

Lunch Lines

Read the scenario and then complete the steps to take a stand on the issue. Some steps are done individually, and others as a class.

Lunch Lines Dilemma

Mr. Davis is the principal of Fairview High School, one of the biggest schools in the state. At the beginning of the year, Mr. Davis sent a survey to learn about the things that students wanted to improve about school. Most students said they wanted to make the lunch lines move more quickly so that everyone could eat without having to rush to make it to their next class. Right now, they have to stand in line to get their lunch, and then stand in another line to scan their ID so the school can keep track of everything.

While looking for solutions to the issue of lunch lines, Mr. Davis received a pitch from a facial recognition company. The company said it could create a system that would scan students' faces while they got their lunch. That way, students wouldn't have to wait in a second line to get their ID scanned.

Do you think Mr. Davis should get the facial recognition technology to improve the lunch lines?

TAKE A STAND

(On your own.) What do you think? Explain your perspective.

On their own, have students reflect on their perspective. They could take one minute to think, and three to four minutes to write their responses on the handout. You can provide anchors to help students start their responses, such as a line from Strongly Agree to Strongly Disagree where students mark their position along the spectrum.

Encourage students to consider the benefits and privacy risks of facial recognition, which they discussed in the previous activity.

The aim of this step is to support students' immediate reaction, thinking, and reflection—no need for them to write out a full paragraph or complete sentences. It's fine for them to write their thoughts in the form of bullet points or keywords.

Lunch Lines

STAND BACK

(As a group.) Where do your classmates stand? Listen to their perspectives.

As a group, first get a sense of where students stand. You can have students either:

- Give a thumbs up, thumbs down, or thumbs sideways to signal if they agree, disagree, or are undecided
- Get up and position themselves physically to show where they stand. Assign each corner of the room to one of these positions, or form a line along one wall. It's helpful to have signs to remind students where to go—e.g., for "Strongly Agree" vs. "Strongly Disagree."

Invite students to share their perspectives. Try to hear from students who have different perspectives. As students share their views, document themes from their responses on the board. For example, if a student shares "it could help," you might write "Helpful." If a student shares "it can be risky," you could write "Risky." Your aim as a facilitator is to help surface as many different considerations as possible.

Example perspectives:

- **For the use of facial recognition:** It will save time; it's helpful for when students might forget their ID; etc.
- **Against the use of facial recognition:** Invasion of privacy; we don't know how companies or the school will use the data; the data could get leaked; etc.

Encourage students to show changes in their thinking. As students listen to their classmates' perspectives, their own stance on the dilemma may shift. If students have physically located themselves on a line or in different corners of the room to show where they stand, invite them to shift their location to represent any changes in their thinking.

LOOK AGAIN

(On your own.) Look again at your original response. What had you not considered that other people brought up? Maybe you changed your mind, maybe you didn't—that's OK! Either way, you heard other views. How has your thinking shifted after hearing your classmates' perspectives, even if you haven't changed your mind?

On their own, have students look again at their original response and identify what they had not considered. The "Look Again" step is *not* about asking students, "Did you change your mind?" Rather, the idea is to help them identify how their thinking may have changed based on what they learned and heard. It's powerful to recognize that our perspectives can evolve, deepen, or change when we listen to others. Students don't need to identify considerations that are opposite their perspectives. Perhaps someone had the same general view as them (agree/disagree), but raised a consideration that they hadn't thought of, which is fine to include here.

Students can use sentence starters for guidance:

- I had not considered ...
- My perspective did/did not change because ...

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LOOK BEYOND

(As a group.) Look beyond this specific case. How does this dilemma remind you of other situations we've explored in class, or that you've seen, heard about, or experienced?

Students make connections to situations or experiences beyond this specific dilemma.

Your aim is to support students in recognizing connections and applying considerations beyond the current example situation.