

February 18 Lesson Plan

1. **Brief Introduction** (*approx. 2-3 minutes*)
 - a. Use this time for students to create name cards
2. **Candy Ice Breaker** (*approx. 20-25 minutes*)
 - a. Pass around bags of colored tootsie rolls and ask students to take 3 pieces (ideally different colors)
 - b. Go around the room and ask each student to introduce themselves with their name and preferred pronouns
 - c. Each candy color correlates to a different question – students will answer the questions that correspond with the color candies they picked
 - i. Red/Pink: favorite lawyer movie/tv show (or favorite non-lawyer movie/tv show if you don't have one)
 - ii. Orange: hobby/skill/special interest
 - iii. Green: favorite ice cream flavor
 - iv. Blue: recommendation for the class (book, tv show, movie, podcast, restaurant, anything!)
 - v. Yellow: if you could travel on any vacation right now where would it be (no Covid restrictions)
 - vi. Brown: pick any question
3. **Discussion of Potential Topics** (*approx. 15-20 minutes*)
 - a. Broad Question: What legal topics are you interested in learning about over the next 10 weeks?
 - b. Post more detailed questions on the board – hoping to get students to think about (1) specific legal topics/areas of law and (2) specific skills
 - i. How does the legal system impact my daily life? How are marginalized communities impacted by the legal system? What are some confusing or abstract parts of the legal system that I want to learn more about? What are different areas of law that I can get involved with now? What are different types of law that aren't necessarily related to my life, but are areas of law that I'm interested in learning more about?
 - ii. What are some skills or attributes that make someone an effective lawyer and advocate?
 - c. Students will pair up and discuss questions/potential topics with someone else for about 2-3 minutes
 - d. Students will take 2-3 minutes to write down some of their thoughts in their journals
 - e. Ask for volunteers to share some of the topics and skills they are interested in learning so I can compile a list
 - f. Post my email address on the board and let students know they can email me any topics or skills if they don't want to share with the entire class or if they think of anything else after class
4. **Word Search** (*approx. 10 minutes*)
 - a. Handout copies of word search *without* word box – objective is to show students that they know more legal terms than they think
 - b. Ask for volunteers to discuss which words they found and ask for a definition (if they know it!)