

**AMERICAN BAR ASSOCIATION
DIVISION FOR PUBLIC EDUCATION
NATIONAL ONLINE YOUTH SUMMIT
SUMMIT GUIDE**

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Welcome

The American Bar Association Division for Public Education is pleased to welcome you as a participant in the National Online Youth Summit. The goal of the National Online Youth Summit (NOYS) is twofold.

1. Students will engage and develop their skills in civil discussion and inquiry.
2. Students will develop their substantive knowledge of a contemporary legal and public policy topic.

Throughout NOYS, students will actively participate in creating their own learning. We think this year's topic, **Environmental Law and Public Policy: From Grassroots to Government**, will be of particular interest to your students.

Summit Overview

Key Terms

The following terms will be used throughout the orientation materials and throughout the summit.

Asynchronous: Asynchronous means not happening at precisely the same time rather than at a specific time. Classroom discussion is “synchronous” discussion. It happens during a class period. With asynchronous discussion, participants contribute to the discussion over periods of hours, days, or weeks, at different times.

Web Site: Specific pages on the ABA Web site are devoted to the National Online Youth Summit (NOYS). These pages are accessible to the public. The NOYS Web site includes information about past summits, and links to online lessons and resources. The NOYS Web site is not to be confused with the *Fuse Talk* discussion board. The NOYS Web site may be found at www.abanet.org/publiced/noys/08/home.shtml

Fuse Talk: The Web conferencing software used during the summit for online discussion. *Fuse Talk* is hosted on the ABA Web site; you will not need to download the software on your computers. You and your students will access the online forum and be able to use *Fuse Talk* from the ABA Web site, by clicking on the “Discussion” link at www.abanet.org/publiced/noys/08/home.shtml. See the “Guide to Conferencing in *Fuse Talk*” for detailed instructions about how to use the software.

NOYS Discussion Boards, Discussion Forum: These terms all refer to the online forums through which summit participants—students, teachers, and ABA staff—will converse with one another asynchronously. Only registered users are able to access the summit discussion forum with assigned login names and passwords. This is a private discussion site. Teachers will be issued login names and passwords; teachers will create login names and passwords for students during the teacher orientation period.

Summit Components

NOYS has a number of components. These include:

- ***Classroom activities and lessons***—what you do in the classroom to help your students to achieve your objectives, as well as student independent research.
- ***Online activities and civil discussion***. *The National Online Youth Summit is a Hybrid Program*. Some activities are completed in your classroom offline. Some activities will have components that students will share online using *Fuse Talk* web conferencing, and some activities will occur completely online. Writing assignments that are shared online in discussion forums create a basis for online civil discussion.
- ***Online teacher orientation*** via a private Teachers Only discussion board forum utilizing the *Fuse Talk* software—to help you learn about how the summit will work, become familiar with student activities, share ideas for modifying them with your colleagues, create classroom based activities for your students, and share resources.
- ***Ongoing support*** from other participating teachers throughout the project via the Teachers Only Category and from ABA staff.
- Student ***exposure to legal experts*** through a Q & A via a *Fuse Talk* forum.
- A Web site—with learning links and summit administrative and teaching materials.
- Evaluation—to help you and your students assess changes in knowledge and attitudes and helps us to improve future summits

The richness of the summit experience for your students will depend on how you integrate all of the components, a challenge for which you, as teachers, are uniquely equipped.

Learning Perspectives

Student will be provided opportunities to address the summit topic from a variety of perspectives.

- **Introductory Activities**. Students will begin to build their understanding of environmental laws and key Supreme Court cases, and the underlying factors, concerns or legal questions that led to the passage of the laws, or consideration of the cases.
- **Literary Perspectives**. Students will analyze a literary piece to forge an initial connection with the summit topic.
- **Research-Based Learning**. Through independent research, learning from the research of others, and questioning legal experts online, students learn how to gather and evaluate facts and develop their own opinions in discussion with the opinions of others.
- **Synthesis**. The final class project models effective advocacy on the issue as students synthesize their research to draft model legislation, write an abbreviated Merit Brief, create a Mock Trial Script about an actual or hypothetical case, or engage in Debate as Cooperative Agreement.

Additional summit activities will teach students how to evaluate Web sites, engage in civil discussions, and develop the open-ended questions necessary to an exploration of public policy issues.

Student Learning Objectives

Through participation in the Youth Summit:

Content

Students will

- Learn about and describe current environmental laws, and some of the political and social responses to environmental issues.
- Analyze and explain key Supreme Court decisions dealing with environmental issues.
- Research current and pending state and federal legislation concerning the environment.
- Formulate informed opinions about the environment and environmental problems and solutions.
- Participate and evaluate public policy issues dealing with environmental concerns.
- Recognize the competing interests in environmental concerns.
- Recognize the long range impact of environmental problems.
- Synthesize learning in a final project.

Civic skills

Students will

- Work independently and cooperatively within groups to accomplish goals.
- Analyze the arguments made in a piece of literature and evaluate its applicability to a contemporary discussion of the summit topic.
- Research a legal question, organize research, present research to others, and identify areas of the law that are clear and others that require further clarification.
- Distinguish between fact and opinion.
- Distinguish between correlation and causation.

They will also learn skills involved in civil discussion, writing, and inquiry, including open-ended questioning and logical argumentation.

Technology

Students will

- Routinely and efficiently use technology resources and online information to meet needs for discussion and research.
- Collaborate with their peers and experts to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information and research-based projects.

Teacher Orientation - National Online Youth Summit

Teacher Orientation Period

The online teacher orientation will take place from **January 22 -February 15, 2008, using *Fuse Talk*** (participation is required even if your participating class is not scheduled to meet for the first time until February). During part of this period we expect that you will prepare for the project with students.

A resource notebook will be mailed to you in advance of the online orientation period. The resource binder will contain materials needed during the orientation period, student activities and other resources to help you explore this year's topic. Many of the resource materials are for optional use and you may modify aspects of the activities and curriculum to suit your course objectives and students' skills.

The resource notebook will contain:

1. This document
2. Teacher Orientation Activities
3. Student Handbook
4. Student Activities Guide
5. Original Student Research Guide
6. Student Activities Timeline
7. Forms for the student activities—some of which are required; some of which are optional.

During orientation, you will:

- Learn about different aspects of NOYS
- Practice using *Fuse Talk*
- Set up student *Fuse Talk* accounts
- Set up online discussion activities for your students
- Engage in discussion with other teachers in the same way your students will engage in discussion with students in other schools
- Create an overall project timeline with other participating teachers
- Create one activity for your own students and share it with other participating teachers.

Regardless of when your class meets for the first time, you will need to prepare your students to start on time and keep them on track. The summit is a collaborative learning project. After you review the Student Activities Guide and Student Activities Timeline, you will see that the summit structure depends on full participation of all schools. Your students will not be able to complete their activities unless other students in other schools complete their activities. Similarly, students in other schools will not be able to complete their activities unless your students complete their activities.

Teachers during past summits have repeatedly mentioned in evaluations that they underestimated the amount of time needed to become familiar with the Fuse Talk Software

Teacher Responsibilities

Your responsibilities during the project are outlined in the “**Teacher Agreement**” at the back of this document. Look over the Agreement, sign it, and return it to the address or fax provided on the Agreement by **January 28, 2008**.

Teachers are responsible for the conduct of their students online during the summit.

About the NOYS Online Discussion Forum

Fuse Talk

Fuse Talk is the web conferencing software used during the summit for online discussion.

***Fuse Talk* Requirements:** The suggested minimum software requirement for any machine that will be used to access the ABA discussion boards is having a browser installed that meets the standards listed below:

- Internet Explorer (IE) version 4 and higher
- Netscape version 4 and higher
- Opera version 5.12 and higher
- Firefox version 1.0 and higher (There are known display issues with this browser)

***Fuse Talk* Communication**

Teachers Only Discussion Board/Category

The first discussion board teachers will work in is called “Teachers Only” Category. Teachers will be able to access it only after receiving individual passwords and login names from the ABA.

The purpose of the “Teachers Only” Category in *Fuse Talk* is to serve as:

- The main communication vehicle for ABA staff and teachers. The benefit of a discussion board is that all teachers will be able to benefit from all questions and answers. If you have questions during the summit, post it to the “Teachers Only” category.
- The forum for an online orientation.
- A “bulletin board” for summit announcements.
- A vehicle for teacher to teacher discussion about methods, philosophies, and issues that arise in the classroom throughout the project.

Throughout the project, you will need to check the Teachers Only Category at least 2 times per week

Please reserve direct e-mail messages to ABA staff for real emergencies. ABA staff will visit the Teachers Only Category once daily to answer your questions. However, our other projects may necessitate patience on your part. We will do our best to answer your questions within 48 hours. Thank you for your patience.

Please keep the Teachers Only Category private. Please do not share your personal login name or password with students. (Students will receive their own individual login names and passwords for categories that will be accessible to them and you both)

As soon as you receive your password, please go to the Teachers Only Category to see how the software works. For detailed information, see “Guide to Conferencing in Fuse Talk.”

Software Discussion Board/Category in *Fuse Talk*

We cannot help you to manage your technology. We will establish a separate Software category/discussion forum for you to post software questions, accessible only to teachers and ABA staff. We ask that you help each other to learn to use *Fuse Talk*, and that those of you comfortable with conferencing software help us all out by reading questions posted in that category.

If your school technology personnel need access to the discussion forum to help you with technology issues, we can issue that person a login name or password so he/she can access the Software Category. You can request passwords/logins by sending us the name and school affiliation of your technology personnel. That person will need to sign a copy of the Teacher Agreement form, even though most of the agreement terms only apply to you.

***Please Note:* Please check your e-mail quickly for updates before you send students to their Web conferences. If your students cannot access the discussion site because you have received an error message other than a login/password error message, it’s possible that *Fuse Talk* is currently unavailable due to a technical difficulty at the ABA. If we have not sent a message to the effect that *Fuse Talk* is unavailable due to a technical difficulty at the ABA, please contact us so that we may resolve any *Fuse Talk* technical issues quickly.

More detailed information about the software can be found in the “Guide to Conferencing in *Fuse Talk*”.

Threaded Discussion

The quality of online prompting of students by teachers in online discussion is directly related to student learning outcomes, and online teaching is well suited to the development of higher order skills.

Web conferencing allows us to simulate traditional, interactive, live discussions with students without having to be in the same location at the same time. Discussion takes place asynchronously. For example, students can respond over three days to a particular point,

across three different time zones. Teachers can respond to student writing in a Web conference/discussion board two hours after the class has met during his/her prep period.

Online educators call this kind of simulation "threaded discussion." Every contribution is equal in threaded discussion. It's not a lecture. Teachers become facilitators during asynchronous discussion, prompting students with questions to help them to think critically, analyze information, and problem solve.

- A "thread" contains messages devoted to one particular topic. Participants add to the thread by replying to the messages in existing threads.
- An online threaded discussion begins with an identified topic—in the same way that you start discussions in your school classrooms.
- Because the discussion takes place asynchronously, as teachers we can compose our thoughts before posting questions or comments.

Student Discussion Boards/Categories in *Fuse Talk*

Students will be able to access *Fuse Talk* only after passwords and login names have been created and distributed to them. Student-to-student communication will take place asynchronously in one of a number of online discussion boards.

The purpose of the Student discussion boards/categories accessible to them is to

- Develop thinking and the exchange of ideas related to the NOYS topic.
- Provide a forum for students to learn about and practice the skills involved in civil discussion, writing, and inquiry.
- Provide students with a cooperative learning environment.

Through participation in summit activities students will

- Distinguish between the difference between fact and opinion about a substantive area of law.
- Support their beliefs and claims by backing them up with research and facts.
- Respectfully challenge expressions of opinions by others by asking others to support their beliefs with facts and research.
- Collaboratively stimulate critical thinking and analysis in other students through analysis, open-ended questioning, and respectful inquiry.
- Demonstrate the skills of civil discussion.

To best achieve your own goals, you will want to *actively participate* in the student discussion boards by prompting students with open-ended questions to stimulate discussion, analysis, and thinking, if students fail to do so as instructed during the activities.

Please Note: We recommend that students print out their all of their posts to the categories and keep them in a portfolio to be reviewed by you at different points, to be determined by

you, during NOYS. You are responsible for monitoring student writing online. Asking students to print their posts will help you stay on top of the task.

Discussion Board Categories Set Up

- *Each teacher participating in the summit will have a Category* in which you will post some assignments and direct some discussion activities for your students. You will find your Category under “Categories” once you enter the online forum
- If you are a returning teacher who has participated in the summit for at least two consecutive years, you may supervise participation of more than one class in the summit. You need to alert us right away; otherwise your classes will share one discussion board. If you are a teacher who is participating for the first time in the summit, only one of your classes may participate.
- *The name of your class Category will correspond to the name of your school.* If more than one teacher from a school participates, we will differentiate the names of a teacher’s forum or Category by including an extra word in the category name. Most likely the word will be your last name.
- *During some activities, your students will visit the Categories of “buddy schools.”* Likewise, during these activities, the students who attend your buddy schools will visit your class Category.
- It is important that students participate in the Categories designated for particular assignments. The success of the summit will depend upon it. The teacher supervising the students in your “buddy schools” will depend upon it.
- *Special Categories* will be set up for student research activities.

Student Passwords

As mentioned earlier, teachers will create student login names and passwords during the online teacher orientation. Directions will be provided. Once created, student account information is to be forwarded to ABA staff. The deadline for this will be January 31, 2008.

*****We ask that login information not be distributed to students prior to February 8, 2008*****

Student Conduct

Please Note: Teachers are ultimately responsible for the conduct of their students in the online forums hosted by the ABA.

You will need to establish parameters and expectations for online conduct during the summit. Please keep the following in mind:

1. No personal information is to be exchanged by students through a summit discussion board/forum hosted by the ABA.
2. The NOYS discussion boards/discussion forums are *educational* spaces.
3. An ABA-hosted online discussion forum is not personal or private space. Please hold a discussion with students about the difference between a private and public forum and personal v. public space.

4. The rules of conduct that apply in your classrooms also apply in ABA-hosted online discussion forums utilizing *Fuse Talk*. Please make this clear to your students.

Student Conduct Handout and Student Conduct Agreement

1. Distribute copies and review the “Student Conduct” handout with students before permitting students to log in to the summit discussion site for the first time.
2. Collect the “Student Conduct Agreement” from students before sending them to their assigned Web discussion boards/Categories.

Students should sign their online posts with their first names, first initial of their last names, and high school names. This will help you to search for messages if needed. (See “Guide to Conferencing in *Fuse Talk*.”)

Example: John D. Central High.

Teacher Role

The first challenge we will face as teachers is to keep students on task.

Other challenges include, keeping students on topic online and, prompting them to use the skill of open-ended questioning, which is how we keep discussion flowing. Students may need you to step in to model open-ended questioning and civil discussion.

You can meet your challenges by

1. Being attentive to deadlines so that other students may learn from your students’ work and complete their activities.
2. Visiting your class’s assigned category at least two (2) times per week and respond to their postings with open-ended questions online to elicit further analysis and thinking, if necessary.
3. When you respond online to your students’ postings, ask short, open-ended questions, offer brief comments and help to guide the discussion by prompting with questions, just as you would in your real-time classroom.

The purpose of the technology is not to replace the teacher; the purpose of the technology is to enhance the learning experience. Teachers are necessary to the success of the summit. To see learning outcomes, you will need to continue to be the facilitator of learning in the online environment. As mentioned earlier, student-learning outcomes are in direct proportion to the quality of the online participation of teachers as facilitators in the learning process.

Please feel free to respond to the posting of students from other classes and schools. This is a team teaching effort.

Please Note: Teacher postings will be automatically identified in the Web conferences by a capital “T” in parentheses next to their names. For example: *Wendy Holtman (T) ABA High School*.

Examples of Student-Teacher Interaction in Discussion Boards

Below are some examples of actual discussions from past summits that illustrate how a teacher may hold discussion with students online, stimulate their thinking, and challenge students to examine their beliefs.

These examples illustrate that:

- A Web category is an online classroom
- Classrooms need teachers
- Even “independent study” requires supervision
- Teachers need not respond to students postings immediately; however, timely responses are necessary (within a few days)
- Once teachers model this kind of prompting for students online, they will likely engage in prompting of each other in a similar fashion, and
- Even though a conversation appears to be taking place between 2-3 people, anywhere from 44-141 people may share in the learning by reading each thread.

EXAMPLE ONE

Topic: No Topic (1 of 3), Read 44 times

Conf: [Criminal Justice Conference 4](#)

From: [Darlene F. Forest Grove High mailto:](#)

Date: Thursday, February 14, 2002 11:07 AM

Darlene F –Forest Grove High School, Mr. Bartels. American Skin.

The song makes me hit reality. It is very truthful and it tells the story of what happened on the one night of Diallo's ordeal. The reason it makes me hit reality is because it is not just telling the story of Diallo – but also all the injustices pertaining to discrimination. This song can fit anyone if you just change the name and twist the story a little bit. Everyone can relate because everyone has been discriminated against; everyone knows the feeling of being treated differently for something they don't have the power to change. (Or even things they can change but don't because they believe it is their right to be whatever they want to be.)

See the teacher response. What do you notice about it?

Topic: No Topic (2 of 3), Read 22 times

Conf: [Criminal Justice Conference 4](#)

From: [Brevet Bartels \(T\) Forest Grove High \[bbartels@fgsd.k12.or.us\]\(mailto:bbartels@fgsd.k12.or.us\) TEACHER](#)

Date: Sunday, February 24, 2002 09:13 PM

Darlene,

I'm curious to know how you think this song could fit anyone. What exactly do you mean?

Bartel

Topic: [Reply to Bartels \(3 of 3\), Read 20 times](#)

Conf: [Criminal Justice Conference 4](#)

From: [Darlene F. Forest Grove High mailto:](#)

Date: [Monday, February 25, 2002 10:34 AM](#)

OK what I mean by it can fit anyone is this: say you are a teenager and you go into a store and someone accuses you of stealing because they saw you put something in your pocket that you already bought but you threw the receipt away and you end up getting in deep and your reputation tarnished until they bring out the person you bought the thing from and look at the video tape. These people at the store probably didn't trust you because you were a teen and didn't take your word and used up your time while someone else could be

doing it right behind their back. The song would fit this person because they were discriminated against and they saw how blind justice can be so they can relate to that song. Do you get what I mean? I'm not sure I explained it perfectly but I tried.
Darlene - Forest Grove High

What is notable about the exchange above is that a short open-ended question from the teacher elicited an expansive response from the student.

EXAMPLE TWO

Topic: Student Free Speech On Campus from Edison HS (2 of 92), Read 241 times

Conf: [Access Denied Conference 5](#)

From: [Jon Y. Thomas A. Edison High](#)

Date: Friday, March 14, 2003 12:18 PM

In the case of Tinker v. Des Moines the court ruled in favor of the students wearing armbands to protest the government policy in Vietnam. The court said that the students were not being disruptive or violent and they were not interfering with other students, therefore, the school cannot restrict the expression. In the case of Bethel v. Fraser the court ruled in favor of the school for punishing the student that gave a lewd, indecent, disruptive speech, because the speech was inappropriate and that the student was not protected by the first amendment. In the case of Hazelwood v. Kuhlmeier the court ruled in favor of the school for taking out two stories a student wrote in the school paper about pregnancy and the impact of divorce on students. The court ruled this because the students do not have the same rights on school property as an adult in a different setting. Schools have the right to limit certain student's speech/expression on schools grounds if it is disruptive or inappropriate. In school students do not have the same rights as in a different place. A few examples that schools could or can restrict are speeches or signs that contain vulgar language, and sexual metaphors. Certain expressions schools would restrict are the kinds of clothes students might wear, such as a shirt with vulgar language, gang signs, narcotic symbols. From what we have researched on these cases, we think that schools can restrict certain web sites on the Internet when students are using the computers during school. They do this so that students wouldn't be able to access sites that contain explicit pictures or certain sexual articles. From what we have researched on these cases we have learned that each individual is protected by the first amendment depending on place, time, manner. Also schools can limit student's expression, because in school, the students do not have the same rights as if they were in a park or on the streets because the school mission is to provide a safe learning environment free of disruption.

www.splc.org/law_library.asp?id=2

www.schoollawyer.com/writings/1amendment/regofcontent.html

Tyler Y.

Jennifer D.

Topic: Student Free Speech On Campus from Edison HS (3 of 92), Read 204 times **new**

Conf: [Access Denied Conference 5](#)

From: [Karen Birgam Martin \(T\) Thomas A. Edison High karen.martin@fcps.edu](#)

Date: Tuesday, March 18, 2003 02:41 PM

Tyler and Jennifer, Excellent research summary! Are there different kinds of speech with different kinds of protection? In other words, do you see the armbands, the election speech and the newspaper articles as the same? If so, can you explain the Court's rulings? If not, can you explain the differences? Is it your understanding that the restrictions allowed in the school setting are based on the content of the expression or are there other considerations that you can identify? One last question--how did the fact that the paper the principal censored the articles from was a Journalism II class publication impact the Court's ruling? Do you think these Supreme Court rulings limit restrictions that can be put on student use of the internet? Mrs.M

Topic: Student Free Speech On Campus from Edison HS (4 of 92), Read 162 times **new**

Conf: [Access Denied Conference 5](#)

From: [Jennifer D. Thomas A. Edison High](#)

Date: Thursday, March 20, 2003 12:23 PM

Reply to Mrs. Martin,

Thank you for reading our research summary. We do think there are different kinds of speeches with different

kinds of protection in certain cases. The armbands, the election speech and the articles are the different, the Supreme Court ruled the armbands were protected by the first amendment, but the election speech and articles were not, because they were inappropriate. The restrictions allowed in the school are based on the expressions. Yes we do think the Supreme Courts rulings do limit restrictions that can be put on student use of the internet.

Tyler Y.

Permissions

Because of public concern about youth access to the Internet, we recommend that you secure permission to participate from each student's parent/guardian.

If your school requires students to submit a form that covers online activities at the beginning of the school year, your school's general student Web use permission may be sufficient. Please talk to your school administrator about this issue.

Safety Issues

The *ABA Fuse Talk forum* site is a private site, and only individuals who have been issued login names and passwords may access it.

For safety reasons, ABA staff must know all adults who participate in this program. If a student teacher will be working with you on this program, please contact the Summit Coordinator.

The names of your students, their assigned login names, and assigned passwords will be known only by you, the Summit Coordinator, and other ABA project staff.

No personal information is to be exchanged by students in the discussion boards.

ABA Contact Information

Your staff contact for the NOYS will be Wendy Holtman, an ABA consultant serving as the Summit Coordinator. The Summit Coordinator will participate in discussions with you in a Teachers' Only discussion board and will also send you reminders and instructions as new situations arise.

Wendy Holtman
wendy.holtman@gmail.com

Contact about

- Curriculum
- Scheduling glitches, such as school closing due to inclement weather
- All student-related activities, including student online discussion, buddy school issues, progress reports when requested, and so on
- Teacher orientation activities and participation
- Final reporting and evaluation
- General inquiries