

# Strategies and Follow-up Activities

(These can be used for all units in the law curriculum)

1. Have students write a scenario about a situation concerning the particular law studied. If they cannot think of a real life situation they can make one up. The teacher can read the stories aloud or each student can present her own story. Discuss the situations in relationship to the law being discussed.
2. Have the students create a poster, brochure, collage, bulletin board, or public service announcement for the radio about the law being discussed, using as many different media as they can. (computer, art, creative writing, etc.)
3. Have the students find magazine or newspaper articles about the particular law being discussed. The outline on the next page can be used to write a written summary of the article.
4. Use various textbooks that are available (social studies, health, English, civics, etc.) to find supplemental work on the topics being discussed. In addition the teacher can make pamphlets and booklets available. For example many health books have chapters on abuse and neglect, looking at it from a different perspective. Reading and discussing the LEGALWAYS units in addition to doing the activities included in the textbooks would present the student with a more well-rounded coverage of the topic. The law aspect could be incorporated into many of the content area curricula.
5. The students can read a fiction or non-fiction book about the law topic being discussed.
6. The students can watch movies about the topics. (See list in resources section.)
7. Have the students develop lists of hot-line numbers and information numbers for the various topics. The students can call and get information.
8. The students can develop their own mock trials, using the model provided in LEGALWAYS.
9. Many of the activities ask students to consider a case and make a decision. These lend themselves quite easily to be used for role-plays and mock appellate arguments.
10. Have students create a computer portfolio of their work that they can take with them when they have completed the program.

**Student Handout: MAGAZINE AND/OR NEWSPAPER SUMMARY FORM**

Read the article and answer the questions below.

The form consists of seven numbered questions arranged in a sequence connected by arrows:

- 1. What is the article about?** (Trapezoidal box)
- 2. Who is writing the article? What is their purpose for writing the article?** (Hexagonal box)
- 3. What information are the authors trying to get across to the readers?** (Rectangular box with a folded bottom-right corner)
- 4. How is the information in the article helpful to you, your family and your community?** (Oval box)
- 5. In what specific ways can you use the information presented in the article?** (Rounded rectangular box)
- 6. What is your opinion of the article?** (Rectangular box with a slanted top-left corner)
- 7. Write a question to the author that is left unanswered by the article.** (Rectangular box with a slanted top-left corner)

Arrows indicate the flow from question 1 to 2, 2 to 3, 3 to 4, 4 to 5, 5 to 6, and 6 to 7. Curved arrows on the left and right sides of the form suggest a continuous or cyclical process.