each other's minds, but to learn from each other. Encouraging discussion when people disagree and providing an opportunity to explore the issue in a non-threatening way demonstrates to the delegates that they can disagree on an issue but still work together. Ideally, these discussions will help delegates explore why they carry a certain belief and assist them in putting their own beliefs into practice.

At the conference, we want to empower delegates to influence change in their community. The conference is an opportunity for delegates to practice the skills they have learned, apply their knowledge to unknown situations and reflect on how they did. It is the 'what now' piece of the 4-H Model: **Do, Reflect and Apply.**



Mission Statement of WSU 4-H Know Your Government

The 4-H Know Your Government (KYG) Conference serves to strengthen the connection between youth and our political and social networks through education, experience, application, and inspiration. 4-H KYG Values:

1. Inquiry
2. Regard for others
3. Respect/Cultural Competence
4. Positive Communication
5. Strengthening personal values

The topic and activities experienced through the 4-H KYG conference are all vehicles to provide the opportunity and framework to develop these values.

Educational Objectives of KYG 2019: “Citizenship and Media”

This year, participants will explore media and the use of media to inform others about a topic. Through pre-conference orientation, participants will work together to identify a community concern or issue. They will use this issue as the subject of their county project, building skills as they do research, conduct interviews, write posts, produce videos and recruit support towards solving the community concern. At the conference in February, delegates will discuss topics in a civil way and use various media to communicate their views on selected issues.

From pre-conference county meetings and conference participation, delegates will learn all or some of the following:

- ❖ Identify a variety of media
- ❖ Recognize bias in the news
- ❖ Discern truth and validity of media reporting
- ❖ Value research
- ❖ Develop skills (interviewing, writing, teamwork, accountability, and research)
- ❖ Identify a problem in the community
- ❖ Gain the tools needed to contribute to community solutions
- ❖ How to use media as a change agent
- ❖ Discuss topics with people who have a different viewpoint in a civil and respectful way in order to share and learn new information
- ❖ Strengthen focused life skills: **Critical Thinking, Self-Responsibility, Positive Citizenship**

Essential Academic Learning Requirements (EALRs)

Our state's public school system has developed a set of learning objectives and standards for a variety of content areas, called the Essential Academic Learning Requirements (EALRs). Likewise, 4-H Youth Development is a research-based organization, promoting only that curriculum developed by educational and youth-development specialists. We are eager to show how our 4-H curriculum reflects the same high standards of our public school system. This year's 4-H KYG Curriculum reflects the EALRs for the content areas of Communication and Social Studies. Below you will find the learning components the 4-H KYG 2019 Curriculum supports.

Social Studies-Civics

1. The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.
To meet this standard, the student will:
 - 1.2 Understand the purposes, organization, and function of governments, laws, & political systems.
 - 1.4 Understand civic involvement.

Social Studies Skills

5. The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.
To meet this standard, the student will:
 - 5.1 Use critical reasoning skills to analyze and evaluate positions.
 - 5.2 Use inquiry-based research.
 - 5.3 Deliberate public issues.
 - 5.4 Create a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

English Language Arts-Literacy Speaking and Listening

9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

9-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

9-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

9-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

English Language Arts-Literacy Writing

9-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Message from the 4-H KYG Core Committee

The Core Committee has worked hard to provide information to help you better understand the curriculum and conference. However, personal experience is always the best teacher. If you are new to 4-H KYG, you have not yet experienced a conference and some of this may be out of context for you. Please call a member of the core committee or other coordinators with any questions you have because we want you to have a positive experience. Email addresses and phone numbers are listed in the Coordinator Packet.

As background, when the Core committee plans each conference, they begin with the end and work backwards.

1. Select what they hope the delegates will gain as a result of the conference (which life skills, what products, etc.)
2. Decide what activities are needed at the conference to demonstrate these gains (what work needs to be done to strengthen life skills and produce the product)
3. Determine basic/foundational knowledge all delegates need to be successful in participating in the activities at the conference
4. Create the pre-conference curriculum that includes activities that lead to a project that demonstrate mastery of the skills needed for the conference

4-H KYG is just one of many statewide civic education opportunities. Core committee members regularly meet with other education programs (YMCA, etc.) to ensure that a wide variety of programs is available for youth in Washington. As a committee, we focus on reaching students that have an interest in learning more about government but may not have the experience or time other programs require.

Because of this focus, the pre-conference curriculum cannot make any assumptions of knowledge on the part of the delegate or the coordinator. We have found that over the years, coordinators are learning right along with the delegates and we encourage this! However, we also encourage you to consider the ability and level of your group. You will know better than anyone what they need to be successful through the curriculum.

Objectives of Orientation Meetings

- Build trust
- Learn the value of civil discourse
- Identify a variety of news media
- Recognize bias in the news
- Discern truth and validity of media reporting
- Value research
- Develop skills (interviewing, writing, teamwork, accountability, and research)
- Feel more connected to the news and politics of our state and nation
- Learn how to be active members of their community
- Identify a problem in the community
- Strengthen focused life skills: Critical Thinking, Self-Responsibility, Positive citizenship

1. The meeting essentials

Often adult leaders will feel this is 'fluff' and not necessary to waste time on during the meeting. WE ENCOURGE YOU NOT TO DROP THESE PIECES! As noted above, this format and philosophy is crucially important to the youth gaining and retaining more of the civic educational content, and strengthening not only the focused life skills, but many more life skills as well.

From research that has been gathered from the past five years, we have adopted the premise and practices of the “Chaperoning for Life Skill Development Curriculum” developed by Brian Brandt, Associate Faculty with Washington State University Extension. From the research that Brian has collected, ***if the students are going to gain as much as possible from the learning experience, it is critical that pre-conference meetings include the following pieces, that there is an intentional focus on life skills, and that reflection and application are provided.*** The purpose of the structured meeting is to provide a consistent process for engaging youth in activities and discussions that will increase participation and a positive learning experience. By having a consistent meeting structure, youth become comfortable with the process and more engaged in the discussions. When running a youth meeting, resources that make conducting a meeting easier will ultimately lead to an increase in learning and make the chaperone’s role easier. The following is a summary of that work and how we will be utilizing it through the curriculum this year:

Teambuilding or Community Builders

Purpose: fun activities to begin your meeting; help members to get to know each other better and feel comfortable with each other to foster a sense of group connection. Even if your members know each other already, these introductory activities set a great, relaxed, environment for learning and begin the process of creating a safe environment in which the group can learn to give and receive support.

Group Agreement

Purpose: To create a safe learning environment where groups work on behaviors that support success. Group will establish an agreed-upon code of behavior, which identifies what behavior the group individuals expect from each other in order to work together effectively and safely. This declaration of working rules or principles fully values each group member.

Learning Support: Life Skills, Experiential Education

Purpose: Improves learning and keeps the focus on life skill development. One role of the meeting facilitator or in this case the KYG County Coordinator is to create an atmosphere of learning. Practicing intentional life skill focus, experiential learning, Do-Reflect-Apply, and positive youth/adult partnerships will help create the positive learning.

Business:

Purpose: Prepare delegates by discussing the details of KYG: scheduling meetings, logistics, travel, locations, registrations and payment, etc.

Content

Purpose: to teach the civic learning material and other subject material in the curriculum.

Compliments and Appreciations

Purpose: reinforce positive events and experiences and build a caring and supportive environment.

Focus is on what each one does personally, and collectively, to help the group get along, produce the outcomes, and have a great experience.

When chaperones and participants point out what is working well, group members notice and appreciate their strengths and positive contributions, which foster continued positive behavior. Chaperones should model this behavior by observing what the group does well and praising the group for their strengths and achievements, both big and small.

Closing/Reflection

Purpose: Provides meeting closure and *provide* participants with an opportunity to reflect on their experiences from the day, as well as what they learned and what ideas they have for learning improvement. These reflection exercises are usually calm, relaxing activities that finish the day on a positive note. Reflection exercises should include the **What? So What? What Now?** questions to help group members make meaning out of direct experience.

- **WHAT?** Describe an event or experience; for example, “WHAT happened in *our meeting, or your interview, or researching on the internet today, or with your assigned life skill today?*”
- **SO WHAT?** Highlight the meaning or impact of the experience; for example, “SO WHAT did you learn in that *activity* or about that life skill?”
- **NOW WHAT?** Connect the experience to a next step; for example, “NOW WHAT will you do with that learning or life skill? Where, how, when will you use it?”

Every year, someone mentions how ambitious the pre-conference curriculum is, in that there is too much to do. Inevitably, someone asks us to highlight the important activities so they can focus on those. We feel the activities provide topics all delegates need familiarity with in order to participate fully at the conference. Knowing time is precious; the curriculum focuses only on the things delegates need to know to:

- Become familiar with the content of the civic focus for this year
- Learn and practice the skills outlined in the program goals/objectives
- Be prepared and confident to use the knowledge they have gained and skills they have learned at the conference on a new and more challenging project/problem
- Intentionally strengthen and practice the focused life skills.

2. Civil discourse

The meeting essentials are very important for this portion of the curriculum because those activities will help delegates learn about each other and build trust so they can engage in civil discourse. Facilitation skills will also be important for these activities. Here are some helpful facilitator tips and tricks.

Facilitation Tips: http://www.acphd.org/media/114415/facilitation_tips.pdf

The Discussion-Friendly Classroom

<https://www.tolerance.org/magazine/publications/civil-discourse-in-the-classroom/chapter-3-talk-it-over>

1. Choose limited, achievable goals.
2. Intersperse discussion with other activities.
3. Establish ground rules.
4. Give everyone something to say.
5. Pay attention to classroom layout.
6. Build in debriefing sessions.
7. Don't just teach – train.

7 Tips for First-time Facilitators

<https://uxmastery.com/7-tips-for-first-time-facilitators/>

1. Learn from others
2. Practice, practice, practice
3. Be prepared
4. Don't hurry the group
5. Give them closure
6. Embrace the nerves
7. Have fun

SETTING THE TABLE FOR CIVILITY

TIPS TO AVOID THE FOOD FIGHT

It can be stressful to talk with someone about a topic upon which you disagree. The following tips can help set the table for productive, civil and inspiring conversations.

COMFORTABLE SPACE

The environment helps set the tone. Select a welcoming and comfortable place to have the conversation. Consider seating, any history associated with the location, and offering food and drink.

CLEAR INTENTION

Avoid surprises. Make sure people know in advance what they are being invited to do and why, including any intended topic for discussion.

AGREEMENTS

Have people who are participating in the conversation develop and agree to ground rules before the conversation starts. Ground rules for respectful and civil discussions are essential to build and maintain trust.

LISTEN TO LEARN

The goal of a conversation is to better understand different viewpoints; not to debate or change opinions. Use active listening skills, share personal experiences that shaped beliefs, and ask clarifying questions.

PRACTICE

This might not come naturally. That is okay. Take time to practice civility with someone you trust. It can be on any topic that you do not agree.

SELF-CARE

Be aware of your own biases and triggers. Pay attention to your reactions, including your breathing. During the conversation, find ways to reduce your tension and to let others know when you are becoming very uncomfortable.

HAVE FUN

While there are serious social and political issues in our world, remember to laugh and include fun activities into any gathering. Deepening our connections creates stronger friendships, families, and communities. For example, ask people to share stories about their lives, as a group explore topics from multiple perspectives, and find creative ways to deescalate the situation if emotions begin to run high.

www.revivecivility.org

#ReviveCivility

MANAGING STRESS DURING DIFFICULT CONVERSATIONS

It's hard to keep calm and explain yourself when a conversation is challenging. Here are some tips to take personally when you find yourself in that position.



Plan Ahead

Think about what causes you discomfort during a conversation and have a plan for dealing with stress. Know your body's signs for when you start to feel "worked up". It will help you manage the stress before you reach your limit. Take note if your heart rate goes up, you feel warm, or uncomfortable in any way. Remember that this is your body's natural response to stress and you can work through it.



Slow down your breathing

Irregular breathing disrupts our thought process, making it harder to form ideas and share them, especially if we're out of breath! Slowing down your breathing helps you reconnect with your thoughts and can lower heart rate, making you feel less stressed overall.



Remember Intent Vs. Impact

No matter how we express ourselves, it will have an effect on those listening. If someone's words offend or hurt you, explain to them how their words impacted you and ask if that was their intention. Often times the speaker's desire is to be understood, but stress and other factors can lead to hurtful exchanges. It's important to keep in mind that words can hurt more than we intended and separate the intent from the impact it had on us.



Accept It

When faced with someone who disagrees with you, accept that your experiences and values have led you to different beliefs. Be confident that your opinion is valid, but be open to hearing where your scope of understanding might be limited. Accepting your differences and talking about them is the first step to finding common ground.



More info at
<http://www.revivecivility.org/>

3. Using media to inform on a local topic

Throughout the pre-conference sessions the county groups will identify an issue important to their local area, represent the issue through photos, interview community members to find out their opinions on the issue, educate community stakeholders, post information online to share with other KYG delegates. The curriculum includes information about media; the rites, privileges and responsibility of the press; bias; and media literacy. At the conference, they will continue to learn how to effectively use media to inform others on a topic they are assigned.

In the past, counties have been asked to create a trifold display of their local topic. This year, each County will inform the rest of the delegation about their topic using the different types of media. Throughout the pre-conference sessions delegates will research their topic, create posts appropriate for the medium, and post prior to the conference in February. In addition, you will read and view other county delegations' posts and comment on them.

Blog page: Coming soon

Required minimum post: 400 words with two pictures

YouTube Channel: Washington State 4-H Know Your Government

<https://www.youtube.com/channel/UCSiwcD6KimmcqMLdudt5qXA>

Required minimum post: Two-minutes video

Facebook Page: WA State 4-H Know Your Government

<https://www.facebook.com/WA4HKYG/>

Required minimum: Three posts

Instagram Page: wa.4h.kyg (do not use wa_4h_kyg)

<https://www.instagram.com/wa.4h.kyg/>

Required minimum: Three posts

Twitter: The handle of KYG is **@WA_4H_KYG** . When you tweet about your topic, tag us.

Required minimum: Four tweets

Each county delegation attending KYG in Olympia is required to complete this work about their local topic. The purpose of this work is to educate other counties on an important county issue, to practice brainstorming, interviewing, writing and presenting, and to prepare for the work they will be doing on stories at the KYG Conference.

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## What's Happening at the Conference in February?

Delegates will be assigned to one of ten Delegate Groups; they will receive these assignments during 4-H KYG check-in. The Core Committee tries to separate delegates from the same county so they can meet people from other counties. Ten teen leaders to serve as conference facilitators (CFs) have applied and been chosen to lead the delegates through the conference sessions.

Each Delegate group will be assigned a topic. CFs will chose these story topics during their training weekend in mid-January and will share these topics with the counties. The topics will be general but pertinent to current issues; delegates should do research on the topics prior to the conference.

The activities performed within these groups at the conference will be similar to the activities your delegates experience in your pre-conference meetings. They will practice civil discourse, research a topic, present it using the variety of media and then respond to other groups' topics.

### Objectives of Orientation Meetings

- Build trust
- Learn the value of civil discourse
- Identify a variety of news media
- Recognize bias in the news
- Discern truth and validity of media reporting
- Value research
- Develop skills (interviewing, writing, teamwork, accountability, and research)
- Feel more connected to the news and politics of our state and nation
- Learn how to be active members of their community
- Identify a problem in the community
- Strengthen focused life skills: Critical Thinking, Self-Responsibility, Positive citizenship

### Pre-Conference Meeting Agendas

Meeting 1: Introductions, Defining Civility, County Issue Identification

- Activity 1: Introductions and Teambuilding
- Activity 2: Overview of KYG Program
- Activity 3: Building a Group Agreement
- Activity 4: Text, Talk, Revive Civility
- Activity 5: Brainstorming for Your County Issue
- Activity 6: Plan to Be Respectful
- Activity 7: Life Skill Selection and Commitment
- Activity 8: Compliments and Closing

Meeting 2: Coming soon

- Activity 9: Teambuilding
- Activity XX: Compliments and Closing

Meeting 3: Coming soon

- Activity XX: Teambuilding
- Activity XX: Compliments and Closing

Meeting 4: Coming soon

- Activity XX: Teambuilding

Activity XX: What is Happening at the Conference?

Activity XX: Compliments and Closing