**Social Justice Role Playing Game: Net Neutrality Lesson Plan- Part 2**

This lesson was designed for the Library 103: Information Literacy 3-unit credit course. It is designed as a major research project involving role-playing over multiple weeks in a semester long class. This is the second part of a three part series. In part one students are introduced to the project and the “All-But-The-Term-Paper” assignment. Part three groups or individual students give their presentations, there is a ruling on who wins the game, and involves a debrief of the game. With modifications the lesson can be adapted to single 90-minute session.

Audience: Undergraduate students

Session Length: 2 45-minute class sessions or 1 90-minute session

Number of Students: 10-30

Aim: Students will discuss the pros/cons of Net Neutrality by assuming the role of an individual involved in the debate.

Learning Outcomes:

* Students will synthesize ideas gathered from multiple sources, and draw reasonable conclusions based on the analysis and interpretation of information of their biographical, corporate information, and research on Net Neutrality demonstrated through discussion with other stakeholders. (Research as Inquiry)
* Students will recognize that a given scholarly work may not represent the only perspective on the issue by communicating with others during role-playing game with different opinions/viewpoints. (Scholarship as Conversation).

Prior Knowledge Needed:

In advance of this session students will have selected their role in the game and researched Net Neutrality from that viewpoint. (Options: executive of a telecommunication corporation, a Federal Communications Commission (FCC) employee or President of the United States, or Streaming Media executive, or a Supreme Court Justice.) They will have researched the biographical information, corporate information, and general information on Net Neutrality and will have completed an “All But the Term Paper” with an annotated bibliography.

Materials:

Research, Role-Playing, and Social Justice LibGuide <http://libguides.sandiego.edu/ALLconf>

In Class Discussion Worksheet

Nametags

If this is being used as a stand-alone lesson students will be handed a manila envelope with a brief biographical sketch of an individual and several articles related to the position on Net Neutrality.

Instructional Content

Key Points

Activities

Agenda for a stand-alone 90-minute session

Introduce the role-playing game and show a video clip summarizing Net Neutrality (10 minutes)

Allow students option of role and time to read/highlight information provided in manila envelope (10 minutes) Each company/entity can be represented by one individual if there are 10 students in the class. Entities/companies will have more representatives (2 or 3) for 20 or 30 students.

Explain students are to actively assume their role, talk to their opponents/allies, and determine how to sway the Supreme Court Justices. (15-20 minutes)

Walk around during this time, meeting with groups, encouraging telecommunication executives, streaming executives, and the FCC to talk with members they may align with. Encourages groups to determine what they have in common, what their opposition believes, and to start to formulate a strategy.

Have the students take a break from discussion. Answer questions that have arisen about Net Neutrality. (5 minutes)

Groups of similar viewpoints should assemble and work on creating a two-minute speech aimed at the Supreme Court Justices to sway them to rule in their favor (15-20 minutes). Walk around and assist groups that are having problems determining their arguments. Supreme Court Justices should be reviewing additional research provided in manila envelopes and discussing the pros/cons of ruling with each side.

Each group is provided 2-minutes to argue their case before the Supreme Court Justices. Then the Supreme Court Justices make a ruling after hearing all the arguments and are provided 2 minutes to summarize which group they ruled with and why. (15 minutes)

Debrief of the latest news/rulings on Net Neutrality and the impact it will have on U.S. citizens, nonprofits, and businesses. (15 minutes)

Assessment:

Students will complete the “In Class Discussion Worksheet” at the end of each of the two part class sessions with their strategy.

If this is a single session students work in groups to provide a two-minute presentation to sway the Supreme Court Justices to their viewpoint.

All students complete “Evaluation of the Game”