

# LESSON ONE: INTRODUCTION TO THE 3RS

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## VERSION I

Use if DVD/Video is available (if DVD/Video is NOT available, skip to Version 2)

### INTRODUCTION TO LESSON (15 MINUTES):

Team Captain: "Hello, my name is \_\_\_\_\_, and I am one of several hundred legal professionals (including attorneys, judges, and law students) who have volunteered to visit with you and thousands of other 10th graders in the Cleveland Metropolitan and East Cleveland School Districts as part of the Cleveland Metropolitan Bar Association's 3Rs program.

The 3Rs program involves monthly visits by attorneys to discuss constitutional Rights, Responsibilities, and Realities (the 3Rs), and career counseling. Knowing your rights and responsibilities and understanding the realities of the law can help you succeed throughout your life. When you understand the U.S. Constitution and the structure that the rule of law provides in our country, it will help you be a better citizen.

My fellow 3Rs team members who will be working with your class this year will now introduce themselves [have each introduce him/herself, say where he/she works, and what he/she does, Captain included].

We will now show you a DVD/Video [depending on which you are using] of the 3Rs program. It discusses what the 3Rs program is all about and the importance of thinking about career goals and how to achieve them [show DVD/Video – which is about eight minutes in length – on class monitor or volunteer laptops, depending on the arrangement made prior to class].

We will now break into small groups for the rest of today's lesson. All future 3Rs lessons will be conducted in small groups, hopefully with the same attorney and same students in each group each month [break into small groups]."

### SMALL GROUP DISCUSSION (25 MINUTES OR TIME REMAINING):

Attorney in Small Group: "Again, my name is \_\_\_\_\_. Here is my business card [pass it out to each student]. Feel free to contact me if you have any questions related to law, careers, or otherwise.

What are your names? [Have each tell his/her name and consider having each wear a name tag or create a name tent by folding a piece of paper lengthwise so it is visible to you.]

In the 3Rs video, the attorney for the Cleveland Browns, Fred Nance, said, 'You cannot play the game [of life] if you do not know the rules.'

As attorneys, we are experts in the law, the 'rules of the game' for our society. During our visits we will share our knowledge with you so that you have a better understanding and appreciation of the laws.

We will also be discussing career goals, and that will be our focus for the remainder of today's lesson." [Continue to Section of Lesson One titled: WORKSHEET DISCUSSION.]



## VERSION 2

If DVD/Video is NOT available:

### INTRODUCTION TO LESSON (15 MINUTES):

Team Captain: "Hello, my name is \_\_\_\_\_, and I am one of several hundred legal professionals (including attorneys, judges, and law students) who have volunteered to visit with you and thousands of other 10th graders in the Cleveland Metropolitan and East Cleveland School Districts as part of the Cleveland Metropolitan Bar Association's 3Rs program.

The 3Rs program involves monthly visits by attorneys to discuss constitutional Rights, Responsibilities, and Realities (the 3Rs), and career counseling. Knowing your rights and responsibilities and understanding the realities of the law can help you succeed throughout your life. When you understand the U.S. Constitution and the structure that the rule of law provides in our country, it will help you be a better citizen.

I'd like to know who are your favorite sports stars? [Have the students raise their hands and say who their favorite athletes are.] You can compare knowing your constitutional rights and the rule of law with playing sports: you can't play the game if you don't know the rules. Every one of those sports stars you've just named is a great athlete, but none of them would be as successful as they are if they didn't know the rules of the game.

My fellow 3Rs team members who will be working with your class this year will now introduce themselves [have each introduce him/herself, say where he/she works, and what he/she does, Captain included].

We will now break into small groups for the rest of today's lesson. All future 3Rs lessons will be conducted in small groups, hopefully with the same attorney and same students in each group each month [break into small groups]."

### SMALL GROUP DISCUSSION (25 MINUTES OR TIME REMAINING):

Attorney in Small Group: "Again, my name is \_\_\_\_\_. Here is my business card [pass it out to each student]. Feel free to contact me if you have any questions related to law, careers, or otherwise.

What are your names? [Have each tell his/her name and consider having each wear a name tag or create a name tent by folding a piece of paper lengthwise so it is visible to you.]

As our 3Rs team captain said, you can't play the game if you don't know the rules.

As attorneys, we are experts in the law, the 'rules of the game' for our society. During our visits we will share our knowledge with you so that you have a better understanding and appreciation of the laws.

We will also be discussing career goals, and that will be our focus for the remainder of today's lesson." [Continue to Section of Lesson One titled: WORKSHEET DISCUSSION.]



## WORKSHEET DISCUSSION – BOTH VERSIONS 1 AND 2

Attorney in Small Group: “I am handing out your 3Rs Folder with today’s Student Worksheet inside it. You will receive a new Student Worksheet during each of our visits. You should keep each Student Worksheet in your 3Rs Folder and bring it to each 3Rs class. There is a schedule of our visits in your 3Rs Folder along with a copy of the U.S. Constitution and a glossary. Because our time with you is very limited and there is so much we cannot cover, we will include in each Student Worksheet optional additional activities you can work on during your free time. Ask your teacher if you can get class credit for completing any of the optional activities. Completing the optional activities will help you to pass the Ohio Graduation Test in March [applies to 10th grade students only].

Now let’s get to know each other a little better. First, let me share with you about the career path I took to get where I am today. [Share with the students what you do, where you work, what interests you had that led you to choose law as a career, and something you might find inspiring and/or encouraging to them in thinking about their career possibilities, including obstacles you overcame to reach your career goal and/or assistance or guidance someone provided to help you.]

Please turn to your Student Worksheet and complete the sections asking you to list your interests/skills, possible careers that would relate to those interests, and what education or training you think you would need to succeed in those careers. So, let’s say you enjoy working with children – you would list that under the Interests/Skills column. A likely career goal could then be an elementary school teacher or pediatrician. In the third column, you would list the education/training you think is required for that career. You may list as many goals and interests as you’d like, or focus on just a few that you feel strongly about.

It’s important to remember in considering what career you would like to aim for to think about what you enjoy doing and what you’re good at. The difference between just working at a job and having a career lies in how much you enjoy and are challenged by what you do. [Have the students complete the Career Goals grid by listing their interests/skills in the first column, then the careers that relate to those interests in the second column, and the education or training that would be necessary for those careers in the third column. The order the students fill out the columns may be reversed if students have a strong career goal in mind – they may fill out the Career Goals column first and then list the Interests/Skills that their choice would involve.]

Let’s discuss your responses to the Career Goals worksheet. [Discuss each student’s responses one at a time with the group, offering encouragement and noting where possible the importance of training/education in achieving career success in today’s world. If your group does not manage to cover all fields in the time allotted or some students have trouble filling out their worksheet, encourage them to take them home to review and bring back to the next lesson. Otherwise, collect the sheets and ask the teacher to keep them until the end-of-the-year counseling lessons. If you have additional time, you may add a Career Goal question for further discussion (e.g. potential people, groups, activities etc. that may be of assistance to the students in achieving their stated career goals).]

I want to conclude today’s 3Rs program by telling you how much I enjoyed talking with you, and I am looking forward to my return visit next month.”



# LESSON ONE STUDENT WORKSHEET: CAREER GOALS

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Student name \_\_\_\_\_ Teacher/Class Period \_\_\_\_\_

What are your interests/skills?	What are your career goal(s)?	What training/education is needed for you to achieve your goal(s)?
1.		
2.		
3.		
4.		
5.		

