**Democratic Knowledge Project (DKP)**

**2022-23 Professional Development Workshops in Support of Deeper Civic Learning**

The [Democratic Knowledge Project (DKP)](http://democraticknowledgeproject.org) at the Edmond and Lily Safra Center for Ethics offers research-based curricular materials and professional development opportunities that support educating for constitutional democracy.

The DKP offers a series of short (2-3 hour) virtual professional development workshops focused on supporting **deeper civic learning\*** in the classroom. The workshop series highlights different tools and frameworks that are integrated into the DKP curriculum and which support a learner-centered approach that encourages student curiosity, critical thinking, and readiness to participate in their communities.

While these workshops are geared for teachers of social studies/civics/history/government for grades 5 - 12, they will be generally useful for any upper elementary or secondary teacher interested in these topics

The Deeper Civic Learning series is virtual. All workshops are held from 4pm-6pm. Workshop cost is $20. Please be in touch if you have any questions about cost.

*Please check this list for registration and payment links (forthcoming) and in case dates have changed.*

*Offered Workshops*

**Title:** Deeper Civic Learning through Student-Led Projects: A Project-Based Learning Approach

**Workshop leaders/facilitators:** Katie Piper, History Teacher, Lakeside School, Seattle and Amber Graeber, Instructional Coach, Des Moines Public Schools

**Date**: Wednesday, October 26, 2022, 4:00-6:00pm ET

**Description**: This workshop is an opportunity for teachers to strengthen their understanding of project based learning (PBL) in the context of the Democratic Knowledge Project’s framework for deeper civic learning & student-led civic projects. While the focus will be on supporting students to design and carry out civics-focused projects, participants will be able to incorporate the principles and strategies of project-based learning into other aspects of classrooms. This is a hands-on workshop designed to help participants develop or revise plans for an upcoming civics-related project. The workshop will begin with an overview of the elements of project-based learning to support deeper civic learning and will then support teachers in using these elements to design or revise curricular plans for implementing student-led civics projects in their own contexts. The workshop is designed to be appropriate for both teachers who are new to the Deeper Civic Learning/Project-based Learning framework, as well as those who are looking for ways to review and revise their previous approaches.

**Title:** Civic Stories: Real Stories of Civic Engagement throughout History

**Date:** Monday, November 14, 2022, 4:00-6:00 pm ET

**Workshop leaders/facilitators:** Tina Blythe, DKP Director of Professional Learning

**Description:** In this workshop participants will explore the DKP’s collection of Civic Stories and consider how they would use and apply those stories throughout their civics instruction. Teachers will be exposed to DKP’s Civic Stories framework and have access to the ways in which we consider and build these stories for inclusion in our curricular materials.

**Title:** Loyalty, Voice, or Exit? The Philosophical Foundations of Democracy through the Story of Prince Hall

**Date**: Tuesday Dec 13, 2022, 4:00-6:00 pm ET

**Workshop leaders/facilitators:** Tina Blythe, DKP Director of Professional Development; Director of Learning and Outreach, Project Zero at the Harvard Graduate School of Education

**Description:** In this session, teachers will experience a simulation which explores Prince Hall, an 18th century free Black man in Boston, whose civic engagement in the 1780s serves as a model for our students today. Prince Hall was an abolitionist community leader in the years following the revolution who used petitions and the ideals of the Declaration of Independence as his primary tool in the fight against enslavement. Through the simulation, teachers and students explore the basic challenge for every civic participant, which is how to decide responsibly about when to participate in an organization, when to seek reform in an organization through dissent, and when to leave it.

**Title**: Using Thinking Routines to Support Deeper Civic Learning

**Date**: Tuesday, January 17, 2022, 4:00-6:00 pm ET

**Workshop leaders/facilitators:** Tina Blythe, DKP Director of Professional Development; Director of Learning and Outreach, Project Zero at the Harvard Graduate School of Education

**Description:** In this workshop, we will explore the DKP’s essential dispositions for civic participation. We will also introduce participants to a tool to support the kind of thinking students need to do to be able to develop these dispositions, Thinking Routines (from Project Zero at the Harvard Graduate School of Education). Participants will experience one or more thinking routines in practice in the civic education context and share tips for using thinking routines in their classrooms.

**Title:** Controversial Topics: Exploring When to Support Controversial Conversations in Classrooms

**Date:** Tuesday, February 7, 2023, 4:00-6:00 pm ET

**Description:** This two hour session will center on engaging K-12 educators in discussions that ask them to consider current topics that may be controversial in the classroom. Educators will consider their own and others’ perspectives on which controversial topics they feel offer appropriate learning opportunities for students in the classroom context. Educators will be introduced to a process and tools for considering their own and others’ perspectives on this question.

**Title:** Difficult Conversations: Skills and Tools for Facilitating in the Classroom

**Date:** Wednesday, March 15, 4:00-6:00 pm ET

**Description:** This two hour session is a follow up to our Controversial Topics workshop (see previous description). This session will expose K-12 educators to tools to help develop facilitation skills they can use in the classroom to support students having difficult conversations, as well as in their discussions with colleagues and parents. The focus on the approaches used in this session are on understanding- on dialog rather than debate. This session aims to help participants understand the importance––and challenges––of conversations across differences and equip them with the skills and tools to support those conversations that bring values to forefront to help foster deeper, more meaningful conversations about the challenges we encounter.

\* For the Democratic Knowledge Project, **deeper civic learning** helps students develop a civic identity by integrating their understanding of their personal identity and values, knowledge about our constitutional democracy, and the skills necessary for effective civic participation.

Simultaneously, students are cultivating the following core civic dispositions, in the service of their civic engagement:

* **civic self-confidence**: involves a commitment to consuming and sharing reliable information and making deliberate choices about how much time, energy, or personal information to share as part of civic participation
* **civic reciprocity**: involves identifying shared values, seeking alternative perspectives, a commitment to fairness, and respect for the values and goals of others, as long as they are consistent with constitutional democracy
* **civic self-care**: involves a commitment to consuming and sharing reliable information and making deliberate choices about how much time, energy, or personal information to share as part of civic participation

*Please email* *democraticknowledgeproject@gmail.com* *with any questions.*