

Should Fracking Be Banned?

Lesson plan for developing a Kialo discussion

Suggested length: 2 class periods (45-55 minutes each)

Lesson components:

- Opener (10 minutes)
- Activity
 - Part A: Exploring Kialo discussions (focus of 1 class period)
 - Part B: Developing the Kialo discussion (focus of 1 class period)
- Optional closer (remaining class time)

Assessment

Student groups will be assessed on their contributions to the Kialo discussion.
(see suggested rubric in **provided materials**)

Opener (10 minutes)

1. Write the word “fracking” on the board. Ask students to work with a partner to write down everything they know or have heard about fracking.
2. Show students a video of the Associated Press report, “[Communities Divided Over Natural Gas Drilling.](#)”
3. Ask students to compare their brainstormed notes with the report. Did the report confirm or contradict anything the students had written?
4. Inform students that they will be put in groups and assigned a partly developed Kialo discussion: either a “pro-fracking” or an “anti-fracking” discussion. Explain that students will develop their assigned discussion to represent both sides of the question.

Activity

Part A: Exploring Kialo Discussions (1 class period)

1. Distribute and go over the student instructions and assignment rubric.


2. Split the class into groups of 4-6 students and assign each group either a “pro-fracking” or an “anti-fracking” discussion. If possible, there should be an equal number of “pro” and “anti” groups.
3. Go over Part A of student instructions and direct student groups to explore their assigned discussion.

Part B: Developing Kialo Discussions (focus of 1 class period)

1. Go over Part B of student instructions.
2. Direct student groups to begin developing their assigned discussion clones, adding 5 claims per student. Encourage students to collaborate so that they do not duplicate ideas.

TIP: You can keep track of how many claims each student has added by pressing the ☰ button in the top-left of the discussion and looking at the “Tasks” tab.

Optional closer (remaining class time)

1. Show students the [fully developed Kialo discussion](#).
2. Using the topology diagram (this can be found by clicking the  button in the top-left corner of the discussion), browse the fully developed discussion. Conduct a class discussion around these questions:
 - Did students include similar points in their own discussions, or did they approach similar topics differently?
 - Do students see any points in the fully developed discussion that they did not cover on their own?
 - Did students cover points not present in the fully developed discussion?