



Civil Discourse Walk-Through Notetaker: AWARE, Classroom Environment, and Teacher Facilitation

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The acronym AWARE and look-fors are adapted from Sphere's [Civil Discourse Primer](#). You may wish to highlight or circle look-fors on the chart during the walk-through. You may choose to focus on one area in the notetaker for notes and feedback.

| | |
|---------------|--|
| Date and Time | |
| Teacher | |
| Lesson Topic | |

Student Actions: AWARE

| AWARE Category of Skills | Potential Look-Fors Student Actions | Notes |
|--------------------------|---|-------|
| Assert | <ul style="list-style-type: none"> Clearly stating viewpoints with credible facts Acknowledgment of areas of agreement and connection with others | |
| Wonder | <ul style="list-style-type: none"> Consider other perspectives and ask questions about their viewpoints Reflect on responses | |
| Accept | <ul style="list-style-type: none"> Openness to the fact that others may not change their viewpoint or may be open to changing one's own viewpoint Openness to disagreements Listens and responds to others without pressuring other students to take on their viewpoint Students stay engaged and do not quit conversation due to frustration | |
| Respect | <ul style="list-style-type: none"> Active listening Respectful language and avoidance of stereotypes or name-calling Positive body language, voice, and tone during disagreements | |
| Establish | <ul style="list-style-type: none"> Articulate established goal(s) for discussions and work toward achieving these Recognize tension and redirect or support other students Show positive and collegial relationships with one another despite disagreements Can reflect on meeting goal(s) | |

Teacher Actions: Classroom Environment and Facilitation

| Teacher Actions | Potential Look-Fors Ideas, but not limited to | Notes |
|--|---|-------|
| <p>Developing Classroom Environment and Culture</p> | <ul style="list-style-type: none"> • Civil discourse norms posted or digitally available; teacher may redirect to norms as needed • Seating arrangements may be flexible or adaptable for student discussions and collaboration • Reflective practices and community building to make the classroom a safe space for sharing differing viewpoints • Variety of resources provided for student research | |
| <p>Discussion Management</p> | <ul style="list-style-type: none"> • Teacher modeling and implementation of AWARE • Civil discourse strategies or formats implemented (<i>examples</i>) • Goals for discussion shared and understood by students • Questions to support discourse and viewpoint diversity • Models respectful listening, uses neutral language, and acknowledges multiple perspectives • Encourages quieter students to participate and helps manage students who may monopolize the conversation • De-escalates as necessary with redirection to students with supporting norms | |