



Connect with Kids

# WebSource

## For the Classroom

### Civil Wars

### Discussion Questions – Segment 1

1. What does civility mean to you? What character traits would you associate with civil behavior? Uncivil behavior?
2. What are some examples of civil behavior? What are some examples of uncivil behavior?
3. Do you think teens today are less civil than teens 20 years ago? Explain.
4. Do you think the standards for polite and civil behavior change with every generation? Explain.

## Activity

### Civil or Uncivil?

#### OBJECTIVES

Students will be able to...

- Generate examples of civil and uncivil behaviors.
- Work with group members to develop a scenario based on an uncivil behavior.
- Conclude the short- and long-term consequences of acting uncivilly

#### MATERIALS

Pens, pencils  
White board

#### PROCEDURE

1. Explain to your students what it means to be civil toward others. NOTE: When you are civil to a person, you behave in a polite and respectful manner.
  2. Ask your students to give examples of civil and uncivil behaviors that an adolescent might perform. Record their responses on the white board.
- **Civil examples** – Helping a new student find his or her way around your school, holding the door open for a friend, walking your younger sibling home from school, tutoring your next-door neighbor.

• **Uncivil examples** – Using bad language, teasing a new student, talking during class while your teacher is lecturing, not performing your chores at home so you can watch TV or play video games, arguing with your parents, pushing a student because he or she is blocking the hallway.

3. Divide your class into groups of four students. Assign each group one of the uncivil examples from the class list, or allow groups to use a new example that you approve. Explain to your students that they will develop and act out a scenario in which the uncivil action is performed. Share with your students the following rules:

- *The scenario must include the following roles – student, friend/peer and parent/teacher.*
- *The scenario must present the short- and long-term consequences of the uncivil action.*

4. Allow students time to develop and practice their scenarios with their group members. NOTE: You may want to assign this part of the activity as homework.

5. After all groups have performed their scenarios, lead a follow-up class discussion using the following questions as a guide:

- *Do you think most youth today are polite and respectful toward others? Explain.*
- *Are some behaviors more uncivil than others? Explain.*
- *Why is it sometimes easier to act uncivilly than it is to act civilly?*
- *Do your parents expect you to act civilly toward others? What are the consequences if you are uncivil?*
- *What could you do to promote civility in your school?*