

MAKING STREET LAW EFFECTIVE

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WHAT MAKES STREET LAW WORK?

- **S**TREET – THINGS FROM THE STREET AREN'T 5 STAR BUT THEY ARE INTERESTING.
- **T**EACHING – STREET LAW EDUCATES THE AUDIENCE ON IMPORTANT LEGAL CONCEPTS.
- **R**ELEVANT – STREET LAW LESSONS HAVE TO BE RELEVANT TO THE TARGET AUDIENCE
- **E**NJOYABLE – STREET LAW LESSONS SHOULD BE FUN!
- **E**NGAGING – STREET LAW MUST BE TAUGHT IN A MANNER THAT ENGAGES AND INVOLVES THE AUDIENCE.
- **T**WO FOR ONE – STREET LAW HAS TO TARGET AUDIENCES AND BENEFICIARIES – THE AUDIENCE AND THE LAW STUDENTS WHO CONDUCT THE LESSONS.

EFFECTIVE STREET LAW

KNOWLEDGE

AUDIENCE



DEVELOP A LESSON PLAN

FACT PATTERNS

METHODS AND EXERCISES



FINAL OUTCOME

KNOWLEDGE

ENJOYMENT

KNOWLEDGE: THE LAW

- **WHAT SPECIFIC LEGAL KNOWLEDGE ARE YOU TRYING TO GIVE YOUR AUDIENCE THROUGH THE LESSON?**
- **LAW CAN BE CONFUSING, BORING AND CONTRADICTIONARY – ESPECIALLY TO NON-LAWYERS. YOUR GOAL IS TO MAKE THE LAW INTERESTING!**
- **LAW IMPACTS EVERYONE, EVERYDAY OFTEN WITHOUT THEIR EVEN REALIZING IT.**
- **USUALLY STATED IN TERMS OF SPECIFIC OUTCOMES:**

EXAMPLES: TRAINEES WILL BE ABLE TO (), WILL UNDERSTAND () AND APPLY (), WILL EXPERIENCE ().
- **BE REALISTIC WITH THE AMOUNT AND DIFFICULTY OF YOUR LEARNING OBJECTIVES.**

AUDIENCE: WHO ARE THEY?

- **DETERMINE WHO YOUR AUDIENCE IS FROM THE BEGINNING. EVERYTHING YOU DO WILL DEPEND ON THIS QUESTION:**
 - **LANGUAGE USED**
 - **EXAMPLES EMPLOYED**
 - **TEACHING METHODS USED**
 - **LEVEL OF DETAIL AND SOPHISTICATION**
 - **GOALS OF THE TRAINING**

THE LESSON PLAN

- **1: ESTABLISH LEARNING OBJECTIVE**
- **2: IDENTIFY THE AUDIENCE**
- **3: CONSIDER RESOURCES AVAILABLE: TIME, LOCATION, MATERIALS, NUMBERS.**
- **4: IDENTIFY YOUR LEARNING METHODS**
- **5; PREPARE YOUR FACT PATTERNS AND EXAMPLES**
- **6: PREPARE YOUR EXERCISES**
- **7: ESTIMATE THE TIMING**

WHAT ARE FACT PATTERNS?

FACT PATTERN development. Fact Patterns serve as the beginning point of a simulation as well as other interactive teaching methods like brain storming, group work, demonstrations, simulations and other forms of experiential education.

FACT PATTERN PREPARATION

- **REMEMBER: A FACT PATTERN IS LIKE A PROBLEM WAITING TO BE SOLVED. THINK OF IT AS A DETECTIVE STORY.**
- **BEGIN BY DESCRIBING THE PROBLEM OR CASE QUESTIONS YOU WANT RESOLVED.**
- **SECTIONS OF A GOOD CASE STUDY/FACT PATTERN:**
 - INTRODUCTION;**
 - BACKGROUND DESCRIPTION AND FACTS;**
 - RULE OF LAW THAT APPLIES;**
 - **QUESTION TO BE ANSWERED.**

WHEN CREATING FACT PATTERNS...

- **USE INTERESTING OR ENTERTAINING FACTS, CHARACTERS AND SITUATIONS.**
- **DON'T INCLUDE ANY INFORMATION THAT DISTRACTS FROM YOUR EDUCATIONAL GOALS.**
- **CONSIDER USING REAL CASES, BUT ADAPT THEM TO YOUR NEEDS.**
- **CONSIDER WHETHER YOUR CASE STUDY IS TOO SIMPLE OR TOO COMPLICATED FOR WHAT YOU WILL USE IT FOR.**
- **LENGTH OF CASE STUDY DEPENDS ON HOW YOU WILL BE USING IT.**
- **BALANCE DETAIL, COMPLEXITY AND USEFULNESS.**

METHODS: SELECTION

- **ARE WE TEACHING KNOWLEDGE, SKILLS OR ATTITUDES?**
- **WILL THE METHOD ACHIEVE THE LEARNING OUTCOMES?**
- **WILL THE METHOD FACILITATE THE CONTENT WE WANT?**
- **DOES IT FIT THE NATURE OF THE STUDENTS?**
- **DO WE HAVE THE RESOURCES TO DO THE METHOD AND WILL IT FIT THE ENVIRONMENT OF THE TRAINING?**
- **WILL THE METHOD FIT YOUR STYLE OF RANGE OF TEACHING SKILLS?**
- **DOES THE METHOD GIVE ME VARIETY DURING THE LESSON PLAN?**

METHODS

- **SIMULATIONS**
- **DEMONSTRATIONS**
- **ROLE PLAYS**
- **BRAINSTORMING**
- **SMALL GROUP ACTIVITIES**
- **DISCUSSIONS**
- **GAMES**

TIME ALLOCATION:

- **ALLOTING THE CORRECT PERIODS OF TIME IS SOMETHING THAT TAKES PRACTICE AND TRIAL AND ERROR. REMEMBER:**
 - **EVERY GROUP OF TRAINEES ARE DIFFERENT. SOME WILL TAKE MORE TIME, SOME LESS.**
 - **BE FLEXIBLE. AS A TRAINER YOU HAVE TO BE READY TO ADD MORE MATERIALS OR CUT MATERIAL OUT DEPENDING ON WHAT HAPPENS WITH TIMING.**
 - **EVALUATE HOW IT WENT DURING THE LESSON SO YOU CAN ADAPT FOR THE NEXT LESSON PLAN.**

EXAMPLE: CONSUMER RIGHTS IN THE EU

- **LAW: DIRECTIVE 2011/83/EU OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL OF 25 OCTOBER 2011 ON CONSUMER RIGHTS, AMENDING COUNCIL DIRECTIVE 93/13/EEC AND DIRECTIVE 1999/44/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL AND REPEALING COUNCIL DIRECTIVE 85/577/EEC AND DIRECTIVE 97/7/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL**

CONSUMER RIGHTS LEARNING OUTCOME

- **WHAT SPECIFIC CONSUMER RIGHTS WILL WE TEACH? THE PRECISE KNOWLEDGE SHOULD BE INDICATED.**
 - **STUDENTS WILL UNDERSTAND WHAT INFORMATION A SELER MUST PROVIDE THEM BEFORE A PURCHASE IS MADE ONLINE.**
 - **STUDENTS WILL UNDERSTAND WHAT THEIR RIGHTS ARE TO CANCEL A PURCHASE THAT IS MADE ONLINE.**
 - **STUDENTS WILL UNDERSTAND WHAT KIND OF PURCHASES ARE COVERED BY THIS DIRECTIVE.**

AUDIENCE: HIGH SCHOOL STUDENTS

- **14-18 YEARS OLDS.**
- **NEW CONSUMERS**
- **OWN MONEY AND MOM AND DAD'S MONEY**
- **FUTURE CONSUMERS**
- **TECH SAVY AND DEPENDENT**

FACT PATTERN:

- **RELEVANT TO A HIGH SCHOOL STUDENT**
- **EXAMPLES THEY CAN RELATE TO AND HAVE EXPERIENCED**
- **USE HUMOR – AN INTERESTING CHARACTER OR SITUATION WILL LEAD TO GREATER MEMORY ON THE AUDIENCE'S PART.**

SAMPLE FACT PATTERN:

- **SVITLANA, MARIA AND KRYSZYNA ARE ALL GOOD FRIENDS IN SCHOOL. SINCE THEY ALL HAVE THE SAME BIRTHDAY THE AGREE TO EXCHANGE PRESENTS.**
- **SVITLANA HAS TO BUY A PRESENT FOR KRYSZYNA, WHO SHE KNOWS IS GOING TO STUDY IN FRANCE AFTER SHE GRADUATES FROM HIGH SCHOOL. SHE DECIDES TO GET HER A CELL PHONE SHE CAN USE WHEN SHE GOES TO FRANCE. AFTER DOING A SEARCH ONLINE SHE FINDS A DEAL FROM LE BAGUET TELECOM FOR 12 MONTHS OF CELLULAR SERVICE AND FOR A SMALL AMOUNT EXTRA THE DEAL COMES WITH A NEW CELL PHONE. SVITLANA ORDERS THE SERVICE AND CELL PHONE IN KRYSZYNA'S NAME. 10 DAYS LATER SHE DISCOVERS THAT SVITLANA HAS CHANGED HER MIND AND NO LONGER INTENDS TO GO TO STUDY IN FRANCE.**

SAMPLE FACT PATTERN 2:

- **MARIA IS BUYING A PRESENT FOR SVITLANA. SHE SEES ON AN ITALIAN FASHION WEB SITE DESIGNER, “LE PIZZA DESIGNS” THAT HAS SHIRTS FOR SALE THAT INCLUDE A PERSONALIZED TOUCH, THE PERSON’S NAME SPELLED OUT IN GLITTER ACROSS THE SHIRT. MARIA THINKS THIS WOULD BE PERFECT FOR SVITLANA SO SHE ORDERS A CUSTOMIZED SHIRT THAT INCLUDES “SVITLANA” IN GLITTER ON IT. AFTER 4 DAYS MARIA CHECKS HER ORDER ONLINE AND DISCOVERS THAT SHE MADE A MISTAKE ON THE ORDER FORM AND THAT THE SHIRT SHE ORDERED WILL HAVE “SWEATLANA” WRITTEN IN GLITTER INSTEAD OF “SVITLANA”. SHE CANNOT FIND ANY WAY TO CONTACT THE COMPANY TO CORRECT THE ORDER AS THERE IS NO CONTACT INFORMATION ON THEIR WEB SITE.**

SAMPLE FACT PATTERN 3:

- **KRYSTYNA IS BUYING A GIFT FOR MARIA. SHE FINDS A WEBSITE FROM POLAND CALLED “Z PIEROGI” MARKET THAT HAS CLASSIFIED ADS FROM PEOPLE ATTEMPTING TO SELL THEIR GOODS AND SHE SEES SOMEONE HAS A COLLECTION OF STUFFED DOGS FOR SALE. SHE KNOWS MARIA LOVES DOGS SO SHE CONTACTS THE SELLER AND ORDERS 14 STUFFED DOGS AS A GIFT FOR MARIA. TWO WEEKS LATER KRYSTYNA DISCOVERS THAT MARIA’S FAVORITE DOG, “FIDO”, HAS DIED OF OLD AGE. EVERY TIME SOMEONE MENTIONS A DOG MARIA BREAKS DOWN INTO TEARS. KRYSTYNA FEELS IT IS BEST NOT TO GIVE THE STUFFED DOGS TO MARIA RIGHT NOW SO SHE SENDS AN EMAIL TO THE SELLER AND SAYS SHE WANTS TO CANCEL THE ORDER. THE SELLER TELLS HER IT IS TOO LATE, A SALE IS A SALE.**