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Play by the Rules Teaching Strategies

The use of interactive teaching strategies provides students with meaningful activities while learning. The following strategies are just a few methods used to teach law-related education.

Brainstorming:

Brainstorming is a well-known and widely used interactive method. It encourages students to use their imagination and be creative. It helps elicit numerous solutions to any given problem. Remember to always state the ground rules:

1. No one is to judge or evaluate the ideas of others.
2. Everyone is encouraged to think of as many ideas as possible. Even wild ideas should be encouraged.
3. The more ideas the better.
4. Build upon the ideas of others.
5. Record ideas as they are given.
6. Discourage ridicule or derisive laughter.

When all ideas are recorded, discuss and evaluate.

Group Work:

Small group activities enable students to learn cooperation skills and other important interpersonal skills. These activities can also help students learn to resolve issues among themselves.

1. Students should be divided into groups of two to five students.
2. Each member of the group should participate in some way, either as a recorder, reporter or team member.
3. Students should not be given too much time. Tell them how long they have and announce at least twice how much time is left.
4. Circulate and observe the students in their groups. Make sure they stay on task.
5. Make small group work a norm in your classroom, not a radical, once-in-a-lifetime departure from “lecture and recite.”

Each One Teach One:

This strategy is good for building student interest when introducing a unit or summarizing points learned at the end of a unit.

1. Prepare fact cards. Put a fact about the lesson on an index card or a strip of paper, one per student.

2. Distribute one card to each student.
3. Have the students study their facts briefly.
4. Tell the students to circulate around the room and teach their facts to one person at a time until they have talked to everyone in the class.
5. Students are to talk to only one other student at a time. The object is to share a fact and learn a fact from another student.
6. When students have finished, ask them to tell one thing they learned from someone else.

Continuum:

This method can be used to teach controversial issues or to encourage students to take a position and defend their positions.

1. Explain to the students that they will be asked to take a stand on each of the scenarios listed on the worksheet.
2. Post four signs across the front of the room: “most serious,” “serious,” “least serious” and “not a crime.”
3. For each scenario, ask one row (or four to five students) to stand up. Read the scenario to the class and tell the panelists to stand under the continuum heading that they feel best describes their position on the issue. The student panel is not allowed to say anything as they take their positions and move about the continuum.
4. The remainder of the class will take turns making persuasive statements to encourage the panelists to move to another position on the continuum.
5. Once everyone is positioned, ask the panelists to give their reasons and discuss as a class.
6. Continue this process for each scenario.
7. After this activity, discuss with the students why some crimes are felonies and others are misdemeanors.

Carousel:

This interactive teaching method is fun and engaging for students of all ages.

1. Choose six to eight questions (determined by class size) pertaining to the lesson.
2. Each of the questions should be written on separate sheets of large paper.
3. Place the questions in various areas of the classroom.
4. Break students into cooperative learning groups of three to four students.
5. Give each group of students a different colored marker.

6. Read the following instructions to the class:
 - a. Your group will rotate around the room from one question to the next until you have answered all of the questions on the posters.
 - b. Each member of your group should write the answer to at least one question, but all group members should help you with your answer.
 - c. When you move to the next question, first you must read the answers already written. If you agree with the answer, place a check mark beside the answer. Then add your answer.
 - d. You will have limited time at each question, so work as a team.
 - e. When I say, “rotate,” move to the next question.
7. Once all groups have answered each question, discuss the responses as a class.

Acrostics:

Students use the letters in a phrase such as JUVENILE LAW to design an acrostic. They should use their text or other resource.

1. Give each student a piece of construction paper or regular white copier paper.
2. Instruct the students to write the word or phrase vertically down the side of their page. Students might enjoy decorating these letters so they will stand out when the acrostic is complete.
3. Students will then use each letter to complete a factual sentence on the topic. Example:

J
 U
 V
The most serious crimes are felonies.
 N
 I
 L
 E

A Juvenile is someone under the age of majority.

A
W

4. Have students share their acrostics by reading the sentences.

Sensory Figure:

This strategy allows students to explore their knowledge of a subject by applying this knowledge to the five basic senses. One example would be to use JUVENILE as the subject.

1. Give each student a piece of construction paper, butcher paper or plain white copier paper.

2. Students should use markers, colored pencils and/or crayons to draw a stick figure on the paper. Remind them that their artistic ability is not an issue.
3. Ask the students to apply each of the five senses (hearing, sight, smell, taste and touch) to their stick figure. Note: Since demonstrating the sense of taste might be difficult, you may substitute taste with speech. Students can then list what that person might say. (Example: Hearing – “I hear the police officer reading my Miranda warnings.”)
4. To simplify this process, have the students draw lines connecting the phrases to the corresponding part of the stick figure’s body.

Concept Art:

This strategy is useful in getting students to think about the kinds of images and words they associate with a particular topic.

1. Divide the students into groups of two to five.
2. Ask each group to write the words and draw the images that come to mind when you mention a particular topic (example: drinking and driving, guns or shoplifting, etc.).
3. Encourage students to be creative and record everyone’s ideas.
4. Each group should present and explain their artwork.
5. Follow up with a discussion about why these images came to mind.
 - a. Are they positive or negative images?
 - b. Why are these associations formed?

Role Play and Simulation:

Participants are allowed to feel like, think like and/or act like another individual and “act out” a particular problem or situation.

The WITS method helps build student empathy for others:

Walk
In
Their
Shoes

1. Give students adequate information to play the roles convincingly.
2. Make situations and problems realistic.
3. Allow students to “jump right in.” Don’t spend a lot of time in preparation. Students work best when they have to think quickly and react.
4. Consider replaying the scene and reversing the roles to allow students to see the opposite side of a situation.

5. After the lesson consider the following questions as a debrief:
 - a. Was the problem solved? Why? Why not? How?
 - b. What are the alternative courses of action?
 - c. Is this situation similar to anything you have experienced?

Jigsaw:

In this reading strategy, students are assigned different sections of the text to study. Once teams have completed their assignments, members of each team then disperse among mixed groups and teach what they have learned.

1. Divide any portion of a chapter into no more than five sections and number each section.
2. Ask the students to number off. The number of groups you have will depend on the number of reading sections. (For example: If you have three reading sections, students number off 1, 2, 3. If there are five sections, number to five.)
3. Ask the students to form a group with students having the same section number.
4. Instruct the students to read their section silently, and then discuss that section with each other. Tell them to read and listen carefully because they will be the expert on their section.
5. Ask the students to regroup with a new group containing students from each of the sections. Each group must have a Student #1, Student #2, Student #3, etc., to cover all of the assigned sections.
6. Beginning with Student #1, each member of the new group will teach the rest of the group what he or she learned about his or section.



Dear Parents and/or Guardians,

Every day young people are challenged by decisions that can have serious consequences in their lives. Many of these decisions are related to our legal system.

In order to promote knowledge of law, I am planning to incorporate a curriculum called *Play by the Rules*, which is designed to teach Alabama law. This curriculum was developed by the Alabama Center for Law & Civic Education.

Play by the Rules is a curriculum designed to educate our youth on Alabama law. It covers topics including legal rights and responsibilities, the juvenile justice system, crimes, parent and child responsibilities, recreation, school, technology and work. The text is written in an easy-to-read question-and-answer format intended for use in all public, private and home schools. During this study of the law, you will be asked to participate in a few activities called "Taking Home the Law." Your child will bring home these assignments to be completed with your help.

At the end of this study, your child will receive his or her own copy of *Play by the Rules*. We encourage you to discuss the contents of this book with your child. Your support as parents and/or guardians will further strengthen your child's understanding and respect for the law.

Following the study of *Play by the Rules* you will receive a Parental Response Form. Please complete this form and return it to me. Thanks in advance for your cooperation and support.

Sincerely,

Play by the Rules

Parental Involvement Ideas

Taking Home the Law:

Pregame	Worksheet PG-3: Scavenger Hunt
Chapter 1	Worksheet 1-2: Batter-Up Questions
Chapter 2	Worksheet 2-2: Juvenile or Adult
Chapter 3	Worksheet 3-4: Current Events
Chapter 4	Worksheet 4-2: Name That Crime
Chapter 5	Worksheet 5-2: Decision Making
Chapter 6	Worksheet 6-2: The Law & the Family
Chapter 7	Worksheet 7-2: Recreation and Worksheet 7-3: Word Search
Chapter 8	Worksheet 1-2: Batter-Up Questions
Chapter 9	Worksheet 1-2: Batter-Up Questions
Chapter 10	Worksheet 10-1: Job Application and Worksheet 10-2: Job Applicant Questions
Chapter 11	Worksheet 11-2: Civil or Criminal Law?
Chapter 12	Worksheet 12-2: Internet Safety Pledge
Game Highlights	Study for Posttest using Worksheet 1-2: Batter-Up Questions
Postgame	Review the book

Encourage parents to discuss each of the Taking Home the Law lessons to reinforce each topic.

Additional Ideas to Involve Parents:

- Invite parents to attend class for the Pregame lesson as orientation in *Play by the Rules*.
- Invite parents who have knowledge of any of the *Play by the Rules* topics to be guest speakers.
- Host a *Play by the Rules* classroom parent meeting.
- Host a *Play by the Rules* parents' night and demonstrate a lesson with your students.
- Invite parents to serve as judges for the *Play by the Rules* poster contest.
- Encourage parents to take students to an actual court hearing or public hearing.
- Encourage parents to research opportunities for their child to participate in local civic activities.

Play by the Rules Parental Response Form

Dear Parents/Guardians,

We would like to hear from you! Please take a moment and let us know what you think about *Play by the Rules*. We value your opinion and input.

Directions:

Please circle the number that best describes your response to the following statements and provide a response to the following questions.

1=Strongly Agree, 2= Agree, 3=Moderately Agree, 4=Moderately Disagree, 5=Disagree, 6=Strongly Disagree

1. I found the information in *Play by the Rules* helpful.

1 2 3 4 5 6

2. I discussed information in *Play by the Rules* with my child.

1 2 3 4 5 6

3. I discussed information in *Play by the Rules* with other adults.

1 2 3 4 5 6

4. I participated in the Taking Home the Law lessons.

1 2 3 4 5 6

5. I participated in other *Play by the Rules* activities with my child.

1 2 3 4 5 6

6. I believe that the artwork in *Play by the Rules* helped my child better understand and remember the lessons.

1 2 3 4 5 6

7. What information from *Play by the Rules* was most helpful to you?

8. What improvements would you recommend for future editions of *Play by the Rules*?

Please return this form to your child's teacher or instructor. Thank you!

Play by the Rules

Student Response Form

Directions:

Please circle the number that best describes your response to the following statements and provide a response to the following questions.

1=Strongly Agree, 2= Agree, 3=Moderately Agree, 4=Moderately Disagree, 5=Disagree, 6=Strongly Disagree

1. I found the information in *Play by the Rules* helpful.

1 2 3 4 5 6

2. I found the materials of *Play by the Rules* fun and interesting.

1 2 3 4 5 6

3. I have followed the law more carefully since completing *Play by the Rules*.

1 2 3 4 5 6

4. I shared information I learned in *Play by the Rules* with other people outside of class.

1 2 3 4 5 6

5. I have learned to have more respect for authority since completing *Play by the Rules*.

1 2 3 4 5 6

6. I have learned more about my rights and responsibilities since completing *Play by the Rules*.

1 2 3 4 5 6

7. The artwork in *Play by the Rules* helped me to better understand and remember the lessons.

1 2 3 4 5 6

8. What I have learned from *Play by the Rules*:

9. My favorite lesson or chapter was:

10. Improvements I would recommend for a future edition of *Play by the Rules*:

Please return this form to your teacher or instructor. Thank you!

Certificate of Achievement

Presented to

for Outstanding Participation in

Play by the Rules: Alabama Laws for Youth

Date

Teacher's Signature



Play by the Rules

Working With Community Resource People

Community and school resource people can:

- Make the lessons come alive by sharing experiences;
- Answer student questions; and
- Serve as positive adult role models.

When you have identified the person best suited to enhance your lesson, these guidelines might be helpful.

1. Plan ahead:
 - Topics should be relevant to the lesson.
 - The lesson should involve the resource person in an interactive activity.
 - Use interactive activities and keep the lesson relevant to the students' lives.
 - Resource persons should present a balanced view of the topic.
 - Inform students of the visit and have them think of appropriate questions they would like to ask.
2. Contact the resource person:
 - Visit or call the resource person to introduce yourself, plan dates and times, discuss lesson objectives, and provide location information.
 - Plan for any audio/visual needs.
 - Confirm the arrangements.
3. Arrival of resource person:
 - Inform school administration and staff of the arrival of the guest.
 - Properly introduce the guest and give a brief background.
 - Do not expect the resource person to be responsible for classroom management. The teacher/instructor should participate in the lesson and remain in the classroom.
 - Allow sufficient time for summary and to thank the guest.
4. Debrief the visit with the class:
 - What were the major points in the guest's presentation?
 - How did the students react to the resource person?
 - Did the students learn more about the topic?
 - Did the students enjoy the guest?
5. Follow up:

Have the class write thank-you letters to the guest. In addition, a thank-you note from the school administrator will be appreciated and will encourage future visits.

A **Resource Person Fact Sheet** is provided to aid in the above planning. You may wish to mail, fax or e-mail this form to the resource person in advance.

Play by the Rules

Resource Person Fact Sheet

Resource Person and Organization: _____

Date and Time of Visit: _____

Instructor: _____

Instructor's Phone Number/E-Mail: _____

Class Location: _____

Directions: _____

Number and Age of Students: _____

Class Description: _____

Topic of Lesson: _____

Lesson Just Completed: _____

Lesson Following Visit: _____

Role in the Classroom: _____

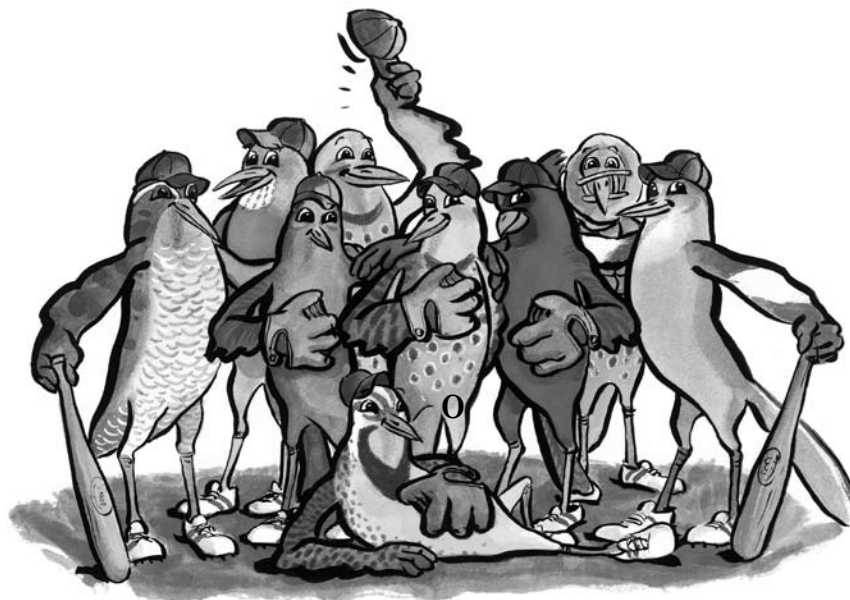
Materials to Bring: _____

Other Comments or Suggestions: _____

Play by the Rules Resources

If you have a computer at home, work or school, or if you can get to a library, you can get information on law and government, violence and drug prevention, conflict management and mediation, and other topics.

Play by the Rules
www.pbronline.org



OTHER HELPFUL SITES:

Alabama Center for Law & Civic Education
www.acfce.org

American Bar Association,
Division for Public Education
www.abanet.org/publiced/home.html

Center for Civic Education
www.civiced.org

Constitutional Rights Foundation
www.crf-usa.org

National Crime Prevention Council
www.ncpc.org

Cyberethics for Kids
www.usdoj.gov/criminal/cybercrime/rules/kidinternet.htm

i-Safe
www.isafe.org

Just Think Twice
www.justthinktwice.com

Project LEGAL
www.maxwell.syr.edu/plegal/

Street Law, Inc.
www.streetlaw.org
www.streetlaw.com (interactive site)

Teens, Crime & the Community
www.nationaltcc.org



PLAY BY THE RULES™

Teacher Response Form

Play by the Rules is a continuous work in progress. Completion of this form enables us to revise this curriculum to better serve our youth. Your response is greatly appreciated in our effort to continue this civic education project.

Directions:

Please complete this form and mail to ACLCE at the address below or fax it to 205-726-2459.

This response form also is available online at www.pbronline.org.

Also remember to mail the parent and student response forms.

Please check the following items that you completed while teaching *Play by the Rules*:

- | | |
|---|---|
| <input type="checkbox"/> Sent out letter to parents/guardians | <input type="checkbox"/> Used "Taking Home the Law" lessons |
| <input type="checkbox"/> Administered Pretest | <input type="checkbox"/> Administered Posttest |
| <input type="checkbox"/> Taught the following lessons: | <input type="checkbox"/> Distributed student achievement certificates |
| <input type="checkbox"/> Pregame <input type="checkbox"/> Chapter 8 | <input type="checkbox"/> Used "Extra Innings" lessons |
| <input type="checkbox"/> Chapter 1 <input type="checkbox"/> Chapter 9 | <input type="checkbox"/> Poster contest |
| <input type="checkbox"/> Chapter 2 <input type="checkbox"/> Chapter 10 | <input type="checkbox"/> Involved outside resource persons |
| <input type="checkbox"/> Chapter 3 <input type="checkbox"/> Chapter 11 | <input type="checkbox"/> Involved parents/guardians |
| <input type="checkbox"/> Chapter 4 <input type="checkbox"/> Chapter 12 | How? _____ |
| <input type="checkbox"/> Chapter 5 <input type="checkbox"/> Game Highlights | <input type="checkbox"/> Sent out, collected and returned Parental and Student Response Forms to ACLCE. |
| <input type="checkbox"/> Chapter 6 <input type="checkbox"/> Postgame | <input type="checkbox"/> Completed and returned the Teacher Response Form to ACLCE. |
| <input type="checkbox"/> Chapter 7 | |

How many students participated in *Play by the Rules*? _____

Grade level(s): _____ Course: _____

Average Pretest scores: _____

Average Posttest scores: _____

Did you find *Play by the Rules* to be a valuable tool in teaching civic education? Yes No

If no, why?

Which lessons worked? Which did not work?

What is your opinion of the artwork throughout the text? Did you use the artwork in your lessons?

What suggestions do you have for future editions of *Play by the Rules*?

Do you believe these lessons encouraged your students to become more responsible citizens? ___ Yes ___ No

How effective were the lessons? ___ Very Effective ___ Moderately Effective ___ Ineffective

How did your students respond to the lessons? ___ Enthusiastic ___ Liked ___ Indifferent ___ Did Not Like

Would you recommend these lessons to other teachers? ___ Yes ___ No

If no, why?

Name _____

Place

School/Organization _____

Postage

Address _____

Here

E-mail _____

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