

**A NO RISK LESSON FOR
AT-RISK STUDENTS**

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AGENDA (60 minutes)

- I. Who is "at-risk"?
- II. Basic elements of cooperative learning
- III. Civil Law v. Criminal Law
- IV. Street Law Lesson
- V. Debrief

OBJECTIVES:

As a result of this session. you will be able to:

- ▶Develop a working definition of at-risk students;
- ▶Distinguish between civil and criminal law;
- ▶Analyze a situation and identify the need for law to regulate behavior;
- ▶Identify the strengths of LRE for reaching at-risk students.

Student Outcomes for Dan and Debbie's 'No Risk' Lesson

1. Identify situations that involve law.
2. Develop reasons for a specific law.
3. Distinguish between civil and criminal law.
4. Provide positive support for group members.
5. Listen effectively to be able to summarize another person's idea.

Defining At-Risk Students

"Any problem or factor that puts a student at risk of not graduating."

- * Academic

- * Social

- * Emotional

What helps at-risk students?

- * Non-threatening climate

- * Structure

ELEMENTS OF COOPERATIVE LEARNING

1. Positive Interdependence

- need each other to complete the task

2. Face-to-Face Interaction

- learning by sharing and encouraging

3. Individual Accountability

- everyone has a role and must produce

4. Interpersonal Skills

- coordinate efforts and communicate

5. Group Processing

- assess working relationship

Luther and Matt's Not-So-Excellent Adventure

Individual Directions

1. Identify the parts of the story that involve a law.
2. Indicate how the law tries to influence behavior.
3. Decide whether the law is civil or criminal.

Group Directions

When a member of the group identifies a law in the story and provides an explanation for the purpose of the law, another member should offer a "phrase of praise".

Give the praise orally and then give a written message. Address it to your group member and sign your name. See the example below.

Every member of the group should have given and received at least one "phrase of praise" by the end of the exercise.

Example

Debbie, GOOD IDEA ! Dan

In this example, Debbie would tell the rest of the class the law she found and Dan would tell the class the purpose of the law. Another member of the group would be called on to identify whether it was civil or criminal.

Luther and Matt's Not-So-Excellent Adventure

Directions: Identify the parts of the story that involve a law. Indicate how the law tries to influence behavior. Decide whether the law is civil or criminal.

Action	Purpose	Civil/Criminal
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

PROBLEM 5

Matt and Luther decide to skip school. They take Luther's brother's car without telling him and drive to a local shopping center. Ignoring the sign *Parking for Handicapped Persons Only*, they leave the car and enter a radio and TV shop.

After looking around they buy a portable AM-FM radio. Then they buy some sandwiches from a street vendor and walk to a nearby park. While eating they discover that the radio does not work. In their hurry to return it, they leave their trash on the park bench.

When Matt and Luther get back to the shopping center, they notice a large dent in one side of their car. The dent appears to be the result of a driver's carelessly backing out of the next space. They also notice that the car has been broken into and that the tape deck has been removed.

They call the police to report the accident and theft. When the police arrive, they seize a small clear bag containing illegal drugs from behind the car's back seat. Matt and Luther are arrested.

- a. List what you think Matt and Luther did wrong.
 - b. What laws are involved in this story?
 - c. Which of these are criminal laws? Which are civil laws?
-

vises sessions of Congress and other legal proceedings. Other local cable stations may carry local legislative or other legal proceedings.

PROBLEM 4

The purpose of this activity, sometimes referred to as a "mindwalk," is to illustrate the pervasiveness of law in our daily lives, to illustrate that law is both civil and criminal, and to illustrate the positive nature of law (most laws are protective, not punitive). Students can brainstorm a list of daily activities and then identify those affected by law.

This problem might be interesting to do as a group project. After students have listed their daily activities, divide them into groups of three or four to identify whether laws exist concerning their daily activities.

A more structured approach to this problem might utilize the following grid, which could be filled out in small groups or by individual students.

Activity	Affected by Law?	Federal, State, or Local Law?	Reasons for the Law	Should the Law Be Changed? Why?
1.				
2.				
3.				
4.				
5.				
6.				

As a variation of this activity, you may wish to show students a picture (e.g., the busy street scene on the cover of the *Street Law* text) and ask them to point out everything that has a law related to it. Possible answers include traffic laws (automobiles, one-way sign), communication laws, such as government regulation, wiretapping, etc. (telephone), discrimination laws (people of different races), possible consumer sale or drug deal (people stopping and talking).

KINDS OF LAWS

LEARNING OUTCOMES (text pages 7-8)

After completing this section, students should be able to:

1. name the two major groups of laws: criminal and civil
2. explain the difference between criminal and civil law
3. describe the difference between misdemeanors and felonies
4. recognize, from a story, the laws involved and identify each law as either civil or criminal.

PROBLEM 5

- a.** Possible answers include: skipping school, taking the car, ignoring the handicapped parking sign, leaving trash on the park bench, and possessing illegal drugs.
- b. and c.** The following types of laws are involved in this story:
1. truancy — civil
 2. unauthorized use of a motor vehicle — criminal
 3. parking violation — criminal
 4. laws to aid the handicapped — civil
 5. licensing (street vendor) — criminal
 6. warranty law (radio) — civil
 7. littering — criminal
 8. tort of negligence — civil
 9. breaking and entering — criminal or trespassing — civil or criminal
 10. larceny — criminal or conversion of property — civil
 11. search and seizure — criminal
 12. possession of illegal substances — criminal
 13. arrest — criminal

LAWMAKING**LEARNING OUTCOMES** (text pages 8-35)

After completing this section, students should be able to:

1. list the three branches of government
2. explain how each branch of government makes laws
3. identify the principles of separation of powers, checks and balances, judicial review, and federalism, given a case scenario
4. identify and explain the purpose of the supremacy clause of the Constitution
5. identify whether a given law is made at the federal, state, or local level of government
6. explain the reasons for introducing legislation
7. interpret a law using the concept of legislative intent based on a case scenario
8. identify two rules that must be followed by judges when determining legislative intent
9. draft a law using the five guidelines for drafting laws
10. discuss the changes in voting limitations since 1920
11. describe the basic qualifications required for voting
12. identify and describe the three methods by which one can vote directly