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Law Related Education Project: Final Report

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Summary

This report describes a cooperative project between Anchorage School District (ASD) and the Criminal Justice Center at University of Alaska, Anchorage, to develop a law-related curriculum for 5th, 6th, 7th, and 8th-grade classrooms. The pilot program was implemented in March through June 1976 in 20 ASD classrooms with approximately 800 children. The curriculum used was the "Law in Action" series by Linda Riekes and Sally Mahe Ackerly (West Publishing Company, 1975), using the units on "Lawmaking" (5th grade), "Youth Attitudes and the Police" (6th grade), "Courts and Trials" (7th grade), and "Juvenile Problems and the Law" (8th grade). Feedback from the pilot program led to the writing of supplementary teacher's manuals for each of the four units, reflecting improvements to the original lessons, supplementary classroom activities, supplementary media, and inclusion of Alaska-specific content such as Alaska laws and community resources. Complete "classroom kits" were deposited in ASD's Instructional Materials Center for continued use by ASD teachers interested in providing legal and justice education to their students.

Additional information

The four supplementary teacher's manuals developed under this project are also available in Scholarworks@UA:

- "Lawmaking: Teacher's Manual" (5th grade);
- "Youth Attitudes and the Police: Teacher's Manual" (6th grade);
- "Courts and Trials: Teacher's Manual" (7th grade);
- "Juvenile Problems and the Law: Teacher's Manual" (8th grade).

LAW RELATED EDUCATION PROJECT

FINAL REPORT



THE CRIMINAL JUSTICE CENTER

University of Alaska, Anchorage
Anchorage, Alaska

LAW RELATED EDUCATION PROJECT

Anchorage, Alaska

F I N A L R E P O R T

Submitted by:
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August 11, 1976

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LAW RELATED EDUCATION PROJECT

I. PRE-INSTRUCTIONAL PHASE

1. Participant

Volunteer schools and teachers were sought throughout the district. A memo describing the Project and asking principals to identify interested teachers was sent to all schools. Teachers were identified by (1) their principals, (2) themselves, (3) ad hoc committee members, and (4) attendance at a preliminary meeting.

Several factors were considered in the selection of schools. First, there was a desire to include the same number of elementary and secondary classrooms. Secondly, there was a desire to run the pilot program in as many different schools as possible in order to maximize the program's visibility. Consequently, an attempt was made to get no more than a single teacher from each school. In all, approximately 800 children in grades five through eight participated in the pilot program. The breakdown is as follows:

Elementary:	15 schools
	15 teachers
	17 classrooms*
Secondary:	2 schools
	5 teachers
	9 classrooms*

*Indicates the number of classrooms taught by teachers who got the full benefits of the program, i.e., in-service training, etc. Other teachers also shared the materials.

2. Teacher Training

The training of the teachers who participated in the pilot program took place in a series of workshops. The initial workshop was a full day long and aimed to introduce the participating teachers to the field of law related education, to this particular pilot program, to the material

selected for classroom use, and to the methods of instruction which would be common to each of the four different grade levels. During the following week, four half-day workshops were held, one with each of the four different grade levels, in order to address the instructional materials which were unique to each of the grade levels. At these workshops, resource people were present to answer the teachers' technical questions. They included a lawmaker, a police officer, a police trainer, and a trial attorney who has handled a number of juvenile cases. In addition, another half-day workshop was held in which the teachers shared their good and bad experiences, methods, and supplementary classroom activities with each other. At each of these workshops, the teachers practiced teaching strategies integral to the program, including role-playing, values clarification, the use of case studies and simulation games.

II. INSTRUCTIONAL PROGRAM

1. Classroom Materials

The Law In Action Series, published by West Publishing Company, was selected for use in the pilot program. Fifth graders used Lawmaking, which focuses on how our laws are made; sixth graders used Youth Attitudes and the Police, which focuses on the work and responsibilities of police officers, and their relationships with kids; seventh graders used Courts and Trials, which focuses on the judicial system in America; and eighth graders used Juvenile Problems and the Law, which focuses on the legal aspects of juvenile delinquency and contains information regarding "helping" agencies. In addition to these books, the film and filmstrips available in the Anchorage School District which relate to law studies were identified. Simulation games which relate to law studies were also identified and gathered. All of these materials along with a supplementary teacher's manual developed from the experiences of the pilot program are

contained in "kits" available through the Instructional Materials Center. See Appendix A for an inventory of what is contained in each kit.

2. Community/School Interaction

An effort was made to involve as many of Anchorage's legal resources with the law studies pilot program offered by the school district. In meetings with representatives of various community agencies, a one-page project description was utilized to familiarize the agencies with the goals of the program. A copy of this project description appears as Appendix B.

The following community resources were made available to the teachers of the pilot program:

- Anchorage Police Department
- Alaska State Troopers
- FBI
- Military Police
- U. S. Marshall
- Probation Officers
- State Courts (civil and criminal)
- Municipal Courts
- Small Claims Court
- Eagle River Correctional Facilities
- Legislative Information Office
- Alaska Youth Advocates, Incorporated
- Bar Association Attorneys
- Shoplifting/Security Personnel

A list of additional community resources that might be relevant to the program has been sent to Pat Gold at ASD Community Resources. Ms. Gold will be trying to arrange for cooperation between the agencies and school district. Throughout the pilot program, the ASD policy regarding the use of the office of Community Resources was consistently encouraged in both the workshops and in memorandum. In addition, the use of simulation/games in the effective utilization of Community Resources was successfully explored.

A slide-show/cassette introduction to what the Courthouse has to offer our students has been produced.

3. Alaska Dimension

The Law Related Education Project has a uniquely Alaskan Dimension resulting from these three efforts:

- A. School/Community Interaction - Whenever someone from a local agency, e.g., the Anchorage Police Department, Alaska Youth Advocates, or the Legislative Agency, worked with a classroom, we added a piece of Alaska to the program. The agencies are local and thus represent an "Alaskan Dimension," although they are similar in nature to their counterparts throughout the country.
- B. Identification of Alaskan Laws - Following the pilot program, the classroom materials were edited to include local laws which govern a situation arising in the text. For example; in a lesson which focuses on a curfew violation, the appropriate local law governing curfews has been identified and included in the supplementary teacher's manual. In this manner, the teachers will be able to handle questions which are likely to arise in class regarding local laws.
- C. Bush Justice - A class project has been designed which focuses on the methods used in Alaskan villages to resolve conflicts, which in a traditional city would be termed "legal conflicts." The project takes the form of a simulated Village Council Meeting. Although the Village Council phase of bush justice may have passed, the study of how the Village Council worked in the past provides the students with an understanding of how conflicts may be resolved in a manner that differs from the traditional American judicial system. Stephen Conn of the Bush Justice Project of the Criminal Justice Center of the University of Alaska-Anchorage and the Anchorage School District Indian Education Office have been very helpful in providing research materials relating to bush justice.

III. EVALUATION

1. Attitude Survey

An attitude survey was designed by the Criminal Justice Center with the objective of measuring any changes in attitude among the students in grade five through eight. The survey was administered as both a pre-test and a post-test. A control group was also designated, surveyed, and scored. All scoring has been done by computer.

2. Classroom Audit

Throughout the pilot program's instructional phase, the classrooms were audited by the Project Coordinator. Approximately 30 classroom observations were made.

3. Teacher and Student Interest

In the two workshops devoted to mid-point feedback and final evaluation, teachers consistently expressed a high level of interest in the law studies program, both for themselves and on behalf of their students. This interest is reflected quantitatively in three areas. First, although we initially intended to run the pilot program with only 16 teachers, it was expanded to include 20, and more than 30 wanted to participate. As the pilot program progressed, more teachers expressed an interest in participating.

Secondly, of the 20 teachers who did participate in the pilot program, excluding those who will not be teaching in the Anchorage School District next year, all had expressed their intention to continue with the law studies program next year.

Thirdly, although teachers were asked to teach law studies for a total of approximately 12 to 15 hours, the average number of hours of instruction amounted to 23 hours. An inference can be drawn that the extra instructional hours reflect teacher interest in law studies.

IV. TRANSITION

1. Dr. Frank Greenough - Social Studies Consultant, ASD

Law studies will fall under the umbrella of the Social Studies Consultant, Dr. Frank Greenough. The Project Coordinator has met with Dr. Greenough on several occasions to discuss the program.

2. Supplementary Teachers Manuals

Supplementary Teachers Manuals for each of the four units of study have been written. These manuals reflect the unique experiences of the Anchorage

pilot program, and contain: (1) revisions of lessons which were deemed poorly designed by the pilot teachers; (2) local Alaskan laws; (3) available community resources; (4) supplementary media; (5) supplementary classroom activities deemed successful by the pilot teachers; (6) and primers on teaching methods appropriate to law studies.

3. Teacher Training

- A. College Courses: A "mini-course" dealing with law related education in the classroom was offered in late June to 14 teachers. An effort was made to identify teachers who were interested in teaching Law Related Education next year. There is a possibility that similar mini-courses may be offered in the future.
- B. Fall Training: A proposal was submitted to the Criminal Justice Planning Agency, which if approved, would provide funds for the initial training of 40 teachers who are new to law studies, and a small group of teachers taken from the pilot program, who would become future teacher trainers. A summary of this proposal appears as Appendix C. In addition, a workshop was held with the pilot program teachers to determine, based on their experiences, what would be useful to include in future teacher training. This data is extremely valuable as it has grown from the experiences of the Anchorage program. A summary of this data is Appendix D.

4. Materials

In order to make the classroom materials purchased with pilot program funds available to more teachers in the district, the materials have been gathered, arranged in "classroom kits," and deposited in the central Instructional Materials Center, so that next year all interested teachers may "check out" the materials for particular weeks of the year. The materials have been "packaged" so that all supplementary resources, i.e., media and community resources, appear along with the students' texts.

5. Ad Hoc Committee

The Ad Hoc Committee relating to law studies in the school district has been expanded to include members of various legal institutions in Anchorage. In addition to teachers, ASD Administration and Criminal Justice

Center representatives, the Committee now includes several teachers from the pilot program, a representative from the Anchorage Police Department, a member of the Bar Association, a representative of the Corrections Community (McLaughlin Youth Center), and a representative from the Alaska Youth Advocates, Inc. These members have played valuable roles in reviewing the materials in terms of accuracy, in serving as conduits for informational purposes, and as liaisons between the school district and the various legal institutions.

6. Materials Library

A resource center" has been started so that instructional materials from around the country will be available for review by the Social Studies Consultant, other interested school personnel, and the Ad Hoc Committee members. This is intended to aid any efforts there might be to extend Law Related Education into the lower grades or into the higher grades on a more formal, programmatic basis.

V. DISSEMINATION

1. Trip to Juneau and Fairbanks

When the proposal was written, it was anticipated that the results of the Law Related Curriculum Project in Anchorage would be shared with the Juneau and Fairbanks School Districts. However, at the time of completion of the project, the end of school had arrived. Our contact people in Juneau and Fairbanks felt that a trip at that time would not be productive. This does not mean that the effort has been disbanded--rather delayed to a more appropriate time.

2. Description of Project

A document serving as a detailed description of the Law Related Program in Anchorage is available for others to read and will be mailed on request.

APPENDIX A

INVENTORY OF LAW RELATED EDUCATION KITS

The following materials have been placed in boxes ("kits"), deposited in the Instructional Materials Center, and are available to teachers throughout the district, according to the grade levels specified:

5th Grade Kit: YOUTH ATTITUDES AND THE POLICE

Thirty-five student books, "Youth Attitudes and the Police"
One teacher's edition
One supplementary teacher's manual - developed in Anchorage
One film strip corresponding to the text
One "One Nation Under Age" booklet

6th Grade Kit: LAWMAKING

Thirty-five student books, "Lawmaking"
One teacher's edition
One film strip corresponding to the text
One supplementary teacher's manual - developed in Anchorage
One "One Nation Under Age" booklet
One "The Making of Alaska Law" booklet

7th Grade Kit COURTS AND TRIALS

Thirty-five student books, "Courts and Trials"
One teacher's edition
One film strip corresponding to the text
One supplementary teacher's manual - developed in Anchorage
One "One Nation Under Age" booklet

8th Grade Kit: JUVENILE PROBLEMS AND THE LAW

Thirty-five student books, "Juvenile Problems and the Law"
One teacher's edition
One film strip corresponding to the text
One supplementary teacher's manual - developed in Anchorage
One "One Nation Under Age" booklet

Total: Twenty-three Kits

APPENDIX B
PROJECT DESCRIPTION

April 1976

LAW RELATED EDUCATION PROJECT

sponsored by

ANCHORAGE SCHOOL DISTRICT

in cooperation with

THE CRIMINAL JUSTICE CENTER, UNIVERSITY OF ALASKA

Hundreds of times each day, our lives are influenced by law. Yet few of us, especially the young, understand the relationship between law, the social order and the satisfaction of individual needs and desires. Little is taught in the nation's classrooms concerning how a society of liberty ordered under law really works.

A nationwide effort, led by the American Bar Association, is being made to introduce children at early ages to such concepts as "authority", "fairness", "liberty" and "responsibility", through the examination of concrete situations of value conflict. Those who grow up with some understanding of their stake in a system of ordered rights and responsibilities are more likely to live by it and defend it.

During the last grading period of this school year, the Anchorage School District, in cooperation with the Criminal Justice Center of the University of Alaska and with the encouragement of the school board, is testing a pilot program of instruction involving approximately twenty 5th, 6th, 7th, and 8th grade classrooms.

Evidence indicates that the teaching methods and the contents of most traditional civics courses - platitudes, blind optimism and chauvinism regarding what should be rather than what is, have not helped students to understand political or legal phenomena and may well lead to cynicism and alienation. New approaches are called for.

This program is built around these basic objectives:

1. To develop critical thinking abilities, analytical skills and the capacity for moral reasoning.
2. To teach practical understanding of how the American system of law actually works with emphasis on the procedures of justice and responsible participation.
3. To reduce apathy, anger and anti-social attitudes through education, enabling a young person to better understand the system, his stake in it and what he may expect in his own dealings with law-ordered institutions.

(over)

Focusing on the principles and practical realities of law in our community, the program is aimed at linking community resources with classroom experiences, and helping students to examine their own attitudes and beliefs about law. Fifth graders will learn how laws are made; sixth graders will learn about the role which police play in our legal system; seventh graders will learn about courts and trials; and eighth graders will learn about juvenile problems and the law. In the course of these studies, a variety of instructional techniques will be used, including 1) case study analysis, 2) simulation games, 3) values clarification exercises, 4) decision-making lessons, 5) role-playing, 6) mock trials, 7) field trips to law-related agencies, and 8) classroom discussions with attorneys, judges, police officers, and other members of the justice community.

Richard Balnave, with a background in teaching, curriculum design, and law is Project Coordinator. His duties include organizing the curriculum, preparing and assisting the classroom teachers in the use of the materials, and arranging opportunities for students to learn from community resource people.

If more information is desired, phone Richard Balnave at 333-9561, ext. 251 or 252.

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Dr. Anna Beth Brown
Coordinator, Elementary Curriculum

Dr. Leslie Wells
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LAW RELATED EDUCATION PROJECT

Pilot Program - Grades 5, 6, 7, 8

Co-Sponsors: U. of A., Criminal Justice Center
Anchorage School District

Most adults in our society know more about math than they do about the laws that guide their daily lives. The American Bar Association has become most interested in alleviating this condition so that everyday citizens will be cognizant of the fundamental principles of American law that binds society's behavior. An effort is being made to introduce law-related curriculum into schools as a way of helping young people gradually acquire an appreciation of such abstract principles as authority and justice. St. Louis, Missouri Public Schools, Dallas, Texas Public Schools, the State of California Bar, and Colorado State Department of Education have been most active in this endeavor. Recently, the Anchorage School District and the Criminal Justice Center, University of Alaska, cooperated in the writing of a proposal to construct for Anchorage law-related curriculum and to test it in sixteen 5th, 6th, 7th and 8th grade classrooms. The grant was awarded and the work has begun. The grant will be implemented in March, April, May and June of this year.

The proposal was addressed to the need to educate youngsters so that they:

- o gain an increased appreciation for the role of law and the importance of order;
- o develop an attitude of cooperation and appreciation of the law enforcement process;
- o become knowledgeable about the legal system and develop decision-making skills which enable them to choose alternatives to juvenile offenses; and
- o can conduct their lives with a better appreciation of the rights, privileges and responsibilities of citizens.

The Program focusing on the principles and practical realities of law in our community will feature involving the student with 1) mock trials, 2) field trips to related agencies, 3) discussions with judges, attorneys, police officers, 4) simulation games, 5) case study analysis, 6) decision making lessons, and 7) role playing.

The program is aimed at developing positive social attitudes, linking classroom experience with community resources, and helping students examine their own beliefs about law. Richard Balnave, a former teacher and currently a senior law student at Case Western Reserve University, is project coordinator. His duties include: organizing the curriculum, preparing classroom teachers, assisting classroom teachers introduce lessons, provide media, and arrange for resource people. Four to five days will be provided each of the sixteen participating classroom teachers 1) to review the proposed program, 2) for in-service training, and 3) follow up.

The program comprised of fifteen to twenty lessons at each grade level will be available by March 30, in-service will be completed by mid-April, and the program will be carried out during the eight weeks between April 1 and May 28. If more information is desired, phone Richard Balnave, 333-9561, extension 251 or 252.

The first meeting of participating teachers will be Tuesday, March 9, 1976, at 3:30 p.m. in the Administration Building. The ad hoc committee on law-related curriculum, composed of eight Anchorage classroom teachers, have suggested that teachers who took either the Law-Related Curriculum one credit course sponsored by the University of Alaska or San Francisco State College be encouraged to participate. Other interested people should contact Mr. Balnave. Interest and background will be the criteria for selecting participants.

Richard Balnave, Project Coordinator

John Havelock, Project Director
University of Alaska
Criminal Justice Agency

ASD Liaison
Anna Beth Brown
Coordinator, Elementary Curriculum

Les Wells
Coordinator, Secondary Curriculum

APPENDIX C

SUMMARY OF PROPOSAL FOR FALL TEACHER TRAINING PROGRAM

A fall training program for teachers is needed because we are seeking volunteer teachers as a means of disseminating the program to a wider number of schools within the district. The training program can help overcome the understandable reluctance with which teachers greet a program which is both new in the substantive knowledge it requires and new in the teaching strategies required.

OBJECTIVES

The teacher training program suggested below has two (2) objectives:

1. Training of teachers who are new to the Law Related Education program;
2. Training of several teachers who participated in the pilot program to act as future teacher trainers within the district, thus obviating the need to continually go outside to find a coordinator who can run the teacher training sessions.

PARTICIPANTS

Three "groups" of people would take part in the 1976-77 school year teacher training:

- A Consultant, whose duties would include training the future trainers, and supervising their training of the new teachers;
- Five prospective "teacher trainers" who will be drawn from the ranks of the Spring 1976 pilot program teachers. Their duties will include training new teachers;
- Forty new teachers.

PROPOSED SCHEDULE

DAY #1	Consultant visits classrooms to view present Law Related Education program; Consultant gets his/her act together;
DAY #2 & #3	Consultant trains future trainers regarding: a. Advanced Law Related Education methods and content b. How to run workshops with teachers
DAYS #4 & #5	Teacher Trainers train new teachers; Consultant supervises their training techniques.

APPENDIX D

DATA FOR FUTURE TEACHER-TRAINING SESSIONS

In the final workshop held during the pilot program, pilot teachers were asked to identify, based on their classroom experiences, the training needs that one would require to become a teacher of law studies. In addition, pilot teachers were asked to rank-order those training needs in a priority fashion. Below is a listing of these training needs starting with the one which was considered to be most important and ending with the one considered the least important.

1. Content: Basic introduction to the American legal system
2. Teachers sharing ideas and activities
3. Methods: Simulation gaming
4. Content: From arrest to trial - what happens?
5. Community Resources: How to arrange for classroom use
6. Methods: Role playing
7. Methods: Values education
8. Content: How laws are made
9. Methods: Case study analysis
10. Methods: Use of the silent-stop filmstrip

In all cases, the pilot teachers expressed the need to have a "legal resource person" available during the training sessions to answer technical questions. In addition, teachers from the pilot program should be available during the training sessions so that the new teachers can discuss their concerns about the classroom materials with the pilot teachers.