

# Transforming Schools and Classrooms: Empowering Student Voice and Civic Participation

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 [www.facinghistory.org/calendar/w2017bo3-transforming-schools-and-classrooms-empowering-student-voice-and-civic](http://www.facinghistory.org/calendar/w2017bo3-transforming-schools-and-classrooms-empowering-student-voice-and-civic)

**This event is part of the 2016-2017 Facing History and Ourselves Contemporary Issues Forum Series, in partnership with The Youth and Participatory Action Frame Project at Harvard University.**

Join us at Harvard University Gutman Library for an all-day forum for teachers and school administrators. In a series of interactive sessions, Facing History facilitators will explore tools and strategies that empower student voice and civic participation in today's complex information landscape.

## **Forum Speakers Include: Danielle Allen and Michael Patrick MacDonald**

Danielle Allen, the Director of the Edmond J. Safra Center for Ethics and James Bryant Conant University Professor at Harvard University. Dr. Allen is the author of *From Voice to Influence: Understanding Citizenship in a Digital Age* and *Our Declaration: A Reading of the Declaration of Independence in Defense of Equality*. Her presentation will introduce [The Youth and Participatory Project Action Frame, a new project at Harvard University](#).

Michael Patrick MacDonald is the author of the New York Times Bestselling memoir, *All Souls: a Family Story from Southie* and the acclaimed *Easter Rising: A Memoir of Roots and Rebellion*. These two books are frequent "First Year Experience" selections at colleges and universities.

## **Participants Choose a Forum Session for the Morning and Afternoon:**

- Choosing to Participate: Stories of Upstanders
- Listening to Students and Collaborating for Change
- Ten Questions for Change Makers: Eyes on the Prize
- The Rest of the Story, Using Writing and Storytelling Toward Voice and Agency

**The Collaborative for Academic, Social, and Emotional Learning (CASEL) has recognized Facing History as one of nine social-emotional learning programs (out of 400 reviewed) with a proven effect on students, including increased empathy, prosocial behavior, and a better classroom climate.**