**Scott Manier**

**Skyview High School**

**English Language Arts**

**Assignment Option Three- Lesson Plan**

**Cyber Security Strand: Socratic Seminar**

I teach Pre-AP English to all of the incoming freshmen in our SMT magnet. It is a mandatory course. This generally means between 80 to 120 students (25-35 students per class) on any given year. I often employ the Socratic Seminar format in class. I was inspired by the cybersecurity summit exercise last year and decided to try a kind of hybrid of summit/debate/Socratic seminar. The following is a synopsis of how I organized the exercise and changes I plan to make to the lesson plan this year.

**Day 1:** The students have been prepped on the protocols of Socratic Seminars. This seminar is a bit different in that it is structured like a Philosophical Chair. The difference here is that prior to the seminar, students are prepped on the issue at hand. A couple articles (Time magazine) are given to them in which they annotate and familiarize themselves with the issue of cyber security. The article for the first attempt at this activity was focused on the debate between Apple and the FBI.

**Day 2:** More prep for cyber security issues. Various videos are shared (Jon Oliver and Snowden, Colbert clip). Class has a discussion based on the issue and reflects in a journal write. At the end of class they are asked to choose a side that they think has the stronger argument. They must choose one side or the other but are told that they can change their sides during the seminar the following day.

**Day 3**: As students enter the room they will notice that it is set up with two sides facing each other. (This part of the lesson was designed after seeing the debate or interaction between Dr. Wolfe and Dr. Leibman. I was lucky enough to have a student teacher last year who was a retired police officer. He volunteered to play the role of Jim Comey (head of the FBI) and I played Tim Cook (head of Apple). As students were entering the room “Cook” and “Comey” are having a mock debate about the issues of cyber security. Students are told to take notes and are welcome to take part in the debate. By the end of the period it is hoped that the students are taking the lead in the debate and aligning themselves with one side of the room or the other.

**Day 4:** This day is set up more like a traditional socratic seminar. Students are, however, asked to sit on a side that they think they most align with. On this day, “Cook” and “Comey” do not speak during the discussion. Each side is given 5 minutes to explain their strongest argument for their position. After each side gives their position, they are then given 5 minutes to come together as a group and discuss their strongest arguments as well as the weaknesses in the other teams rationales. Teachers act only as moderators and help their side with the key points of their arguments. Students are encouraged to change sides during the debate. One of the objects is to “recruit” others to their side of the debate. In this way it is not a socratic. But, participants are to let every voice be heard and are not allowed to talk over each other. Same rules of socratic apply.

**Changes in Lesson for This Year**

This year, instead of having a philosophical chair of debate, I think I will do the same prep process but will assign roles at the end of that similar to the role play at cyber camp. I will break the group up into groups and give each person a role with a dossier. One day will be used as role play day and the following day will be a reflection and socratic mixed together. First half of the seminar will be discussion on the cyber security issue and the second half of the seminar (or maybe the next day) will be a reflection journal and then discussion.