<p style="text-align:center">**Intentional Community Mini-Unit**</p>

Unit Rationale:

Housing continues to be a source of great concern for residents of southern British Columbia. A 2018 online survey found that 90% of respondents decisively agree that the lower mainland is experiencing a housing crisis.[1] British Columbians spend a large portion of their income on their housing, whether as renters or homeowner. Persistent debates around affordability have motivated policy changes such as BC's Bill 28 (2016) that introduced a Vacancy Tax and Foreign-Buyers Tax in order to curb the perceived threat of foreign buyers.[2] This contentious issue of access to affordable housing is front and center in our provincial politics and has enormous civic implications.

Although the typical high school student enjoys secure housing, most will soon enter the market and experience its pressures and pitfalls. Theorists have identified the breakdown of intimate and supportive communities as a contributing factor to a number of modern societal ills including poverty racism, egotism and isolation.[3] The purpose of this unit will be to introduce students to the concept of the intentional community (IC) as an alternative way of living. An IC is a "group of individuals who have chosen to live together with the common purpose of creating a cooperative lifestyle that reflects their shared values."[4] The collective purpose and social support system of the IC empowers the community to pursue social justice, environmental integrity and a high quality of life.[5] In the face of escalating environmental degradation, housing inaccessibility and social isolation, it is worthwhile for young adults to explore other models of being which could enhance their well-being.

This unit will proceed in two phases. In the first phase, students will spend three lessons collaborating to design what could be described as a utopian community (UC). Youth have a natural interest in developing imagined realities. Although such realities may never be fully realized, conceiving utopias has an educative role by inviting creativity and providing a space to think differently. Also, the UC has the potential to change society as demonstrated by the impact of British utopianism on the development of the nation's modern system of education, welfare, social work and urban planning.[6] Students will collectively create a UC. A group brainstorming session will be used to develop a general framework and vision. Following this, the class will be divided into six committees, each designated with overseeing a particular aspect of the community (*e.g.* home design, food production/consumption, cultural and spiritual well-being, *etc.*). Through this process, groups will elect a representative to present their models in council and ensure harmony between

[1]Ubels, Erin, and Nicholson, Bailey, "New survey finds 90% of residents agree there's a housing crisis in Metro Vancouver," *Global News*, August 2, 2018. https://globalnews.ca/news/4366644/foreign-buyers-population-growth-carry-the-most-blame-for-metro-vancouver-housing-crisis-survey/

[2] "Bill 28-2016: Miscelleaneous Statues (Housing Priority Initiatives) Amendment Act, 2016," Legislative Assembly of British Columbia, accessed November 12, 2019.
https://www.leg.bc.ca/parliamentary-business/legislation-debates-proceedings/40th-parliament/5th-session/bills/first-reading/gov28-1

[3] Miller, Timothy, "Out to Save the World: Why Communal Studies Matters for the Twenty-First Century," in *Proceedings of the Seventh International Communal Studies Conference* (June 25-27, 2001).

[4] Christensen, Courtney, "Dome is Where the Heart Is" (M.A. Thesis, Royal Roads University, In Progress (2019)), 3.

[5] Lacy, William B., "Empowering Communities Through Public Work, Science and Local Food Systems: Revisiting Democracy and Globalization," *Rural Sociology*, no. 65 (2000), 4.

[6] Coates, Chris, "Utopia Britannica," in *Proceedings of the Seventh International Communal Studies Conference* (June 25-27, 2001).

different projects. By the end of the third lesson, students will collectively present their designs and get a sense of the 'big-picture' of their imagined community.

In phase two, learners will assess a local case study of a local intentional community (IC): the Dome. The Dome is a community which has spanned three houses and included well-over 50 members in its twelve years of existence. It is comprised at any given time of 15±3 people who represent a chosen family that is committed to addressing the practical and social needs of our members. Central to The Dome's ethos is the idea that meaningful social relationships elevate our lives and function as antidotes to alienation, disempowerment and stress. In an effort to draw a parallel with the UC developed by students in phase one, we will collectively study how The Dome has addressed the domains of each of the six student committees. This will be done with reference to the community's official resources and documentation. For instance, the food production/consumption committee can refer to the materials on Dinner and Communal Food found in the freely-available living agreement which is online (see www.thedangledome.com). A critical learning outcome will be the application of a critical lens to The Dome. I acknowledge that the Dome community is imperfect and is affected by issues including environmental waste, class stratification, mental health issues and substance abuse. However, there are also many benefits to the lifestyle including a strong support network, meaningful social gatherings and the capacity to mobilize significant manpower and resources in pursuit of group social aims. Finally, depending on permissions, students will either be able to view the Dome's internally-produced documentary.

Lesson Rationale: This introductory lesson will introduce students to the concept of Utopia through definition and examples. Upon doing so, the emphasis will be redirected towards student-centered discovery by challenging the class to collaboratively design a utopian community. Students will be assigned to one of six sub-committees, responsible for a specific domain and spend the next three classes developing the policies and systems that will organize life in their community.

EDCI 499 Adaptations for COVID/Pandemic Year:
In the current cohort system, I see no reason for any adaptations to be made to deliver this lesson.

In a hybrid-learning model, this lesson could be adapted to be delivered through Zoom. The Introduction can be presented using screen sharing by the teacher.

Activity #1, the small-group ideastorm could occur within breakout rooms and by making use of the whiteboard feature *in lieu* of a poster paper.

When the groups come back together in Activity #2 to discuss, the teacher could use a random number generator or other system to call upon a member of each small group to speak on their discussion. As they hear from students, the teacher can assemble the T chart for Traits & Needs on the Zoom whiteboard. This can then be saved and sent to learners for their records/interest.

Finally, Activity #3 can be delivered through the Screen Share feature. The mini-project will be presented to the large group who may ask for questions or clarification. Finally, the pre-formed groups will be announced and a Zoom meeting schedule will be provided to each. This will indicate their meeting times and also times when the whole group will conference with the teacher. This will stand in as an analogue for in-person conferencing and enable the teacher to join the group to evaluate progress, provide formative assessment, troubleshoot and help scaffold the tasks. Otherwise, the rubric and project plan will be largely unaltered.

Lesson #1 of 4 – Your Utopian Community, Brainstorm and Committee Formation

Grade: 12, Human Geography **Materials:** • projector and computer for displaying Utopia.ppt • large poster papers • markers • whiteboard • dry-erase markers • six printed/laminated plaques for each of the six committees: 1. Home Design 2. Food Production/Consumption 3. Cultural & Spiritual Well-Being 4. Environmental Stewardship 5. Democracy & Decision-Making	**Big Ideas:** Human activities alter landscapes in a variety of ways (Human Geography 12) **Curricular Competencies:** - Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place) - Identify and assess how human and environmental factors and events influence each other (interactions and associations) - Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a

6. Accessibility & Mediation • name tags (in reusable plastic sheaths) for each member of the class which include the name of their committee and a space for them to ink their own name [nameTags.ppt] • a copy of project summary & evaluation handout for each student	responsibility to respond (geographical value judgments) **Content:** - relationships between cultural traits, use of physical space, and impacts on the environment - factors behind increased urbanization and its influence on societies and environments

Introduction (15 minutes):
- introduce students to the concept of **utopia**, an "imagined perfect place" first used by Sir Thomas More in 1516. [utopia.ppt]
  - discuss *dual etymology* in Latin:
  - outopia = ou (no) + topos (place)
  - eutopia = eu (good) + topos
- provide examples of utopia in literature and popular media
  - Eden
  - The Jetsons
  - Marxist utopia
  - The Sims
- for utopia to happen, require two things: **1) a place, 2) a vision** of a better reality than the one which exists in our current moment
- "Utopia is a thought experiment, a device we use to imagine a better reality. This unit we are just starting will apply the idea of utopia on a small scale: the home."

Activity #1 (15 minutes): Small-group Ideastorm
- form students into groups of three. Each group will be given a large piece of poster paper and a marker.
- Ask each group to engage in a thought experiment: "Imagine you have been given a space, 5 acres of land in Victoria. What kind of community would you build on it? As a group, use this poster paper to sketch out your imagined community in any way you wish (visual, textural, schematic)."
- Questions to keep in mind/guide your thinking:

o   What is the physical layout? What landscape features are there? What structures are there?
o   Who will live in your community? What are their ages? What are their roles?
o   How will your community make decisions? Who gets to make them?
o   What characteristics would you find in an ideal community member?
o   What will you do for entertainment?
o   How will you foster a healthy community?
o   Are there any rules of conduct or social contracts?
o   How will you resolve conflict when it arises?

Activity #2 (30 minutes): Large-group Synthesis
- students will circulate around to each of the posters, observing what each group has written down as key aspects of their imagined utopian home
  o   instructed to take note of *commonalities* between the groups
- teacher prepares T-chart on the board with: "Trait" & "Associated Societal Ill"
- Students will provide a community trait that was common to the groups or interested them
  o   trait prompts a discussion as to which contemporary social ill this trait addresses

ex.

Trait	Associated Societal Ill
Unlimited fresh food and water	Hunger, poor nutrition, dwindling clean water supplies
Non-violent actions and words	Societal violence and loss of civil discourse
Free WiFi	Lack of internet access. Desire for social connection.

Activity #3 (20 minutes): Project Introduction & Group Formation
- teacher will present the students with their project for the next 3 lessons:
- "I know that this may seem far off to you. But, soon, many of you will graduate, leave your parents' home and find your own place in the world. As an exercise to help us better understand what kind of home we want to live in, this class will collaboratively design a utopian community."

- divide class into six groups which become the six committees, each responsible for a different aspect of community life
- distribute committee name tags to create sense of authority and shared purpose
- provide each student with the project summary including the committee's unique one-sentence mandate (see Utopian Community Mini-Project handout)

- inform them that they will have the next two classes to build a platform of policies and systems for how their committee will address its specific domain of the utopian society
  o   take some time right now to consider what some of the responsibilities of

their committee will be. What needs will they have to address for the members of the utopia?

- finally, need to find a name for the UC. Ask students to think of some potential names. Next class will begin with an anonymous vote to decide on the name.

Assessment: Assessment will be conducted based on three criteria: 1. Class #4 Presentation, 2. Self-Reflection, 3. Peer Evaluation.
For detailed rubric, please see back side of Handout: Your Utopian Community Mini Project.

Adaptations:
Students who are opposed to participating in this project and have a valid reason could conduct a research project involving the concept of utopia in some ways. The parameters and requirements would be collaboratively determined through dialogue with the instructor.

Resources:
Info about Thomas More's Utopia:
https://www.bl.uk/learning/timeline/item126618.html

Foundation for Intentional Community Website:
https://www.ic.org/

Your Utopian Community Mini-Project

As a class, you will spend the next three classes collaboratively designing a **utopian community.**

Imagine that you have been given five acres of pristine land in Victoria, BC upon which to build a community where you will live with a community of others. Every student will belong to a sub-committee that is responsible for designing the systems and policies that relate to their domain. Although each sub-committee has a special mandate, it is important to consider the function of the community <u>as a whole</u>.

The **six sub-committees and their mandates** are as-follows:

Home Design: Develop the physical space, including interior structures and exterior land-use, to meet the utopia's needs.	**Food Production & Consumption:** Develop systems for meeting the nutritional needs of the utopia.	**Cultural & Spiritual Well-Being:** Develop systems for promoting spiritual health and developing a thriving community.
Environmental Stewardship: Develop systems for mediating the utopia's relationship to the land, air, water and other living things.	**Democracy & Decision-Making:** Develop systems for determining how the community will make decisions and create/amend rules.	**Accessibility & Mediation:** Develop systems for determining who can join the utopia, how they are oriented and how conflict is resolved.

You will spend **class #2** in the library conducting research and developing your committee's policies and systems. All groups **will elect and send a representative** to the community council during **class #3** to share their plans, receive feedback and amend their policies accordingly.

Finally, using whatever format you think is best (digital document, Minecraft, video, audio, model, written document, slideshow, animation, dramatization, activity, poster), each committee will prepare and deliver a 10-minute presentation to the other citizens of your utopia during **class #4** (see back).

Utopian Community Evaluation Outline

Mini-Projects will be evaluated based on the following criteria:

1. Presentation during Class #4 (50%)
Each sub-committee will be given a **common mark** based on their presentation in Class #4. It is important that all students in the group participate in the final presentation, either as direct presenters or behind-the-scenes through contributions to the product.

Criteria	Marks
Creativity -clearly demonstrated effort to imagine novel solutions and systems	5
Evidence of Research -some basis for systems in researched materials (books, online, film, news, *etc.*)	5
Thoughtfulness -demonstrated understanding of the complexity and nuance of their domain	5
Critical Thinking -explain why particular policies or systems were implemented in favour of others	10
Presentation Quality -clarity, confidence, organization and balance in presentation	10
Quality of Product -design, attention to detail, presentation, clarity, writing quality	10
References & Credits -appropriate crediting of sources and resources used	5

Total: 50

2. Self-reflection (25%)
Each student will receive an **individual mark** based on a 500-word self-reflection. In this reflection, students should address some (not all) of the following questions:

- What was something that you learned from this simulation?
- What was a challenging moment in the simulation for you? Why?
- Describe an "aha" moment where you, or a group member, came to an important and exciting realization.
- How does this simulation apply to your life? What connections can you make with your experiences?
- In what ways is this simulation *unrealistic*? Do any of these gaps compromise the usefulness of the exercise?

3. Peer-evaluation (25%)
At the end of class #4, all students will be given time to complete peer-evaluations of other group members. Students will evaluate group members on a 1-5 scale for each of the following criteria:

- Participation in developing quality ideas and producing content
- Punctuality, availability and reliability
- Openness to discussing the ideas of others
- Cooperation and respect for other team members
- Interest, enthusiasm and attitude towards the project

Lesson Rationale: Having motivated students on the task of designing their personal utopia in Lesson 1, we proceed to the first phase of planning. Students will begin class by voting on a name for their Utopia. Following this, a 70-minute library block will be provided for students to research their sub-committee's area and begin to develop a platform. Finally, class will end with each committee electing a representative to meet at council at the beginning of next block.

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EDCI 499 Adaptations for COVID/Pandemic Year:
Students will not be able to go to the library during this time. This will require a major adaptation. Fortunately, Zoom can enable us to also bring experts into the class. Prior to this unit, I would reach out to the school library staff and ask to have a librarian or two join the class as guests. Their job would be to help scaffold each group in conducting digital research on their topic. How this would look would be negotiated with the library staff, based on their judgment and understanding.

Once again, students would work in Zoom breakout groups within their committee. During their discussion, groups can use the graphic organizer provided to draft various policies. I would recommend that each group cycle through scribes so that many students get the opportunity to complete the graphic organizer and explore different roles.

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Lesson #2 of 5 – Your Utopian Community – Library Research Block

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Grade: 12

Materials Needed:
- whiteboard & dry erase markers
- pre-booked library block
- preferably, school librarian on-hand to help with research
- computer/book access for research
- a copy of Research & Design Graphic Organizer for each student

- [optional: for Home Design sub-committee, Minecraft could be a useful and empowering tool for designing the physical space. Can be used if available in school library.]

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Big Ideas:
Human activities alter landscapes in a variety of ways (Human Geography 12)

Curricular Competencies:
- Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place)
- Identify and assess how human and environmental factors and events influence each other (interactions and associations)
- Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (geographical value judgments)

Content:
- relationships between cultural traits, use of physical space, and impacts on the environment
- factors behind increased urbanization and its influence on societies and

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	environments

Introduction (10 minutes) – Utopia Name Referendum
- to build investment and sense of identity, begin class with a blind vote on the name of the utopia
- any student can submit a suggestion anonymously by writing a name and placing it in a bowl which is circulating around
- names are drawn from the bowl, read aloud & written on whiteboard
- vote proceeds in **two phases:**
- **1. Primary Vote:** teacher goes through each name. Students simply vote whether they *approve* of the name by raising their hand. They can vote <u>as often</u> as they like.

- **2. Runoff Vote:** teacher identifies the top three candidates in terms of % approval in the Primary Vote. These contenders are then re-voted on, with each student limited to a <u>single</u> vote. The name with the most votes is deemed the name of the utopia.

- [hidden curriculum]: introduces students to the odd complexities of some democratic processes. Some democratic systems (*e.g.* American Presidential elections, passage of bills in Canadian parliament) proceed in phases and involve more than just a simple vote. If students complain about or criticize this process, explain that the Democracy and Decision-Making sub-committee can consider their grievances and implement more acceptable democratic procedures in the students' utopia.

Activity (70 minutes) – Library Research/Policy Drafting
- each subcommittee gets to work doing some basic research and drafting their policies/systems

- this process is scaffolded for each student by a **graphic organizer** (provided at the end of the lesson)
    - teacher should explain its basic use: the graphic organizer should be used to chart the steps from identifying a particular need → brainstorming solutions → researching solutions → developing specific system or policy
    - it would be smart for students to divide the work up, delegating each member of their group with a different need
    - throughout process, should confer with one another for feedback
    - reminder to students: "This is a thought experiment, so do not get overwhelmed by the choice before you. Use your imagination and don't be scared to think outside the box and design something that hasn't been done. You do *not* need to explain/justify every aspect of your plan. There is simply not time for that."

- during research, teacher and any assistants (EAs, librarian, *etc.*) circulate from group to group, helping out as needed

- in order to not influence ideation/creativity of students, teacher & assistants must be careful to not impose their own worldview
- Thus, it is best to interact with students through *question-asking*
- teacher should be attentive to the group dynamics, keeping in mind what they see in terms of participation for later assessment (particularly student self-reflection and peer evaluation).

Conclusion (5 minutes) – Representative Selection, Homework Assigned
- As the class is wrapping up, teacher gets attention of students

- Teacher indicates that next class, the utopian council will meet to discuss everybody's policies and plans. In order to prepare, each group must elect a representative to speak for them at council. [Gives them 2 minutes to do so].
- Teacher circulates, affixing a special sticker to the name-tag of the elected rep.

Homework:
Finally, teacher informs students that it is their homework to complete and return with a specific plan to address the need that they selected. Come ready next class to present your policy/system to your sub-committee members. Your elected rep will likely be sharing your work during the council.

Assessment:
See Lesson #1, containing assessment rubric for entire mini-project

Adaptations:
Students who are unable to use a computer may conduct their research using textual materials.

Students with difficulty reading/writing, ELL students and students with exceptionalities can take advantage of the differentiated nature of the Graphic Organizer. Students do *not* need to present their plan in writing, but can opt to demonstrate it pictorially, graphically or in point-form.

Students with lower levels of independence may work in pairs to address a need. The subcommittee does *not* need to identify a need and submit a policy for each and every member.

Resources:
Benefits of Graphic Organizers:
https://www.cultofpedagogy.com/graphic-organizer/

Sub-Committee Specific Resources (things that may be helpful during policy design if groups are lost):
Home Design:
https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=190&section=8.4

https://www2.gov.bc.ca/assets/gov/farming-natural-resources-and-industry/construction-industry/building-codes-and-standards/guides/2014_building_access_handbook.pdf

https://www.thespruce.com/building-your-own-house-1821301

Food Production & Consumption:
https://www.farmlandinfo.org/sites/default/files/Primer_1.pdf

http://www.foodsystemprimer.org/

https://www.healthyfoodaccess.org/resources-tools-library-food-system-primer

Cultural & Spiritual Well-Being:
https://www.hgi.org.uk/resources/delve-our-extensive-library/resources-and-techniques/emotional-needs-scale

http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/cultural-diversity/

https://www.feverbee.com/memberpsychology/

Environmental Stewardship:
http://www.yourarticlelibrary.com/decision-making/models-of-decision-making-rational-administrative-and-retrospective-decision-making-models/25658

https://education2research.com/different-types-of-decision-making-model/

https://www.researchgate.net/publication/247720146_A_Definition_of_Small_Group_Democracy

Democracy & Decision-Making:
https://wellington.govt.nz/services/environment-and-waste/sustainability/homes/make-your-home-more-sustainable

https://www.architecturaldigest.com/story/energy-saving-tips-to-make-your-home-more-eco-friendly

https://www.huffingtonpost.ca/2014/10/01/eco-friendly-home-50-ways-to-do-it_n_5916442.html

Accessibility & Mediation:
https://www.helpguide.org/articles/relationships-communication/conflict-resolution-skills.htm

https://www.pon.harvard.edu/daily/mediation/dispute-resolution-how-mediation-unfolds/

https://www.educationcorner.com/living-with-a-roommate.html

Name: _____

Research & Design Graphic Organizer:

Sub-committee: _____

Use this tool to identify a **critical need** and how your sub-committee will meet it within the utopia.

Basic Need:

e.g. shelter, companionship, sustainable, plastic use, diverse representation, exercise, *etc.*

Key Questions:

Solutions from Research:

(see flip side)

Your Policy/System for
Addressing Need:

In *whichever* way you think is best (sketch, point-form list, paragraph, flow-chart, graph, *etc.*), explain your plan for meeting the need identified on the front of this organizer.

In its original form, this lesson involves meeting in Socratic Seminar. This format will work with the in-person cohort system, so no modifications would be necessary.

Should we have to go to a hybrid model, many of the features of this class can be maintained. There may be no easy way to emulate a Socratic Seminar on Zoom. In this case, the teacher can act as a moderator of the debate and discussion. Subcommittees will propose their policies and other groups will indicate the desire to speak with Zoom 'reactions (raised hands, clapping, thumbs up)'. It is the role of the teacher to ensure that even talking time and space is created for the different learners, to track participation and fill the inevitable silences that can occur on Zoom.

Because of the platform, it is reasonable to believe that everything will go more slowly. Therefore, I would recommend allotting two whole classes to these council meetings so that each group gets a sufficient chance to voice their opinions and explore robust debate.

After the seminars, groups will meet up once more in Zoom breakouts to integrate feedback and finalize their suite of policies in preparation for Lesson #4.

Lesson #3 of 5 – Council Meets (Socratic Seminar) & Feedback is Integrated

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Grade: 12	**Big Ideas:**
	Human activities alter landscapes in a variety of ways (Human Geography 12)
Materials Needed:	
• room organized in concentric rings for Socratic Seminar (see Activity below)	Understanding how political decisions are made is critical to being an informed and engaged citizen (Political Studies 12)
• whiteboard and markers for diagramming Socratic Seminar *or* Powerpoint with seminar layout	**Curricular Competencies:**
	- Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place)
• written out list of Socratic Seminar guidelines to be read aloud by speakers	-Explain and infer different perspectives on political issues, decisions, or developments
	- Identify and assess how human and environmental factors and events influence each other (interactions and associations)
	- Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (geographical

	value judgments) - Evaluate how particular geographic actions or events influence human practices or outcomes (geographical value judgments) **Content:** - relationships between cultural traits, use of physical space, and impacts on the environment -political power in democratic and non-democratic societies

Introduction (10 minutes) – Sub-committees meet
- all sub-committees meet and share their Design Graphic Organizer with other members of their group
- an opportunity to brief their representative on the broad strokes of their plans
- representative takes all the graphic organizers as aids for council meeting

Activity (40 minutes) – Council Meets in Socratic Seminar
- the council between committees will be held in the form of a modified **Socratic Seminar (SS)** which emphasizes student-led discussion and debate
- based on the Socratic belief that learning is grounded in inquiry and that students learn through posing and answering questions in dialogue
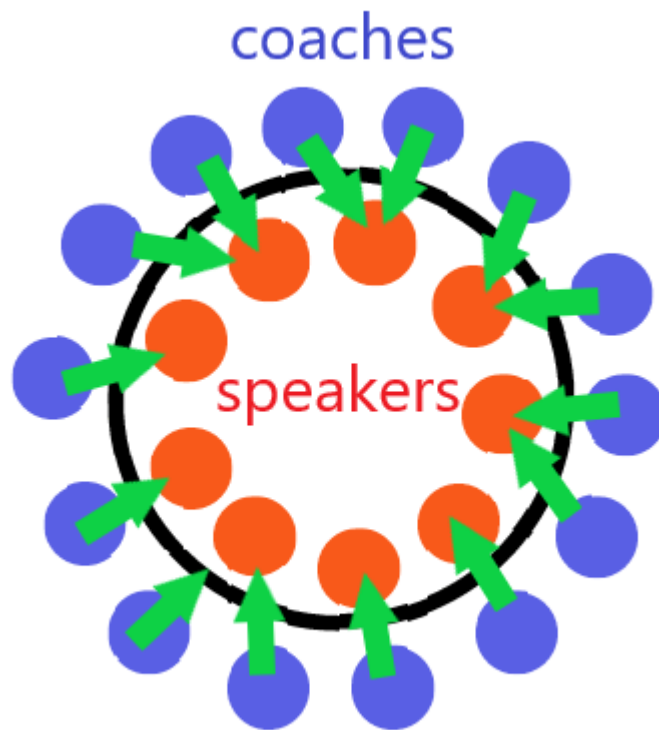
coaches

speakers

- **layout** involves two concentric circles: an inner circle with speakers (the elected representative from each sub-committee) as well as an outer circle (remaining members) that coaches the inner circle
  - o speaker guidelines:
    - come prepared to describe your group's policies
    - be an active listener and speaker
    - one voice at a time, no interruptions
    - disagree respectfully
    - provide evidence for your opinions
    - *prior* to beginning the seminar, the speakers will go around the circle, each reading one of these guidelines so that it is spoken in the students' voices
  - o the outer circle cannot speak directly in council, but can confer with their speaker inaudibly or via notes, documents, *etc.*

- unlike a typical SS where questions are posed and debated, the **prompts** for each round of discussion will be a brief overview by each elected rep. of the major pillars of their plans
  - o after each rep completes their overview, other reps will be able to pose questions, ask for clarification and seek justification for particular choices

- - - students should be encouraged to identify plans/policies that both **conflict** *and* **synergize** with those of their own group (*e.g.* if the Food Production committee decides that they will grow and harvest vegetables, the Home Design committee must make space for this)

- - the goals of this SS should be for each group to present their intended policies and receive feedback
  - - [hidden curriculum]: often when things are designed in a modular fashion, there will be disagreements in vision. This will hopefully be a lesson in the need for compromise. Having the structured and rule-based discourse of SS will hopefully elevate the discussion and enhance negotiation

- - at conclusion of SS, thank all participants for their civil discourse and engagement. Invite them to reconvene in their sub-committees

Discussion/Conclusion (35 minutes):
- - sub-committees reconvene and are instructed to determine which policies or systems should be modified or adapted based on the council's discussion

- - given time to finalize their product which they will present next class (see Mini-Project Summary from class #1)
- - teacher should circulate, confirming whether students require any assistance or additional resources for completing their mini-project

Homework:
- - students are instructed to finalize anything for their presentation as homework
- - if requested, teacher should facilitate access to meeting/rehearsal space within the school (their own classroom, common areas, drama studio, *etc.*)

Assessment:
- - The Socratic Seminar will be unmarked. However, for reference, here is a set of criteria from Mary Davenport of Edutopia (see *Resources* for link) on the criteria of a <u>successful and unsuccessful</u> SS:

What it **should** look like…	What it **shouldn't** look like…

- Text-focused conversation (not speculative) - A natural flow among students and ideas - Students prepared with notes and books - Eye contact, body facing speaker and clearly engaged - Honoring diversity of opinions - Awkward silences that are accepted as a natural part of process - Acknowledging and building on previous comments - Staying focused on text - Intentional teacher intervention tactics such as muting, redirection - Students taking turns as vocal leaders, facilitators, and/or intermittent participants - Being attentive to each other, calling on quiet voices, making dominant voices wait	· Dominating voices · Interrupting peers · Treating it as a debate, **trying to win and/or prove point** · Resistant voices · Side conversations · Fiddling with phone, book, looking down, slouching · Plot summary · Ignoring who has participated and who has not · Discouraging comments, humor, and/or body language · Changing topics before students have had the chance to participate · STUDENTS WHO ARE RUDE IN ANY WAY (SIDE CONVERSATIONS, GIGGLING, DISTRACTING EYE CONTACT OR BODY MOVEMENTS) WILL BE DISMISSED FROM THE SOCRATIC SEMINAR

Resources:
Socratic Seminar resources:
https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport
https://pms.pasco.k12.fl.us/wp-content/uploads/pms/2014/08/Socratic-Seminar.pdf

Lesson #4 of 5 – Your Utopian Community Presentations

Grade: 12	Big Ideas:
Materials Needed:	Human activities alter landscapes in a variety of ways (Human Geography 12)
• whiteboard and dry erase markers (in case groups require for presentation)	Understanding how political decisions are made is critical to being an informed and engaged citizen (Political Studies 12)
• computer, projector and speakers (in case required for presentation)	**Curricular Competencies:** - Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place) -Explain and infer different perspectives on political issues, decisions, or developments - Identify and assess how human and environmental factors and events influence each other (interactions and associations) - Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (geographical

	value judgments) - Evaluate how particular geographic actions or events influence human practices or outcomes (geographical value judgments) **Content:** - relationships between cultural traits, use of physical space, and impacts on the environment -political power in democratic and non-democratic societies

Introduction (5 minutes) – Welcome & Group Time
- teacher begins class by welcoming students and expressing their excitement to hear the presentations
- teacher reminds students from where they've come, re-iterating the concept of utopia from class #1
- students are given final moment to confer and prepare to present

Activity (Group Presentations): 72 minutes (12 minutes x 6 committees)
- each committee presents their 10 minute presentation, +2 minutes for questions or discussion after each
- [NB: if the presentations and discussions that are being stimulated end up taking more time and engaging students, these presentations should be allowed to proceed into the next class. Encouraging student engagement and validating the quality of their ideas and contributions is important)

- all the students are given an Anonymous Peer Feedback sheet. Each has space for providing feedback for each of the other five groups. The sheet is designed to not be overly daunting or distracting for the listeners, asking for three simple pieces of feedback: one strength, one area of improvement, one idea that they really appreciated (see Anonymous Peer Feedback of Utopia Presentations below)
  - teacher will cut these sheets into strips and include this peer feedback when groups receive their final evaluation grade

Discussion/Conclusion
- at the end of presentations, teacher thanks students for their hard work and collects any mini-project products for evaluation

Assessment:
- in addition to peer feedback, teacher will be evaluating each presentation based on criteria presented in Mini-Unit Evaluation sheet from class #1 (see Teacher Evaluation of Presentations below)
- as students exit, they will be given a Self-Evaluation and Peer-Evaluation form to be completed and returned by next block. In this they will evaluate their own performance on the mini-project, and anonymously evaluate the other members of their sub-committee

Resources:
Teacher tips for evaluating presentations:
https://www.teachthought.com/pedagogy/5-teacher-tips-for-better-presentations-in-the-classroom/
https://www.cambridge.org/elt/blog/2018/07/24/effective-feedback-presentations/
https://www.cambridge.org/elt/blog/2018/07/26/effective-feedback-presentations-2/
https://www.teachingenglish.org.uk/article/student-presentations

Anonymous Peer Feedback of Utopia Presentations

Committee	1 Strength	1 Area Requiring Improvement	1 Idea I Really Liked

Teacher Evaluation of Presentations

Committee Name:_____

Members: _____

Criteria & Notes	Marks
Creativity	/5
Evidence of Research	/5
Thoughtfulness	/5
Critical Thinking	/10
Presentation Quality	/10
Quality of Product	/10
References & Credits	/5
Total:	**/50**

Grade: 12	**Big Ideas:**
	Human activities alter landscapes in a variety of ways (Human Geography 12)
Materials Needed:	
• projector and computer for displaying [theDome.ppt]	Understanding how political decisions are made is critical to being an informed and engaged citizen (Political Studies 12)
• speakers for playing audio of *Dome is Where the Heart Is*	
	Curricular Competencies:
• Four Corners sheets (Agree, Somewhat Agree, Somewhat Disagree, Disagree) posted around the room	- Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place)
	-Explain and infer different perspectives on political issues, decisions, or developments
	- Identify and assess how human and environmental factors and events influence each other (interactions and associations)
	- Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (geographical value judgments)
	- Evaluate how particular geographic actions or events influence human practices or outcomes (geographical value judgments)
	Content:
	- relationships between cultural traits, use of physical space, and impacts on the environment
	-political power in democratic and non-democratic societies

Introduction (10 minutes):
- teacher will brief students on the topic of today's class: a case study of a local intentional community called The Dangle Dome
- teacher loads [theDome.ppt] PowerPoint which scaffolds the lesson
- students have spent the last four classes considering utopia. They likely encountered challenges and experienced revelations through this process.

Teacher should explain that, beyond the classroom, there are many people that are trying to construct the ideal living situation and community

- introduce them to The Dangle Dome, one of many such communities in Victoria. Explain that it has existed for 12 years, undergoing a continuous process of refinement and discovery that was in many ways similar to the simulation they performed as a class

- explain the idea of intentional community

Activity 1 (40 Minutes): View Dome Documentary & Think-Pair-Share
- class will view our internally-produced documentary *Dome is Where the Heart Is* (26:22 minutes)
  - **NB:** the documentary is password-protected to respect the privacy rights of those who were filmed. It is advisable to get consent from the members of the community prior to showing it publicly to students.

- this documentary was created by a long-time Dome member and community matriarch, Courtney Christensen, as part of a Masters in Communications from Royal Roads University

- Think-Pair-Share: after viewing the film, students will pair up and reflect on what they have just seen. Teacher will present [theDome.ppt] slide #5 with questions to guide their reflection:
  - Did anything stand out about the community to you?
  - What do you perceive as benefits/detriments of this lifestyle?
  - Can you envision yourself living in The Dome? If not, are there tweaks or changes that would make it liveable for you?
  - What evidence of bias or group-think do you see in the film or community?
  - Did anything about this place resemble or starkly contrast with the utopian community that our class created?
- after 5 minutes discussion, we will come together to hear student responses

Activity 2 (20 minutes): Excerpts from Dome Charter & Four Corners Exercise
- students will proceed to a Four Corners exercise in which they will choose whether they 'Strongly Agree', 'Agree', 'Disagree' or 'Strongly Disagree' with a statement by occupying one of the four corners of the classroom
  - depending on the phrase, the students could also be agreeing/disagreeing with whether they would choose to live in a community with these rules

- the statements will all be excerpts from the house charter/community member agreement [theDome.ppt slides 6-13]
  - teacher should have a student read each prompt, giving them exposure and experience with the formal language of such agreements

- In Four Corners, students will be asked to share why they selected a particular viewpoint. Students are free to change position if they reconsider. Teachers are encouraged to ask somebody who 'crossed the aisle' why they did so.

Conclusion (15 minutes): Final Reflection
- as an exit piece, students will write a few paragraphs to reflect on something of value that they took from this unit. They can focus on something from the utopia mini-project, the Dome case study or any of the discussions or ideas that these activities raised

- students will submit their reflection piece for participation & head into the world a little more informed about housing and intentional communities!

Assessment:
Participation will be awarded based on completion on the exit piece.

Resources:
Dangle Dome official web-site:
https://www.thedangledome.com/