

## MODULE

## 4

# Philosophy & Social Awareness, Intro to Design Sprints

## Introduction

This module introduces students to the first of the topics that fall under social awareness and civic engagement. It serves as an opportunity for them to begin to understand their thoughts about such subjects. Asking them fundamental questions pushes them to rethink and learn. Students will also start practicing understanding and forming their own opinions of the world around them without bias from outside sources. It gives them an opportunity to re-educate themselves and reassess certain aspects of society.

## Agenda

1. Philosophy & Social Awareness Introduction (5 minutes)
2. Philosophy & Social Awareness Discussion (15 minutes)
3. Media Bias Activity (30 minutes)
4. Introduction of Design Sprints (10 minutes)

## Student Objectives

1. Students will develop a sense of social awareness
2. Students will develop unbiased opinions of current events
3. Students will be able to identify bias in media
4. Students will be able to understand bias in media
5. Students will understand the purpose and process of design sprints

## Facilitation Notes:

- READ the cannibalism case study before class!!
- Facilitators will have to choose groups beforehand AND that they have to tell students to choose a topic that is applicable for these design sprints.
- For the Philosophy & Social Awareness Discussions, make sure to leave enough time for the Big Discussion Question (approximately 10 minutes).
- Emphasize the importance of the media bias activity. Encourage students to keep finding biases from sources that they read

- Facilitators should ONLY facilitate discussion; they should never participate. However, they can help further the discussion at certain points by playing devil's advocate or asking follow-up questions.
- IMPORTANT: Make sure to split your classroom into two groups beforehand.

## Facilitator Guide

### [Philosophy & Social Awareness Introduction \(5 minutes\)](#)

**Directions:** Give a brief overview on why this is important in our daily lives.

**Resources:** [Article1](#), [Article2](#)

**CORE Crash Course (CCC):**

Philosophy and Social Awareness is an increasingly important objective/idea that is accelerated by the digital nature of a lot of the work that we do today. Specifically, it focuses on understanding the nature of disagreement and argumentation, and how to improve it by keeping it moral, holistic, and honest.

### [Philosophy & Social Awareness Discussion \(15 minutes\)](#)

**Purpose:**

Philosophy & Social Awareness Discussion [**20 minutes**] [This discussion can take many forms (i.e. classroom discussion, in-line discussion, debate) but it should serve to push students to think about fundamental topics.]

**Materials:** PPT (optional), ENERGY

**Directions:** Facilitate discussion using the questions below. Try not to interfere with the conversation, let it take its own path.

**Discussion:**

Small Discussion Questions:

1. What is the importance of conversation?
  - a. What differences are there in the purpose of conversation as a speaker versus a listener?
  - b. Is it worth listening to people you fundamentally disagree with? Why or why not?
    - i. At what point does a conversation with someone you disagree with become useless and too frustrating?
2. Is involvement in politics inherently motivated by the desire of power?
3. What does it mean to promote a sustainable society?

Big Discussion Questions:

1. Suppose you find yourself in a situation in which killing an innocent person is the only way to prevent many innocent people from dying. What's the right thing to do?

This question arose in *The Queen v. Dudley and Stephens* (1884), a famous English law case involving four men stranded in a lifeboat without food or water. [**WARNING: Cannibalism**]

The [Story](#): **[READ BEFORE CLASS]**

Four men were stranded at sea after being shipwrecked. Dudley was the captain, Stephens and Brooks were crewmates, and Richard Parker was the cabin boy. The boat had no supply of water and no supply of food, except two pounds of turnips. They had no fresh water, except the rain they caught in their oilskin capes from time to time. They caught a small turtle, the only food they had up to the twentieth day. If no help came, it was suggested that one should sacrifice to save the rest, but Brooks disagreed, and the cabin boy was never consulted. Dudley proposed to Stephens and Brooks that lots should decide who should be put to death to save the rest, but Brooks refused consent, and the cabin boy was not consulted. There was no drawing of lots. That night, the three of them spoke of having families – but the 17 year old cabin boy was an orphan. The next day, no vessel appeared, the boy was lying at the bottom of the boat, extremely weakened and unable to make any resistance. Dudley offered a prayer and went to the boy, and telling him that his time was come, put a knife into his throat and killed him then and there; that the three men fed upon the body and blood of the boy for four days; that on the fourth day after the act had been committed the boat was picked up by a passing vessel, and the three were rescued, still alive.

### Media Bias & Current Events Group Activity (30 minutes)

**Purpose:**

This activity allows students to pursue something that they are interested in. You want to help them understand that they must go into this activity with an open mind and base their opinions and thoughts upon actual research. It is important for them to decipher information from various sources and form their own opinions while being critical of the information presented to them. They must also understand that when trying to solve an issue that they must assess the causes and look deeper. [VIDEO](#) to help explain media bias.

**Materials:** PPT, topic, at least one article from each political side (left, center, right).

**Directions:**

1. Use [these directions](#) for guiding conversations
2. Remind them that this is a safe space to discuss and that everyone should remain respectful during discourse. We are not here to discuss OPINIONS but to discuss what the MEDIA has written and the facts/information presented in the articles.
3. Split students into groups of 3
4. Propose a list of prevalent events and issues or ask students to choose on their own.
  - a. They should use one topic across all media sources. Here are some ideas:
    - i. 2020 elections
    - ii. USPS Services
    - iii. Global Climate
    - iv. Green New Deal
    - v. Hurricane Season
    - vi. West Coast Wildfires
    - vii. Travel (flights, cruises, recreation)

5. Groups should work together to research information about the topic from various news sources (at least one right and left source). Example of sources below:
  - a. Right: Fox News, National Review, New York Post, Wall Street Journal
  - b. Rough Center: Associated Press, Reuters, TIME, CS Monitor
  - c. Left: CNN, The New York Times, ProPublica, 538, Huffington Post, The Washington Post
6. While searching for information, groups should note down (in any form; mentally/on paper/on computer)
  - a. The topic and title of the article
  - b. Describe the opening, body and conclusion
  - c. What sources presented regarding information
  - d. Who was interviewed (if applicable)
  - e. Any data provided to support claims
  - f. What bias is present in the article (political ties, personal ties, community ties)
7. Each group is required to do a 1-2 minute cohesive presentation on the information they gathered and what they believe were biases in the article.
8. Conclude with the students what media bias is and about how said biases could be misleading and misinterpreted.
  - a. Media bias is the bias or perceived bias of journalists and news producers within the mass media in the **selection** of many events and stories that are reported and how they are covered.
  - b. There are three types of bias that can be distinguished: **information bias**, **selection bias**, and confounding.
  - c. [How to detect bias in media](#)

## [Introduction & Overview of Design Sprints \(10 minutes\)](#)

### **Video:**

[VIDEO](#) [1 minute]: After playing this video, quickly mention that this year's design sprints are not going to be a week long, like the ones explained in the video. Instead, they are going to be one module long. Also, the video mentions a business environment, but we will not be simulating a business, but instead real world problems.

### **Lecture:**

An incredibly important part of this CORE semester will be the three design sprints. These design sprints are elongated classes that will allow students to immerse in a fulfilling experience. Assigned groups will be given problems (about virtual learning and more) to "solve". They will be given the full module to come up with a cohesive solution and will then present and be evaluated by facilitators. The first design sprint will feature a problem related to the virtual learning environment, while the second and third design sprints will branch out to cover topics in the outside world. The main purpose of the design sprints are not to find a perfect solution to the problem given, but rather for students to actively apply the leadership skills that they gain from the other CORE modules. Students will be attempting to solve

problems both inside and outside the IMSA community. While the solutions may be put forth and executed, the main role of design sprints is to enhance the students abilities to solve real world problems and develop their leadership skills.

For the second and third design sprints that are focused on topics in the outside world, students have the opportunity to choose their own topic. The classroom of students will be split into two groups for all of the design sprint modules. Students will be given three weeks to work with their group and choose a topic that is applicable for these design sprints.