

# USER'S MANUAL: PREPARING FOR THE CLASSROOM VISIT

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## THE 3RS ONLINE

[http://www.clemetrobar.org/Pro\\_Bono\\_and\\_Community\\_Programs/3Rs\\_Program/3Rs/](http://www.clemetrobar.org/Pro_Bono_and_Community_Programs/3Rs_Program/3Rs/)

Please bookmark the 3Rs page of the CMBA website, where you will find valuable information about the program, the calendar of visits, resources, and important news throughout the school year.

## 2011-2012 SCHOOL VISITATION SCHEDULE

Unless advised of an alternative schedule or other arrangements for your team have been made, the following are the dates of the classroom visits and the lessons to be covered on those visits:

November 4	Lesson 1	Introduction to 3Rs
December 9	Lesson 2	First Amendment: Freedom of Expression
January 13	Lesson 3	Fourth Amendment: Search & Seizure
January 27	Lesson 4	Due Process
February 10	Lesson 5	Equal Protection
March	<i>No visit because of OGT testing</i>	
April 20	Lesson 6	Practical Career Counseling
May 11	Lesson 7	Practical Career Counseling

## HOW TO USE THE CURRICULUM MATERIALS

With a few exceptions (affected teams will be advised), class periods will be 40 minutes in length. The curriculum materials have been developed to include a basic lesson plan with activities to be undertaken within the 40-minute period almost entirely in small group/discussion format. **It is critical that you prepare ahead of time for your classroom visit.** Please review the materials to understand what is to be covered within the class period and what is suggested to the students as optional activities to be done on their own time.

The materials in your Instructor's Guide are organized in the following way behind each lesson tab:

1. Lesson outline with suggested script for volunteer instructors
2. Jeopardy Review Game Sheet for the lesson (*see game instructions below*)
3. Corresponding student worksheet incorporating the lesson activities
4. Optional student activities (*to be completed on student's own time*)

Additionally, behind the Supplemental Materials tab, you will find a copy of the U.S. Constitution and Glossary for your reference, which are also included in the student materials.



## BRIEF OVERVIEW OF LESSON FORMATS

The first lesson includes a short presentation by the Team Captain, followed by a 3Rs video. The DVD will be provided to Team Captains, who should make arrangements with their assigned teachers and teammates before the lesson to play the DVD on an in-class screen where possible, or on individual teammates' laptop computers where an in-class screen is not available.

All subsequent substantive lessons (Lessons Two through Five) will include a very brief introduction by Team Captains, followed by small group discussion, after which teams should engage in Jeopardy Review with the class as a whole. Lessons Six and Seven will also include a brief introduction by the Team Captain to be followed by small group career and educational counseling.

**Please note that the Optional Student Activities included in the Student Worksheets are meant to be done by the students on their own.** If you have extra time at the end of the lesson before Jeopardy Review, you may use the Optional Student Activities in class at your discretion.

Volunteers are strongly encouraged to adjust lessons to the format that works best for their individual classes. The program is founded on the benefits of small group discussion and face-to-face interaction with students, but within the lessons instructors may feel free to present the materials in the way that best communicates the information to their small groups. For example, some students respond better to question-and-answer sessions, while others may become more engaged by the inclusion of real-life events. For suggestions and techniques that volunteers have used successfully in the past, please contact Jessica Paine at (216) 696-3525 x4462.

## INSTRUCTIONS FOR JEOPARDY REVIEW

The Jeopardy Review is a group activity for the entire class, although for ease of use students can remain divided in small groups who will compete against each other. The Team Captain (or designated Game Coordinator) will explain the rules to the students and coordinate the game. Jeopardy game boards (listing questions and the answers in brackets) are included with your lesson materials.

Captains/Game Coordinators should inform students that they may use their Student Worksheets to help them play the game. The rules resemble the TV show "Jeopardy," in that small groups will compete to win points by correctly responding to questions of different point values. Students can choose to hear a question worth 10, 20, 30, 40, or 50 points. The group that answers the question correctly gets to choose the point value of the next question. Unlike the TV game, students will give an answer to the questions, not ask a question. The student with his/her hand up first will answer the question for that team. The person answering cannot get help from other team members. Students have five seconds to begin to answer. If the answer is correct, their team receives all the points for that question. If they answer incorrectly, their team loses that number of points, and other teams can try to answer it. If they do, they get half the value of the question. If they do not, they lose no points.

Instructors will help with the organization and smooth running of the game, as well as rule on who raises his/her hand to answer first and help with scoring. Captains/Game Coordinators will read the questions and rule on any disputes about whether an answer is correct. Whichever student team has the most points when game play is finished is the winner, although your team may wish to keep a running tally of points for each team to declare a winner at your final visit. You may wish to leave more time at the end of the first lesson for explanation of the rules to ensure students understand the game.

## TEAM FEEDBACK

We have committed ourselves to full support and assistance throughout the school year. If you have questions, concerns, or comments of any kind, please let us know by contacting Jessica Paine at (216) 696-3525 x4462 as soon as the issue arises.

**Thank you sincerely for volunteering to be a part of the 3Rs and showing your support for the Cleveland and East Cleveland schools. With your help, we can make a difference!**



T H E  
**3Rs**  
RIGHTS RESPONSIBILITIES REALITIES

# volunteers *are* making a difference!

*Did you know?*

*"I'm really glad I had this experience – now I have a good grasp of what I want to do."*  
(Cleveland School of the Arts student)

*"Great people, great program. It makes a difference."*  
(John Marshall teacher)

*"I loved the program – it opens your mind and makes you think."*  
(Max Hayes student)

- More than 1,300 volunteers have participated in the program since its debut in 2006, helping nearly 20,000 students to achieve and plan for their future.
- Since The 3Rs program began, the social studies passage rate for 10th graders taking the Ohio Graduation Test (OGT) has increased in the Cleveland schools and Shaw High School. Before the program's inaugural year, the OGT passage rate was 22.9%, among the lowest in the state. In 2011, the passage rate was 50.5% – the highest increase in all subjects tested.
- The 3Rs attracts the highest number and most diverse volunteer pool of any CMBA program. Volunteers include lawyers, judges, paralegals, and law students from all sectors of the legal community, including the courts, law firms, in-house corporate counsel, government attorneys, local bar associations, local law schools, The Legal Aid Society of Cleveland, NEOACCA, the U.S. Attorney's Office, the Cuyahoga County prosecutor's and public defender's offices.
- The 3Rs was featured at a panel on civic engagement at the 2010 National Conference of Bar Presidents and was saluted as a national model civics program by ABA Immediate Past President Stephen Zack. The 3Rs was also honored with:
  - The First Annual Raymond Pace and Sadie T. M. Alexander Award for Excellence in Pipeline Diversity from the American Bar Association Presidential Advisory Council on Diversity in the Profession (2009)
  - The Ohio State Bar Foundation Outstanding Program Award (2008)
  - The LexisNexis National Community Outreach Award (2007)
  - The American Bar Association Partnership Award (2007)



