
TABLE OF CONTENTS

PART I: OVERVIEW, GOALS & SCHEDULE 2

PART II: BEST PRACTICES 5

PART III: LESSON PLANS 8

SESSION ONE—GETTING STARTED 9

SESSION TWO—DIGGING DEEPER 14

SESSION THREE—SCHOOL SPEECH 18

SESSION FOUR—*TINKER* STANDARD 22

SESSION FIVE—POINT OF VIEW 26

SESSION SIX—PUTTING IT TOGETHER 30

SESSION SEVEN—WRITING ARGUMENTS 35

SESSION EIGHT—THE PANEL 38

SESSION NINE—COURTHOUSE VISIT 41

SESSION TEN—PRACTICE MAKES PERFECT 42

PART IV: APPENDICES 44

APPENDIX A: SUGGESTED ICE BREAKERS 44

APPENDIX B: REVIEW GAMES 45

APPENDIX C: TRIAL COURT MATERIALS 47

APPENDIX D POINT OF VIEW SUGGESTIONS 49

APPENDIX E: SUGGESTED QUESTIONS FOR ATTORNEYS 53

PART I. OVERVIEW, GOALS & SCHEDULE

OVERVIEW

WHAT IS STAND UP FOR YOUR RIGHTS? Stand Up for Your Rights, created by Discovering Justice, is an interactive extended learning time/ afterschool program that teaches middle school students about the Bill of Rights through an in-depth study of either the First or Fourth Amendment. Stand Up for Your Rights transforms middle school students into appellate lawyers. Working with a team of attorney volunteers for 10 weeks, students delve into the Bill of Rights, explore how constitutional protections apply in public schools, and come to understand the complexities of balancing the rights of individuals with the safety and welfare needs of the community. The program concludes in a real courtroom with students arguing before an Appellate Panel composed of a Judge and two senior attorneys and a Council made up of community members. Stand Up for Your Rights is an experiential learning opportunity which hones students' critical thinking, writing, and public speaking skills while positively engaging them in the justice system.

WHAT IS THE PROGRAM'S TEACHING PHILOSOPHY? The over-arching philosophy of Stand Up for Your Rights is "learning by doing." Stand Up for Your Rights creates a high-impact learning environment by providing students with a real-life task and the time to explore ideas, develop new skills, and learn from real-life experts – you!

WHO PROVIDES THE TEACHING MATERIALS? Discovering Justice provides lesson plans for the ten sessions of classroom instruction. This Teaching Manual also contains best practices for classroom management and teaching legal concepts and skills to middle school students. Additionally, Discovering Justice provides a Teaching Manual Supplement that contains materials to be copied and distributed to the students.

HOW MANY ATTORNEYS WORK WITH EACH GROUP OF STUDENTS? A group of three to four attorneys will work with each group of students. While, ideally, all of the attorneys would attend all of the class sessions, experience tells us that urgent, last-minute matters sometimes arise for attorney volunteers. A team of three to four attorney volunteers ensures that *a minimum of two attorneys* will be able to attend each class session.

GOALS OF STAND UP FOR YOUR RIGHTS

TO INTRODUCE STUDENTS TO THE FIRST AMENDMENT

By participating in this program, students will be able to answer:

- What is the U.S. Constitution?
- What is the Bill of Rights?
- What is the purpose of the First Amendment?
- How does the First Amendment apply to student speech in public schools?
- What factors do courts consider in determining if a restriction on speech in school is constitutional?

TO DEVELOP STUDENTS' CRITICAL THINKING SKILLS

By analyzing fact patterns involving student speech, students will:

- Identify the facts that support their side's position.
- Apply the applicable law to the relevant facts.
- Assess the strengths and weaknesses of their side's position.
- Practice arguing from different points of view.
- Anticipate the other side's arguments.
- Use precedent to support their arguments.

TO DEVELOP STUDENTS' WRITING AND SPEAKING SKILLS

By drafting and presenting arguments and by responding to questioning, students will:

- Use the record to support a point of view.
- Present written and verbal information in a logical order.
- Use legal vocabulary correctly.
- Speak confidently and command respect.
- Exhibit appropriate and professional demeanor.

TEN-SESSION SCHEDULE

Session	Agenda	Review Topics
One	<ul style="list-style-type: none"> <input type="checkbox"/> Introductions <input type="checkbox"/> Establish classroom routines and rules <input type="checkbox"/> Role play student speech <input type="checkbox"/> Introduce Bill of Rights and First Amendment 	
Two	<ul style="list-style-type: none"> <input type="checkbox"/> Understand protections of First Amendment <input type="checkbox"/> Explore freedom of speech and symbolic speech <input type="checkbox"/> Introduce limits on freedom of speech 	<ul style="list-style-type: none"> <input type="checkbox"/> First Amendment <input type="checkbox"/> Individual Rights
Three	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce facts of <i>Tinker v. Des Moines Independent School District</i> <input type="checkbox"/> Encourage students to support views with reasoning <input type="checkbox"/> Introduce trial/appeals process 	<ul style="list-style-type: none"> <input type="checkbox"/> First Amendment <input type="checkbox"/> Symbolic speech <input type="checkbox"/> Limits on freedom of speech
Four	<ul style="list-style-type: none"> <input type="checkbox"/> Teach standard for limiting speech established in <i>Tinker</i> <input type="checkbox"/> Provide students with chance to apply <i>Tinker</i> standard to a group of scenarios <input type="checkbox"/> Introduce <i>Hartwell School District v. Jones</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Tinker</i> <input type="checkbox"/> Appeals process
Five	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce the concept of “point of view” <input type="checkbox"/> Apply the concept of “point of view” to the facts of the case 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Tinker standard</i> <input type="checkbox"/> Protected speech
Six	<ul style="list-style-type: none"> <input type="checkbox"/> Review appeals process <input type="checkbox"/> Begin to develop arguments for <i>Hartwell School District v. Jones</i> <input type="checkbox"/> Practice public speaking 	<ul style="list-style-type: none"> <input type="checkbox"/> Facts of <i>Hartwell School District v. Jones</i> <input type="checkbox"/> Point of View
Seven	<ul style="list-style-type: none"> <input type="checkbox"/> Begin writing arguments for <i>Hartwell School District v. Jones</i> <input type="checkbox"/> Introduce Courtroom Etiquette 	<ul style="list-style-type: none"> <input type="checkbox"/> Public speaking <input type="checkbox"/> Argument
Eight	<ul style="list-style-type: none"> <input type="checkbox"/> Complete writing arguments <input type="checkbox"/> Practice presenting arguments <input type="checkbox"/> Role play with Appellate Panel on topic of your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Public Speaking <input type="checkbox"/> Argument
Nine	<ul style="list-style-type: none"> <input type="checkbox"/> Courthouse visit 	
Ten	<ul style="list-style-type: none"> <input type="checkbox"/> Practice presenting arguments <input type="checkbox"/> Practice responding to Judges’ questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Courtroom presentation <input type="checkbox"/> Argument