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Phi Alpha Delta Public Service Center, July 1989

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# **Mobilizing Community Support for Law-Related Education**

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**by Calla Smorodin and Linda Riekes**

**for the Phi Alpha Delta Public Service Center**

**July 1989**

NCJRS

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ACQUISITIONS

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## Preface

Law-related education is almost institutionalized as an idea even if its implementation process is not. As an established national program, it helps the youth of America become more useful citizens and has been endorsed by officials at every level of government, welcomed by teachers, administrators, students, parents, and local communities.

Originating during the 1970's, law-related education (LRE) has become widely accepted in almost every State in the Nation. It involves the presentation in public and private schools of legal precepts and community problems that emphasize the importance of a fair, reasonable, and just process of law. It has been implemented on a volunteer basis by many members of the Phi Alpha Delta Law Fraternity International (PAD), the preparer of this resource guide. PAD's Public Service Center in Bethesda, Maryland, is a nonprofit organization affiliated with the Fraternity; it administers the organization's public service programs and is current holder of an LRE grant from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), U.S. Department of Justice.

For 10 years, OJJDP has funded the PAD program in LRE in order to foster closer cooperation between legal professionals and the communities they serve, to improve the teaching of law-related education in the classrooms of our public, private, and parochial schools, and thus to help the youth of America become better citizens. Since 1979, the Fraternity has worked jointly in this Program with four other OJJDP grantees, including the American Bar Association, Center for Civic Education/Law in a Free Society, Constitutional Rights Foundation, and the National Institute for Citizen Education in the Law.

Our staff is working to broaden the awareness of the Fraternity's 120,000 members—judges, practicing attorneys, prosecutors, law professors, law students, business and government leaders, and other members of the legal profession—to encourage them to help establish and voluntarily participate in local LRE projects.

The Fraternity initiates 4,000 law students each year with no restriction by reason of sex, age, color, creed, or national origin. Student chapters are chartered in 171 law schools, alumni chapters in 90 cities, and prelaw chapters in 87 undergraduate colleges and universities. Many of Phi Alpha Delta's unparalleled network of members have actively supported law-related education during the past decade.

The Service Center has published a number of resource guides for community leaders and professionals participating in local LRE projects. Those published earlier have been based on the educational philosophy that lawyers and other representatives of the legal profession should serve as an integral part of our schools' LRE programs rather than as one-day-a-year guest speakers isolated from other learning. Such resource persons should be involved in a series of lessons or educational experiences that are a part of the curriculum. Teachers and law-related education resource persons need to work together to plan effective programs, appropriate to the age level and maturity of the students and relevant to their law-related studies.

We regard this manual as one of the most important the Service Center has developed. The need for strong community support in all law-related education programs has become quite apparent across the Nation. We hope the manual will provide useful information and guidance in helping reach the ultimate goal of institutionalization.

The principal authors of this guide are Linda Riekes, St. Louis, and Calla Smorodin, Trenton, N.J., both well-known in LRE and both long-time consultants for the PAD Service Center. We also acknowledge with appreciation the input received on the subject of this guide from the other Phi Alpha Delta consultants (listed on inside back cover). Finally, the production of this document would not have been possible without the special assistance of Marianne Fasolina in the Bethesda, Maryland, Service Center Office.

The contents of the guide have been copyrighted, but we are glad to authorize the reproduction of any part of the publication, without our written permission, provided it is for nonprofit purposes and that credit is given to the Service Center for its availability. We welcome comments, criticisms, and suggestions for improvements of the manual.

Robert E. Redding  
Executive Vice President  
Phi Alpha Delta Public Service Center

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# 1. Introduction

This guide is a personal "how-to" resource manual that provides information and procedures for supporting teachers and students in school-based law-related education (LRE) programs. It is intended for Phi Alpha Delta Law Fraternity, International (PAD) members and others in the legal community who want to mobilize community support for LRE in their local communities.

The guide sets out the goals and rationale of LRE, the value of community support, and the vital role that the legal community is already playing in schools and communities throughout the nation. Included in the guide is a model developed in the St. Louis Public Schools with the cooperation and support of PAD and others in the legal community. This model has garnered widespread community support in St. Louis, and other places where it has been replicated. It offers many practical ideas for utilizing the talents and expertise of people in the community to build community support for LRE.

**Why LRE is needed.** The law-related education movement began in the 1970's in response to alarming reports that students in this country lacked adequate knowledge of our political and legal systems. Young people especially had negative attitudes about the law and viewed our legal system with distrust. These attitudes were based, in large part, on misinformation and misunderstanding.

In the more than two decades since then, LRE has expanded considerably. As an education discipline, it is perhaps best defined by the American Bar Association Special Committee on Youth Education for Citizenship, as follows:

Law-related education seeks to improve the citizenship education of American youngsters by teaching them about law, the legal process, and the legal system. It attempts to give them another way of understanding our society and some tools with which they can constructively participate in the making and shaping of laws. . . . Law-related education seeks to

build skills, improve understanding, and create constructive attitudes. The focus may be on such applied skills as how to read a contract and how to be a wiser consumer, or on such broad skills as analytical thinking, value analysis, the ability to persuade others, and the ability to reach decisions after having identified issues and weighed evidence.

In trying to improve understanding, it seeks to provide a perspective on the clash of interests within society and the role of law in structuring society. Law-related education courses often examine such questions as the origins and purposes of law, alternatives to law and conventional legal processes, and limitations of law. In pursuing skill development, improved understanding, and inculcation of constructive attitudes, law-related education aims to prepare students to be knowledgeable, concerned, and active citizens.<sup>1</sup>

LRE students are increasing their knowledge of the law and our legal system. The latest statistics from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) for the National LRE Training and Dissemination Program it sponsors show that from June 1, 1987, to September 1, 1988, the LRE program affected 67,825 elementary students, 747,900 secondary students, or a total of 815,725. This program period involved 36 Public-Private Partnership Conferences, 44 Training of Trainers workshops, 181 In-Service Training Workshops, and 39 Planning and Awareness sessions. In 1981-83, OJJDP funded a national study involving 323 high school students in six urban and suburban communities.<sup>2</sup> The study found that LRE has a significant bearing on improving student attitudes, perceptions and behavior. It has been demonstrated again and again, both in the national study by OJJDP and in classrooms across our Nation, that LRE helps reduce delinquency. In addition, it fosters positive attitudes toward the law and develops behaviors that reflect a respect for both rights and responsibilities.

In classes where LRE has been properly implemented, students are less likely to use violence to solve problems, are less dependent on others who engage in

delinquent behavior, and report that they are viewed less negatively by their parents. In addition, students report a decrease in attitudes associated with delinquency. These attitudes include isolation from teachers, perceptions of negative regard by teachers and other students, and frustration between students' desired goals and perceptions of their own abilities to achieve them. The study also noted fewer instances of such delinquent behavior as theft, violence against other students and teachers, shoplifting, motor vehicle thefts, gang fights, and breaking and entering. While these students reduced their delinquent behavior, control students in the same schools either showed only slight improvement or increased their numbers of offenses. The study found that the impact of LRE extends to students at all ability levels, as well as to those whose preexisting levels of delinquency ranged from slight to substantial.<sup>3</sup>

While specific LRE programs are as varied as the communities they serve, there is an important unifying theme, expressed aptly by OJJDP:

Law-related education (LRE) teaches elementary and secondary students about the foundations of our free

democratic society and their rights and responsibilities as citizens. . . . Maintaining our democracy is not an easy task. Only through education can we hope to teach our young people to be effective, law-abiding, and participating citizens. Law-related education offers a promising vehicle for achieving these goals.<sup>4</sup>

## Notes to Chapter 1

1. *Mandate for Change: The Impact of Law Education Innovation*, American Bar Association Special Committee on Youth Education for Citizenship, 1980.

2. Robert M. Hunter. "Law-Related Educational Practice and Delinquency Theory," *International Journal of Social Education* (Autumn 1987).

3. Drawn from "Two-Year Study Indicates that LRE Can Reduce Juvenile Delinquency," *LRE Project Exchange*, Winter 1982, Volume 2.

4. *Law-Related Education . . . Making a Difference*, Office of Juvenile Justice and Delinquency Prevention, 1985.



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## 2. The importance of community support

The success of LRE depends on involvement of people outside the school—lawyers, law students, judges, law enforcement officers, and a variety of others both within and outside the legal community. These “resource people” can effectively communicate their efforts to apply the law and explain the difficulties they face. Perhaps the most important outcome of the OJJDP national study was recognition of the vital role played by resource people as an integral part of a properly implemented LRE program.

Resource people not only serve students directly through their visits to classrooms; collectively, they and the organizations they represent provide a varied base of support in the community. It is that broad-based community support that helps determine whether LRE will permanently become an integral part of the school curriculum.

The transition from a pilot program, usually funded from outside sources, to a permanent part of the school’s offerings, funded through the regular budget process, is generally termed *institutionalization*. In the RAND Corporation’s study on the process of change in education, the researchers indicate that most innovative projects fail to achieve permanence in the curriculum because they do not carefully lay the foundation for institutionalization.<sup>1</sup> The RAND study identified two critical factors:

- Gaining the support and commitment of a broad range of community “actors/participants.”
- Gaining the support and commitment of school personnel to the concepts and strategies of the project.

Educators who have studied the institutionalization of LRE have described how these two basic factors specifically relate to LRE programs. In assessing whether an LRE program has been institutionalized, we must examine the following:

1. Evidence of broad direct and indirect support outside the education system, especially among justice personnel.
2. Extent to which teachers and administrators can identify suitable resource persons to add credibility to classroom programs.
3. Extent to which organizations that employ suitable outside resource persons support their participation in LRE classrooms.
4. Extent to which teachers, administrators, students, parents, and community groups would support LRE if its continuation in the school were threatened.<sup>2</sup>

By design, LRE programs work best when resource people are integrally involved. This is why PAD members and others in the legal community are uniquely able to help build a broad base of community support. By their acting as catalysts, coalitions can be built of all persons and organizations in the community dedicated to teaching our youth knowledge of and respect for our legal system.

The model included in this guide is based on the assumption that an LRE program already exists in your community and is managed by a person referred to as an “LRE Director.” Most likely, the LRE Director will be an educator, perhaps employed by a local school district, a bar association, a State department of education, or a university. The program administered by the LRE Director could serve a single school district, a consortium of districts in a particular geographic area, or all school districts in the State.

**It is imperative that you contact the LRE Director in your area before attempting to implement this model.**

Together, you and the LRE Director can plan ways that you can best cooperate in mobilizing community support for the LRE program.<sup>3</sup> You will very likely discover that there are a number of people from your

local legal community who are actively involved in the LRE program. Your role is to build upon this involvement and help expand the base for community support.

The support of LRE is not limited to local and State interests. In Appendix A, page 15, a lengthy list tells of national organizations that support LRE.

## Notes to Chapter 2

1. Paul Berman and Milbrey Wallin McLaughlin, *Implementing and Sustaining Innovations*, v. 8 of *Federal*

*Programs Supporting Education Change*, Santa Monica, RAND Corporation, 1978.

2. Frances Haley, "How to make law-related education a household word," paper presented to the Midwest Regional Law-Related Education Training Workshop, Chicago, May 3, 1982.

3. This guide often refers to "you." This is because it has been written primarily to assist community leaders who are not educators to become actively involved in LRE.

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### 3. The nature of community support

Resource people who are actively involved as partners in your LRE program play the key roles through which community support is built.<sup>1</sup> You, working with the LRE Director, can help hold together their interests and activities.

#### Participants

The people involved in LRE are as varied as the organizations and agencies in your community. We list in this chapter some of the agencies from which people can be drawn, including obvious resources and some not so obvious, in order to stimulate your thoughts about ways to attract supporters who work in areas beyond the legal community. It is important to find ways to bring in key community leaders. Although many *are* within the legal community, they alone cannot make institutionalization a reality. Among the candidates:

**Phi Alpha Delta members.** A good place to begin the search for community support is the PAD international directory, which lists all members by city, State, and address. Since early 1979, PAD has supported LRE at the national, State, and local levels. Many of our members are key leaders in their communities and very receptive to LRE—on a volunteer basis.

**Government agencies in the local area.** This can include municipal and State courts and law enforcement agencies, human service agencies and such Federal agencies as the Federal Bureau of Investigation, the U.S. Postal Service, the Food and Drug Administration, and the Environmental Protection Agency. People from agencies such as these, particularly the local courts and law enforcement agencies, are the backbone of LRE throughout the country. If an LRE program is already in existence in your area, these people and their agencies are likely to be heavily involved, welcoming support and recognition from the broader community.

**Legal organizations and law firms.** In areas where community support is strongest, you will find active involvement of legal organizations and law firms. State and local bar associations, Young Lawyers groups, and law spouses auxiliaries, along with law firms and lawyers in corporations and public agencies, have a vital role in building community support for LRE. The MENTOR program, sponsored by The National Institute of Citizen Education in the Law (NICEL), is widely used to support LRE.

**Law schools.** The influence of law schools extends far beyond the boundaries generally served by a local LRE program. For this reason, they are essential to the extension of LRE programs to other communities and, down the road, to the institutionalization of LRE within each State.

Because of the close association of PAD with the Nation's law schools, we encourage a close association of faculties and students with local educators to promote LRE. Some ideas for their involvement are as follows:

- Law students in classrooms.
- Publication of statewide LRE materials.
- Law professors as resource persons for teacher training.
- Mock trial competition judges, for statewide competitions.
- High school students as jurors in law school mock trial programs.
- Use of law school facilities for summer institutes to train teachers in LRE.
- Career education Law Day and Law Week speakers.
- Law school representation on Community Resource Boards.

**Civic organizations.** Diverse groups joining in support of LRE build important community support. Representing a wide range of viewpoints and ideas, organizations with a ready interest in promoting LRE include anticrime groups, anti-drunken-driving groups, consumer advocacy organizations, and the League of Women Voters.

**Businesses.** Local business organizations such as Chambers of Commerce are becoming increasingly involved in LRE programs. So, too, are utilities, public transportation organizations, and national corporations forced to absorb the high costs of shoplifting and vandalism.

**Others.** Depending on the focus of your local LRE program, representatives from other groups should be recruited. For example, an LRE program focusing on preparing students to be responsible consumers by teaching consumer rights and responsibilities might draw on credit bureaus, banks, banking associations and consumer help groups. Another LRE program could use a "sports and law" approach, teaching about such issues as the need for rules and procedures for fair enforcement. This program will attract resource persons who are team owners, coaches, trainers, sports officials, players, etc. Appendix C gives examples of activities these resource people can bring to an LRE program.

In St. Louis, the use of resource persons in LRE programs has also recently expanded into the areas of science and art. Two new programs, "Science and the Law" and "Art and the Law," have brought resource persons from these disciplines into LRE classrooms.

## Activities

Being involved as an LRE resource person means active participation. It is not enough just to compile a list of names of key leaders and persuade them that

LRE is important. Active and effective involvement is critical to the LRE Director's effectiveness in building a program. Activities are varied. A good program uses the talents and expertise of each participant in the way that best meets his or her interests and skills.

Activities that community people generally engage in for LRE fall into two categories: (1) those that enhance and enrich the school program and (2) those that support the management of the LRE program. In the first category are direct contact with students (e.g., making classroom presentations, providing materials that supplement textbooks, and hosting field trips) and continual contact with teachers (e.g., workshops, after-school courses, providing background materials and legal research). Activities that support the management of LRE programs include assistance in organizing special events (Law Day and Law Week activities, moot courts, mock trials, field trips, and recognition events), fundraising, nonmonetary and in-kind services (e.g., printing), and providing legal expertise in the development and interpretation of curriculum materials.

Speakers bureaus organized by local bar associations offer many varied speakers on different topics of the law.

In the next chapter, we will identify some specific activities for involving the community in LRE programs and examine a very successful model for extending community support to the entire school system.

## Notes to Chapter 3

1. The OJJDP-funded national evaluation study (n. 1, ch. 2) found that the use of outside resource people was a chief characteristic of successful LRE programs. Included in Appendix I is a list of the resource person activities recommended by the study evaluators.

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## 4. How to build community support

All efforts to establish community support for LRE should build on the belief by educators and law-related resource people that participation in LRE makes a difference—that it benefits students.

This chapter looks at some of the more traditional ways to involve community resources in LRE classrooms and offers a model for extending community involvement beyond the legal community with the establishment of a Community Resource Board.

### Involving community legal resources

**Classroom presentations.** This is a good vehicle for involving people from a broad range of community organizations. Typically, a resource person visits an LRE classroom to make a presentation about a subject on which he or she has some expertise. Most resource people find the student interaction stimulating and come away believing they have provided a useful educational experience. Moreover, student questions and comments often lead resource persons to think about issues related to their jobs and organizations from a different perspective. Not only are students helped directly by the experience, but these resource persons often derive a new and expanded approach to their own areas of expertise.

Planning and preparing the lesson with the teacher is necessary to get the maximum effect from its presentation, which should be an integral part of the overall classroom curriculum. Teachers should provide one or more advance lessons to prepare students for the resource person's presentation as well as followup activities to debrief the presenter. Some training must be provided to orient the presenter to LRE goals and objectives, classroom procedures, and methods to relate to the students.

**Field trips.** Judges, prosecutors, and prison officials can augment LRE programs by offering schools an opportunity to bring classes to their worksites. The visit is most meaningful when combined with a friendly

presentation by the host. When this occurs, the presenter should be aware of how the field trip fits into the LRE curriculum and should receive training similar to that of persons making classroom visits.

A wide variety of other field trip visits to local justice system facilities is usually available, including law offices, jails, law schools, police ridealongs, and even morgues.

**Information for teachers.** This is an excellent way to participate for law schools, colleges of criminal justice, local bar associations, or individuals who have a very specialized information base. Activities can include afterschool courses, special visits, workshops, readings, clearinghouses for lending materials, or a telephone hotline service for teachers to obtain answers to specific legal questions.<sup>1</sup>

**Organizing help.** LRE programs often need someone in the legal community who can serve as a contact person for obtaining judges and lawyers for such special events as mock trials.

**Financial assistance.** LRE programs often need additional funds for such noninstructional expenses as hiring buses for field trips and mock trials, conducting awards ceremonies, and printing brochures and other materials. Fundraising is not an effective activity for everyone. It is more sensible to be selective in finding LRE supporters to be responsible for locating financial assistance.

Before attempting to launch an LRE program with fundraising, however, careful planning should be shared with the LRE Director to determine the program's specific needs. The volunteer fundraisers must know the amount of money needed and what it is to be used for. Remember, too, that local behind-the-scenes people (fundraisers and contributors) need recognition for their efforts. Thus, ways should be planned to provide them with feedback about how the contributions were used and how they benefited students.<sup>2</sup>

**Nonmonetary assistance.** Depending on a program's particular needs, it may be more efficient to locate citizens and organizations willing to donate services rather than cash—the actual printing of a brochure, for example, rather than funds for printing. Similarly, an organization could host an awards banquet instead of donating actual dollars toward this activity.

## **Extending community involvement: the Community Resource Board**

An important role for PAD members and others in the legal community is helping organize a Community Resource Board for the LRE program. The key to a dynamic and effective Community Resource Board is, again, active involvement and commitment. In addition, the Community Resource Board can be a significant organizing force in projects that extend beyond the persons in the legal community who typically participate in LRE programs.

The major function of the board is to provide the LRE Director with a regular, structured format for reporting to the community the goals of the LRE program, the nature of its activities, and progress toward attaining its goals. Among benefits the board can offer:

- The Board can assist the LRE Director by providing a treasure of ideas and information. There is a synergy that occurs when Board members come together with the LRE Director, each participating from his or her own base of knowledge and experience. Many ideas for new or expanded programs have come from this kind of interaction.

- Because membership on the Board represents an organizational (not solely personal) commitment to support LRE, the board assures stability and continuity. Any member who might terminate affiliation with his or her organization would be replaced on the Board as a matter of course.

- The Board provides a structure for securing participation by additional resource people and local organizations. Networking by Board members yields valuable information about others who can be recruited for LRE. This is particularly important when expanding the LRE program into areas not previously addressed, such as consumer law, sports and law, and drug education.

- The Board provides a structure for obtaining the information and providing the training that

resource people need in order to participate in LRE.

- The Board offers a feedback structure for contributing resource persons, extending suggestions for more effective participation and conveying appeals for special kinds of assistance.

- The Board can be an important source of funding, either through direct contributions of member organizations or as members acting as advance people to secure introductions to funding sources for the LRE Director.

- The Board can be a source of nonmonetary services such as printing, dinners, and awards to recognize the activities of students, teachers, and resource persons.

The individuals and organizations serving on the Community Resource Board also gain benefits:

- The Board provides members with recognition by others in the community, as well as by others within their own organizations. Moreover, because the commitment to LRE is organizational, members are likely to have LRE participation built into their job responsibilities—particularly in governmental agencies and corporations—and are encouraged to commit time to the LRE program. Often, too, the Board member is at a high enough level in the organization to commit additional personnel.

- The Board provides an excellent way for members to become aware of the contributions to LRE of other organizations in the community. Through presentations and publications supplied by the LRE Director, Board members can learn more about LRE nationally.

- Board meetings provide a forum for members to network with each other and to communicate informally about some of their other interests, needs, and problems.

## **Organizing the Resource Board**

This model for organizing a Community Resource Board was initially developed by the authors as part of their work with the St. Louis Public Schools' Urban Consumer Education Project, a cooperative program between the St. Louis Public Schools and the Missouri Attorney General's office. The focus of the Urban

Consumer Program is consumer rights and responsibilities. The program began in 1978 and has been institutionalized as a part of the curriculum in the St. Louis Public Schools. Using this model, an additional program, "Sports and Law," was initiated in the St. Louis Public Schools in 1984. In both these programs, the key to institutionalization is the broad-based community support generated by a Community Resource Board.

We offer the following steps to guide your efforts as you work with the LRE Director to organize a Community Resource Board.

*Know the focus of the program.* Most likely, the local LRE Director has already decided on the focus of the program, but it is very important that you have a good grasp of what it is. The scope of LRE programs can vary greatly from one community to another, and can include such topics as juvenile delinquency prevention, consumer law, constitutional issues, etc. In addition to the scope of the program, you should know the program's level of effort (e.g., how many districts and schools are served, how many teachers and students participate, and what kinds of training and other assistance are provided to teachers). You should also find out the age and grade level of the students involved and become acquainted with the curriculum materials used in the program.

*Decide who should chair the Board.* This is a step that requires much careful thought and should be decided before other members are asked to join. The chair of the Board should be someone in the community who has a deep commitment to LRE and will have a personal appeal to organizations and individuals. In the St. Louis Urban Consumer Program, the State Attorney General chaired the Board from the beginning. When his term ended, the new Attorney General was equally enthusiastic and became the new chair. Having a government official as chair of the Board, however, can be a real disadvantage if a nonsupportive person is elected or appointed to the office.

In the St. Louis Sports and Law program, the president of the local bar association has chaired the Board. This Board envisioned many ways to link LRE to the world of sports, including knowledge of and respect for rules, enforcement mechanisms, appeals procedures, and personal rights and responsibilities.

*Select criteria for organization members.* You may want to consider (1) relevance of the organization's priorities to the focus of the LRE program, (2) prior

interest, commitment, or both of the organization to LRE, and (3) willingness to make staff or other resources available for classroom presentations. Using these criteria, brainstorm with the LRE Director about some other organizations that could provide support.

The LRE Director may feel it is politically important to include certain organizations that could provide good support yet not be directly involved in the program day to day. Examples include radio, TV, and newspaper people who might provide publicity. There are advantages and disadvantages, however, to including organizations not directly involved in LRE. The decision is best left to the LRE Director. If these kinds of organizations are included on the Board, try to limit the number to just a few. Your Community Resource Board will not be effective without long-term commitments to involvement.

Some educational organizations should be included—again, organizations with a commitment to LRE. If one or more school districts are involved, superintendents of those districts should serve on the Board, along with representatives of their boards of education. You may also wish to include representatives from parent, student, teacher, and school administrator groups.

*Determine the composition of the Board.* How many members should it have? If too large, the Board becomes unwieldy; if too small, it becomes a clique. The number of organizations and the number of representatives also need to be decided in advance.

You and the LRE Director should decide who in the invited organizations should be asked to serve on the Board. In the St. Louis programs, Board members have been drawn from the highest levels of their organizations—a very effective way to gain organizational commitment.

It is necessary that you and the LRE Director serve on the Board. From there, you should begin with key people who are already involved. These could include judges, lawyers, law enforcement officers. Rather than attempting to include all individuals in these categories, you can include the chief of the local law enforcement agency. If more than one police agency is involved, include the chief of each one. Similarly, include legal and judicial organizations on the Board rather than selecting every lawyer and judge who has ever participated in the LRE program. You may think about combining some of the organizations. For example, if people from several businesses are involved in the LRE program, you may want to include the local

Chamber of Commerce to represent all businesses in the community.

The St. Louis Urban Consumer Board includes representatives from approximately 35 organizations in addition to the Chair, the LRE Director, and two or three staff members from the school district and the Attorney General's office. The St. Louis Sports and Law program has a separate Board that includes 30 to 35 representatives from approximately 10 organizations.

Both Boards function well because there are no organizations on either Board that do not have an active involvement in the program. To illustrate such composition, member organizations of the Urban Consumer Education Board are listed in Appendix D. In Appendix E is a list of persons invited to attend an organizational conference for a Utah Consumer Education Program in Salt Lake City in October 1981.

Draw up the list of agencies and key persons to be invited to serve on your Board. Schedule the Board's first meeting and prepare a tentative agenda. Then, contact everyone on your list—in person or by a letter—to invite them to join the Board and to attend the meeting. A sample letter appears in Appendix F.

*Plan an effective first meeting.* Because the aim of the Board is to mobilize community support for LRE, it is important that the first meeting get off to a good start. A motivational speech by the chair is a good beginning. Then the LRE Director should explain the program's objectives and describe the responsibilities that members of the Board will be expected to assume.

Appendix G gives a sample outline for the presentation.

Finally, each person attending should be given a packet of materials to explain the program and help Board members recognize and define their own roles and responsibilities. In the St. Louis model, such packets contained a checklist form (sample appears in Appendix H) listing possible ways that organization members could become involved in the project. Those attending were asked to respond to the suggestions, to complete the form, and to return it to the LRE Director. Each Board member thus made a commitment specifying the nature and extent of his or her personal organizational commitments to the project.

## Notes to Chapter 4

1. *Lawyer-Teacher Partnership Program—A Resource Guide for Attorneys in Law-Related Education.* The most effective pairing of professionals in the LRE field is between lawyers and teachers. During the past several years, PAD has developed a very useful "Lawyer-Teacher Partnership Program" as a training activity to bring these two types of persons together. This Program is described in a PAD manual by that name, written by David M. Schimmel and published in March 1986.

2. For more information on local fundraising, see *So You Have Agreed to Help . . . A Resource Guide for Lawyers to Help Solicit Funds for Local Law-Related Education Projects*, Phi Alpha Delta Law Fraternity International, 1981.



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## 5. Training resource persons for the classroom

The 1983 OJJDP study discussed in the introduction of this guide identified the features essential to successful LRE classrooms. The first, and most important, of these features is adequate preparation and use of outside resource persons.

### Importance of training resource persons

Some school personnel are often reluctant to envisage training for resource people. Educators would not expect teachers to enter classrooms without adequate preparation, but resource persons often find themselves in just this situation. Frequently, educators may think that because the resource persons are experts in their own professional fields, they would not see the need for any "LRE training."

Training for resource persons is critical, however, a conclusion included in the nationwide LRE evaluation. Lawyers, judges, juvenile officers, and others involved in LRE programs have repeatedly reported that LRE training made them more effective and better able to communicate with young people, giving them a sense that the personal time committed to the classroom visits has been well spent. This sense of successful participation truly builds community support. In your effort to mobilize community support, you must help LRE educators understand that resource people generally are not experienced in teaching. They require training. Teaching educators how to use resource persons is not enough. Resource persons must meet with teachers in advance to plan their presentations. Through the efforts of the Community Resource Board, you should obtain from resource persons a commitment of time for such training.

The St. Louis model features a training program developed by teachers and resource persons working together. The program identifies the kind of training that resource persons need; it is summarized here to help you and your LRE Director plan this essential component:

*Schedule a formal training session for resource persons and teachers.* The St. Louis model specifies a training session of approximately 3 hours. This time was trimmed in the Sports and Law program to 1 1/2 hours and took place over lunch. It is preferable to schedule at least one training session for all resource persons in your LRE program; if this is not possible, however, informal small-group sessions are better than no training at all. It makes for a very effective training session if a resource person can present part of the program. This could be someone who has been actively involved in the local LRE program or someone from an LRE program in another community.

Including teachers as participants in the training involves tradeoffs. Including them will not only make teachers more aware of the special needs of resource persons, but will also give them and the resource person a valuable opportunity to meet and interact. On the other hand, it may be harder to focus the session on training resource persons when teachers are present. Moreover, if the session is short, time for effective interaction between teachers and resource persons may be inadequate, and both parties may come away frustrated.

*Plan the training session to meet the personal needs of resource persons.* Training resource persons may be a first in your community. If so, you can make an important contribution on behalf of the resource persons by helping to plan a training session that meets their needs. The first and most basic step in planning is to orient the session toward the training needs of *resource persons*. While this sounds simplistic, it often gets overlooked when zealous planners begin by assessing the wealth of expertise and range of talent that will be present. Planners in that situation often begin thinking about what *teachers* can learn from resource persons. Thus, the content of the session can subtly shift away.

Another source may press you to include some content-based training for teachers; i.e., local boards of

education in many districts must approve the release of teachers to attend training sessions. We recommend that you resist all efforts to build teacher training into your limited session for resource persons. If there is, nonetheless, a groundswell in the LRE project to have a resource person provide information sessions for teachers, try to arrange additional sessions where one or two resource persons can address a group of teachers.

*Focus the training session on strategies that will make the resource person's presentation more effective in the classroom.* The goal of the training session should be to provide resource persons with strategies for making their classroom (and/or field trip) presentations most effective. Teachers often are not aware of the kinds of strategies that resource persons need to deal with students. Thus, it will be instructive for them to learn how they can work with such resource persons to maximize their contribution.

Staying on focus sometimes can be a difficult task in training sessions that include teachers, because typically they become very interested in the resource persons' areas of expertise. It is quite easy for the training to get derailed and result in a question-and-answer session in which teachers receive advice on an array of law-related matters.

When you and the LRE Director plan the training session, bear in mind that your role is to keep the session on track. Carefully structuring the time allotted for training is one way to accomplish this. You may find it very useful, however, to allow for some time for informal dialog between the teachers and resource persons at the end of the session. This can satisfy some of the teachers' needs for information and can also provide them with opportunities to generate ideas for new ways to build resource persons into their LRE programs.

Special attention should be given to bringing the benefits of LRE to special categories of children, such as educable mentally retarded, the orthopedically handicapped, the hearing-impaired, and also gifted students. Special PAD advice to resource persons dealing with such special education categories are contained in *A Resource Guide to Assist Lawyers and Law Students for Participation in Kindergarten through Eighth Grade Law-Related Education Classrooms*, an October 1987 publication.

*Conceptualize the resource person's participation as a partnership with the teacher.* One of the features of the

St. Louis model is that teachers and resource persons work together as partners. This includes specific planning of the classroom visit. The resource person's presentation is not simply considered to be the lesson, but is part of a lesson taught jointly by both the teacher and resource person. This results in a presentation that will meet the interests of the students and builds on subject matter previously taught.

In the St. Louis model, the LRE lesson format consists of three parts: (1) advance teaching by the teacher, (2) classroom or field trip presentations by the resource person, and (3) followup teaching by the teacher. Because the lesson is taught by the two partners, it is vital that they plan their lesson together. This can be done in person, over the phone, or if personal contact is not readily possible, through the mail.

The resource person must obtain the following advance clarification from the teacher:

- the goals and objectives of the lesson,
- how the lesson implements the goals and objectives of the overall curriculum or course, and district or state mandated competencies, if applicable,
- age and interest level of the students,
- number of students in the class,
- the books and other materials the teacher is using in the classroom,
- what the teacher will do to prepare students for the visit,
- what the teacher will do with students to follow up and debrief the presentation.

Advance planning with the resource person is also important to the teacher. Prior to a classroom visit or field trip, the teacher should obtain the following information from the resource person:

- who the person is and what he or she does,
- the topic to be presented,
- an outline of the presentation,
- vocabulary words that will be used in the presentation,
- equipment needs,
- how the topic will implement the teacher's goals and objectives for the lesson.

*Plan the logistics of the visit or field trip as well as the content.* Being at the right place at the right time is as important to the success of a lesson as a well-planned content. A presentation flawed by missed connections communicates a negative message to students. Moreover, such simple arrangements as name tags or having students greet the visitor at the door set a tone that generates beneficial student interest in the presentation before the visitor ever enters the classroom. During the planning with the teacher, the resource person should request the following:

- precise time and length of the lesson,
- information about the school—location, parking, preferred entrance for visitors, location of the principal's office,
- one or two students to be available as greeters at the school entrance,
- readable name tags or desk plates for use by each student on the day of the visit.

As the presentation date nears, the resource person should confirm the visit by calling the teacher and working out any last-minute details.

## **Classroom strategies**

Even in those cases where teachers and resource persons have planned together in advance, it is rare that teachers offer any specific advice about what a resource person can do in the classroom to make the presentation more interactive with students. In the St. Louis model, participating resource persons have generated a list of strategies for visiting classrooms. They include the following:

- Resource persons should arrive at the school early and check in at the principal's office. In most cases, the principal is impressed that a resource person has donated valuable time to the LRE program and will want to chat for a few minutes.
- In the classroom, after introductions are made, the resource person should write his or her name and occupation or affiliation on the board. Resource persons should not assume that all students will remember a visitor's name. If the students do not, their participation will be hindered.
- Before beginning a presentation, the resource person should look around the room to see if there are any bulletin boards or displays that relate to

the presentation topic. Students may have spent time preparing a display for the visit. If their efforts are not acknowledged, it may have a negative effect.

- In the St. Louis model, presentations made by outside resource persons are strongly interactive and are keyed to the school system's mandated objectives and programs. Students should have an opportunity to ask questions and to inspect (up close) anything that is being demonstrated. A lesson that involves a demonstration should be conducted so that every student gets a chance to see it. A demonstration can be conducted for groups of up to 10 students at a time. Students who sit in the back of the room may not be able to see something held up in front, and will thus derive minimum benefit.

- Resource persons must stay on their feet and be mobile, circulating around the room and walking up and down the rows. If the class is small enough, students can be drawn into a semicircle.

- Resource persons should call on several students and not let one or two monopolize the discussion. They should not rush to call on the first student with a hand raised. Above all, students should be given time to think. A question to students can be prefaced with, "I am going to ask you a question and I want you to think carefully about your reply. Raise your hand after you have thought about this."

- It is important that the entire class hears a student's questions and responses. Student comments can be repeated to the total group or students can be asked to repeat them louder so that everyone can hear.

- The teacher should be personally involved in the classroom interaction. If one or two students are needed in a role play or to assist in a demonstration, the resource person can ask the teacher to choose the students. Students should be told that the resource person has planned the presentation with the teacher.

- If resource persons bring materials to the classroom, they should distribute only those materials that are needed for the presentation. Any other material should be left with the teacher for later distribution.

- If the resource person distributes any materials that are not intended for students' personal use, the students should be told not to write on them and that they will be collected at the end of the

presentation. Students should also be told why the materials are being handed out and why they will be collected.

■ Resource persons should end their lessons at the agreed-upon time. If the presentation is going well and students become quite involved, resource persons may be tempted to stay longer. In some cases, the teacher may even request that the presentation be extended. In secondary schools, however, this is generally not an option because there is a fixed amount of time for one class period. In elementary schools, there is more flexibility. Generally, it is better to leave while students are excited about their visitor than to overstay the welcome. If the presentation was well-planned, students will have a lot to think

about. Prolonging the visit will not add a great deal to what they can digest in one session; instead, it can intrude upon the teacher's instructional time devoted to other subjects.

Finally, while the focus of training for resource persons should be on strategies for making classroom presentations interactive and effective, there is also a dynamic that occurs between the teacher and resource persons during these sessions. They begin to learn more about each other's professional lives and to interact with one another as partners aimed toward helping young people learn about our legal system. It is an exciting process—one which carries over to the classroom and out to the community. This is the basis on which strong community support is built.

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# Appendix A

## National organizations that support law-related education

The following names are examples of national organizations which have in various ways exemplified their support for law-related education.

### Judiciary

American Judges Association  
American Justinian Society of Jurists  
Conference of Chief Justices  
Federal Judicial Center  
International Juvenile Officers Association  
National Association of District Attorneys  
National Association of State Judicial Educators  
National Center for State Courts  
National Conference of State Court Administrators  
National Council of Juvenile and Family Court Judges  
National Judicial College

### Law practice

American Bar Association  
Federal Bar Association  
Hispanic Bar Association  
National Bar Association  
National Conference of Bar Presidents  
American Lawyers Auxiliary

### Law enforcement

American Correctional Association  
American Probation and Parole Association  
International Association of Chiefs of Police  
National Sheriffs Association

### State and local government

National Governors Association  
National League of Cities  
National Urban League

### Education

American Association of School Administrators  
Association for Supervision and Curriculum Development  
Council of Chief State School Officers  
National Association of Elementary School Principals  
National Association of Secondary School Principals  
National Association of State Boards of Education  
National Council for Social Studies  
National Education Association  
National School Boards Association

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## Appendix B

### Selected classroom presentation from the St. Louis Urban Consumer Education Project

#### Shoplifting

##### St. Louis Police Department

#### Consumer objectives

1. Students will learn that shoplifting and burglary are both crimes that involve stealing.
2. Students will learn that there are consequences of shoplifting that might involve legal action.
3. Students will recognize that shoplifting affects prices.

#### Basic and competency skills objectives

CAT - Reading vocabulary and comprehension  
CAT - Language mechanics and expression  
BEST - Reading language objectives 4, 10, 15, 16  
CAT - Spelling  
CAT - Mathematics computation, concepts, and applications  
BEST - Mathematics objectives 1, 2, 5  
BEST - Government/economics objectives 1, 2, 3, 4, 6, 8, 11, 12, 13

#### Text

*Young Consumers*, 1st edition, lesson 21  
*Young Consumers*, 2d edition, lesson 30

#### Pre-visit

1. The teacher should show one or both suggested films on shoplifting. These are available through the St. Louis Board of Education Audio-Visual Department.

2. Have students read the text and discuss their feelings about various forms of dishonesty. In the discussion, the teacher should help students to differentiate between burglary and shoplifting and to understand that they are both crimes involving stealing.

3. Have a vocabulary lesson with "Words to Know." See front of this book for ideas. In addition, the supplement includes an exercise designed specifically for this lesson.

#### Presentation needs

##### By the Teacher:

name tags  
chalk and chalkboard  
films: *Shoplifting, the Losing Game*, (12 minutes) F274-109; and/or  
*So I Took It*, (10 minutes) F175-111

##### By the Resource Person:

pamphlets

#### Words to know

1. stealing—taking something dishonestly that does not belong to you
2. burglary—breaking into a building with the intent to steal
3. shoplifting—stealing articles from a store
4. accomplice—a person that is a partner in a crime
5. consequences—the results of one's actions
6. law—a system of rules made by a government to protect society; a statute or act passed by the legislature
7. property—something that a person owns

## The visit

1. The officer will write his/her name, address and telephone number on the board and give some general information about his/her particular area of police work.
2. The officer will review that shoplifting and burglary are stealing.
3. The officer may also relate from his own experiences how he views the progression of a shoplifter—from an early age (potato chips) to adulthood (diamond rings).
4. The officer will now conduct a role play to stimulate a discussion about students' attitudes about shoplifting.

The police officer should choose (or have the teacher choose) two students to participate in a role play with him/her. The officer should take students aside to explain that the role play involves two students and a store clerk. The officer should assign the parts as follows:

Student #1 will be played by the officer.  
Student #2 will be played by a student  
Store Clerk will be played by a student

The officer should tell students to act out the following story:

Student #1 tries to persuade student #2 to shoplift a wallet while the store clerk isn't looking. Student #1 has enough money to go buy *ONE* wallet, but wants two of them. (A table or desk should be designated as the store, with the clerk standing behind it.)

5. After the role play, the officer should ask students the following questions:
  - a. What would we call student #1? Try to elicit the term "accomplice."  
(Refer to the board.)
  - b. Is an accomplice to a shoplifting treated in the same way that a shoplifter is treated?
  - c. What can happen to an individual who is caught shoplifting?
  - d. What are your responsibilities as a good citizen when you see shoplifting occurring?
  - e. From a consumer's point of view, what are some bad effects of shoplifting? Try to elicit that shoplifting makes prices go up and may drive small neighborhood stores out of business.

## Followup

### In the classroom

1. The teacher can reproduce the "Find-the-Crimes" puzzle included in the supplement. Have students identify the eight crimes being committed in the picture.
2. Make arrangements for the class to talk to the manager of a store about how shoplifting affects consumer prices. The store manager can actually *show* the students these effects through the pointing out of various items.

### In the community

1. A brochure could be designed and written by students to take home to parents or distribute at adult meetings.
2. Send copies of student-made materials to the police officer who visited the classroom. (Also, send copies to the Urban Consumer Education Project Office. We may be able to duplicate the materials.)

## Bulletin board idea

Students can design and make a bulletin board to discourage young people from shoplifting.

### Stolen Goods Are Not A Good Buy

Crusade Against Crime  
4158 Lindell Boulevard  
St. Louis, Missouri 63108

Crusade Against Crime is a not-for-profit volunteer organization which identifies problems and works toward solutions in four major areas of the criminal justice system: police, courts, corrections, and youth. Crusade volunteers work with over 30 key cooperating civic organizations in the city and state, ranging from bar associations to specialized crime agencies.

Some of the Crusade's accomplishments include introducing WhistleSTOP, a distress signal system; stimulating interest in recruitment of female police officers; helping achieve better police treatment of rape victims, initiating the "Send Help" program which provides signs to display in automobiles when in distress. In addition, Crusade volunteers are on duty everyday at the Municipal Courts to provide information services.

Crusade has a special interest in information programs that address shoplifting and purchasing stolen goods. Both of these crimes contribute to increased costs that are passed along to the consumer in the form of higher prices for goods and services.

### Consumer objectives

1. Students will learn that buying stolen goods causes problems for the consumer.
2. Students will learn that a consumer has a responsibility to avoid purchasing stolen goods.
3. Students will recognize that buying stolen goods is a form of stealing.
4. Students will describe conflicting feelings of having a personal possession stolen vs. opportunity to buy a stolen item at low cost.
5. Students will apply math skills of estimation to worth of stolen goods.

### Basic and competency skills objectives

CAT - Reading vocabulary and comprehension

CAT - Language mechanics and expression

BEST - Reading/Language objectives 6, 7, 15, 16, 17, 19

CAT - Mathematics computation, concepts and applications

BEST - Mathematics objectives 1, 2, 5, 15

CAT - Reference skills

BEST - Government/economics objectives 2, 3, 4, 5, 8, 11, 12

### Text

*Young Consumers*, 1st edition, lesson 17, 21

*Young Consumers*, 2d edition, lesson 24, 30

### Presentation needs

By the Teacher:

name tags

chalk and chalkboard

(optional) Skit, "For Eight Bucks, How Can You Go Wrong." See supplement

(optional) Filmstrip, *Street Vendor*, FS 672-105

By the Resource Person:

brochure on fencing stolen goods

### Words to know

1. consumer—someone who uses something
2. goods—merchandise; products that are sold
3. fence—one who receives and sells stolen goods
4. fenced goods—stolen merchandise that is offered for sale by a fence
5. responsibility—obligation, trust, duty
6. warranty—a statement, usually written, made by the seller or manufacturer, which promises certain things about the quality of the product or how long it will last. A warranty may also promise what will be done if the product breaks or fails to do what it was bought to do.

### Pre-visit

1. Have a vocabulary lesson with "Words to know." See front of this book for ideas.
2. A few days before the visit, explain that the class will have a visitor from Crusade Against Crime, an organization of citizens whose purpose is to stop crime. Ask students to share any experiences they or family members have had with possessions being stolen from them. Ask students to identify the items stolen and make a list on the board. Have students estimate the dollar value of each item, write the amount next to each item, and total the list. Leave the list on the board for the resource person's visit.
3. (optional) Have students learn the skit, "For Eight Bucks, How Can You Go Wrong?" (see supplement) and perform it when the resource person visit the class. If you decide to have students perform the skit, be sure to let the resource person know when she or he arrives.

### The visit

1. The resource person should write his or her name on the board and explain that he or she is a volunteer in the Crusade Against Crime.
2. Refer to the list of stolen items written on the board. Ask students to describe how they felt when these items were stolen from them. Call on several students to write their feelings on the board.
3. If students have learned the skit, have them perform it for you. Conduct a discussion using the questions included at the end of this section as a guide.
4. If students do not perform the skit, choose one item from the list of stolen goods written on the board. Ask



students whether they would be willing to purchase that item for half the dollar amount listed on the board. After they have given their answers, ask students to clap their hands every time you count to three. Then count to three 4 or 5 times. Explain that every time they clap their hands, a crime against property has occurred—some item has been stolen. Some people try to sell these stolen goods to others. Set up a role play with a student. Try to sell the student one of the stolen items listed on the board. Offer to sell it at a fraction of the dollar amount listed. Ask students to tell you the word we use to describe a person who sells stolen goods (fence). In the role play situation, you were playing the role of the fence. Ask the class to identify the rightful owner of the item you used in the roleplay. Ask that student how he or she feels about a fence selling his or her possession to a stranger at a low cost. Ask students to give some of their ideas about what should happen to someone who sells stolen goods. What should happen to people who buy stolen goods?

5. If brochures are available, give them to students and explain the fencing law. Note: The law is reprinted from the brochure at the end of this section.

6. Explain to students that you know they are learning to be good consumers and that you know they try to shop wisely. Ask them what problems buying something stolen causes them as individuals. For example, hopefully a student would answer that there is no warranty and the item would not be repaired or replaced, if broken.

7. Explain to students that buying stolen goods makes problems for the consumer. It encourages people to steal and it helps to raise prices. Using the brochure, conduct a discussion on how consumers can protect their property from being stolen.

## **Consumers Pay for Vandalism and Save Money Riding the Bus**

Bi-State Development Agency

818 Olive Street  
St. Louis, Missouri 63101

Bi-State Development Agency is perhaps best known to St. Louisians as the operator of the bus system that serves the metro area. The potential for Bi-State far exceeds its transit interests, however, since it is empowered to plan, construct, maintain, own and operate specific properties. These include bridges, wharves, docks, grain elevators, and air, water, rail, and other terminal and community storage facilities.

Bi-State is a "development" agency, serving the people of the Bi-State area as the regional port coordinator and owner/operator of the Gateway Arch transportation system and Bi-State Parks Airport. In addition, it is the promoter of an innovative trash-to-energy program.

By providing an alternative to the use of private automobiles, Bi-State offers consumers a way to reduce expenditures for local transportation. It is not only the bus rider who has a consumer interest in Bi-State. Because the transit system is supported by sales tax revenue, all local residents—whether they are users or not—have an interest in keeping operating costs to a minimum. Vandalism on buses is a cost of doing business that is passed along to the consumer and tax payer in the form of higher taxes.

## **Consumer objectives**

1. Students will learn that vandalism of a Bi-State bus is a crime for which they pay costs as taxpayers.
2. Students will apply map-reading skills and reading timetables to plan trips on the bus.
3. Students will apply math skills to compare the cost of public and private transportation.

## **Basic and competency skills objectives**

CAT - Reading vocabulary and comprehension  
CAT - Language mechanics and expression  
BEST - Reading/Language objectives 4, 6, 16, 17  
CAT - Spelling  
CAT - Mathematics computation, concepts and applications  
BEST - Mathematics objectives 1, 2, 5, 8  
CAT - Reference skills  
BEST - Government/economics objectives 4, 11, 12

## **Text**

*Young Consumers*, 1st edition, lesson 23  
*Young Consumers*, 2d edition, lesson 34

## **Presentation needs**

By the Teacher:

name tags  
chalk and chalkboard

By the Resource Person:

pamphlets, "How to Ride the Bus"  
large route map  
souvenir giveaways

### Words to know

1. courteous—respect for and consideration of others
2. crime—an act forbidden by law
3. deliberate—done as a result of careful thought
4. impulsive—acting on thoughts of the moment
5. nuisance—annoying or unpleasant
6. passenger—a traveler in public or private transportation
7. prank—an annoying act
8. public transportation—a service supplying a means of travel for all members of a community
9. route—an established line of travel
10. timetable—a printed list of times showing arrivals and departures (schedule)
11. vandal—one who deliberately destroys or mars property

### Pre-visit

1. Think and Talk (some questions to stimulate introduction of subject about which the guest will speak).

What are the various ways to get from one place to another? In the city what types of transportation are available? If you do not have a car, or if it breaks down, how can you get somewhere? How many of you go places on Bi-State buses? Why? How many don't use the bus? Why? (some reasons given could be unfamiliarity with routes, schedules, not allowed to travel without adults who don't use the bus, etc.)

2. Have a vocabulary lesson with "Words to know." See front of this book for ideas.

3. Make cartoons. Have each student make a stick-figure cartoon on large paper about a positive or negative aspect of riding on Bi-State. Enclose the words in balloon shapes. Display for answers or comments by the resource person.

4. Use the student-made cartoons or newspaper posters, or see supplement for work sheet, "Wise Consumers Use Public Transportation."

### Bulletin board idea

Use the student-made cartoons or newspaper posters, or see supplement for worksheets, "Wise Consumers Use Public Transportation."

### The visit

1. The resource person should write name and title on the board and briefly describe his/her job.
2. Ask students to tell you what they know about Bi-State. Comment on posters or other displays in the room. After students have shared what they know about Bi-State, tell them about some of Bi-State's operations they might not have mentioned (e.g. that Bi-State runs the elevator system in the Arch, and/or the trash-to-energy program).
3. Explain to students that Bi-State is supported by tax dollars in addition to fares. Ask students whether they buy potato chips, soda, and ice cream cones. Inform them that when they buy these items, they must pay sales tax. Part of the sales tax goes to Bi-State. Have students understand that they are taxpayers who support Bi-State.
4. Develop the idea that vandalism costs money and they, as taxpayers, must pay the bill. Have a student come to the board to compute the cost of replacing a vandalized seat. Give the student:
  - a. cost of new seat
  - b. cost of labor for replacing seatAsk all students to add the costs to find out how much they as taxpayers must pay for a new seat. Help students to understand that from a consumer standpoint, they save money if people do not vandalize the buses. (Students should also know that vandalism is a crime and if caught, they will be prosecuted.)
5. Develop the idea that students can save money by riding the bus. Have a student come to the board to work a problem comparing the cost of a family riding the bus to a specified location, as compared to taking a cab. Give students a How-to-Ride handout and have them look on page 1 to figure out the fare for elderly grandmother, mother, father, sister (age 4) and himself or herself. Have students work the problem at their seats to check the work of the student at the board. The resource person should write on the board the fare for a similar trip by cab. Ask students to tell you which costs less money.

6. At this point, ask students to share some personal experiences about riding the bus. If problems or suggestions are mentioned, refer students to page 9 of the handout regarding complaints and compliments.

7. Leave route map and any souvenirs with the teacher.

## Followup

### In the classroom

1. To help students recognize that vandalism is a crime, whether deliberate or impulsive, help them make wise decisions in the face of losing friends; and to realize that vandalism has financial ramifications, ask students to identify types of vandalism in the school, neighborhood, or public places. (A good example of the latter is that visitors are scratching their initials in the Gateway Arch.) Have them describe their feeling about seeing something marred or destroyed. After identification, have an open-ended discussion using questions requiring them to think about themselves. Some examples: Why do you think students don't want to tell on others who have committed vandalism? What do you think students could do to prevent vandalism? What happens when people get caught destroying property? Have you known anyone who got caught? What happened? What do you think should happen? Are there juvenile laws about vandalism? (yes) Who is responsible for student vandalism and must pay for it if the student is guilty? (parents) Do you think riding the bus might be less expensive if there less vandalism? Can you think of anything else that might cost less if there were less vandalism?

2. Conduct a map-reading lesson, using the large route map. Divide the class into two groups. Have each group decide where it would like to go on the bus. Have each group plan the route from school. When the class regroups, have a spokesperson from each group describe to the class the route the group must take, including transfers. The teacher may want to have students compute the fare for the group.

3. Conduct a lesson to help students learn to read a timetable. See supplement for a simple timetable and

worksheet. Refer to page 7 of the How to Ride handout and secure some timetables from Bi-State. You may want these to correspond to the trips planned during the map-reading lesson. If so, have students determine the departure and arrival times for their trips.

## In the community

1. Design and produce ads or posters for display in the school which encourage passengers to observe bus-riding courtesies. See page 9 of the How-to-Ride handout for ideas.

### Followup Questions for Skit

1. What do you think Charlie was starting to say before his mother made a motion for him to be quiet?

2. Why do you think his mother didn't want him to finish speaking?

3. How do you think he is feeling at the end of the skit toward his father? His mother? His radio?

4. Has your home or apartment ever been broken into? How did you and your parents feel?

5. What do you think Mr. Milgrom means when he says, "For eight bucks-how can you go wrong?" Is it true? If not, why not?

6. If people didn't buy hot televisions and radios, as well as other items that have been stolen, would there be as many break-ins to homes and apartments?

7. What do you think Charlie should do?

8. How many homes and apartments would you guess were broken into and burglarized in this state last year? In the U.S.? How can you find out?

9. Can you think of any ways you can help in your neighborhood to prevent homes or apartments from being broken into?

10. If you see a bike that you recognize as one that was stolen, what should you do?

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# Appendix C

## St. Louis Sports and Law resource lesson plan

### Coach

**Goal:** Students will understand the important role a coach plays in providing both leadership and a balance between cooperation and competition for a team.

**Objectives:** Students will understand the functions and duties of a coach (high school, college, amateur team, professional).

Students will recognize the responsibilities a coach has for making and enforcing rules.

Students will analyze the qualities of leadership needed to be a coach.

Students will understand how a coach can influence how individual team members and the team handle feelings of competition and cooperation.

**Pre-visit:** Sports and Law, Chapter 4

**Words to know:** Competition, cooperation, enforce, leadership, rules.

**Materials needed:** Sample team rules, if available.

**Resource person visit:**

(1) Introduce yourself to the class and explain how you got to be a coach, the training you received, if any, and your responsibilities.

(2) The resource person will then ask students to suggest the elements that make a good team. (Examples: cooperative players, star players, teamwork). List on the board.

(3) The resource person should then ask the students what a coach's role is on a team.

(4) The coach could give examples of team rules and explain how those rules are enforced or, in some cases, actually developed.

(5) Ask students to explain what makes a good *leader* and what are the qualities of leadership a coach should have.

(6) The resource person can give examples of situations that he or she has had in dealing with *competition and cooperation*. He could then use the examples outlined below or develop his own examples from actual experiences—emphasizing to students specific examples of the delicate balance between competition and cooperation among players.

(a) The team is winning, but the star player is not a team player—how would the coach handle this?

(b) The team is not winning and has not had a good season.

(c) The team is winning, but the members are fighting among themselves.

(d) The media are writing stories that create competition among players.

(7) Encourage students to ask questions and discuss any aspects of the lesson.

### Player (lesson 1)

**Goal:** Students will understand the importance of both competition and cooperation on a sports team.

**Objectives:** Students will be able to identify specific examples of competition and cooperation in sporting events. Students will recognize how decisions are made to cooperate in particular situations, responsibility.

**Pre-visit:** *Sports and Law*, Chapter 4

**Words to know:** Competition, compromise, consequences of action, cooperation.

**Resource person's visit:**

- (1) Introduce yourself to the class. Explain how you got to play with the team and the responsibility to the team in the position you play.
- (2) Use the board to describe a cooperative situation with your particular position and how you interact with other team members. Ask students to give examples of ways they cooperate in school or as a team.
- (3) Give an example of a situation on the team that deals with competition. Ask students how that example differs from competition between teams.
- (4) Review with students the chart dealing with competition and cooperation on pages 79–81 of *Sports and Law*. Ask students which statements they agree with and why. Describe your opinion on several of the statements.
- (5) Provide an example of a situation in which you had to compromise. How was the compromise arrived at? Ask students to describe situations in their own lives that deal with compromise. How were they resolved?
- (6) With the students, look at the daily newspaper and do the chart on the board that deals with competition and cooperation in sports, law, and life, and discuss.
- (7) Students will have questions and the remaining time of the class period could be used.

**Player (lesson 2)**

**Goal:** Students will understand the importance of thinking through the consequences of any action they take.

**Objectives:** Students will recognize that players, like any individuals, must take responsibility for the consequences of their actions to themselves, to their team, and to society.

**Pre-visit:** *Sports and Law*, Chapter 2.

**Words to know:** Consequences, enforce, law, penalty, rules.

**Resource person's visit:**

- (1) Introduce yourself to the class and explain how you started in sports and playing with a professional team.
- (2) The resource person should then describe an action that he or she has taken in their life and the consequences of that action (e.g., deciding to finish college or university before playing professionally, or studying a profession).
- (3) Then, the resource person should name some actions that he or she has taken as a team member and ask students to describe what could be the possible consequences of that action involved for the individual, the team, the fans, or the community.
- (4) At this time, it would be helpful for the resource person to describe some of the newer rules of his or her sport and explain what the consequences are of breaking those rules. The resource person should discuss with the students how players know and remember new sports rules and particular penalties.
- (5) Then, the resource person could set up several role-play situations between player and player, player and coach, player and official and then, after the role-playing, have each role-player discuss the variety of actions that could have been taken in each situation and the possible consequences.
- (6) The resource person might then want to discuss the consequences of some players' failure to plan for their future, what they are doing and who is helping them with the planning.
- (7) If time permits, students could ask questions.

**Player (professional/retired)**

**Goal:** Students will understand the importance of both competition and cooperation on a sports team.

**Objectives:** Students will be able to identify specific examples of competition and cooperation in sporting events.

Students will recognize how decisions are made to cooperate in particular situations, responsibility.

**Pre-visit:** *Sports and Law*, Chapters 2 and 4.

**Words to know:** Competition, compromise, consequences of action, cooperation.

### Resource person's visit:

- (1) Introduce yourself to the class. Explain how you got to play with the team and the responsibility of your position.
- (2) Use the board to describe a cooperative situation with your particular position and how you interacted with other team members. Ask students to give examples of ways they cooperate in school or on a team.
- (3) Give an example of a situation on the team that deals with competition. Ask students how that example differs from competition between teams.
- (4) Review with students the chart dealing with competition and cooperation on pages 79–81 of *Sports and Law*. Ask students which statements they agree with and why. Describe your opinion on several of the statements.
- (5) Provide an example of a situation that you had to compromise. How was the compromise arrived at? Ask students to describe situations in their own lives that deal with compromise. How were they resolved?
- (6) Explain what you did as a player that prepared you for the years following your playing career. Point out consequences or action; (e.g., investing money, getting professional and/or educational experience).

**Teacher followup:** Using the daily newspaper, complete the chart in Chapter 4, "Extra Innings," of *Sports and Law* text. This may be done on the chalkboard or paper and deals with competition and cooperation in sports, law, and life. Discuss the chart.

### Agent (lesson plan)

**Goal:** Students will understand the importance to the agent of planning for the future and of the *consequences* of such action.

**Objectives:** Students will be able to recognize the particular duties that an agent provides a professional athlete especially regarding budgeting, taxes, general accounting, and contracts.

**Pre-visit:** *Sports and Law*, Chapters 2 and 4.

**Words to know:** Consequences of action, contract, financial planning, law, taxes.

### Resource person's visit:

- (1) The resource person begins by describing the agent's role, then selects one student and asks the class to pretend that the student is a "professional athlete."
- (2) The resource person using the student, then explains what would happen if the "professional athlete" chose the agent and hired him/her in a step-by-step fashion.
- (3) Ask and discuss the following questions:
  - (a) Why should a professional athlete be especially concerned about financial planning?
  - (b) Why might a professional athlete need someone to help with the player's contract?
  - (c) What are some of the consequences of any person not having reliable financial and legal advice? Why might a professional athlete need insurance advice?
- (4) Pass out copies of the Personal Appearance Agreement and T.V. and Radio Contract. Ask students to pretend that the resource person is trying to negotiate an agreement for the student "professional athlete."
  - (a) Explain factors that have to be considered in such an agreement.
  - (b) Explain the importance of a person's name on a product dealing with issues of credibility of product, success of the athlete in his or her chosen profession, and the athlete's professional and personal reputation.
- (5) Discuss a licensing agreement. If possible, show examples of some merchandise that has been licensed by one of the agent's clients.
- (6) If time permits, students could ask questions.

### Trainer

**Goal:** Students will understand the importance of careful planning by the trainer to avoid injuries.

**Objectives:** Students will understand the duties and responsibilities of a team trainer.

Students will understand a player's responsibility to prevent injuries by recognizing the advice of trained professionals.

**Pre-visit:** *Sports and Law*, Chapter 5.

**Words to know:** Prevention, responsibility, training.

**Materials needed:** Copy of team training rules.

**Resource person's visit:**

(1) Introduce yourself to the class and describe your background with emphasis on training and education. It would be helpful if you could explain how to get the job of a trainer and what skills are needed.

(2) The resource person should then explain the three cycles of training—pregame, during season, and after season—and the trainer's duties in each of the three cycles. Drawing a circle on the board, dividing it into three parts and outlining each of the activities is very helpful.

(3) After explaining the trainer's responsibilities, pass out a copy of the training rules and go over several with the students. After each rule, ask why it is important and what consequences would be possible to a player and a team without that rule. Explain what the team can do if rules are broken and who exactly is responsible for enforcing team rules and what the penalties are for the rules discussed.

(4) Then, take several examples of cases where an athlete did not heed the advice of the trainer and discuss the athlete's responsibility for his/her actions.

(5) Set up the following role-play situations:

(a) A player knows he or she has been injured then talks with another team member who says that only "sissies" complain.

(b) A player explains he or she is too tired to train after the season, and the trainer explains what to do to stay in shape after the season.

(c) A player injures him/herself and talks to the trainer about the importance of the next day's game to the team and that he or she must play.

(d) Other role-play situations.

(6) After each role-play, discuss the following:

(a) What are the short and long-term consequences of the actions taken?

(b) What is each person's obligation to the individual and the team?

(7) If time permits, students could ask questions.

## Equipment manager

**Objectives:** Students will understand the consequences of action in specific situations dealing with purchasing and maintenance of sports equipment.

Students will analyze the responsibility in all aspects of purchase and maintenance of sports equipment.

Students will recognize the importance of researching and studying any product before purchase.

Students will understand the similarities between a purchase agreement order and a contract.

**Pre-visit:** *Sports and Law*, Chapters 5 and 8.

**Words to know:** Consumer responsibility, contract, impulsive (purchases), objective/reliable sources of information, reputation (of seller, firm), responsible action, sales appeals, salesperson.

**Resource person's visit:**

(1) Introduce yourself to the class and explain what your responsibilities are to the team, providing information of duties ranging from supervising the equipment for practice and games and getting the equipment to and from games, to making certain your staff has spare contact lenses for the players at the games.

(2) Take students through the steps on how you decide to purchase particular equipment. Explain purchase agreement and similarities to contract. You might show an example of how your purchase agreement is different from one in *Sports and Law*, page 140. How do you decide what research to use in making selections? What questions do you ask of a salesperson? What factors go into selections? Where do you research your information? Please emphasize you are a consumer. Explain your responsibility to try to ensure the safety of players.

(3) Pick several students to be football players on your local team. Give each one a piece of equipment and ask the students to explain what features they would look for in each piece of equipment. Then, ask how they would properly maintain that piece of equipment. At this point, you could give examples of how this is

done, and what problems could result from improperly maintained equipment.

(4) A discussion of the consequences of action of improperly worn equipment might be appropriate here, if possible.

(5) If time permits, students could ask questions.

## **Sports official**

**Objectives:** Students will reinforce citizenship knowledge as it relates to law and rule enforcement.

**Pre-visit:** The teacher will review that each sport has rules. The social studies teacher will have completed Chapters 1 and 3 of *Sports and Law*.

**Words to know:** Compromise, enforce, interpret, judges, violate.

### **Resource person's visit:**

(1) Introduce yourself to the class describing (a) your background—how you got to be a sports official, (b) the training you have had, outlining what was learned and emphasizing the importance of reading, and (c) knowing rules and keeping up with changes in rules.

(2) Then, ask the students who makes the rules and who enforces them. Explain the role of a sports official. Compare a sports official to a police officer and a judge, and explain the differences and similarities. Ask students for their comparisons.

(3) Then, show a copy of the NFL/NHL Rule Book. Explain to students how the rules were written, how they change and the differences between rulemakers and lawmakers. Describe how rules are made for the NFL/NHL.

(4) Discuss with students how rule changes would affect sports officials. Reinforce the need for officials to *read* and *know* the rules, as well as changes that are made year to year.

(5) Set up several role-plays with a student playing the sports official and the resource person playing the athlete. (Example: A player who violates a team rule is a friend of the sports official and he approaches the player).

(6) If possible, after your closing remarks, provide students with a chart of the games you officiate.

## **Television sportscaster or journalist**

**Objectives:** Students will be able to recognize the importance of a sportscaster's knowledge of rules and ability to research rules.

Students will follow a particular sports journalist's broadcast for several evenings and identify the importance of rules and their enforcement to the sporting events that are being covered.

**Pre-visit:** Before the visit, the teacher will send a note home to watch the sports journalist, paying particular attention to comments that are made concerning rules and sports officials' call and actions. It is important that the students watch several broadcasts before the sports journalist comes into the classroom. *Sports and Law*, Chapters 1 and 3.

**Words to know:** Enforcement, judgment calls, rules, sports official.

### **Resource person's visit:**

(1) Introduce yourself to the class and explain what your job responsibilities are, especially including writing and researching. It would be helpful if you could explain how you got the job and what skills and training are needed.

(2) Ask the students to describe what rules you talked about on your broadcast. Explain how you know the rules and where you research them.

(3) Then, ask students what part rules played in the particular sporting event you discussed in your broadcast.

(4) Ask students if they remember any broadcast they listened to that discussed the enforcement of rules of particular actions by sport officials. How did those actions or enforcement affect the sporting event?

(5) Explain how you decide what to put on the air in the time that you have.

(6) If time permits, divide the class in half. Use one half of the class for instant replays in deciding calls; the other side will be against using instant replays to decide calls. Ask students to think of reasons for and against, and call on both sides for their answers. After both sides have answered several times, discuss your opinion on the subject.



(7) With time remaining in the period, students could ask questions.

## Team attorney

**Objectives:** Students will understand the duties of a team attorney and compare those duties to what other lawyers do.

Students will understand the importance of thoroughly reading and understanding a contract.

Students will become actively involved in a negotiating session and develop negotiation skills.

**Pre-visit:** *Sports and Law*, Chapters 7 and 8

**Words to know:** Attorney, compromise, contract service, judge, lawyer.

**Resource person's visit:**

(1) Introduce yourself to the class, explain what you do and the distinction between a team attorney and player's attorney. Describe the specific responsibilities of a team attorney with some specific examples (e.g., using the team's name without permission. Another might be to explain television rights, or the duty of negotiating contracts). Explain that you know about Chapter 8 of *Sports and Law*, which they have read about on contracts.

(2) Review the NFL standard players contract on pp. 147–150 of *Sports and Law*. Highlight the important points so the students will have a general idea of the content. Explain how a player must negotiate for something other than what is contained in the contract.

(3) Write the word *negotiate* on the board and ask students to describe what it means. Students should understand that compromising is a part of negotiation. The above three activities should take not more than 15 minutes.

(4) Now stage a mock negotiation session. Have the teacher select four students—the player, player's attorney, team attorney, and the team owner. The player is worth more money because he made the (All-Star or Pro Bowl) team. The team owner feels that the player made a fair offer. Explain the negotiating terms to the whole class and the four students who are up front. The class will be asked questions at the end. You need to give them the fact patterns (attached are

examples). Explain that if they differ from fact patterns, they need to check with you.

(5) Throughout the mock negotiation session, you may need to explain how they are different. You may want to use the board to show them specifically what the differences are. The negotiation session should be limited to no more than 15 minutes.

(6) When the role-play is over, ask students whether the participants brought out positive points for their case. Students could then brainstorm about the skills that are needed to successfully negotiate a problem, (such as speaking skills, listening skills, etc.). This should take about 5 to 8 minutes.

(7) With remaining time, students could ask questions.

## Marketing and promotion

**Objectives:** Students will understand that each professional sports team has a person who is responsible for marketing the team to the public.

Students will analyze different advertising techniques.

Students will develop an awareness of the league constitution for professional teams and leagues and analyze parts of the constitution.

Students will recognize that there is a process by which rules are made, enforced and changed within the various sports.

**Pre-visit:** *Sports and Law*, Chapters 1 and 8

**Words to know:** Advertising, consistency, constitution, contract, license, rule, trademark, vote.

**Resource person's visit:**

(1) Introduce yourself to the class and explain marketing and promotion of a team. For clarity, it would be helpful to make a comparison between marketing and promotion and the job responsibilities of someone in public relations.

(2) Then explain how you publicize the team name throughout the community. Ask students to name all the different places they have seen the team's name. List them on the board. Explain your department's responsibility for developing the particular advertising and how promotions are handled. Give specific ex-

amples. Explain what is needed to make promotion successful (e.g., teamwork in the office).

(3) Display or distribute examples of promotional materials and discuss the use of those materials. Point out which promotional ideas are continued from one year to the next, the ones that change and the reason(s) why (economic concept of supply and demand).

(4) Ask students if they have ever seen one of the players on T.V., in a magazine or the newspaper wearing their uniform. Discuss with them how that person is able to wear his or her uniform in the advertisement and what the uniform consists of. Explain the protection of the team logo on the uniform under the Federal trademark law, and the times when a player may wear the uniform according to League rules and the League Constitution.

(5) Give an example of a licensing agreement. Explain how the league makes and changes rules through the League Constitution. Also, discuss the enforcement of League rules (who enforces them, how they are enforced, penalties assessed for rule breaking).

(6) If time permits, students could ask questions.

## **Public relations**

**Goal:** Students will understand the importance of the spectator's role at a sporting event.

**Objectives:** Students will recognize the importance of proper spectator behavior at a sporting event.

Students will identify specific consequences for the individual, team, and the community for inappropriate behavior by spectators at sporting events.

Students will identify specific ways they can influence people to practice cooperation, as well as competition, as spectators in sporting events.

**Pre-visit:** *Sports and Law*, Chapters 2 and 4.

**Words to know:** Competition, compromise, consequences of action, cooperation, responsibility.

## **Resource person's visit:**

(1) Introduce yourself to the class and explain what your responsibility is to the team and what your duties are. Explain how you got the job and what skills were required.

(2) Using the board, ask students to develop with you appropriate ways on handling oneself as a spectator at a sporting event.

(3) On the other side of the board, have the teacher list what the students describe as inappropriate behavior as spectators in a sporting event.

(4) Then, go back over the list and ask students to describe the possible consequences of action to individual, team, or community involved.

(5) With some actions the consequences are not clear, (e.g., The Wave, which will make for more intense conversation). In all cases, students should be encouraged to explain their opinions.

(6) Looking at the Spectators Code of Conduct on page 73 of *Sports and Law*, discuss the weak and strong points of such a code.

(7) Help students develop their own spectator code of conduct which can be printed and shared with other classes.

(8) If time permits, students could ask questions.

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## Appendix D

### Organizational members of Community Resource Board for the St. Louis Urban Consumer Education Project

Advertising clubs  
Anticrime organizations  
Bar Association  
Better Business Bureau  
Board of Aldermen  
Board of Education  
Bureau of Weights and Measures  
"Call for Action"  
Chamber of Commerce  
College Consumer on Economic Education  
Credit Bureau  
Telephone company administration  
Division of Insurance  
Educational television  
Electric company  
Federal Reserve Bank  
Law schools  
Gas company  
Insurance company  
Legal Aid

League of Women Voters  
Mayor  
Newspapers  
Parent groups  
Police Department  
Postal Inspector  
Public interest research group  
Public Service Commission  
Small Claims Court  
State Council on Economic Programs  
Department and chain stores  
Transit company  
United States Attorney  
Urban League  
U.S. Consumer Product Safety Commission  
U.S. Department of Agriculture  
U.S. Food and Drug Administration

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## Appendix E

### Persons invited to Salt Lake City organizational conference of a Utah consumer education program

#### Representatives of the legal profession

Attorney General  
Retired Utah Supreme Court Justice  
Retired Juvenile Judge  
United States Attorney  
President, City Bar Association  
Chairman, Young Lawyers Section, State Bar Association  
Dean, University of Utah College of Law  
Chairman, Utah Commission on Education for Law and Citizenship  
Past Chairman, Utah Commission on Education for Law and Citizenship  
Past President, City Bar Association  
Court Administrator, Metropolitan Hall of Justice  
Assistant Attorney General for Consumer Affairs  
Director, Legal Staff, Utah Power and Light Company  
Managing Attorney, Utah Legal Services  
Past President, City Bar Association  
Counsel, American Stores  
Chairman, American Citizenship and Law Day Committee  
Law Student Leader  
Director, Phi Alpha Delta Juvenile Justice Program

#### Other community and State representatives

President, Utah Power and Light Company  
President, Mountain Fuel  
Vice President, Mountain Bell  
Chairperson, Public Service Commission  
General Manager, Utah Transit Authority  
Mayor  
Chairman, City Council  
Chief of Police  
Director, Better Business Bureau  
President, League of Women Voters  
President, City Junior League  
Executive Director, "Hands Up," civic crime-fighting organization  
President, Grand Central Stores  
Consumer Specialist, *Salt Lake City Tribune*  
Superintendent of City Schools  
State Superintendent of Public Instruction  
Director, Utah LRE Project, Utah State Board of Education  
Commissioner, Utah Department of Insurance  
Executive Director, Utah Trade Commission  
Consumer Specialist, Utah Department of Agriculture  
President, Parent-Teachers Association of Utah  
Professors, Division of Family and Consumer Studies, University of Utah  
U.S. Postal Service Inspectors  
Educational Director, *Deseret News*

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## Appendix F

### Sample invitation letter to organizations to join the Community Resource Board

Dear

My staff and I are working with the \_\_\_\_\_ to develop a unique consumer education program for \_\_\_\_\_ grade students in the \_\_\_\_\_ community. This local initiative is part of a nationwide program of law-related and citizenship education by which the youth of America receive classroom instruction in the nature and processes of our legal system and the techniques by which they can become useful citizens. I invite you and your organization to join in this effort, to be known as the \_\_\_\_\_.

This project is patterned after a highly successful national model developed in St. Louis, Missouri. The Urban Consumer Education Project, begun in 1978, emphasizes such consumer rights and responsibilities as reading advertisements and contracts carefully, recognizing shoddy merchandise and deceptive practices, understanding the very real social and personal costs of shoplifting and vandalism, and petitioning for redress of grievances. More important, students are developing habits and attitudes at an early age that will improve their effectiveness as consumers throughout their lives.

Basically, the project involves many community components—business interests, civic groups, educational organizations, and local, State and Federal agencies—working together to provide \_\_\_\_\_ grade students with skills necessary to enable them to function effectively in the marketplace. Beginning at this young age, students learn the importance of

becoming responsible consumers and educated citizens. We can use the St. Louis experience as a model to build one that meets our local needs. Students learn that consumers have rights and responsibilities in the marketplace. We expect to derive the same benefits that came from the St. Louis model, i.e., wise buyers and higher gains in mathematics and reading. Attitudes about fraud (if it seems too good to be true, it probably is) and shoplifting (the consumer ultimately pays the bill) will be stressed along with good consumer habits (comparing prices, reading labels, and making intelligent choices).

Our plan is to convene an organizational meeting to launch the project, under the general coordination of (Project Director) and \_\_\_\_\_. I urge you to join us at this meeting, which is scheduled for \_\_\_\_\_, from \_\_\_\_\_ to \_\_\_\_\_. It will be held at \_\_\_\_\_. While further details will be presented at the meeting, we need your interest, support, and active participation on an advisory board.

Please join me in this very exciting and important pilot project to educate our children.

Sincerely,

Please R.S.V.P. by (date) to \_\_\_\_\_.

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# Appendix G

## Sample outline for first meeting of Community Resource Board

1. Stress the importance of resource people in providing activity-oriented lesson plans in the classroom and how this benefits students.
2. Emphasize the importance of community's caring about students and teachers.
3. Outline program goals in law-related education and how they tie in with basic skills and rights and responsibilities in the marketplace.
4. Outline how many schools will be involved and what school system(s) the project will serve, recognizing clearly the input of the school officials in the audience.
5. Explain the St. Louis model and how it will work in your community.
6. Emphasize the minimum number of visits needed. Go over the sample lesson plan, explaining that it is designed to be an integral part of the curriculum.
7. Ask the participants to fill in their Community Resource Board assistance form.

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# Appendix H

## **Sample form for meeting participants to state their level of participation in the LRE program**

As a member of the Community Resource Board, my organization will offer the following assistance:

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# Appendix I

## Evaluation study recommendations regarding resource persons

- (1) Topics covered by resource persons should be relevant to the rest of the course and properly timed for a good fit with the sequence of material presented.
- (2) The principal mode of visitors' in-class activity should be interaction with the students.
- (3) Visitors should present a balanced picture of the part of the system they know best, neither claiming infallibility nor unduly emphasizing "horror stories."
- (4) Visitors should receive advance preparation not only in fitting their content into the course as a whole, but in effective interactive teaching strategies—specifically, in techniques for reaching the whole class, not just a handful of particularly receptive students.
- (5) In advance of a visit by an outside resource person, students should receive preparation to maximize their thoughtful participation when the visitor is present (e.g., having each student come in with a list of questions for possible use on the day of the visit).



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# Appendix J

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### **About Phi Alpha Delta**

Phi Alpha Delta Law Fraternity International is a nonprofit, nonpolitical organization whose student and alumni members are dedicated to service, mutual self-help, and maintenance of the highest standards of professional ethics. With 171 law school chapters, 90 alumni chapters, and 87 pre-law chapters chartered throughout North America, it annually adds 4,000 law students and lawyers to its roster of active members without restrictions by reason of sex, age, race, color, or national creed.

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Homer S. Taft, International Vice Justice  
Norman M. Owen, International 2d Vice Justice  
Fredric H. Pearson, International Advocate  
Joseph E. Deems, International Secretary  
George W. Cox, International Treasurer  
Michael Bearden, International Historian  
Clifford Schechter, International Marshal  
Shelley Weinstein, International Proctor

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