

MEETING 4: PRESENTING THE STORY

Objectives of Meeting 4

- ❖ Teambuilding
- ❖ Practice civil discourse
- ❖ Finalize posts and video
- ❖ Prepare for the KYG conference

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

Activity 25: Teambuilding

Tic-Tac-Toe

This is a usual tic-tac-toe game, but with a difference. Divide the class in two teams, X and O. Arrange 9 chairs in three rows and three columns. Now start-asking some of the questions listed below. The group that gets the answer correct gets to sit on the chair. Whichever group finishes first, either diagonally, horizontally or vertically, wins.

Questions:

1. What are the dates of the KYG Conference in Olympia? (Feb. 16-19, 2019)
2. What are the two life skills we are intentionally working on through the KYG Program this year? (Self-responsibility; Critical thinking)
3. What is the life skill we try and intentionally strengthen each year at KYG? (Positive Citizenship)
4. What is an example of personal bias? (answers will vary)
5. Name one interviewing technique that was discussed. (request an interview, formulate questions ahead of time, introduce yourself, explain your purpose in the interview, practice ahead of time, dress professionally, be on time)
6. What is one of the Keywords used in the Five Key Questions of Media Literacy? (Authorship, format, audience, content, purpose)
7. What is one of the Five Key Questions to ask when critically evaluating media messages? (Who created this message? What creative techniques are used to attract my attention? How might different people understand this message differently from me? What lifestyles, values, and points of view are represented in or omitted from this message? Why is this message being sent?)

Activity 26: One-on-One Discussion

The Need to Revive Civility and Respect in our Communities

(Source: National Institute for Civil Discourse www.revivecivility.org)

There's an uneasy feeling in the country that things are broken, disrespect is on the rise and we're tearing each other apart in our country. A large number of Americans have a feeling of dislike, distrust, and even contempt for many of their fellow Americans largely because they hold different political views. It seems that, more than ever, we are seeing citizens demonizing others based on whom they voted for. The divides we are experiencing make it extremely difficult to come together and find ways to deal with issues of common concern. It adds to the feeling of distance and disconnection people have from each other, within their community and with their government. If it is not addressed, this divide threatens to become a chasm that will become almost impossible to bridge.

In order to address this problem and enhance our sense of community, we can and must rebuild some of the connections that have been damaged through the years by partisan political fights and the use of

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extreme rhetoric that demonizes and degrades those on "the other side" of an issue. Finding a path forward will require Americans to begin listening and engaging with one another again.

Connections made in each community can only be made by individuals who take responsibility to change the climate and who are willing to listen deeply to each other and relate as human beings first.

The [National Institute for Civil Discourse](#) (NICD), a non-partisan institute based at the University of Arizona, is dedicated to addressing incivility and political dysfunction in American democracy by advancing transformational change. NICD has created this short discussion guide to support a conversation between two people who have different political perspectives and who are interested in bridging differences, deepening relationships and/or creating new ones. The emphasis is on listening deeply to another person and listening across differences to understand where the other person is coming from. This guide offers tips to:

- Learn to listen and build relationships--especially with people of different views;
- See each other as a people first and foremost (with a story and experiences as complex as our own) before any of the political thinking enters the conversation;
- Talk about what we can do to revive civility and respect in our community.

As Americans seeking to create a more perfect union, we have often come together around common values of freedom, liberty, fairness, equality, safety, family, faith and opportunity. We thank you for participating in this initiative to revive civility and respect - person by person, community by community - through listening with respect to another who may hold different views.

Discussion Guide

Tips to Enhance the Conversation

Here are some tips that are designed to help enhance the experience and conversation together. A key element, in addition to really listening to the other person, is not to go into the conversation with the goal of changing someone's opinion. The goal of the conversation is to gain a better understanding of the different viewpoints and life experiences the other person is sharing with you. This is a way that we can begin to revive civility and respect one person at a time.

- Have the conversation in a safe and comfortable space.
- Make the conversation time-limited and agree to meet again if you want the conversation to continue.
- Use personal experiences to help share your viewpoint.
- Listen to understand, not to respond.
- Look for the feelings that are behind the words.
- Ask questions for clarification or further learning.
- Maintain eye contact.
- Acknowledge what you have heard by summarizing or repeating back some of what the other person said.
- Avoid nonverbal cues or comments that shows disinterest or discounts another's beliefs and experiences.

Suggested Conversation Flow

We suggest you start a conversation with someone of different views by restating why you wanted to have the conversation and then getting to know each other a little. After that, the conversation should focus mainly on a discussion of the three suggested questions with a little time at the end to reflect on the conversation. It is important to have genuine conversations, so while you can use this guide to get you started, please listen and adapt as best suits you to have authentic, personal and heartfelt discussion.

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Getting to know each other (5-10 minutes)

Start by spending time getting to know the person in front of you. Discuss a couple of the questions below or other similar ones that can help you understand each other as individuals who have rich lives and varied experiences. Please remember to share time equally.

- Tell me a little about your family--do you have siblings, who do you live with?
- Tell me a little about school--what do you like most about it?
- How long have you lived in the community and what do you like about it?
- What sense of purpose/mission/or duty guides you in your life?
- What would your best friend say about you and what "makes you tick"?

Discussing the three key questions (20-30 minutes)

After you have spent some time getting to know each other, turn to the three questions and take turns sharing your views on each one. After you each comment briefly on each question you may want to ask each other some follow up questions to learn more. Some suggested follow up questions are listed, and you can ask any other similar ones that seem appropriate.

1. What are you most thankful for about living in America?

Begin by sharing some of your views about our country and what you like best about it. This starts the conversation on a positive note and opens up the possibility of discovering common ground.

Some follow up questions you may want to ask are:

- What are you most proud of in our nation's history?
- What are some things you take for granted as an American that you wouldn't have in most other countries on earth?
- Have your views of what you like about America changed or remained the same?

2. How do you feel about the deep divisions and incivility we see in our country?

Move the conversation to explore more about your community - choose a few of these questions to discuss our divisions and differences and again please remember to share time equally.

- Why do you think our country is so bitterly divided at this time?
- How do you feel about our community--do we seem more or less divided than other parts of the country?
- What are the main ways that you think people in our community are uncivil and disrespectful to each other when it comes to political discussions?
- In what ways do liberals and conservatives stereotype each other? Do you ever feel stereotyped by those you disagree with on issues?

3. What can we do to revive civility and find more effective ways to work together?

We can often find that there is more that unites us than what divides us. Take some time to explore areas of agreement and some hopes and dreams you both have. Here are a few questions that may assist you.

- What are your hopes and concerns for our community/and or country?
- In spite of political differences, what do you think are some of the main things that a majority of people in our community agree on?
- What things come to mind that could be done to improve civility in our community and/or before the next election?
- What can our political candidates do differently? How can their supporters show more respect for each other?
- Who in our community needs to be involved in efforts to revive civility and respect?

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Reflection on the Experience (5-10 minutes)

Close the conversation by taking a couple of minutes to reflect briefly together. Explore some of the following:

- In one sentence share what was most meaningful or valuable to you in this conversation?
- Is there a next step you'd like to take based on the conversation you just had? Should we have another conversation together? Would you invite another person to have a one-to-one conversation and/or encourage this to be done within a group you know (e.g. civic, faith based, school, at work)?

Please help us learn what was interesting about your conversation by letting us know how it went by sending an update to <http://www.revivecivility.org/contact>. Sharing the experience on social media can help spread civility too, for example take a picture or short video and share it on social media using **#revivecivility**. Thank you for being part of a growing number of Americans who together are helping civility, one conversation at a time.

Activity 27: Freedoms and Limitations of the Press and Media

Distribute the “Freedoms and Limitations of the Press” Handout on Page 8

I First Amendment

Ask delegates to read the First Amendment section.

Now read it again collectively “Congress shall make no law . . . abridging the freedom of . . . the press.”
No other industry in the United States enjoys this constitutional protection.

Reflect:

1. Why should there be such protection for the media? (*Allow delegates to respond.*) The Supreme Court gave an eloquent answer to that question in a 1957 decision. The media is protected, the court ruled, *to assure the unfettered interchange of ideas for bringing about the political and social changes desired by the people.* The free flow of ideas is necessary in a democracy because people who govern themselves need to know about their government and those who run it, as well as about the social and economic institutions that greatly affect their day-to-day lives. Most people get that information through social media, videos, newspapers, radio, television, and magazines. (Adapted from News Reporting and Writing.)
2. Should there be any limitations on the news reporting or ‘*unfettered interchange of ideas*’ in media?
 - a. National Security?
 - b. Immediate uninvestigated events, bombings, etc.?

II Limitations of the Press – Libel

Read this as a group.

Reflect:

- These days, where are the most common places for making possibly libelous (written) statements? (letters to the editor of local newspapers, public comments on media (i.e., newspaper or magazine) web sites, blog posts, and comments to blog posts)
 - For more explanation of Libel, go to: <http://www.nolo.com/legal-encyclopedia/libel-vs-slander-different-types-defamation.html>
- Give examples of stories that could be construed as libel and then talk about what would not make the libel. (*Remember that slander is an oral defamatory statement, so those statements can be made anywhere and to anyone -- as long as it is to a third party, meaning someone other than the person who is allegedly being defamed. If you tell your best friend, something defamatory*)

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about person X, person X could sue you for defamation if he/she could prove that he/she was damaged because of your statement. NOLO Law for All)

- You might want your group to look at some landmark Libel cases before they come up with their own examples of stories. Go to: <http://plaza.ufl.edu/bshields/caselaw.html>
- Have delegates give examples of stories that could be construed as libel and then talk about what would not make them libel.
- Given that, our press has these freedoms and is held accountable to LIBEL, should we trust our media as being “honest”? Why or why not?
- What cases or stories did you find most interesting or that you had another interpretation of?

Refer to the blog post “It’s Time for Truth on Social Media” at: <http://mashable.com/2013/04/20/truth-on-social-media/> or search “It’s Time for Truth on Social Media.”

Reflect as a group. Ask challenging questions.

- How would you apply principles of the Freedom of Speech in the First Amendment to the information in this article?
- What are the challenges or limitations of the press as stated in the article?
- Why is freedom of the press important to our society? Why is freedom of the press important to YOU?
- How can you use personal and group critical thinking skills and/or self-responsibility skills when considering these issues?

Apply:

- How does this issue affect you personally?
- How might you respond to news through media differently, after looking at this issue?
- How will you hold the press accountable to honest reporting and in what areas?

Activity 28: Media and News

What is Media?

Now that a lot of the hard work is done, take this time to reflect on Media and News before finalizing the work. Instruct the delegates to brainstorm their definition of media. Have members share their definitions with the group. What is the collective definition?

Watch “What is Media?” at: https://www.youtube.com/watch?v=M89_wjcwzfY

Write out this description for class to see; read aloud and discuss the following definition from ‘UnderstandMedia’: <https://understandmedia.com/media-literacy-basics/8-what-is-the-media>

“To understand what exactly the media is, it is first important to define the term “media.” Even more specifically, we want to know about the mass media. Although many different meanings and interpretations may exist for the term “mass media,” for our framework we can say that the mass media is a group that constructs messages with embedded values, and that disseminates those messages to a specific portion of the public in order to achieve a specific goal.”

Discuss:

1. What do each of the underlined phrases mean? Why was that wording chosen for this definition?
 - Not just ‘create messages’ but ones with embedded values; does all media have subjective bias?
 - Why ‘constructs’ and not creates or produces? Does it mean that a conscious effort to build the message was used? Why?

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- What does 'disseminate' mean in this context? Does a personal journal qualify? Why or why not?
 - What is an example of a 'specific portion of the public'? Why might that be important to get the message across?
 - The media constructs a message, disseminates it into society, and targets specific people in order to achieve an end result. What is the ultimate or specific goal of all media? (To ultimately sell you something: either a product, service or an ideology)
 - When does media become propaganda? (When an extremely biased media source tries to sell you a political ideology)
2. What types of media have historically been important to sharing news?
 3. What types of media are unique to today- the time you are living in currently?
 4. Why do we have media and what purposes does it serve for our society?
 5. Why do you think media as a source of news was developed in the first place?
 6. What would life be like if we did not have them?

What is News?

Instruct the delegates to brainstorm their definition of news. Have members share their definitions with the group. What is the collective definition?

Write out this description for class to see; read aloud and discuss the following definition:

“News is information a person needs – whether he likes it or not – in order to live more happily and successfully. He needs to know about taxes and about voting for a candidate. News is also something a person needs to know in order for society to function. He needs to know the new laws and regulations and be kept informed about customs and attitudes and mores, all of which change. News too, is information a reader wants – for his personal pleasure and to satisfy the need for entertainment. He wants to know about vacation possibilities, and what his favorite team is doing.”

Discuss:

- What are the main points from this definition?
- What points did your groups' definition have in common with this one?
- Ask how each individual uses news personally

Activity 29: Post Away!

Review the drafts for the blog, Facebook, Instagram, and Twitter and the storyboard for the video. Have different people review and edit the drafts written by others. Film the video and start posting. You may consider scheduling your posts so they don't come out all at once. Create four or five hashtags that can be added that represent your post. Ex: #Spokane #whycivilitymatters #education #publicopinion

Blog page: <https://wa4hknowyourgovern.wixsite.com/blog> (If clicking on the link does not work, copy and paste the link into your browser.)

Required minimum post: 400 words with two pictures

See “How to Post to the Blog” Handout on Page 9

YouTube Channel: Washington State 4-H Know Your Government

<https://www.youtube.com/channel/UCSiwcD6KimmcgMLdudt5qXA>

Required minimum post: Two-minute video

Facebook Page: WA State 4-H Know Your Government

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

Required minimum: Three posts

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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

After posting, review other county posts and respond. Remember to THINK! If no one else has posted yet, get together prior to the conference to review the posts from other counties and respond.

Activity 30: What is Happening at the Conference

Refer to the **Conference Agenda** from the first meeting and review what will be happening at the conference.

- Share the topics announced in late January after the Conference Facilitator training weekend. Check Slack for the topics.
- Assign people to research those topics and bring research to the conference with the idea that they can divide the work and share. Remember, the topic they research may or may not be the group they are assigned to at the conference. Each group at the conference will be creating posts for the blog, Facebook, Instagram, YouTube and Twitter.
- Reassure them that this is an opportunity for growth and to practice the skills they have gained at the county level. Not only as it relates to media, but also teambuilding and civil discourse.
- Discuss transportation; time and place to meet.
- Discuss breakfast items to bring.
- Confirm appointments with legislators.
- Review dress code; make sure everyone has the clothes necessary to follow it.

Answer any questions about what will be happening at the conference. If delegates have questions, you are unable to answer, **PLEASE** Slack KYG committee members to get the answers.

REQUIRED: *Tweet to: #WAKYG19** a short summary of what you learned from your pre-conference KYG meetings. Have everyone participate. If students do not want to set up a Twitter account just to participate in with KYG, they can partner with someone who has a Twitter account. Be Creative!!!!

Reflect:

1. What do you think we can expect from the activities we will participate in at Know Your Government?
2. What skills will be most important for us to have practiced and be ready to apply?

Activity 31: Compliments and Closing

Have a student stand in front of a dry erase board or large poster board. Other students will write positive attributes or compliments about that student. Take a picture, print it out, and hand out to individuals in your group at the end of your county meetings or KYG Conference.

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Freedoms and Limitations of the Press

I First Amendment

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of people peaceably to assemble, and to petition the Government for redress of grievances. The first ten Amendments to the Constitution, known as the Bill of Rights, were ratified in 1791, four years after the constitution in 1787. Civil Liberties were not guaranteed by the original constitution but the founding fathers promised that a Bill of Rights would soon follow.

II Limitations of the Press – Libel

Traditionally, the single limitation of Freedom of the Press is LIBEL. Libel is a method of defamation expressed by print, writing, pictures, signs, effigies, or any communication embodied in physical form that is injurious to a person's reputation, exposes a person to public hatred, contempt or ridicule, or injures a person in his/her business or profession. (Legal Information Institute <http://www.law.cornell.edu/wex/libel>) Courts have determined that libel is damage to a person's reputation by false accusations of crime, unethical conduct, or adultery. A reporter's defenses against accusation of libel are **Truth**, **Privilege**, and **Fair comment and criticism**. **Truth** is when a reporter can prove his/her statement correct. **Privilege** allows legislators and government executives to say anything, true or false, while conducting official business. Reporters quoting these comments cannot be held libel. **Fair comment and criticism** allows reporters true comment on anyone in the public eye, including sports figures, public officials or actors.

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HOW TO POST TO THE BLOG

Each County is **expected** to participate in the 4-H KYG Blog. Throughout the pre-conference sessions there will opportunities to do this, but additional posts or comments may be made at any time.

KYG Blog: <https://wa4hknowyourgovern.wixsite.com/blog/> (If clicking on the link does not work, copy and paste the link into your browser.)

To do this, at least one delegate in your County needs to be set up as a Blog Author.

- Send your Blog Author information to Mathew Ubachs at ubachsmathew520@gmail.com
- Information needed is:
 - County name
 - Name of your Blog Author
 - Email Address of your Author

NOTE: All posts and comments will be moderated. This process could take a couple of days, so be patient in waiting for your post/comment to appear.

To Make a New Post:

1. Create blog content and be sure to include the following:
 - Blog Title
 - County
 - Main Blog Content - Be aware of you length. Do not just submit a couple of sentences, but be sure to remember keeping your audience's attention is important.
 - Photo(s) that you'd like included which will also be the purview of your blog post.
 - Four or five hashtags that can be added that represent your post. These help with organizing topics on the site. Ex: #Spokane #whycivilitymatters #education #publicopinion
2. Email the above content in ONE email to Mathew Ubachs (email listed above).
3. Your posts will be reviewed and then posted on the WA 4-H KYG Blog. Please allow up to a couple of days for posting.

To Comment:

1. Visit the official KYG Blog: <https://wa4hknowyourgovern.wixsite.com/blog/> (If clicking on the link does not work, copy and paste the link into your browser.)
2. Scroll down to the blog post section and there is an option to sigh up/sign in. You should create a county account for Wix which only requires and email and password. If delegates would like to comment on posts independently on their own time, please feel free to let them create their own accounts or provide login to your county account
3. Choose from the various blog posts and comment away! You also have the option to "like" posts by clicking the heart symbol on the posts.
4. If you'd like to be alerted when a new post is published, feel free to subscribe on the KYG blog site.