

The Utah Coalition for Civic,
Character & Service Learning



THE UTAH COALITION FOR CIVIC, CHARACTER AND SERVICE LEARNING: PROVIDING LEADERSHIP AND SUPPORT TO UTAH'S SCHOOLS K-16 IN ACCOMPLISHING THEIR BASIC CIVIC MISSION

Newsletter Fall 2007

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MESSAGE FROM THE CHIEF JUSTICE

The Honorable Christine M. Durham, Chief Justice of the Utah Supreme Court, and Chair of the Utah Coalition for Civic, Character and Service Learning



A national report released May 16 revealed that American students are not being taught what it means to be a citizen in a democracy. The National Assessment of Educational Progress (NAEP) released the findings of the 2006 "Nation's Report Card" on U.S. History and Civics during a press conference in May at the Old State House in Boston, Massachusetts. ("The Nation's Report Card on Civics" is the most authoritative measure available on how well schools are preparing students for active citizenship.)

This finding has real implications for the future of our constitutional democracy, which rests on how civically literate and engaged our citizens are, and we should all be concerned.

"America's school children are woefully unprepared to take their place as informed, engaged citizens," said Charles N. Quigley, executive director of the Center for Civic Education, in response to the release of "The Nation's Report Card." "The fact that only a little over 24 percent (aggregate of three grade levels) of students tested were able to achieve a proficient score on this important national measure is hardly surprising given the narrowing of the curriculum and testing that focuses on a few subjects to the exclusion of all others," Quigley said. "The Nation's Report Card: Civics 2006' showed that only 24 percent of fourth-graders, 22 percent of eighth-graders and 27 percent of twelfth-graders could reach a simple mastery of civics called proficient." Quigley added: "Our system of public education was founded with the twin goals of preparing each generation for the workplace and active citizenship. Today's report demonstrates we have lost sight of educating the citizen in favor of concentrating on preparing the worker."

But we don't have to do one at the expense of the other. We can do both, and our young people and our nation will be better off because of it. We can educate for academic achievement, for the workplace, and for citizenship.

Our founders pressed for a system of common schools to foster citizens capable of sustaining this fragile new experiment in liberty--citizens with civic knowledge, citizens who participate, and citizens with good character. The twin goals of education in the United States have historically been academic and citizenship development, and public schools were founded to foster these important goals. The civic mission of schools must be restored, revitalized and strengthened. This is vitally important to the future of our state and of our nation.

Our nation is falling short in teaching the values, principles and ideals that underlie our representative democracy. Our students must understand our political and cultural traditions, and have

Coalition Calendar of Events:

Dialogue on Democracy:

October 30, 2007

6:30 p.m. reception, 7:00 p.m. dinner

Rice Eccles Stadium, University of Utah

UEA Educator Session:

10:15 a.m. to 12:15 p.m.

The Salt Palace, in partnership with the

Utah State Office of Education

2:00 p.m. to 4:00 p.m.

High School/University Interactive

Student Session with Lee Hamilton

Dumke Room, Alumni House

University of Utah

SAVE THE DATE:

June 10, 11, 12, 2008

“Smart and Good Schools” Workshop,
in collaboration with Granite, Murray
and Salt Lake City School Districts:

Statewide Training. All school districts
are welcome to participate. For more
information and to register for this
event go to www.utahciviccoalition.org

June 17, 18, 19, 2008

3 Branches of Government Teacher
Workshop: Utah State Capitol, Utah
State and Federal Courts and other
locations, in partnership with the Utah
State Office of Education

August 2008

State Conference in partnership
with Utah 3Rs Project



the knowledge, skills, qualities and habits to participate as engaged citizens in the affairs of our nation. We can do this by teaching civic education, character education and service learning in our schools. Education must develop the student and the worker, but it must also develop the citizen and the human being. A complete education includes educating for both academics and citizenship. Citizenship is the “other side of the report card,” and public schools were created to be the basic institution in our nation charged with passing on our vision of a constitutional democracy.

As a result of much work by many committed individuals and organizations in our state, and four years of Congressional Conferences, much has been accomplished. These national conferences succeeded in rekindling commitment all across the nation in focusing on the important civic mission of schools. These conferences were attended by state lawmakers, education and community leaders, and always included a strong delegation from Utah.

For example, state coalitions dedicated to strengthening civic education policies, practicing and restoring the civic mission of schools are sprouting up all across the nation, and are making great progress. Also:

- ◆ Every state has established a campaign coalition to strengthen civic education;
- ◆ Thirteen states, including Utah, have created officially sanctioned state commissions on civic education or civic literacy;
- ◆ Thirty measures supporting effective civic learning have passed legislatures in 23 states, including Utah; and
- ◆ Twenty-six states have held state level summit conferences on the importance of effective civic education.

But much remains to be done. In Utah, we have created legislation supporting schools in reconnecting with their basic civic mission, and in building character. We have created a state Commission for Civic and Character Education, and a Coalition for Civic, Character and Service Learning, to provide leadership for the state’s commitment to civic and character education in the public schools, institutions of higher education, and the larger community.

■ These initiatives enjoy support from the highest levels of leadership across all three branches of state government, and are a bipartisan effort as well.

■ The work of the Commission, in partnership with the Coalition, is to create a network of organizations, agencies and universities committed to helping schools K-16 in accomplishing their basic civic mission.

■ The Coalition will be a clearinghouse of information and resources on civic education, character education and service learning.

■ The Coalition is a provider of high quality staff development events and activities for teachers in the classroom, and pre-service teachers preparing for the classroom.

I invite you to join this statewide initiative leading the charge in a Call to Action for Civic Engagement, Civic and Character Education and Service Learning in our schools and communities.

Sincerely,

Christine M. Durham
Chair, Utah Coalition for Civic, Character and Service Learning

Press Conference to Announce New Partnership between the Utah Commission on Civic and Character Education, and the Utah Coalition for Civic, Character and Service Learning

On May 22, 2007 Lieutenant Governor Gary R. Herbert, chair of the Utah Commission on Civic and Character Education, and Chief Justice Christine M. Durham, chair of the Utah Coalition for Civic, Character and Service Learning, announced at a press conference on Capitol Hill a civic, character and service learning initiative with all three branches of government partnering in outreach efforts. The Lieutenant Governor and Chief Justice announced a bipartisan and cooperative effort from all three branches of Utah government regarding civic, character and service learning. The Lieutenant Governor also presented a declaration from Governor Jon M. Huntsman, Jr. The Utah Commission on Civic and Character Education includes members from all three branches of government and one representative each from the Board of Regents and the State Board of Education. These Commissioners, along with the Utah Coalition for Civic, Character and Service Learning are sharing resources in a commitment to instill principles of civic participation in K-16 students. Also speaking were former State Senator Karen Hale, former State Representative LaVar Christensen, and Dr. McKell Withers, Superintendent of Salt Lake City School District.

THE ANNUAL DIALOGUE ON DEMOCRACY, 2004 THROUGH 2007: A Utah Coalition for Civic, Character and Service Learning “Signature Event!”

Hosted by the Coalition, the First Dialogue on Democracy dinner at the Utah State Capitol Complex in 2004 featured former U.S. Congressman David Skaggs, who is also executive director of the Center for Democracy and Citizenship Program at the Council for Excellence in Government. Mr. Skaggs gave the keynote address followed by a panel discussion facilitated by Utah Supreme Court Chief Justice Christine M. Durham. At the Second Dialogue on Democracy dinner in 2005, Dr. Charles Haynes, senior scholar at the Freedom Forum’s First Amendment Center in Arlington, Virginia, and leading authority on civic and character education, delivered the keynote address, challenging Utah’s leaders and citizens to support civic learning and engagement and to step forward to bridge the religious divide. Dr. Haynes also met with teachers, and facilitated a town meeting with high school and university students.

At the Third Dialogue on Democracy dinner, held November 14, 2006, state officials, legislators, judges, teachers, students, and civic education leaders from around the state gathered for an evening exploring civic learning and service in Utah. Dr. Larry Sabato, Director of the University of Virginia Center for Politics, delivered the keynote address, while student leaders from universities and colleges served as ambassadors for the event. Dr. Sabato also met with K-12 high school civic education teachers in a morning workshop and with high school and university student leaders in an afternoon workshop to explore ways to expand involvement in civic dialogue and community action.

The Fourth Annual Dialogue on Democracy will be held on October 30, 2007 at Rice-Eccles Stadium, University of Utah, and will feature Lee Hamilton, president and director of the Woodrow Wilson International Center for Scholars, in Washington, D.C., and director for The Center on Congress at Indiana University.



Lt. Governor Gary R. Herbert, Chair of the Utah Commission on Civic and Character Education, talks about the work of the Commission, including the award about to be presented at the 2006 Dialogue on Democracy

Mr. Hamilton is a former U.S. Representative from Indiana, Vice-Chairman of the 9/11 Commission, and Co-Chairman of the Iraq Study Group. The Dialogue will also feature a teacher workshop at UEA (the annual Utah Education Association conference) and a high school/university student workshop, planned by Coalition partners, including The Hinckley Institute of Politics at the University of Utah, the Utah State Office of Education, Utah Law Related Education, Utah Campus Compact, the Administrative Office of the Courts, the United States District Court for the District of Utah, Utah 3Rs and the Office of the Lieutenant Governor.

CITIZENSHIP IS HARD WORK

May 2007 commentary by Lee H. Hamilton
(reprinted with permission)

I've heard a great deal from citizens over the years about what they expect from their elected representatives. Now I'd like to tell you what one former politician, at least, expects of citizens.

With each passing year, I become more impressed with the obligations and responsibilities that our form of democracy places upon ordinary people. To put it plainly, our nation depends for its health on the active engagement of its citizens. As Adlai Stevenson once said in a speech at Princeton, "Our government demands, it depends upon, the care and the devotion of the people."

This is a remarkably concise summation of a truth that many people who hold public office come to appreciate—that while the burdens placed on elected officials in a representative democracy may often seem heavy, they are merely a distillation of those we ask our citizens to shoulder.

For in order to select their representatives carefully and wisely, and then to hold them to account for their behavior in office, voters must be able to judge difficult issues and their solutions, weigh complex arguments, and identify problems that need addressing.

They must have some understanding of the intricacies of the problems confronting the nation and be able to respond to the rapidity with which the biggest evolve—problems such as war, a changing economy, global warming and the health care crisis.

And citizens must have a dose of critical attitude toward their leaders—the skeptical frame of mind that will help them fairly evaluate those in office without forfeiting their belief in the system as a whole.

This is asking a lot. It means studying the issues, seeking out all sorts of points of view, talking to friends and acquaintances about the crises of the day. It means being open to having one's mind changed as new information comes in, having a fundamental respect for facts, and being able to weigh what's reasoned and unreasonable in the arguments one hears.

Above all, the engaged citizen must be open to compromise, to appreciate that conflicting interests are just part of our society and that resolving conflicts allows our nation to function and move forward.

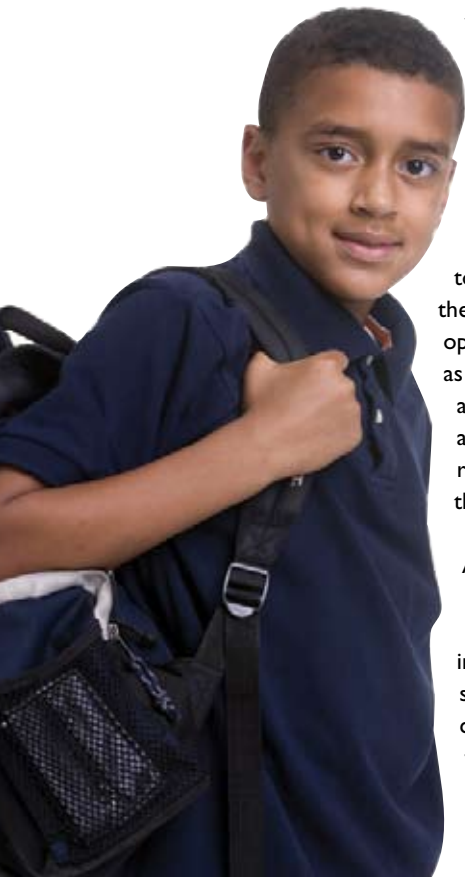


We live in a diverse and complex society, and it's inevitable that your fellow citizens are going to see things differently from you. A lot is at stake in how this gets dealt with. In the end, for citizens no less than for politicians, finding healthy and constructive ways to resolve our differences is crucial for a functioning democracy.

If what I've just described sounds like the set of qualities you should expect in an elected representative, rather than in your fellow citizens, there's good reason. Despite what the more cynical political commentators would have you believe, there are no walls that separate Capitol Hill from the rest of the nation. The success of a representative democracy rests in citizens' ability to make discriminating judgments, both about whom they wish to represent them and about how they want to be represented. The conclusions they come to then feed into the political system, whether at election time or through the day-to-day exchange of ideas and concerns between politicians and citizens.

So, at heart, our system relies on citizens making the effort to do the work we also expect of political leaders: to develop a "civic temperament" that allows them to grapple constructively with people of differing opinions, and above all to educate themselves on the issues of the day.

"If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be," Thomas Jefferson once wrote to a friend. Our first duties may be to our families and our immediate communities, but our freedom depends on the willingness of ordinary citizens to devote time, attention, and effort to the public interest as well.



“SMART AND GOOD SCHOOLS” WORKSHOP OFFERED THIS SUMMER TO ALL INTERESTED UTAH SCHOOLS AND DISTRICTS— June 10, 11, 12, 2008



Dr. Larry Sabato, Director of the University of Virginia Center for Politics, interacts with high school and university students during the 2006 Dialogue on Democracy

The Coalition, in collaboration with Granite, Salt Lake City and Murray School Districts, is sponsoring a character education workshop that K-12 educators from all districts across the state are invited to attend. The “Smart and Good Schools” workshop is drawn from the research study, “A Report to the Nation-Smart and Good High Schools: Integrating Excel-

lence and Ethics for Success in School, Work and Beyond.” It offers research-based character education strategies that top performing schools in the nation have integrated into their total school programs, including many civic education and service learning ideas. The workshop will feature Drs. Tom Lickona and Matt Davidson, researchers at SUNY Cortland who developed the project, which was funded by the Templeton Foundation and Character Education Partnership in Washington, D.C. As Drs. Lickona and Davidson point out, “This report views character, defined to include striving for excellence and striving for ethical behavior, as the cornerstone of success in school and life.” Watch our web site, www.utahciviccoalition.org for more information on how to register for this exciting event. To download or order the full report, go to www.cortland.edu/character/highschool/chapters/SnGReport.

CONSTITUTION WEEK IS CELEBRATED SEPTEMBER 17 THROUGH 21

Congress has mandated that all schools that receive federal funding teach about the Constitution on Constitution Day, which this year was September 17. Constitution Week ran the entire week from September 17 through 21. There are many excellent resources to help schools teach about the Constitution, including online resources found at Utah Education Network, or UEN. To access them year round, go to www.uen.org.

The Bill of Rights Institute is pleased to announce the arrival of a new teacher resource, “Celebrate the Constitution: Why Do We Need a Constitution?” This 20-page, full-color booklet on the Constitution and Bill of Rights is entertaining as well as informative. “Celebrate the Constitution” contains activities, games and short readings on the Constitution, and provides teachers with fresh, exciting materials that connect the Constitution to students’ lives. The book features content about the rights students have in their public schools, touching on relevant issues like school newspapers and expression on the Internet and MySpace pages. Each book contains a full copy of the Constitution and the Bill of Rights. This invaluable resource is perfect for use throughout the school year. To order your copy, call 1-800-838-7870, ext. 22, or visit their web site at www.billofrightsinstitute.org.

In the Legal Circle newsletter, their Engaging Youth in Democracy initiative, which is sponsored by the Constitutional Rights Foundation Chicago, (CRFC) offers classroom materials to deliberate 16 controversial issues. The materials are available at no cost at www.deliberating.org. CRFC’s Deliberating in a Democracy (DID) project is funded by the U.S. Department of Education. DID helps secondary teachers engage students in discussions of substantive content on the institutions, systems, and basic principles of a democratic constitutional state. A typical deliberation led by DID teachers might focus on whether hate speech should be permitted in a democracy. To visit the Constitutional Rights Foundation Chicago web site, go to www.crfc.org.

Why Belong to the Utah Coalition for Civic, Character and Service Learning?

If you are an organization or program interested in the civic mission of schools, here’s what membership in the Coalition can bring you:

✓ *Increased visibility for your programs and activities*

✓ *Greater opportunities to leverage support for civic, character and service learning with leadership commitment from all three branches of state government, and the State Superintendent of Schools*

✓ *A network that provides resources, support and opportunities for collaboration with partners on a variety of projects*

✓ *Increased visibility, partnerships and activities to move the fields of civic education, character education and service learning forward*

✓ *The development of a model statewide Coalition focused on providing coordinated resources, services and activities to Utah schools K-16*

If you are an educator, here’s what the Coalition can do for you:

✓ *Direct you to a plethora of outstanding programs, information and resources*

✓ *Connect you with great staff development opportunities and other activities, including opportunities for partnership and collaboration*

✓ *Point you in the direction of the latest research, web sites, articles, lesson plans, etc.*

In Memorial...



J.D. Williams, Founder of the Hinckley Institute of Politics and Professor Emeritus, attends the 3rd annual Dialogue on Democracy at Rice-Eccles Stadium. He passed away in Salt Lake City September 3, 2007. He was greatly admired and had many friends, including Sharlene Linford, who gave the eulogy (reprinted here) at J.D.'s memorial service on September 22 at Kingsbury Hall. Shar taught social studies at Cottonwood High School, and was a prevention specialist and coordinator for character education in Granite School District.

“You Light Up Our Lives”

by Shar Linford

Let Your Light so Shine Before Men That They May See Your Good Works.

I cannot think of any greater honor in my life than to speak at the memorial service for this remarkable man.

Shakespeare once wrote: “His life is gentle and the elements so mixed in him that nature might stand up and say to all the world: ‘Here was a man.’”

Again he said: “‘Here was a man’. Take him for all in all, I think I shall not look upon his like again”.

For some, he was a professor, colleague, mentor, politician, dear friend, sometimes a surrogate father, big brother, motivator and cheerleader. J.D. Williams was all of these things to me.

Today, I feel like the substitute that was called by the master teacher to stand in front of his class of students. Oh what a magnificent class you are! J.D. would love this celebration, delighted that all of you would be in attendance and proud of your many accomplishments. He would not be a bit hesitant to take some of the credit.

Since his passing on Monday, September 3, 2007, Labor Day, many friends and associates have reflected back and related stories of their unique relationship with this unforgettable man. Let us all reflect back on our first encounter...the first impressions of J.D. Williams.

Some remember their introduction to him as very positive; “He was the best teacher I ever had”.

For others: “He was intimidating; he frightened me so much that I checked out of his class the first day”.

A favorite of J.D.'s: “I thought I was enrolled in a course at Harvard”.

For me, it was an autumn day in 1968. A young professor spoke in the Union Building to the incoming freshman class about falling in love... “Falling in Love with Ideas”. J.D. told the audience that we would know when we had fallen in love

when we much preferred spending a Friday night reading the poetry of an Emily Dickinson, the biography of Thomas Jefferson or enthralled with the patriots of the American Revolution and their noble cause. First impressions of J.D. were unusually powerful.

Thousands of students enrolled in American National Government, Political Science 110, The Beauty of Freedom and The Ethics of Management. J.D. was a scholar of the Constitution and believed emphatically that the document was a living instrument. He believed that the Declaration of Independence was sacred.

His lectures were meticulously prepared and eloquently delivered, filled with his own unique style and passion. But J.D. was emotional and passionate about everything in his life!

He loved his students and often remarked: “They are the fringe benefits of the profession”. He called us by name and remembered who we were long after the course ended.

His classes provided opportunities for discussion, dialogue, debate and always encouraged opinions. J.D. believed strongly: “what a student was thinking was far more important than what he was saying”. If a student came to class unprepared, J.D. quickly chastised: “I admonish you to good works”.

He awakened a new sense of history in all of us. At the end of every course he called us to account: “Participation will make your words valuable”.

J.D.'s impact was unusually remarkable.

As Founder of the Hinckley Institute of Politics in 1965 and its Director for ten years, J.D. laid out a program that kept the excitement of politics in the eyes of students. The Hinckley Institute provided for resident politicians on campus, Coffee and Politics, Books and Banter, political internships for over 5,000 students in Utah and Washington, D.C. and the Taft Institute of Government.

My involvement in the Taft Institute in 1975 had a profound effect on my professional career as a teacher.

His teaching, his programs, along with his personal interest and concern influenced many of our decisions about how we chose to live our lives. We would volunteer for political campaigns, run for political office, become politicians, even serve as poll judges on election day and choose careers in public service.

J.D. changed our lives.

Aside from the politics and teaching, J.D. was my dear friend for thirty-three years. There were letters of recommendation, postcards, notes and letters, phone calls, birthday cards, celebrations for the important events in our lives as well as tears for the tragedies. He was always available to speak to high school students and eager to be a keynote speaker at a National Character Education Conference. He and I met every Tuesday afternoon at Einar Nielsen Fieldhouse for our weekly tennis match. There was far more politics discussed over the net than tennis played but the hour spent together was treasured time for both of us. We also enjoyed an occasional Saturday afternoon on the ski hill in the beautiful Wasatch mountains. J.D. left his mark on all our lives.

Franklin Delano Roosevelt wrote to his good friend, Sir Winston Churchill, in 1940: "It is fun to live in the same decade as you. When we love some notable quality in one another, we usually tend to embody it in ourselves".

J.D. always encouraged us to be better citizens, commit to public service, treasure one-on-one relationships, be honest and ethical in our dealings and devote our lives to making a difference in the world.

J.D. was not without honors. In 1986, J.D. Williams presented the prestigious Frederick William Reynolds Lecture: "The Miracle At Philadelphia". The speech was truly a masterpiece that celebrated the Bicentennial of the United States Constitution.

The University of Utah gave J.D. Williams two of the Institution's highest honors:

- 1992- The Joseph Rosenblatt Prize for excellence in teaching, administration and research.
- 1996- Honorary Doctor of Law

After his retirement from the University of Utah in 1992, J.D. continued to be involved academically as well as provide public service. He willingly voiced his opinions on the editorial page, enjoyed commenting election results and served as a political analyst on election eve for the local television networks, consented to lecture, speak and teach when requested to do so.

J.D. was concerned about the State of our Union. He commented on more than one occasion: "Government has been acting so poorly, smelling so badly, as it has ever smelled. The country's anatomy is diseased".

The last several months J.D. was still expressing his opinion on political matters, planning and organizing, even collecting news articles fully intending on sending them to the recipient with his personal notations and remarks included in the margins. He truly believed that "the future belongs to us and what we make it".

Even to the end, J.D. would remind those who were close enough to hear: "I have had a good life and life has been good to me". He was forever gracious, kind, thoughtful, positive and grateful for assistance.

J.D. said it best in his last lecture to his students in Political Science 110 in the spring of 1992: "I end with one of those extraordinary things that would come down through the annals of history by way of shaping that vision. A Puritan Preacher in 1620, as the Puritans set out for Massachusetts: 'Let us be cheerful to go to the place that God will show us to possess in peace and plenty. A land like the Garden of Eden which the Lord planted that any part else of all the earth'. Both that Garden and the Revolution are now in our hands.....take good care of it."

SPOTLIGHT ON OUR COALITION PARTNERS

UTAH LAW RELATED EDUCATION

Utah Law Related Education's mission is to provide law-related and citizenship education for Utah's youth and communities through interactive educational experiences and curricula which foster in them an understanding of the law, the legal system, and their rights and responsibilities as engaged citizens.

We the People . . . The Citizen and the Constitution

The primary goal of this program is to promote civic competence and responsibility among the nation's elementary and secondary students. After studying the classroom curriculum, classes may participate in either noncompetitive or competitive mock congressional hearings.

We the People . . . Project Citizen

Classes of junior high and high school students learn how to monitor and influence public policy. Participants develop a portfolio of their work and present it at a hearing/showcase.

Mock Trial Competition

The goal of this competition is to teach junior high and high school students their legal rights and responsibilities as citizens. Team members play roles of witnesses, attorneys, and bailiffs in courtrooms throughout the state.



Salt Lake Peer Court

Peer Court provides an alternative approach to juvenile justice in which youth referred for minor offenses are sentenced by a jury of their peers. Ninety student volunteers conduct weekly court hearings in five juvenile court courtrooms at the Scott M. Matheson Courthouse in Salt Lake City.

Conflict Resolution Program

Utah schools are provided with a comprehensive K-12 Conflict Management Program which includes K-12 Conflict Resolution Programs, Conflict Resolution Training for teachers and administrators, and Peer Court training.

For more information about LRE programs, Lending Library resources, and professional development opportunities, please contact Kathy Dryer or Janet Hilliard. Phone: 801.322.1802; E-mail: lre@icw.com; Web site: www.lawrelatededucation.org





CREATING A CULTURE OF CONNECTION PROJECT

“Much of what we have become as a nation is shaped in the school yard and the classroom.”

Gerald Grant, The World We Created at Hamilton High

By Margo Thompson

As students enter the classroom for the first time each fall, they encounter a microcosm of the world that will shape their perceptions of the way the external world functions. Teachers have an opportunity to shape the world of the future by providing a classroom world that welcomes each student and focuses student attention on caring relationships, respect and empathy for others, and personal and civic responsibility. Rather than spending the formative first days of school in recitation of rules and procedures, teachers might focus instead on welcoming students to the classroom world and building a community of students that will work together to face the challenges of the school year.

The Utah Coalition for Civic, Character and Service Learning is partnering with the Salt Lake Center for Engaging Community on a project to help teachers build classroom relationships during those first important days of the school year. The project design involves the use of literature to open a dialogue with students on how to establish a welcoming and caring school community. It is a follow-up activity to the Center’s ongoing “Decade of Creating a Culture of Connection” project, spearheaded by Center executive director John Kesler. The Salt Lake Center for Engaging Community, in partnership with Salt Lake City, Salt Lake County, the Utah State Bar and the Utah Coalition for Civic, Character and Service Learning, sponsored a workshop at the Utah Law and Justice Center in March 2007, attended by over 90 community leaders, to explore how to create a culture of connection in the Salt Lake Valley. The following activity is an example of the material being developed for this follow-up “welcoming” activity:

WELCOMING ACTIVITY

As a first-week activity, pair students to memorize the poem and to discuss question #4. Ask student pairs to introduce themselves to the class before reciting the poem aloud and then presenting their responses to question #4. Display the poem on the classroom wall throughout the year as a reminder to students to be the best they can be. This poem urges students to believe in their potential.

WE NEVER KNOW

We never know how high we are
Till we are called to rise
And then if we are true to plan
Our statures touch the skies

The heroism we recite
Would be a daily thing
Did not ourselves the cubits* warp
For fear to be a king.

Emily Dickinson

*cubits—ancient units of linear measure, from tip of finger to elbow

DISCUSSION QUESTIONS

1. What do we learn about ourselves when we are “called to rise,” when we face challenges? (We find out “how high we are”—how competent and brave we are.)
2. According to the poem, how much potential do we have to succeed in challenging situations? (We have great potential, heroic potential—“our statures touch the skies.”)
3. What keeps us from doing our best, from acting with “heroism” as we encounter daily problems? (We don’t measure up to our leadership potential because we are afraid; we “fear to be a king.”)
4. What challenges do we face here at school? How can we respond to these challenges in a brave, responsible way? How can we demonstrate leadership in facing these problems?



Judge Thomas L. Kay presents “Who Wants to be a Prisoner” to students at Rocky Mountain Junior High School in West Haven, Weber County.

JUDICIAL OUTREACH

“Who Wants to be a Prisoner?”

“Who Wants to be a Prisoner?” is a PowerPoint presentation that can be used in school or youth groups (ages 12-18) to address issues of fighting, drugs, tattoos and body piercing, pornography, personal responsibility, and hard work in a fun and engaging presentation that makes good points without lecturing. Second District Court Judge Thomas L. Kay has developed this presentation and has presented it to over 3,000 youths and students over the past nine years. The PowerPoint presentation is available through Nancy Volmer of the Administrative Office of the Courts at (801) 578-3994 or nancyv@email.utcourts.gov.

SPOTLIGHT ON CITY ACADEMY CHARTER SCHOOL

By Margo Thompson

*“City Academy is not about changing the world, even though that is exactly what we’re doing...
It’s about young people getting excited about learning and about being good citizens!”*
Sonia Woodbury, Executive Director, City Academy

Located in the heart of downtown Salt Lake City, City Academy is a public charter school for students in grades seven through twelve. City Academy was founded in fall 2000 by University of Utah teacher educators who wanted to bring together in one place the best research-based practices for effective and equitable secondary education. As a result, the teaching and learning environment at the school is designed to engage students in Project-Based Learning, a method which focuses on “students doing and understanding” rather than on “teachers showing & telling.” Project or inquiry-based learning begins with students as active participants investigating different aspects of an issue rather than beginning with a review or a lecture to offer background knowledge.

The Project-Based Learning approach is used not only for academic but also civic learning. To encourage civic and service learning, every student in the school serves on one of ten faculty facilitated service learning committees that each provide an essential service to the school. Working on each of these committees becomes a service learning opportunity where students and adults provide service for the school community while also learning more about issues, skills, and responsibilities in a particular area of service. Additionally, each of these committees serves as a component of the school leadership program. The student members of each of these committees are the school leaders in their respective areas, where they learn to be proactive about accomplishing goals and serving others.

Along with the work on school committees, academic service learning opportunities arise in classes across the curriculum when a controversy or issue emerges from the course of study. Students learn about this multifaceted concern and are then asked to develop a solution or resolution to the issue based on their study. Students perform a service when they communicate their solutions to those in the community who are directly dealing with the issue or when they themselves take action on the issue. Additionally, 10th through 12th grade students participate in internship placements of their choosing in non-profit or government organizations in the community.

REFLECTION ON THE THREE BRANCHES OF GOVERNMENT WORKSHOP

by Nicki Wake, teacher participant

The Three Branches Workshop helped me crystallize my thinking about certain “three branches” concepts and left me hungry to learn more. If I can do something similar for my students I will consider myself a successful teacher. The combination of presentation, simulation, and demonstration was helpful to me as a learner. It also served as a reminder to me to use a variety of teaching strategies to engage students in different ways. There are ideas from each day of the workshop I plan to implement with my students.

The items from the Legislative day I plan to implement are the simulations, resource materials, and guest speakers. The “How a Bill Becomes Law” and the appropriations simulations are both activities that would engage my students intellectually and emotionally. The fabulous resource materials: the Legislative branch web site, the We the People materials, and the Office of Legislative Research materials can easily be added to my civics curriculum and will enhance my teaching. Bringing guest speakers into the classroom such as an elected official or a lobbyist will give students an opportunity to learn from people who are directly involved in the legislative process.

The naturalization ceremony, the mock trial, and watching a court procedure are the teaching strategies I would like to implement from the Judicial day. I was unprepared for the emotional impact of the naturalization ceremony. Listening to those brand new citizens express their thoughts regarding this country was powerful. If my students could, even in small measure, experience that gratitude for our country it would be a significant accomplishment. Students would have fun participating in a mock trial and they would understand the legal process better. I would hope having my students, many of whom have already had interactions with the law, witness a change of plea in the Federal Court would have a sobering effect on them.

From the day we spent on the Executive branch I would like to use educational resources and service learning. I was glad to learn about the great resources available to educators and the public at the State Capitol, the Governor’s Mansion and the Historical Society. Taking a field trip to the Capitol or the Governor’s Mansion or making use of the Historical Society’s kits would assist the students’ understanding of civic education. I am very excited about implementing service learning into my classroom. Whether it is through writing letters to legislators or volunteering in the community, I believe service learning will help my students become civically engaged.

The Three Branches Workshop enlightened me as a teacher to the possibilities of what civic education can be. It also provided me with great resources so I can get started. I want to allow my students to experience civic engagement as directly as possible. My plan for this includes implementing field trips, simulations, guest speakers, service learning and making use of great resources. By implementing these various strategies I hope to give my students both an intellectual and emotional experience with civic education that matches the one I received at the workshop. It may change their lives—and all our lives as they begin to take part in our democracy.



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THE UTAH COALITION FOR CIVIC, CHARACTER AND SERVICE LEARNING: PROVIDING LEADERSHIP AND SUPPORT TO UTAH'S SCHOOLS K-16 IN ACCOMPLISHING THEIR BASIC CIVIC MISSION

“The mission of the Coalition is to instill in K-16 students the desire to become engaged citizens, who, with their community partners, are endowed with the knowledge, skills, attitudes and confidence to participate fully in democratic life. The collaborative effort of the Coalition is intended to increase community awareness of this civic education work and the need for engaged citizenship.”

UTAH COMMISSION ON CIVIC AND CHARACTER EDUCATION MISSION STATEMENT

Recognizing that the cultivation of a continuing understanding and appreciation of representative democracy and the rule of law in Utah and the United States among succeeding generations of educated and engaged citizens is important to the nation and state,

The mission of the Utah Commission on Civic and Character Education is:

- ❖ To provide leadership for the state’s commitment to civic and character education in the public schools, institutions of higher education, and the larger community;
- ❖ To make recommendations to school boards and administrators; and
- ❖ To promote coalitions and collaborative efforts that foster informed and civil public discourse and responsible citizenship.



A special thanks to our partners, UEN (Utah Education Network) for sponsoring the Coalition’s new website---check it out at www.utahciviccoalition.org!