

The Florida Law Related Education Association

LESSON PLAN ENTRY FORM

ASSIGNED CODE (Office Use): _____

Author's Name: _____
Home Address: _____
City/State/Zip: _____
Home Phone: (____) _____

Grade(s) presently teaching (K-12, College): _____
Name of School: _____
Address of School: _____
City/State/Zip: _____
School Phone: (____) _____ Type of School: Public Private

Title of Lesson: _____
Year Written: 19____

Topic Descriptors: (identify the general content categories; see list as needed)
1 _____ 2 _____ 3 _____

Classroom teaching strategies: (methods/classroom teaching strategies utilized, see list as needed)
1 _____ 2 _____

This lesson plan was developed for use with _____ course.

Time required to complete: _____

Recommended for grades: (identify grade levels, K-12) _____, _____, _____, _____, _____, _____, _____, _____,

This lesson is suitable for the following populations: Bilingual Education Learning-Disabled Hearing-Impaired Students
 Blind Students Other

GUIDELINES FOR PUBLICATION - Your lesson plan must:

- be substantively accurate
- be reproducible
- be original, with minimal reliance on other sources
- if adapted from other sources, cite them full (author, title, publisher & date)
- include reprint permission from authors/publishers of copyrighted material (if applicable)
- be classroom-ready, i.e., it includes everything necessary or resources are readily available
- include: an abstract (brief summary of the lesson's content and procedures); a rationale (brief explanation of the need for the lesson); goals/objectives; a list of necessary materials; detailed procedures; evaluation tools/suggestions; and a bibliography (if applicable)

My lesson plan...: (check one)

- was originally developed, without reliance on other sources.
- was adapted from other sources, and those sources are fully cited in the lesson plan.
- uses excerpts from copyrighted sources, and permission for reprinting has been obtained from the copyright holder.

CERTIFICATION: *This lesson plan, as submitted to The Florida Law Related Education Association, Inc. is my original work. Where appropriate, I have obtained permission for use by the original author or publisher of any sources, and I have also given credit to the author or publisher for any use of his or her material.*

Date

Signature

Procedures for Submitting Your Lesson Plan to the Florida Law Related Education Association, Inc.

Any teacher may submit a lesson plan to be considered for inclusion in publications of The Florida Law Related Education Association, Inc. Originality and creativity are two of the primary considerations. Plans are also reviewed for completeness (supporting materials either included or readily available), organization, readability, appropriateness for intended grade levels, and accuracy of the legal content, among other criteria. Lesson plans must be of typed manuscript quality and must have a cover sheet. Handouts should be clean and "camera-ready," i.e., ready for duplication and distribution. The following is a list of desirable elements:

- Title
- Introduction (describe lesson)/Abstract
- Rationale/Need for lesson
- Goals (intended outcomes)
- Grade levels/Audience
- Time Required
- Materials Needed
- Procedures (step by step)
- Evaluation (tools/activity)
- Debriefing/Closure
- Tips for the Teacher
- Bibliography

SUBSTANTIVE CONTENT

- Is it accurate, historically and legally?
- Is it balanced - objective and free of bias about the legal system and the topic, presenting arguments relevant to both sides of an issue?
- Is the legal or constitutional principle covered by the lesson stated clearly?
- Are the procedures clear and detailed?
- Does the lesson logically and clearly develop students' understanding of the legal or constitutional principle? If the concept is complex, is sufficient time devoted to developing students' understanding?
- Is the content appropriate to the grade level or intended audience - is it reasonable to expect the audience to grasp the concept?

- Is it clear what knowledge students should possess prior to participating in this lesson?

- Does the lesson encourage active student participation?
- Are students given an opportunity to practice new skills?
- Is it sensitive to the needs of the audience?
- Does it develop a concept?
- Does it encourage interactive, cooperative learning?
- Are the classroom procedures manageable?

TEACHING APPROACH

- Is the approach original?
- Is the preparation time reasonable?

CITATION/SUPPORTING MATERIAL

- Are sources cited in full?
- Are supporting materials readily available?
- Are student materials attractive and easy to read?
- Where copyrighted material is used, has a detailed summary been provided?

AND FINALLY

- Entry form completed and signed?

1. Title

2. Topic Descriptors

Abortion
Adult Court
Academic Action
Affirmative Action
AIDS
Alternative Dispute Resolution
Amendment Process
Amendments
Anti-Federalism
Articles of Confederation
At-risk
Authority
Automobile
Bibliography
Bill of Rights
Budget
Business Law
Capital Punishment
Censorship
Checks/Balances
Child Abuse
Children's Rights
Choices
Citizen Participation
Citizenship
Civic Responsibilities/
Civil Liberties
Civil Law
Civil Rights
Civil Disobedience
Codes
Comparative Law
Community
Conflict
Conflict Resolution
Constitution
Constitutional History
Constitutional Law
Consumer Law
Contract Law/Contracts
Controversial Issues
Copyrights/Patents
Court System/Common Law
Crime
Crime Prevention
Criminal Justice System
Criminal Law
Date Rape
Declaration of Independence
Delinquency
Democracy
Desegregation
Discrimination
DNA
Domestic Violence
Drug Testing/Drugs
Due Process
Economics
Education/School Law
Elderly
Elections
Energy Law
Environmental Law
Equal Opportunities
Equal Protection
Equality
ESOL
Establishment of Government
Ethics
Executive Process/Powers
Family Law
Federalism
Fetal Alcohol Syndrome
Founding Period
Framers
Freedom/Liberty
Freedom of Religion
Freedom of Speech
Freedom of the Press
Fundamental Rights
Future Issues
Gangs
Gender Issues
Genetic
Government
Government Structure
Government's Role in Individual Lives
Gun Control
Historical Perspectives
Historical Overviews
Human Rights
Ideological Origins
Immigration
Indian Law
Indigence
Individual v. Government Interests
Individual Rights
Intellectual Freedom
International Law
Judicial System
Judicial Review
Judiciary
Jurisprudence
Justice/Fairness
Juvenile Law
Law Enforcement
Lawyers
Leadership
Legal Costs
Legal Education
Legal System
Legislation
Legislative Process
Legislators
Liberty/Freedom
Literature and Law
Lobbying
Majority Rule
Mediation
Mentor Program
Military Law
Minorities
Music and Law
Natural Law/Rights
Naturalization
Parental Rights
Participation
Patents/Copyrights
Police Brutality
Political Philosophy
Political Participation
Political Parties
Prayer
Prisoner's Rights
Privacy
Property
Publications
Punishment
Ratification
Religion
Representation
Republicanism
Research
Responsibility
Rules
Sanctions
School Law
School Prayer
Search and Seizure
Seas, Law of the
Self Esteem
Separation of Powers
Sex Discrimination/Gender Issues
Sexual Harassment
Slavery
Social Welfare
Social Justice
Space Law
Sports
Stalking
State v. Federal Interests
States' Rights/Federalism
Student Rights
Study Circle
Substance Abuse
Taxation
Teacher's Rights
Teens
Time Period
1400's,1500's,1600's
1700-1750
1750-1800

1800-1850
1850-1900
1900-1950
1950-Present
Torts
Trial Procedure/Litigation
Two-Party System
Values
Veto Power
Violence
Voting Rights
War Powers
Women's Issues
Youth

3. Teaching Strategies

Art
Assessment
Brainstorming
Brainwriting
Cartoon
Case Method Approach
College
Coloring
Communication
Continuum
Cooperative Learning
Creative Thinking
Creative Writing
Critical Thinking
Debate
Decision Making
Defense Strategy
Direct Contact
Dispute Resolution
Discussion
Essay
Excursion Techniques
Field Trip
Firearms
Games
Graphs/Statistics
Group Discussions
Historic Recreation
Listing and Coding
Literature
Mock Trial
Moot Court
Music
Open Interviewing
Parent Participation
Performance-Based
Poetry
Portfolio
Prevention
Ranking
Research
Resource Speaker
Role Playing
Simulation
Small Groups

Story Telling
Structured Discussion
Survey
Teaming Stations
Test
Training Manuals
Visual Connections
Word Diagrams

4. Equipment Needed

Books
Computer
Drawing Supplies
Handouts
Laserdisc Player
None
Overhead
Tapes
VCR

5. Length of Lesson

1 period
2-3 periods
4-5 periods
> week

6. Level

Elementary
Middle
High

7. Infusion

English
Foreign Language
Math
None
Science

8. Synopsis

9. Author

10. Type

Article
Book
Catalog
Lesson
Video